



**Farr
Primary and ELC
Handbook
2025-2026**



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1 School Information

1.1 Welcome

Dear Parents and Carers,

I should like to take this opportunity to welcome your child to Farr Primary School. We recognise that a child's years at school are among the most important of their life. At Farr Primary School, we aim to provide education of the highest quality, inspiring children to reach their full potential.

The whole school experience, in and out of the classroom, helps shape a child's future. We celebrate diversity of talent, background, ability and ambition. We aim to promote and maintain a positive ethos at this school and are confident that your child will be happy, safe and stimulated during their time here.

Relationships are very important at Farr and parents play a critical role in supporting their children with their learning. We endeavor to establish a meaningful partnership with parents and pupils based on an atmosphere of mutual trust and respect. Home, school and community are powerful influences and by working together we can ensure that your child is given a well-balanced, varied and sound education. You, as parents, are invited to play an active role in your child's education and in the life of the school.

Farr Primary teachers and staff are active in raising standards across the curriculum; we use a broad range of strategies and resources to promote continued success.

The purpose of this handbook is to give you as much information as possible about the school. It is however by no means exhaustive, so should you have any queries, please do not hesitate to contact us. Please feel that you can phone at any time to make an appointment to visit the school. You will be made very welcome.

Yours sincerely,

Mrs Katherine Van Voornveld
Head Teacher

1.2 School Contact Details

Farr Primary School
Bettyhill
Sutherland
KW14 7SS

Telephone number: 01847 80 70 11
Website: <https://farrsutherland.wordpress.com/>

E-mail: farr.primary@highland.gov.uk

1.3 Staff List

Head Teacher	Mrs Katherine Van Voornveld
Depute Head Teachers	Mrs Veronica Nicol (Primary) Mrs Jane MacKintosh (ELC)
Principal Teacher	Mr Ashley Wakeling
Principle Teacher - Support for Learning	Ms Natasha Cervantes
P1-3 Class Teacher	Mrs Eilidh Sutherland
P4-7 Class Teachers	Mr Ashley Wakeling
Early Years Practitioners	Mrs Alison Mackay Mrs Magdalena Mackay
Support Worker	Ms Alannah Drennan
Pupil Support Assistants	Mrs Donna Blackman Mrs Jane Gordon
School Clerical	Mrs Susan Mackay Ms Jacqueline Carney Mr Brendan Britland
Cook	Mrs Carley Mackay
Assistant Cooks	Mrs Patsy Sutherland Mrs Angela Logue
School Janitor	Mr Simon Wilkinson
Active Schools Coordinator	Mr Steven Hughes
Youth Development Officer	Ms Natasha Mackay

1.4 Visiting Specialist Teachers

Physical Education	Miss Shona Comrie
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1.5 Instrumental Instructors

Viola / Violin / Cello	Mr Neil Layburn
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1.6 Designated Child Protection Officer

Mrs Katherine Van Voornveld
Mrs Veronica Nicol

katherine.wood@highland.gov.uk
veronica.nicol@highland.gov.uk

1.7 Parent Council Chair Person

Mrs Charlotte Mackay farnorth.primary@highlandpc.co.uk

1.8 Farr Primary School

Farr Primary School & ELC comprises one pre-school nursery class and two primary classes. We have one P1–3 class & one P4–7 class. Pupils and staff have access to the school gym hall, lunch hall, music room, an extensive playing field, outdoor classroom, all-weather pitch, trim trail and school garden, all of which are extremely valuable resources which help aid and support the teaching and learning for pupils.



The primary school shares a campus with Farr High School. This enhances opportunities, knowledge and resources for all staff & pupils. Children who join our nursery at 3 years of age complete their primary education and transfer smoothly to their secondary education.

Campus

Farr Primary is part of the North Coast 3-18 Campus, along with Tongue and Melvich Primary Schools and Farr Secondary School. As such, pupils are able to access a range of experiences and receive teaching input from a number of specialist staff. While part of the cluster, Farr Primary School continues to maintain its own unique identity and is a core part of the local community.

Current School Roll

Nursery	6 Pupils		
Primaries 1 – 3	11 Pupils	Primaries 4 - 7	20 Pupils

1.9 The School Day

Nursery Sessions	Monday – Thursday	8.45am – 3:30pm
	Friday	8.45am - 11.45pm
Primary 1-3	Monday – Thursday	8.50am – 2.45pm
Primary 4-7	Monday – Thursday	8.50am – 3.30pm
Primary 1-7	Friday	8.50am – 12.00pm
Primary Break	Monday – Friday	10.15 – 10.30am
Primary Lunch	Monday – Thursday	12.00 – 12.50pm

1.10 Pupils' Supervision

Teachers can neither guarantee nor practically provide supervision before and after the normal school day. We would therefore ask that pupils do not arrive at school more than 10 minutes before starting time. Pupils transported to school by bus arrive at school no more than 20 minutes before starting time. This is in agreement with the education authority.



1.11 School Aims



Learning & Teaching Framework



Learning and Teaching



School Environment

- ◇ Our school is a nice place to be. It is:
 - ✓ Welcoming and calm, happy and exciting.
 - ✓ A place where we respect each other and where we are kind to each other.
- ◇ Our classrooms and outdoor areas are good places to learn. They are:
 - ✓ Safe places where everyone is listened to and respected.
 - ✓ Fun places where everyone is encouraged to try hard and do their best.
- ◇ Everyone's wellbeing is promoted and supported.
- ◇ Success is celebrated & encouraged.
- ◇ Opportunities for extra responsibilities are available for all.

- ⇒ Our lessons are interesting, planned well and we have good resources to help us learn.
- ⇒ We have Learning Intentions and Success Criteria to help us know how to be successful.
- ⇒ We learn in lots of different ways: interdisciplinary projects, active learning and trips. We especially enjoy learning in our beautiful local area.
- ⇒ We all learn in our own ways and our needs are met.
- ⇒ We learn with our own class groups, as a whole school and as individuals
- ⇒ Feedback is linked to our Success Criteria and we are encouraged to use this to help us do our best.
- ⇒ Our teachers make our learning fun by: learning through play, active learning and encouraging us to help plan.
- ⇒ Teachers make sure we have choice and our voices are heard. We have a say in our learning.



- ⇒ We have lots of opportunities to be creative in our learning, both indoors and out.
- ⇒ We have incentives that we can work towards in some of our work.
- ⇒ Our teachers and other staff always listen and we know who we can speak to if we are sad or upset.
- ⇒ Our homework is manageable and we are encouraged to do this with a parent. Our teachers understand that we sometimes can't do our homework



Staff

- *Our teachers are fun, interesting and enthusiastic when they teach us new things.
- * Everyone in our school community has positive relationships with each other.
- * Communication is clear – everyone knows what is expected of them.
- * Staff are happy to make changes as needed.
- * Staff members knows pupils very well.
- * Teachers work hard to develop their own skills and find new ways of teaching.
- * Our PSAs are supportive and helpful. If we are struggling, they ask us if we need help.



- Our students feel **safe** in our school, where nurture and kindness are key.
- Members of our school community are **respected**. We include and nurture one another and celebrate difference.
- Everyone is **challenged** to be the best they can be and helped and encouraged to take part in all that we do.



1.12 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 Guidelines are available from Mrs Nicol or Mrs MacKintosh or online at <https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>



1.13 Policies

School policies can be found on our school website. These are developed with our pupils, staff, parents and other stakeholders. Highland council policies can be found here: [Authority Policies](#)

2 Parents/Guardians/Carers as Partners

2.1 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 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 report cards
- High Quality Assessments

- Target Setting
- School open afternoons or assemblies
- Seesaw Profiles
- Emails, letters or phone calls

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

The school always seeks to involve parents in any key decisions about their child's education and to keep parents informed about progress.

Parental information is obtained from questionnaires issued regularly at Parents evenings and through Parent Forums.

The Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting the Chair of the Parent Council, Charlotte Mackay.

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/>

Families may find times challenging. Further guidance, which may be of assistance, can be found here:

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

2.2 School Uniform

Pupils must wear school uniform for the following reasons:

- A uniform creates a level playing field, a sense of identity and common purpose.
- A uniform reduces some differences between pupils, thereby reducing some of the causes of isolation and bullying.
- A uniform improves the self-esteem of particular groups of pupils
- It generates pride in personal appearance, encourages



- tidiness and discipline and improves the image of the school in the community.
- It ensures that pupils are not under pressure to wear the latest fashions.
 - A uniform improves security by making it easier to identify who does and who does not belong to the school.
 - The school uniform consists of the following items:
 - pale blue polo shirt
 - navy cardigan, sweatshirt or fleeceeach of which are available from the following link:
<https://macgregorschoolwear.co.uk/sutherland-farr-primary>
 - In addition to this we ask that pupils wear
 - black trousers, skirt or pinafore dress
 - black shoes for outdoor wear
 - indoor shoes
 - The school gym kit consists of the following items:
 - shorts or jogging bottoms
 - t-shirt
 - suitable footwear.

Football strips should not be worn.

Some of our families will be eligible for support with purchasing school uniform. Please see the following sites for further information and an application form:

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

2.3 Lunchtime

School Meals

The school lunches provided by the school catering service are designed to be well balanced, with a good selection of vegetables and fruit available: therefore healthy choices are very much in evidence in all menus. The current price of a meal is £2.40 for pupils. Pupils within P1-5 now receive free school meals as part of a Scottish Government Initiative. If a pupil has special dietary needs, please inform the school.

Packed Lunches

We also cater for pupils taking packed lunches by providing seating for them. Should children prefer packed lunches; parents can make these healthy by providing well-balanced alternatives to chocolate biscuits, sugary drinks and sweets.

When providing fillings for sandwiches parents should bear in mind that lunch boxes will be stored in the warmth of the school during the morning and may prefer to avoid meat fillings or pack the lunch in a cool bag or include an ice pack in the box.

Free meals can be claimed in certain circumstances, for information and an application form please see

https://www.highland.gov.uk/info/878/schools/9/school_meals

We use a cashless catering system which allows parents to put credit into their child's account which can then be used for lunch and snack – please see here for more information https://www.highland.gov.uk/info/878/schools/9/school_meals/2

2.4 Health Promoting School

As a Health Promoting School we promote and encourage, staff, pupils and parents to think about healthier lifestyles. We encourage healthy eating at all times and would appreciate your continued support with this. Healthy snacks are available each day during morning break time.



2.5 Military Families

Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservists.

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. 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 veteran and reservist families as well as those currently serving. There is a dedicated The Military Liaison Group (Education) which has been formed to promote and ensure equality and equity for your children and young people in their education.

Visit the Highland Council Armed Forces Website for helpful information and support <https://armedforcesfamilieshighland.wordpress.com/>

A Welcome to Your Children and Young People

Children and Young People from Armed Forces families in Highland have co-produced a 'Welcome' specifically for your Children and Young People moving into Highland. Click these links to view: [Primary School Welcome](#) | [Secondary School Welcome](#)

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

3 Curriculum

3.1 Curriculum for Excellence

The Curriculum for Excellence sets out values, purposes and principles for the 3-18 curriculum for all children and young people. It places children and young people at the heart of Scottish Education. The curriculum at Farr Primary aims to ensure that our pupils become: successful learners, confident individuals, responsible citizens and effective contributors – the four capacities.



The curricular framework in which your child learns is arranged in the following way. There are six curricular levels:

Early:	The pre-school years and P1, but later for some
First:	P2, P3 and P4, but earlier or later for some
Second:	P5, P6 and P7, but earlier or later for some
Third and Fourth:	S1 to S3, but earlier for some
Senior Phase:	S4 to S6 in school/college/other study until the age of 18

The curriculum is made up of experiences and outcomes necessary to pupils' development within the following areas:



- Literacy & English
- Numeracy & Mathematics
- Health and Wellbeing
- Social Studies
- Science
- Technologies
- Religious and Moral Education
- Expressive Arts

Benchmarks are offered within all areas which provide a guide for planning experiences for the children.

All experiences, outcomes and opportunities provided for our pupils are designed to build on pupils' skills for learning, life and work. We regularly hold learning conversations with our pupils to help enhance and aid the understanding that these skills are transferrable across the curriculum and within their wider world. In order to engage learners many subject areas are planned and organised in consultation with pupils. This gives them a sense of ownership and responsibility.



Farr Primary School has a range of partners who help to deliver our curriculum and offer a range of experiences for our pupils which extend beyond the classroom. These partners include the Countryside Ranger, North Coast Leisure Pool, Flow Country Project, Highlife Highland, Bettyhill Library, Feis and the Strathnaver Museum.

Our school has two composite classes. Primary 1-3 and Primary 4-7. Children learn at the appropriate level for them throughout the curriculum. Topic work and some subjects will be whole class lessons but there is still differentiation to account for the different levels within each class.

More information about Curriculum for Excellence can be found at:
<https://education.gov.scot/parentzone/>

3.2 Languages

At Farr Primary, pupils learn Gaelic as their first additional language from Primary 1. From Primary 4, the children are introduced to their second additional language, French.

3.3 Support for Learning

Class teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with additional support needs. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be

involved in these procedures and in reviews. 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

Sometimes a Children's Support Worker will be involved in supporting a child. A Children's Support 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

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school. If you feel your child may benefit from additional support, please contact the school. Additional information can be found here: <http://enquire.org.uk/>

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed or will want to talk to someone out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance (the Head Teacher). If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at: [Support for Learners Website](#)

3.4 Progress

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to contact the school office to arrange an appointment with their child's class teacher, in the first instance. All parents will be invited to have a Parent evening twice yearly and will be given a report on their child's progress during the summer term. Throughout the year, parents can view their child's profile at any time online.

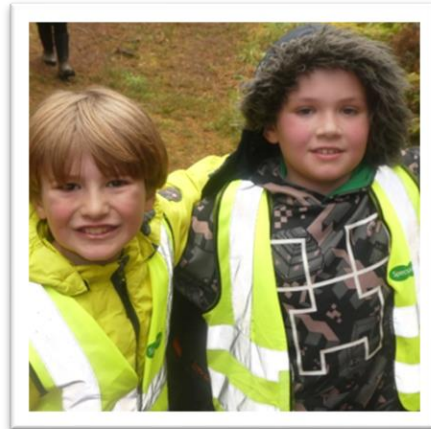
3.5 Health and Wellbeing

Relationships, sexual health, parenthood and drug awareness form part of our health & wellbeing curriculum. Due to the sensitive nature of these issues parents will be informed via letter that these will form part of the curriculum during particular stages of school.

3.6 Educational Visits/Excursions



Throughout their time at Farr Primary School, pupils will be provided with the opportunity to visit places which are of particular educational value. Often these visits will be linked to the theme which the pupils are studying.



Parents/ carers may be asked to contribute toward the cost of a non-curricular school trip, to a maximum specified amount. Support is always available should this cause financial hardship. Vehicles with seatbelts are used for school trips and all pupils and staff must wear them.

Where possible, during their year in P7, pupils will be offered the opportunity to take part in an outdoor residential trip which forms part of their transition.

3.7 Assessment & 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.

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, parent evenings, and target setting information.

High Quality Assessments form part of each child's profile which is updated with targets and achievements throughout the year. These can be viewed by parents at any time on Seesaw and time will be given also during Open Days.

3.8 Homework

All children receive work to be carried out at home.

At Farr Primary School, homework will be given for the following reasons:

- To encourage each child to become more responsible for their own learning.
- To raise your child's level of attainment.
- To practise and extend work done in school.
- To enable parents to see what their child is doing in school.
- To give parents the opportunity to become involved in their child's learning.

Homework can be a useful link between home and school and can help parents understand the work of the class and the skills and abilities of their child. Parental supervision and involvement with homework is expected and has been proved to be beneficial to the child's progress. Please speak to the class teacher if you would like further information on how to support your child with their homework.

3.9 Specialists

Within Highland, we are fortunate to have the services of various professionals who are contacted for advice and additional support. These include health visitors, educational psychologists, speech and Language therapists, occupational therapists, pupil support workers, etc.

When necessary, the school will contact the Educational Psychology Service. Parents will be asked permission, should it be necessary, to undertake a psychological assessment of a pupil.

3.10 Transitions

Transitions are the moves children and young people make from nursery to school, from stage to stage and through Curriculum for Excellence levels. Then from primary onto secondary school.

When transitions work well, they help children and young people to develop confidence and acquire skills to manage future changes in their lives.

The vast majority of children and young people look forward to moving on in learning. For some children transitions can be challenging and support from parents and staff at school can help the transitions go more smoothly.

Some children may need particular help perhaps including some other agencies to ensure that they feel confident about the transitions. It helps children at all transitions if staff and parents:

- ❖ Talk with them about what is going to happen
- ❖ Encourage them to talk about any concerns or anxieties
- ❖ Listen carefully to their concerns and consider sharing them with other relevant people
- ❖ Help them become familiar with the new setting and what will be expected of them.

Scottish Government Curriculum for Excellence Fact-file – Transitions June 2011

Planning for transitions start at the beginning of the child's last year in nursery. The more complex a child's additional support needs the more time is needed for planning and preparation. Each young person is individual and thus the solutions will be individual.

The transition process begins with the P1 teacher visiting the nursery pupils early in the final year of nursery. Following this the pupils begin to visit the school on a weekly basis steadily increasing the length of time spent in the school and classroom.

Throughout the transition process pupils are provided with a variety of Maths, Literacy and Interdisciplinary activities within a play context. We also allow the pupils to experience, breaks, lunch, and opportunities to meet and experience learning with our specialist teachers such as PE. There is an opportunity for parents to visit the P1 teacher in the summer term before their child starts P1 so they can see the classroom. This will also be an opportunity for the teacher to answer any questions new parents may have.

Our primary 7 pupils benefit from a robust transition to Farr High School. Transition may begin earlier for some pupils who need additional time. Visits with parents, curricular days and timetabled days and a transition residential trip all ensure a smooth transition for our oldest pupils moving on to their new school.

3.11 Health and Wellbeing

Additional visitors to school include the dental hygienist, school nurse and the health visitor. The school nurse examines each child when they start school and again before they leave. Parents will be notified in advance. Checks on sight and hearing are made in the intervening years so that any concerns can be followed up.

3.12 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 from Scottish Counselling: <https://scottishcounsellingservices.org.uk/> Please contact Mrs Nicol if you would like further information. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed at: <https://www.kooth.com/>

Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

3.13 Committees

Our pupils have the opportunity to represent their school in the Pupil Council and Eco Committee. Older children may also get the chance to be Digital Leaders or Rights Respecting School Captains.

Our Pupil Council raises money for charity and organise events for the other children in the school to take part in.

Our Eco-Committee work towards making our school a more environmentally friendly place, encouraging for example recycling and litter picking, while also looking to the wider world and how they can make a difference.

Our Digital Leaders promote online safety and work to choose apps suitable for class use.

The role of Rights Respecting School Captains is to assist in developing our understanding of Rights of the Child and what that looks like for all children in our school.

More information can be seen in our school newsletters on the school website.

3.14 Religious Observance

We are sometimes visited by religious leaders who host assemblies in our school. We also visit the church at Christmas to take part in a Christmas Service. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

4 Additional Information

4.1 Term Dates

Term dates for all Highland Council schools can be found at:

https://www.highland.gov.uk/info/878/schools/32/school_term_dates

Please note that these dates may change during the year.
Please read all newsletters during the year, as changes will be noted in writing.

4.2 School Discipline and Positive Behaviour

Discipline is essential to a good learning environment. The aim of the school is to provide an atmosphere of mutual respect and collective responsibility. At Farr we promote positive behaviour and good relationships. Pupils, parents and teachers all have an important part to play in achieving this. The rules of the school are of a common sense nature, keeping in mind the interest and safety of all concerned.

We hope to work in partnership with parents on concerns regarding discipline. The school is a community, which exists to promote the education of all its pupils.

Everyone, that is pupils, staff, parents and visitors, have to abide by certain guidelines and standards of behaviour if the school is to operate efficiently.

We try to teach discipline by **example** and **encouragement**. However, persistent and repeated misbehaviour will not be tolerated. Under these circumstances a pupil will be given a **clear and adequate warning** beforehand that there will be sanctions should such behaviour continue. Parents will be contacted when the Depute Head Teacher or Head Teacher takes disciplinary action.

In extreme cases, exclusion may be the final option. There are detailed procedures to be followed in such cases, and parents are involved at almost every stage. In these circumstances, parents will be advised well in advance, unless the pupil's actions have been severe enough to warrant instant exclusion from the school.

Our Positive Behaviour Policies can be viewed on the school website.

Highland Council's anti-bullying policy can be found here:

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



Poem by Megan, p6

4.3 Code of Conduct

Certain standards of behaviour are expected from all members of the school community.

General

- When on outings and visits, pupils should conduct themselves in the same manner as employed in school, remembering that they are representatives of the school.
- Consistently inappropriate behaviour or a serious incident in school (especially during sports or games) may result in an individual not then being allowed to

represent the school as a member of a particular school team, for example; basketball or football. Pupils should be demonstrating good sportsmanship consistently if they intend to represent the school as team players.

- Pupils should not be in school during lunchtimes or interval unless under supervision by a member of staff.
- Pupils should not take toys/belongings to school, or large sums of money.
-

Playground

- Pupils should not climb on walls, fences or trees surrounding the school.
- Pupils should ensure that they store any equipment and games away correctly when they have finished with the items, especially when they have been using them outdoors.
- Pupils should put litter in the bins provided.

N.B. Parents will be contacted if a pupil is rude or uses inappropriate language or gestures towards any member of staff or towards other pupils or is involved in fighting/bullying (physical or verbal).

4.4 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 on the first day of absence, on the school number 01847 80 70 11. When returning to school after an absence, the parent or guardian must give written reason for the time absent.

If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from their parent or guardian. Pupils must report to the school reception and 'sign out'. If returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made outwith school hours.

If pupils fall ill during the day, parents will be 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 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 planning 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.

4.5 School Improvement

Our school continuously works to improve the provision we give. The following are our current focus areas:

- Strengthening community links with a particular focus on DYW (ELC)
- Improving Numeracy at First/Second Level (including moderation)
- Building Community to Improve Emotional Wellbeing and Foster Learning.

Our full School Improvement Plan can be viewed here:

<https://farrsutherland.wordpress.com/school-improvement/>

Self-evaluation is an ongoing process at Farr. This is done in line with council procedures and against the “How Good is Our School 4” Quality Indicators in school and “How Good is Our Early Learning and Childcare Centre” & Care Inspectorate’s “Quality Framework for Daycare of Children” within the ELC.

Farr Primary's Standard and Quality Report, which reviews progress from the previous session, is detailed below:

Our Improvement Journey Headlines Session 2023/24
These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available here .
Improvement Project 1:
Primary focus: Parental Engagement - ELC
Year of Project: 1
Purpose: Increased parent/carer involvement within the ELC & empower parents to foster ownership of their children's education from an early age.
Progress and impact:
Content:
<ul style="list-style-type: none"> ✓ Seesaw is now used on an ongoing basis to share information with parents and carers. ✓ We have started to engage with parents about the opportunities they would like to have available to take part in within the ELC, though staffing issues have had an impact on our progress within this priority ✓ Form 1s are now shared with parents whenever they are created and reviewed
Impact:
<ul style="list-style-type: none"> ✓ Parents are regularly sharing information from home about children's achievements. They are also gaining a better understanding of the ICT skills that their children are developing. We also routinely sharing the learning and achievements of children in the ELC. . ✓ Parents are more aware of progress and next steps for pupils who have identified targets and have their voice heard within this. ✓ Staff value the contributions made by parents who tell us they feel more involved in the life of the ELC.
Next steps:
<ul style="list-style-type: none"> • Ensure timetabled parental consultations are available and followed at all times to match the primary schedule. • Continue to encourage and identify ways for parents to take an active role within our ELC. • Identify an alternative communication platform from Seesaw.
Improvement Project 2:
Primary focus: Understanding and Improving Assessment & Moderation Strategies Within BGE
Year of Project: 3
Purpose: To develop a more consistent approach towards the application of the Benchmarks and develop a shared understanding of what is required for achievement of a level..
Progress and impact:
Content:
<ul style="list-style-type: none"> ✓ Staff have had training and opportunities for professional dialogue around the moderation cycle. ✓ Moderation of numeracy has taken place across the Campus at first, second and third levels. ✓ Opportunities for engagement between primary and secondary staff have facilitated improved opportunities for sharing information.
Impact
<ul style="list-style-type: none"> ✓ Staff are able to make more secure judgement of pupil attainment in terms of writing and making progress in this for numeracy. ✓ There is clear progression from primary to secondary with better information sharing in place
Next steps:
<ul style="list-style-type: none"> • Ensure moderation pieces are generated from normal day to day classwork and include consideration of the pupils' next steps to inform the next stage in teaching.

- Identify an opportunity for moderation with secondary, and for P7 & secondary teachers to visit each other.
- Continue moderation through CCMs with a particular focus on numeracy.

Improvement Project 3:

Primary focus: Equity & Excellence

Year of Project: 1

Purpose: To build a positive ethos due to an increased number of behavioural incidents which are impacting on attainment & pupil wellbeing.

Progress and impact:

Content:

- ✓ We have been supported by our Collaborative Lead Officer and Educational Psychologist to identify ways to create a more positive ethos within our classrooms, including use of the CIRCLE resource.
- ✓ We have used the Attunement Profile to guide peer observations.
- ✓ All staff have taken part in focused professional reading to guide professional practice
- ✓ We have reviewed our Vision, Values and Aims with all of our stakeholders

Impact

- ✓ Staff are more aware of the impact of their body language and tone of voice on pupil engagement
- ✓ Staff are more attuned to learners and their needs, and have made small changes within their practice which have had measurable and positive impact within the classroom.
- ✓ We are more aware of the importance of the physical and social environment, along with routine, which has had a positive impact on how receptive some of our children are to learning.
- ✓ Our children are becoming more resilient and better able to cope when things go wrong.

Next steps:

- Continuing on our journey in collaboration with CLO and Ed Psych, we aim to gain a greater depth of knowledge of the CIRCLE Primary Resource, impacting further on pupil emotional wellbeing and learning.
- Embedding our Teacher Led Community working to enable teachers to further develop professionally around embracing change, enabling more positive pupil experiences as well as promoting teacher H&WB.
- Launch our new Vision, Values and Aims then embed within all aspects of our practice.

We have been using the money given to us by the Scottish government to reduce the poverty-related attainment gap to bring additional Pupil Support Assistant time into our classrooms. This has allowed individual and small-group support for targeted areas to improve both attainment and health and well-being.

For more information on attainment and to view our most recent HMIE inspection report, please use the following links:

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

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

4.6 Administration of Medicines

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with a pupil simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered out-with the school day, ie in the morning and evening. Should your child need to take medicine during the school day, please contact the school office who will give you the form that needs to be completed in order for this to happen.

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.

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 unopened, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

4.7 Minor injuries

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured 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. Our Injury Policy can be viewed on the school website

4.8 Adverse Weather

The previous dial-in phone service to inform parents of school closures has been withdrawn by Vodafone. Instead parents can obtain information on the Highland Council school closures webpage <http://www.highland.gov.uk/schoolclosures>

This is in addition to schools' own arrangements in place for informing parents of school closures. In the first instance, we notify parents through the Campus Facebook page and via the Seesaw app. If you are in doubt, please contact the school directly or check the council website.

4.9 After School Clubs

Our new Active School Co-ordinator plans to run an afterschool club for the children, within the school grounds, one day a week in the new year. There are also after school activities in the village available at Farr Edge.

5 New Pupils

5.1 Delineated Area

Each school within Highland Region serves a particular area known as the delineated area of the school. Children whose homes are located in the delineated

area of a school will have priority in being allocated a place at the school.

Any parent resident out with the area who wishes to enroll a pupil must submit a placing request - 5.5 Placing Requests, below.

5.2 Pre-School Enrolments

Parents are invited to enrol pre-school children in the nursery class in the catchment area in which they reside. Any parents wishing to request a nursery place out-with their place of residence will need to fill in a placing request and places will be granted if they are available when children within the nursery catchment area have been accommodated.

https://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

5.3 Associated Secondary School

All pupils who attend Farr Primary School will progress onto their secondary education at Farr High School.

5.4 New entrants

New entrants and their parents are welcome to visit the school and nursery. Parents of new entrants of P1 and Nursery children will have the opportunity to attend a meeting prior to pupils commencing school and pupils will have the opportunity to participate in transition events.

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

5.5 Placing Request – 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 should be made to the Area Care and Learning Manager.

Placing request applications are made online at:

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.

If pupils live outwith the school catchment area and their parents wish them to attend Farr Primary School, they can contact Mrs Nicol 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 about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

5.6 Transport

Transportation for pupils living within catchment and out with a reasonable walking distance is provided by Highland Council. 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 Farr Primary School they can contact Mrs Nicol to discuss.

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.

5.7 Visits of Prospective Parents

Parents are invited to enrol pupils in the school in the catchment area in which they reside. Any parent wishing to request a school place out-with their place of residence will need to fill in a placing request and places will be granted if they are available when children within the school catchment area have been accommodated.

Highland Council places an advertisement in the local press giving information regarding enrolment, usually in January, for new primary one entrants for the following August.

Any prospective parent should feel free to phone the school and arrange a time to visit the school for a conducted tour. Details of the Parents' Charter with regard to admission and choice of school may be obtained from the school or Education Office.

Highland Council's policy is to admit pupils at the first entry after they reach the age of four years and six months (i.e., children entering school in August of any year should reach the age of five by the end of February of the following year).

Parents should note, however, that there is no obligation to enrol pupils until the August following their fifth birthday.

A transition programme is in place so prospective P1 pupils can join the infant class for a period of time prior to the summer break. This means that children are already familiar with their new surroundings before starting in August.

6 Pupils with Additional Support Needs

6.1 Pupils with Disabilities

Children with disabilities are catered for in the school according to Highland Council Education Department's Support for Learners Policy. This endorses the principle that children with disabilities should be educated as locally as is possible, consistent with meeting their needs effectively. The process of admitting a child with disabilities to the school will involve discussion with parents, child, school, Education Department staff and other specialist agencies as appropriate.

6.2 Additional Support Needs – Authority Policy

- Children with Special Educational needs are integrated into mainstream provision and supported in their local school wherever possible.
- For pupils with particular needs which cannot be met by their local school, there is the option of attending another Highland school where specialist staff are available. In these cases, the Education Service, working with the child's parents, will make arrangements for the child to attend the appropriate establishment.
- For most children who require additional support for their learning, their support will be planned and monitored using an individualised education programme.
- A multi-agency approach is used to ensure that children with special needs, and their families, receive appropriate support.
- The needs of gifted pupils may be addressed by making specific arrangements in specialised areas, such as music, dance and drama.
- If the authority judges that a child had additional support needs, which are long term and significant and which require co-ordinated support, the authority must, by law, consider whether to compile a co-ordinated support plan.

More information about meeting individual needs can be found here:

[Support for Learners Website](#)

<https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>

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

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 and it came into force on 14 November 2010.

If you have any questions about the 2009 Act then please contact the Enquire Helpline on 0845 123 2303 or by email on info@enquire.org.uk

Further information and support for parents of children and young people with ASN are available from the following organisations:

Enquire – the Scottish advice and information service for additional support for learning <https://enquire.org.uk/>

My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <https://myrightsmysay.scot/>

[Scottish Independent Advocacy Alliance](#), an advocacy service to support parents and children

Scottish Child Law Centre – an organisation providing free legal advice to young people <https://sclc.org.uk/>

6.3 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 and 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. Our Equality and Diversity policy is available to view on our school website.

The United Nations Convention on the Rights of the Child has now been incorporated into Scots Law. To find out more about this and the rights for all children in Scotland, you can access information [here](#).

7 Complaints and Requests for Service

If a parent has any concerns they should contact their child's Named Person in the first instance, Mrs Katherine Van Voornveld.

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 Mrs Mhairi MacDonald, Area Education & Learning Manager (North Area).

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

8 Data Protection

8.1 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.

8.2 Data Protection Act 1998

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 the data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>

8.3 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>.

8.4 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

8.5 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.

8.6 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.

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.