

# MALLAIG PRIMARY SCHOOL

## Bunsgoil Mhalaig

Session 2008/2009

**MALLAIG**

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### **WELCOME- Failte**

I am pleased to have this opportunity to explain how we, as a staff, operate our school. Our aim is to provide a happy and caring environment, where your children will be able to work to the best of their ability. At all times we strive for good standards and hope to assist pupils in developing an enthusiastic attitude to their work, in preparation for the important time ahead in Secondary School.

The school is housed in attractive premises, built in 1981, is of semi-open plan design, and situated near the centre of the village. There are seven class bases, a multi-purpose hall with adjacent canteen, music room/computer lab and learning support base. In addition, there are the usual offices, staff room and toilet facilities. A fenced tarmac playground is sited adjacent to the nursery building. The school is non-denominational and has a current roll of 101 including nursery children. It serves the catchment area of Mallaig village, although a number of pupils from Morar and Arisaig attend.

The English and Gaelic nurseries are an integral section of the school and are situated adjacent to the school hall with easy access to toilets, gymnasium, outdoor play area and the Primary 1 classroom to which most children will transfer on completion of their year in nursery education.

### **THE SCHOOL AIMS- Amasan Sgoile**

At Mallaig Primary School we base our aims on the values of wisdom, justice, compassion and integrity in line with the 7 principles and four purposes of the curriculum for excellence. To achieve our aims, every child and young person in our care will be protected from abuse neglect or harm, have the highest attainable standards of physical and mental health and be given support in learning to make healthy and safe choices. They will be supported and guided in their learning and in the development of their skills, confidence and self esteem and have opportunities to take part in activities such as play, recreation and sport which will contribute to healthy growth and development. They will have the opportunity, along with Parents and Carers to be heard and involved in decisions which affect them, and be encouraged to play active roles in their school with appropriate guidance and supervision. They will have help to overcome social, educational, physical and economic inequalities and be accepted as part of the community in which they live and learn.

To this end we will:

- 1 Provide a curriculum in both English and Gaelic which illustrates breadth and balance in all areas, is in accordance with 3-14 recommendations and the Curriculum for Excellence and ensures continuity and progression for all levels of ability during their period in nursery and primary education.
- 2 Organise/ reorganise as appropriate, accommodation and resources in accordance with needs relating to class size/composition and school roll, in order that both pupils and staff can fully and effectively utilise facilities available.
- 3 Raise pupils' attainment, and establish high standards in attendance and behaviour.
- 4 Be specific with regard to particular areas to be developed within a session, and ensure that these proposed developments are carefully monitored (in line with How Good is Our School – The Journey to Excellence) as they progress, and that targets are met.
- 5 Ensure classroom organisation and methodology allows for account to be taken of the talents/ needs of individual pupils, providing challenges and support as necessary.
- 6 Provide a happy and caring environment where the team spirit (staff, pupils and parents) encourages children to achieve their full potential, develop an enthusiastic attitude to their tasks and generally aim for a feeling of security in their relationships with all concerned.
- 7 Celebrate success; create an ethos of achievement, and equal opportunities for all pupils.
- 8 Ensure sound links are established between nursery, primary and secondary sectors and with the wider community.

- 9 Ensure that all members of staff have opportunities for continuing professional development.
- 10 Promote links with parents as partners in their children's education.
- 11 Ensure the health and well being of all members of the school community.

Date of last review of aims : January 2008

**STAFFING:Luchd-obrach**

<b>Head Teacher</b>	TBC
<b>Principle Teacher</b>	Mrs Dawn MacPhie
<b>Class Teachers</b> EM	Mrs F MacKellaig
	Mrs J Kennedy
GM	Mrs D MacPhie
	Ms H Milne
	Mrs C MacIntyre
<b>Management Support</b>	Ms M Kordiak (EM)
<b>PE</b>	Miss S MacAuslane
<b>Learning Support</b>	Mrs J Robertson
<b>Violin Instruction</b>	Ms Harriet Bovingdon
<b>Nursery - <i>English</i></b>	
Assistant	Mrs J MacDonald
Auxiliary	Mrs N Summers
<b>Nursery - <i>Gaelic</i></b>	
Assistant	Mrs M F McLeod
Auxiliary	Miss D MacLennan
<b>Visiting Specialists</b>	Ms H Watkins (Speech Therapist)
	Ms S James (Educational Psychologist)
	Dr A Linneman (Community Paediatrician)
	Mrs E MacLellan (Health visitor)
<b>Sports Development</b>	Mrs P MacDonald/Ms E Walters
<b>Area Office Staff</b>	Mr L Young
	Mrs R Bridge
	Mr I Jackson
<b>Support Staff</b>	Mrs A Black (Janitor/Playground Supervisor)
	Mrs A Trotter (Clerical Assistant)
	Mr J Auty (Auxiliary)
	Mrs A McLean (Classroom Assistant)
	Mrs MA Dempster (CA, LS Auxiliary, Playground Supervisor)
	Ms T MacIntyre (LS Auxiliary)
	Mrs S Morris (LS Auxiliary)
	Mrs S Eddie (Dining Room Supervisor)

**SCHOOL CHAPLAINS-Ministearan na sgoile**

Rev Fr Joseph Calleja, The Presbytery, Morar  
Deaconess Janet Anderson, Church of Scotland

**Parent Council- Bùird na sgoile**

Office Bearers:

<b>Chairperson</b>	Mrs E Simmonds
<b>Secretary</b>	Mrs V Coull
<b>Treasurer</b>	Mrs J MacDonald
<b>Co-opted Community Rep</b>	Ms J Henderson
<b>School Representative</b>	Mrs F MacKellaig

**ORGANISATION OF THE SCHOOL DAY- Dòigh latha na sgoile**

Organisation of the day is left to individual class teachers who operate within an agreed framework and plan a balanced range of activities over a period of a day or week. The children also have planned times with visiting teachers of Music and PE and, where appropriate, Learning Support. Violin Instruction is available to a limited number of pupils, and withdrawal is made from classes.

### **SCHOOL DAY- Latha anns an Sgoil**

<b><i>OPEN</i></b>	<b><i>BREAK</i></b>	<b><i>LUNCH</i></b>	<b><i>CLOSE</i></b>
Infants (P1-3) 09.00	10.40 - 11.00	12.35 - 13.30	14.45
Juniors (P4-7) 09.00	10.40 - 11.00	12.35 - 13.30	15.15
Primary 1 09.00 to 12.30 (for the first 4 weeks of the session)			

### **NURSERY- Sgoil Araich**

<b><i>English</i></b>	<b><i>Gaelic</i></b>
09.00 - 11.30	12.00 - 14.30

### **ENROLMENT- Clarachadh**

An enrolment week (generally in early February) is advertised in the local press, village shops and in a school circular to prospective parents. Any parent seeking a place for their child in the school may make arrangements in advance with the Head Teacher, to visit the establishment.

### **HOLIDAY DATES – Saor Laithean Session 2008/2009**

#### **School Opens**

Tuesday 19<sup>th</sup> August 2008  
 Wednesday 29<sup>th</sup> October 2008  
 Monday 5<sup>th</sup> January 2009  
 Tuesday 14<sup>th</sup> April 2009

#### **School Closes**

Friday 10<sup>th</sup> October 2008  
 Friday 19<sup>th</sup> December 2008  
 Friday 27<sup>th</sup> March 2009  
 Friday 2<sup>nd</sup> July 2009

#### ***Bank Holiday:***

Monday 4<sup>th</sup> May 2009

#### ***Dates for In-service training:***

Monday 18<sup>th</sup> August 2008  
 Monday 27<sup>th</sup> & Tuesday 28<sup>th</sup> October 2008  
 Thursday 12<sup>th</sup> February 2009  
 Tuesday 17<sup>th</sup> February 2009

#### ***Additional Holidays:***

Friday 13<sup>th</sup> February 2009  
 Monday 16<sup>th</sup> February 2009

### **CURRICULUM AND DEVELOPMENT- Clar-Oideachaidh agus**

In line with government recommendations, the Curriculum is divided into 7 main areas:

ENGLISH LANGUAGE-

MATHEMATICS- Matamataigs

EXPRESSIVE ARTS – Ealain Faireachail: including Art & Design, Music, Drama and Physical Education.

ENVIRONMENTAL STUDIES – Foghlam Arainneachd: including Social Subjects (History, Geography), Science and Technology.

RELIGIOUS AND MORAL EDUCATION- Foghlam Crabhaigh's Moraltach

PERSONAL AND SOCIAL DEVELOPMENT

HEALTH EDUCATION

ICT- Obair-Coimputaireachd: this is embedded in the main areas of the curriculum and is also taught as a discrete subject to ensure progression and continuity in the acquisition of ICT skills

This 5 - 14 Programme has been designed to help schools to

- ☺ plan what to teach at each stage
- ☺ decide how much time to give to each subject

- ☺ improve methods of assessment
- ☺ assist in keeping records of pupil progress
- ☺ communicate more easily with parents
- ☺ ease the transition to S1 in Secondary School
- ☺ As in previous years ASSESSMENT will be carried out by a variety of methods:
- ☺ day to day observation by the teacher
- ☺ marking of class work
- ☺ testing of a particular area (including National Testing)
- ☺ specific strategies and approaches as appropriate

Levels at which pupils are expected to work are detailed below.

*Tables for EM pupils in Reading, Writing and Mathematics and for GM pupils in Mathematics only:*

LEVEL A Should be attainable in the course of P1 -3 by almost all pupils.

LEVEL B Should be attainable by some pupils in P3 or even earlier, but certainly by most in P4.

LEVEL C Should be attainable in the course of P4 -6 by most pupils.

LEVEL D Should be attainable by some pupils in P5 -6, but certainly by most in P7.

LEVEL E Should be attainable by some pupils in P7 -S1, but certainly by most in S2.

*Tables for GM pupils for GM reading/writing:*

LEVEL A Should be attainable by December in P3 by almost all pupils

LEVEL B Should be attainable by December in P4 by almost all pupils.

LEVEL C Should be attainable by December in P6 by almost all pupils.

LEVEL D Should be attainable by December in P7 by almost all pupils.

*For GM pupils in English Reading and Writing, Level D should be attainable by the end of P7 for almost all pupils. National Tests will be carried out as and when deemed appropriate by the class teacher.*

Annual reports are issued in late April or early May. Parents meetings are held the week following distribution of reports and earlier in the session, usually November.

### **NATIONAL TESTING- A' sgrùdadh naiseanta**

This is one part of the process of assessing children's progress in reading, writing and mathematics. The level at which pupils are tested is closely linked to the level at which they are operating in class work as detailed in the previous section. Where the tests are used, this will be done informally within the classroom situation and class teachers and parents only will know any results. Reading, writing and mathematics are the only areas in which testing will be carried out.

### **LANGUAGE-Canan**

**Reading** Core reading allows for continuity and progression at the pupil's own rate. This is supplemented by a variety of books and other reading schemes. Each class/resource area has a supply of leisure reading books. Pupils are encouraged to use the facility and discuss materials read with the class teacher/classmates. There are also well-stocked reference libraries for the various stages. The teaching of reading should not merely be concerned with the development of reading aloud with fluency, but should foster in the child a real enjoyment and understanding of the material read. Children also read regularly for information and to understand the writer's craft. All classes, including Nursery, take regular visits to the local Library.

**Written Language** Pupils are encouraged to learn to write for different purposes and audiences. The purposes come under the headings of functional, personal or imaginative. With this in mind, attention is paid at all stages to accuracy in spelling, punctuation and handwriting. The development of these written skills is based on the North Lanarkshire Writing Programme, up-to-date Language Textbooks and Environmental Studies Project work. The link between reading and the ability to write confidently cannot be emphasised too strongly and we would ask parents to read to their children and to encourage them to spend a short period of time each day reading.

**Talking/Listening** In addition to the more formal aspects of reading and writing we must stress how vital it is to begin to develop talking and listening skills at an early age.

**Early Literacy** In order to raise attainment in all aspects of Literacy the school has a well established Early Literacy Programme. This programme is primarily aimed at the infant stages where it is hoped that

early success in language will lead to more confident and successful language achievements in the junior and upper classes. To this end a classroom assistant is in place in primaries 1-3.

Pupils of P1 and P2 in Gaelic medium education have total immersion in the Gaelic Language. The main emphasis in the immersion phase is to develop the skills of listening and speaking Gaelic. Therefore, the teacher will talk extensively to the pupils and this will be supplemented by the use of audio and video recordings. Particular emphasis will be placed on structured play and on activities, which will provide productive contexts for the oral use of language. English reading and writing is phased in at P3/4 stages and will be developed across the whole curriculum.

Gaelic will continue to be the predominant medium of instruction through all stages. However, in order to further develop pupil's oral/aural skills in the medium of spoken English, some teaching will be done through the medium of English during primaries 6 and 7 (approximately 10% of class time)

### **MATHEMATICS-Matamataigs**

The 5 -14 Mathematics scheme is supported by worksheets, textbooks and most importantly, practical examples of the use of maths in everyday experiences. The main areas taught are;

- ☺ number,
- ☺ money
- ☺ measurement
- ☺ shape
- ☺ position
- ☺ movement
- ☺ information handling.

The use of calculators and computers is encouraged at appropriate times/stages. Mental maths is integral to all maths lessons and a programme of problem solving is in place.

### **ENVIRONMENTAL STUDIES- Foghlam Arainneachd**

This term is used to describe the integrated study of a number of subjects (history, geography etc) through a main topic eg MY SCHOOL, WWII, SPACE: There is an all school structure on the local environment eg HOMES; OUR VILLAGE; SEASHORE. In addition, especially in the upper primary, it is necessary to some degree to study history, geography, science and health education separately, in order that pupils have greater understanding of these prior to transfer to secondary school. The Highland Science & Technology Programmes are in place in the school which ensure progression and continuity from P1 - P7.

### **EXPRESSIVE ARTS- Elain Faireachail**

Music is taught to all pupils and instrumental instruction in recorder, chanter and violin is available, although places available for the latter are limited. The school is well equipped, possessing a wide range of pitched and unpitched instruments and a piano. Traditional Scottish music is available to older children through visiting specialists.

Each class, on a regular basis, receives Physical Education from either a specialist or their class teacher, in a well-equipped gymnasium. A structured swimming programme is in place for all classes and these lessons usually take place in Term 1 (August - October) and Term 4 (April - June)

Drama and art activities are undertaken by the class teacher and occasionally by visiting specialists.

### **RELIGIOUS/MORAL EDUCATION - Foghlam Crabhaigh's Moraltach**

The three elements of Religious & Moral Education are:

- ☺ Christianity
- ☺ Other World Religions
- ☺ Personal Search

These are taught through the Fife Programme of Religious & Moral Education which is recommended by the Highland Council. Religious Observance is defined as "Community acts which aim to promote the spiritual development of all members of the school community and express and celebrate the shared values of the school community". In Mallaig Primary we hold weekly assemblies which promote good values, celebrate success and encourage individuals, groups or classes to present to the school any work of which they are proud. This coming together of staff and pupils has come to be an important part of school life. More formal assemblies, presented by the classes in turn, on a particular theme, are held termly. Parents who wish to withdraw their child from religious education should make their request known to the Head Teacher.

### **LEARNING SUPPORT- Taic Ionnsachaidh**

A Learning Support teacher works alongside the class teachers giving attention to pupils of all abilities. Her role also encompasses compilation of individualised education programmes (IEPs) for particular pupils, administering diagnostic and national tests and consulting and advising staff on matters relating to learning support. In addition we have learning support auxiliaries on the staff who give assistance to individuals or groups at the direction of class teachers.

### **TEACHING OF A MODERN EUROPEAN LANGUAGE IN PRIMARY SCHOOLS- French-Fraingais**

The teaching of French is an established part of the curriculum with two members of staff trained. Currently classes 6/7 receive weekly tuition in accordance with the Highland French Programme which follows the new 5-14 guidelines.

### **HOMEWORK- Obair Dachaidh**

It is school policy to provide a suitable amount of homework per week and this is generally at the discretion of the class teacher. On occasions it may be that a child is catching up on lost work through absence or making up for wasted classroom time. In such cases the teacher will have written a note to that effect.

In order that homework be a valuable exercise, it would be appreciated if in cases where parents do not wish their child to be issued with it, they would please inform the Head Teacher in writing. We are, though, generally grateful to parents for assistance given, especially at the infant stages, with reading and writing. As pupils prepare for the transfer to Secondary School we feel that assignments given over a period of say, one week, are appropriate, as this disciplines children to plan and programme their own work. The curriculum outline given above is very general and there are, available, detailed school policies on most of the areas mentioned. These are available on request and can be viewed on the schools website. A curriculum focus sheet will be issued to parents at the beginning of each term outlining the details of what is to be taught in the delivery of the programme.

### **CURRICULUM FOR EXCELLENCE**

The 5-14 Curriculum will be gradually replaced in our school by the new Curriculum for Excellence (3 – 18 years). The new curriculum will enable all young people to understand the world we live in, reach the highest possible levels of achievement and equip children for work and learning throughout their lives.

The aim of the new curriculum will be to:

- create a single, coherent, Scottish curriculum 3-18, with space for children to achieve and teachers to teach.
- enable all young people to become successful learners, confident individuals, effective contributors and responsible citizens.

The starting point for this process of change is a set of values which should underpin policies, practice and the curriculum itself.

**Wisdom, justice, compassion and integrity** : the words which are inscribed on the mace of the Scottish Parliament. It is one of the prime purposes of education to make young people aware of the values which Scottish society is based on and so help them to establish their own stances on matters of social justice and personal and collective responsibility. Young people therefore need to learn about and develop these values. The curriculum is an important means through which this personal development should be encouraged.

The purpose of this new curriculum is an aspiration for all children to be **successful learners, confident individuals, responsible citizens and effective contributors** to society and at work. By providing structure, support and direction to learning, the curriculum should enable them to develop these four capacities. The curriculum should complement the important contributions of families and communities.

### **SCHOOL UNIFORM- Eideadh Sgoile**

While school uniform cannot be compulsory, I stress that our policy is to encourage it, and I would greatly welcome the support of parents on this matter. The following items are recommended:

- ☺ Grey or white shirt/polo shirt

- ☺ Grey skirt/trousers/pinafore/culottes
- ☺ Grey or maroon jumper/cardigan/sweatshirt
- ☺ Maroon/grey striped tie

Sweatshirts, polo-shirts complete with school logo and ties (standard/elastic) are available from the school. Current prices are currently £6.50, £4.50, £3.00, £2.50 respectively.

All children are expected to have suitable PE clothing and this is basically shorts, gym shoes etc. From time to time confusion arises regarding the PE clothing situation. While tracksuits, leggings etc are perfectly acceptable it is not recommended that these be used for PE then left on for the remainder of the day.

**It is vitally important, especially in the case of school sweatshirts that all items of clothing are clearly labelled with the pupil's name and class. We do not permit the wearing of football shirts or jeans.**

The Highland Council Clothing Grant is available for those parents who claim Income Support, Working Families Tax Credit, Disabled Person's Tax Credit, Income Based Jobseeker's Allowance and Widowed Mother's Allowance. If you think you may be entitled to the grant, application forms are available from the school office.

### **SCHOOL MEALS- Biadh Sgoile**

These are cooked on the premises and are available in the school dining room at the current rate. The menu works on a 4 weekly rota system, offering a good range of healthy options. A copy of this menu is posted on the wall in the dining room. Where a child has paid for a full week's meals and is absent for a day or more, credit will be given. We would ask parents to pay for dinners at the beginning of the week. Costs are reviewed annually and parents will be informed of any increases as they arise. Water or milk is available free of charge but children may purchase flavoured milk or soft drinks if required. Provision is made for those taking packed lunches and they can be stored in a specially allocated fridge until lunchtime for freshness. Where a pupil requires a special diet, please inform us and the matter can be discussed with the cook-in-charge. Parents in receipt of Income Support or Tax Credits are entitled to free school meals for their children and should seek the necessary forms of application from the school office. Facilities for the consumption of packed lunches are available in the dining room. Parents are reminded that the Highland Council's 1980 Safety recommendations should be adhered to- ie - In the interests of safety, breakable bottles and vacuum flasks with hot drinks in them should not be brought to school. It would be very helpful to us if you, as parents, could encourage the use of cutlery. Children who are not accustomed to using a knife and fork correctly find the situation a little difficult when they start school meals. If any child has a food allergy of any kind could parents please inform the school. It is important that the school have signed permission from parents of any child who leaves the school to visit the village at lunchtimes.

### **CHILD PROTECTION- Tèarnainteachd na cloinne**

From time to time incidents can occur within the school setting which cause concern and could indicate that a child is suffering from 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.

More information about Child Protection Procedures within Highland can be obtained from the Child Protection Development Officer, Miss Pene Rowe, Highland Child Protection Committee, Kimmylies Building, Leachkin Road, Inverness IV3 8NN - Telephone (01463 703483) Fax (01463 713237)

### **DATA PROTECTION- Tèarnainteachd dàta**

Any information that is supplied or gathered from parents/guardians relating to pupils will be used only for the purposes for which it was provided and any relevant procedures following from this. This data will be maintained in accordance with the Act and will not be passed on to any other organisation without your prior approval unless this is a legal requirement.

### **ATTENDANCE- Lathaireachd**

It would be appreciated if parents would ensure that children suffering from an infectious disease eg chickenpox, are kept at home. The onus is on parents to see that children attend school regularly as, obviously; poor attendance will have an adverse effect on performance. On the other hand children

should not be sent to school if they are unwell and unfit for normal school work. A copy of our Health Newsletter is issued to all Primary 1 pupils at the start of the new session. ***It is imperative that we be informed of any absence as soon as possible.*** It is now a requirement to forward to the Scottish Office in Edinburgh, all details of attendance within the school and where there is no explanation for an absence; it must be processed as “unauthorised”. These figures for each school are published as statistics at the end of a session.

### **Scottish Executive’s Advice on School Attendance**

#### **Authorised Absence:**

The category of authorised absence includes absence deriving from reasons such as:

- ☺ Sickness
- ☺ Medical and dental treatment
- ☺ Bereavement
- ☺ Short-term exceptional domestic circumstances
- ☺ Religious observance
- ☺ Meetings prior to and in court
- ☺ Attendance at or in connection with a Children’s Hearing or Care Review
- ☺ Weddings of immediate family
- ☺ Agreed debates, sports, musical or theatrical productions not arranged by or in conjunction with the school
- ☺ Sanctioned extended absence in relation to children of travelling families.

#### **Extended Leave with Parental Consent:**

Where most family holidays will be recorded as unauthorised absence (see below), extended leave with parental consent should not be considered the same as a family holiday. Extended leave with parental consent should be recorded separately outside the figures for attendance and absence, and circumstances include such as:

- ☺ Extended overseas educational trips not organised by the school
- ☺ Short-term parental placement abroad
- ☺ Family returning to its country of origin (to care for a relative, or for cultural reasons)
- ☺ Leave in relation to the children of travelling families

#### **Exceptional Domestic Circumstances**

Absences related to short-term exceptional domestic circumstances can be classified as both authorised and unauthorised absence. Authorised absence under this heading covers situations such as:

- ☺ The period immediately after an accident or illness
- ☺ A period of serious or critical illness of a close relative
- ☺ A domestic crisis which causes serious disruption to the family home, causing temporary relocation

#### **Unauthorised Absence**

The category of unauthorised absence includes absence deriving from reasons such as:

- ☺ Unexplained absence
- ☺ Truancy (unauthorised absence from school for any period as a result of premeditated or spontaneous action on the part of the pupil, parent or both)
- ☺ Most family holidays during term time (see below)

#### **Family Holidays during Term Time**

The majority of family holidays taken during term time should be categorised as unauthorised absence. However, it is acceptable under exceptional circumstances for schools to authorise a family holiday during term time. Such circumstances may include:

- ☺ A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events

A family holiday classified under the ‘authorised’ absence category ***should not*** include such reasons as:

- ☺ The availability of cheap holidays

- ☺ The availability of desired accommodation
- ☺ Poor weather experienced during school holidays
- ☺ Holidays which overlap the beginning or end of term
- ☺ Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

Family holidays with the above and similar characteristics should be classified as unauthorised absence. In relation to previous circulars, a criterion of otherwise satisfactory or otherwise unsatisfactory attendance was attached to the differentiation of family holidays as authorised or unauthorised absence. While otherwise unsatisfactory attendance may well be one reason for a school to withhold agreement to absence for a family holiday, it may not be the only factor needing to be taken into account. The decision on recording absence as authorised and unauthorised should therefore be based simply on whether *the school has given prior agreement* to the absence or not, using the criteria outlined above. *Where a school's prior agreement has not been sought the absence should automatically be classed as unauthorised.*

### **HEALTH CARE- Slàinte**

Parents are asked to inform the school if their child is suffering from any condition that may have a bearing on the child's performance or on that of other children. This information will, of course, be treated as confidential. For those children suffering from asthma, inhalers can be held in school.

The school doctor carries out the statutory or routine examinations to which children of school age are subject. These are examinations at P7 stage, random examinations at P1 and tests for hearing and sight at regular intervals.

The school dentist has regular consultations based in the Mallaig Health Centre and, with parent's consent, will carry out necessary treatment. In addition, specialist advice is available on matters of hearing, speech and psychological problems. We are now in the fortunate position of having a Speech Therapist on the premises one day each week. We are not permitted to administer medication to pupils without a written request from a parent but should the need arise forms are available from the school. If a pupil becomes ill during the school day, parents will be contacted. Please ensure that we have an emergency contact address and telephone number. If we are unable to make contact and there appears to be no urgency, the child will be made comfortable in the school, until normal closing time. In more serious cases (or accidents) we will call the local medical service.

We are a 'Health Promoting School' and encourage children to bring along healthy options for snacks and to drink plenty water throughout the course of the day. Two days per week are dedicated as 'Healthy Snack' days and currently these are Tuesdays and Thursdays.

### **OCCASIONAL AND EMERGENCY ARRANGEMENTS- Dunadh Trath no Eiginneach**

When the school has a planned early closure, parents will be informed in good time in a newsletter. In the event of an emergency closure, children will not be allowed to leave the premises unless a satisfactory arrangement has been made by us so that we know the child will be in the care of an elected adult. If you have reason to believe the school might be closing early eg severe snowstorm - feel free to contact us. PLEASE do keep close to hand the sheet issued annually on ADVERSE WEATHER GUIDELINES. A service is available for parents to access a recorded message from the Head Teacher regarding school closures during adverse weather. For this information parents dial the Highland Council's access number - **0870 054 6999** and then enter Mallaig Primary School's PIN number - **04 2560** or alternatively check the Highland Council Winter Weather Website at : [www.winter.highlandschools.org.uk](http://www.winter.highlandschools.org.uk).

### **DISCIPLINE- Smachd**

A high standard of behaviour is expected of all pupils while on the school premises and we have strategies in place to reward such positive behaviour, such as house points and pupil of the week awards. The school is made up of 4 houses to which the children are appointed. These are; Blaven, Larven, Roshven and Cuillin.

Children are expected to adhere to the school's "Golden Rules" which are:

#### **Do:**

- \* be gentle
- \* be kind and helpful
- \* be honest
- \* work hard

#### **Don't:**

- \* hurt anyone
- \* hurt people's feelings
- \* cover up the truth
- \* waste time

\* look after property

\* waste or damage things

\* listen to people

\* interrupt

As a reward for adherence to these rules, 30 minutes "Golden Time" is awarded each week involving fun activities which the children can choose. For infringements of the rules, part of "Golden Time" will be lost. However children will always be given the opportunity of winning back their "Golden Time".

Where more serious problems arise, I would prefer to involve parents early in order that we can work towards a solution.

The disciplinary procedure is outlined below.

### **Class Teacher Level**

Each class teacher will agree a set of class rules and sanctions at the beginning of the session and minor breaches of discipline will be dealt with at the teacher's discretion. Sanctions may include one of the following -

- ☺ reprimand and warning;
- ☺ loss of "Golden Time"
- ☺ isolation within the class area; (or where progress of other pupils is being impeded, withdrawal from room to work under supervision elsewhere);
- ☺ withdrawal of privilege;
- ☺ extra work (to be completed at home or under supervision during breaks);
- ☺ for more serious misdemeanours a yellow card will be signed. If a child receives 3 signatures then a letter will be sent home informing the parents. If a child receives 10 signatures, the parents will be asked to come to school to discuss the matter with the Head Teacher. However, if at any time a serious discipline issue arises parents will be contacted immediately by telephone.

### **Head Teacher Level**

Where any child verbally or physically abuses a member of staff parents will be asked to remove their child from school for an agreed period of time.

### **STANDARDS OF BEHAVIOUR- Ìrean de modhan**

The aim is to encourage sensible and responsible behaviour in the children, all members of staff sharing the task of achieving this goal.

To enable the school to function smoothly during the session, reinforcement of some established rules is necessary.

Punctuality is expected both in the morning and after lunch.

Pupils are expected to take a pride in their own appearance by dressing in a sensible fashion. Although school uniform cannot be insisted upon it should be encouraged, and we congratulate parents in turning out their children so smartly.

The question of footwear is difficult but we do feel that, in inclement weather, particularly in the Autumn/Winter a change of shoes is recommended. It is uncomfortable for a child to sit all day in wellingtons and equally trainers can become sodden on the way to school.

Cloakroom areas should be kept tidy and parents must ensure that jackets etc are named.

Movement through the school must be orderly and quiet in order to minimise disruption.

When wet weather necessitates that children remain indoors during breaks it is essential that pupils behave responsibly. Boisterous games, running about the corridors and playing in the toilets are not permitted. Accidents can occur too easily under these circumstances.

In the playground area there is to be no stone throwing, bullying, fighting etc. and pupils must not trespass on private property bordering the school.

There should be no cycling on school premises.

The area of the car park is, in the interests of safety, out of bounds.

No pupils may leave the school premises during school hours without permission from the Head Teacher. This excludes pupils who lunch at home.

A high standard of behaviour is expected in the dining room. Excessive noise and bad table manners are not acceptable.

In view of the high replacement cost of textbooks it is recommended that all books in regular use in the classroom or at home, be covered.

Pupils should not run in or out of the school building during breaks unless there is a good reason for doing so.

Pupils should respect the property of the school and other pupils.

There is a 'red card' system in operation for monitoring behaviour in the playground and dining room.

### **THEFT/DAMAGE TO PROPERTY- Goid/Milleadh de cuid**

The Highland Council does not provide cover for loss of personal property so money and valuables should not be left in cloakroom areas. Parents of any pupils who damage another's property eg bicycles, will be contacted immediately.

### **SCHOOL TRANSPORT- Siubhaileachd Sgoile**

Gaelic Medium Pupils living out-with 2 miles of the village of Mallaig are to be transported by mini bus. If your child is absent from school for any reason please contact Mrs M MacDonald on 01687 462069 or Ms M MacDonald on 01687 450249 before 8.00am. Application forms for transport will be given upon enrolment.

### **TRANSFER- Sgoil ard**

Transfer at the end of primary stage is normally to Mallaig High School, Mallaig PH41 4RG, telephone 462107. Prior to transfer, pupils will have the opportunity of spending some time in the receiving school when they will be given information about school organisation and meet subject teachers. It has been a policy over the last few years to arrange a residential course for all P7 pupils transferring to Mallaig High School from the area offering team and individual development activities.

### **LIAISON WITH PARENTS AND COMMUNITY CONTACT- Co-obrachadh le parantan agus co-cheangal comhairle**

All parents are invited to make an appointment to see the Head Teacher if there is a matter that they wish to discuss. Similarly, meetings with class and visiting teachers can be arranged. As we all have a full time teaching commitment a telephone call or letter beforehand would be appropriate.

### **PARENT HELPERS- Luchd cuideachaidh pàrant**

In the past, many parents have provided very valuable assistance at school functions, school trips, festival visits etc. To a lesser extent classroom helpers have volunteered their services, particularly with infants, and this has been welcomed. We have a 'list' of such volunteers that we can call upon should the need arise. If any parent wishes to add their names to this list please let us know.

### **PARENTS MEETINGS- Coinneamhan pàrant**

Dates and times of these are distributed to all parents in the beginning of sessions school circular, with further reminders nearer the time.

Provision is made for those who cannot attend at the official times. Please feel free, however, to make an appointment at any time.

### **EXTRA CURRICULAR ACTIVITIES- Gnìomhachdan taobh muigh na sgoile**

The school promotes activities run by the swimming pool, football training run by volunteers, chanter lessons run by Feis nan Garbh Chriochan and activities run in the Mallaig & Morar Community Centre by the Highland Council. Our Sports Development Officers, Mrs Pam MacDonald and Ms Emma Walters provide extra curricular sporting opportunities for the children including most recently, gymnastics, cross country running and yoga.

### **POLICE LIAISON OFFICER- Ofigeach-ceangail poilis**

An excellent relationship exists in this area with regular contact being made. Talks are given on road safety, care with fireworks and any other general pertinent advice. The older children have the opportunity to train for, and sit, cycling proficiency examinations.

### **SCHOOL SECURITY- Dìon na sgoile**

A security system is operational in the school.

Main entrances will be locked while classes are in operation and access will be gained by ringing the doorbell at Office/Reception area. This facility has a receiver, which will alert the person(s) on duty - Janitor, Secretary, Auxiliary or Head Teacher and visitors will be escorted wherever necessary.

Infant entrance will be opened at break time, lunchtime and at the end of the day.

If you are aware that your child will be coming to school late as a result of doctor's appointments etc, it would be useful to continue the present policy of telephoning to let us know. The doorbell is a little

higher than some of the little fingers can reach but the children themselves know how to knock on the nursery classroom or canteen if this is the case, to say they have arrived.

All four main entrances can be opened speedily from the inside without a key and in addition there are seven fire exits in the building, so movement to outdoors can be done very quickly should the need arise.

### **NEW ENTRANTS- Sgoilearan ura**

Most new entrants will have attended our nursery and therefore be fully familiar with both the layout of the building and general school arrangements.

Initially, in August, we spend time getting to know the children and ensuring that they adapt to the new routine. Parents should not expect too much formal written work to be in evidence in these early weeks as we consider the development of talking, playing and listening skills to be of vital importance at this time. Young children proceed at very different rates in Primary 1 and too much comparison with classmates should be discouraged. The pupils in class all work as a unit until basic school procedures have been established. Thereafter, it is our policy to use a mixture of class, group and individual methods in order that the children are encouraged to work with others and at the same time take steps towards independence. They have an allotted time per week for music and PE. The classroom assistant working in the infant department is a great help in working towards literacy and numeracy targets.

We find your assistance with reading and writing homework invaluable once the programmes have been started, and thank you in anticipation of this.

Naturally, there may arise many points upon which you are unclear. Please contact either the Class or Head Teacher at any time if this is the case.

### **TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS- A' cur thairis data mun chlann**

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

#### **What pupil data will be collected and transferred?**

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

#### **Why do we need your data?**

**In order to make the best decisions about how to improve our education service, SEED and education authorities 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 exam results. Accurate and up-to-date data allows SEED, education authorities and schools 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 that influence pupil attainment and achievement,
- ☺ target resources better.

#### **Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website ([www.scotxed.net](http://www.scotxed.net)).

SEED works with a range of partners including HM Inspectorate of Education and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also

academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Sharing Panel in SEED, which 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.

### **Concerns**

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at [peter.whitehouse@scotland.gsi.gov.uk](mailto:peter.whitehouse@scotland.gsi.gov.uk) or write to The ScotXed Support Office, SEED, Area 1B, 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.

### **Want more information?**

Further details about ScotXed data exchanges are available on the ScotXed website, [www.scotxed.net](http://www.scotxed.net).

Reviewed: January 2008