

THE SCHOOL

Head Teacher: Ms Kirsten MacGruer

Teaching Staff: Mrs Rosena Wilkie (P1/2/3/4)
Ms Lyndsay Macaskill (P5/6/7)
Mrs Crystel Thompson (Nursery Co-ordinating Teacher)

Visiting Teachers: Ms Carene Ross (Additional Support Needs)
Mrs Sheila Gollan (P.E.)
Mr Ian Westacott (Art)
Mrs Ana Lamont (Class Contact Reduction Teacher)

Other Staff: Ms Anne Bentall (Speech Therapist)
Mrs Eileen Macrae (Speech Therapist Assistant)
Mr Sandy Wregg (Piping Instructor)
Ms Louise Mackenzie (Strings Instructor)
Mrs Carol Macleod (Secretary)
Mrs Jane Ripley (Classroom Assistant)
Mrs Diane Sinclair (Support for Learning Auxiliary)
Miss Wendy Mackay (Nursery Assistant)
Mrs Julie Davies (Nursery Auxiliary)
[Mrs Pat Catto
[Mrs Alysson Macrae (Canteen Staff)
Mrs Angi Thomson (Cleaner)
Ms Fiona Mackenzie (Cleaner)
Mr Alan Cameron (Janitor)

Current roll: 38
Nursery: 6

SCHOOL HOURS

School commences 9.30
Morning break 11.00 - 11.15
Lunch 12.45 - 1.30
School closes P1-3: 3.00
P4-7: 3.30

Aims

The aims of Gledfield Primary School are to:

- Create a happy, secure and safe environment in which all members of the school community treat each other with mutual respect and fairness.
- Deliver a broad, balanced and inclusive curriculum which allows each child to achieve his or her full potential.
- Provide high quality teaching and learning experiences that promote active learning.
- Encourage and support the development of positive life styles and attitudes with a particular focus on health and well being.
- Encourage everyone to respect other people's views and lifestyle ensuring no bias due to race, religion or gender.
- Make a contribution to the life of the community through actively promoting partnerships with parents, professional agencies, individuals, businesses and the wider community.
- Be a learning community which supports learners, families and staff in their commitment to lifelong learning.



*Reviewed in consultation with Pupil Council and staff in November 2008
The aims will be reviewed again in 2010*

Our Values

The children discussed values that they felt were appropriate for our school. These were what we all thought were most important.

- **C**onfident
- **A**ctive
- **R**esponsible
- **R**espect
- **E**njoyment

We call these our **CARRE VALUES**.

DESCRIPTION OF THE SCHOOL

The school is situated half a mile west of the village of Ardgay in a rural area. It is located in beautiful surroundings near the mouth of Strathcarron through which the River Carron flows. It is ideally situated for work of an environmental nature, with easy access to the river, woodland, moor and farmland, hills and seashore.

The school itself comprises a Victorian building (1875) to which was added an infant class and a kitchen. The school was refurbished in July & August 2001, and an extension built on to the north side. The original building has been refurbished and is now a G.P. room and a canteen. The kitchen has been upgraded and what was the infant room has now been turned into a Nursery. This includes children's toilets and a disabled toilet. There is a fenced-off tarmac play area outside the Nursery.

The new extension consists of three classrooms, a resource room, medical room, children's cloakroom areas, children's, staff and disabled toilets, staff room, school office and children's entrance hall-way.

The front of the school is now a car park. To the west end is a newly laid tarmac play area. There are grassy areas to the north and east of the school. Opposite the school is a playing field.

EDUCATIONAL POLICIES

The full policy for each curricular area may be obtained from the school on request. Summaries of our educational aims are as follows:

MATHEMATICS - To teach the children according to the National Guidelines 5-14 as set out by the Scottish Executive and to local authority guidelines. With regard to the National Guidelines "Mathematics 5-14", this is:

- "to understand the nature and purpose of mathematics;
- to acquire skills in mathematical thinking, with a supporting network of concepts, facts and techniques;
- to develop confidence in using and applying mathematics, and to learn to enjoy its challenges and aesthetic satisfactions."

In acquiring their mathematical knowledge the children will study and have practical experience of

- 1 PROBLEM SOLVING AND ENQUIRY SKILLS -
problem-solving and enquiry
- 2 CONCEPTS, FACTS AND TECHNIQUES
Information handling
Number, money and measurement
Shape, position and movement

ENGLISH - To teach the children according to the National Guidelines 5-14 as set out by the Scottish Executive and to local authority guidelines. With regard to the National Guidelines "English Language 5-14", this is:

- "to develop pupils' skills and knowledge so that they can realise to the full their ability to understand English and use it accurately;
- to support pupils' personal development through language and literature, including intellectual, emotional, aesthetic, social and moral development;
- to develop in all pupils a range of positive attitudes towards their own and each other's language development, including concern for tolerance, enjoyment, co-operation and sharing."

The children should gain experience, knowledge and skills in the four main areas of English Language.

Listening

To obtain information and respond appropriately;
To establish relationships and interact with others;
To appreciate the feelings of others;
To reflect upon ideas, experiences and opinions;
To gain imaginative and aesthetic pleasure.

Talking

To convey information;
To establish relationships and interact with others;
To express feelings;
To present, share, clarify and reflect on ideas, experiences and opinions;
To give imaginative and aesthetic pleasure.

Reading

To obtain information and respond appropriately;
To appreciate the feelings of others;
To reflect upon ideas, experiences and opinions;
To gain imaginative and aesthetic pleasure.

Writing

To convey information;
To express feelings;
To order, clarify, record and reflect on ideas, experiences and opinions;
To give imaginative and aesthetic pleasure.

The children will work towards achieving the highest levels possible for their ability, and work will be planned, monitored and assessed accordingly (this applies to all subjects).

In Maths, Reading and Writing, the children will, where and when appropriate, sit National Tests for the current level at which they are working.

A guide to the Levels children aim for is as follows:

- Level A: by P3
- " B: by P4
- " C: by P6
- " D: by P7
- " E: by S2

ENVIRONMENTAL STUDIES

The aims of environmental studies can be summarised as follows:

Pupils should:

- "develop an understanding of their environment, their place within it, and the factors, past and present, that have shaped it;
- acquire knowledge and skills that will enable them to interact effectively with the environment in the contexts of home, school and their later working life;
- progressively recognise the knowledge, understanding and skills associated with social subjects, science and technology;
- develop informed attitudes and values relating to the care and conservation of the environment;
- gain an understanding of issues relating to the use of resources and sustainable global development;
- become aware of the importance of active citizenship in a democratic society."

Environmental Studies is taught throughout the school mainly through large-scale projects or through mini-projects. A large-scale project could involve from four weeks to a full term's work; mini projects anything from one week to four weeks' work. Some aspects of environmental studies may be taught as an individual lesson or as part of the week's work throughout the year (for example measuring temperature, keeping weather charts). Environmental studies may also encompass aspects of English, Maths, Expressive Arts and Religious and Moral Education.

The components of Environmental Studies are

- Social Subjects
- Science
- Technology

The attainment outcomes are:

Social Studies

- People in the past
- People and place
- People in society

These outcomes relate principally to aspects of history, geography and modern studies.

Science

- Earth and space
- Energy and forces
- Living things and the processes of life

These outcomes relate principally to aspects of chemistry, physics and biology.

Technology

- Technological capability

These outcomes relate to aspects of technology, including those that are associated with home economics and technical education.

HEALTH

Aims

We aim to provide a health education curriculum that:

- ❖ "helps the pupils to acquire the relevant knowledge and understanding, not just of the human body and how it works, but also of the social and emotional factors that influence health:
- ❖ encourages pupils to make informed choices and take appropriate decisions that help to ensure a healthy lifestyle;
- ❖ fosters links between school, home and community so that all are involved in a collective responsibility for promoting good health."

What is taught in the classroom is supported and reinforced by the ethos of the school, in particular through:

- ❖ a happy, caring atmosphere
- ❖ an attractive environment, which the pupils have a shared responsibility in maintaining
- ❖ a concern for safety and security
- ❖ the fostering of positive attitudes and feelings, such as self-confidence, self-esteem, independence, responsibility and the care and welfare of others
- ❖ the example set by school staff and by visiting health and safety professionals.

EXPRESSIVE ARTS (Music, Drama, Art and P.E.)

General Aims

To promote pupils' affective development by involving imagination; aesthetic awareness; response to internal and external stimuli; expression of ideas, thoughts and feelings; critical appreciation.

To promote pupils' physical development by extending sensory discrimination; psychomotor skills; co-ordination; aural, visual and tactile awareness.

To promote pupils' cognitive development by including questioning, reasoning, problem-solving and decision-making; creative, imaginative, divergent thinking; gaining, selecting and using information; developing good learning strategies; applying knowledge and understanding; evaluating the work of self and others.

To contribute to pupils' personal development by encouraging independence of thought, informed judgement and action; the development of personal qualities, abilities and a sense of achievement; the ability to cope with emotions and a variety of experiences; the development of positive attitudes to self, others and learning; the recognition of the importance of good health and physical well-being.

To contribute to pupils' social development by encouraging appreciation of the value of co-operation and the need for rules, responsibilities and acceptable behaviour; understanding, tolerance, honesty and impartiality in dealings with others; an appreciation of the enjoyable and worthwhile nature of leisure; care of the environment; recognition of career opportunities.

To promote an awareness of cultural heritage, values and diversity by encouraging recognition and understanding of cultural inheritance, traditions and values; making comparisons with other

groups and cultures; understanding the universal need for personal expression and communication.

In following the Expressive Arts Programme, the children should experience, gain knowledge and learn skills involved in the following Attainment Outcomes:

- ❖ using materials, techniques, skills and media
- ❖ expressing feelings, ideas, thoughts and solutions
- ❖ evaluating and appreciating

RELIGIOUS AND MORAL EDUCATION

The aims of religious and Moral Education are to help pupils to:

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

In following the R and M.E. programme we aim to impart knowledge, understanding, skills and attitudes in relation to:

Christianity

Other World Religions

Personal Search

In Christianity and Other World Religions children should have experience of:

- Celebrations, festivals, ceremonies and customs
- Sacred writings, stories and key figures
- Beliefs
- Sacred places, worship and symbols
- Moral values and attitudes

For Personal Search children should have some experience in relation to:

- The natural world
- Relationships and moral values
- Ultimate questions

It must be stressed that the purpose of R. & M.E. is not to convert children to any religion but to give them knowledge of that religion.

The local Church of Scotland Minister visits the school twice monthly and talks to all of the classes. If parents wish to exercise their right to withdraw their child/children please contact the Head Teacher.

SCHOOL DISCIPLINE

In each of our classrooms we foster a relaxed yet industrious atmosphere. We expect children to work hard, to behave in a reasonable and responsible manner and to show courtesy to and consideration for all school staff, fellow pupils and visitors to school. Children are also expected to respect the property of the school and of their classmates. Vandalism, stealing, bullying and disruptive behaviour will not be tolerated. If any child is experiencing bullying, then school staff should be notified. (*See Appendix 1*)

If children are badly behaved they will be disciplined but also given opportunities to redeem themselves. Once a punishment has been carried out it will not be referred to again to enable pupils to have a "fresh start."

Serious problems will be disciplined in accordance with Highland Council policy. This may result in exclusion from the school.

Any form of discipline should be seen as proof of a caring staff, keen to give structure and guidance to the children's school lives.

We would appreciate parental support and we encourage parents to work in partnership with the school. We like to think we have a happy, well-disciplined school but everyone must play their part to help maintain this.

SCHOOL CONCERNS

If you have any worry or problem concerning your child/children please do not hesitate to contact the school and make an appointment to speak to the Head Teacher and /or members of staff.

If pupils have worries about themselves or fellow pupils, they should tell a parent, teacher or other member of school staff they feel comfortable to approach. Pupils may also write their problem on a piece of paper and pop it into the school "Problem Box."

If the school has a worry or problem with a pupil, we shall contact parents immediately.

Pupils have peace of mind if they understand that everybody concerned with the school will work together to solve any difficulties. Now matter how small or "niggling" the problem, action will be taken.

PARENTS AND SCHOOL

We are very keen to foster good relationships among the parents, pupils and all school staff. This will result in a happy school, where pupils will work hard, staff are able to concentrate their skills and parents are secure in the knowledge that the very best is being done for their children in school.

The foundation for this is the creation of an atmosphere of mutual support, trust and friendly relations. Poor relations, fall-outs, and disagreements will have a detrimental effect on a child's progress. We must therefore all work together for the benefit of the children. How can you help?

- Take an interest in all aspects of your child's education and school activities
- Discuss school at home - what does your child enjoy? Dislike? Find out how you can help and above all encourage your child.
- Check your child's schoolbag for correspondence from school to keep you informed of school activities.

- Feel free to discuss problems/worries with the staff (see above) - parents sometimes say, "Oh, I don't like to bother the school" - well, please do! It's part of our job to help and reassure parents/pupils.

Homework is used to revise and/or practise skills. It comprises mainly of reading, spelling, maths and language work. Occasionally children may have work connected with their project.

Please encourage your children, take time to hear their reading and check their written work. It may be advisable to stick to a routine - encourage your children to do their homework at the same time each evening, with no distractions - turn off TVs, radios, computers etc!

Children should be given homework which they are able to complete. If they cannot because of lack of understanding, please contact the school. If a child is unable to complete their homework for any reason, please inform the class teacher.

If a child has not completed their work during school time due to lack of effort, "day-dreaming", etc. he/she may be expected to "catch up" at home of an evening, or at weekends. We would greatly appreciate parents' support in ensuring the work is done.

Parents' Meetings with teachers are held twice a year to discuss your children's progress. There is a Parents' Afternoon in November and a Parents' Evening in June. Parents are given appointments but if you are unable to attend at the given time, alternate arrangements can be made. Remember you do not have to wait for Parents' Afternoon or Evening if you have a concern. Please contact the school immediately.

School Reports are issued once a year, in June, prior to the Parents' Evening. Parents are given the opportunity for a written comment on their children's report if they so wish.

Parent Council

All parents are members of the School Forum. A Parent Council, which replaces the School Board and Parent Teacher Association, is now in place.

Parental involvement in school activities is encouraged due to the positive effect this can have on the ethos of the school.

This may include helping to transport children to events, accompanying the children on trips, helping with nature walks, helping in the school when required etc.

If you have a particular talent or interest you can pass on to the children, don't hesitate to contact the school. If you don't - not to worry - a sense of humour and enthusiasm is often all that is required to help in many events.

GENERAL INFORMATION

School & Nursery Dress Code: The school has a dress code consisting of royal blue sweatshirt with badge, white polo shirt to be worn underneath, and black, grey or navy trousers, joggers or skirts. For P.E. pupils require to have plain white, red or royal blue T-shirts and shorts. Sweatshirts are £6.95, badged polo shirts are £6.50 and badged T-shirts are £5. Fleece body-warmers and jackets are also available. All school clothes (including shoes, boots, gym shoes etc.) should be clearly labelled with the child's name or a suitable identifier. For safety and to prevent accident, it would be appreciated if children do not wear dangling earrings or large rings.

Extra-curricular Activities. These vary depending on the time of year and on what parents/staff can offer. We participate and are extremely successful in inter-school competitions. We have in the past year won trophies for cross-country, athletics, and benchball. We are also involved in football (indoor and outdoor) and basketball.

Parents have helped the children in arts and craft and, through the PTA, organised many fun events - discos, ceilidhs, "Fun Days", and special events such as "World Book Day".

Piping and Violin are taught to children in P5, 6 and 7 if they wish to learn (and if there are vacancies). The tuition fees are £3.00 weekly for the 1st child, £2.50 for the 2nd and free to other children and those on Income Support.

The senior class attends a six-week block of swimming in the summer term.

Police Liaison. Regular visits are made to school by the local police to discuss and advise the children on a number of health, safety and police related issues. The P6 class also undergoes Cycling Proficiency Training on an annual basis.

The school children also regularly raise money for charity.

Parents are kept up to date with events and activities by letters home and School Newsletters.

Secondary Education. Our "feeder" Secondary School is Tain Royal Academy, Scotsburn Road, Tain. (Tel. 01862 892121) and all information from Tain regarding secondary transfers will automatically be handed to P7 children. If you wish to send your child to Dornoch Academy a placement request must be made to Graham Nichols, Area Education Manager, Education Offices, Drummie, Golspie.

School Transport: transport is provided for children who live within the delineated area as follows:

1. Children under 8 who live 2 or more miles from the school.
2. Children over 8 who live 3 or more miles " " "

The Education Authority will not provide transport for children who live outwith the delineated area of the school.

It is expected that children will behave on School Transport, always wear their seat belt and not distract the driver. If for any reason your child is not to be uplifted from home/school, please contact Mr Ronnie McNeill on 766422.

Health Care. Dental and health checks are carried out on a routine basis. Treatment of any kind will not be carried out without notification to and signed consent from parents.

If a child falls ill or has an accident in school, parents and/or Emergency Contact will be notified and appropriate action taken.

If your child has any health problems which may affect his/her school performance in any way, or which may be aggravated by any form of physical exertion, please contact the Head Teacher.

Child Protection

From time to time incidents can occur within the school setting, which could cause concern and could indicate that a pupil 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, Ms Pene Rowe, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN. Telephone 01463 703421; Fax 01463 713237.*

Art: the children will need some form of protective clothing for art - a smock or one of Dad's old shirts!

School Meals: meals are available at a price of **£1.65** each day, **£8.25** per week which must be paid on the Monday of each week. If a meal is not taken, refunds are given. Free school meals are available for the children of parents who qualify. Application forms can be obtained from the Head Teacher.

Children may take packed lunches to school.

Absence from School: If a child is absent from school, the class teacher should be informed either in writing or by phone, preferably by 9.30 am. Highland Council procedures to be followed by staff in the event of unexplained absence can be found at **Appendix 2**

If you know in advance that your child is going to have time off school, please notify the school so that teachers can plan for that child's absence.

Holidays: It is requested that holidays are taken in holiday time, not during term time. If, however, this is unavoidable please notify the school in advance. Children will not be given work to take away on holiday as this is often mislaid or damaged. Children will have to work extra hard when they return (including taking work home) to catch up.

Adverse Weather: Parents are notified each November of action to be taken in the event of the school not opening, or closing during the school day due to poor weather conditions. (See Appendix 3)

Transferring Educational Data About Pupils

Education authorities and the Scottish Executive Education Department (SEED) collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus SEED has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Executive itself.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and SEED. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier.

Pupil names and addresses are not passed to SEED. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. 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, education authorities and other partners such as the SQA and Careers 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.

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).

SEED works with a range of partners including HM Inspectorate of Education and the SQA. 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 of 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. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith SEED.

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 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 are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

Homework Policy

AIMS

- ◆ To provide meaningful and educationally sound homework for children and parents to do together
- ◆ To encourage parents to take an appropriate part in their children's education
- ◆ In doing so, to make parents more aware and informed about their children's education, progress, and educational issues and therefore to improve home-school links

We have agreed that homework will be set on a regular basis. Even for younger children, it is a good idea to encourage a routine and instil a sense of "self-discipline".

Class teachers will decide what their homework emphasis will be for each stage, over and above the normal homework of reading and spelling. Therefore each class teacher will produce their own homework policy which will be available for parents.

It is agreed that any homework exercise should not take longer than half an hour and parents are invited to inform the school if problems arise.

Homework will be chosen to suit the individual needs of the child/group.

Most children work hard at school but occasionally children will be asked to "catch up" or complete a task that they have failed to do in school time. This may be for a variety of reasons. However, if this appears to happen regularly parents will be informed as to the reason.

Session dates for 2009-2010

Open

Monday 11 August (staff only)
Tuesday 18 August
Monday 26 October **staff only**
Thursday 29 October
Monday 11 January
Monday 12 April

Close

Friday 9 October
Wednesday 23 December
Friday 26 March
Friday 2 July

Long Weekend: Friday 12 and Monday 15 February 2010

May Day Holiday: Monday 3 May 2010

INSET DAYS: Mond 26, Tuesd 27 and Wed 28 October 2009

Tues 16 and Wed 17 Feb 2010

We would like our school to be a happy school - a school which provides a safe and secure environment in which the children can work and play. We should aim to create a school community in which bullying is not tolerated, which encourages openness and where we listen to one another and where problems are seen to be dealt with.

What is Bullying?

Bullying takes many forms. It can be short-term or can continue over years. It can be physical, verbal or even just a look. Bullying can be overt or subtle intimidation.

In any school there are bound to be "day-to-day" playground tussles, bust-ups and fall-outs, a degree of name-calling and a certain amount of rough and tumble. Although this behaviour is not to be encouraged or condoned, it is a fact of life in any school and does not constitute bullying. This is normal behaviour for children, it is part of growing up and is as much of a learning process for them as any subject taught in the classroom.

Intervention by a staff member often quells the incident and the children make up and nothing more is said. If no member of staff is immediately on hand, children often sort out the problem amongst themselves.

Most actions (physical or verbal) are not carried out with deliberate intent or premeditated, and cannot be construed as bullying. Indeed, some children are not even aware they have caused any unhappiness, are shocked to find they have and are genuinely sorry. This is not bullying. Bullying is much more insidious and invidious.

⇒ Bullying is any deliberate action which is intended to hurt, frighten or threaten.

⇒ Bullying always brings unhappiness to the victim.

Bullying can take many forms but the most common to be aware of are:

- physical attack/violence - punching, kicking, pushing, pulling, tripping up etc.
- threatening physical violence
- saying hurtful things about a child's family and domestic situation
- name-calling
- shouting, swearing, verbal attack
- malicious gossiping
- taking friends away
- ganging up
- bribing, extortion, intimidation
- damaging/destroying someone's property or school work
- taking/stealing someone's property
- saying hurtful things about a child's ability or lack of ability in school
- forcing someone to do something they do not wish to do
- "baiting" a child to cause a reaction

Who are the Bullies?

One traditional stereotype of a bully is of a boy who is academically or personally inadequate, bigger than his peers, who bullies to gain respect or power or because he simply enjoys it. To rely purely on this stereotype would be misleading and wrong. Depending upon circumstances, any child could become involved in bullying - girls and boys, of all ages, abilities and backgrounds. In a minority of cases, bullies can also be victims.

Both male and female bullies do have something in common:

"They tend to have assertive, aggressive attitudes over which they exercise little control."

"They tend to lack empathy; they cannot imagine what the victim feels."

"They tend to lack guilt; they rationalise that the victim somehow 'deserves' the bullying treatment."

("Action Against Bullying" - Scottish Office Education Department 1992)

Bullies often think that what they are doing is only a bit of fun. When a group bullies there is little feeling of guilt because of the shared responsibility. A child may become involved in a group or gang which bullies through peer pressure - he/she is bullied into bullying.

Victims of Bullying

Who are the victims and how can they be recognised? Bullies pick on vulnerable children but it is often difficult to judge who might be seen as vulnerable. To the adult eye, some victims seem no different from other children. However, victims may be pupils who, for example:

- are new to the class or school
- are different (or seen to be different by fellow pupils) in appearance, speech or background
- suffer from low self-esteem (this could be the cause or effect of bullying)
- demonstrate "entertaining" reactions when bullied, e.g. tantrums, loss of control etc.
- are more nervous or anxious

Pupils can also be picked on for being "swots", "dafties", "snobs", "toffs", etc.

Vulnerability isn't always visible to adults. The victim may look like any other child. Depending on the circumstances, any child can become a victim.

How to Recognise a Victim of Bullying

This is not always easy. However, signs which may indicate a child may be bullied are:

- an unwillingness to come to school, making continual excuses to avoid attending
- a drop in the standard of school work
- regularly having clothes, books or school work torn or destroyed
- becoming withdrawn
- developing a stammer
- loss of appetite
- stomach aches or pains
- bed wetting
- crying him/herself to sleep, generally tearful or "weepy"
- nightmares
- unexplained bruises/cuts
- asking to be taken to and from school when this was not previously the case
- developing new/odd behaviour patterns, e.g. becoming excessively clean (from having been called "dirty", "smelly", etc.)
- truancy
- depression/withdrawal symptoms
- talk of (or actual) suicide

How can we prevent bullying and how should it be dealt with?

It is important that everybody connected with the school - staff, parents and children clearly understands that :

- 1 Bullying is wrong and unacceptable
- 2 If a child is bullied this must be reported AND
- 3 Action is taken and seen to be taken

All staff must monitor behaviour in school, e.g. teachers, visiting specialists, auxiliaries, canteen staff, playground supervisor etc.

If a teacher comes across bullying, he/she should:

- remain calm. Reacting emotionally may add to the bully's fun and give the bully control of the situation
- take action as quickly as possible
- think hard about whether any action should be private or public; who are the pupils involved? What are the circumstances? Etc.
- reassure the victim(s)
- offer concrete advice and support to the victim(s)
- make it plain to the bully you disapprove
- encourage the bully to see the victim's point of view
- punish the bully if you have to but be very careful how this is done
- explain clearly the punishment and why it is being given
- inform the head teacher
- inform colleagues to enable close monitoring of the children involved

The Head Teacher should inform the parents of the bully and the victim(s) of the circumstances.

The type and degree of any punishment should depend upon the children involved, the circumstances surrounding the incident and the nature of the incident itself. Punishment should be seen to be appropriate. The bully should be encouraged to understand the nature of his/her wrongdoing and to apologise to the victim(s).

After a satisfactory solution to an incident of bullying has been arrived at, that should be the end of the matter. It should not be "cast up" every time the bully misbehaves. He/she must be given the opportunity to redeem themselves.

Anti-bullying should be an integral part of the school curriculum and should have a high profile.

Parents

If your child is a victim of bullying -

- be aware of the signs of bullying (see above)
- if you are worried that your child is being bullied, ask him/her directly. If you are unhappy with your child's response and you feel they are being bullied, don't hesitate to contact the school and discuss your suspicions
- take bullying seriously and try to ascertain the facts
- don't agree to keep the bullying a secret; contact the school
- check that your child is not inviting the bullying in some way
- do not encourage any form of retaliation
- if necessary take a note of all the incidents related to the bullying

Contact the school immediately if you know or have suspicions of any school bullying (even if it does not involve your own child)

If your child is doing the bullying -

- remain calm
- accept the fact. Unpalatable though it may be to be told your child is a bully, making excuses or trying to "cover up" for your child will not help; neither will blaming the school, other children or other parents. This will not make the problem disappear. Be prepared to work with the school to solve the problem, not against it.
- don't over-react, or "hit the roof" with your child or hit him/her. This could exacerbate the problem.
- by calm and discussion and encouragement try to find out why your child is bullying
- don't hesitate to ask for help, through the school, if required
- help your child to understand his/her behaviour is unacceptable
- set realistic, firm guidelines and rules to help control behaviour
- bullies often need to achieve some success to make them feel good about themselves. If you help them to find something they can do well, their behaviour may change and improve

Children

- if you are bullied you must tell your teacher, parent or another adult. Do not remain silent. You could pop a note into the "Worry Box". Bullying is serious - you will not be a "tell-tale"
- if you know of a friend or fellow pupil who is being bullied - tell an adult
- do not join in with any bullying. Try to persuade those involved that it is wrong. If you are pressured to join in say "No!" and walk away; you have to be brave and do what is right
- let bullies know their behaviour is unacceptable
- encourage support from friends and fellow pupils. Enlist the help of the teaching staff and parents

Monitoring this Policy

The effectiveness of this Policy will be monitored by the following means:

- ⇒ recording incidents of bullying and noting their frequency
- ⇒ feedback from staff, pupils and parents

Gledfield School, May 1999
Reviewed June 2003

To all Parents/Carers

Please Ask for: Hugh Fraser
Direct Dial: (01463) 702802
Fax: (01463) 711177
E-mail: hugh.fraser@highland.gov.uk
Your Ref:
Our Ref: BR/AC
Date:

Dear Parent/Carer

CHILD PROTECTION – ATTENDANCE AT SCHOOL

Children in Highland, within school and on the way to school, are well looked after by school staff, transport contractors and parents. However, we cannot be complacent regarding pupil safety. The tragic case of Rory Blackhall where the parent thought the child was at school and safe, and the school thought the child was safely at home, shows us the need to review our practice to ensure, as far as is possible, the safety of our children.

To this end we have looked closely at our practices regarding pupil absence to see how, in partnership with you, we can improve protection for children. From this review we have developed the following three day rule for schools:

THREE DAY RULE FOR UNEXPLAINED ABSENCE OF PUPILS

DAY 1: First day of unexplained absence of pupil

The school will endeavour to make contact by telephone or e-mail to parents, carers or emergency contacts informing them that the child is absent and requesting a reason for the absence. If no contact can be made with the parent/carers or emergency contacts on the first day of absence, this will be noted by the school. If the family is known to other agencies, because of possible concerns about his/her wellbeing, then contact will be made with these agencies.

DAY 2: Second day of unexplained absence of pupil



The school will make vigorous attempts to contact a carer or family member by telephone, text or e-mail. If no contact can be made on the second day of absence, this will be noted by the school.

DAY 3: Third day of unexplained absence of pupil

If no contact is established, secondary schools and schools with support staff, will arrange a home visit to check the situation. If the child is not found and no satisfactory explanation is given for absence, the police will be notified of the child's non-attendance. The police will treat this as a missing persons alert. For small schools, the police may be involved to conduct visits where it is not possible for the school to do so.

For these arrangements to work effectively it is essential for us to have your help with the following:

Steps for Parents

-  Keep the school up to date with your telephone number, including mobile phone if you have one, and other details for emergency contacts.
-  Be responsible for the safety and well-being of your child/children whilst they are not in school.

- ✚ Inform the school or pre-school of any prearranged absence, e.g. attendance at a hospital appointment or other unavoidable event, prior to the absence taking place.
- ✚ Inform the school or pre-school of your child's absence by **9.20 am** on the morning of the first day of absence. For afternoon sessions, inform the school no later than half an hour into the afternoon session.
- ✚ Respond promptly to contacts from the school.
- ✚ Provide written confirmation of absence as soon as possible.

You will note that where contact cannot be established in relation to an unexplained absence, schools may inform other relevant services, e.g. social work and/or police.

Whilst cases of children going missing on the way to school are very infrequent, it is essential that we take all necessary precautions to ensure the safety of pupils.

Could you please complete and return to school the attached slip.

Thanks for your assistance in helping ensure the protection of Highland's children.

Yours sincerely

Director of Education, Culture and Sport

✚ _____

I/We agree to implement the Steps for Parents outlined in the Child Protection – Attendance at School Letter.

Name:

Name of Pupil(s)

Address

Date Signature

- 1) In times of severe weather conditions, the safety of the pupils is the prime consideration.
- 2) If conditions are such that you feel children may be put at risk in attempting to come to school, keep them at home.
- 3) In the event of the school not opening in the morning, or if I have to close the school and Nursery through the day because of inclement weather, I shall inform the following: Moray Firth Radio, Education Office Brora, school transport contractors and the parents of children who travel to school on the mini buses.
- 4) If you are worried about weather conditions or require information, ring the school - **766580/766597.**

There is also the Highland Council automated telephone messaging service:

Dial 0870 054 6999, and enter the school's code when prompted: 04 2100

There is also a website, www.schoolclosures.highlandschools.org.uk Log on and click on the appropriate geographical area for schools closure information.

Remember - if in doubt, keep children at home

In order to up-date our school records regarding action to be taken during bad weather, please fill in the form below and return it to school as soon as possible. *Please remember that the Emergency Contact should be somewhere your child could go in the event of illness, or an early school closure, if there is no-one in the family home.*

To the parents/carers of: «NAME_2»

The following are your contact details and the details of the Emergency Contact(s) currently on record for your child/children.

Please tick if still the same or correct as necessary

Home Tel No. «Home_Tel»

Parent mobile 1: «Parents_mobiles_1»

Parent mobile 2 «Parents_Mobiles_2»

Emergency Contact 1: «Emergency_Contact_1»

E.C. 1 Tel. number: «Tel_No»

Emergency Contact 2: «EC_2»

E.C. 2 Tel No. «Tel_No_2»

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

School: Gledfield Primary School	Id No.: 270 - 5112729
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Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	40
Total School Running Costs at April 2008 (£)	175,916
Cost per Pupil (£)	4,398

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	**	**	2,474	2,646	3,024	**	2,268	14,880
Percentage Authorised Absences	**	**	7.0	3.3	3.6	**	5.2	3.9
Percentage Unauthorised Absences	**	**	0.0	0.0	0.0	**	0.0	0.0

Minimising Overall Absence

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
Absence	15.8	14.6

Where schools have 9 openings per week, please note that all local authority and national figures are based on 10 openings per week, and so are not directly comparable.

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

Education Authority: Highland

Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	17,029
Total School Running Costs at April 2008 (£)	60,594,613
Cost per Pupil (£)	3,558

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	823,218	879,569	901,186	901,018	1,019,376	986,524	958,200	6,469,091
Percentage Authorised Absences	4.6	4.2	3.9	3.8	3.8	3.9	4.1	4.0
Percentage Unauthorised Absences	0.4	0.5	0.4	0.5	0.5	0.4	0.5	0.5

Minimising Overall Absence

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
Absence	17.1	17.1

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

National Data

Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	372,265
Total School Running Costs at April 2008 (£)	1,352,956,701
Cost per Pupil (£)	3,634

Attendance And Absence For School Year 2007/2008

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	18,444,479	19,145,177	19,526,465	19,941,323	20,669,987	21,017,565	21,092,362	139,837,358
Percentage Authorised Absences	4.3	4.1	3.8	3.8	3.7	3.7	3.8	3.9
Percentage Unauthorised Absences	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Minimising Overall Absence

	Absence recorded (2006/2007) Average number of half days absence per pupil	Absence recorded (2007/2008) Average number of half days absence per pupil
Absence	18.0	18.6