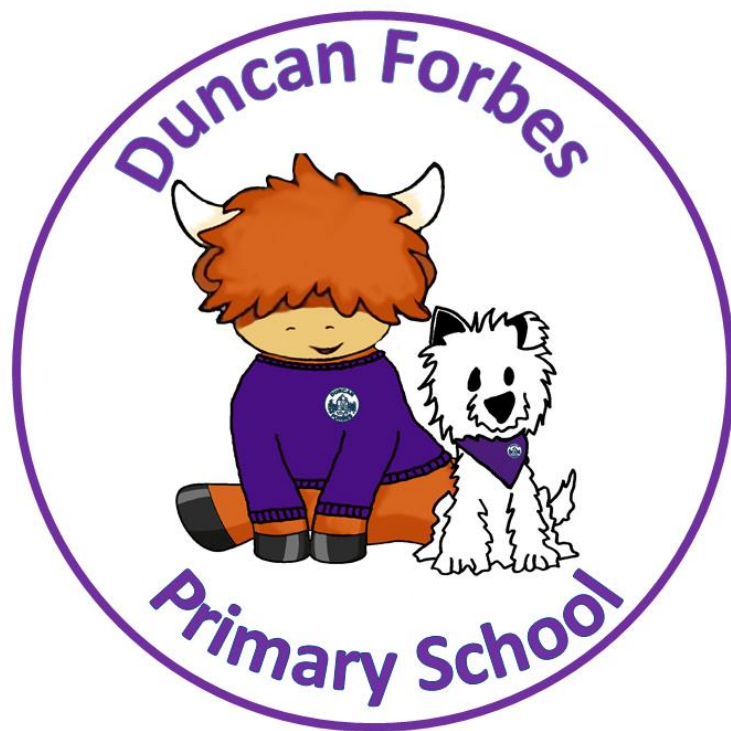


Duncan Forbes Primary School



School Handbook
2025/2026

Dear Parents/ Carers

Welcome to Duncan Forbes Primary School! This Handbook will give you some general information about the life of the school and key aspects about your child's learning journey with us.

Copies of this handbook are made available to all parents of new pupils who enrol at Duncan Forbes. The handbook is updated annually and a copy is available on the Highland Council website, the school website and from the school office.

We hope you find the information helpful however; it is only a starting point in your association with the school. Please do not hesitate to contact the school at any time if you wish further information or to discuss any aspect of your child's education or welfare with me or his/her class teacher.

One of our main goals is to ensure parents are involved in their child's learning and the life of the school and we hope you too will enjoy sharing in these opportunities, both directly and indirectly, and that you will be able to look back on your child's time at Duncan Forbes as being a happy, memorable and fruitful experience for the whole family.

I look forward to working in partnership with you.

Yours sincerely

Wendy Mackay
Head Teacher

Special Points of Interest:

- Duncan Forbes Primary was established in 1977
- It is named after Duncan Forbes. He was a prominent figure of Jacobite history.
- Duncan Forbes Primary school is built on what was once the grounds of Culloden House, home of the Forbes family.
- Our original school badge was of the dovecot in Culloden. We now have Duncan the highland cow and Forbes the westie dog. You may come across them around the school when you visit.
- The mural in our reception area represents Duncan Forbes of Culloden and Mary Rose of Kilravock.
- Culloden House is now a luxury hotel and Duncan Forbes Primary is situated at the centre of the residential area of Culloden.

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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.

OUR SCHOOL AIMS

During session 17/18 we provided all stakeholders with the opportunity to collaborate in creating a new shared vision, values and aims for the school. As a result, our vision became a word cloud of all those qualities we are committed to promoting and developing within our school community. The Pupil Council of 18/19 further agreed that our Values could be easily identified as the top 3 identified from the vision words selected.

Vision: Dynamic Friendly Positive Successful

Encompassing all of the qualities below.



Revised and updated October 2017

Values:

Achieving
Happy
Safe

Aims: Whilst our vision felt concise as a word cloud, our aims towards meeting them are far more detailed.



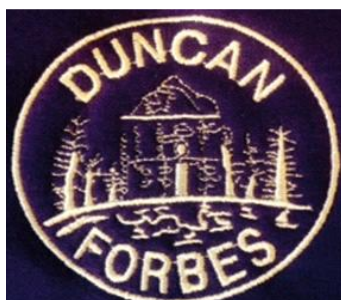
Revised and updated October 2017

We remain committed to the following broad aims for Duncan Forbes Primary which were revised in December 2016 -

- To deliver a broad and balanced curriculum encouraging independent and creative thinking
- To promote personal responsibility for learning to maximise pupils attainment
- To foster positive relationships and work in partnership with pupils, staff, parents, other children's services and the wider community
- To provide a range of appropriate teaching and learning approaches and a learning environment which is adaptable and relevant to the evolving needs of the 21st century learner
- To encourage our pupils to make the right choices and take responsibility for their actions
- To foster a sense of pride and identity within the school community
- To ensure equality issues are discussed openly and constructively
- To promote the health and wellbeing of all pupils through a coherent curriculum and the wider life of the school

School Logo:

As part of our 40th Anniversary year, we gave the opportunity for the school community to vote on a logo for the school. Whilst many like the history of the original logo which incorporates the dovecot from Culloden House, others preferred the digital images of Duncan and Forbes; a design based on our existing school mascot Duncan the Coo. School uniform is now available with the new logo but we are very happy for pupils to continue wearing the traditional logo. Primary 7 pupils have a separately designed logo for their uniforms.



Traditional Logo



Duncan and Forbes Logo

About the School

The current roll of P1-7 pupils at Duncan Forbes is 252 pupils. At present there are 10 classes from Primary one to Primary seven. Classes are of mixed ability where whole class, group and individual teaching is carefully considered to meet the needs of all our pupils. The maximum class size is 33 in a single year class and 25 in a mixed year class (composite class).

In addition, we have a nursery for 3 and 4 year olds and we can accommodate up to 64 children within the nursery at any time. At present there are two nursery rooms offering flexible hours with 56 pupils.

There are two main buildings plus an administration wing, our nurture room, sensory room, and dining/gym hall.

The School Day

School times are as follows:

Primaries 1 - 3
 Morning 9.00am - 12.30pm
 Afternoon 1.15pm - 2.30pm
 Lunch Break 12.30pm - 1.15pm
 All children have a morning break from 10.45 - 11.00am



Primaries 4 - 7
 9.00am - 12.45pm
 1.30pm - 3.00pm
 12.45pm - 1.30pm

Early Learning and Childcare

The ELC offers places for four year olds and three year olds. We currently offer flexible hours which can be taken between 8.00am - 4.00pm. However, if our demand rises, extended hours can be offered on the basis of at least 6 parents requesting them.



If you would like further information about the ELC please contact :
 (01463) 791897.
 We will send you the nursery handbook by return post.

School holiday dates for 2025/2026 are as follows:

Highland School calendar 2025/26

Please note - Dates may be subject to change

August 2025							September 2025							October 2025							November 2025										
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su
32					1	2	3	37	1	2	3	4	5	6	7	41			1	2	3	4	5	45						1	2
33	4	5	6	7	8	9	10	38	8	9	10	11	12	13	14	42	6	7	8	9	10	11	12	46	3	4	5	6	7	8	9
34	11	12	13	14	15	16	17	39	15	16	17	18	19	20	21	43	13	14	15	16	17	18	19	47	10	11	12	13	14	15	16
35	18	19	20	21	22	23	24	40	22	23	24	25	26	27	28	44	20	21	22	23	24	25	26	48	17	18	19	20	21	22	23
36	25	26	27	28	29	30	31	41	29	30						45	27	28	29	30	31			49	24	25	26	27	28	29	30
December 2025							January 2026							February 2026							March 2026										
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su
50	1	2	3	4	5	6	7	3	5	6	7	8	9	10	11	6							1	10							1
51	8	9	10	11	12	13	14	4	12	13	14	15	16	17	18	7	2	3	4	5	6	7	8	11	2	3	4	5	6	7	8
52	15	16	17	18	19	20	21	5	19	20	21	22	23	24	25	8	9	10	11	12	13	14	15	12	9	10	11	12	13	14	15
1	22	23	24	25	26	27	28	6	26	27	28	29	30	31		9	16	17	18	19	20	21	22	13	16	17	18	19	20	21	22
2	29	30	31													10	23	24	25	26	27	28		14	23	24	25	26	27	28	29
																								15	30	31					
April 2026							May 2026							June 2026							July 2026										
Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su	Wk	Mo	Tu	We	Th	Fr	Sa	Su
15					1	2	3	19					1	2	3	24	1	2	3	4	5	6	7	28					1	2	3
16	6	7	8	9	10	11	12	20	4	5	6	7	8	9	10	25	8	9	10	11	12	13	14	29	6	7	8	9	10	11	12
17	13	14	15	16	17	18	19	21	11	12	13	14	15	16	17	26	15	16	17	18	19	20	21	31	13	14	15	16	17	18	19
18	20	21	22	23	24	25	26	22	18	19	20	21	22	23	24	27	22	23	24	25	26	27	28	32	20	21	22	23	24	25	26
19	27	28	29	30				23	25	26	27	28	29	30	31	28	29	30													

School holidays
 In-service days

School days

The Staff at Duncan Forbes

As a staff we do the best we can for each child in our care. Teaching staff plan and co-ordinate their work to ensure that effective teaching and learning remains a priority within the school.

Children are also supported by a team of support staff consisting of Pupil Support Assistants and a Children's Service Worker.

The support staff also provide supervision in the two playground areas.

Head Teacher

Mrs Wendy Mackay

Depute Head Teachers

Mrs Sandra Bell / Mrs Angela McGoran

Principal Teacher

Mrs Debbie Murray



Class Teachers

Road Crossing Patroller

P1 Mrs Emma Shield & Mrs Sandra Bell Mrs Lorraine Cook

P2/1 Mrs Mairi Thomson & Mr Ralph Allmond

P3/2 Mrs Karen Reilly

P3 Miss Nicola Brodie

P4 Miss Morven Macaulay & Mrs Angela McGoran

P5 Mrs Kellyanne Wilson

P6AP Miss Ailsa Patterson

P6SM Miss Shona Macdonald

P7/6 Mrs Laura Matheson & Mrs Louise Tolmie

P7 Mrs Susan Morrison & Mrs Angela McGoran

The NEST - Mrs Debbie Murray & Mr Ralph Allmond



Class Contact Reduction Time

Mrs Aneta Smedra - PE Tuesday

Mrs Alison Forbes - Music Wednesday & Thursday

Additional Support Needs Team

Mrs Wendy Mackay,

Mrs Sandra Bell & Mrs Debbie Murray

Facilities Management Assistant

Mr Craig Suttie

Pupil Support Assistants

Mrs Caron Duffus

Mrs Helen Benzies

Mrs Joanne Smith

Mr Paul Duncan

Mrs Ruth Crossley

Mrs Jennifer Smith

Mrs Maureen Foster

Miss Emily Keen

Mrs Maureen Suttie

Miss Bethany Suttie

Mrs Beenish Imran

Clerical Assistants

Mrs Gayle Anderson (Mon-Thur)

Mrs Pauline McKenzie (Wed-Fri)

Children's Service Worker

Mrs Andrea Anderson

Early Learning and Childcare Team

Mrs Sharon Curran (Senior), Mrs Vicki Grant, Miss Vanessa Morrison, Mrs Lesley Dingwall, Mrs Laura Reid, Miss Lauren Smith, Miss Rachel Mackay, Mrs Linsey Macrae, Mrs Ruth Saunders, Miss Emily Keen, Mrs Joanna Salach, Mr Christopher Green

Catering Staff: Mrs Claire Duncan-Hamilton, Mrs Wendy Woolley, Miss Lorraine Broadley, Ms Maria Taylor, Mrs Dunbar

Professional Support

The school draws on a wide range of other professionals to help support the children. It may be that you will meet some of them during your time with us. The professionals mentioned below visit the school regularly and welcome enquiries from parents. Please contact the Head Teacher, Mrs Mackay, if you feel your child would benefit from any of the services below.

Miss Emma Kesterton (Educational Psychologist)
Mrs Samantha Macdonald (Primary Mental Health Worker)
Community Paediatrician Team at The Birnie Centre
Mrs Alison Crowe (Speech and Language Therapist)
Mr Rikki Selkirk (Practice Lead School Years)
Mrs Surya Raju-Gilfeather (Counsellor)



How to get in touch with us

Address: Duncan Forbes Primary School
Keppoch Road
Culloden
Inverness
IV2 7NY



Telephone: 01463 791897 The school office (your first point of contact is likely to be with Mrs Anderson or Mrs McKenzie the Clerical Assistants)

Nursery: 01463 796021

e.mail: duncanforbes.primary@highland.gov.uk

website: www.duncanforbesprimary.com

x: <https://twitter.com/duncanthecoodf>

Instagram: [duncanforbesprimary](https://www.instagram.com/duncanforbesprimary)

Some Other Useful Names and Addresses

Area Education Office: Glenurquhart Road
Inverness
IV3 5NX
Tel: 01463 702000

Area Manager South: Mrs Fiona Shearer
Education Officer: Mrs Emma Donaldson
ASN Officer: Mrs Jemma MacGregor

Parent Council

The Parent Council meet at least once a term, usually the second or third week. Look on the website newsletters for upcoming meetings. All welcome for a chat and there's always tea and cake! There is also a School Gate page on facebook for parents only.

Secondary Education: Dr James Vance, Head Teacher, Culloden Academy Tel: 790851

Out of School Care:

- **Duncan Forbes OOSC**, contact Mrs Mckenzie in the office, it is available until 6pm daily.
- **Les Enfants**, 4 Woodside Village, Westhill Tel: 01463 795797
- **Green Tree Nursery**, Murray Road, Smithton Tel: 01463 791177

Visiting the school

If your child is enrolling in Primary 1 you will have had the opportunity to attend Parent Information meetings where you will have met the Primary 1 staff, had a look round an infant classroom and had all your questions about your child starting school answered.

Parents who move to the area during the school year and wish to enrol their child at the school are welcome to come for a visit. Please contact the school office to arrange a suitable time.

All visitors to the school must enter by the front door and report to the reception.

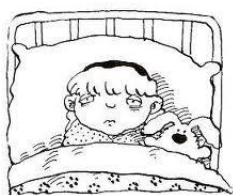
Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However parents have the right to specify the school in which they wish to place their child and can make a placing request. Application must be made to the **Area Manager, Mrs Fiona Shearer, Glenurquhart Road, Inverness.**

Forms can be obtained from the school office, the Area Education Office or downloaded from https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2.

Transportation to and from school, for placing request pupils, is a parental responsibility. Please note that although a child, who lives out with the catchment area, may attend our nursery or be in our Primary 7 class there is no automatic progression from nursery to Primary 1 or Primary 7 to Culloden Academy. Additional placing requests must be made at these transition stages.

Further information is available from the following website - Choosing a School: A Guide for Parents - information on choosing a school and the placing request system - <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

Procedure in the case of pupil absence or sickness



If your child is going to be absent for any reason it is **vital that you phone the school by 9.30am on the first day of absence.** We have a dedicated absence line on **796020**, messages can be left on here at any time of the day or night and will be listened to the following morning. Please leave details of child's name, class, reason for absence and who is leaving the message. 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 therefore need to know the whereabouts of any absent pupil.

For the protection of all our children the school follows a Three Day Rule for Unexplained Absence. On the first day, if we have not heard why a child is absent then Mrs Anderson/Mrs McKenzie will contact parents to ascertain the whereabouts of the child. This can be a time consuming process if parents have not phoned to let us know their child is going to be absent.

On the second day of an unexplained absence the school will continue to make vigorous attempts to contact the family. If no contact is established by the third day the school will arrange a home visit - if the child is not found and no satisfactory explanation is given the police will be informed as they will be classed as Missing from Education.

PLEASE HELP US BY ADVISING THE SCHOOL OF ANY ABSENCES IMMEDIATELY

The absence number is -

796020

Attendance

As parents, it is your responsibility to ensure your child attends school. While poor attendance can affect a child's performance at school, your child should not attend if unwell. Please note that guidelines issued to the school / nursery state that any child who has been sick should not return to school until 48 hours has elapsed since their last bout of sickness. In the case of flu type illnesses your child should not return to school until all the symptoms have cleared. As infections and viruses spread rapidly in schools then hopefully, by following these guidelines, we can significantly reduce the spread and the number of children who are infected.

We also need to know about medical or dental appointments. As we cannot release children from school without an accompanying adult please collect your child from the school office for any appointments they need to attend during the school day.

Authorised Absences

Examples of authorised absence include:

- family bereavement
- education in another school
- judicial purposes
- sickness/ill health (including visits to doctor, dentist, optician, therapist etc)
- sporting/artistic events supported by the school
- school visits
- any other reasonable request authorised by the Head Teacher

Unauthorised Absences

Unauthorised absence is any absence not falling into the above categories. All absences should be preceded or followed by a note of explanation to your child's teacher. Any absence for which we receive no written explanation is recorded as unauthorised and eventually appears in the Scottish Executive figures as truancy.

If your child becomes unwell during the school day we will phone you or your emergency contact to let you know and arrange for you to collect him / her.

We ask parents for essential information about their child/children at enrolment and again in August at the start of the school year. Should any information change during the school year, eg telephone number, emergency contact details, then please let the school know so that we can keep our records up to date.

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 Head Teacher.

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 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:
<http://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?

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 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.

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

Equality and Inclusion

For up-to-date information please see:

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

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.

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 from <contact details> or online at http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

Keeping in touch with Parents

It is vital to your child's progress that he/she is supported by you throughout his/her education. We therefore set a very high priority on keeping you informed of what is happening in school and the work your child is doing. Here are some of the ways we will keep in touch with you:-

- An Open Afternoon held in Term 1 giving the children an opportunity to show you the work in their jotters and any displayed around the school.
- An Open Morning near the end of Term 3.
- Parent - teacher meetings held in November.
- Voyages of Discovery (Key Assessment Tasks) for Continual Reporting (6 per year in P2 - P7)
- Personal Pupil Profiles and End of year report in June (further information available)
- Newsletter - emailed weekly to parents and issued on social media sites
- Class letters
- Parents in school helping - each year we approach parents to ask for volunteers as classroom helpers either on a regular basis or for one off events. You can help out, for example, by accompanying school trips, helping out in classes, organising library corners.
- P1-P3 home school diaries



- Google classrooms
- Class cafes where parents and families can join the audience
- Homework
- Concerts
- Information meetings and workshops
- Social events
- Classroom visits
- Phone calls

PARENTS/GUARDIANS/CARERS AS PARTNERS

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 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.

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

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

Homework

Termly newsletters and suggested home-link activities are sent out to each child from their class teacher, usually through the Google classroom. These give an indication of what the class will be learning about in the coming term and what activities can be done at home to support this. Throughout the year there will be tasks to do which involve preparing a talk for the class or working towards a presentation in school. However, if you would still like to receive formal weekly homework, please contact your child's class teacher who will provide that for those who request it.



What to do if you have a concern

We have an 'Open Door' policy and any parents who may have queries or concerns are asked to contact the school at any point in the school year. Please do not keep a worry to yourself as letting us know about something means we can deal quickly with any issues or concerns. You can contact us by phone, letter or on duncanforbes.primary@highland.gov.uk and either myself or your child's class teacher will respond and if necessary meet with you.



Friends of Duncan Forbes Primary

Parent Council meetings are open to ALL parents. The meetings are at least 4 times a year to discuss things such as fundraising for the school, improvements to the school, changes to curriculum, concerns that parents/children may have, school surveys and inspections and anything else that parents bring to the meetings. The meetings are not stuffy or formal - the group have a sense of humour as well as a sense of responsibility for doing the best they can for the children in the school. They provide help in a wide variety of ways, eg. fundraising, helping at events such as parties and concerts, organising discos, serving teas on Open Days, staffing book fairs. They have also provided numerous resources for our pupils eg. Listening Centres, food and drink for Christmas parties, theatre visits and costs of class outings.

Through all their work and commitment they strengthen the link between parents and school staff, enhance the curriculum we provide and ensure that every pupil benefits in some way. If you are interested in coming along to a meeting you will be made very welcome.

The present Chairperson of the Parent Council is Andrew Jenkins who can be contacted through the school office or via email to duncanforbesprimarypc@gmail.com

For news updates and Parent Council Information please check our social media sites.

Further information and resources for parents and Parent Councils can be found on Parentzone - <https://education.gov.scot/parentzone/getting-involved/parent-councils/about-parent-councils/>

Give us your views

We try to respond to the needs of all parents as far as possible and you will be asked to give your opinions and views about certain aspect of the school and or curriculum on a regular basis. On an annual basis, parents are asked for their views relating to various aspects of education in many ways. The information we gather is taken into consideration when we draw up our School Improvement Plan for the following year. We also operate an Open Door Policy so Parents/Guardians are welcome to come in to the school at any point.

What to do in severe weather conditions

The decision as to whether a pupil should attempt to travel to school in adverse weather conditions, whether by transport or on foot, lies with the parents. While recognising that education should be interrupted as little as possible, the Education Authority accepts that in severe weather conditions the safety of the children is paramount.

Some parents and pupils are often particularly concerned that important work may be missed, but this factor should not over-ride good judgement. Arrangements can be made regarding missing examinations or tests.

Detailed notes are issued to parents before onset of winter including details of our School Telephone Information Phone Line. This number should be kept close by the phone for ease of reference during the winter.

It is paramount that parents should advise the school office of an alternative address which can be used by their children in emergencies.

Where there has been a heavy fall of snow overnight or storm conditions parents should check if the school is open. Normally a decision to close the school will be made by 7.30am to ensure parents and staff are fully informed in plenty of time to make alternative arrangements.

There are a number of ways that you can find out if the school is closed. The first way to check is by using the school telephone messaging service as it accessible to everyone.

- 1 **Check the school social media sites - Instagram, X**
- 2 **Check your child's google classroom**
- 3 **Accessing Highland Council's website - www.highland.gov.uk**



It is vital that parents advise the school of any changes in emergency contact details for their child / children.

The School Ethos and Pupil Welfare

*'Supporting and motivating learners
in a
safe and friendly environment
to be
successful and achieving'*

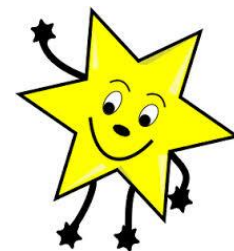
'At Duncan Forbes Primary School we are actively motivated to learn and achieve. We respect and cooperate with each other and everyone is included as part of the team. We work in partnership with others, listen to everyone's views and value their contributions.'

House System

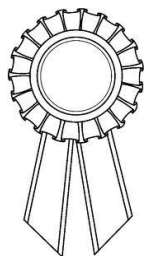
When your child enrolls into the school he/she is allocated a House group. There are four Houses in Duncan Forbes Primary relating to local areas within Culloden - Seafield, Stratton, Ashton and Allanfearn. The Houses compete with each other in a keen, but friendly, rivalry throughout the school year. House points are awarded for good behaviour and upholding the positive ethos of the school. At the end of the session the overall winning House is presented with a trophy.

School Assemblies

We hold whole school learning assemblies fortnightly throughout the session which provide a time to come together and reinforce the values and aims of the school. We welcome speakers to our assemblies from all backgrounds in most cases to share inspiring stories. In addition each class takes a turn at presenting an assembly on a topic they have been studying. Parents are invited to be part of the audience on these occasions.



School assemblies provide a time to promote, recognise and reward good behaviour and achievements. For this purpose, we hold an Awesome Achievements Assembly every Friday afternoon. Every week 2 pupils from each class are nominated to receive a 'Awesome Achievement Award' and are presented with it at the assembly. Any member of staff or pupils themselves can nominate either a pupil or member of staff to receive an Awesome Achievement- a highly esteemed award within the school!



Achievement Points


Time is taken at our Awesome Achievements Assembly each week to recognise and celebrate children's achievements. Each child has a chart in the classroom which they update themselves when they receive Achievers Points. They work towards a Bronze (25), Silver (50), Gold (75), Platinum (105) and Diamond certificate (135) along with a corresponding pin badge to wear in school, our own version of a Blue Peter badge.

Leadership Groups

Pupil Council

The Pupil Council is made up of pupils from each stage in the Primary 1-7 classes. The Council meets every 2 weeks with a designated member of staff to discuss and take account of ideas and opinions of all the children in the school. They also work on projects to make the school a happy, attractive and hardworking place for everyone, eg playground improvements, responsibilities of specific classes in the upper school, healthy lunches and snacks. Pupil Council also select excellent work from their peers to bring to meetings for us to celebrate, we have stickers which we put in jotters to show that we value their work. Moderating standards is an important part of the Pupil Council's responsibility and we regularly give feedback on aspects of school work.

Rights Respecting Schools

 As a school we are committed to upholding the UNCRC Rights of the Child. We have created an Action Plan towards our Silver Award and each class refers to the weekly right highlighted through powerpoint presentations and the child friendly version on the rights.

Safer Routes to School Group

This group consists of a member of staff and parents. They work closely with the local authority and Road Safety Department to endeavour to ensure our pupils can travel to and from school safely. Some of the things they have been responsible for attaining include new bike shelters for pupils' bicycles, the Drop off Zone and traffic calming measures in Culloden Road and in Keppoch Road along the front of the school.

All Leadership Groups in Duncan Forbes Primary School



Promoting Positive Behaviour

We expect our pupils to behave in a responsible and courteous manner at all times. The Golden Rules underpin the school's code of conduct. These rules are discussed regularly with our pupils and rewards given to reinforce the value of thoughtful and considerate behaviour.

All members of staff work together to ensure the children are supported to do the right thing and take personal responsibility for their actions.



We encourage positive behaviour by 'catching' children being good and rewarding by, for example, praise, praise postcards, house points and certificates. We have a genuine ethos of kindness throughout the school.

The Golden Rules

- Be gentle
- Be kind and helpful
- Work hard
- Look after property
- Listen to people
- Be honest

The following examples of indiscipline would result in parents being immediately contacted: physical aggression, deliberate acts of vandalism, bad language, defiance, stealing, racial incidents, bullying, possessing weapons.

If a child has a problem with his/her behaviour we will keep parents fully informed of our concerns and will work hard to provide a suitable behaviour support programme to encourage and support the child in modifying his/her behaviour in a positive way. We also ask you to keep us informed should you have any concerns about your child.

Our full Positive Behaviour Policy can be found on the school website and can be made available from the Head Teacher on request.



The school also uses Restorative Practices in dealing with inappropriate behaviour. The emphasis is placed on repairing damage to relationships within the school community and encouraging the children to be involved in finding solutions to move forward in a positive manner.

Development of Social and Cultural Values

From the earliest stages of the school the children are encouraged to develop an awareness of place and their responsibilities within society. Through the work of the class we develop a range of teaching and learning opportunities which will provide a focus for introducing local and Scottish issues and an examination of Scotland's place in the wider world.

Whilst we want the children to have a knowledge of the uniqueness of their Scottish and Highland heritage we fully recognise that Scotland's history has been played out against the stage of world events and that Scotland has a tradition of looking outwards and recognising the strengths and worth of other nations and heritages.

It is a priority for us to provide guidance on accepting everybody's individual worth regardless of race or creed and to promote equal opportunity for all at Duncan Forbes.

Any incident which could be regarded as racist in any way will be fully investigated by the school as soon as it is reported to us.

Racist incidents will be reported to the Education Authority.



Child Protection

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering from some form of abuse. In terms of Highland Child Protection Committee Inter Agency 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 of Education staff.

More information about Child Protection Procedures within Highland can be obtained from the Child Protection Development Officer. Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness. Tel:01463 703483 or by viewing the policy on Highland Council's website - www.highland.gov.uk.

Bullying



We understand bullying to be any **persistent**, aggressive, threatening or other kind of behaviour which is **deliberately** intended to frighten or hurt another child. This type of behaviour is not tolerated at Duncan Forbes.

Unacceptable behaviour, including bullying, will be discussed with parents and addressed in a supportive way.

If your child tells you that he/she has been bullied in school it is very important that you let the Head Teacher know as soon as possible so that the incident can be investigated quickly. Children are encouraged in school not to suffer in silence and to tell an adult of their worries or concerns. We are keen that the victims of bullying are supported to ensure their self-esteem and confidence grows strong enough for them to feel happy and secure again.

Children who are identified as having bullying type behaviour will also be supported. It is important they understand the adverse effect of their behaviour and how unacceptable it is. We recognise that bullies often have underlying problems of their own which they need to help to address. Parents will always be informed where we have concerns.

Our Anti -Bullying Policy has been agreed by the whole school community and can be found on the school website or made available from the Head Teacher on request.

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.

The Curriculum

The curriculum at Duncan Forbes reflects the guidance given to schools in The Scottish Executive's 'Curriculum for Excellence'. Within our learning and teaching we hope to enable all our pupils to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.

The curriculum is more than curriculum areas and subjects. At all stages the curriculum will include learning through:

- The ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary projects and studies
- Opportunities for personal achievement



We aim to promote learning across a wide range of contexts and experiences and equip our pupils with high levels of literacy, numeracy and thinking skills and support development of their health and wellbeing. Learning Support staff work alongside class teachers to plan for the best provision for individual pupils.

The Nursery / Primary curriculum is divided into three levels:

- Early Level - the pre-school year and Primary 1
- First Level - to the end of Primary 4
- Second Level - to the end of Primary 7

The Curriculum for Excellence has seven principles of design:

- **Challenge and Enjoyment** - young people should find their learning challenging, engaging and motivating
- **Breadth** - opportunities for a broad range of experiences and learning through a variety of contexts
- **Progression** - continuous progression in learning from 3 to 18 with each stage building upon earlier knowledge and achievements
- **Depth** - as they progress children should be able to draw different strands of learning together and achieve more advanced levels of understanding
- **Personalisation and Choice** - increased opportunities for exercising responsible personal choice as young people move through their school career
- **Coherence** - taken as a whole, children's learning activities should combine to form a coherent experience where they can make clear links between different aspects of their learning
- **Relevance** - young people should see the purpose of their learning and its relevance to their lives, present and future

There are 8 Curriculum areas:

- Languages
- Numeracy & Mathematics
- Health and wellbeing
- Religious & Moral Education
- Sciences
- Technologies
- Social studies
- Expressive Arts



Languages

This area of the curriculum involves Listening, Talking, Reading and Writing.

Talking - from the earliest stages children are given many opportunities to talk and express themselves clearly and intelligibly taking account of their audience. This may be through talking about their work, presenting an assembly, questioning other speakers, reciting poetry, giving a class talk.

Listening - children are taught the skills of good listening and encouraged to look for meaning in what they hear from an early age.

Reading - we follow the principles of the Highland Literacy Project (information about this can be found on the Highland Council website). The main difference you, as a parent, will notice is that set reading books will only come home when your child is in P1 to P3. This does not mean that your child will no longer be expected to read at home. From P4 upwards children will be encouraged to read for enjoyment and fluency and will bring home a book of their own choice.

In school, children will have timetabled reading slots (5 sessions per week for P1-2, 3 sessions per week for P4-7 or more depending on child's level of ability) with the emphasis on teaching skills of reading.

How you can help - P1 -3 *Listen to your child's reading during a quiet time. Discuss the story, new words and any punctuation. Depending on what language work your child has been doing in class they should be able to point out punctuation they are familiar with, eg. full stops, commas, exclamation marks, question marks, direct speech. Please sign their reading card. Make sure there is plenty more for them to read around the house - books, magazines, newspapers, annuals, comics.*

P4 -7 *Pupils will be bringing home books that they have chosen themselves. These will be at the same reading level as work done in class but are to be read simply for enjoyment. Please help by encourage your child to read their book. Make sure there is plenty more for them to read around the house - books, magazines, newspapers, annuals, comics.*

Writing - there are 2 components within writing. One is the ability to use a pen or a pencil to form letters correctly and legibly - the secretarial skills - and the other is what the child is trying to communicate through his/her writing - the composing skills. Spelling is taught through fun games and activities and your child may have a 'Spelling Quiz' at the end of the week.

How you can help - *Parents can help by showing interest in the written work of the child and by responding, in the first instance, to the content of the written piece.*

Has your child communicated his/her ideas clearly?

Does the story make sense?

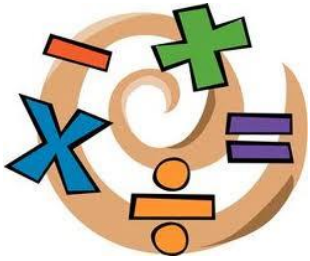
Is there good order and sequence?

Did you enjoy reading it?

By sharing your thoughts on the content of the work, you will be helping your child to appreciate that writing is communication. Criticism should be of a positive nature, aiming at encouraging the child to go on writing. In the same way, discussion of the secretarial skills should be thoughtfully and tactfully dealt with. The child needs to feel that what he has written is of value.

Encourage your child to learn spelling words using the following method - LOOK at the word, SAY the word, COVER the word, WRITE the word.

Modern Languages - Pupils in Nursery to P7 are taught French by members of staff who have undertaken additional training to do so. Through a variety of topics, taught via activity-based learning, the pupils learn basic vocabulary and phrases which can be built upon when they transfer to secondary education. A third language is introduced at P4, this is currently a 3 year rotation at Duncan Forbes of British Sign Language, Gaelic and Spanish.



Mathematics

Mathematics includes areas of number, money and measurement, information handling, shape, position and movement. Maths teaching is regular at all stages - at least 4 times a week and mental calculation is strongly emphasised on a daily basis to promote calculation strategies and recall skills.

How you can help - Maths plays an important role in our day to day lives eg buying food, keeping time and playing games. *Allowing your child to use money - playing shops - allowing them to give out change, counting on to check that the correct money is given. Allow young children to help with cooking and baking. This will involve reading instructions, measuring out ingredients, using scales, perhaps doubling or halving quantities, setting the oven to the correct temperature and timing. Children can become involved in measurement within the home if new curtains or carpets are bought. They can look at telephone bills, electricity bills, cheque books, etc.*

There are many opportunities for exploring the use of time at home: making reference to the household clock, discussing the time shown on the video recorder or PC, reading a bus timetable, calculating the length of a favourite TV programme, etc.

Other examples of an almost infinite number of home-based mathematical learning opportunities include:

- Helping with the weekly shopping by considering cost as compared to quantity, in special offers or between different brand names*
- Discussing the meaning of percentage discount in advertisements*
- Talking about shape in the home and local environment, e.g. food containers, road signs, etc.*
- Discussing the meaning of large numbers which may feature in newspaper headlines.*
- Analysing sports' league tables.*
- Discussing time, speed and distance problems in context during a car or bus journey.*

Maths homework will reinforce a lesson previously taught in class. Ask your child to explain what they are doing / what they did in their head to get the answer.

Health and Wellbeing

Learning in Health and Wellbeing is developed through positive ethos and relationships, participation in activities which promote a healthy lifestyle and structured class lessons. This curricular area covers:

- mental, emotional, social and physical wellbeing
- planning for choices and changes
- physical education, physical activity and sport
- food and health
- substance misuse
- relationships, sexual health and parenthood



The school has achieved Health Promoting School status and Wellbeing permeates all aspects of the curriculum and school life. Health and

Relationships, sexual health and parenthood - We are currently redesigning the school's approaches to teaching this topic to include reference to equalities. Until we have finalised and agreed a new system we will adhere to the existing programme which is currently the following. Sex education is taught in Primary 6 and 7. The 'Living and Growing' television series is used as a stimulus for discussion. Most of the learning is done when reflecting on the episode they have watched, very little is written down and we encourage the pupils to discuss what they have learned with their parents at home. Prior to Sex Education lessons in Primary 6 parents have the opportunity to view the resources, discuss the content of lessons and what part parents play in this aspect of their child's learning with either myself or the Depute Head Teacher. NHS Highland provide leaflets for the pupils to take home and keep.

Substance misuse - Through class work and input from other agencies pupils are made aware of the dangers of smoking and drug and alcohol abuse. It is equally important that they learn the positive aspects of medicine.

Nutrition education - healthy eating choices are promoted throughout the school to help develop lifelong healthy eating habits in our pupils. Staff from the school meals service work in co-operation with school staff to promote positive attitudes to healthy eating.

Physical Education each class is timetabled for 2 periods of PE each week to help ensure we meet the Government requirements of 2 hours physical activity for each child in a week. PE lessons provide experiences for the children in body and space awareness.

Gymnastics, apparatus work, swimming, games skills both indoors and outdoors, athletics and sporting activities. They may do creative movement to music, learn national dances or compose their own routines. During Primary 6, pupils receive instruction in swimming from qualified staff at Culloden Academy community swimming pool. In addition, throughout the year we have various organisations coming in to school to provide sport sessions eg Caley Thistle football skills, Highland Rugby Club, Hockey, and fitness activities arranged through our Active Schools' Co-ordinator such as orienteering, tennis, golf.

Every June we have a Health and Fitness Week where we focus on health activities for the full week. This includes, healthy eating, keeping safe and opportunities to take part in sport activities that the children may not have tried before eg yoga, martial art, capoeira.

Extra curricular sport is encouraged within the school and includes summer-term lunch clubs for athletics and cross country run by staff and regular entries into local athletics and cross-country events. Duncan Forbes Football Club was set up by the Parent Council and is organised by a committed group of parents. Training for children is on a Saturday morning at the following times:

P1-3 9.30 - 10.30, P4-7 10.45 - 12.00. Please contact the school office if you wish to know more and we will put you in touch with the coach.



Lunch Clubs - as well as the cross country and athletics we also have Choir for P5-P7 with Mrs Bell.

Residential Trip - Primary 7 pupils have the opportunity to go on an activity week to Dalguise Outdoor Adventure Centre in Perthshire in March. The week gives the children independence, builds teamwork and provides challenges which the children set for themselves through a variety of exciting outdoor activities, eg. tree climbing, orienteering, sport, night walks.

School Choir

Mrs Forbes, our music teacher, works with the school choir and prepares them for local competitions and community events. They have been very successful in the Inverness Music Festival over recent years. Our choir joins the choirs from Balloch, Cradlehall and Smithton once a year at Christmas to make a Culloden Schools' choir. They perform at the Community Carol Service held at Smithton Church - it is an event not to be missed!



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Religious & Moral Education

It is important to make children aware of the importance of the customs and values which underpin our society. It enables them to make sense of the world around them, while a code of conduct, which they consider just, provides them with security. As they grow up children may then make informed personal choices whilst respecting values and customs which differ from their own.

Younger children discuss and make simple moral judgements from stories. Older pupils are encouraged to identify moral dilemmas, offer an opinion on them and draw parallels between story situations and real life. In keeping with all world religions pupils are encouraged to foster a positive attitude towards the beauty and diversity of the natural world.

Common values such as fairness, honesty and respect for others are reinforced through school rules, stories, drama, daily events and weekly assemblies.

Weekly Assemblies are held in the school. Guest chaplains representing the churches within the Culloden area speak at our assemblies throughout the year as well as other visiting speakers who provide real life experiences and a wider perspective on life.

Alternative arrangements will be made for children whose parents wish to withdraw them from Religious Education.

Sciences

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world they engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

At Duncan Forbes science is taught as a stand alone subject and linked to other curricular areas to highlight its relevance in our lives.



The topics in science are - Planet Earth, Forces, electricity and waves, Biological systems, Materials, Topical science, Sub headings - Biodiversity and interdependence, Energy sources and sustainability, Processes of the planet, Space, Forces, Electricity, Vibrations and waves, Body systems and cells, Inheritance, Properties and uses of substances, Earth's materials, Chemical changes and Topical science.

Technologies

Below are the six areas in which learning in the technologies is organised with an example of what children may be doing in school:

- Technological developments in society - eg the impact mobile phones have made on our lives
- ICT to enhance learning - eg using computer technology to access and retrieve information. Each class in the school and the nursery now has an interactive whiteboard so that every child has the opportunity to use this technology to enhance their learning. All this has been possible through fundraising done by our Parent Council.
- Business - eg organising our Christmas Fayre
- Computing science - eg how to use different technologies in a safe and acceptable manner
- Food and textiles - eg preparing simple healthy foods and drinks
- Craft, design, engineering and graphics - design, make and evaluate a household item for recycling

Social Studies

Through social studies children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances: they also develop their understanding of their environment and how it has been shaped.

Much of the work is approached through contexts for learning (formerly called topic or project work). Here at Duncan Forbes learning in this area will focus on 4 main themes, however there will be a great deal of context work in other areas throughout a session. The 4 main themes are::

- 1 Literacy context (Term 1)
- 2 People in society, economy and business, Enterprise context (term 2)
- 3 People, past events and societies, Historical context (Term 3)
- 4 People, place and environment, Geographical context (term 4)

How you can help - your child may be asked to do some research or find out about something.

This might involve asking friends or family, looking up books, newspapers, internet, visits to the library, places of interest. Please help your child to do the research - don't do it for them. Encourage them to use their own words.

Expressive Arts



Expressive Arts, namely art and design, music, drama and dance, is integrated where possible into other areas of the curriculum to provide a rich and varied experience for the pupils. Other areas of the curriculum can be brought to life through expressive arts eg Primary 6 learn about the life of Robert Burns through music, drama, dance and art culminating in presentation of a Burns supper for parents.

English as an Additional Language

For children whose first language is not English, we can provide additional support through the Area Education English as an Additional Language (EAL) department.

Visiting EAL teachers can make arrangements for assessments of language competency and provide in class support and/or advice to class teachers and support staff as necessary. Bilingualism is valued within the school and recognised as a powerful tool for enhancing the work of all pupils across the curriculum.

Class Contact Reduction

Teachers of children in Primaries 4-7 will have a maximum of 22.5 hours of class contact time. This means that for 2.5 hours a week, each of these classes will have a different teacher, usually a specialist who will teach the children Music, P.E. or another subject. This work, whilst undertaken by another teacher, will have been planned for, and will dovetail in with, the rest of the curriculum taught by the class teacher. You will be informed about the arrangements for CCR cover for your child's class at the beginning of each school year.

Inter-disciplinary Learning (IDL)

This is the term given to subjects which are taught together through their common links. Rarely do we learn in isolation, IDL is the recognition of that, for example, in science there will be links with maths, and in history you may require to write a report. All our learning is linked and by highlighting the links across learning, we can strengthen the retrieval of learning in the future.

Assessment and Reporting

Pupils are assessed in a variety of ways, eg. formal tests, observation and activity tasks on an on-going basis to enable effective evaluation and planning for learning and teaching. Children also self and peer evaluate their learning against set criteria and are involved in setting their next steps for improvement. All assessment takes place within the normal classroom situation, thus allowing pupils to perform to the best of their ability.

Another part of the assessment framework is the use of standardised tests. Across Highland every pupil in Primary 1, 4 and 7 complete these tests. The results are used to indicate strengths and development needs and help with planning appropriate learning steps for all of our pupils.

From time to time the Additional Support Needs Teacher, Mr Allmond, may also carry out assessments with individual children in order to identify the most suitable learning and teaching approaches for that particular child. Parents are kept fully informed of any involvement with Learning Support staff.



Support for Pupils

All children need support to help them learn and fulfil their potential. Some children need more support than others. The level and form of help will be determined by an assessment of the child's needs. Our school has facilities for disabled toileting, changing table/bed for children with physical needs and shower cubicle.

We follow a Staged Approach for identifying and providing support for pupils who, for any reason, are having difficulty with their learning. Parents are involved in all stages of this approach.

At Stage 1 the child's needs are addressed through normal classroom or nursery management, eg some extra time with the teacher to go over an aspect of learning the child is having difficulty with.

Where normal classroom management does not, or is assessed as not being sufficient to, address a child's needs, Stage 2, accesses additional support for learning within the school. At this stage the Additional Support Needs Teacher or a Pupil Support Assistant will work in close collaboration with the class teacher to give some extra support.

Stage 3 involves a Universal Child's Plan that accesses specialist additional support for learning from education services from out with the school.

Stage 4 involves access to multi-agency children's services, as the child's needs are more complex. This again requires to be recorded on a child's plan with the wider multi-agency core group members (see below) being recorded as partners to the plan

Stage 4 also includes those children who fulfil the criteria for a Co-ordinated Support Plan.

Multi Agency Group

Roughly once a month, the Multi-Agency Group working with the school meets to consider how best to support the needs of specific pupils through a Solution Focussed Meeting. This group may include school staff, Educational Psychologist, School Nurse, Primary Mental Health Worker and Practice Lead. Parents are fully involved in these meetings and can bring someone along with them for support. The Head Teacher will be happy to discuss the workings of the Multi Agency Group with parents ahead of any meeting.

We also have a Children's Services Worker based in the school. Megan Boyle is employed by Social Work and is based within the school. She will work with identified individual pupils and small groups offering a further level of support.

Parents wishing to enquire about their child's progress are invited to get in touch with his/her class teacher in the first instance.

Further information and advice for parents about Additional Support can also be found on:

[Support for Learners Website](http://enquire.org.uk/); <http://enquire.org.uk/> [Education Scotland information](#)

Information about the 2009 Additional Support for Learning Act:

<http://www.legislation.gov.uk/asp/2009/7/contents>

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.

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 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 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. Throughout the summer Enquire will be changing all their guides and fact sheets to take account of the 2009 Act.

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

Other organisations which provide advice, further information and support to parents of children and young people with ASN:-

(a) Children in Scotland: Working for Children and Their Families, trading as "Enquire - the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527; <http://enquire.org.uk/>

(b) [Scottish Independent Advocacy Alliance](#), a charitable body registered in Scotland under registration number SC033576; and

(c) [Scottish Child Law Centre](#), a charitable body registered in Scotland under registration number SC012741."

Transition

Nursery to Primary 1 - Our Primary 1 staff and Nursery staff work closely all through the year and children in our nursery are well used to joining Primary 1 for specific activities. This ensures that when it is time for the Nursery children to move in to Primary 1 the process is as smooth as possible. It also means that the Primary 1 staff know the children and are able to build on their existing knowledge and understanding to ensure continuity of progress. We also have close links with Culloden Playgroup and children moving from their centre to Primary 1 have the opportunity of visiting the primary 1 class before the start of the new school year.

Primary 7 to Secondary School - On completion of Primary 7 pupils will continue their education at Culloden Academy, Culloden, Inverness, IV2 7JZ. Tel: 01463 790851. Rector - Dr James Vance. There is good liaison between the two schools. Staff members from Culloden Academy Guidance and Support for Learning Department visit the school to talk to Primary 7 pupils on several occasions before the transfer. This enables the children to get to know some of the staff and ask questions.

Our Additional Support Needs Teacher, Mr Allmond, also takes identified pupils for additional visits to ensure they are confident about the move, know their way round the school and meet with some of the staff.

Pupils visit the academy for 3 days in June where they are grouped in their classes and follow their timetable. A Primary 7 parent information meeting is held in April at Culloden Academy where you will be given information about the school and meet some of the staff.

School Uniform

All children attending the school are expected to wear school uniform and change into indoor shoes (black plimsoles) when entering the school building. The school uniform consists of a sweatshirt, white polo shirt and dark trousers or skirt.

There are three different sweatshirts worn in school. Nursery has a green sweatshirt and P1-6 wear a purple sweatshirt. Purple is the main colour in the Culloden tartan. The school badge was chosen by pupils and parents in 2018 to mark the 40th anniversary of the school. It is made of our school mascots - Duncan the Coo and Forbes the Westie. Our old school badge depicts the 18th century dovecote, found on Barn Church Road and highlights the school's connection with The Forbes Estate.

Primary 7 pupils wear a red sweatshirt. This colour makes them stand out from the crowd and helps younger children identify them as 'buddies' who will give them a helping hand. The badge on their sweatshirt indicates that they are Primary 7. The dove underlines the connection with the dovecote and is also a symbol of peace and hope. The linking hands indicates that Primary 7 children can be expected to be a "helping hand" to younger children in the school and also extend help to the wider community.

Our school uniform can be obtained from the National Schoolwear Shop, Harbour Road, Inverness. We also have an account with Tesco online shopping and the school earns commission on each sale.

Sports Clothing - for PE and sports pupils should wear a t-shirt and shorts (items of football strips are not allowed).

For safety reasons the wearing of jewellery, especially earrings, are discouraged but if worn must be removed for PE lessons.

Mobile Phones

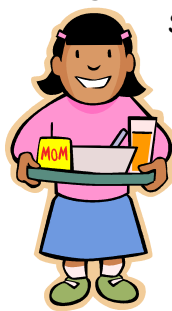
Children are not allowed to have mobile phones in school. If they are required to have one for contacting parents at the end of the school day then it must be handed in to the class teacher or school office for safe keeping. All contact with parents regarding their children will always be through the school office.

School Meals

Children attending Duncan Forbes School have various choices at lunchtime.

Some children prefer to go home and our crossing patroller, Mrs Cook, is on duty in Keppoch Road to assist children during lunch breaks.

Seating is made available in the dining hall to children who prefer to bring a packed lunch from home.



School meals are prepared and served on the premises. The quality of the meals is high, with a vegetarian alternative available most days. The emphasis is on providing the children with a quality, healthy and balanced meal. There are two sittings a lunch time, one for younger children and one for the older children. A school meal costs £2.40 per day or may be free in certain circumstances. All children in Primaries 1 to 5 are entitled to free school meals.

You will receive a menu so your child can decide in advance what they wish for lunch. Before going for lunch they will be given either an orange or blue band depending on their choice of meal. We use a cashless system where parents can load money onto their child's account to pay for school meals. **Application forms and further information are available from the office.** In the case of free school meal entitlement credit is put onto the account so that all children use the same process for selecting their meal.

Application forms for a School Meal and Clothing Allowance can be obtained via the Highland Council website, in confidence.

Children can also buy toast or a healthy snack at break times.

Packed lunches brought from home - Pupils in Primary 1-3 must eat their packed lunches in the dining hall. Primary 4-7 pupils are given the privilege of eating their packed lunches at the picnic benches providing the weather is dry. Please note no fizzy juice is allowed and we promote healthy packed lunches. We would also recommend that children do not bring soup to school in a flask due to the risk of burn injury.

Breakfast Club - We run a Breakfast Club every morning from 8.00am to 9.00am at a cost of £2.00 per child. Children can be booked into the breakfast club by contacting Mrs McKenzie in the office who oversees all payments for the club. Please note that this is very popular and spaces must be booked in advance.

Parking

Please use the Drop-off zone next to the playing fields when dropping off your child or collecting them from school. Our school car park is small and congested and is for **staff, ELC parent drop off, breakfast club drop off, disabled access and service vehicles only** please do not use it to drop off or collect your child from school.

Entry to the school for pupils is through the pupil gates - **children should only enter via the car park if they are late and the gates have been locked. In some cases, arrangements have been made to use reception in order to support the needs of a child.**

If you need to bring your child to the front reception area then you should park outwith the school gates, enter via the pedestrian gate which is well signposted and use the footpath at the side of the car park entrance which leads to the main entrance doors.

Bicycles

Pupils who have passed their bikeability proficiency test are allowed to come to school by bicycle (the test is taken in P6). Bikes must be in a safe, roadworthy condition and children must wear a cycle helmet. They are not allowed to ride their bikes inside the school gate and must walk with them to the Bicycle Shelter where they can be safely stored during the school day.

Younger children, if accompanied by an adult, may come to school by bike. Again they must wear a cycle helmet and they are not allowed to ride their bike in the school grounds. There is room in our cycle shelter for them to store their bike. Playground Supervisors will endeavour to keep watch on the bikes however they are left at owners' own risk and the school cannot be held responsible for any damage.

Holidays



Holidays should be taken within the designated holiday periods.

Where parents have no control over dates of their annual leave the Head Teacher can authorise absence from school for a holiday. This is a facility which should apply in exceptional circumstances only and the child should have a good attendance record otherwise.

All parents must request permission from the Head Teacher for a term time holiday. Holidays taken during term time are registered as unauthorised unless there are mitigating family circumstances.

Complaints

All complaints will be dealt with immediately where possible, or as soon as the relevant member of staff is available.

Parent Complaint Procedure

We aim to find quick resolution to all problems / complaints at school level if at all possible. If the concern is regarding a classroom issue then the class teacher would be the first person to contact. If there is an issue which parents feel the class teacher could not address then contact should be made either in writing or through the school office with one of the Senior Management Team, Mrs Wendy Mackay, Head Teacher, or Mrs Sandra Bell, Depute Head Teacher.

We take any complaints seriously and will always endeavour to resolve issues by listening to parents and seeking solutions in partnership.

If a concern arises that the school is unable to resolve parents can pursue the matter by contacting the following education personnel:

Mrs Fiona Shearer, South Area Manager
Area ECS Office
Headquarters
Glenurquhart Road
Inverness
IV3 5NX
Tel 01463 702811

Parents of pupils in the nursery may also contact the Care Inspectorate.

Please note that transport is not a school responsibility and any queries should be addressed to the Local Transport Officer, Transport Office,

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

Pupil Complaint Procedure

Pupils may voice concerns or complaints through their class teacher, playground supervisors, Head Teacher, Depute Head Teacher or Pupil Council.



Health Care

Minor cuts or bruises are attended to in school. If your child receives a bump to the head you will be notified. In the case of children becoming unwell either you or your emergency contact will be notified, following which the child can be collected from school. No child will be allowed out of school unless an adult comes to collect them.

In the case of more serious injuries, the child will be taken to Raigmore Hospital for emergency treatment. Every effort will be made to contact the parent or guardian to allow the sharing of decision making.

Administration of Medicines

In some instances, it is essential for a child suffering from a non-infectious condition to continue a course of treatment (medicine or tablets) during the school day. It is the responsibility of the parents to bring the medication to the school office and complete the necessary permission form.

In accordance with Highland Council's policy on 'Administration of Medicines in School' the following procedures will be adhered to.

- A child may only take medication (including non prescription) if the parent or guardian has given written permission.
- Only medication supplied by the parent / guardian will be administered to a child.
- No child should take any form of medication in school without the written permission of the parent / guardian.
- Parents must hand in the medicine to the school office.
- 'Administration of Medicines' records are held in the office.
- Pupils should only take the medication when supervised by an adult.
- The medical needs of pupils will be discussed in the first instance by the parent and the Head Teacher. Liaison with the school nurse may be necessary.
- All medication will be stored in an appropriate place.
- Where a child has long term or complex medical needs all staff should be informed and reminded of confidentiality.
- Where required staff will be trained by Highland Health Authority staff in dealing with specific conditions.
- In an emergency situation the emergency services must be contacted immediately and emergency access to the school will be ensured.
- Inhalers will remain in the child's classroom to ensure easy access.



staff

Visits outwith the school grounds

The area around our local community is an excellent learning resource and often classes use areas outwith the school grounds to support learning, eg the pond at Culloden house, local church visits, forest visits, going to the shops. We would not normally seek specific permission for these local outings as written permission is completed as part of the enrolment procedure. Details of visits further afield would be sent home in advance and specific permission sought.

School Improvement

All schools are required to have a School Improvement Report and Plan which sets out development projects to improve the learning experiences of all pupils. Below is our Summary of the School Report and Plan for 2022-2023.


Summary of School Improvement Plan 2023-2024

Project 1
Literacy Year 3—Consistent Effective Practice

- All staff will be using the same planning and progression documentation from HLP
- Embed the learning from Stephen Graham training in all classes
- Moderate writing using the rubrics in each stage
- Moderate reading using the rubrics in each stage
- Create a folder of evidence to demonstrate standards of writing
- Use HLP across all literacy learning to assess, inform and plan learning
- Review the reading resources in school ensuring that there is suitable themes, challenge, and progress at early, first and second
- Develop a play-based plan for literacy learning in Early Level
- Accelerated learning and retrieval to be designed based on the research on interleaving in the primary school

Project 2
Expressive Arts—Developing the Expressive Arts curriculum on offer at Duncan Forbes

- Review the benchmarks for music, drama, art and dance and map out progression
- Moderate the benchmarks in a collegiate activity
- Review the resources in school for each area
- Create partnerships with outside agencies to enhance our Expressive Arts curriculum with particular attention to STEM links
- Ensure that Expressive Arts are taught within IDL and discretely from Early to Second level
- Use Education Scotland 'What is Creativity?' as a basis for development of Expressive Arts and IDL—The World Economic Forum states that by 2025, the top five skills employers will be looking for include innovation, complex problem solving, critical thinking, creativity and originality. Creativity is one of our most essential skills.
- <https://education.gov.scot/resources/what-are-creativity-skills/>
- QIs—1.1, 2.2, 2.3, 2.7, 3.4, 3.3



Duncan Forbes Primary School

Project 3
Moderation—within the school and across the Associated School Group

- Set up stage partners across the ASG to work together throughout the year
- Staff moderate together in levels during in service event and thereafter creating google classrooms to sustain collaboration
- Parental engagement to share with parents the purpose of this project
- Family engagement activities to help parents and carers support learning
- Use tracking and monitoring tools to ensure improved outcomes for all learners, including the most deprived children and young people and those who are looked after
- Ensure that our processes for assessment and reporting are manageable and effective in informing improvements in learning and teaching

What does it mean?

HLP—Highland Literacy Project ASG—Associated School Group IDL—interdisciplinary Learning **Benchmarks**—success criteria linked to Experiences & Outcomes **Expressive Arts**—Music, Art, Drama and Dance

Accelerated Learning/Retrieval/Interleaving—intensive focus on learning targets / ability to recall learning which has already taken place / mixing concepts of learning together to strengthen the retrieval e.g. learning four operations together rather than separately **Experiential/Play based learning**—Children learn best when they are active or enjoying their learning. Play based learning has been researched as a tool to enhance the acquisition of learning.

QIs—Quality Indicators as set out in HGIOS—How Good is Our School? (4th edition) and HGIOLC—How Good is Our Early Learning and Childcare created by Education Scotland, used for self-evaluation of school and the key structure for Inspectors.

HGIOS—How Good is Our School, themes for pupil self-evaluation **Listed below.**

•Indicates a QI which was evaluated last session by stakeholders •Indicates a QI which will be evaluated this session by stakeholders

1.1 Self-evaluation for self-improvement	2.1 Safeguarding and child protection	3.1 Improving wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.3 Increasing capacity and employability
1.4 Leadership and management of staff	2.4 Personalised support	
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

HGIOS Themes

- Theme 1—Our Relationships
- Theme 2—Our Learning and Teaching
- Theme 3—Our School and Community
- Theme 4—Our Health and Wellbeing
- Theme 5—Our Successes and Achievements

The full version the School Improvement Report and Plan can be accessed on the school website.

School Policies

The school adheres to Highland Council Education policies which cover all areas as they arise. Within the school, we have specific policies on the following.

- Equalities
- Administration of Medicines
- Health and Safety
- Child Protection
- Confidentiality
- Risk Assessment
- School Handbook - January 2025
- Nursery Handbook - January 2025
- Positive Behaviour
- Standards And Quality Report
- Our Latest HMIE Inspection Report
- School Improvement Report and Plan

We have also created a number of Staff Guides and leaflets on a variety of topics available at the school office. Any information shared with parents during open sessions is then uploaded to the school blog so that it is available to all.

Useful numbers to know:

Main school number: 791897
Nursery number: 796021
Absence number: 796020

Highland Council School Closure Emergency Number
08005642272
School Pin Number
041940
http://www.highland.gov.uk/site/custom_scripts/school_closures.php

I hope you have found the information in this handbook useful. If you have any queries or require further information then please do not hesitate to contact me and I will be happy to discuss / meet with you.

Wendy Mackay
Head Teacher at the amazing - Duncan Forbes Primary

