



## Sgoil Stafainn – Staffin Primary School



# SCHOOL HANDBOOK

**Session 2025-2026**

**STENSCHOLL**

**PORTREE**

**ISLE OF SKYE**

**IV51 9JS**

**Tel: 01470 562 273**

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

**Website: [www.sgoilstafainn.com](http://www.sgoilstafainn.com)**

**Mrs C. MacFarlane - Ceannard/ Head Teacher**



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### **A LETTER FROM THE HEADTEACHER - LITIR BHON CHEANNARD**

Tha sinn a’ coimhead air adhart ri fàilte a chur oirbh fhèin agus do phàiste gu Bun-sgoil Chille Mhoire. Tha sinn an dòchas gun còrd e ruibh a bhith mar phàirt den chòimhearsnachd sgoile againn.

Tha sinn an dòchas gum bi an leabhar-làimhe seo na chuideachadh dhuibh, fhads a tha sibh a’ beachdachadh air bhur pàiste a chur dhan sgoil againn.

We look forward to welcoming you and your child/children to Sgoil Stafainn/ Staffin Primary School and hope you all enjoy being part of our school community.

We hope this handbook will be useful to you as you look to enrol your child in school.

Dùrachdan

Chrisma MacFarlane

Mrs C. MacFarlane

**\* Whilst information in this handbook is considered to be true and correct at the date of publication – November 2024, changes in circumstances after the time of publication may impact on the accuracy of the information. \***

## **INTRODUCTION**

The following information has been compiled for session 2025-26. Any changes that occur will be notified in the school newsletters, which are sent out regularly during the school year. Parents wishing an appointment with the Head Teacher or a member of staff should telephone in advance. Visits are best arranged for a time after 3.30 p.m., as all teachers have a full teaching timetable.

## **SCHOOL INFORMATION**

<b>Address</b>	: Sgoil Stafainn – Staffin Primary School, : Stenscholl, : By Portree : Isle of Skye, : IV51 9JS
<b>School Telephone No.</b>	: 01470 562 273
<b>Email</b>	: <a href="mailto:staffin.primary@highland.gov.uk">staffin.primary@highland.gov.uk</a>
<b>Website</b>	: <a href="http://www.sgoilstafainn.com">www.sgoilstafainn.com</a>
<b>School Hours</b>	: 9.00 a.m. - 3.30 p.m. (Monday – Thursday) : 9.00 a.m.-12.30 p.m. (Friday)
<b>Dinner Time</b>	: 12.30 p.m. - 1.15 p.m. (Monday- Thursday)
<b>Staff Members</b>	: Mrs Chrisma MacFarlane - Ceannard/ Head Teacher : Mr Neil Beaton - English Medium Class Teacher : Mr Jonathan Macdonald - Gaelic Medium P1 – P3 : Mr Kevin Munsie - Gaelic Medium P4 - P7
<b>CCR Teachers</b>	: Mrs Catriona MacLeod - Gaelic & English Medium
<b>Support for Learning</b>	: Mrs Jennifer Tyroney - Gaelic & English Medium

<b>Visiting Instructors</b>	: Mr Ian Ruairi Finlayson	- Piping
<b>School Secretary</b>	: Mrs Jackie Newbold	- Mornings M, W, Fri
<b>Pupil Support</b>	: Mrs Jane Ross	
	: Miss Lexie MacLeod	
<b>Gaelic Nursery</b>	: Mrs Anna McDonnell	- EYP
	: Miss Christina MacDonald	- EYP
<b>Canteen Staff</b>	: Mrs Marion Mortimer	

## KEY NAMES & ADDRESSES

Staffin Primary School  
 Staffin  
 Isle of Skye IV51 9JS  
 Tel 01470 562 273  
*Chrisma MacFarlane (Head Teacher)*

*Area Education Manager*  
 Ms Mhairi MacDonald  
 Area Education Office  
 Portree High School  
 Viewfield Road  
 Tel: 07918 842021

*Assistant Chief Executive – People*  
 Kate Lackie  
 Council Buildings  
 Glenurquhart Road  
 Inverness IV3 5NT  
 Tel: 01463 702000  
 Tel: 01349 863441

*Collaborative Lead Officer*  
 Kerry Anne Young

*Chairperson School Council/Forum Teacher*  
 Mrs Caroline MacKenzie  
 staffinprimarypc@gmail.com

*Portree High School Head*  
 Mr Tony Breen  
 Portree High School  
 Viewfield Road  
 Portree  
 Isle of Skye IV51 9ET  
 Tel: 01478 614810

*School Transport*  
 Mr J R Gillies 2 Sartle Staffin  
 Isle of Skye  
 Tel 01470 562 257

## THE SCHOOL / AN SGOIL

Staffin Primary School has a current roll of 35 pupils in three classes, which cover the Primary stages 1 to 7, plus 7 pupils in our Gaelic Medium Nursery. The school is situated off the main road in the village of Staffin. It is set in its own grounds and is a non-denominational school, which caters for all primary age pupils. The school has a large dining and assembly hall.

Sgoil Stafainn (Staffin Primary) was opened to staff and pupils in August '89. The new school was a result of closing Digg Primary and the old Staffin Primary. The school building consists of four classrooms, Nursery, staffroom, office, cloakrooms, toilets, gym hall/dining area and Kitchen.

### OUR SCHOOL A-Z

## ADDITIONAL SUPPORT NEEDS/ FEUMALACHDAN A BHARRACHD

Class/Subject 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** generally focuses 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 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 do not feel is 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 met, you should contact your child's named person in the first instance and/or the Head Teacher. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

[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)

## Progress

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with Mrs MacFarlane.

The following organisations provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527; <http://enquire.org.uk/>
- (b) 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](#), a charitable body registered in Scotland under registration number SC033576; and
- (d) [Scottish Child Law Centre](#), a charitable body registered in Scotland under registration number SC012741.”

## ADMINISTRATION OF MEDICATIONS/ A' TOIRT SEACHAD LEIGHEIS

Some children may require taking medication in order that they can continue to attend school.

Staff will only administer medication when there is clear written guidance from the parents. Copies of the required Forms 1a and 1b can be obtained from the school website [www.sgoilstafainn.com](http://www.sgoilstafainn.com)

Parents are kindly requested to note that:

- A child may only take prescribed and labelled medication once the parent/guardian has completed the administration of medication form
- Parents should deliver the medication to school and only medication supplied by the parent/guardian will be administered to a child
- Pupils will take medication under adult supervision
- Non prescribed medication should be administered at home

**Please note that it is a parent/carer's responsibility to ensure that any medication, including Epipens and inhalers, are within their use-by-date and stored in school with a signed consent form.**

## AIMS / AMASAN

Staffin Primary School seeks to provide a stimulating and caring environment in which each pupil can develop his/her own innate abilities.

Pupils are encouraged to develop a positive attitude to work and play, and to show respect and consideration for others, both within the school and in the wider community.

Within the school, we offer an environment in which learning will develop through a variety of teaching methods. For example, class, group and, when necessary, individual teaching, catering for a range of abilities.

## ASSESSMENT AND RECORDS/MEASADH AGUS CLÀRADH

The Assessment policy within the school is aimed at:

- Supplying the pupil and his/her parent with information about his/her progress.
- Providing signposts for the direction of the next stage of learning.
- Monitoring the school's success in achieving its educational aims.

We do not use tests that place the pupils in rank order. Any tests used are diagnostic in nature, that is, they are designed to reveal a pupil's strengths and weaknesses so that his/her learning programme can be adjusted accordingly.

Teachers continue to assess and record children's progress and attainment. Schools use a variety of assessment tools and methods to benchmark pupils' progress.

National testing is used for pupils in years P1, P4 and P7. SNSA are the English tests and are taken by pupils in P1, P4 and P7 in English medium and in P7 for our Gaelic Medium pupils. Gaelic medium pupils take the MCNG tests in years P1, P4 and P7. INCAS+ assessments are also used where appropriate to support teacher judgments.

The objectives of a Curriculum for Excellence are to provide learning experiences that will enable children to become **successful learners, confident individuals, responsible citizens, and effective contributors.**

## ATTENDANCE/FRITHEALADH

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 01470 562 273. 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. 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.

## **BULLYING/ BURRAIDHEACHD**

Pupils, staff and parents need to work together to ensure that our Anti-Bullying policy is a success.

### **Statement of what bullying is:**

- Intimidation
- Excluding other children/child from play
- Threatening
- Persistent name calling
- Being nasty
- Pushing and shoving
- Any physical threatening behaviour
- Teasing /making fun of others, for whatever reason e.g. Different accent, physical disability, speech impediment etc.
- Ridicule

### **Action**

Key elements in combating bullying:

- A clear lead and active support by staff.
- The belief by the school that bullying is a serious issue, which needs to be tackled.
- A sense of ownership of the policy by the school community, teachers, parents, nonteaching staff and pupils.
- An open discussion as to what counts as bullying.
- An ethos, which encourages victims and witnesses to speak up.
- A readiness to treat incidents seriously, however trivial they may seem at first.
- A willingness to act, and be seen to act, when bullying is reported.



- Encourage the bully to see the victim's point of view.
- Identify situations, which may lend themselves to children being vulnerable.

**N.B.** The terms “bully” and “victims” are primarily used in this document as a means of identification and not with the intention of labelling individual children.

### **Adult role models of Anti-Bullying Behaviour**

All adults in the school have a vital role as role models. Anti-bullying role models:

- show respect for every child as an individual
- are aware of vulnerable children
- criticise the behaviour rather than the child
- avoid playing favourites
- are seen to be fair
- avoid labelling
- have high expectations of pupils
- avoid reference to other members of the family (just like your brother/sister)
- never give ammunition to use against each other
- be consistent in responding to bullying

No child deserves to be bullied. Children should learn in an atmosphere free from fear and intimidation. Highland Council's anti-bullying policy can be found at:

[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)

## **CLUBS/ CLUBAICHEAN**

**Gàidhlig Medium Clubs** – Will take place after school during the year.

**Shinty** – Parents run blocks of shinty club and there is the Shinty Academy in Portree each Saturday. North End shinty club meets every Thursday evening at 6pm at Portree High during winter months and MacDiarmid playing fields in Summer.

**Football** - P1-4 Saturday Football with Highlife Highland in Portree. See the Portree Active Schools Facebook page for more details.

## **COLLECTION OF PUPILS DURING SCHOOL HOURS/ A' TOGAIL SGOILEARAN RÈ ÌM NA SGOILE**

Parents are asked to inform the Head Teacher or School Office if they intend to collect their child during the school day e.g. doctor's appointment. When collecting a child, parents must inform a member of staff in person that the child is being taken from school.

After School - We also ask that parents inform the school of any change in arrangements for collection of your child/ren in writing. This is to ensure the safe collection of all pupils.

## **COMMITTEES/ COMATAIDHEAN**

We have three committees, where the pupils have a say on what we do in the school:

- Pupil Council
- Eco-committee
- Charities Committee

We are very proud of the achievements of our pupils. Our Pupil Council has previously helped to inform school policies, our Eco-committee has participated in a local beach clean, and our Charities Committee has raised money for Children in Need and collected boxes for the Blythswood Shoebox Appeal.

## **COMMUNICATION WITH PARENTS/ CONNALTRADH RI PÀRANTAN**

The School aims to communicate with parents regularly through a number of ways – parent’s evenings, snapshots, school meetings and events, e-mails, phone calls, letters and newsletters.

We often seek parents’ views on matters through questionnaires, information evenings and through discussions.

## **COMPLAINTS/ GEARAIN**

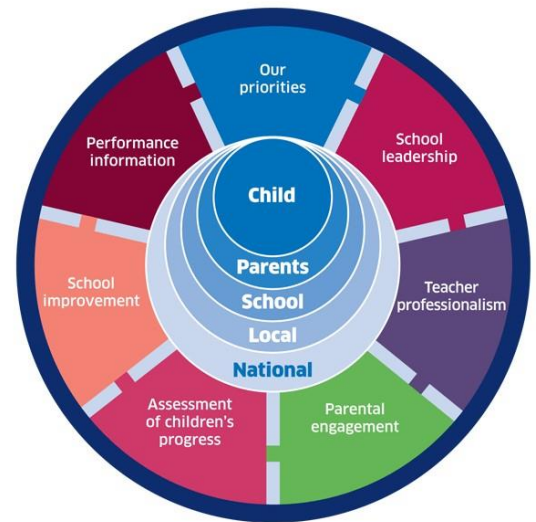
The school seeks to establish positive relations all members of the school community. However, if you feel that there is an issue to raise or you have any concerns, please contact your child’s Class Teacher in the first instance, or the Head teacher for more serious issues. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership.

Should a situation not be resolved, parents can contact Ms Mhairi MacDonald, Area Education Manager (West), Portree High School (PPP), Viewfield Road, PORTREE, IV51 9ET. Tel: 07918 842021 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](mailto:public.transport@highland.gov.uk).

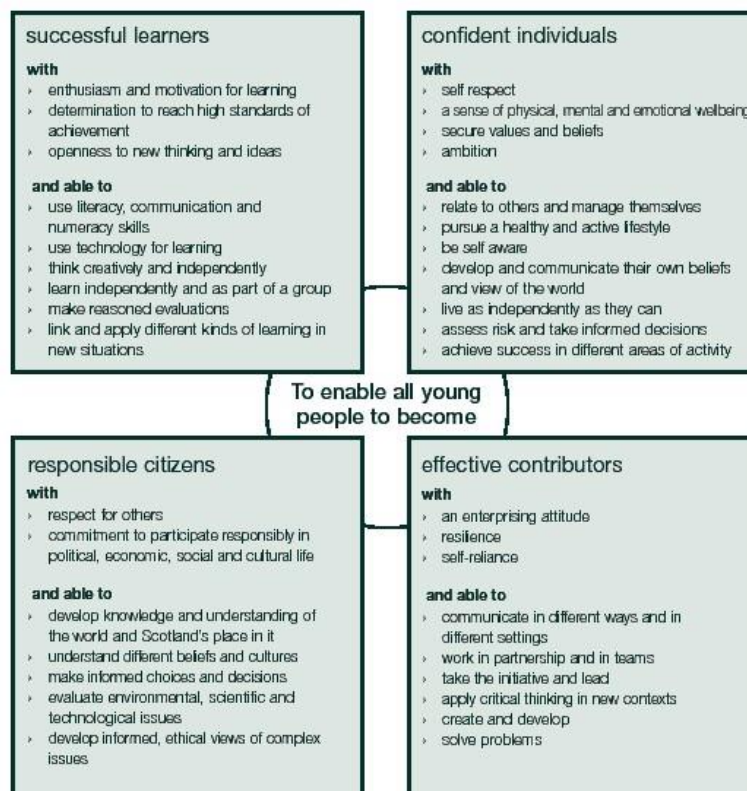
## **CURRICULUM / CLÀR-OIDEACHAIDH**

The school follows the Curriculum for Excellence guidelines that ensures all areas of the curriculum are undertaken by the pupils over the year. The Curriculum for Excellence provides the framework for pupils to become more successful learners, confident individuals, effective contributors and responsible citizens. This is further enhanced by Local Authority and Scottish Executive advice on

Assessment, Assessment for Excellence, Recording and Reporting. The purposes of the Curriculum are outlined in the Scottish Executive's document 'A Curriculum for Excellence (2004)'. We continue to build and develop our curriculum, using the National Improvement Framework and How Good Is Our School 4 guidance to underpin our planning and developments. We are developing our progression pathways through our curricular areas to ensure we engage in a curriculum that achieves excellence and equity for all. What makes our curriculum unique is our mutually beneficial 3-18 partnership approach with our school community and wider community to offer our pupils opportunities and experiences to learn, develop and enhance skills for learning, life and work. Our school improvement plan sets out where we will build on our existing strengths and identifies our priorities for change. This is available on our website.



We aspire 'To enable all young people to become Successful Learners; Confident Learners; Responsible Citizens and Effective Contributors'



These are the means, methods and materials through which the Curriculum for Excellence is implemented in this school. They can include the texts used, the methodology used or the experiences provided.

The programmes of work undertaken will ensure that the learning is continuous, coherent, progressive, stimulating and challenging for all.

The purpose and main aspects of A Curriculum for Excellence covers 5 main curricular areas:

Literacy: Listening, Talking, Reading & Writing

Numeracy: Number, money and measure; Shape, position and movement;  
Information handling

Social Studies: People, past events and societies; People, place and environment;  
People in society, economy and business

Science: Planet Earth; Energy in the Environment; Forces and Motion;  
Life and Cells; Communications; Materials; Topical Science

Technologies: Technological developments in society; ICT to enhance learning;  
Business contexts for developing technological skills and knowledge; Computing science contexts for developing technological skills and knowledge; Food and textiles contexts for developing technological skills and knowledge  
Craft, design, engineering and graphics contexts for developing technological skills and knowledge

Health & Well Being: Mental, emotional, social and physical wellbeing; Planning for choices and changes; Physical education, physical activity and sport; Food and health; Substance misuse; Relationships, sexual health and parenthood

Religious and Moral: Christianity; World religions selected for study; Development of beliefs Education and values.

Expressive Arts: Participation in performances and presentations; Art and design; Dance; Drama; Music;

Each curricular area has **Learning Outcomes** and progression is in **Levels of attainment**.

Level	Stage
Early	Pre-school and P1
First	To the end of P4, but earlier for some children
Second	To the end of P7, but earlier for some children

<b>Third and Fourth</b>	S1 to S3, but earlier for some. The fourth level broadly equates to SCQF level 4. Young people's programmes will not include all of the fourth level outcomes: in most curriculum areas, the fourth level experiences and outcomes are intended to provide possibilities for choice. (Further guidance will be published within the <i>Building the Curriculum</i> series.)
<b>Senior phase</b>	S4 to S6

### **Gaelic Medium/ Foghlam Tro Mheadhan na Gàidhlig**

Tha an sgoil a' tabhann Foghlam tro Mheadhan na Gàidhlig eadar P1 is P7. Tha sgoil-àraich ann am Bun-Sgoil a' Phluic. Thathar a' leantainn an aon chlàr-oideachaidh ach tha na cuspairean air an teagasg sa Ghàidhlig. Tha seo a' gabhail a-steach bogadh sa chànan eadar an sgoil-àraich agus P3-4. Tha a' Bheurla ga toirt a-steach an dèidh P3-4 agus tha i air a teagasg còmhla ris a' Ghàidhlig. Tha dà chlas Ghàidhlig ann, P1-4 agus P3-4. Tha a' chlann sa chlas Ghàidhlig a' gabhail pàirt ann an cùisean na sgoile gu lèir cho tric 's a ghabhas.

*The school offers Gaelic Medium education from P1 to P7. In school, the same curriculum is followed as the English medium but all subjects are taught in Gaelic. This involves total immersion from nursery until P3-4 depending on the progress of the child. English language is then re-introduced from P3-4 onwards and is taught alongside Gaelic. Children in the Gaelic Medium class are included in whole school activities as often as possible.*

### **Gaelic Enrichment/Cothroman a Bharrachd**

To help enrich the language register of our pupils, we work directly with the Highland Council Gaelic Team to provide additional opportunities for our pupils. These opportunities include regular 3-18 Gaelic events.

### **Mathematics/ Matamataig**

As well as mental arithmetic and number work, the pupils deal with shape, graphs, time, weight, money, volume, area, problem solving etc. Learning and teaching involves teacher input, pupil investigation, carrying out a task and Active learning where Maths is used in real life situations. Emphasis is on **understanding the processes** and being able to apply them in a variety of situations. Calculators are used throughout the levels but not in place of children learning how to set out formal sums or calculate mentally. Problem Solving allows pupils to put their learning into practice and to decide on the best strategy for solving a problem

### **Language/ Cànan**

The pupils are given a variety of ways in which to express themselves through language. Our Language programme aims to develop listening, talking, reading, and writing skills. Since language can only flourish in meaningful contexts, with language skills being integrated and applied within Environmental Studies and other areas of the curriculum.

## **LISTENING/ÈISTEACHD**

We aim to extend the pupils' span of listening concentration and to improve powers of aural discrimination. Listening is developed by group discussion, presentations, games, stories, music, videos, etc.

## **TALKING/ LABHAIRT**

We aim to develop fluency and clarity of expression and to extend vocabulary. This is done through reading aloud to peers, reporting, drama, presenting etc.

## **READING/ LEUGHADH**

Our aims are to develop the basic skills of word recognition and comprehension, to foster a love of reading, to develop the ability to read for information and to read to follow instructions.

Reading is taught using Ginn 360 (English) Story World and Oxford Reading Tree (Gàidhlig), developed and supplemented by other books, at various times, as the need arises.

The whole school has embraced the Highland Literacy project following Highland Council guidelines. We have purchased a substantial range of resources, which are shared between both schools in our Associated School Group, Staffin and Kilmuir.

The use of the school / mobile library is encouraged.

## **POETRY/ BÀRDACHD**

Listening to, writing and saying poetry is included in the pupils' learning experience in language. Pupils are introduced to a variety of styles and are encouraged to write their own poems.

## **EXPRESSIVE ARTS/ NA H-EALAIN**

The children learn skills according to the programme of study and as appropriate linked to the topic. The children will be taught drawing, painting, printing techniques, collage, clay modelling, etc at their respective levels.

## **PHYSICAL EDUCATION/ FOGHLAM CORPORRA**

Currently class teachers deliver Physical Education. We work closely with High Life Highland to be involved in any ongoing PE projects such as shinty/football coaching etc.

After-school clubs to practice areas of PE such as Cross Country/Football happen from time to time run by parents, ex-pupils, and staff.

All children from Primary 3 upwards may participate in outdoor shinty practice. The North End Shinty team is managed out with. They practise at MacDiarmid Primary in the summer and use the Portree High School gym for indoor shinty practice during the winter months. All children from Primary 3 upwards may attend indoor practice, which is held from October until Easter.

We have a four-week block of **swimming lessons** at the pool in Portree High School during the school year. All children in P1-7 go swimming.

## **MUSIC/ CEÒL**

Class teachers develop the skills of pupils using the suggested activities in the school's music pack. From time to time, the school engages in musical projects such as YMI Youth Music Initiative and Kodaly as well as Gaelic singing input from a local specialist.

## **DRAMA/ DRÀMA**

The pupils are encouraged to create their own dramatic situations. These are developed by mime, stories, poems, songs etc. This subject encourages speech form, linguistic ability, and confidence. Drama groups are often invited to the school to provide workshops for the pupils. A major school production is undertaken each Nov/December.

## **RELIGIOUS EDUCATION/ FOGHLAM CREIDEIMH**

This subject is ordained by law to be taught in schools. Parents may choose to remove their children from Religious Observance gatherings. Pupils are given the opportunity to study the Christian faith and investigate 'Other World Religions'. The pupils also learn Gàidhlig/English psalms/hymns.

The aims of the Religious & Moral education guidelines are:

- To develop a knowledge and understanding of Christianity and other world religions and to recognize religion as an important expression of human experience.
- To appreciate moral values such as honesty, liberty, justice, fairness, and concern for others.
- To investigate and understand the questions and answers that religion can offer about nature and the meaning of life.
- To develop their own beliefs, attitudes, moral values, and practices through a process of personal search, discovery, and critical evaluation.

Ministers from local denominations who enhance the Religious & Moral Education policy of the school through weekly assemblies visit the school, as directed by the Head Teacher. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance, please contact the Head Teacher.

## **SOCIAL STUDIES/ FOGHLAM ÀRAINNEACHD**

History, Geography, Local Studies, Science & Technology, Nature Study etc., all come under the heading Environmental Studies. The younger pupils concentrate on their immediate environment, the 'Here and Now', 'My Family', 'My Home', 'My School' etc. Their learning and understanding come from real experiences. The older pupils extend this into the 'There and Then', studying their heritage, the world outside etc. In this, they are encouraged to observe and investigate, to interpret and record their findings. In the course of their work, they learn many skills; mapping, drawing diagrams, sketching, interpreting photographs, plans and graphs etc. The Environmental Studies programme is based on a flexible cyclic programme to ensure a balanced curriculum.

Geographic skills are also taught. To cover all aspects as required by the Curriculum for Excellence guidelines, children are taught through an appropriate range of topics and projects.

## **SCIENCE/ SAIDHEANS**

Science is linked to the Social Studies Topic where appropriate. The new Curriculum for Excellence highlights the cross curricular links between all subjects. Topics from all areas of Science -Planet Earth;

Energy in the Environment; Forces and Motion; Life and Cells; Communications; Materials; Topical Science will be visited within each level of attainment.

### **HEALTH & WELL BEING / FOGHLAM SLÀINTE**

The Health education programme offered provides a variety of experiences. Pupils build on the experiences of the infant years. Substance Misuse and Sex Education are undertaken as part of the schools' policies. Parents will be informed by letter when we are covering sensitive topics.

Resources used to support these subject areas are discussed with parents on a regular basis. P7 pupils can attend and participate in the Safe Highlander programme, which is organised annually for all children in Highland, with ours, held in Portree.

### **SUPPORT FOR LEARNING/ TAIC IONNSACHAIDH**

Through the established tracking system established in the school, each child's progress is monitored closely. As required, an individual learning programme that will enable a child to progress at his/her own pace with a view to achieving satisfaction and success at his/her level may be established. There may be occasions when the Child Guidance Service is invited to give support. Parents are informed of this and the Psychologist visits the home and the school. Every child is supported through Getting it Right for Every Child (**GIRFEC**) process.

No child will be seen by the Educational Psychologist without parents having first been consulted prior to any referral being made.

The visiting Support for learning teacher works closely with the class teacher in all aspects of a child's education, not only with those who may have a learning difficulty, but also with the more able pupils. She will also offer support for specific initiatives undertaken by staff.

### **GAELIC/ GÀIDHLIG**

Gàidhlig is taught in mainstream throughout the school, as part of the 1+2 Languages learning approach. The school follows the Go Gaelic course.

### **FRENCH/ FRAINGIS**

As part of the 1+2 Languages approach, the pupils in the upper primary are introduced to French. This is done by beginning with colours, numbers, weather, time, school life, and pets etc.

### **DENTAL HYGIENIST/ SGRÙDAIRE-FHIACAIL**

The school dentist comes to the school once a year to check the pupils' teeth. Parents will be advised of any treatment. In an emergency, they can be contacted at 01478 612777.

### **EARLY CLOSURE OF SCHOOL**

If the school has to close early for any reason, all parents as far as possible are informed by phone, and arrangements are made to transport the pupil's home. The school will not send a child home unless adult supervision can be arranged.

In the event that the school has to close early, parents should visit the Highland Council School Closures Webpage:

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



## EMERGENCY ARRANGEMENTS/ ÈIGINN

Parents are asked to supply the School with a telephone number where they can be reached in an emergency during the school day, should the need arise. Parents should also supply the school with an alternative number. Parents who are not normally at home during school hours, are asked to supply another address that their child can go to should the school be required to close early. If parents cannot be contacted and there is no one available at the emergency contact number, pupils will have to remain in school until collected by a parent.

It is vitally important that the emergency contacts for each pupil are kept up to date in the event of a child having to be sent home due to illness or accident in school or school closure. The school will request updated information at the beginning of every school session and ask that you check details are current particularly during terms 2 & 3 when winter weather can cause school closures.

## ENROLMENT/ A' TÒISEACHADH SAN SGOIL

Children who are due to begin school in August 2025 will begin enrolment on the week beginning Monday 27<sup>th</sup> January 2025 with nursery enrolment being held week beginning Monday 10<sup>th</sup> February 2025. Enrolment of new entrants will be advertised in advance through the press.

Parents who are considering enrolling their children are most welcome to visit the school to meet the Head Teacher and tour the school. An appointment can be arranged by telephoning the school.

Online enrolment forms can be found at:

<https://www.highland.gov.uk/enrol>

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](#)

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

## **EVENTS/ TACHARTASAN**

From time to time, teams such as shinty, and football are organised to take part in games against other schools. Information is circulated to parents prior to the event.

### **Shinty**

All children from Primary 3 upwards may participate in outdoor shinty practice.

This is held at Uig Playing Field from Easter until October. We use the Portree High School gym for indoor shinty practice during the winter months. All children from Primary 1 upwards may attend indoor practice, which is held from October until Easter.

### **P7 Trip**

Primary 7 children have a week's educational excursion to the Raasay in June. We join with children from the other Skye primary schools for this event. This is an excellent opportunity for social intervention and preparation for transfer to High School. Parents pay for the cost of this trip.

## **HIGHLAND COUNCIL - CHILD PROTECTION POLICY – COMHAIRLE NA GÀIDHEALTACHD - DÌON CHLOINNE**

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 that 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 Mrs Chrisma MacFarlane or online at: <https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance2024-FINAL.pdf>

## **GIRFEC**

Getting It Right For Every Child is a programme that aims to improve outcomes for all children and young people. We follow the Highland Practice Model staged approach to assess, identify and support additional needs. Through this model every child has a 'Named Person' who is responsible for ensuring that child has the right help to support his/ her development and wellbeing.

It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need, when they need it
- supports a positive shift in culture, systems and practice
- Involves working together to make things better

Getting It Right For Every Child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

## **OUTCOMES FOR CHILDREN**

All children in Scotland should be:

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

To achieve this, every child and young person needs to be: **S.H.A.N.A.R.I.**

- **SAFE:** protected from abuse, neglect or harm at home, at school and in the community.
- **HEALTHY:** having the highest attainable standards of physical and mental health, access to suitable healthcare and support in learning to make healthy and safe choices.
- **ACHIEVING:** being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.
- **NURTURED:** having a nurturing place to live in a family setting with additional help if needed or, where this is not possible, in a suitable care setting.
- **ACTIVE:** having opportunities to take part in activities, such as play, recreation and sport, which contribute to healthy growth and development at home and in the community.
- **RESPECTED AND RESPONSIBLE:** should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their schools and communities.
- **INCLUDED:** having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.

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

## **HOMEWORK/OBAIR DACHAIGH**

Homework is given at the discretion of the class teacher and may be used to reinforce classroom learning. Specific set written homework may also be given as per the school policy. Class work that was not completed may be given as homework. Work sent home will be clearly marked by the class teacher and should not be exceeded - **quality not quantity.**

On occasions, pupils may be given an open-ended task where they must read, observe etc. to obtain information related to a school project.

Paired reading and other activity packs are also sent home as homework.

Homework should always be viewed as part of a process developing positive home-school links. A copy of the current homework policy is available on request.

### Did you know?

- When schools and families work together, children do better.
- Children learn something well when they talk about it or explain it to someone else, so asking your child about their homework really helps them.
- Children who do homework regularly throughout their time at school benefit from the equivalent of roughly an extra year's schooling.
- Between the ages of 5 and 16, children spend only 15% of their lives in school so supporting them at home really improves their chances of success.
- Parents and families are by far the most important influences on children's lives.

### HOW CAN PARENTS HELP?/PÀRANTAN A' CUIDEACHADH

Prior to sending children to school, parents should work with children to encourage them to master certain skills such as; tying shoe laces, doing up zips and buttons, dress themselves and be able to go to the toilet independently. Parents should spend time reading to their children and discussing pictures. Colours could also be taught. After a child has started school, parents should take time every day to discuss the child's school day. Further information on how best to support your child's learning can be obtained from the Head teacher.

### INDUCTION/ INNTRIGEADH

All our nursery pupils visit the P1-3 class every Friday for a short time. The Primary 1- 3 teacher and the nursery teachers liaise closely with each other to devise activities that bring pupils together. In the summer term, the 4-year-old nursery pupils will spend a week in the P1-3 class.

Our P7 pupils will spend three days in the High School in May. They will get to experience what life is like in the High School and there will be a Parents' Night following this to help provide more information and answer any questions pupils and parents may have.

### **Informing Parents about Sensitive Aspects of the Curriculum**

At Sgoil Stafainn, we understand the importance of keeping parents informed about sensitive aspects of learning. Topics such as relationships, sexual health, parenthood, and drugs awareness are introduced as part of the Curriculum for

Excellence in an age-appropriate and sensitive manner. Parents will be informed in advance when these subjects are scheduled, including details of the content and delivery. We value parental input and will provide opportunities to discuss any concerns or questions during scheduled meetings or via direct communication with the class teacher. Parents wishing to view the materials used can request access through the school office

### **LINKS TO LOCAL CHURCHES/ CEANGLAICHEAN RI EAGLAISEAN**

Our school works with the local churches in planning and preparing religious assemblies.

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

### **MENTAL HEALTH & WELLBEING/ SLÀINTE INNTINN**

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. School 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. Parents would always be involved in discussions beforehand and this step would only be taken with full consent from parents and (where appropriate) the pupil themselves. More information for parents can be found at: <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

### **MINOR INJURIES/ TUBAISTEAN BEAGA**

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.

If there is concern, parents are notified. If a child has a suspected fracture or if the Head Teacher is concerned in any way, parents are contacted, and arrangements made for the child to be seen by a Doctor. If the Head Teacher is unable to contact parents, then the Head Teacher or nominated member of staff will accompany the child to the Accident Department of the nearest or nominated hospital.

### **NAMED PERSON/ NEACH AINMICHTE**

All children will have a *Named Person* and whom to contact if a parent thinks that a pupil has additional support needs and where to get more information and advice.

<https://www.highland.gov.uk/info/886/schools - additional support needs/>

## **PARENTAL INVOLVEMENT/ AM PÀIRT AIG PÀRANTAN**

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

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

- Parents' evenings
- Progress checks
- Target Setting
- Course choice/ Options evenings
- Information on the 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, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning.

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

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

Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting Mrs Jennifer Shanks.

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/>

## **PARENT COUNCIL/ COMANN NAM PÀRANTAN**

Following recent new legislation on parental involvement, all parents are now members of their school's Parent Forum. The Forum elects a smaller body of parents called the Parent Council to represent them to the school and to the Education, Culture and Sport Service of the Highland Council.

The role of the Parent Council is to:

- support the school in its work with pupils
- represent the views of all parents
- encourage links between the school, parents, pupils, pre-school groups and the wider community
- report back to the Parent Forum

The Parent Council meets regularly throughout the session and parents are welcome to put forward items for the agenda and also attend meeting. The ethos of the Parent Forum and Council is one of cooperation to promote engagement between the school and parents.

Chairperson: Jennifer Shanks

Secretary: Sarah Ross

Treasurer: Jock Gordon

Parent Council Email: [staffin.primary@highlandpc.co.uk](mailto:staffin.primary@highlandpc.co.uk)

### **PLACING REQUESTS – PARENTAL CHOICE/ AG IARRAIDH ÀITE SAN SGOIL**

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority and are 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 Care and Learning Manager, Mhairi MacDonald.

Placing request applications are made online at:

[https://www.highland.gov.uk/info/878/schools/887/enrol\\_your\\_child\\_for\\_school/2](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 Staffin Primary School they can contact Mrs MacFarlane, 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.

### **PLANS FOR DEALING WITH AN EMERGENCY/ PLANAICHEAN AIRSON ÀM ÈGINN**

Where known in advance, parents will be informed of planned early closures. Should an emergency closure become necessary you will be contacted to ensure that someone will be at home to await your child. An emergency contact number **must** be left with the school. Notification regarding procedure for travel during winter weather is issued annually in November/December.

If a major incident occurred in the School (e.g. a fire) the children will be evacuated from the building and taken to **Staffin Hall** to await collection by an adult. The Area Education Office, Portree would endeavour to contact parents by telephone.

### **PLAYGROUND SUPERVISION/ CÙRAM SAN RAOIN CLUICHE**

An adult presence is provided in playgrounds at break times. If the weather is inclement, children will be able to come inside and have an indoor break.

Children should ensure that they have suitable outdoor shoes and a warm & waterproof jacket with them in school.

## **POLICIES/ POLASOIDHEAN**

These are available upon request. If you would like to see any of our policies, please contact the school office or online <https://sgoilstafainn.com/parent-section/> . All policies are updated on a regular basis. Highland Council authority polices can be accessed at:

[www.highland.gov.uk/info/893/schools-general-information/29/school-policies-procedures-and-guidelines](http://www.highland.gov.uk/info/893/schools-general-information/29/school-policies-procedures-and-guidelines)

## **REPORTING/ ATHAISGEAN**

We are now using a continuous reporting and profiling model. In this model, parents/guardians will receive six learning snapshots of their child's learning home per year. These learning snapshots contain the pupils' comments and the teachers' comments on the next steps in learning and give you the opportunity to comment on their progress.

These snapshots are part of our profiling model, which is an integral part of teaching and learning. The profiles, which will contain a varied selection of pupils' work, will help us to build clear pictures of all our pupils' successes and achievements.

Our priorities for profiling are:

- a) To give a continuous and cumulative picture of the pupil's performance.
- b) To give the parent's information.
- c) To support and develop the strengths and weaknesses of the pupil.
- d) To give the teacher information.

Parents/guardians and pupils have scheduled parents' evenings with teachers for a formal discussion on pupil progress. These interviews are confidential and organised by an appointment system. The first of these is usually in November, with a second opportunity in June. Annual Pupil Progress Reports are issued in June and Learning Snapshots are sent home each term.

Of necessity these tend to be of a fairly formal nature and because of this, parents are encouraged to discuss progress personally at organised Parents' Nights, or else at any other time arranged with their child's teacher or the Head Teacher.

## **SCHOOL DISCIPLINE/SMACHD SAN SGOIL**

The school has an ethos of firm, fair control. Pupils are involved in making Golden Rules using 'Do' rather than 'Don't' statements. Staffin Primary uses an Award scheme within each class where good effort is rewarded. Children are encouraged to discuss inappropriate behaviour and how it affects others and are asked to suggest how any problem should be dealt with. When there is a persistent problem, parents will be contacted and asked to come to the school to discuss possible solutions with the parties involved.



School rules are in place to ensure:

- a) Development of respect and consideration of others
- b) Pupils develop a sense of responsibility for property, equipment and materials.
- c) Pupils' safety at all times.

The school has an Anti-Bullying Policy. Should parents, pupils or staff suspect any form of bullying, they should immediately bring it to the attention of the Head Teacher who will implement the policy, which has been agreed by parents.

**Children are made aware that a high standard of behaviour is always required and expected.** If you would like further details on the school's behaviour policy, please ask for a copy of our Positive Behaviour Policy.

## **SCHOOL HOLIDAYS - SESSION 2025/2026 – SAOR-LÀITHEAN – BLIADHNA 2025/2026**

[https://www.highland.gov.uk/info/878/schools/32/school\\_term\\_dates](https://www.highland.gov.uk/info/878/schools/32/school_term_dates)

### **2025 Holidays**

February break - 17 February and 18 February

In service day - 19 February

Easter holidays - 7 April to 21 April

May Day - 5 May

In service day - 2 June

Summer holidays - starts 4 July

In service day - 18 August

In service days - 15 September and 16 September

October holidays - 13 October to 24 October

Christmas and New Year break - 24 December to 7 January

### **2026 Holidays**

February break - 16 February and 17 February

In service day - 18 February

Easter holidays - 3 April to 20 April

May Day - 4 May

In service day - 7 May

Summer holidays - starts 3 July

## **SCHOOL MEALS/ BIADH SGOILE**

Dinners are cooked on the premises. Pupils in Years 1-3 are entitled to a free school meal. Money for the weeks' meals should be paid on Monday morning at the cost of £2.40 per day. Cheques for school meal payments must be made payable to THE **HIGHLAND COUNCIL**. In cases of emergency, meals may be purchased during the week. A 'Healthy Eating' Programme is promoted by the school for School Meals and packed lunches and snack.

Children may bring a packed lunch which may be eaten in the canteen under supervision. No glass bottles are allowed. All containers must be of a non- breakable substance. All warm drinks must be in a suitable safety flask.

If your child requires a special diet for health reasons, please complete the Special Diet Food Allergy form available from the school office. The Head teacher in consultation with the school meals service will consider the request. Where appropriate, they will seek the advice of the local dietician.

[https://www.highland.gov.uk/downloads/file/65/special\\_diet\\_request\\_form](https://www.highland.gov.uk/downloads/file/65/special_diet_request_form)

Children whose parents are in receipt of Income Support/ Income Based Job Seeker's Allowance or Child Tax Credit (but not Working Tax Credit) are entitled to a free meal. Further information and the application process can be obtained from:

[https://www.highland.gov.uk/info/878/schools/9/school\\_meals](https://www.highland.gov.uk/info/878/schools/9/school_meals)

## **SCHOOL NURSE/ NURS NA SGOILE**

The School Nurse, Laura Shirleyl, visits the school regularly and advises on the health of the children. Parents/carers are asked to keep the school informed of any relevant details concerning their child's health. The School Nurse is available for advice on health problems. She can be contacted at the Fingal Centre, Portree High School, Portree, IV51 9EP and by phone on 01478 614886.

Pupils enrolling in the school will be given a health questionnaire to complete and return.

## **SCHOOL TRANSPORT/ A' SIUBHAIL DHAN SGOIL**

The school is open to receive pupils at **8.45pm**.

Pupils living within the delineated area of Staffin Primary are eligible for free school transport if the following conditions apply:

- They live at least two miles from the school and are under 8 years of age.
- They live at least three miles from the school.

School transport does not leave the main route unless directed by the Council. Special arrangements may also be available through consultation with the Highland Council eg. Gaelic Medium Pupils. Further information may be obtained from the Head Teacher or the Senior Education Officer, Portree. Parents apply for transport through the online application at [https://www.highland.gov.uk/info/878/schools/12/school\\_transport](https://www.highland.gov.uk/info/878/schools/12/school_transport) .

Parents who use private cars to transport pupils to school are requested to use the west gate (**second gate**) on entry and the east gate to exit. While waiting for pupils, parents are asked to ensure that space is left near the main door for the contract vehicles. As there is no pavement from the main road to the school, car drivers are asked to take care when children are walking at the side of the road. Parents are requested to move forward as space allows and uplift pupils at the kerb parallel to the school building. During very wet and windy weather, parents are requested to assist their children by holding doors. Parents should ensure all pupils wear a seatbelt.

### SCHOOL TRANSPORT IN BAD WEATHER/ A' SIUBHAIL DHAN SGOIL ANN AN DROCH AIMSIR

If you have any doubt as to the safety of the road conditions, you must take the decision whether or not to keep your child off school. To enquire about school closures in times of adverse weather visit Staffin Primary School's Facebook page or visit the Highland school closure website on:

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

### SCHOOL UNIFORM/ AODACH SGOILE

Parents in receipt of Income Support, Family Credit or Income Based Jobseeker's Allowance may apply for a clothing grant, which is integral component of the Free School Meals application.

Applications can be made at:

[https://self.highland.gov.uk/service/Free\\_school\\_meals\\_and\\_clothing\\_grants](https://self.highland.gov.uk/service/Free_school_meals_and_clothing_grants)

**School Clothing:** Royal Blue Jumper, Grey Skirt/Trousers, Blue Shirt/Blouse, School Sweatshirt  
Yellow polo shirt (Uniform ordered via the Head Teacher)

**P.E. Kit:** Shorts, Gym Shoes, T-shirt. Children **must** bring shorts, jogging trousers/leggings depending on the activity.

Staffin Primary School, in line with other Highland schools, encourages children to wear school uniform which in our case is Royal Blue sweatshirt, grey or black skirt/ trousers and yellow polo shirt. Sweatshirts and polo shirts are ordered directly through the school. Where the above is not worn, we request plain substitutes without motifs or slogans/ statements. No football shorts or tops are to be worn at any time during school hours or school events

**Art:** An old shirt to cover school clothes.

Similarity in the pupils' clothing creates confusion over ownership and it cannot be stressed too strongly that all items of clothing must be labelled with the child's name.

### STANDARDS & QUALITY

Staffin Primary School's Standard and Quality report is available from the School Office and on the school website.

From this document our key strengths are:

- All staff are committed to ensuring that we achieve the highest possible standards and success for all learners. All staff show a commitment to shared educational values and professional standards.
- There are effective arrangements in place to involve families and relevant agencies in designing transitions for those requiring additional support including support with healthcare needs.
- Our staff make good use of their shared understanding of standards to make professional judgements about how well children and young people are learning and progressing.
- We ensure that we regularly reflect on the wellbeing of all children and young people and their families. We are improving outcomes for children, young people and their families.

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

## **SUPPORT FOR LEARNING**

The amount of additional support time allocated to a school is based on the identified needs of a school. Additional support can take many forms in a school from working as an individual, in a small group, in a large group with a particular curriculum focus or through team teaching.

There are equal opportunities for all children regardless of ability, race, and creed. Support for Learning is available to help children who:

- are having difficulties with specific curricular areas
- are in a focus group to assist with difficulties
- require additional support prior to formal assessment
- require extension activities for further challenge

Children will be supported in their learning by a number of adults in the classroom in addition to the classroom teacher:

Pupil Support Assistants work with children who require support either academically, with behaviour or to assist where there are physical needs identified.

Other agencies such as occupational therapy, physiotherapy, speech and language therapy, behaviour support, vision support and the deaf outreach service are also involved with some children to support their learning.

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

support needs. In this model every child has a 'named person' who is responsible for making sure that the child or young person has the right help to support his/her development and well-being.

If you have a concern about your child in primary school, please contact your child's class teacher in the first instance.

Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress.

If you wish to find out more about The Highland Practice Model or the Child's Plan you can access more information at:

[Additional support for learning | Additional support for learning | The Highland Council](#)

Staff in Highland Schools follow a Staged Approach to identifying and assessing the needs of the children and young people in their care to ensure that they receive the help they need.

**Stage 1** ~ Most children and young people's needs will be met at the classroom level by the class teacher's observations, assessments and planning for the class as a whole, for groups and for individuals.

**Stage 2** ~ Where your child has needs identified which cannot be met wholly by the class teacher's planning then assistance from support staff within the school will be requested. Observations and further assessment will help the staff plan for and monitor how your child is achieving.

**Stage 3** ~ Should your child continue to have difficulties in moving forward with his/her learning help, advice and direct involvement may be requested from Education Services available to the school. For example; Area Support for Learning staff, Psychological Services, Autism Outreach Service or Services for Hearing or Visual Impairment. At this stage an Individualised Educational Programme (IEP) may be drawn up. This will record your child's needs, the support required to meet those needs, the learning outcomes and the planning needed for the programme. You and your child should be involved in drawing up and reviewing their IEP.

**Stage 4** ~ A few children and young people may need more help from wider services such as Health and/or Social Work. Help from these services would be requested at this stage at a multi-agency Liaison Group level. If your child's needs are: - significantly complex, - likely to last for more than a year and - are proving a barrier to their learning.

They may need a high degree of co-ordination of support from the Education Authority and other agencies. A Co-ordinated Support Plan may then be required. A Co-ordinated Support Plan is a legal document. If, at any time, you feel your child needs this high level of support, you can request that the Education Authority considers whether or not they should have a Co-ordinated Support Plan. You can also request that assessments are carried out as part of the process.

Regular reviews are held throughout the year.

### **Transition**

Generally, for a child with an additional support need we would ensure that there is a comprehensive sharing of information each school year. Additionally, if a child has a significant support issue and they

are going to be moving on to primary or high school then a transition plan would be put into place and include members of the high school at an early stage. Should any pupil be identified as requiring special provision, there is full consultation with parents before any action is taken. Support for learning input is available.

For more advice see,

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

### **TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS Access to Pupil Records**

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

#### **Data Protection Legislation**

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

#### **Transferring Educational Data about Pupils**

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

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here:

<https://hi-hope.org/directory/listing/16plus-planning>

#### **Data Policy**

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

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

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

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here: [https://www.highland.gov.uk/directory\\_record/1095920/enrol\\_your\\_child\\_at\\_a\\_school](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. 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](http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities)  
<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstreamsetting/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.

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](#).

## **TRANSFER TO SECONDARY/BUN-SGOIL GU ÀRD-SGOIL**

P7 Pupils from Staffin Primary will transfer to Portree High School. All P7 pupils receive a Portree High School Prospectus in February. During the third term, a Pupil Support teacher from the High School will visit the school and meet the children who are due to transfer. At this time, pupils will be given a list of their subjects, class group and other information about the school. In the fourth term, P7 pupils will spend a week at Portree, following a High School timetable and this is an important part of the Transition Programme. The P7 pupils will travel on the Portree High School bus during the designated week and no charge is made. Primary staff will meet with High school staff to share information about pupils, especially those with particular needs, so that any necessary arrangements can be in place at the start of term. Several sporting events are held throughout the year at Portree High School and these allow pupils a chance to get to know their future classmates.

Staffin Primary will ensure that all pupils leaving school has a positive destination. Parents should spend time with their child looking at the world of work website:

<http://www.myworldofwork.co.uk/>

Information about local opportunities is listed on the hi-hope.org website to support 16+ planning.



Portree High School Contact Details are:

Portree High School Viewfield Road Portree ISLE OF SKYE IV51 9EP Tel: 01478  
614810

## VISION & VALUES -



# Sgoil Stafainn – Staffin Primary School

*Coimhearsnachd*  
Community

*Cruthachalachd*  
Identity

*Càirdeas*  
Friendship

*Fireantachd*  
Honesty



### Our Aims

To do lots of fun activities in a Gaelic speaking environment.

To use and be part of our community.

To be the best we can be.

To learn together.



### Amasan ar sgoil-àraich – Tha sinn airson:

Tòrr rudan spòrsail a dhèanamh ann an Gàidhlig.

Obrachadh còmhla ris agus a bhith mar phàirt den choimhearsnachd.

Dèanamh cho math 's a 's urrainn dhuinn.  
Ionnsachadh còmhla.



### Còmhla nì sinn uiread

*Together we achieve*



## WELFARE OF PUPILS/ MATH NAN SGOILEARAN

The school should be informed if a child is suffering from anything that may necessitate special care being taken. This information is always treated in the strictest confidence. The school has access to a team of health workers and Educational support workers who they can call upon should the need arise. These include an Educational Psychologist, Speech Therapist, Occupational Therapist, Family Liaison worker, Autism Outreach worker, Support for Learning Staff etc. The School Nurse visits the school regularly and children in P1 and P7 receive a full health check. The nurse will also carry out hearing and eyesight checks at the school's request. Parents will always be consulted before any of these specialists see their child.

Staff do not administer any medicine e.g., tablet for headaches. Parents who wish their child to take any medication during school hours, must send a letter to the Head Teacher with all the relevant details. Guidance on this issue is given to the parents. The Head Teacher may contact the school doctor, if she is concerned about any medication sent to school.