

Poolewe Primary School



Handbook 2025-2026

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

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School and Staff Details

Poolewe Primary School

Poolewe,
Achnasheen

IV22 2LA

Telephone: 01445 781340

Email: Poolewe.primary@highland.gov.uk

Website: <https://sites.google.com/highlandschools.net/pooleweprimary/home>

Parent Council email: poolewe.primary@highlandpc.co.uk

STAFF

Miss Louise Taylor

Mrs J. MacIver

Mrs Sara Mackenzie

Miss J. Harrison

Mrs Nicola MacLellan

Mr. E Seaman

Mr D. McIntosh

Mrs Lesley Hardman

Mrs R. Webber

Mr A. Flowers

POST

Head Teacher (Cluster Head)

Principal Teacher (based at Poolewe Primary)

Class Teacher

CCR Teacher

Clerical Assistant

Piping Tutor

Drumming Tutor

Catering

Cleaning Operative

Facilities Management

Present Roll 8

STAGES COVERED P1-7

School Organisation

Monday - Thursday

Morning 8.50am to 12.30pm

Afternoon 1.15pm to 3.20

Friday 8.50 -1.00 p.m.

School term dates and holidays for the forthcoming session can be found on either the Council page https://www.highland.gov.uk/info/878/schools/32/school_term_dates or our School website: <https://sites.google.com/highlandschools.net/pooleweprimary/home>

General Background Information

Poolewe Primary School is a rural school set beside the beautiful River Ewe in the village of Poolewe. The school has a pleasant outlook, with a small playing field and wildlife area to the north. The playground at the back is tarred and has been marked with playground games.

The catchment area for the school is from Poolewe to Cove. The School consists of a large spacious classroom, a general-purpose area used for Drama, PE and other activities and a dining room. There is also a second classroom space which contains a library, meeting space and area for exhibitions and show cases.

The headteacher who has overall leadership responsibility for Poolewe Primary School, Bualnaluib (also known as Aultbea) Nursery, and Bualnaluib Primary School is Louise Taylor. The headteacher is supported by a principal teacher. Staff and children from both schools work together regularly.

The school has strong links with our local community. We take part in local markets and community events. Members of the Poolewe and Aultbea churches visit to deliver assemblies, and the library van visits us every three weeks. We have an active school co-ordinator who organised and delivers lunch time clubs and there is a weekly art club in school.

The Nursery has been housed in the old school house attached to the school and has its own entrance. The nursery has its own growing garden with poly tunnel and a grass area with playhouses, willow den and sandpit. Currently the nursery is mothballed.

School Ethos

School Aims

Our school will be welcoming and inclusive to everyone.

We will promote a positive school ethos and culture where all partners work together to create a school, we are all proud of.

We will provide a broad and balanced curriculum, which provides a continuous progression in learning, with a strong emphasis on achievement in Literacy, Numeracy, Health and Wellbeing.

Our curriculum will respond to individual needs, aptitudes and talents and gives each young person increasing opportunities for exercising responsible personal choice.

We will encourage pupils to have respect for themselves and others and the world they live in.

We will develop good relationships between home and school by establishing an open system of communication at all times.

Values

Kindness

Friendship

Respect

Creativity

Curriculum

Curriculum for Excellence

In Scotland we use the Curriculum for Excellence (CfE) to help us deliver a well-balanced, coherent and challenging curriculum that will help our learners from 3 to 18, gain the knowledge, skills and attributes they need to succeed in learning, life and work. The term curriculum is understood to mean everything that is planned for children and young people throughout their education, not just what happens in the classroom.

The Curriculum for Excellence includes **four contexts** for learning:

- * Curriculum areas and subjects
- * Ethos and life of the school

- * Interdisciplinary learning
- * Opportunities for personal achievement

The **Four Capacities**

These are the skills and attributes that we are helping our learners to develop.

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

The **Seven Principles**

These are taken into consideration at every stage of the learning journey:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance.

The Eight **Curriculum Areas**:

Expressive Arts - Art, Drama, Music and Dance

Health and Wellbeing (HWB) - personal, social and mental health. P.E is included in this curriculum area.

Languages - listening and talking, reading, writing and modern languages.

Numeracy and Mathematics - Number, Shape, Information Handling and Problem Solving.

Religious and Moral Education - Religions, Values and Beliefs

Sciences - Understanding the living, material and physical world.

Social Studies - Understanding our Past. Understanding our Environment. Understanding Society, Economy and Business

Technologies - Food, Design and the Digital World

Curriculum Levels

There are three levels within the primary school. They are Early, First and Second. There is no fixed age or stage for completing the levels, but they are roughly Early-P1, First P2-P4 and Second P5-P7. Our learners progress through these levels at their own pace and we aim to meet the learning needs of all children.

The Curriculum at Poolewe Primary School

We aim to encourage positive attitudes to learning and personal fulfilment and we aim to make the learning and teaching active, collaborative and evaluative. In both the early years and upper primary classes teaching is carried out in various ways. Sometimes children work as a group with their classmates, other times they will work together as a mixed age group and sometimes they will be taught individually on a particular topic where they need more support.

At Poolewe Primary School we think carefully about how we organise and plan for deep, sustained learning which meet the needs of all our learners. Sometimes curriculum areas will be taught discreetly, with the expectation that the learners will be given the opportunity to transfer any skills or knowledge that they have developed or gained to another situation at a later date. Revisiting a concept or skill from different perspectives deepens understanding and can make the curriculum more coherent and meaningful for learners. At other times learning may span several curriculum areas at once. This is called interdisciplinary learning or **IDL**. It is a method of planning and teaching that can lead to a better, more rounded understanding of important ideas and to an increased competence in using knowledge and skills in transferable ways.

Developing Skills for Learning, Life and Work

Developing skills for learning, work and life plays an integral part of curriculum design at Poolewe Primary. Every member of staff works to provide a wide range of meaningful and relevant learning contexts where learners can develop new skills or strengthen existing ones.

Community Links

The local community is an integral part of life at Poolewe Primary School. The pupils organise and participate in community events, including social evenings, coffee mornings and visits around the local area. We enjoy welcoming visitors into our school and hearing about their skills and jobs.

Pupil Voice

Pupil Voice is a vital part of life at Poolewe Primary. Our pupils' interests and learning styles help direct the way in which the curriculum is designed and accessed. We have also have an active Pupil Council.

Outdoor Learning

We are very lucky to work, learn and live in a beautiful part of the world and believe in making the most of the natural environment. Our learners already have many learning opportunities outside including developing the school environment, visits to Slatterdale, Beinn Eighe and local beaches.

Curriculum Area	Possible Learning Experiences
<p>Expressive Arts</p> <ul style="list-style-type: none"> • Participation in performances and presentations • Art and Design • Dance • Drama • Music 	<ul style="list-style-type: none"> • School Play • Christmas Market Stall • Youth Music Initiative • Kodaly • discrete art projects and those linked to other areas of the curriculum • After school art club • Music tuition is provided by a visiting instructor and are free of charge to all pupils from P4 upwards. Currently pupils are given the opportunity to learn to play the chanter leading to the goose and finally the pipes, or drumming. Weekly in person lessons take place in school.
<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Mental, emotional, social and physical wellbeing • Planning for choices and change • Physical education, Physical Activity and Sport • Food and Health • Substance Misuse • Relationships, Sexual Health and Parenthood 	<ul style="list-style-type: none"> • Resilient Kids programme • SHANARRI activities • Developing a growth mind-set • The Rights Respecting School Award journey • A range of different P.E activities • ASG Sports Day and Cross-Country events • after school opportunities • cooking and baking pop-up snacks • Making use of the local outdoor environment <p>How parents are informed about sensitive aspects of learning: Outlines of sensitive aspects of learning such as relationships, sexual health, parenthood, stranger danger and drugs awareness can be obtained from the school. We use a programme called 'Relationships, sexual health and parenthood (RSHP)' to teach these aspects of the curriculum throughout the school year. Information letters will be sent out to parents at the beginning of P1. Further information can be found on the school website or at https://rshp.scot/.</p>

<p>Languages</p> <p>Literacy and English</p> <ul style="list-style-type: none"> • Listening and Talking • Reading • Writing <p>Modern Languages</p> <ul style="list-style-type: none"> • Listening and Talking • Reading • Writing 	<ul style="list-style-type: none"> • Emerging Literacy • Highland Literacy Progressions • Dandelion Readers (supplemented by Oxford Reading Tree and Oxford Phonics, Big Cat Readers, with children progressing on to Kingscourt Literacy Plus and Oxford Treetops) • Non-fiction and fiction (functional, personal and imaginative) writing opportunities • research and note taking skills • 'Talk for Writing' • Hand For Spelling • Spelling Shed • opportunities to present a topic of interest to an audience • reading for enjoyment • Visual Thinking Routines • Literacy opportunities across the curriculum <ul style="list-style-type: none"> • A languages strategy called '1+2 Languages' is in place across Scotland. At Poolewe Primary we are learning Gaelic and French.
<p>Mathematics</p> <ul style="list-style-type: none"> • Number, Money and Measure • Shape, Position and Movement • Information Handling 	<ul style="list-style-type: none"> • Highland Numeracy Progressions • Problem solving and real-life challenges e.g. <ul style="list-style-type: none"> ○ fundraising ○ mapping the local environment ○ organising and running pop-up cafes ○ baking and organising pop-up snacks
<p>Religious and Moral Education</p> <ul style="list-style-type: none"> • Christianity • World religions • Development of Beliefs and Values 	<ul style="list-style-type: none"> • learning about the main world religions • developing an awareness and respect for the beliefs and values of others • developing their own beliefs and values <p>Assembly and Religious Observance: Moral values are explored and discussed throughout the school year. Religious, moral and global issues form the subject matter of whole school assemblies which are held most weeks. The Free Church Minister and Youth Worker visits the school and regularly contributes to our assemblies. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.</p>

<p>Sciences</p> <ul style="list-style-type: none"> • Planet Earth • Forces, Electricity and Waves • Biological Systems • Materials • Topical Science 	<ul style="list-style-type: none"> • Generation Science workshops • Visits to local environment (e.g. Slatterdale and Beinn Eighe) • Learning for Sustainability activities • visitors to the school • developing the skills of observation, investigation, exploring and recording • opportunities to their knowledge and experiences of the world around them
<p>Social Studies</p> <ul style="list-style-type: none"> • People, Past Events and Societies • People, Place and Environment • People in Society, Economy and Business 	<ul style="list-style-type: none"> • developing the skills that we need to explore the past • learning about our place in the community and the world - past future and present • learning about the different types of society and economy • developing an understanding of how business work and the different roles available • developing skills for work • fundraising • enterprise projects • School Museum • the Rights Respecting School Award journey
<p>Technologies</p> <ul style="list-style-type: none"> • Digital Literacy • Food and Textiles Technology • Technological Developments in Society and Business • Craft, Design, Engineering and Graphics • Computing Science 	<ul style="list-style-type: none"> • becoming familiar with, and utilising desktop and laptop computers, Chromebooks, interactive whiteboard, printers, digital camera and Chrome pads • touch typing • developing individual digital profiles • developing research skills • identifying problem and solutions • planning, designing and making something • preparing food • baking and cooking

Assessment and Reporting

Assessment is the essential to excellent learning and teaching and it is important that information about children's progress is collected systematically and used for appropriate action. We assess to ensure that progress is actually being made, that what has been taught has been learned, to identify strengths and areas for improvement and to use all this information to plan for the next stage of development. There are many different types of assessment that happen every day e.g. observing, questioning, listening, correcting work and preparing tasks. Pupils are actively encouraged to assess their own work and that of their peers, acting on feedback to identify their next steps. During the course of the year, we also use some more formal types of assessments, including:

- Highland Numeracy Diagnostic Assessments
- National Standardised Assessments (NSA) in P1, P4 and P7.
- Scottish Online Formative Assessments (SOFA) in P2, P3, P5 and P6

More information about tracking and assessment can be found at -

https://www.highland.gov.uk/info/878/schools/17/school_curriculum

Reporting

We consider that contact with parents/carers is invaluable to the smooth running of the school and will always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help. We aim to have an 'open door' policy and will endeavour to respond to an queries or requests within 24 hours.

We also report to parents about the progress of their child throughout the year in various ways, including -

- Digital Profiles
- Snapshot Jotters
- Showcasing events
- Shared Learning events
- Parents' Evenings (October and June)
- End of year Report

Parental Involvement

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

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

- Emails
- Newsletters
- Parent evenings/Open days
- Progress checks/High Quality Assessments
- Snapshot Jotters
- Digital Profiles
- School website

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practising language, helping them manage their work 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 keep parents informed about progress.

Parents are always made welcome in the school. There are many opportunities to become involved in the school - joining our Parent Council, helping with school activities and/or after school clubs, fundraising, attendance at open afternoons.

Parents can contact the school via email to either the Head Teacher (Louise.Taylor@highland.gov.uk), the clerical assistant (Nicola.MacLellan@highland.gov.uk).

The telephone at school has an answer machine where you can leave messages when the phone is unattended. We check for messages regularly.

We have an open-door policy and encourage parents to come in and see/hear about what we have been doing on a regular basis. If parents wish to engage in further discussion on their child's progress or have queries, we are available for one-to-one meetings, just phone to ask for an appointment.

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 school number **01445 781340** before 9.30a.m. on the first day of absence to inform us of the situation. If a pupil doesn't turn up and the school has had no notification from the parent/carer we will phone home to check the absence. If we receive no answer from home, we will then phone the emergency contact numbers provided by the family.

When returning to school after an absence, pupils must bring a note dated and signed by a parent or guardian given the 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 we ask that an email is sent to the school from pupils' parent or guardian, or the pupil could bring in a written note. Where at all possible, medical and dental appointments should be made out with 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 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 Headteacher.

Supporting Pupils

Named Person

As part of the national *Getting right for every child (GIRFEC)* approach children and young people from birth to 18 and their parents will have access to a **Named Person** to help them get the support they need. Before a child starts school their named person is the health visitor, in primary schools it is the Head Teacher, and when they move onto Secondary School, Principal Guidance Teachers usually become the Named Person.

The Named Person will be the single point of contact for children and young people, their parents/carers and the professionals who work with the child or young person.

Should you have anything you would like to discuss regarding a child's wellbeing, please do not hesitate to contact your Named Person by phone, email or alternatively a letter marked for the attention of your Named Person.

Named Person: Primary: Louise Taylor (Head Teacher) Tel: 01445 731254

Louise.Taylor@highland.gov.uk

Protection of Children

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

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

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from the school or online at

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

Additional Support for Learning

We work hard to ensure that all learners can access the curriculum. Sometimes learners will need additional support to ensure that they are making the best progress they can. The needs of these learners 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/Carers and learners will always be involved in discussions about any proposed additional support.

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

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

Support for Learners Website

Additional support can be found at:

- Enquire - the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>
- My Rights, My Say - an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>
- [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

The 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 Headteacher in the first instance. If your concerns continue, there are several 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

Supporting Positive Behaviour

We have high expectations for behaviour at the school and nursery and will support all children in achieving this.

Pupils in Poolewe Primary are encouraged to have a positive regard for each other and generally bullying is not a problem.

Our aims are: -

1. To create within our school community an ethos which values, respects and protects the right of each of its members to be within a friendly, safe and secure environment.
2. To foster trust amongst the members of the community so that bullying incidents can be reported, discussed and dealt with appropriate to their circumstances.
3. To encourage and foster active parental support.

The school follows a Positive Relationships and Preventing Bullying Policy, and the topic is covered as part of the health and wellbeing curriculum. A copy of the full policy is available on request from the Head teacher or via our website:

<https://sites.google.com/highlandschools.net/pooleweprimary/home>

All adults working with children need to challenge behaviour and attitudes which lead to bullying before incidents arise. We follow Highland Council guidelines issued to all schools in Highland. The Council's anti-bullying policy can be found here:

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

As part of our School Improvement Plan, we are working as a cluster to update our Positive Behaviour Policy to ensure it represents the voice of the whole school community.

Transitions

It can be very scary being away from your parents for the first time, joining a new class, or moving onto secondary school, and we aim to provide opportunities to make these transitions as smooth and reassuring as possible for our learners.

Nursery to P1

There are opportunities throughout the year for the nursery children to visit the school and we plan a detail transition timetable each year depending on the individual needs of the children moving to P1.

Information about enrolling your child for P1 can be found at -

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

How to help your child prepare for P1

- Encourage your child to dress him/herself, and to be able to use a knife and fork for eating.
- Read stories, nursery rhymes etc. encourage your child to talk about things that he/she has done or seen. It helps the school greatly if the child is used to tidying up his/her things at home.
- Construction toys, jigsaws, drawing with large crayons and using scissors are all excellent pre-school activities, which are a good preparation for when school begins.
- Try and give your child opportunities to spend time each week with a friend, away from you. School must never be the first parting from parents if at all possible.
- Although the school appreciates the excellence of many children's TV programmes, this is a very passive way of learning and it cannot replace stimulation a child receives through discussion and active interaction with parents, siblings and friends.
- Children coming into Primary 1 will have had the benefit of nursery provision and its induction process. This helps to ensure a confident and happy start after the summer as they will know the teacher, other children and be familiar with the classroom. There is particular emphasis on numeracy and children are encouraged to talk meaningfully about their play, and communicate with their Teacher and their classmates.
- Play is an important part of the beginning of learning. Children learn to co-operate and share with one another. Some toys encourage good hand control, some are creative, others introduce children to colour and shape and comparisons of size and counting activities.
- In P1 children are taught the sounds of letters, NOT their names. The correct formation of letters is very important. Once the sounds are known the children are taught to blend the sounds enabling them to tackle simple words from a very early stage.

Primary into Secondary

Children from Poolewe Primary move onto Gairloch High School (01445 712275). The primary school works closely with the High School to ensure a smooth transition, and this includes several 'moving-up' days.

Placing Requests

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.

Application must be made to the Area Education Manager Mrs Mhairi MacDonald, Care and Learning Service, Portree High School (PPP), Viewfield Road, PORTREE, IV51 9ET.

Placing request forms can be obtained from

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

Transportation to and from school, for placing request pupils, is a parental responsibility. If pupils live out with the school catchment area and their parents wish them to attend Poolewe Primary they can contact the Head teacher to arrange a visit.

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

Standards and Quality Report and School Improvement Plan

Both the Standards and Quality Report for 23-24 and the School Improvement Plan for 24-25 can be found on the school website.

The main aspects of the 24-25 School Improvement Plan are:

Improving Tracking, Monitoring and Reporting

Improving Tracking, Monitoring and Reporting

Quality Indicators

- 1.1 Leadership of Learning
- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 3.2 Raising Attainment and Achievement

We are going to...

- Use progressions to support pupils in having a clearer understanding of where they are in their learning and how they got there.
- Ensure that pupils have an active involvement in assessing their learning and setting next steps.
- Ensure that there is a common understanding of levels through the school, cluster and ASG (incl. GHS) through moderation activities.
- Ensure that time is built into the calendar to interrogate and evaluate data, in line with HC policies.
- Use national testing (SOFAs and NSA) to identify gaps in learning and implement appropriate interventions.
- Provide opportunities for families to find out more about the learning happening in school and how we plan for and assess learning.

Improving Pupil and Parental Voice and Inclusion in our School

Quality Indicators

- 1.3 Leadership of change
- 2.1 Safeguarding and Child Protection
- 2.4 Personalised Support
- 2.5 Family Engagement
- 3.1 Improving wellbeing, equality and inclusion
- 3.3 Increasing creativity and employability

We are going to...

- Promote Learning for Sustainability and find ways of involving the wider community.
- Extend outdoor learning through partnerships and by linking it into termly planning.
- Gain our Silver Rights Respecting School's Award for the primary school.
- Ensure that learners have greater ownership of their Digital Profiles.
- Continue to have an active Pupil Council.
- Consult all members of the school community about our new aims and values.
- Have an updated 'Positive Relationships Policy'.

Our Learning and Teaching: Focus on Raising Attainment in Literacy

- 1.2 Leadership in Learning
- 2.2 Curriculum
- 3.2 Raising Attainment and Achievement

We are going to...

- Ensure that all members of staff in the classroom have greater confidence in teaching/supporting literacy.
- Embed the use of new resources into the literacy curriculum.
- Ensure that teachers and practitioners have the opportunity to lead change in literacy.
- Ensure that literacy progressions are used in the planning, assessing and setting next steps for all learners, throughout the school.
- Ensure that literacy progressions are used consistently throughout the cluster, and from nursery to primary.
- Implement literacy interventions where appropriate.
- Use Visual Thinking Routines to help further understanding.

Complaints

On occasions parents may feel that they would like to discuss some matter regarding their child's education more thoroughly with either the class teacher or the Head Teacher.

If a parent has any concerns they should contact their child's Named Person in the first instance, Louise Taylor (Head Teacher) on 01445731254

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 Manager - Mhairi MacDonald (tel: 07918 842021), Mhairi.MacDonald3@highland.gov.uk.

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.

Policies

The school is continually updating its policies and procedures. Some of these can be found on the school website, but if you cannot find what you are looking for, please either email or phone the school. Highland Council Policies can be found at

https://www.highland.gov.uk/info/893/schools_-_general_information/29/school_policies_procedures_and_guidelines

Adverse Weather - School Closures

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>

We will also let parents know through email as soon as possible if the school will be closed.

School Uniform

The school uniform consists of a royal blue sweatshirt or hoodie with the school logo, a white or royal blue polo shirt with the school logo, dark trousers, a skirt, shorts, or pinafore.

Clothing grants are available to help with the costs of school uniforms. Application forms can be obtained from the following website:- https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

During P.E. or games, pupils require a plain T-shirt, shorts and a pair of black plimsolls or trainers with non-marking soles, also a jogging suit is ideal for outdoor activities. These items are necessary for personal hygiene and safety reasons. **ALL ITEMS SHOULD BE CLEARLY MARKED WITH THE CHILD'S NAME**, including school uniform, jackets, coats etc.

In art and craft activities a small adult t-shirt makes an ideal smock to prevent spoiling their everyday clothes.

Please make sure that children have suitable outdoor clothing during winter months.

Jewellery

It would be appreciated if pupils did not wear jewellery, including rings and earrings (especially pierced). Such items are dangerous if worn during P.E. and are a nuisance and a danger to pupils in their activities during the course of the school day. Also, loss of favourite items causes distress. Makeup and nail polish should not be worn. Any personal belongings which may be of value, either monetary or sentimental (or both) should not be brought to school as its loss will cause distress.

Mobile Phones

Pupils are asked not to bring mobile phones to school. They may ask to use the school phone if they need to contact home for any reason.

Health Promoting School

As a Health Promoting school we also encourage pupils, staff and parents to think about healthier lifestyles. S1 pupils are encouraged to set Health Targets. Healthy living is a regular topic in classes. We have a School Travel Plan which promotes safe and healthy routes to school. Staff take part in health promotion activities. We value all the activities that make up a healthy and happy community.

School Meals cost £2.40/£2.65 for pupils and just keep getting better, with better quality food, healthier meals, larger portion sizes and more and better choices. If a pupil has special dietary needs, please inform the school. Free meals can be claimed in certain circumstances, for information and application form please see

[http://www.highland.gov.uk/info/899/schools -
grants and benefits/10/free school meals and assistance with clothing](http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

Pupils receive credit on their account which they can use during break and lunchtime in the canteen. The Highland Council operates a 'Cashless catering' system which utilises pupils' NEC cards. For further details please see:

http://www.highland.gov.uk/info/878/schools/9/school_meals/2

Administration of Medicines

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

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

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

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

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

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

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

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

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

Minor injuries

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

Mental Health and Wellbeing

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

from age 10 that can be accessed here. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Employment of Children

The employment of children byelaws regulate the types of occupation in which children under school leaving age may be employed and other conditions of employment. For further information please see:

http://www.highland.gov.uk/downloads/download/19/employment_of_children

Education Maintenance Allowances (EMA)

An EMA is a weekly payment worth up to £30 for pupils who are planning to stay on at school after their leaving age. They must complete a learning agreement at school for a minimum of 21 learning hours per week.

In session 2025/2026 pupils born between 1 March 2006 and 30 September 2009 can receive payments from August 2025. Pupils born between 1 October 2009 and 28 February 2010 can receive payments from January 2026. Further information on full eligibility criteria and the online application process can be obtained from the school.

https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/14/education_maintenance_allowance_-

Military Families

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

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

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

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

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](#) -new paragraph added

Data Protection

Access to Pupil Records

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

Data Protection Legislation

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

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here: [16plus Planning | Hi-hope](#)

Data policy

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

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information

that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

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

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here:

https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

Why do we need your data?

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

Accurate and up-to-date data allows us to:

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

Your data protection rights

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

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

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

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

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/> - **new link**

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.

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](#).