

# **LYBSTER PRIMARY SCHOOL & ELC**

## **PARENTS' INFORMATION HANDBOOK 2025 ~ 2026**

***LIVE, LEARN, LOVE LIFE***

## LYBSTER SCHOOL HANDBOOK

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## **WELCOME TO LYBSTER PRIMARY SCHOOL**

**We** wish to extend a very warm welcome to all pupils new to Lybster Primary School and ELC, and to their families.

The school building dates from 1937 when it served as a Junior Secondary School until the 1960's when it became a Primary School.

As well as spacious classrooms, an Art room, resource/library, and general-purpose room we are fortunate to have a large gymnasium and well-maintained school grounds with extensive grass and tarred play areas. The Early Learning Centre has been extended and modernised in recent years and has its own outdoor play area.

A school of this size has a lot to offer its pupils within an environment where the children know that everyone cares for them.

We hope that, with yourselves, we may develop a partnership taking equal responsibility in giving your child good educational experiences and ensuring that they reach their full potential.

We will be pleased to show parents of prospective pupils around the school, discuss our policies and give some idea of what life is like for our pupils.

This brochure provides important information about the curriculum and organisation of the school, and we would encourage you to read it in full.

Should you have any further questions about these topics – or any other aspect of school life please do not hesitate to contact the school.

Yours sincerely,

Mrs Denise Walsh - HEADTEACHER

## **LYBSTER PRIMARY SCHOOL**

Main Street, LYBSTER, Caithness. KW3 6BJ

Telephone No. 01593 721224

Email: [lybster.primary@highland.gov.uk](mailto:lybster.primary@highland.gov.uk)

School Website: [www.lybsterprimary.wordpress.com](http://www.lybsterprimary.wordpress.com)

Lybster Primary School currently has a roll of 57 school age children and 12 Nursery children.

## **STAFF**

**Head Teacher for the Lybster / Dunbeath School cluster: Mrs D Walsh BA(Hons) PGCE.**

Principal Teacher – Miss L Swanson

### **Teaching staff**

Mrs R Wares : Primary 1, 2  
Miss E Gunn : Primary 3, 4  
Miss L Murray : Primary 5, 6, 7

**Additional Support Needs teacher** Mrs H Ellis

**Pupil Support Assistants** - Mrs T. Barton  
Mrs A. Groat  
Miss R Polson  
Miss E Sinclair

**Playground Supervision** – Mrs Barton and two other PSA's are on duty each break-time and lunchtime.

## **VISITING SPECIALIST STAFF**

Mr B. Beaumont CCR –Art/Technology: Wednesdays

**Early Learning centre** – Miss J McDonough : Early Years Practitioner  
Mrs S Bain : Early Years Practitioner  
Mrs M Milne : Early Years Practitioner  
Mrs T Fryer : Early Years Practitioner/Support Worker

## **NON-TEACHING STAFF**

Clerical - Miss S.J. Afford

Kitchen Staff – Miss N. Stewart (Cook), Miss K Bain (Assistant Cook), General Support Mrs T Chisholm

Cleaning Staff –Vacant Post & Mrs M. Stott Cleaner/Facilities Assistant

School Chaplin – Church of Scotland – Mrs H Stuart

## **SCHOOL and ELC HOURS**

Nursery 9am – 3pm

P1 – P3 9.10am – 12.30pm 1.30pm – 3.10pm

P4 – P7 9.10am – 12.45pm 1.30pm – 3.10pm

Morning Interval: 10.50 - 11.05am

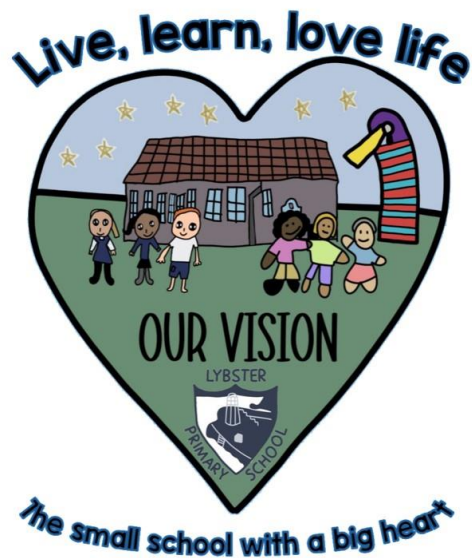
# Our Values, Vision and Aims

At the heart of our community  
Is where our school sits constantly.  
With friends and family gathered around  
We reach for the stars, with feet on the ground!

Everyone's welcome, no one's alone,  
Our knowledge and skills we're eager to hone.  
We'll encourage each other with kind words on our lips,  
Like the light in the harbour safely calling the ships!

LIVE, LEARN, LOVE LIFE  
**LYBSTER PRIMARY**

The small school with a BIG heart!



Pupils Views:

ELC

“I like playing with the dinosaurs and train tracks”

“We have a slide and sand pit”

P1

“I like the gym because you do lots of exercise”

“I like the book with a wiggly tooth and dinosaurs on the wall”

P2

“I like that there are lots of people to play with”

“I like writing”

P3

“I like doing maths”

“My favourite is doing art and putting it on the walls”

P4

“There are good people in Lybster”

“All the teachers are nice and so are all the pupils”

P5

“I like the teacher’s kindness”

“It’s great because there are tons of people and they are all kind”

P6

“We get to buy bagels and melon at break”

“I like when Mr Beaumont comes to do art and we get to do free art”

P7

“Not everyone is the same but everyone is nice in a different way”

“It’s a good school because there are brilliant teacher and really nice people”

## **ENROLMENT & TRANSITION FROM NURSERY TO SCHOOL**

Information and enrolment forms for starting Primary 1, or for starting in the ELC can be found at [www.highland.gov.uk/schoolenrolment](http://www.highland.gov.uk/schoolenrolment) in accordance with the dates advertised in the local press. To enrol at any other time for any age group, telephone the school office to arrange a suitable appointment.

Pupils in the ELC are entitled to 1140 hours of childcare per year. This can be split between two or more Childcare providers, but you must let each provider know you are splitting time.

Throughout the school year, the P.1 class teacher will work with the ELC staff and will get to know the pre-school children during this time.

During Terms 3 & 4, the ELC children will make regular visits to the P.1/2 classroom so that they become familiar with the school setting.

These children (accompanied by ELC staff) will also join the rest of the school children in the playground at break times during the summer term.

On other suitable occasions, e.g., assemblies, school sports, rehearsals and special events the Nursery children are also given the opportunity to join with the main school.

Any families moving into the area who wish their children to be enrolled are welcome to contact the Head teacher to arrange a visit to the school.

The school’s policy about formation of composite classes is available on the school website.

**PARENTS** - Please ensure that the school is notified of any change of address, telephone numbers, or emergency contact telephone number.

## **SCHOOL PLACING REQUESTS – PARENTAL CHOICE**

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Applications are made to Mhairi MacDonald the Interim Area Education Manager [Mhairi.MacDonald3@highland.gov.uk](mailto:Mhairi.MacDonald3@highland.gov.uk)

Application forms are available on online at:

[Enrolment in a school outside your catchment area | Enrol your child for school | The 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 Lybster Primary School, they can contact Mrs Walsh on 01593 721224 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.

### **EARLY LEARNING AND CHILDCARE**

Excellent nursery provision for 2, 3 and 4 year olds is available at our Early Learning & Childcare setting within the school. This is open Monday to Friday from 9.00am - 3.00pm. The group offers a wide range of play activities and learning experiences in each of the curricular areas laid down in the 'Curriculum for Excellence' Early Level.

Further information is available in the ELC handbook.

### **SCHOOL TRANSPORT**

Free transport to and from school is available to pupils within the delineated area, i.e., living more than three miles from the school in the case of pupils aged eight years and over, or two miles from the school in the case of children under eight. Children who are not legally within these categories are occasionally granted concessionary free transport because of the hazardous nature of their journey, but this is a matter for the Local Authority.

Pupils may be expected to walk some of the distance to and from a convenient pick-up point on the Transport Operator's route.

Applications should be made online:

[https://www.highland.gov.uk/info/878/schools/12/school\\_transport](https://www.highland.gov.uk/info/878/schools/12/school_transport)

Please note that transport is not a school responsibility. Any further information about school transport can be obtained from the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or by emailing [public.transport@highland.gov.uk](mailto:public.transport@highland.gov.uk).

### **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 01593721224. When returning to school after an absence, the parent or guardian must give written reason for the time absent.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from parent or guardian, or parents can contact the school. 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 are contacted for them to collect their child, therefore it is essential that we have up to date daytime 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](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.

### **SCHOOL MEALS**

An excellent choice of nutritionally balanced meals are on offer each day, served along with a drink, choice of breads, vegetables, salad and fresh fruit.

Menus are issued in advance to all children and rotate on a 3-weekly basis.

Pupils who are vegetarian or require a special diet can also be catered for. Forms are available from the school office.

P.1-5 pupils receive a Free School Meal and all other pupil meals cost £2.40 per day. Pupils order lunches on a 3-week rota.

Payment can be made to the cook either on Monday (if paying for the week) or on a daily basis, using Highland Council provide envelopes (available on request from school)

The head teacher, class teachers and PSAs all assist with lunchtime supervision.

Free School Meals may be available for pupils in P6-7 where parents/guardians are in receipt of specific benefits – [https://www.highland.gov.uk/info/878/schools/9/school\\_meals](https://www.highland.gov.uk/info/878/schools/9/school_meals)

### **PACKED LUNCHES**

Pupils who bring packed lunches are accommodated in the dinner centre and adjoining gym hall. Please ensure there is a balance of healthy, nutritious items along with a drink of juice or water.

For P1-7 children, break-time snacks are available from the school canteen. Toast 15p, ½ bagel 20p, fruit 20p-35p and a glass of milk 20p.

NB. If bringing in a snack from home: crisps, biscuits, fruit and a drink are all permissible.

**Sweets, canned drinks and fizzy juice are not permitted as part of snack or packed lunch.**

**The school has a No Nut policy and nuts should not be brought into school.**

The school **must** be informed of any pupils who have specific allergies or intolerances e.g., nuts, milk/lactose.

### **SCHOOL UNIFORM & SPECIAL KIT**

**Pupils are required to wear school uniform on a daily basis.** This consists of blue or black trousers or skirts, navy blue sweatshirts or cardigans and white or navy-blue polo shirts with the school logo. Cardigans, fleeces and jackets may also be ordered. School uniform items can now be ordered on-line all year round at [www.schoolwearmadeeasy.com](http://www.schoolwearmadeeasy.com)

Go to the link for Lybster School, place your order and it will be delivered directly to your home address.

Alternatively, it is possible to order from: <https://www.highlandworkwear.com/>

Children are required to change out of their outdoor footwear in the cloakrooms, before they proceed to their classes. This keeps the school a great deal cleaner and more pleasant for everyone. Gym shoes or any other suitable footwear may be worn indoors. Where possible, these should be suitable for P.E.

The Parent Council provides a shoe bag for each child and indoor shoes should be placed in these and hung on the child's peg before leaving school at the end of the day.

**All items of clothing and footwear should be labelled with your child's name.**

**The school cannot be held responsible for clothing, which goes missing.**

P.E. kit, consisting of gym-shoes, shorts and a T-shirt is a standard requirement and should be brought on school days in accordance with the class timetable.

For safety reasons, all jewellery must be removed for PE lessons.

The wearing of false nails, make-up or use of hair dye is not deemed appropriate for primary school pupils.

School clothing grants may be available to parents who are on Income Support, Family Credit or Income Based Job Seekers Allowance. Forms are available on the council website as below:

[http://www.highland.gov.uk/info/899/schools\\_-\\_grants\\_and\\_benefits/10/free\\_school\\_meals\\_and\\_assistance\\_with\\_clothing](http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

The school has a small supply of pre-loved uniform which may be purchased at reduced rates directly from the school.

### **CARE OF RESOURCES**

All books and jotters are school property. These are expensive to replace so must be taken care of. Both books and jotters should be carried in a schoolbag suitable for keeping the contents flat, clean and dry.

Parents may be asked to pay for any lost or damaged books.

### **CHROMEBOOKS**

All pupils in P.6 & 7 are issued with a Chromebook to assist their learning. An agreement must be signed by pupils and their parents before the Chromebooks can be taken offsite. These should be brought to school on a daily basis, charged and ready to use. The school does not have the facilities to charge them in school. These should be looked after carefully. It is the parent/carers responsibility to set controls at home as part of the signed agreement.

### **BEHAVIOUR & DISCIPLINE**

A high standard of behaviour is expected and maintained within the school - and whilst taking part in any school related activities. Children from the time they first enter the school are encouraged and expected to have good manners and good behaviour. Where misdemeanours do occur and are of a minor nature, they are dealt with by the class teacher, normally in the form of a verbal reprimand.



We are a Rights Respecting School which means we learn about, through and for our Rights.

**Article 3 of the UNCRC states the best interests of the child shall be a primary consideration.**

Children’s wellbeing is at the centre of everything we do. We follow GIRFEC to ensure children are safe, healthy, active, nurtured, achieving respected, responsible and included (the SHANARRI indicators).

**Article 28 of the UNCRC says that children and young people have the right to education no matter who they are: regardless of race, gender or disability; if they're in detention, or if they're a refugee.**

In Lybster Primary School we want all our children to reach their full potential. We create an environment which celebrates success and individuality.

**Celebrating Behaviour**

We recognise and celebrate success through the school. We share achievements on our monthly newsletters and on our “Lybster Legends” wall display. We have weekly assemblies where we recognise achievements in individual classes where we celebrate following our school values. We also celebrate “Reader of the Week” in line with being reading school.

In individual classes we use ClassDojo as a reward system to recognise positive behaviour. This can be seen at home. We total points weekly as a House Team to celebrate success together. The House Team with the most points choose a reward for the end of term.

Teachers may choose to adapt their reward system as necessary.

**Consequences**

1	Reminder	Children are reminded of the school values and class charter.
2	Warning	A clear warning is delivered to ensure the child is aware their behaviour is not appropriate.
3	Last Chance Warning	The child will be spoken to privately and given a final warning to engage with solutions to encourage positive behaviour.
4	Time Out	A short time out of the class room with an adult (if available). This could be time in another room or a walk around the playground. This gives the child a chance to calm. A message or phone call home will be done at this stage.
5	Repair	A restorative meeting will be organised with the member of staff (this may be at break or lunch time) to go through “Debriefing Symbols” where they can discuss what went wrong and what they can do moving forward.

**CLASS DOJO TOOL**

In school we use the App ‘Class Dojo’ to share information with our Parents. The Application can be accessed online using a computer or via the Class Dojo App on a mobile device. Information on how to set up and a parent account can be found at <https://www.youtube.com/watch?v= pt6mVa4jPM>

Once a parent account has been set up, the class teacher will give each child’s parent a code to login into their child’s learning classroom. Class Dojo allows parents to read any school news that is put onto the news stream. Within each child’s virtual class, parents will be able to see any class news and photographs that are put onto the main story page. There is also a chat tool which allows parents to communicate directly with class teachers. Teachers will reply during school hours, as and when time permits. For some children the teachers will use the Dojo tool to award children ‘Dojo’ points. There is also a personal profile section for each child that may be used to share individual learning directly with parents.

A full parent tutorial can be found at: [https://www.youtube.com/watch?v=ZGsKw\\_rXnJg](https://www.youtube.com/watch?v=ZGsKw_rXnJg)

**SCHOOL HOUSE TEAMS**

We have a House Team system for rewards. The three house teams are; Puffins; Curlews and Falcons. Pupils across all class stages are allocated to a team and House-captains appointed. Team points from the behaviour system above will be collected at the end of each week and displayed on the school noticeboard. Teams will also be able to gain points through set challenges and events throughout the year. The winning team of each term receives a reward.

**OPEN DOOR POLICY, COMPLAINTS AND REQUESTS FOR SERVICE**

Parents and guardians are always made welcome, and the Head Teacher and staff are available and willing to discuss any problems or worries they may have about their child’s education. Usually by a prearranged appointment.

If a parent has any concern's, they should contact the Class Teacher in the first place, then the Head Teacher.

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 the Area Education and Learning Manager, North Area Education and Learning Office, Drummuie, Golspie, Sutherland, KW10 6TA. Tel: 01408 635346

Please note that transport is not a school responsibility, and any queries should be addressed to:  
Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX  
Or [public.transport@highland.gov.uk](mailto:public.transport@highland.gov.uk)

### **THE CURRICULUM**

The school curriculum is based on the Curriculum for Excellence and Highland Council's Learning and Teaching policies. [Curriculum for Excellence | Education Scotland](#)

Curriculum for Excellence was introduced to all schools in Scotland to help raise standards of teaching and learning for all 3–18-year-olds. It aims to bring life to learning and learning to life - helping to prepare our children with the skills and knowledge they need to cope in an ever-changing world.

The classroom teacher will collaborate with children when planning learning.

More information about Curriculum for Excellence, curriculum developments, how to get involved in your child's education, how to support the school is available at <https://education.gov.scot/parentzone/>

The curriculum levels and stages of attainment have been set out as below. It is evident that children will take some time to progress from one level to the next. Some may attain a level earlier than stated whilst others, for various reasons, will not attain the level within these years. As a parent it is important to remember that children will progress at different rates at different times according to a number of factors e.g., age, ability, general development, level of support given at home etc.

<b><u>Level</u></b>	<b><u>Stage</u></b>
<b>Early</b>	<b>- the pre-school years and Primary 1.</b>
<b>First</b>	<b>- to the end of P.4 but earlier or later for some.</b>
<b>Second</b>	<b>- to the end of P.7 but earlier or later for some.</b>
<b>Third and fourth</b>	<b>- S.1 to S.3 but earlier or later for some.</b>
<b>Senior phase</b>	<b>- S4 -S6, and college or other means of study.</b>

The curriculum has subjects grouped into eight main areas and more detail on each of these is given below. A greater emphasis has been placed on **Literacy** and **Numeracy** and their relevance and inclusion across all curricular areas. The **Health and Wellbeing** of our children has also become the responsibility of all staff.

### **MATHEMATICS & NUMERACY**

In Mathematics, children will develop essential numeracy skills, an understanding of the concepts and processes of Maths, and knowledge of how to apply these in everyday life.

The 3 main areas have been identified as

- Number, Money and Measure
- Shape, Position and Movement
- Information Handling

The children's knowledge and understanding is developed through active learning i.e., through structured activities and games, use of ICT and real-life applications. A thorough knowledge of number bonds, mental calculation strategies and times tables will continue to be an important part of the school's numeracy programme. TJ Maths and Leckie Maths scheme are used for written work and reinforcement.

### **LANGUAGES & LITERACY**

The 3 main areas which concern all our learners are **Reading; Writing; Talking & Listening.**

#### **Reading**

This is initially taught using a combination of sight vocabulary and phonics using the Jolly Phonics scheme. Children learn the sounds of our language and then use these to decode and read words. Lots of practise is

essential at this early stage. Once they can read, the children will progress through the schools reading programme. This is based on the Highland Literacy Project and includes – core reading, reading for information, reading for pleasure and writers’ craft.

The main schemes used are Oxford Reading Tree, supplemented by books from the Wellington Square, TreeTops, Dandelion and Project X schemes. We also use a range of fiction and non-fiction books from the school library and library van.

Senior pupils also use the Accelerated Reading programme and are expected to read on a daily basis both in school and at home. The children have targets, they are assessed on their reading age and complete comprehension skills follow-up activities.

**As reading is integral to most curricular areas, parents are asked to encourage their children to read as widely as possible – from sharing bedtime stories to looking at information on food packets; reading comics or newspaper articles to discussing signs by the roadside – wherever there is print, please share this with them and help foster a love of reading.**

### Writing

On coming to school, children are initially taught how to write using the correct letter formation including size of letters, letters with tails, tall letters etc. before progressing to using a linked script. They also learn how to set down writing in words, to leave spaces between words – then progressing to writing using sentences, paragraphs etc.

Personal, Functional and Imaginative writing in the form of e.g., stories, news reports, poetry, instructions or play scripts are then developed using a range of strategies from the Highland Literacy Project and Big Writing programme.

Handwriting, spelling and grammar are taught using a range of resources and activities according to the age and stage of development.

### Talking and Listening

Children are taught to listen and respond to adults and other children on a daily basis e.g., through collaborative class discussion activities, ‘Show and Tell’, at Assembly, when carrying out peer assessment, listening to clips from web broadcasts, presentations, etc.

Their skills are further developed through regular discussion and interaction e.g., during Circle Time, when preparing and presenting talks to the rest of the class, when presenting class assemblies or performing at the Caithness Music Festival.

### French

This is taught throughout the school using the Highland Council MLPS (Modern Languages in the Primary School) and 1 + 2 Power Language programmes.

### Social Studies

This curricular area comprising: **People, past events and society; People, place and environment; People in society, economy and business** - will be based on inter-disciplinary studies allowing the links in the children’s learning and understanding to be made more naturally.

Through these topics, pupils will learn about their own families, community and heritage; develop their understanding of the world by learning about people in other times, places and circumstances; learn about environmental issues and changes in society.

The class teachers discuss the key areas of learning to be covered with the children and then decide on a theme or topic, which can facilitate this. We try to ensure there is breadth across the curriculum and allow for local and topical issues to be explored as and when appropriate. Parents are given information at the start of each term on the key areas or themes to be covered.

### Health & Well Being

The school continuously promotes a healthy and active lifestyle for all pupils and staff.

The new Health & Wellbeing curriculum comprises - **Mental, emotional, social and physical wellbeing; Food and health; Substance misuse; Relationships, sexual health and parenthood; Physical education, physical activity and sport.**

This area is enhanced by support from e.g., the school nurse; Childsmile programme, Active Schools programme; CASWA, Scottish Ambulance Service and Northern Constabulary’s Safe Highlander scheme.

When topics of a sensitive nature e.g., Sex, drugs or alcohol education are being taught in school, parents will be informed via ClassDojo or in writing in advance.

In addition to their regular PE, pupils take part in various sport tournaments e.g., badminton, touch rugby, golf, Highland Games and pupils in P4/5 receive a block of swimming lessons at the Wick Pool.

### **Expressive Arts**

The Expressive Arts comprises **Art and Design, Dance, Drama and Music**. Experiences in this area enable the children to be creative and express themselves; take part in and enjoy expressive performance; develop skills and an appreciation of the arts and culture.

Work in school is enhanced by visits from e.g., Kodaly and Feis Rois music tutors, drama workers and local arts and crafts experts.

### **Religious and Moral Education**

The elements covered in Religious and Moral Education are **Christianity, Other World Religions and Development of belief and values**. The local school chaplain visits to conduct assemblies of a broadly Christian nature and special services are held at Christmas, Easter and the end of session.

Whilst we are aware that not all families may share the Christian faith, it is an important part of our Highland heritage and should be given its due place in the curriculum.

Parents do however have a right to withdraw their child from religious instruction and should contact the school if they wish to exercise this right.

### **Sciences**

Science is an important part of our learning, and we use its applications every day in our lives at work, at leisure and in the home. The key concepts in this subject area have been organised under the following headings.

**Planet Earth; Forces, electricity and waves; Biological systems; Materials; Topical science.**

Through learning in the sciences, children will develop their interest in, and understanding of the living, material and physical world. They will engage in a range of investigations and activities, which will allow them to develop important skills e.g., planning and carrying out experiments; measuring, collecting and recording evidence; presenting and reporting findings.

### **Technologies**

The Technologies framework comprises **Technological developments in society; ICT & Computing science; Food and Textiles; Craft and design; Business contexts**. This area will offer children challenging activities, which involve research, problem solving, and exploration of new and unfamiliar concepts, skills and materials- which will in turn help develop their skills for today's technological lifestyle.

### **ASSESSMENT**

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

Assessment of pupils can take a variety of formats and purposes and class teachers continuously assess pupils' progress as part of their daily routine. This may involve observation, marking and discussion of work; self and peer assessment where the children themselves mark and comment on the work; short tests or check-ups to confirm whether work has been understood or information retained.

In **2018, SNSA / Scottish National Standardised Assessments** were introduced for pupils in **P.1, P.4 & P.7**. This is a computer-generated assessment, which is adaptive to the individual ability of each pupil and consists of tests in Numeracy, Reading and Writing.

Parents will be informed in advance of when pupils will sit these tests.

These various forms of assessment provide important information for staff and pupils, which is used to track progress, identify next steps in learning and adapt the curriculum as necessary to better meet the teaching and learning needs of all involved.

Throughout the year, children will complete Key Assessment Tasks that will be shared with parents.

Parents will receive feedback on their child's progress through uploads to ClassDojo pupil profiles, Interim report and end of year reporting. Open afternoons and Parents evening are also scheduled through the school year.

Further information is available at:

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

Details of where information regarding the school's performance at local and national level can be obtained via the links below:

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

### **HOME LEARNING**

Where applicable, home learning should be of a useful nature and relevant to what the child is currently working on in class.

In the early stages, children will have home learning related to reading, number work, phonics or spelling. Their Reading Record provides a useful means for school and parents to keep in touch so please feel free to make use of this.

In the upper school, home learning will cover a wider range of subjects and activities and serves to reinforce or extend work being done in school.

A positive, supportive approach will help to build your child's confidence and self-esteem. Good home/school communication is also vital if children are to gain maximum benefit from their education.

### **COMMUNITY LINKS**

Children benefit from outdoor learning opportunities within the local environment. Throughout the year, High-Life Highland provide multi-sports clubs for the children, both in school time and out with. P4/5 children attend Wick Swimming Pool for swimming lessons (1 x 10-week blocks per year). Twice a year the children in P1-2 take part in Kodaly music lessons and the P5-7 children experience Feis Rois. Upper stages children attend the Newton Room where they learn take-part in Science based curricular activities throughout the year. Each March the Caithness Science Festival explores Science, Technology, Engineering, Art and Maths with our children. Children take part in the Caithness Music Festival, as individual performers and as class groups.

### **LIBRARY FACILITIES**

The library van comes to the school every 3 weeks on Monday mornings when the children can borrow or return books. It is the responsibility of the family to ensure that borrowed books are returned.

The school also *benefits from an excellent, well-stocked* library which children are free to use for pleasure or for reference.

### **SHARING CONCERNS**

Highland Council seeks to work in partnership with parents at all times, but sometimes you may have a concern that you don't feel is being addressed or will want to talk to someone out-with 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 - Mrs D Walsh Head Teacher. If your concerns continue, there are a number of means of resolving difficulties and disputes and information can be found at:

[http://www.highland.gov.uk/info/886/schools-additional\\_support\\_needs/1/support\\_for\\_learns](http://www.highland.gov.uk/info/886/schools-additional_support_needs/1/support_for_learns)

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

Further information regarding additional support can be obtained from the following organisations:

**(a) Enquire – the Scottish advice and information service for additional support for learning**

<http://enquire.org.uk/>

**(b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs** <http://enquire.org.uk/myrightsmysay/>

**(c) Scottish Independent Advocacy Alliance**, an advocacy service to support parents and children

**(d) Scottish Child Law Centre**, an organisation providing free legal advice to young people

There is also additional available at: <https://www.thrivingfamilies.org.uk/>

### **ADDITIONAL SUPPORT NEEDS**

Class teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with additional support. 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](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](http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan)

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

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

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.

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 and/or the Head Teacher Mrs Denise Walsh [denise.walsh@highland.gov.uk](mailto:denise.walsh@highland.gov.uk) If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

[http://www.highland.gov.uk/info/886/schools\\_-\\_additional\\_support\\_needs/1/support\\_for\\_learners](http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners)

### **FURTHER SUPPORT FOR PRIMARY SCHOOL CHILDREN**

For young people with severe and complex needs, there are Enhanced Provisions for pre-school and primary aged pupils in Mount Pleasant Primary School in Thurso and Newton Park Primary School in Wick. Placements may be offered on a full or part-time basis.

For young people with neurodevelopmental/social communication difficulties, there are two SCOPE provisions (Social Communication Provision for Education); one in Miller Academy Primary School in Thurso and one in Noss Primary School in Wick. SCOPE offers support for primary-aged pupils through providing a 'split placement' with the young person's local mainstream school. Through providing targeted, individualised support, this enables young people to access education in their local school.

Applications for specialist provision can be made to the Admissions Group. Parents/Carers can speak with the Named Person or Lead Professional about making the application.

### **PROGRESS**

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with the Class Teacher in the first place, then the Head Teacher

**How individual needs are met Highland Council Website:** [Support for Learners Website](#)

### **MENTAL HEALTH & 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 school. 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.

### **MULTI-CULTURAL and ANTI-RACIST POLICY**

Issues of multi-cultural and anti-racist education are of increasing relevance within education. Whilst it may be suggested that the Highland area has a lower incidence of racial intolerance than elsewhere in the country, it is certainly not true that our area is free from racial prejudice and discrimination. Racism can exist whether or not those who are the focus of discrimination are physically present in the community.

Schools have a special responsibility not only for combating racism but also for promoting mutual understanding and respect for other people's cultural identity and beliefs. In preparing our young people for life in a culturally diverse society, within Scotland and beyond, it is vitally important for them to recognise and acknowledge our common humanity.

Our school follows the Highland Council Anti-Racism procedures and has a 'Multi-Cultural and Anti-Racism' Policy and Equality and Diversity policy, which are available on the 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](#).

## **CHILD PROTECTION**

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.

Under the terms of the 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 for Education Service staff.

Copies of the Child protection Policy Guidelines are available at

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

## **EXCLUSION FROM SCHOOL**

The Highland Council has delegated to Head Teachers the authority to exclude from school any pupils: (a) whose conduct is 'seriously detrimental to order and discipline in the school or to the educational well-being of the pupils there'; and (b) whose parents persistently refuse or fail to comply, or allow their children to refuse or fail to comply, with the rules, regulations and disciplinary requirements of the school.

## **EQUALITY AND INCLUSIVE**

For up-to-date information please see:

[http://www.highland.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/313/equal\\_opportunities](http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities)

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

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

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

## **HEALTH CARE**

The school is visited regularly by the school nurse, a Dental Hygienist and the Childsmile team, the Speech and Language therapy team. Statutory checks are made on pupils hearing and sight – and health checks carried out in P.1 and P.7.

School will only deal with minor cuts and bruises and treatment will be administered by staff members who hold a First Aid certificate.

If a pupil is taken ill at school or has a more serious injury, the parent or emergency contact is notified as soon as possible, and the pupil should be picked up from school by a responsible adult. If no one can come for the pupil, he or she may be taken home or to the local Medical Centre by a member of staff.

Pupils will not be sent home to an empty house. It is therefore important that parents keep the school informed of their contact details – and an emergency contact.

## **ADMINISTRATION OF MEDICINE**

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.

### **MINOR INJURIES**

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

### **HAIR CARE**

The co-operation of parents in carrying out weekly head checks is strongly advised as Head lice is a persistent problem. The school can provide leaflets with advice on how to treat Head lice. Support may also be sought from the School Nurse if necessary.

### **PARENTAL PHOTOGRAPHY**

Where practical, arrangements should allow photographs to be taken by parents and other guests attending school sports, concerts and similar events. Parents are not required to comply with the Data Protection Act when taking photographs of their own children, for their private use, at an organised event.

Photography must not be allowed to upset the performance or smooth running of the event, affect the health and safety of pupils and others, or interfere with the opportunities for pupil participation.

**Parents should be reminded they are only permitted to post photographs of their own children on social media.**

(The full Photography procedures document is available on the school website)

### **PARENTS EVENINGS**

These are held in November and June when parents have the opportunity to discuss their child's progress with their class teacher. A written report is issued near the end of session along with a report response sheet for parents to complete. Parents have the option of a further meeting at this time should they wish.

### **LIAISON WITH PARENTS**

Parents are always made welcome at the school and are encouraged to take an interest and to play an active part in their child's education. ClassDojo and newsletters (available via email or in paper format from the Parent Council) keep parents informed of any forthcoming events. Information is also available on the school website. Homework diaries can also be used for any general communications if applicable.

Each term there will usually be some parent/teacher contact. In Term 2 there will be Parents Evenings when each child's work will be discussed privately with the Class Teacher. In Term 1 and Term 3 there will be an open afternoon where parents can view and discuss their child's work.

A written report will be issued towards the end of Term 4. Parents can respond to this through written feedback or request an additional appointment if they wish.

At other times there may be meetings to discuss e.g., new developments in Education, formulation of school policies, etc. We may also seek parent's views through questionnaires or written feedback on specific issues.

Parents are sometimes asked to help supervise swimming and educational outings. They are also invited to end of term services at Christmas and Easter, to the Annual Sports Day in summer term and to any Prize Giving and Entertainment held at the end of session.

If you wish to contribute to or to be involved in any aspect of school life, please contact the school.

If you have concerns about any aspect of your child's progress or well-being at school, you should initially discuss this with their class teacher. If there are still concerns, you are welcome to arrange an appointment with Mrs Walsh. Any concerns will be noted and where appropriate will be recorded and kept on file for reference. Should we be unable to resolve a situation the Area Care & Learning manager can be contacted.

Teaching staff are usually in school from 8.45am until 4.30pm and we would appreciate (where possible) if visits or appointments can be made out with class teaching times.

Mrs Walsh is usually in school on a Monday, Wednesday and Friday (morning's only).

Further advice can also be found at

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

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/>

### **ADDITIONAL CURRICULAR ACTIVITIES**



1. Caithness Music Festival Over the years Lybster School has won many trophies and everyone's talents are employed. Most classes prepare and enter activities such as plays, dramatised or action songs, choral speaking. Parents are required to enter their own children for any individual items.
2. Sports Day is held in the summer term for all school and nursery children. Parents and friends are invited to this event.
3. Educational Activities and Visits During the course of the year your child will have the opportunity to participate in various additional activities and outings. These are seen as an important part of the life of the school and helps broaden the experiences of the children. Where necessary parents will be asked to contribute towards the cost of these e.g., swimming bus costs, museum admission fees, performers fees etc.
4. Special Events in which all classes may participate may be arranged at different times throughout the year e.g., World Book Day, St. Andrews Day, at Christmas and Easter; for charity events.
5. Open Afternoons In term 1 and Term 3 parents have the opportunity to see their children in their learning environment.
6. A Prize Giving/Leavers Assembly Parents/Carers are invited in to see their child/ren at a presentation event.
7. Workshops for parents Held in connection with initiatives relating to the Curriculum and school ethos e.g., workshop to explain the Behaviour policy, Class DoJo, use of Chromebooks etc. Parents are also invited to visit their child's classroom to discuss and acquaint themselves with any new schemes of work or new materials etc.
8. Christmas Parties are held for Nursery, lower, and upper school and are financed from the School Fund.
9. The Parent Council also organise a range of events throughout the year. E.g., Halloween party, Christmas fayre.

### **SCHOOL IMPROVEMENT**

#### **STANDARDS AND QUALITY REPORT:**

**Our school's Standard and Quality report is available on our website at:**

<https://lybsterprimary.wordpress.com>

#### **SCHOOL IMPROVEMENT PLAN REPORT:**

**Our School Improvement Plan report is available on our website at:**

<https://lybsterprimary.wordpress.com>

### **POLICIES**

Local authority policies can be accessed via the link below:

[https://www.highland.gov.uk/info/893/schools\\_-\\_general\\_information/29/school\\_policies\\_procedures\\_and\\_guidelines](https://www.highland.gov.uk/info/893/schools_-_general_information/29/school_policies_procedures_and_guidelines)

We regularly update school policies, if you require more information, please contact the school.

#### **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 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](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](mailto:ScotXed@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ.

### **Links to Information;**

**Anti-Bullying Policy:** [https://www.highland.gov.uk/downloads/file/19358/anti\\_bullying\\_-\\_guidance\\_for\\_schools](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools)

**Support for Learners Website;** <http://enquire.org.uk/>

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/>

## **LYBSTER PARENT COUNCIL/PARENT FORUM**

Chairperson	Dave Chisholm
Vice Chairperson	Opal Sutherland- Buchanan
Secretary	Tracy Chisholm
Treasurer	Emma Ruff

All parents/guardians of children attending the school or in their pre-school year are members of the **Parent Forum**.

The **Parent Council** is an elected committee who meet at least once per term to help promote the following objectives.

List of Objectives:

- To work in partnership with the school to create a welcoming school which, is inclusive for all parents.
- To promote partnership between the school, its pupils and all its parents.
- To develop and engage in activities which support the education and welfare of the pupils.
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.

Any parent who wishes to raise an issue for the Parent Council to consider can do so by attending a meeting or by contacting one of the above office bearers.

Dates and times of meetings, and minutes of previous meetings are available on Class Dojo, from the School office or see the Lybster School Facebook page.

Email address: [Lybster.primary@highlandpc.co.uk](mailto:Lybster.primary@highlandpc.co.uk)

### **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 Highland Council Military Liaison Group (MLG) 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 lots of helpful information and support.

[https://www.highland.gov.uk/info/886/schools\\_-\\_additional\\_support\\_needs/833/armed\\_forces\\_-\\_support\\_for\\_families\\_and\\_schools](https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools)

#### **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 Head Teacher if you have any concerns.

### **TRANSITION TO SECONDARY EDUCATION**

Pupils attending Lybster School normally transfer to Wick High School.

Wick High School, 7 Newton Rd, Wick KW1 5SA. Telephone: 01955 603333.

The Primary 7 teacher, Head Teacher and Additional Support Needs Teacher liaise closely with the Guidance and Support for Learning Staff at Wick High School to ensure that continuity of learning at this stage is achieved.

Any specific needs for individual pupils are identified at an early stage and steps taken to ensure an appropriate level of support is provided during the transition period. E.g., extra visits to High School may be arranged.

P. 7 pupils visit the High School for two days in June when they meet the teachers and have an opportunity to familiarise themselves with the timetable routine and the layout of the school. A residential trip for all P.7 pupils from the rural schools is also arranged ordinarily for Term 4.

Information about possible careers is available at: <http://www.myworldofwork.co.uk/>

### **SCHOOL EMERGENCY PLAN**

In the event of an incident where the school itself is the site of a MAJOR EMERGENCY the following is a summary of the evacuation plans which have been made.

- 1) Once the FIRE ALARM is raised, staff and pupils will follow the practised FIRE-DRILL procedures.
- 2) The Emergency Services and Emergency Planning Officer will be contacted immediately.
- 3) If necessary, pupils will be escorted to Lybster Church, where class lists will be re-checked, and arrangements made by telephone/fax machine to allow pupils to be taken home.
- 4) No child will be allowed to leave the Church until permission is given by the Police Officer in Charge, and all appropriate Emergency contacts and travel arrangements have been confirmed by the Area Education Officer.

A Copy of the full Emergency Plan for Lybster School is on display on the notice boards inside the office, outside the office and at the infant end of the school.

### **School Closure Information**

Parents now have several different means by which to receive school information particularly if there is a risk of closure due to adverse weather.

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

The school will endeavour to keep the class dojo messaging system updated with the latest information.

## **SCHOOL CALENDAR 2025 – 2026**

### **AUTUMN**

- Autumn term starts – 19 August 2025
- Autumn term ends – 10 October 2025

### **WINTER**

- Winter term starts - 27 October 2025
- Winter term ends – 23 December 2025

### **SPRING**

- Spring term starts - 07 January 2026
- Mid term break – 16-17 February 2026
- Spring term ends – 02 April 2026

### **SUMMER**

- Summer term begins – 20 April 2026
- Summer term ends – 02 July 2026

### **PUBLIC HOLIDAYS**

- May Day – 04 May 2026

### **IN-SERVICE DAYS**

- 18 August 2025
- 15 September 2025
- 16 September 2025
- 18 February 2026
- 07 June 2026

The school calendar can also be access via the Highland Council Website:  
[https://www.highland.gov.uk/info/878/schools/32/school\\_term\\_dates](https://www.highland.gov.uk/info/878/schools/32/school_term_dates)

## THE IMPACT OF ATTENDANCE ON LEARNING

100% attendance	0 days missed	Excellent	This gives your child the best chance of success in their learning
95% attendance	9 days of absence = 1 week and 4 days of learning missed	Satisfactory	
90% attendance	19 days of absence = 3 weeks and 4 days of learning missed	Poor	There is less chance of success and it makes it harder to progress
85% attendance	27 days of absence = 5 weeks and 3 days of learning missed which is <b>MORE THAN HALF A TERM</b>	Very poor	Serious implications of child's learning and progress
80% attendance	36 days of absence = 7 weeks and 3 days of learning missed which is <b>NEARLY A WHOLE TERM</b>	RED ALERT	

### **DISCLAIMER**

Whilst the information provided in this handbook is considered to be correct at the time of publication - December 2024, it is possible that they may be changes made to the content during the course of the school year.

*Mrs D Walsh, Head Teacher.*