



2025



WEBSTER'S HIGH SCHOOL

PARENTS' /CARERS' HANDBOOK

**This document is available in alternative formats, on request
(Please contact the Head Teacher)**

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WELCOME

Dear Parent/Carer

As Head Teacher of the school it gives me great pleasure to welcome you to Webster's High. Webster's has been the burgh school of Kirriemuir and the Glens for more than 150 years and we are proud of our history and tradition of service to the local community.

This handbook provides information about our school for parents and carers whose children will soon be making the transfer from primary school, or from other secondary schools. We hope you will find here the answers to many of your questions about the practical aspects of primary - secondary transfer, the secondary curriculum, and the organisation and administration of the school. However, a Handbook cannot take the place of personal contact between the home and school. That is still the most important form of communication. For this reason, we encourage you to visit the school and find out more about us. Please do not hesitate to telephone or write for an appointment.

Yours faithfully

Jane Esson
Head Teacher

CONTACT DETAILS

School Name	Webster's High School
Address	Prosen Road, Kirriemuir, DD8 5AT
Telephone Number	01575 526000
Website	http://www.webstershigh.angus.sch.uk/
E-mail Address	WebstersHigh@angusschools.org.uk
Head Teacher	Jane Esson

Present Roll 638 pupils

First Year	-	110
Second Year	-	115
Third Year	-	133
Fourth Year	-	123
Fifth Year	-	96
Sixth Year	-	61

Stages Covered Secondary (S1) to Secondary (S6)

Parent Council Website <https://sites.google.com/whsparents.org/Website>
Parent Council Facebook <https://www.facebook.com/WebstersParents>

THE SCHOOL DAY

Angus' eight secondary schools deliver 33 learning periods of 50 minutes each week. These 33 learning periods are spread over four longer days from Monday to Thursday and one shorter day on a Friday. From Monday to Thursday each day will start at 08.55 and finish at 15.50. On Fridays the day will end at 13.20. All Angus schools have the same period structure. From Monday to Thursday there are seven periods a day. On Fridays there are five periods.

Period		
1	8.55	9.45
2	9.45	10.35
Interval	10.35	10.50
3	10.50	11.40
4	11.40	12.30
5	12.30	13.20
Lunch	13.20	14.10
6	14.10	15.00
7	15.00	15.50

VISITS OF PROSPECTIVE PARENTS/CARERS – see *link below*:

[Choosing a school: a guide for parents \(Scottish Government\)](#)

Online Enrolment and Placing Requests

Transfers from Associated Primary Schools are automatic and the necessary information for parents/carers is provided by each Primary Head Teacher in December.

Parents/Carers who wish their child to be placed in an alternative school or to transfer their children to a secondary school other than that proposed by the Education Authority must submit enrolment and placing request forms online:

[Making a placing request | Angus Council](#)

[Enrolling in secondary school | Angus Council](#)

Once your child has been allocated a place you will be invited along to meet the staff and children, to find out more about the curriculum and to share information regarding your child.

Pupil Care & Support (PCS) and Year Staff

On entry to Webster's High School, each pupil is assigned a Principal Teacher of Pupil Care & Support who have a special responsibility to care for the welfare of pupils in their charge. Their task is to oversee the general educational progress and the personal and social development of pupils. These staff members are available to help pupils and parents/carers, especially at times when decisions have to be made or extra support is required.

Each Principal Teacher (Pupil Care and Support) takes responsibility for a group of pupils from S1 to S6, to whom they teach one period a week of Personal, Social and Health Education. S1 to S4 pupils also receive one period of Universal Support from their Pupil Care and Support Teacher. The Principal Teachers are each associated with one of the school Houses. The main benefit is that where possible the same teacher takes responsibility for all the pupils in a particular family.

Clova House	Mrs Little
Isla House	Mrs Chalmers
Moy House	Mrs Anderson
Prosen House	Ms McNally

The school Deputes take overall responsibility for year groups. In session 2024-2025 these will be:-

Mrs L Tosh	S1 & S2
Mr M Keir	S4 & S5
Mrs S Hunter	S3 & S6

SCHOOL UNIFORM

At Webster's High School we believe that the wearing of a school uniform is important for the following reasons:

- It gives our pupils a sense of belonging.
- It removes the pressure to wear expensive brands.
- It enables us to identify intruders very quickly which helps us keep your young person safe.
- It helps our pupils get into the correct mind-set for working when they attend school and reinforces our positive work ethos leading to raised attainment.
- It enhances our reputation as a school in the local and wider community which helps our pupils when they apply for work.

The uniform this session remains as follows:

Webster's blazer, Webster's tie, white shirt, black jumper, black school trousers or skirt, black shoes

Our School Captains and Prefects are expected to wear uniform, including a blazer, in this leadership role.

We strongly encourage all our pupils to wear the clothing listed above. Please note that tracksuit bottoms, faded jeans and leggings with a logo or transparent areas are not acceptable. We have been pleased to see an increase in the number of pupils wearing the school blazer, particularly in the younger years.

If families wish to purchase a blazer there are different ways this can be done:

- As part of our Eco school programme, the school runs a swap shop where families can purchase a previously worn blazer for £10 and then swap it for a larger one when their child has grown out of it. Families should be aware that we may not have every size in stock.
- If families wish to purchase a new blazer, they can order through the website BE Schoolwear www.beschoolwear.co.uk.

PE Kit

Outdoor: Pupils should bring warm clothing and waterproofs

Indoor: Pupils can wear shorts or tracksuit bottoms and a t-shirt but must wear non marking soled trainers.

Pool: Girls should wear full swimming costumes and boys should wear swimming shorts.

Not Acceptable:

- Low cut tops
- Spaghetti strap tops
- Shoes without proper support (Converse and pumps are not acceptable for PE)
- Jewellery
- Bikinis

NOTE:

All clothing brought to school should be named or marked in some way, as it is difficult for our young people to distinguish their own clothing from others.

If you have financial concerns regarding the purchase of full school uniform or PE kit, please contact Mrs Hunter, DHT.

PARENTAL CONCERNS

Parents/Carers should contact the school immediately should they have a cause for concern. It is our wish to deal with all matters as early as possible preventing them from growing into significant concerns. Please contact your child's PTPCS teacher in the first instance or if you would prefer to discuss the issue with a member of the management team please contact Mrs Tosh regarding children in S1 and S2, Mr Keir S4 and S5 and Mrs Hunter S3 and S6. The staff will listen to your concern and agree a way forward with you.

THE COMPLAINTS PROCEDURE – also see link below:

[Angus Council complaints procedure](#)

If parents/carers have cause for complaint they should contact the school and make an appointment to meet the Head Teacher or member of the Senior Management Team. Please note that a complaint against a member of staff should always be brought directly to the Head Teacher.

PARENTAL INVOLVEMENT

Becoming Involved in School

The school values the important part that parents/carers play in their children's education and sees partnership with parents/carers as an effective way of enhancing children's achievements and promoting better school ethos and communication.

Opportunities for Parental Involvement:

All parents/carers are invited to attend Parents' Evenings throughout the year. At these meetings parents/carers will have the opportunity to meet their child's class teachers for 5 minute interviews and hear about their child's progress. Termly tracking reports for each pupil will also be issued.

We also hold additional Parents' Evenings where we give advice on how parents/carers can support their child's learning and well-being. The content of these events reflects what parents/carers have asked for when we have sought their views. We will continue to seek and respond to parental views in this area.

Many parents/carers help us coach sporting teams, assist with paired reading and support different aspects of the curriculum. **If you wish to be a regular parent/carer helper, PVG (Protecting Vulnerable Groups) checks have to be completed.**

Please get in touch with Mrs Sara Hunter (DHT) if you have a particular skill to offer.

Parent Council

We have a very active Parent Council who support and advise the school in a number of areas such as: the school improvement plan, policy review and fund raising. Everyone is very welcome and under no obligation to take on an official role. The meetings are very relaxed.

Parent Council Website: <https://sites.google.com/whsparents.org/website>

Parent Council Facebook: <https://www.facebook.com/WebstersParents>

SCHOOL ETHOS

Webster's High is a Rights' Respecting School. In our school we are committed to providing appropriate opportunities for the development of pupils' moral, social and cultural values through both the ethos and the curriculum. This is undertaken in partnership with parents/carers and takes account of the individual needs of pupils and the views of parents/carers.

In line with the UN Convention on Children's Rights and the Equality Act (2010) our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school both have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and Racial Equality and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. With LGBTQ+ identities increasingly represented across society, we have undertaken the LGBT Charter Programme set out by LGBT Scotland and have been awarded our Silver Chartership. Further details about our approach to LGBTQ can be found on our website in the school information section and a copy of our anti-bullying policy can be found on our school website under Policies in the school information section

SCHOOL AND COMMUNITY LINKS

Our School is an integral part of the community of Kirriemuir. Our young people develop skills and learn to be better citizens as they engage with and work with the local community. Our pupils participate in community events and competitions and support some of our local residents through fundraising for and donating to hampers every Christmas. Our S1 pupils support local charities through their participation in the Youth Philanthropy Initiative (YPI) each session and our Early Education and Childcare classes host Stay and Play sessions each term for local toddler groups to attend. Local employers and partners support us in the work we do around Developing the Young Workforce.

POSITIVE BEHAVIOUR MANAGEMENT

[Angus Council anti-bullying policy](#)

Good behaviour is essential to good learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility as per the Webster's campus standard. Pupils, parents/carers and staff all have an important part to play in producing and sustaining this positive ethos.

Where a child does break rules, there is a hierarchy of consequences, culminating in exclusion from the school which we expect to be a very rare occurrence. We like to involve parents/carers as early as possible when a child gets it wrong with a view to preventing more serious offences taking place. We always prefer a restorative approach when a child's behaviour becomes a problem.

CELEBRATING ACHIEVEMENT

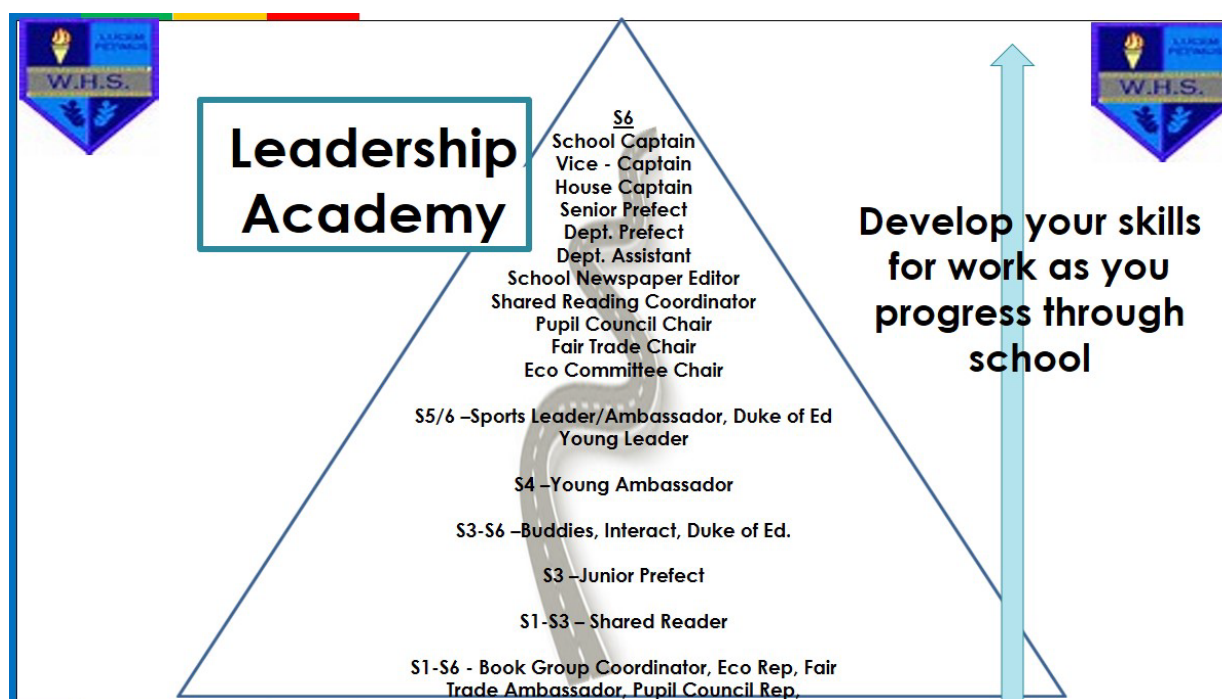
We celebrate achievement in a variety of informal ways: by discussing success at assemblies, writing articles in the termly Parents' Newsletter and through posts on social media. Achievement is also recognised at our annual sports awards and Prize-giving ceremonies. As part of this, pupils may also receive an Achievement Tie for their work at local and national levels.

EXTRA-CURRICULAR ACTIVITIES

There is a varied programme of extra-curricular and wider achievement opportunities available during the school day, at lunch time and after school.

Our extra-curricular activities include a wide range of sports such as rugby, basketball, netball, football, badminton, cross-country etc. The school is involved in competitions in athletics, cross country, golf, hockey, football, rugby, netball, basketball and badminton. In addition to sports' clubs there are also the following clubs: anime, creative writing, breakfast, movie, chess, board games, as well as several others.

To develop their skills for life, learning and work, all pupils are encouraged to involve themselves in a wide range of leadership and volunteering activities through our Leadership Academy. This includes activities such as Pupil Council, FairTrade, Interact, Shared Reading, S3 Junior Prefect etc. As part of this pupils are supported to register and achieve their Saltire Award at different levels. In S2-S4, pupils can also choose to work towards their SQA Volunteering Skills Award at Level 3, 4, or 5 and this is supported by Mrs Hunter (DHT). In the senior phase, pupils can choose to study the Level 5 or 6 Leadership Award or Level 5 and 6 Sports Leader Award to have their work recognised. There are also other wider achievement qualifications on offer such as the Level 4 and 5 Wellbeing Award, John Muir Award, Duke of Edinburgh and Princes Trust.



Visits are organised throughout the session by various departments, either on a curricular or extra-curricular basis, and include the following:

- Residential Activity Groups: For example to Dalguise outdoor centre and Outward Bound.
- Educational Visits: History, Geography, Art, Computing Science and Science Field Trips, Visits to Industry.
- Careers Visits: These include visits to Careers Conventions and to Open Days at Scottish universities and colleges.
- Sporting Visits: In recent years there have been regular trips to Murrayfield, Ajax, Old Trafford and Wimbledon.
- Theatre Visits: In recent years members of the English, Drama and Music Departments have arranged evening visits.

PUPIL COUNCIL

Webster's High School has a long-established Pupils' Council. The co-ordination of the Council events is the responsibility of two pupil captains. There are two representatives from each year group and the Council has a programme of meetings throughout the session. Prior to the meetings, the captains, supported by a member of staff, discuss items to be included on the agenda. All teachers are encouraged to play a supportive role, with the Pupil Council chair having responsibility for keeping the meeting in order. As a result of this approach pupils have a real belief that the meeting belongs to them, with agendas which focus on issues relevant to pupils.

LEARNING OPPORTUNITIES

Your child will learn in a variety of different contexts and groups including ability, co-operative and social.

THE PUPILS' AND PARENTS' VOICE

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning.

Communication with Parents/Carers

It is the policy of the school to develop regular and effective communication between parents/carers and teachers in order to help achieve the aims of the school. To ensure this happens, the following methods of communication are used:

Reporting

Reporting informs parents/carers of progress. This will be through a range of approaches including parents' evenings and written reports.

The termly tracking will describe your child's strengths and areas for development, their progress in achievement across the eight curriculum areas, their next steps in learning and how parents/carers can help.

Additional to a report your child will create a 'profile' which is a statement which publicly recognises your child's best achievements in school, at home and in the community.

1. Groupcall

The preferred communication system throughout schools in Angus is Groupcall. This system enables pupil reports, letters etc to be sent by e-mail.

To enable this communication, please provide an up-to-date e-mail address at all times.

2. Parent/Carer Contact Evenings

We believe that discussion between parents/carers and teachers is of great benefit to pupils, parents/carers and teachers, and supplements the information provided in school reports. We therefore arrange at least one Parental Contact Evening (5pm–7pm) each session for each year group. At the first of these meetings, parents/carers of first year pupils learn how their children are settling at school and coping with the common course. Second year meetings also inform parents/carers of the progress being made in the common course. In the third year, discussions will be directed more to the selection of subjects for the following year. For fourth, fifth and sixth years, parents/carers are invited to meet the teachers at appropriate times during the session when presentation for and possible success in external examinations can be discussed.

3. Newsletter

We try to put out a Parents' Newsletter approximately once a term. This provides information about developments in the school and news of a wide range of school activities.

4. Website

Our website is an important source of information for parents/carers.

<http://www.webstershigh.angus.sch.uk/>

5. Twitter – Now X

<https://x.com/webstershigh>

6. The School App

To help keep up to date with what is happening at Webster's we have introduced a new App for pupils, parents/carers and staff. The App contains information of events, meetings and details about the day to day activities of the school. It is especially useful for pupils taking part in extracurricular activities or participating in the Leadership Academy to find messages and key dates. The App is available to download for Android and IOS. You can download it for free on Google play and the App store or by using the following the instructions:



7. Other Points of Contact

Parents/Carers who wish to discuss any aspect of their child's progress at school are encouraged to write or telephone the school to make an appointment to see the Head Teacher, Year Head or Pupil Care & Support Teacher. Year Heads request regular progress reports on pupils from teachers throughout the school year. Should a pupil's progress or attitude give cause for concern then the parent/carer will be contacted and invited to meet the Year Head or Pupil Care & Support Teacher. We would also hope, on occasion, to inform parents/carers of particularly commendable activities in which their children have participated.

Parents/carers should never hesitate to contact the school. The Head Teacher and Year Heads are always pleased to meet parents/carers regarding any matter concerning a pupil.

THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

Learning & Teaching Approaches

Effective learning and teaching occurs in a well ordered environment where everyone knows what is expected of them and works together. To achieve high standards we need to work consistently to support our pupils to meet our high expectations. Effective learning and teaching also depends upon a foundation of good working relationships between pupils and staff, between pupils, and between staff.

At Webster's High School, we want all teachers to deliver their specific curriculum knowledge in such a way that all students will routinely recognise the style of delivery, based on 'best practice' research relating to the most effective ways that students learn.

Junior School is a time when pupils adjust to their new school, develop skills and knowledge learned at primary school, experience new areas of knowledge and establish a secure basis for further emotional, intellectual, physical and social development. The curriculum is broad-based and builds upon what pupils already know and do, while also offering a breadth of knowledge and increasingly challenging but appropriate goals. With our associated primary schools we have implemented courses aligned with the national Curriculum for Excellence guidelines.

Senior phase is a time when pupils work along the correct progression pathway for their individual learning journeys through the national and wider achievement qualifications on offer. It is a time where pupils build on their BGE foundations and continue to develop their depth of knowledge and their skills for learning, life and work.

A range of teaching methods are used within each course and within each lesson taught. They include:

- Whole Class Direct Teaching - usually to introduce work, give instructions and establish how well learning has occurred.
- Group Work - sometimes in groups set by ability, sometimes mixed - ability groups.
- Individual Work - tasks appropriate to individual pupils.
- Resource-Based Learning - the teacher organises a variety of resources which pupils access for themselves.

Depending on availability of staffing, Support for Learning Teachers and School and Pupil Support Assistants will assist pupils who find it difficult to cope with the demands of the work. Pupils with a severe learning difficulty may be withdrawn from a class for a limited period of time to work with the Support for Learning Teacher, or separate programmes may be arranged to help with specific difficulties. The agreement of parents/carers will always be sought for such arrangements.

Assessment

Assessment is crucial to tracking progress, planning next steps, reporting and involving parents/carers and learners in learning. From S1, the emphasis is placed on continuous assessment with evidence of progress being gathered in a variety of ways and used to inform learners' next steps on their learning journey.

Assessments are moderated at faculty and department level in line with the school's moderation policy.

A number of approaches are employed including the following:

- Self-assessment – learners will be encouraged and supported to look at and revisit their own work, to develop a better understanding of what they have learned, and what they need to work on.
- Peer assessment – learners will be encouraged and supported to work together to help others assess what is good about their work and what needs to be worked on.
- Personal learning planning – children, teachers and parents/carers will work together to develop planning for next steps in learning.
- Profiles – a statement of achievements both within and outwith school.

Evidence of children and young people's progress and achievements will come from day to day learning and through the things they may write, say, make or do. For example, evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance, or practical investigation. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience.

Assessment takes place as part of ongoing learning and teaching, periodically and at key transitions.

Assessment in S2 follows the same pattern. In some subjects, however, there is also a short examination during the spring term.

Assessment in S3 includes an exam. The purpose of this is to give pupils the experience of being in an exam hall as well as providing teachers with evidence to support their professional judgement.

As part of the S3 exams the pupils will also sit the Scottish National Standardised Assessment. These Assessments (SNSA) have been introduced by the Scottish Government and will focus on aspects of reading, writing and numeracy. The assessments are completed online and results will be used to help teachers plan the next steps in learning for each child in order to help them make the best possible progress, and also highlight any areas which may require some further support or intervention. Pupils do not have to revise or prepare for these assessments. They are designed to be used as part of normal learning and teaching and the information they provide will be used in the same way as other class and subject assessment information.

Throughout the session, Year Heads request reports from subject teachers in respect of pupils whose attitude, diligence and performance are giving cause for concern. Parents/Carers will be informed and invited to the school to discuss these reports. In addition, parents/carers are encouraged to ask about their child's progress at any time throughout the session by consulting the appropriate Pupil Care and Support teacher or Year Head.

School Targets

Along with all other Scottish secondary schools, Webster's High vigorously pursues a range of attainment and other targets. We commit ourselves to doing everything we can to reach them in the belief that the pupils will have benefited from our efforts.

We have a very clear philosophy that high achievement is best pursued through a close partnership of pupil, teacher and parent/carer. The school will provide regular information home on, for example, additional study facilities; we would ask parents/carers to ensure good attendance and to give every encouragement to study conscientiously.

Homework

Homework can include a wide variety of activities ranging from work set by the class teacher to revision of specific subjects. Apart from reinforcing work done in school, the purpose of homework is to encourage study habits. It trains pupils to organise their work and time effectively, and it encourages pupils to gather and use information.

A Personal Planner is offered to all pupils free of charge, however, we accept many pupils prefer to use their phone. We hope that parents/carers will interest themselves in the homework tasks and give assistance when they can.

We encourage pupils to take responsibility for their own learning by recording their homework deadlines in a way that works for them. Parents/carers can use our Family Learning folder on our website to look at study/revisions helpful tips and find information from specific subject areas about recommended websites etc.

Since homework includes not only the set tasks listed in the diary, but also regular revision of classwork, it is therefore important to set aside a regular time every night so that a study routine is established. Teachers may also issue SMART targets to pupils while having learning conversations with them. These may be found in tracking reports.

It is not possible to state the precise amount of time pupils should give to homework at any stage in their secondary school career, but as a rough guide the following principles do apply:

- The amount of homework formally set increases year by year, rising to anything from 12.5 to 15 hours per week in S4, S5 and S6 years.
- In S1, as pupils adjust to their new subjects and the longer school day, they should spend approximately 1 hour each evening on set work or reading notes taken in class for each subject.

We hope this additional information will help you monitor your child's homework.

A final note: homework does not always involve written exercises. It includes finding out information from books, relatives and friends; gathering together material and conducting surveys; preparation for classwork etc. In all subjects, daily revision should be seen as an addition to the tasks set by teachers.

- To give young people an education that prepares them for life after school by mirroring the mainstream curriculum and adapting the courses to meet the needs of individual pupils.
- Provide a curriculum that relates to Skills for Learning, Skills for Life and Skills for Work.
- To help direct young people into a positive fulfilling destination.
- To provide pupils with adaptable skills.

LIAISON WITH SECONDARY SCHOOL

The school maintains close links with primary schools within the Angus area. Our teachers and in some cases our pupils visit other schools and establishments and other teachers and pupils visit us. This process is necessary for the professional development of staff, reciprocal understanding and the establishment of curricular consistency.

Pupils normally transfer to secondary school in August following completion of their P7 year. You will be contacted by letter and offered a place at the secondary school serving your home address which you may either accept or decline. Secondary schools have their own arrangements for meetings with prospective parents/carers, and you will be given details of these meetings.

Secondary staff visit P7 pupils to discuss aspects of their transition with them, and P7 visits to the secondary school take place during Terms 1 and 2. Some pupils may participate in additional visits during Terms 3 and 4 as part of an enhanced transition programme. In May/June, the children will spend 2/3 days at their chosen secondary school.

Parents/carers who wish to transfer their children to a secondary school other than that proposed by the Education Authority must submit enrolment and placing request forms online:

[Making a placing request | Angus Council](#)

SCHOOL IMPROVEMENT

MAIN ACHIEVEMENTS

Read about our different achievements in the termly newsletter.

Click the link below to take you to the home page of the website where you will find the newsletters.

<https://webstershigh.co.uk/>

IMPROVING STANDARDS

The school has consistently performed very well in the national measures for literacy and numeracy.

SCHOOL IMPROVEMENT PLAN

The School Improvement Plan has three overriding priorities:

1. High quality learning and teaching will lead to increased challenge and support, and raised attainment.
2. Develop a flexible curriculum, with a clear focus on literacy and numeracy, to meet the needs of all learners and provide opportunities for achievement.
3. To improve wellbeing by further developing positive relationships and a sense of community.

SCHOOL PERFORMANCE

Scottish Qualification Authority Examination Performance – by the end of S4

5+@Level 5 or better

	2022	2023	2024
Angus	38%	35%	36%
WHS	46%	41%	45%

Scottish Qualification Authority Examination Performance – by the end of S5

3+@Level 6 or better

	2022	2023	2024
Angus	28%	27%	25%
WHS	37%	27%	26%

Scottish Qualification Authority Examination Performance – by the end of S5

5+@Level 6 or better

	2022	2023	2024
Angus	11%	11%	11%
WHS	16%	17%	14%

HEALTH CARE

You can contact your school Health Staff: Ann McLachlan, School Nurse,
Tel: 01307 475274.

DOGS IN SCHOOL GROUNDS

We understand walking your child(ren) to and from school/nursery is an ideal opportunity to walk dogs. However, the safety and wellbeing of our pupils, families, staff and community is paramount. Also, some children feel intimidated or unsure of dogs.

So, please ensure dogs (except for assistance dogs) are not brought into school grounds.

And if you are walking your dog to and from school, please remain at a reasonable distance from the school gate.

This will enable children and adults to enter and exit safely.

We'd ask you to pass this information on to other adults who bring and/or collect your child(ren) from school.

CHILD PROTECTION COORDINATOR

If we think a child has come to harm as a consequence of possible abuse, we need to report it.

At least one member of staff in each school is responsible for child protection matters. They will have had special training in this area.

In our school the Child Protection Coordinator(s) are:

Mrs L Tosh, Depute Head Teacher

If you want to know more about child protection and the safety of children, contact the school. There is also information about child protection on the Angus Council website.

As a school we have good contacts with health professionals, social workers and the police. Any or all of them may offer support, or become involved, if concerns of abuse arise.

USEFUL LINKS AND CONTACT DETAILS

Angus Council
Angus House
Orchardbank Business Park
FORFAR
DD8 1AN
Tel: 03452 777 778
Email: ACCESSSchoolsLearnBSU@angus.gov.uk

ANGUS COUNCIL WEBSITE

Visit angus.gov.uk/schools for information that applies to schools across Angus on topics including:

- holidays
- meals
- school payments
- attendance and absence
- assessment and reporting
- transport
- drugs education
- religious and moral education
- transitions
- ...and more

OTHER WEBSITES

Find useful links to other websites at angus.gov.uk/linksforparents