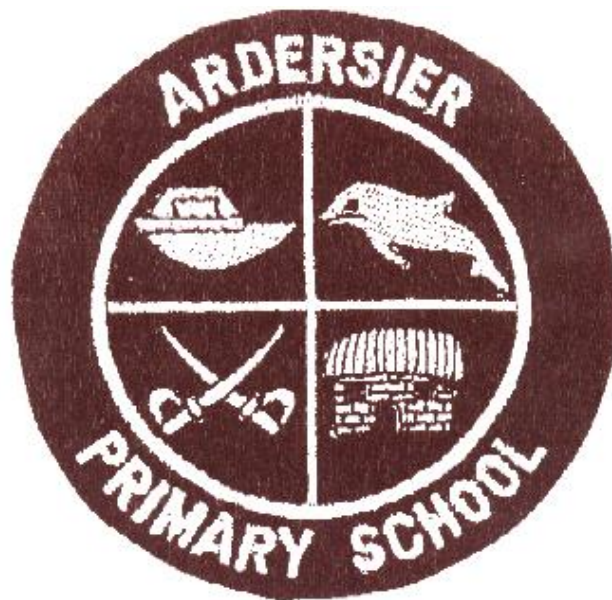


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Highland Communities"



Ardersier Primary School Prospectus

Session 2025/26



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Welcome

Date: November 2024

Welcome to Ardersier Primary School - a school that takes great pride in its reputation within our local community and strives for excellence and achievement for all.

The purpose of this handbook is to:

- Communicate the ethos of the school and provide a welcome for parents to the school.
- Help parents when choosing a school.
- Prepare their child for school.
- Act as a reference tool while their child is at school.

This handbook will also tell you about a child's learning journey at Ardersier, we will share opportunities for parental involvement, and school partnership how you (as a parent/carer) can support learning at home.

Ardersier is a modern school, built in 1988 and attractively situated in the village of Ardersier on the shores of the Moray Firth. The school is part of the Culloden Associated Schools Group, with P7 pupils going on to Secondary Education at Culloden Academy, Keppoch Road, Culloden, Inverness (01463 790851). The school has excellent links with Culloden Academy and supports children as they move to secondary school through enhanced, curricular and pastoral transition activities.

Ardersier Primary is a single storey building with two blocks of classrooms linked by a hall/dining area. There is also a purpose built Early Learning Centre which opened in October 2000 and was refurbished in 2021. In 2024 an Enhanced Provision was established to support learners with additional needs, children access this through the Joint Admission Group. Links are made with other Early Learning Centres and Partner Centres to ensure children have a smooth transition to Primary 1. We are a non-denominational school.

The roll presently stands at 97 pupils in the school and 24 pupils in the Early Learning Centre. There are five primary classes from P1 - P7, with the Enhanced Provision, ELC and primary school offering an education to all pupils in accordance with current educational thinking and Highland Council Policy. All our classes are currently composite classes which have 2 year groups together.

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Any prospective parents and pupils are most welcome to visit in order to look round the school and discuss our teaching methods and educational aims and values.

We encourage our children to show leadership, develop creativity and raise their ambitions to achieve what they really want in life.

Our school encourages positive citizenship at all times and celebrates success at weekly assemblies. The pupils have a strong sense of identity and are actively encouraged to work with staff and parents to improve and develop our school.

Our attainment in educational standards is improving and we aim to include extra-curricular areas too. We have a dedicated team of adults who work together to promote our school values which are caring, supportive and confident.

School Placing Requests – Parental Choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Applications must be made to the Area Education Manager, Fiona Shearer fiona.shearer@highland.gov.uk Placing request applications are made online at:

https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

At the beginning of each calendar year parents should enrol their child to start P1 or ELC – information will be available in the press and online regarding dates for enrolment weeks.

Transportation to and from school, for placing request pupils, is a parental responsibility.

If pupils live out with the school catchment area and their parents wish them to attend Ardersier Primary they can contact the head teacher to arrange a visit.

Parents of children with additional support needs, (including those that have Coordinated Support Plans can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals

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about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

I am confident that your child will enjoy all that Ardersier Primary has to offer. Your views and comments on our provision are welcomed.

If you would like a hard copy or an alternate version e.g Braille or translated into a community language other than English, please do get in touch.

Please feel free to contact the school on 01667 462344 or at Ardersier Primary School, Cameron Drive, Ardersier, Inverness IV2 7SW.

Mrs Hayley Forbes
Acting Head Teacher

hayley.forbes@highland.gov.uk

Our school vision, values and aims

At Ardersier Primary School we work together as a community to provide a happy, secure and stimulating environment where children are motivated to learn, are valued as individuals and encouraged to reach their full potential through our curriculum for excellence.

Our vision, values and aims have been created with the whole school community.

Our School Motto is #TeamArdersier

Our School Mascot is a dolphin, whose name is Dollie

Our Aim is for the children of Ardersier Primary to feel Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included as a member of the school and wider community.

Our School values are Caring, Supportive and Confident

Our School Vision

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In Andersier Primary we persevere to be hard working, resilient and brave. We are loving, confident and value everyone with respect, helping us to be happy, honest and enthusiastic. #TeamAndersier

We promote positive behaviour, good relationships and motivate pupils by focussing on health and wellbeing as a core part of our daily interactions. All pupils are supported using nurturing approaches. We aim to be solution focussed, and restorative conversations allow us to support individual need. The Highland Council Additional Support Needs page will provide you with more information [Support for Learners Website](#)

Staff

Information below is for the current 2024/25 session and is subject to change prior to the 2025/26 session. Any staffing changes are shared with parents/carers.

Acting Head Teacher	Mrs Hayley Forbes
Administrator	Ms Hudson
Principal Teacher	Mrs Moore
Class Teachers	P1/2 Miss Mackenzie/ Mrs Moore/ Mrs Forbes
	P2/3 Mrs Moore/ Mrs Urquhart
	P4/5 Miss Smith/ Ms Cideris
	P5/6 Mrs Coxley
	P6/7 Mrs Mathie

Class Contact Reduction Teacher	Ms Cideris
Support for Learning Teacher	Vacancy
Children's Service Worker	Ms Wemyss

Early Years Practitioner	Mrs Tennent
	Miss Murison
Early Years Support Worker	Ms Murray
	Miss Hale

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Pupil Support Assistants	Mrs Boyd Mrs Cawthorn Mrs Gardiner Mrs Mackenzie Mrs Pottie Miss Scott Mrs Young
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FMA	Mrs Calder
Active Schools Coordinator	Mr D Shaw
Cook	Mrs Campbell
Assistant Cooks	Ms Chalmers & Mrs Calder
Cleaners	Ms Crosbie Ms Sharman

SCHOOL CHAPLAINS

The school welcomes visits from a variety of denominations. These have mostly been from Tornagrain Church Minister, Rev Innes MacSween

OTHER PROFESSIONALS ASSOCIATED WITH THE SCHOOL

School Nurse	Vacancy
Educational Psychologist	Miss E Rait
Speech & Language Therapist	Ms E Nicolson

Parent Council Office Bearers

Chairperson	Eilidh MacKay
Vice Chair	Georgina O'Driscoll
Secretary	Hamish Hibbert
Treasurer	Amy Bassett

The email address for the Parent Council is
ardersier.primary@highlandpc.co.uk

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We also have regular visitors to the school to support curricular activities including Ross County Football Club, Highlife Highland, Childsmile, Out There Sensory Van, Feis Rois and Kodaly. We also work closely with the Ardersier Community Hub supporting each other in the community that our children and families live. Other partners include allied health professionals, educational psychology and links made with outside agencies to support the curriculum at different times throughout the school calendar year.

SCHOOL HOURS

P1-3 9.00am - 2.30pm

P4-7 9.00am - 3.00pm

All children have a 15 minute morning break and 45 minute lunch break.

SCHOOL TERM DATES

[School term dates | School term dates | The Highland Council](#)

[School term dates | Highland School Calendar 2024 to 2025](#)

[School term dates | Highland School Calendar 2025 to 2026](#)

Pupil Attendance/Absence

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school a parent or guardian should phone the school office on 01667 462344 on the first day of absence. When returning to school after an absence, the parent or guardian must give written reason for the time absent.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment please inform the school beforehand. Where at all possible, medical and dental appointments should be made out with school hours.

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If pupils fall ill during the day, parents are contacted for them to collect their child, therefore it is essential that we have up to date day time contact numbers and emergency contact numbers for all pupils.

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day and therefore need to know the whereabouts of absent pupils.

When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- will result in a significant loss in classroom experience
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities
- will affect school attendance records and efforts to raise standards of attendance;
- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in any holidays they may be considering.
https://www.highland.gov.uk/info/878/schools/32/school_term_dates

If parents decide to make holiday arrangements during school term this should be confirmed in writing to the Head teacher.

Health Promoting School

As a Health Promoting school we also encourage pupils, staff and parents to think about healthier lifestyles. We have a School Travel Plan which promotes safe and healthy routes to school. We value all the activities that make up a healthy and happy community.

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School Meals cost £2.40 for pupils and just keep getting better, with better quality food, healthier meals, larger portion sizes and more and better choices. If a pupil has special dietary needs, please inform the school. Free meals can be claimed in certain circumstances, for information and application form please see

http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

https://www.highland.gov.uk/downloads/download/9/school_menus

Parents are responsible for pupils who decide to go out with school grounds at lunch time.

NB All pupils in P1-5 are eligible for free school lunch

The Curriculum

These are the four capacities that lie at the heart of Scottish Education and in the life of Ardersier Primary School

- Successful Learners
- Responsible Citizens
- Confident Individuals
- Effective Contributors

Curricular Principles

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Taking each of the seven principles of curricular design as defined by the Scottish Government's Curriculum for Excellence, the following principles apply in the delivery of our Curriculum for Excellence:

- Challenge and enjoyment

Our curriculum meets the needs and interests of our learners by being exciting and challenging. This is done by engaging our learners and setting high standards for both social and educational targets. Cooperative methods of teaching and learning help to keep learning fun, active and also challenging. We encourage maximum effort to reach new levels of understanding and development as well as helping to create situations where individuals can further their confidence and competence.

- Breadth

An Interdisciplinary Learning approach ensures that a wide range of curricular experiences cross-cut and knit together a wealth of new knowledge, applied skills, and learned processes. Through integration several curricular areas can be explored simultaneously and offer a rich network and background to children's learning.

- Progression

It is important to build on prior learning for each child at his/her level. Numeracy experiences are enriched through a structured programme of clear progression of skills. Literacy also follows a learning programme of progressive skills. There are many opportunities for literacy and numeracy skills to be applied across the curriculum.

Progression of knowledge, skills and experiences comes through clear recording of planned learning utilising the Scottish Government's Curriculum For Excellence Curricular experiences and outcomes and benchmarks

- Depth

Real depth in learning occurs with opportunities to develop interdisciplinary learning approaches. Flexibility in teaching outwith time constraints can allow children to develop rich experiences in directions of their choice.

Through working collaboratively children divide their tasks and multiply their success.

Children are given the opportunity to:

- ✓ Question their learning in a formative way
- ✓ Self-assess

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- ✓ Teach others their newly learned skills and knowledge
- ✓ Demonstrate their success and report back their progress to others.

- Personalisation and Choice

Through planning the curriculum together teachers and children develop a real interest and motivation to succeed.

Integrated Topics allow teachers and children starter ideas to develop a wide range of agreed targets across a range of chosen subjects.

Children bring to school a wealth of experiences and this should always be utilised to enhance learning.

Flexibility in the curriculum is encouraged to maximise the children's learning potential as needs arise. Sufficient flexibility is allowed in the curriculum to allow depth as well as opportunities to pursue personal, group and class choices.

- For Religious and Moral Education, parents can ask to see our framework and have the right to withdraw from any aspect of Religious Instruction/Observance. In these instances, alternative arrangements will be made.
- Parents will be informed by the school prior to any sensitive aspects of learning (such as Sexual Health and Relationships Education) and will have an opportunity to discuss or view teaching content.

- Coherence

Encouraging opportunities that draw together different curricular areas requires a coherent structure. We aim to have planning that is;

- Manageable and meaningful
- Simple, concise, informative and easily understood
- Requires minimal time for completion thus reducing bureaucracy and freeing more time for practical preparation of active resourcing and innovative and inspiring teaching.

- Relevance

Through collaborative planning experiences the curriculum becomes relevant to the needs of each class. Children will continue to be able to show *their* learning initiatives to help make learning connections clear and relevant. Use

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of the local environment enhances teaching and learning experiences for the children. Contexts can be used throughout the school using our rich local environment as a context for learning eg, The airport, Fort George, The Cheese Farm and Ardersier Beach and waterfront.

All classes are responsible for leading an enterprise during the school year allowing pupils to develop the relevant skills for life and work.

Emphasis on learning how to learn

Ardersier's curriculum involves;

- Learning together using cooperative methodology
- Children learning how to demonstrate their learning; in particular opportunities to teach others and to display their new understanding in a variety of ways
- Being active in their learning
- Developing social as well as educational skills
- Giving children opportunities to develop quality dialogue and thinking skills

Learning as a process, a journey.

Children develop their own targets in discussion with their teacher.

Assessment methods vary and it is important that children are aware of their next steps in learning and of how to get there. Children will often monitor their own learning through formative assessment methods with the teacher employing a variety of quality feedback during lessons. Sharing learning intentions and success criteria remains a high focus in teaching as well as quality plenary sessions.

Teachers and the Head Teacher also have rich data to monitor the children's progress.

The school tracks the children's learning as they move between classes and levels and across the school year. The school regularly monitors each child's progress through Curriculum for Excellence levels and reports on this to parents in Parent Consultations which occur in February each year and also in a written report shared with parents in June.

Learners learning and working together

Opportunities to create cross stage opportunities are encouraged. This includes assembly time, pupil leadership groups, outdoor learning and Inter Disciplinary Learning.

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These opportunities allow children to develop the four capacities across a wider range of applied skills. Working together cooperatively in this setting allows children to act as role models and to initiate, lead and teach new learning experiences across all ages within the school. Older children have opportunities to demonstrate, lead, and inspire our younger learners in a Leadership Programme. Children from all stages can learn from each other and work collaboratively on given topics.

Divergent thinking encouraged as part of the creative process.

Creativity is to be encouraged through;

- Collective planning between teacher and children
- Enterprising Ventures
- Opportunities to solve problems through a wide variety of settings (Technology, ICT, Art & Design etc)
- Decision making through participation in Pupil Council. Playground Friends, Eco Committee meetings and House Teams.

The Curriculum

There are eight curriculum areas within CfE. Literacy, numeracy and health and wellbeing are recognised as being particularly important - these areas are seen as being the 'responsibility of all' staff.

Languages, Numeracy and Mathematics, Health and Wellbeing, Social Studies, Sciences, Technologies, Expressive Arts, Religious and Moral Education

There is a suggested ratio of;

Time in percent	Subject	Time in hours
10%	P.E.	2hrs
25%	Literacy	6.25hrs
20%	Numeracy	5hrs
39%	Integrated Topic/RME/Science	9.75 hrs
6%	Cross-age developments Including Assembly etc.	1.5hrs

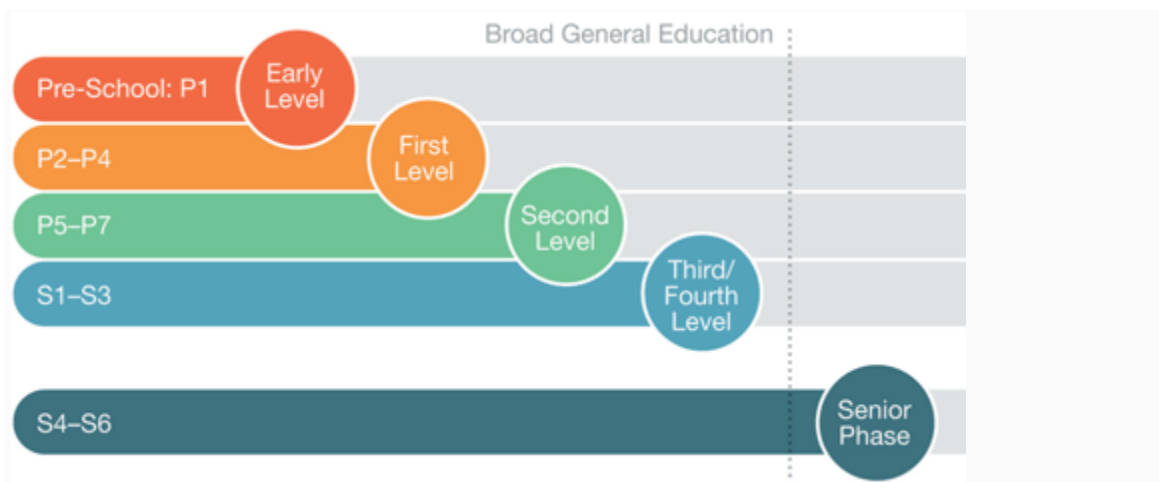
The content and information about the curricular areas can be found here <https://education.gov.scot/curriculum-for-excellence/curriculum-areas/>

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Assessment and Reporting

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment.

Curriculum levels are national levels to describe different stages of learning and progress. For most children the expectation is



Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning.

Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting information.

There are parent interviews in February each year and throughout the school session Personal Profiles are updated on Google Classroom, which show the

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children's progress in all areas of the curriculum. Pupils will reflect on their progress, achievement and best work on their profiles.

In June, the yearly report to parents also includes pupil statements of achievement and progress. Pupils and parents will also reflect on progress, achievement and best work in Learning Journeys and Profiles. Our Online Pupil Profiles and High Quality Assessment Tasks are part of our ongoing reporting to parents.

More information for parents can be found here -
[Parentzone Scotland | Education Scotland](#)

[Highland Curriculum for Excellence information](#)

<https://education.gov.scot/parentzone/curriculum-in-scotland/assessment-and-achievement/>

Extra curricular activities

We aim to offer as wide a range of extra curricular activities as possible. These activities may change throughout the year depending on pupils' interests, pending events and staff/ pupil/ volunteer availability.

As of November 2023 we have Athletics and are hoping to add Football and possibly other activities to the list.

With the support of Parent Volunteers and Highlife Highland we will be able to offer additional extra curricular activities.

Homework

We recognise that in its broadest sense Homework is any kind of learning which takes place out with school. However for our purposes we will consider homework to be

- work set by teachers and completed at home in a given time
- work which reflects or develops class work
- work which is set with clear expectations about standards

Through setting Homework we aim to

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- reinforce work set in school and thereby raise attainment levels
- encourage the development of independent learning
- encourage parental involvement in children's learning

In addition homework provides opportunities for:

- pupils to utilise resources not available at school
- individualised work
- extra means of assessment of progress
- evidence for evaluation of teaching
- developing good habits and self discipline
- encouraging ownership and responsibility for learning

The type of task set will vary from stage to stage and at different times throughout the session within each stage

Parents will have an opportunity to discuss their child's Homework tasks and the teacher's expectations in relation to these during their Consultation Meeting.

We expect that parents will want to support the school in the implementation of this policy:

- By ensuring that homework is done while your child is alert.
- By trying to provide a place with a calm atmosphere and as few distractions as possible.
- By ensuring that written work is done at a table or desk to encourage neatness.
- By looking at the finished work and signing it.
- By working along with the child. This will be essential in the early years.
- By extending the work, perhaps by supplying a relevant book, visiting the library or a place of interest connected with the work.
- By generally showing an interest and praising good work.
- By discussing any problems arising from homework with the teacher.

We consider Homework to be important and therefore expect it to be taken seriously by pupils. The reasons for giving homework and our expectations of standards and presentation will be fully discussed with pupils by class teachers.

If home circumstances occasionally make it impossible for work to be done please write a brief explanation to the teacher.

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School Improvement

Ardersier Primary has a school Facebook <https://www.facebook.com/ArdersierPS/> and Twitter account <https://twitter.com/home> which provides details of school events and up to date information. We also have a website which has been upgraded to include a school blog for parents and pupils to follow. There are links to newsletters and important documents. Newsletters are emailed to parents regularly sharing updates on school life, information and important dates.

Our latest School Improvement Plan and Standards and Quality report and can be found on the school website.

<https://ardersierprimary.wordpress.com/>

Please note that hard copies of these documents are also available from the school office.

Ardersier Primary School receives Pupil Equity Funding which is based on Free School Meal entitlement. This funding supports the work we do close the poverty related attainment gap, allowing us to focus on work with parents and children. Interventions are planned and delivered based on need around social and emotional and learning targets.

If you wish information about the school at local and National Level please visit:

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/>

<https://education.gov.scot/parentzone/my-school/school-information-dashboard/>

Further information can also be found on the Highland Council website [Authority Policies](#)

Our school policies are available to read in hard copy and will be shared on the school website as they are updated.

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Ardersier Primary Equality and Diversity Policy is in draft form and is available on the school website. <https://ardersierprimary.wordpress.com/>

Child Protection and Getting It Right For Every Child

PROTECTION OF CHILDREN

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available online at

http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

Support for Learning

Information about the 2009 Additional Support for Learning Act

Legal information

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 which came into force on 14 November 2010.

What does this mean for pupils and parents?

The Act doesn't change the basic purpose of the 2004 Act - it aims to strengthen some duties under the Act and clarify parts that have been confusing.

Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school

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education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.

- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.
- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) can make placing requests to any school in Scotland including schools outside of the local authority area they live in.
- All appeals about placing requests to special schools (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide

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the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.

- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points.

If you have any questions about the 2009 Act

Please contact the Enquire Helpline on 0845 123 2303 or by email on info@enquire.org.uk Website <http://enquire.org.uk/>

We believe that it is everyone's responsibility to ask the following questions regarding Children's Care, Welfare and Development;

1. What is getting in the way of this child achieving their potential
2. What can I do to help this child?
3. What can my agency do to help this child?
4. Do I need to share or seek any further information to construct a plan
5. Does the child need any help from any other agency?

In the first instance any concerns are dealt with on an ongoing day to day basis by the class teacher. If the strategies put in place are not having the desired effect, the school's SFL teacher will be included to look at any developmental issues to put a plan in place to best meet the needs of the individual child. If problems become more complex, then help is sought from other agencies. In each step of the process, parents are kept informed. If you wish to discuss any issue about your child's development, please contact the school.

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All children need support to help them learn. Some children require more help than others. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs.

Sometimes a Children's Service Worker will be involved in supporting a child. A **Children's Service Worker** is often based at the school and will generally focus on more social and emotional needs rather than issues about the curriculum or classroom learning. They:

- work in collaboration with the support team in school
- work to support families in their own communities
- work with individual pupils and small groups - offering a further level of support

If you have a concern about your child please contact your child's named person. This will be the Headteacher in a primary school or Principal teacher Guidance/Pupil Support in a secondary school. Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress. Pupils may need additional support during transitions which will be planned with staff from both schools with parental and child input.

The Highland Practice model can be accessed at:

[Support for Learners Website](#)

<http://forhighlandchildren.org/> also provides information and is a gateway to services across Highland.

More information can be found about the Highland Council model for support and child's plans at:

http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners

http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

Please get in touch with your child's named person or the Head Teacher if you have any concerns.

Further Additional Support Needs Information

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Organisations available to support families with The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 are:

- (a) Enquire - the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>
- (b) My Rights, My Say - an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>
- (c) [Scottish Independent Advocacy Alliance](#), an advocacy service to support parents and children
- (d) [Scottish Child Law Centre](#), an organisation providing free legal advice to young people
- (e) <https://www.thrivingfamilies.org.uk/>

Military Families

Our school welcomes and supports families, their Children and Young People from Armed Forces families: Serving, Reservists and Veterans.

We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your Child/Young Person coming into or moving on from our School or Early Years setting. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our Armed Forces community. There is a dedicated Highland Council partnership, **The Military Liaison Group (Education)**, often referred to as "The MLG" which has been formed to promote and ensure the equity and equality for your Children and Young People within an educational context.

Visit the Highland Council [Armed Forces Families Website](#) for lots of helpful information and support for both families and Educators. The [Enrolment page](#) may be particularly helpful.

Please get in touch with your child's named person or the Headteacher if you have any concerns or if you would prefer, contact the MLG (Education) lead [here](#).

Parental Involvement

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue you can be assured of our help.

The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. This includes:

- Parents' evenings
- Progress Checks
- Target Setting
- Information on the School Website and Google Classrooms

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practising language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning.

We always seek to involve parents in any key decisions about their child's education and keep parents informed about progress.

Parental information is obtained from questionnaires issued regularly.

In order to support our active and interactive curriculum we encourage parents/ carers to help in class. This has been beneficial to all and our parents really enjoy the opportunities to be actively involved in the learning process. We are always keen to welcome any new parents/ carers.

In addition, maybe you have a skill, talent or just the time to get involved in extra- curricular activities.

If you would like more information please discuss with your child's teacher or make an appointment with the head teacher.

We also have an active and supportive Parent Council (APPP) with regular meetings open to all parents/carers. Information on our Parent council can be found on the school website. The purpose of a Parent Council is to

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represent the views of all parents of children at the school. Any parent can contact the parent council to share views or raise issues.

We want to involve and support parents in their child's learning and development and are keen to gather your views on different aspects of school life. This is done via surveys, open afternoons and there is always the opportunity to speak directly with staff members.

Useful information for parents and how to get involved in your child's education, how to support the school and information on curriculum developments can all be found here

<https://education.gov.scot/parentzone/>

<https://www.children1st.org.uk/help-for-families/parentline-scotland/>

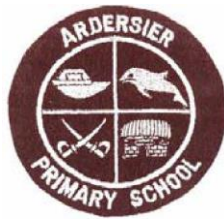
Anti- Bullying

Our Pupil Leadership groups will be working to review our anti-bullying policy. Currently the information below is what will be updated over this school year.

At Ardersier primary school everyone can feel safe, be happy and learn. Everyone at our school is equal and acts with respect and kindness towards each other. Our school is a bully free place.

What is bullying?

Bullying is when a person is hurtful or unkind to someone else, on purpose and more than once.



SEVERAL TIMES ON PURPOSE

Bullying can be:

- Hitting or saying you are going to hit someone.
- Calling someone names, teasing, using rude language or saying nasty things
- Stealing or damaging someone else's belongings.

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- Sending hurtful or unkind messages, texts or emails.

Why does bullying happen?

Although it doesn't happen very much at our school it might happen. Bullies can be older or younger than you, bigger or smaller than you. Bullies sometimes pick on people who may be different in some way and try to make them feel worse about themselves. Remember it is never your fault.

Where does bullying happen?

Bullying can happen at school, out of school and online.

What should I do if I think someone is being bullied?

Talk to the person, ask if they are ok. Ask if you can help them to talk to a member of staff or an adult they trust.

What should I do if I am being bullied?

Tell an adult you trust at school

Tell a friend or a playground friend

Tell an adult at home

Write a note for the worry box

You can also phone **ChildLine** at any time for free on **0800 1111**

Telling an adult will never make the bullying worse.

The school's Positive Relationships Policy can be found on the school website

<https://andersierprimary.wordpress.com/>

The Highland Council Policy on anti-bullying can be found here

https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

Equality and Inclusion

For up-to-date information please see:

http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/pages/1/>

In summary, our activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

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Religious Observance

Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Medication

Administration of Medicines

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government. <https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning.

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

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NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances.

We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

- The name of the medicine, the quantity of the medicine to be given, the time it has to be given.
- As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

Minor injuries

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.

A record of all accidents is kept in school and reviewed regularly to review safety protocols.

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Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [here](#). Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from your child's guidance teacher. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#). Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Promoting Positive Relationships

A high standard of behaviour on the part of all pupils is expected. This includes showing consideration to others and being well mannered and respectful toward peers and staff. Staff members are also expected to show care, respect and tolerance towards pupils. Many visitors to the school comment on our welcoming ethos and polite pupils.

By focusing on positive behaviour we are clearly signalling our expectations and standards and children who are then recognised and made to feel valued. Across the school we use the language, 'safe, ready and respectful' to promote positive behaviour. We are a Rights Respecting School who has achieved Bronze accreditation and are currently working towards Silver.

In school, there are a number of whole school reward systems which are used to promote and recognise positive behaviour. We use

- Recognition boards
- Individual class awards
- Kindness Tree
- House points
- Achievement awards
- Hot chocolate/juice

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- Playground slips
- Postcards
- Positive phone call/comment to a parent once a week
- Extra break (linked to relentless routines)
- Thank you

Each pupil is allocated to one of four houses - **Seaforth**, **Cromal**, **Moray** and **Cawdor**. House points are awarded for responsible and helpful conduct as well as for hard work. A trophy is awarded annually to the winning house.

We have Pupil Leadership groups made up of representatives from each year group, with nursery represented by a designated P7 pupil. The committees meet regularly to discuss issues directly relating to all pupils, concerns that they may have and suggestions for improvement.

Various trophies are awarded at the annual end of term prize-giving ceremony to pupils for citizenship and for academic achievement.

Our Promoting Positive Relationships Policy which can be found here <https://ardersierprimary.wordpress.com/>

By working together with pupils, parents and school staff we promote our school values through developing positive relationships which underpin our actions in school.

School Uniform

School uniform can be purchased from

www.schoolwearmadeeasy.com

The uniform for Ardersier Primary is a yellow polo shirt and black sweatshirt/ cardigan. There are also various fleeces, jackets, hats etc available to purchase.

Primary 7 pupils wear the same uniform but their sweatshirt is red. We have found that this raises the profile of our most senior pupils and encourages them to continue to wear school uniform. Also during the third term there

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is the opportunity to purchase a Leaver's Hoodie which can be worn as part of transition activities to secondary school.

In the warmer weather some of the girls choose to wear yellow and white checked summer dresses.

Some pupils like to wear a white shirt and tie especially when representing the school on special occasions (eg music festival). Ties are available from the school office priced at £2.50

You may be entitled to assistance if you are in receipt of certain benefits.

This link will provide you with further information

https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

TRAVELLING TO SCHOOL DURING ADVERSE WEATHER

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Council encourages full attendance at school but in severe weather conditions the safety of pupils is much more important. Parents and pupils are often concerned that important examinations may be missed, but this should not over-ride good judgement. Schools normally make alternative arrangements for missed examinations.

The school updates its procedures for adverse weather closure annually, therefore

- **parents** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies
- **the school** will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather

You can access the highland school closure website for school closure information, this will be updated from 8am, but information will be shared by email and on social media as early as possible.

<http://www.highland.gov.uk/schoolclosures>

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The Council's **Facebook** page at <https://www.facebook.com/highlandcouncil> will show updated posts on the latest news of school closures and weather related problems

The Council's **Twitter** page at <https://twitter.com/HighlandCouncil> will list Tweets of the latest news of school closures and weather related problems

For pupils using school transport

- Parents should note that the final decision on whether it is safe to operate rests with the driver of the school transport vehicle. Therefore there may be occasions on which a school is open but some routes, or parts of routes, are unable to operate
- Parents should advise their children on how long they should wait at the pick up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal "pick-up" time
- Morning journeys may be delayed by an hour if road conditions are unsafe at the normal journey time but have improved within the hour. Before pupils return to a pick up point parents should check the schools telephone information line for updated messages from their schools Head teacher. Please note that for some routes the transport operator may contact the parent directly
- Drivers are advised not to drop off children where there is a risk that they may not safely reach home or other place of shelter. This may involve children being taken to an alternative place of safety, agreed in consultation with the school
- Where parents are concerned about weather conditions at "drop-off" points, they should contact the school as early as possible

Please note: when weather conditions are poor, parents should ensure that children are met at the "drop-off" point, especially where public service transport is used.

School Transport Information

Your child may be eligible for free school transport if they are:

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- Under 8 and live more than 2 miles from school
- 8 or over and live more than 3 miles from school
- Have a medical condition or additional support needs that affects mobility
- Would have to walk a route which is considered by us to be unsafe for children to walk, even when accompanied by an adult

[School transport policy](#)

Note that transport will not necessarily be provided door-to-door and there may be a requirement to meet transport at a pickup point.

https://www.highland.gov.uk/info/878/schools/12/school_transport

Confidentiality and Data Protection

Access to Pupil Records

The Pupils' Educational Records (Scotland) Regulations 2003 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Headteacher.

Data Protection Legislation

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by data protection legislation and may only be disclosed in accordance with the codes of practice.

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we

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do to protect the information supplied to us. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here: <https://hi-hope.org/directory/listing/16plus-planning>

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here: https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

Why do we need your data?

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In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- Plan and deliver better policies for the benefit of all pupils.
- Plan and deliver better policies for the benefit of specific groups of pupils.
- Better understand some of the factors which influence pupil attainment and achievement.
- Share good practice.
- Target resources better.
- Enhance the quality of research to improve the lives of young people in Scotland.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with data protection legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. Data protection legislation gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any

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sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Complaints and Requests for Service

If a parent has any concerns they should contact their child's class teacher in the first instance or the Head Teacher by phone or email. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact Fiona Shearer Area Care and Learning Manager on 01463 702074.

Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX or public.transport@highland.gov.uk

A useful website to look at if you have any concerns is **Parentline**:
<https://www.children1st.org.uk/help-for-families/parentline-scotland/>

I hope you have found this information helpful. If I have omitted something important or if you have any suggestions on how this hand book could be improved please contact the school office.

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Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.

Kind regards
Hayley Forbes
(Acting Head Teacher)