

Newmore Primary School Handbook



**Newmore Primary School
2025 – 2026**

“Learn today for a brighter tomorrow and be your best self”

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WELCOME

Welcome to Newmore Primary. We hope that your child will enjoy their time with us here at this school. We want you to feel part of the school and with this in mind, we have designed this brochure. We hope you find it both interesting and informative. If you wish further information about anything, please contact us in any of the ways detailed below.



SCHOOL CONTACT DETAILS

Head Teacher: Mrs Gillian Winter

Newmore Primary School
Newmore
INVERGORDON
Ross-shire
IV18 OPG

Tel 01349 853300

General E-mail: newmore.primary@highland.gov.uk

Head Teacher: gillian.winter@highland.gov.uk

School Blog: <https://newmoreprimary.com>



Newmore Primary School (private page only accessible by Newmore parents)

THE SCHOOL

Newmore School has, for over a hundred years, been the hub of what was traditionally a farming community. The families of our catchment area are now from widely differing backgrounds and, in a number of cases, from out with the catchment area but it is hoped that our school still remains the vital hub of this friendly community. It is a school where staff and parents endeavour to provide our children with a happy, secure education of a high quality. Newmore caters for pupils from Primary One through to Primary Seven.

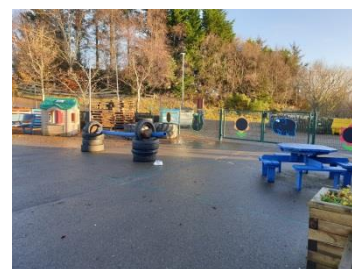
The current roll of Newmore School is 44 pupils. There are 2 full time teachers who teach the children in composite groups. The make-up of these groups may vary from year to year depending on class sizes. This year we have P1-4 and P5-7.

The school buildings consist of a Victorian building, housing a large classroom and the School Office, and two demountable units; one of which houses a classroom and the other a multipurpose area housing our general purpose room, the school library, the school kitchen and the staffroom. The school is furnished and equipped to fulfil the needs of a modern-day education.



Our playground has a large concreted area to the front and an area of concrete and grass to the rear. Pupils have access to both areas of the playground.

We are very excited as this year we are due to undergo an extensive refurbishment!



CLUSTER ARRANGEMENT

As of August 2010, Newmore Primary became part of a “cluster arrangement” with Ardross Primary. This means that the school shares a non-teaching head teacher who divides her time between both schools. The two schools work closely together on areas such as Curricular Development and School Improvement. There are also social events run by the individual schools to which all pupils and parents are invited.

SCHOOL VALUES AND AIMS

Never Give Up

Empathy

Working Hard

Motivated

Opportunities

Ready to Learn

Encouraging

Newmore Primary School aims to:

- provide a stimulating environment in which the pupils take responsibility for their own learning and make informed choices and decisions
- work in partnership with parents and the wider community.
- provide a broad and balanced curriculum to ensure that all children become successful learners and achieve their full potential.
- encourage the children to pursue a healthy and active lifestyle.
- ensure the curriculum supports responsible citizens who have a developing knowledge, understanding and interest in the world around them.
- ensure effective use of resources to accommodate and complement individual learning styles.
- encourage participation, communication and critical thinking in a variety of settings.
- ensure our learning community nurtures successful learners, confident individuals, responsible citizens and effective contributors.
- enhance educational links and learning through our partnership with Invergordon Associated Schools Group.

VISION STATEMENT

Learn today for a brighter tomorrow and be your best self!

This was created by the pupils and parents of Newmore Primary in May 2019.

These are the aims and values that the school displays, and expects, of its young people and staff.

The school places a high emphasis on health and wellbeing and positive behaviour and implements restorative, solution focussed and nurturing approaches.

The School has a Bullying and Positive Relationships Policy that is available from the school and further advice can be found in the Highland Council's Anti-Bullying Policy: https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

SCHOOL DAY TIMES FOR PUPILS

P1 – P3	9.05 am -	12.00 noon
	1.10 pm -	3.00 pm
P4 – P7	9.05 am -	12.30 pm
	1.10 pm -	3.00 pm



Morning Interval: 10.45 – 11.00

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

**correct at time of going to print - please check Highland Council website (link below) for confirmation*

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

STAFF

Head Teacher	Mrs Gillian Winter
Principal Teacher	Miss Julie Lowson
Class Teachers	Mrs Karen Rooney
	Miss Julie Lowson
	Mrs Isabella Blake
Additional Support Needs (Consultation)	Various
Woodwind Instructor	Miss Lynsey Bolton
Active Schools Coordinator	Mr Jake Williams
School Clerical Assistant	Mrs Morag Macgruer
Pupil Support Auxiliaries	Mrs Morag Macgruer
	Ms Sue Simpson
General Auxiliary	Vacant Post
Catering Assistant	Mrs Claire Maclean
Cleaner/FM	Ms Sue Simpson

SCHOOL MEALS

School Meals are cooked in Obsdale School each day and brought to Newmore by taxi. They are served by our dining assistant with supervision by School staff.

All Primary 1-5 pupils are entitled to free school meals and the current price for all other pupils is £2.40 per day. Pupils make their choice for lunch during morning registration.

Parents wishing to claim free meals can obtain the relevant form from the school office, or at:

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



Packed Lunches are eaten in the canteen or, in fine weather, may be eaten at the picnic tables in the playground. Please make sure lunches are carried in suitable, separate containers. Hot liquids may be taken in an appropriate flask.



Glass containers and fizzy drinks (in cans or bottles) should **not** be taken to school as we encourage pupils, staff and parents to think about healthier lifestyles as a Health Promoting School.



Menus can be accessed through the School Blog, Seesaw or on the Highland Council website:

https://www.highland.gov.uk/downloads/file/22860/primary_and_early_years_3-choice_menu

SCHOOL TRANSPORT

Transport to school is provided for children in our catchment area. Your child is eligible if they are:

- Under 8 and live more than 2 miles from school
- 8 or over and live more than 3 miles from school
- Have a medical condition or additional support needs
- Would have to walk a route which is considered by us to be unsafe for children to walk, even when accompanied by an adult



If you feel that your child is entitled to School Transport, you will find an application form included in your Enrolment pack. Alternatively this can be accessed here:

https://www.highland.gov.uk/downloads/file/81/school_transport_application_form

The bus which transports pupils is currently a Service Bus during term time. There is currently an option for pupils living in Invergordon to use this service.

Please contact the school for more details.

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.

Transportation to and from school, for placing request pupils, is a parental responsibility.

CAR PARKING ARRANGEMENTS

We need to ensure that every one of our children is always safe, including coming to, and leaving school.

When dropping children at school in the morning, **no vehicles should approach the school gates**. All vehicles should be parked in the designated car park at Stoneyfield Community Field.

Staff will escort children to the carpark at the end of the day.

Please show consideration to our neighbours around the school. Parking only in the designated car park will ensure that driveways remain clear.

PUPIL CONTACT DETAILS

Parents are asked to provide contact details if you need to be contacted in the course of the school day. An emergency contact for pupils is also requested, and it is useful to have more than one emergency contact for your child/ren. You will be asked to check and confirm this information at the beginning of each academic year, but it is important that you keep the school informed of any changes to these contact details in the course of the school year (e.g. changes to mobile numbers, change of address etc.)

In the event of injury or sickness parents are informed. It is expected that all working parents will have contingency plans whereby they have someone to look after their child if they are unable to stay off work.



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>

This is in addition to our schools' own arrangements that are in place for informing parents of school closures. Seesaw will be updated with a message regards an intended closure and the Parent Council will update their WhatsApp group to also inform parents.

MFR announces school closures throughout the morning.



Facebook page – www.facebook.com/highlandcouncil



SCHOOL UNIFORM

With the agreement and co-operation of the Parent Forum and pupils, we recognise the importance of school uniform and the impact this has on behaviour and a pupil's sense of belonging.

The school colours are navy and jade with our school logo.



Pupils can choose from a variety of clothing which includes fleeces, sweatshirts, polo shirts, hoodies and jackets with the school logo on. These can be in either jade or navy or a combination of both. Pupil can choose to wear either black, navy or grey trousers or skirts. **As a school we ask that the school logo should be visible on top half items.**

Children are discouraged from wearing blue denim jeans or tracksuit bottoms with logos.

It would be helpful if your child's clothes (particularly school uniform, footwear and coats) were marked clearly with their name.

All children should keep a **pair of indoor shoes** in school; gym shoes are perfect, as all classrooms are carpeted.

In PE we ask that pupils wear suitable PE kit. This should include plain coloured T-shirt, shorts/joggers/leggings and footwear **that is suitable for taking part in PE outdoors.** If PE is to be undertaken indoors, gym shoes are sufficient. Football/rugby/team strips should not be worn (shorts, tops or socks).

Uniform can be purchased from My Clothing online at www.myclothing.com or Macgregor Industrial Supplies, 15-17 Henderson Rd, Inverness 01463 717999 or Tain Embroidery.

If you feel that you are entitled to financial support towards school uniform, you will find an application here:

[Free school meals and assistance with clothing | Free school meals and assistance with clothing | The Highland Council](#)

The school issues every pupil with a hi-vis vest which we ask to be worn coming to and from school.



HEALTH CARE

The arrangements for Health care are laid down by the Scottish Education Department. Children are screened in Primary 1 and Primary 7. The school health services also have an important role in helping the school with its health education programme.



HIGHLAND PRACTICE MODEL

From: www.forhighlandschildren.org

Everyone working in Highland Council is committed to improving services and outcomes for children and their families. To achieve this, we know that everyone involved with children and young people need to work together. Everyone working with children across Highland uses the **Highland Practice Model**. Your child will be allocated a Named Person. This is the one point of contact that children and families can go to for advice or support if they need it. Your child's named person will be the Head Teacher unless you are otherwise informed.

The Named Person will provide a consistent approach to supporting children's wellbeing. They will give children, young people and parents access to help and advice wherever they live in Scotland. Children who have additional needs that require a plan involving more than one service have a Lead Professional. Again if this is something that your child has, you will be informed immediately.

Highland Council is the lead agency for the delivery of children's services. This model brings together the management of children's health services, social care and education.

All agencies that support children collaborate to achieve our vision that *all Highlands Children have the best possible start in life; enjoy being young; and are supported to develop as confident, capable and resilient, to fully maximise their potential.*

The plan outlines an improvement framework which details how services in Highland will be maintained, strengthened and developed to ensure that all of Highland's children are: **Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.**

CHILD PROTECTION GUIDANCE NOTES

(Issued by Highland Council)

From time to time incidents can occur within the school setting which cause concern and could indicate that a child 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 gillian.winter@highland.gov.uk or online at

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

EQUALITY AND INCLUSION

For up-to-date information please see:

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

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

In summary, our activities in school should ensure that we eliminate unlawful discrimination, advance equality of opportunity and 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](#).



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.

FIRE PRECAUTIONS



Fire Practice is held at regular intervals and all equipment inspected regularly.

SCHOOL FUND

The school fund is boosted by contributions and fundraising events. The school puts on a Christmas Show in December and a Summer Fayre at the end of the academic year.

Parents and the community are generous in their support which is much appreciated and needed. Money from the school fund is used to subsidise school trips as well as buying resources for the school.



PARENTS AS PARTNERS

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

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

- Parents' evenings
- Progress 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 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 newmore.primary@highlandpc.co.uk

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/>

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.

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](#).

COMMUNICATION BETWEEN PARENTS AND SCHOOL

Newmore School operates an open door policy towards parents. The Head Teacher and teaching staff welcome and encourage visits from parents to discuss any issue. It is advisable to make an appointment if you have a matter to discuss in depth (or if you wish to speak privately with a member of staff) but for other matters an appointment is not necessary.

A regular newsletter is sent out to parents informing them of forthcoming events etc. It is a good idea to check the bottom of your child’s school bag now and then as these letters have been known to go well past their “sell by” date before surfacing at home. Letters are also shared on Seesaw. There is also a notice board outside the school gate and another at the Car Park (Stoneyfield) which has information posters and additional information.

A “termly planner” is issued by class teachers at the beginning of each term to keep you abreast of their plans for the term. This details each of the curricular areas.



Parents are kept informed of their children's progress through twice yearly parent appointments and an annual report.

We have a system whereby each child builds a "Profile" which details:

Who am I in my learning? Where am I in My learning? Where am I going in my learning?

This Profile will be shared with parents twice yearly and at this point the parent and child can look through the profile together.

Parents will be informed immediately if the teacher feels at any time that there is cause for concern over a child's work or behaviour.

Your child's class teacher will also invite you to sign up to Seesaw, an online learning journal.

Through Seesaw you will be able to see some of the work that your child is undertaking in class.



Please **see page 29** for further details.

The school also has a Facebook page where parents can be kept up to date with informal messages etc. Any important information would always be circulated to parents in other ways. The Facebook page is "Closed", and only current parents will be accepted to join.



COMPLAINTS PROCEDURE

If a parent has any concerns they should contact their child's Named Person in the first instance. For Ardross Primary this is Gillian Winter, Head Teacher.

Email: gillian.winter@highland.gov.uk Telephone: 01349 853300

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Education and Learning Manager, Mhairi Macdonald.

Email: Mhairi.MacDonald3@highland.gov.uk

Telephone: 07918842021

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.

ABSENCE PROCEDURES

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence on (01349) 853300.

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

If a pupil needs to leave during the school day for an appointment, parents must inform the school beforehand. Pupils must report to the school office 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 out with school hours.

If pupils fall ill during the day, parents will be contacted to collect their child, therefore it is essential that we have up to date day time contact numbers and emergency contact numbers for all pupils.

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;
- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering

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

If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Head Teacher.

Please do not rely on siblings to pass on messages to staff about absence. We cannot take this information from pupils.

PUNCTUALITY



As we strive to achieve high standards across the school, we would appreciate that all pupils are punctual. We expect that all pupils are in the school playground **before** the morning bell rings at **9.05am**. This allows the classes to settle to learning immediately with no time wasted in the repetition of instructions.

BUDDY SYSTEM

Our school operates a Buddy System where older pupils are given the responsibility of looking after the younger children and encouraging their participation in a wider range of activities. This includes playground games at playtime and lunch time.



BEHAVIOUR

We aim for a happy, relaxed atmosphere in the school, which will encourage the children to behave responsibly towards each other and respectfully towards those with whom they come into contact. In such an atmosphere, formal rules should not be necessary beyond those required on safety grounds.



The school has an effective positive behaviour policy, known as 'The Golden Rules' but should a child's behaviour give continuing cause for concern, parents will be asked to come to the school in order that a solution may be found, through restorative, solution focussed and nurturing approaches.

[Support for Learners Website](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

CELEBRATING ACHIEVEMENTS

Having their achievements recognised is vitally important to our pupils. It can increase their confidence, raise their aspirations, improve their motivation for learning and keep them engaged in education.

In addition, the process of planning, recording and recognising achievements can help young people to reflect on their learning and development, valuable for being able to express themselves in applications or interviews with employers, colleges or universities.

As well as planning how they can give young people greater opportunities for achievement, schools, colleges and other education providers should be looking at how young people's achievements beyond formal qualifications might be recognised.

A range of Achievements are celebrated in school, including hobbies and interests (e.g. participation in a sport), caring for a relative, activities they undertake in the life of the school (e.g. Eco Schools, Buddying, piece of work) or any recognised awards or programmes (e.g. in gymnastics, swimming etc.).

Through these activities children develop important skills for learning, skills for life and skills for work that can be of real value to them as they grow up. We need to recognise the full range of achievements and help children and young people understand the skills they have. It is important that they are able to demonstrate and describe these skills to others and build on these skills.

At Newmore these Achievements are shared in a variety of ways e.g. at assembly, Show and Tell in class, photographs on Seesaw (online profile), through the Profile etc.



PUPIL COUNCIL

Class representatives are elected by the respective classes at the beginning of each academic session. Regular meetings are held with the Head Teacher and the members to discuss a variety of points. Members report back to their classes on the issues discussed and any actions required.



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 another school in which they wish to place their child. This is called a Placing Request.

Applications must be made to the Area Education and Learning Manager.

Placing request forms can be obtained online 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.**

MAKING A START AT NEWMORE



If your child is moving to Newmore from another Primary school, a start date will be discussed with you by the Head Teacher.

The official enrolment date for the new Primary One intake for August of each year is at the beginning of February and is announced in the local press at the end of January, but children can be enrolled at any time from then on.

The Primary 1 teacher will invite children to attend the school for a few sessions in June to let them meet the adults in the school, and the other children, to become accustomed to their surroundings.

Once the children have settled in to school in August, they will be informally monitored and assessed to determine their individual needs. Appropriate programmes of work will then be prepared for them by the Class Teacher with support from other staff. Parents will be invited to discuss their children with their Teacher in November once this process has been completed.

We endeavour to ensure that your child's early days in school are a happy and positive experience setting the foundation for a fulfilling school career during which he/she achieves his/her full potential.

SECONDARY SCHOOL

The local secondary School is Invergordon Academy, telephone number 01349 852362. We have regular liaison meetings with the Academy and the other associated primaries (Park Primary, South Lodge Primary and Milton Primary).



The pupils have an opportunity to meet the academy staff in various activities throughout their P7 year, including during their weeklong induction visit to the Academy at the end of P7. We do all we can to make the transfer as smooth as possible.

If a child has opted to go to a different secondary school, we will make arrangements to liaise with that School.

Please note that if you have made a Placement Request for your child to attend Newmore Primary, and you come from out with the catchment area for Invergordon Academy, **you will need to make a further Placement Request when it is time for your child to move on to secondary.** Because your child attends a feeder school, this will not automatically ensure your child has a place at Invergordon Academy.

HEALTH PROMOTING SCHOOL

As a Health Promoting school we encourage pupils, staff and parents to think about healthier lifestyles. 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.

PHOTOGRAPHY

As a staff, we use photographs as an excellent piece of evidence of your child's learning at school. At Newmore Primary we recognise the issues in child protection and personal privacy that may arise when thinking about children being photographed. We follow the Highland Council Policy that is aimed at safeguarding pupils. This policy can be read in Appendices.



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 an application to the Head Teacher.

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here: <http://hi-hope.org/directory/listing/16plus-planning>

DATA 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.

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 actions in respect of individuals. Data is held securely and no information on individual pupils 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/>

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 CURRICULUM

The curriculum is delivered through Experiences and Outcomes laid out in the Scottish Curriculum for Excellence. The fact that **Experiences** are recognised tells us as teachers of the importance being placed on the quality and nature of the learning experiences that the pupils have. An **outcome** tells staff what is to be achieved by the pupils. More information can be found here: [Highland Curriculum for Excellence information](#)

The purpose of the curriculum is encapsulated in the four capacities – to enable each child or young person to be a **successful learner**, a **confident individual**, a **responsible citizen** and an **effective contributor**.

The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future. The experiences and outcomes are set out in a manner which ensures that each pupil experiences progression and depth in their learning. The Curriculum is organised into the eight curriculum areas:

- Expressive arts
- Health and wellbeing
- Languages
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies

The Curriculum is split into five levels, three of which we focus on in the Primary School:

- **Early Level:** The final two years of pre-school and into Primary One
- **First Level:** To the end of Primary 4, but earlier or later for some
- **Second Level:** To the end of Primary 7, but earlier or later for some

Most children and young people are expected to work through the levels in a way which reflects their stage of maturity and the changing ways in which they engage with learning as they develop. The framework is however designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly able or talented. A set of Benchmarks for each of the Experiences and Outcomes, in each subject and within each level, help to guide the School in whether or not a child has achieved a specific level.

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

LITERACY

Literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundation for lifelong learning and work and contributes strongly to the development of all four capacities of Curriculum for Excellence.

In our teaching of Literacy, we are focussing on three core areas:

- listening and talking
- reading
- writing



A library van calls at the school every three weeks and children can choose from the books available. We actively encourage each pupil to make good use of this facility.

EXPRESSIVE ARTS

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our senses of our personal, social and cultural identity. Learning in expressive arts also play an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally. Pupils have the opportunity to have instruction in Stringed instruments.



SCIENCES

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

HEALTH AND WELLBEING

Learning in Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

Health and Wellbeing also enables some to perform at high levels in sport or prepare for careers within the health and leisure industries.

A summary of the themes covered in Health and Wellbeing can be found in the Appendices section of this Handbook. You are welcome to ask for the detailed plans from the School at any time. These plans are carefully linked to both National and Local Frameworks.

Pupils at Newmore follow a well-planned programme of work to ensure that they cover a balanced variety of activities designed to:

- Develop the basic movement and co-ordination skills
- Secure effective skills in: Movement Skills, Competencies and Concepts, Co-operation and Competition, Evaluating and Appreciating

From time to time, pupils have the opportunity to participate in activities organised by the Active Schools Coordinator.

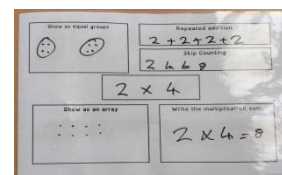


NUMERACY

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risks and make informed decisions. Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests.



The mathematics experiences and outcomes are organised into three sections with subdivisions:



Number, money and measure	Shape, position and movement	Information handling
<ul style="list-style-type: none"> - Estimation and rounding - Number and number processes - Multiples, factors and primes - Powers and roots - Fractions, decimal fractions and percentages - Money - Time - Measurement - Mathematics – its impact on the world, past, present and future - Patterns and relationships - Expressions and equations. 	<ul style="list-style-type: none"> - Properties of 2D shapes and 3D objects - Angle, symmetry and transformation 	<ul style="list-style-type: none"> - Data and analysis - Ideas of chance and uncertainty.

TECHNOLOGIES

The technologies framework offers challenging activities which involve research, problem solving, exploration of new and unfamiliar concepts, skills and materials, and the rewarding learning which often results from creating products which have real applications. Children and young people will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future. These attributes are essential if, in the future, our children and young people are to play a major part in the global economy and embrace technological developments in the 21st century.



RELIGIOUS AND MORAL EDUCATION

Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance as pupils consider issues such as sectarianism and discrimination more broadly. Throughout the year, our Head Teacher, local chaplains and other visitors conduct assemblies.



Parents are free to withdraw their children from religious assemblies. Although parents are also free to withdraw their children from RME lessons in class, we would actively encourage all pupils to attend these lessons.

SOCIAL STUDIES

Through social studies it is hoped that pupils will develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and how it came to be as it is. As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider context for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Pupils learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.



MODERN LANGUAGES

Today's children are growing up in a multilingual world and the ability to communicate effectively in social, academic and commercial settings is crucial if they are to play their full part as global citizens. The Scottish Government's policy, **Language Learning in Scotland: A 1+2 Approach**, is aimed at ensuring that every child has the opportunity to learn a modern language from P1 onwards. At Newmore Primary, this is French.



Additionally, each child should have the right to learn a second modern language from P5 onwards. At Newmore Primary this is Spanish.



Languages are taught to the pupils in a fun, interactive way using modern technology and games. We focus on listening, talking, reading and writing in each language.

CITIZENSHIP

At Newmore, all of our pupils are involved in termly citizenship Activities. It is our aim with these classes that pupils will have the opportunity to work in mixed groups to develop themselves as Confident Individuals, Successful Learners, Responsible Citizens and Effective Contributors.



We also have links with the Community such as singing at the local hospital, attending events staged by local Community groups, charity fundraisers etc.

OTHER ASPECTS OF LEARNING

At Newmore staff share termly plans with their families, via Seesaw.

We are very aware of the sensitive nature of some subjects taught in schools eg: relationships, sexual health, parenthood, drugs awareness. For these subjects, plans and materials are shared and parents are invited to come in to view the materials to be used and discuss any queries they may have.

ASSESSMENT

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

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning.

Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting information. Pupil progress reports for the end of year are issued annually in Term 4.

Opportunities for parents to discuss pupil progress are offered in twice yearly parent contact sessions, which are held early in Term 2 and Term 4.

Pupils will reflect on their progress, achievement and best work on their profiles.

Progress

Parents wishing to enquire about a pupil's progress out with parent contact appointments are invited to get in touch with their child's class teacher, or the Head Teacher.



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

[Highland Curriculum for Excellence information](#)

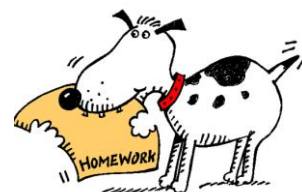
PUPIL PROFILES

The school uses Pupil Profiles as a way of sharing the work of pupils with parents while maintaining a log of pupils' learning journey. We use a programme called Seesaw which is a student-driven digital portfolio that empowers students of all ages to independently document and share what they are learning at school.



HOMEWORK

In all classes, the work done at home should be within the capabilities of the child and will be covering a variety of the Experiences and Outcomes in different curricular areas. The right sort of encouragement and help at home is invaluable. If at any time you are unsure about what is expected from a homework task, please just contact the school.



We do not want Homework to ever become a stressful event or cause friction in a household, so please speak with your child's class teacher should such matters arise.

ADDITIONAL SUPPORT NEEDS

Class teachers, at times in consultation 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

<https://www.thrivingfamilies.org.uk/>

2009 Additional Support for Learning Act:

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

Legal information

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and it comes into force on 14 November 2010.

What does this mean for pupils and parents?

The new Act doesn't change the basic purpose of the 2004 Act – it aims to strengthen some duties under the Act and clarify parts that have been confusing.



Here are some of the main changes:

Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.

Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.

The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.

The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.

Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.

There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) can make placing requests to any school in Scotland including schools outside of the local authority area they live in.

All appeals about placing requests to special schools (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.

The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after

having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.

The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.

The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points. Throughout the summer Enquire will be changing all their guides and fact sheets to take account of the 2009 Act.

If you have any questions about the 2009 Act

Please contact the Enquire Helpline on 0845 123 2303 or by email on info@enquire.org.uk

Further information and support can be found here;

- (a) Enquire learning – the Scottish advice and information service for additional support for <http://enquire.org.uk/>**
- (b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>**
- (c) [Scottish Independent Advocacy Alliance](#), an advocacy service to support parents and children**
- (d) [Scottish Child Law Centre](#), an organisation providing free legal advice to young people**

POLICY DOCUMENTS

Policy Documents ensure that everyone in the school has a clear understanding of how a specific aspect of the school is to be delivered or organised. Policies are from both the Authority and within the school itself. The most relevant of these for parents are shared during induction days and are available to view on request. Authority policies relating to Education can be found at:

[Authority Policies](#)



QUALITY ASSURANCE AND SCHOOL IMPROVEMENT

The school has a comprehensive quality assurance system in place to monitor the teaching and learning within the school. Through the School Improvement Plan, an annual paper submitted by us for approval to the local authority, we are constantly working to develop and improve the educational experience of our pupils. A copy of the current plan can be viewed here: <https://newmoreprimary.com/>

A Standards and Quality Report is prepared by the Head Teacher for parents which showcases changes we have made in the course of the year. A copy of the most recent Report can be found on our School Blog <https://newmoreprimary.com/>



During the session 2009/10 we were given a standards and quality inspection by Her Majesty's Inspectors of Schools and recommendations made as to how we could improve our pupils' learning experience. As their findings were satisfactory, there was no follow-up visit required at Newmore.

Latest HMIE report:

https://www.highland.gov.uk/news/article/3679/hmie_inspection_of_newmore_primary_school

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

AND FINALLY!

We hope that you find this brochure useful as you enrol your child at Newmore Primary. If you have any queries about what you have read, or further unanswered questions, please get in touch and we will do our best to help. If, as a new parent, you feel that we have missed anything important, please let us know.

We look forward to working with you and your child 😊



APPENDICES

Highland Council Photography Guidelines for Schools

These guidelines are intended to:

- facilitate photography for the business purposes of the council
- respect the rights of the individual
- safeguard child protection
- allow personal family photography where possible
- safeguard the Council and its staff

GENERAL

Photography can be carried out by authorised Council staff and other authorised agencies such as commercial photographers, the press and other media, for the following main purposes:

- enrolment and registration
- teaching and learning
- assessment
- staff development
- publicity and promotion
- identification and security
- recording of events

The involvement of other agencies must be authorised by the Head Teacher, authorised officers of the Council or by Corporate Communications, Press and Media Section.

Any authorised photographer must agree to:

- ensure that written consent has been obtained from a parent
- take appropriate measures to prevent unauthorised or unlawful processing of personal data, as well as against accidental loss, destruction of an image or personal data (including photographs)
- comply with the requirements of the Data Protection Act 1998
- use a secure storage area if storing photographs electronically

School handbooks should make it clear that the school recognises the issues of child protection and personal privacy and that a policy aimed at safeguarding pupils exists.

A member of staff should always be present when using a photographer.

Photographs may not be used for any purposes other than those for which consent has been given.

Photographs taken for publicity and promotional purposes should be retained for a maximum of two years. Photographs contributing to the history of the Council, a school, or the community may be retained indefinitely.

ELECTRONIC DEVICES WITH CAMERAS

Electronic devices with a camera may be used at the discretion of Head Teachers and under appropriate supervision to take photographs for the purposes of curricular work. The use of cameras for all other purposes is prohibited in view of the risks inherent in such use, which include the existence and/or distribution of photographs contrary to the wishes, welfare and privacy of young people and adults.

PARENTAL PHOTOGRAPHY

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

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

Commercial copyright in a dramatic performance or musical will normally exclude any audio or video recording by the public and in that event parents and their guests must be informed that the infringement of copyright is strictly forbidden.

COPYRIGHT

Copyright and use of photographs must be carefully controlled by the Council, i.e. retained safely by the school, or issued to the pupil or adult concerned or safeguarded by an officer of the Council.

Parents and any subjects of photography should be made aware that, when class or group photographs are taken by a commercial agency, copyright is retained by the photographer.

The press and other media retain the copyright to their photography.

PHOTOGRAPHS ON THE WEB

Children – Where children are involved, the written consent of a parent is required.

Adults – Permission must be sought for images to appear on the Council's internal and external websites.

DIGITAL VIDEO ON WEBSITES

Written consent must be obtained from all participants.

EQUALITY ISSUES

The Council has a duty to tackle racial discrimination and to promote equality of opportunity and good race relations. Images should be balanced so that they represent diversity in the community, reflecting gender, race and disability.

Some people may have special requirements to help them understand and complete consent forms. Arrangements must be made to cater for anyone who requires information to be translated into a different language or supplied in other formats.

Health and Wellbeing Seven Year Overview

Primary 1-4

	Year 1*	Year 2	Year 3	Year 4
Safe	P.E.P.A.S <i>HWB 0/1-16a</i> <i>HWB 0/1-18a</i> <i>HWB 0/1-21a</i>	Food and Health <i>HWB 0/1-15a</i> <i>HWB 0/1-33a</i>	Healthy Lifestyles <i>HWB 0/1-16a</i> <i>HWB 0/1-17a</i> <i>HWB 0/1-20a</i> <i>HWB 0/1-42a</i>	P.E.P.A.S <i>HWB 0/1-16a</i> <i>HWB 0/1-18a</i> <i>HWB 0/1-21a</i>
Healthy	Healthy Lifestyles <i>HWB 0/1-06a</i> <i>HWB 0/1-11a</i> <i>HWB 0/1-19a</i> <i>HWB0-48a</i>	P.E.P.A.S <i>HWB 0/1-15a</i> <i>HWB 0/1-27a</i> <i>HWB 0/1-38a</i>	Food and Health <i>HWB 0/1-30a</i>	Healthy Lifestyles <i>HWB 0/1-38a</i> <i>HWB 0/1-47b</i> <i>HWB 0/1-48a</i>
Achieving	Food and Health <i>HWB 0/1-30a</i>	Healthy Lifestyles <i>HWB 0/1-10a</i> <i>HWB 0/1-11a</i> <i>HWB 0/1-12a</i> <i>HWB 0/1-19a</i>	P.E.P.A.S <i>HWB 0/1-22a</i> <i>HWB 0/1-24a</i>	Food and Health <i>HWB 0/1-20a</i> <i>HWB 0/1-30b</i>
Nurtured	P.E.P.A.S <i>HWB 0/1-14a</i> <i>HWB 0-25a</i>	Food and Health <i>HWB 0/1-32a</i> <i>HWB 0/1-50a</i> <i>HWB 0/1-51a</i>	Healthy Lifestyles <i>HWB 0/1-03a</i> <i>HWB 0/1-05a</i> <i>HWB 0/1-44b</i> <i>HWB 0/1-45a</i>	P.E.P.A.S <i>HWB 0/1-25a</i>
Active	Healthy Lifestyles <i>HWB 0/1-15a</i> <i>HWB 0/1-18a</i> <i>HWB 0-27a</i>	P.E.P.A.S <i>HWB 0/1-11a</i> <i>HWB 0/1-28a</i>	Food and Health <i>HWB 0/1-28a</i> <i>HWB 0/1-30a</i>	Healthy Lifestyles <i>HWB 0/1-11a</i> <i>HWB 0/1-15a</i>
Respected	Food and Health <i>HWB 0/1-29a</i> <i>HWB 0/1-35a</i>	Healthy Lifestyles <i>HWB 0/1-01a</i> <i>HWB 0/1-02a</i> <i>HWB 0/1-07a</i> <i>HWB 0/1-49a</i>	P.E.P.A.S <i>HWB 0/1-04a</i> <i>HWB 0/1-09a</i> <i>HWB 0/1-23a</i> <i>HWB 0/1-45b</i>	Food and Health <i>HWB 0/1-09a</i> <i>HWB 0/1-29a</i>
Responsible	P.E.P.A.S <i>HWB 0/1-16a</i> <i>HWB 0/1-23a</i>	Food and Health <i>HWB 0/1-35a</i> <i>HWB 0/1-37a</i>	Healthy Lifestyles <i>HWB 0/1-06a</i> <i>HWB 0/1-12a</i> <i>HWB 0/1-13a</i>	P.E.P.A.S <i>HWB 0/1-23a</i> <i>HWB 0/1-24a</i>
Included	Healthy Lifestyles <i>HWB 0/1-08a</i> <i>HWB 0/1-44a</i> <i>HWB 0/1-47a</i> <i>HWB 0/1-47b</i>	P.E.P.A.S <i>HWB 0/1-10a</i> <i>HWB 0/1-23a</i>	Food and Health <i>HWB 0/1-14a</i> <i>HWB 0/1-29a</i>	Healthy Lifestyles <i>HWB 0/1-08a</i> <i>HWB 0/1-10a</i> <i>HWB 0/1-44a</i> <i>HWB 0/1-47a</i>

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	Year 1	Year 2	Year 3
Safe	Food and Health HWB 2-15a HWB 2-33a	Healthy Lifestyles HWB 2-17a HWB 2-39a HWB 2-41a HWB 2-49a	P.E.P.A.S HWB 2-16a HWB 21-a HWB 2- 21a
Healthy	P.E.P.A.S HWB 2-15a HWB 2-27a HWB 2-38a	Food and Health HWB 2-30a HWB 2-36a	Healthy Lifestyles HWB 2-40a HWB 2-43a HWB 2-47a HWB 2-50a
Achieving	Healthy Lifestyles HWB 2-11a HWB 2-12a HWB 2-13a	P.E.P.A.S HWB 2-22a HWB 2-24a	Food and Health HWB 2-19a HWB 2-20a
Nurtured	Food and Health HWB 2-32a	Healthy Lifestyles HWB 2-03a HWB 2-05a HWB 2-44a HWB 2-51a	P.E.P.A.S HWB 2-11a HWB 2-26a
Active	P.E.P.A.S HWB 2-25a HWB 2-28a	Food and Health HWB 2-15a HWB 2-28a	Healthy Lifestyles HWB 2-15a HWB 2-25a
Respected	Healthy Lifestyles HWB 2- 01a HWB 2-02a HWB 2-04a HWB 2-48a	P.E.P.A.S HWB 2-09a HWB 2-23a HWB 2-45a	Food and Health HWB 2-09a HWB 2-34a
Responsible	Food and Health HWB 2-35a HWB 2-37a	Healthy Lifestyles HWB 2-06a HWB 2-07a HWB 2-42a HWB 2-45a	P.E.P.A.S HWB 2-18a HWB 2-24a
Included	P.E.P.A.S HWB 2-11a HWB 2-26a	Food and Health HWB 2-14a HWB 2-29a	Healthy Lifestyles HWB 2-08a HWB 2- 10a HWB 2-44a

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

