

CROSSROADS PRIMARY SCHOOL

HANDBOOK



SESSION 2009 – 2010

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INTRODUCTION



Crossroads Primary School is a rural school (present roll – 33 pupils) serving the villages of Brough, Scarfiskerry, Mey, Barrock and also Dunnet Head. The school building is modern and consists of three good sized classrooms, a large hall / dining room and a kitchen. The walled playground contains a generous tarmac area, including a play area with a netball pitch, a large grass area, part of which is used as a football pitch and shelter area for wet weather. A tarmac turning area for the school bus and new cycle shed were put in place in April 2006.

The school has the distinction of being the most northerly on the British mainland and has a very pleasant situation looking onto Dunnet Head and the Pentland Firth.

The new building which houses the Skallywags Nursery stands in the school grounds and was opened in January 2007. There are 9, three to five year olds on the roll at present at the moment. It opens five mornings per week and is managed independently. This building also accommodates the Toddlers group, this is for parents with children up to aged 2 ½ . They meet on Wednesday afternoons from 1.15pm – 2.45pm. There is also an afternoon session on Tuesdays for 2 ½ - 3 year olds.

In August 2006, the school was clustered with the neighbouring rural school – Bower Primary School which is 10 miles away. The Head Teacher is non teaching and shares her management duties between the two schools but is always available if any problems arise.

School Aims

Crossroads Primary School has a happy atmosphere and we endeavour to provide a secure, pleasant and stimulating environment in which children can learn.

1. We aim to maximise standards of attainment through:

- providing broad and balanced programmes of work based on the 5-14 guidelines
- creating an ethos of achievement
- meeting pupils' needs
- regular monitoring of progress and achievement

7 We aim to foster a good learning and teaching environment by:

- providing a range of appropriate teaching approaches which allow for good teacher pupil interaction.
- providing a stimulating learning environment which motivates pupils.
- matching tasks, activities and resources to pupils needs and pace of learning.
- fostering an environment where quality is valued.

8 With regard to the ethos of the school, we aim to:

- make pupils, parents, staff and visitors feel welcome safe and valued as individuals.
- motivate children to feel responsibility for each other, the school, the community and the environment.
- help children to develop confidence, self-esteem, ambition and self-discipline.

9 We aim to ensure equal opportunities for all by:

- providing equality of opportunity and a sense of fairness in the work of the school at all levels.
- ensuring our pupils are well prepared for their future lives in society.
- ensuring pupils, parents and staff are treated equally, with respect and in a fair and just manner.

10 We aim to foster good partnerships with parents by:

- encouraging parents to be involved in their child's learning and the life of the school.
- ensuring that there is good communication with parents through private discussion, regular letters and Parent Forum meetings.
- ensuring that information about the work their child is doing in school is sent home at least termly.
- welcoming parents and the community into the school for concerts, open evenings and various other events held throughout the school year.

11 We aim to develop professionalism, expertise and experience amongst all staff by:

- attending staff development courses.
- planning together and working as a team.
- liaising with other parties in order to support pupils.
- ensuring there are staff review procedures in place

7 We aim to be a health promoting school because we realise that learning and health go hand in hand. We realise that good health of children is a prerequisite for educational achievement. Good health of teachers is important to the development of effective schools.

We aim to:

- Promote the physical, social, spiritual, mental and emotional health and well-being of all children and staff.
- Identify and respond to the health needs of the whole school community and contribute to meeting these needs.

Aims reviewed 10/01/08

Useful Addresses and Telephone Numbers.

Crossroads Primary School (Head Teacher Mrs Christine Sutherland)

Dunnet

By Thurso

KW14 8XP

Telephone Number:- 01847 851629

Thurso High School (Rector Dr F Grant)

Ormlie Road

THURSO

Caithness

Telephone Number :- 01847 - 893822

Mr Graham Nichols

Area Education Manager

Rhind House

West Banks Avenue

WICK

Caithness

Telephone Number :- 01955 - 609476

Dr Wendy McNeill

Community Paediatrician

Old Medical Centre

Bankhead Road

Wick

Caithness

KW1 5LB

Telephone Number:- 01955 880406/407

Divisional Psychologist (Mr K D Crossan)

Rhind House

West Banks Avenue

WICK

Caithness

Telephone Number :- 01955 -602362

Ext 210

School Dentist

Mr S Shepherd

Emergency Telephone Number :-

01847 - 894018 (24 hour answering machine)

School Nurse (Mrs E Arrowsmith)

Rose Street Clinic

THURSO

Caithness

Telephone Number :- 01847 -893442

Parent Forum

An active and enthusiastic PTA and School Board had always existed at the school. All parents were invited to PTA meetings while the School Board had a regular committee made up of parents, staff and community members, including our local councillor.

2006/2007 was a transitional year for all PTAs & School Boards and in August 2007 the parent body in school became known as the **Parent Forum** in line with the recommendations of the Scottish Schools (Parental Involvement) Act. Both PTA and School Board were disbanded then.

All parents of pupils attending Crossroads School are members of the Parent Forum and are welcome to attend any meetings held.

Useful contacts of the Parent Forum

Mr Graham Winkle – Chairperson
Telephone Number – 01847 851632

Mrs Debbie Wilson - Secretary
Telephone Number: - 01847 851650

Mrs Tracey McCarthy – Clerk
Telephone Number – 01847 851905

Mrs Christine Sutherland – Head Teacher
School Telephone Number – 01847 851629

Mrs Gill Perry - Co-opted Member
Telephone Number – 01847 851251

Mrs Tracey McCarthy – Treasurer
Telephone Number – 01847 851905

Local Councillor Mr MacKay is a co-opted member of the Parent forum and joins us for some meetings.

Staffing

Staffing depends upon the number of children attending the school in September. During session 2008 - 2009 the school will probably be structured in the following manner:-

Mrs C Sutherland	Headteacher
Miss N Coghill	P4, 5, 6, 7
Mrs F MacLeod	P 1, 2, 3
Mrs G Dunnett	Additional Support Needs Teacher – 1 day weekly
Mr S Dunnet	Minister – Thursday afternoon
Mrs M Simpson	Clerical Assistant
Mrs G Manson	Cook
Ms P Weston	Cleaner
Mrs Tracey Beaven	Classroom Assistant / Additional Support Needs Auxiliary
Mrs A Kirk	Additional Support Needs Auxiliary
Mrs J Blackburn	CCR Teacher – Wednesday afternoon
Mrs S Rogers	CCR Teacher - Music

It should be noted that changes in the number of pupils in the school can result in staff changes and the above while correct at the time of printing may change before the start of the new session.

Mobile Library

The mobile library visits the school on Wednesday afternoon – every three weeks. Pupils may join the library if they wish to and are strongly encouraged to do so.

Extra Curricular Activities

Our Active Schools Co-ordinator, Kenny Russell supplies us links to various clubs and activities such as rugby and shinty. He organises events such as the Rural Schools Swimming Gala which is held in Thurso Swimming Pool after school. Since all our pupils are bussed to school, he organises weekly lunch time clubs throughout the year in blocks of 3 or 4 weeks for the seniors and after school sessions from 2.30 to 3pm for the infants.

We would always welcome any input from Parents. In the past parents have successfully run football and badminton sessions after school as well as a computer club and sports club. If you feel you have a skill to offer as an extra curricular activity please don't hesitate to contact school.

Duration of the school day

Mon – Fri

Primary 1-7 9.00am - 12.30pm
 1.15pm - 3.00pm

Interval - 10.45am - 11.00am (Tuck is served between 10.45am – 11.00am)

Lunch - Monday to Friday -12.30pm - 1.15pm

P1-3 afternoon interval 2.00 – 2.30pm

ENROLMENT

Highland Council's policy is that all children who reach the age of 5 years on or before 18 August 2009 may begin to attend primary school in August 2009. Children who will reach the age of 5 years after 18 August 2009 but on or before 28 February 2010 may also be enrolled and commence in August 2009. Parents of these children should be aware that they may choose not to enrol their child until August 2010.

Children starting Primary One should be enrolled at the school after the advertisement has appeared in the local press advising parents to do so. This advertisement usually appears at the end of January or the beginning of February in the year in which children will be starting school. This year, enrolment week is Monday, 26th January to Friday 30th January 2009.

Parents are expected to bring with them the birth certificates of the children to be registered when they visit the school.

At the time of enrolment parents will receive a letter showing in which class their child has been placed and an information leaflet. In addition they will receive a list of all the schools in Highland Council and a copy of the School Handbook. Parents will be asked to complete a data capture form for their child and a transport form.

Parents may be allowed a choice of school, however in most instances it is more convenient and more suitable for the child to be registered at the local school. When situations arise making registration at a different school a reasonable option the matter should be discussed with the Head Teacher and the special placement arranged formally.

When pupils have completed primary 7 at Crossroads School they transfer to Thurso High School to continue their education at secondary level.

All P1 pupils will go home after lunch at 1.00pm for the first week. P1 pupils will begin full time education at the beginning of the second week. Parents are invited to bring their children, who will be starting school in the forthcoming session, along to meet their teacher, during terms three and four. Invitations are also given to events, such as, the Christmas infant party and School sports where pre school children are encouraged to join in.

Holiday Dates

OPEN

2009 Mon 17 August (Staff Only)
2009 Tues 18 August (Pupils)
2009 Mon 26 October (Staff only)
2009 Thurs 29 October (Pupils)
2010 Mon 11 January
2010 Mon 12 April

CLOSE

Fri 9 October
Fri 23 December
Fri 26 March
Fri 2 July

February Long Weekend - 12 & 15 February 2010
Holiday – Monday 3 May 2010

Closure Days for In-Service Training of Teachers

There will be five days throughout the session allocated to in-service training of teachers. These are as follows:

Monday 17th August, 2009
Monday, Tuesday, Wednesday 26th, 27th & 28th October 2009
Tuesday 16th February 2010 and Wednesday 17th February 2010

Unexpected School Closure

It is sometimes necessary to close the school at short notice due to bad weather or power failure. It is school policy to make every effort to ensure that children are not put at any risk by such a closure.

Parents will always be informed regarding possible closure during periods of severe weather and/or lack of power for heating and cooking. Lack of power over-night sometimes results in school closure as the school may not be heated for the following day.

A self explanatory emergency procedure list is sent out at the beginning of the session to every parent. This method ensures all parents being notified as soon as possible of any closure. Details of the 0870 telephone service for use during adverse weather conditions will also be sent out at the beginning of each new session and is included in this pack. Information on school closures is also given out at regular intervals on Moray Firth Radio on 102.5FM.

There is also a web site which parents can log onto to view school closures – this is:

www.winter.highlandschools.org.uk

Plan for dealing with a major incident

In the event of a major incident involving the evacuation of children from the school, pupils and staff will leave the school building using the existing fire procedure. They will then be transported by bus to the Northern Sands Hotel, Dunnet. Parents will be informed by telephone and pupils will be allowed to go home when permission is received from the police.

Visitors to the School

Staff are always willing to meet parents and should a parent wish to visit a teacher they should please make an appointment beforehand with the Head Teacher. This will enable the school to arrange a suitable time when staff members can discuss the matter at a time convenient to them without causing a disruption to the class / classes involved. We have a 1571 answering service in school but on some occasions messages may not be picked up until the end of the day (the Head Teacher sometimes has to attend meetings and training away from school). Please do not leave urgent messages on it.

ATTENDANCE

Parents have a statutory obligation to ensure their child's attendance at school. Absence should be only for reasons of illness or very special circumstances. Permission should always be sought before children are taken out of school. The Scottish Office guidelines to the school make it quite clear that only those holidays which cannot be taken at any other time should be counted as being in the "family authorised" category. Absences due to families taking up "off peak" special deals should be logged as unauthorised.

A message **must** be sent to school either by telephone or letter on the first day of absence. When the child returns to school a letter covering the absence **must** be sent with the child giving the specific reason for non attendance at school.

INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

School: Crossroads Primary School	Id No.: 270 - 5100429
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Budgeted Running Costs For Financial Year 2008-2009

School Roll at September 2007	29
Total School Running Costs at April 2008 (£)	166,346
Cost per Pupil (£)	5,736

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)	1,976	**	**	**	**	2,632	**	10,356
Percentage Authorised Absences	3.4	**	**	**	**	8.7	**	5.2
Percentage Unauthorised Absences	0.0	**	**	**	**	0.3	**	0.3

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	25.3	20.8

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 2006 PRIMARY SCHOOLS

Education Authority: Highland

Budgeted Running Costs For Financial Year 2006-2007

School Roll at September 2005	17,537
Total School Running Costs at April 2006 (£)	56,983,566
Cost per Pupil (£)	3,249

Attendance And Absence For School Year 2005/2006

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	841,160	862,866	986,521	944,103	921,976	998,093	1,000,718	6,555,437
Percentage Authorised Absences	4.6	4.4	4	4	4.2	4.1	4.1	4.2
Percentage Unauthorised Absences	0.4	0.5	0.5	0.5	0.6	0.5	0.5	0.5

Minimising Overall Absence

	Absence recorded (2004/2005) Average number of half days absence per pupil	Absence recorded (2005/2006) Average number of half days absence per pupil
Absence	16.8	17.9

INFORMATION FOR PARENTS 2006 PRIMARY SCHOOLS

National Data

Budgeted Running Costs For Financial Year 2006-2007

School Roll at September 2005	390,257
Total School Running Costs at April 2006 (£)	1,264,772,698
Cost per Pupil (£)	3,241

Attendance And Absence For School Year 2005/2006

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	18,99 6,743	19,80 5,030	20,60 0,193	20,99 2,950	21,10 1,678	21,42 9,454	21,71 7,477	144,6 43,52 5
Percentage Authorised Absences	4.4	4.2	4	3.9	4	4	4	4.1
Percentage Unauthorised Absences	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9

Minimising Overall Absence

	Absence recorded (2004/2005) Average number of half days absence per pupil	Absence recorded (2005/2006) Average number of half days absence per pupil
Absence	18.9	18.9

TARGETS

Crossroads is a small school therefore our percentage refers to a small number of pupils. Fluctuations both upwards and downwards are more likely, depending on the sample of children included in these statistics in any given year.

AUTHORITY'S CHILD PROTECTION POLICY

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

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

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

PARENTAL INVOLVEMENT

From time to time we organise outings for children which may be to support topic work, extend pupils experiences or take part in locally organised events. Since we are a small school with limited staff, we sometimes rely on help from parents to supervise children when they are away from school. This gives parents the opportunity to become involved with the work of the school.

Parents also accompany us during our evening visit to the local pantomime at Christmas. We also welcome parental help at Christmas when the school puts on a concert for parents and friends.

Sometimes a parent can offer a skill, for example in art and craft, technology or sport, which would be welcomed as part of the daily curriculum or as an after school club. Parents' views are regularly sought on matters arising in school.

THE CURRICULUM

It is our aim to provide a sound basis in the areas of reading, language and mathematics. We try to provide a broad based education covering English, Mathematics, Environmental Studies, Religious and Moral Education, Health and Personal, Social Development and Expressive Arts. French is taught to pupils in P(4) 5 -7. Enterprise Education is developed across the whole school and is cross curricular.

The school provides a curriculum which is well balanced with all the subjects being adequately covered.

Language

We now use a range of reading materials throughout the school in line with Highland Council's recommendations in the Highland Literacy Strategy. All teachers have been trained in the Highland Literacy Project and we are in our second year of your developing it.

The beginning of reading is a very important step and we try to cultivate an interest in books right from the start. Initially it may seem that there is little content in the first books but they provide a wealth of discussion material. Reading is not a subject on its own but part of language development. These first books, although containing very few printed words, provide both teachers and parents with an excellent stimulus for developing language. Time spent on discussion is a very worthwhile, important stage in the beginnings of reading. Time spent at this stage inspires confidence and understanding.

A meeting for parents of early years' pupils is held in the first term. This allows parents to look at the core materials used in the infant room. The teacher at the early years' stage will give advice on how parents can help their children at home, particularly with their Reading and Mathematics.

All forms of reading are developed. Regular oral reading is continued in the early stages until children are fluent while at the same time children are encouraged to read library books for personal silent reading.

As pupils progress through the school, more emphasis is placed upon the use of “chapter books” which require thought and expression of their own opinions.

Parents can help their children’s language work to develop by showing a regular interest in reading material at home. Pupils in the upper stages should be encouraged to read regularly at home from their own novels and magazines etc

The skills of listening and talking are also taught and assessed throughout the school in line with 5-14 guidelines. Children give talks on library books, topic work and take part in debates and discussions on current affairs as they move up the school.

Maths

We use both Heinemann maths and TeeJay Maths throughout the school along with a variety of other resources. Both these schemes link in with the requirements of the 5 - 14 maths guidelines and include areas of problem solving, mental maths, calculator activities, problems in context, assessment sheets and check ups.

Heinemann and TeeJay maths home link sheets are used for homework from P3 – P7.

Environmental Studies

The topics for study are carefully chosen in accordance with the guidelines set by the Highland Council. Areas of study are organised so that there is not an overlap between classes which may be unacceptable and there is also a degree of flexibility to allow for some subjects which are particularly topical to be covered.

Religious and Moral Education

The topics chosen for study include Christianity, Other World Religions, and Personal and Social Development.

We have followed the guidelines set by the Highland Council and as far as possible we have linked our Religious and Moral Education and Environmental Studies topics together and produced a cyclic plan for a two teacher school.

Expressive Arts

Physical Education, Art and Music are taught by class teachers. We use the Borders scheme for Art and the Highland Council guidance for Music. We sometimes have a visiting teacher of Drama who is part of Eden Court’s outreach service. This specialist is booked to come into school on a supply and demand basis. Along with other materials, the Scottish Borders Council pack on Drama 5-14 is used by the class teachers.

Additional Support Needs

The Additional Support Needs Teacher works with the class teacher for the benefit of the pupils. She may work at times with individuals, a small group or a complete class, perhaps in the classroom or outwith the classroom if the class teacher wishes her / him to be involved in practical work or discussion work. She may take part in team teaching. This method of working has so far proved extremely beneficial in our situation where our classes cover several stages. Our Additional Support Needs teacher visits the school for one day a week every Thursday.

Assessment

To test whether or not children have achieved the targets set by the school it is necessary to have some form of assessment. The everyday work of pupils is continuously assessed throughout the session. Assessment indicates to the class teacher how well pupils are progressing and also points out to the teacher any particular strengths or weaknesses pupils may have. Both teachers are committed to the concept of "Assessment is for Learning". Pupils are encouraged to set their own goals and targets for learning.

Each child has his/her own pupil profile folder which is kept in school and is available for parents to see. It contains samples of pupils work in language and maths, the most recent maths check up tests and national assessments in reading, writing and mathematics.

We have two formal parents' evenings per year, one in November and the second in May. Parents will be given an appointment to see their child's class teacher to discuss progress made. However if a problem arises we would encourage parents to come into school. If parents wish to discuss anything about their child, they are welcome to phone for appointment to see either the class teacher or the head teacher.

5 - 14 Policy

The school follows the 5 - 14 guidelines as set out by the Scottish Office Education Department. These guidelines show a progression from level A through to level E in Language (listening, talking, reading and writing), Maths, Environmental Studies, Expressive Arts, Religious and Moral Education as well as Health Education which includes personal and social education.

The levels of attainment A - E are:

Level A will be achieved by most pupils in P3 or earlier.

Level B will be reached by most pupils in P4.

Level C will be reached by most pupils in P4 - P6.

Level D will be reached by most pupils by the end of P7.

Level E will be reached by most pupils by the end of second year in secondary school.

Pupils' work is continuously assessed throughout the session and when the teacher feels the pupil has reached a level in a subject the pupil is given the appropriate National Assessment. This helps to ensure a uniform standard throughout the country. If the pupil attains the required level in the test he/she will be awarded that level in that subject.

A Curriculum for Excellence

At the moment, all schools are engaged in preliminary discussions about the new Curriculum for Excellence which will be aimed at the age range 3 – 18. This is due for implementation by the year 2010 and until then all staff will be involved in the transition from 5-14 to A Curriculum for Excellence and 3-18.

UNIFORM

Our school uniform consists of a jade green sweatshirt or cardigan and red or royal blue polo shirt, each with the school logo embroidered on it. Royal blue or red fleeces are also available

The logo was designed by a former pupil and features an oystercatcher. Each spring we have a pair of oystercatchers which nest on the school roof and rear their young.

The uniform and some additional articles of clothing are ordered through the school twice yearly from Image Scotland Ltd.

Children should have a gym kit i.e. gym shoes, shorts and t-shirts in a gym bag, in school at all times. A painting overall made from an old shirt should also be kept in school to protect pupil's clothing during art and craft lessons.

All articles of clothing **must have the child's name clearly labelled**. School cannot accept responsibility for any items of clothing which go missing.

RULES

Good behaviour, care of school books and property, good manners and a tidy appearance are expected at all times.

Children must not leave school at interval or lunch - time for medical or dental appointments without permission from the Head Teacher.

Should a child miss the morning bus it would be very much appreciated, if at all possible, that the child arrive late rather than not appear at all.

Please try to ensure all articles of clothing and footwear are clearly marked with your child's name.

If children bring toys to school, it is at their own risk. School cannot be held responsible if toys are damaged.

DISCIPLINE

A high standard of behaviour is expected of pupils within and outwith the school while taking part in school related activities. We at Crossroads are very proud to say that the standard has been excellent and compliments have been received from individuals from time to time.

In order to help create a well disciplined environment within the school, we have systematically taken measures such as the use of

- Circle time and discussion of golden rules of behaviour.
- Praise and reward systems.
- Role-play.
- Close supervision at playtimes.
- The introduction of a pupil council.
- Children are sanctioned and are taught how to behave.

We like to feel that we deal with discipline issues in a sensitive but very firm manner. We feel that most children have responded to this and a happy ethos is prevailing in our school.

HEALTH

Medical checks are given to selected pupils in P1 and P7 and are carried out by the school doctor, Dr Wendy McNeill. Parents are told in advance when these checks will take place.

Vision and hearing tests are also given to pupils. Parents are informed if further action is necessary.

If a pupil takes ill at school he or she should, in the first instance, tell the class teacher who will inform the Head Teacher. The parent or emergency contact will be notified and if possible the pupil should be picked up from the school by a responsible adult. Pupils are not sent home to an empty house.

Occasionally pupils come to school ill and have to be taken home soon after arrival. Please ensure that your child does not come to school if he or she is not well.

From time to time all schools suffer from outbreaks of head lice. This condition can be a very uncomfortable condition for the child. Advice should be sought from the district nurse and the school informed.

In the event of minor accidents, the school is equipped with first aid supplies but in the event of a more serious accident the school will in the first instance try to contact the parents or emergency contact. As a last resort the child will be seen by his/her own family doctor.

SCHOOL MEALS

A two - course lunch, cooked on the premises is provided at a cost of £1.65 per day. Water or juice is provided for drinking. School meals are supervised by the Head teacher or Auxiliary. It would be appreciated if payment could be made weekly on Monday. Seating is available for any pupil who may wish to bring a packed lunch. Parents should note that there is no refrigeration available for pupils packed lunches.

Anyone who thinks they may be entitled to free school meals should contact The Education, Culture and Sport Office, Rhind House, West Banks Avenue, Wick. Tel. 01955-603158. Application forms are also available from the school.

CLOTHING GRANTS

Application forms for clothing grants are available in school and from the Area Education Office, Rhind House, West Banks Avenue, Wick, Caithness

TUCK SHOP

Our cook runs a tuck shop at morning interval when she sells fruit, yoghurt and fresh fruit juice. A selection of healthy, no sugar home baking and toast is also regularly on sale.

TRANSPORT

Application forms for school transport are available from school. It is stressed to all pupils for obvious reasons, that misbehaviour will not be tolerated on the journey to and from school, and it is hoped parents will reinforce this. All modes of school transport now have seat belts fitted.

All pupils are issued with a transport behaviour agreement which they take home, read and sign. Their parent/guardian also has to sign it and return it to school. I have attached a copy of this agreement.

The bus contractor for Crossroads School is Harrolds Coaches (01955 631295).

SWIMMING

Every alternate Monday the whole school goes to the swimming pool in Thurso where instruction is given to the pupils by the pool attendants. Each pupil is charged £2.00 per week with a maximum of £4.00 per family to cover the transport costs. If possible garments which are easily taken off and put on should be worn on these Mondays to avoid too much time spent dressing. If a pupil is not swimming for any reason, a note must be sent into school.

SCHOOL FUND

A school fund exists which enables “extras” to be bought for the children and the school. It funds occasional visits by school entertainers, trips etc. This account is audited annually.

The school normally runs a fund raising event each year.

YOU CAN HELP

Name all items of clothing/shoes etc – school cannot accept responsibility for missing items.

It would be helpful if your child could do the following when he/she comes to school:-

Go to the toilet alone.

Dress him / herself.

Change shoes.

Use a knife and fork and know what good table manners are.

Use a handkerchief.

Do up buttons and laces.

Hang up coat using the tab provided.

Know how to say ‘please’ and ‘thank you’.



RULES FOR SAFE TRAVELLING ON THE BUS / MINIBUS

- Pupils will board the bus in single file.
- Once seated a pupil will immediately fasten their seat belt.
- A pupil is not allowed to unfasten their seat belt or leave their seat for any reason, unless given permission by an adult or when the bus has stopped at their departure point.
- A pupil may only talk to their neighbour (the person sitting next to them) whilst travelling on the bus.
- Pupils must speak quietly to their neighbour. Shouting or rowdy behaviour may distract the driver and in turn may lead to an accident.
- If an incident happens while travelling on the school bus and is reported to school, Teacher, parent (and sometimes the bus driver) will work together to resolve the matter.

✂

I agree to abide by the rules for safe travelling on school transport .

Signed (pupil)

I have read and understand that my child will abide by these rules.

Signed (parent / guardian)

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>.

CROSSROADS PRIMARY SCHOOL

HOMEWORK POLICY



In this document, homework is primarily considered to be the regular pieces of work which are given out by the class teacher and expected to be done at home that evening. Sometimes in the upper stages, homework projects may continue over one or even two weeks.

There are other occasions when a child may be asked to complete work at home. For example:

- 1 When a child has been absent for any length of time, it may be necessary to catch up on work missed during the absence by completing this at home.
- 2 If a child has failed to complete a reasonable amount of work in class then work may also be sent home. However, the class teacher will indicate on this work that insufficient effort in class has been made to complete it. Such instances will be rare and if there is a necessity to repeat this procedure within a short time period, the child's performance will be reviewed in conjunction with the parents.

These two examples are unusual situations and details and advice on these will be provided by the class teacher as appropriate to the situation. The homework outlined and detailed in the remainder of this policy document is that work regularly given out by the class teacher for completion at home.

AIMS

It is the aim of the school that homework in Crossroads School will have the following purposes:

- ◆ It will allow practice and consolidation of work done in class.
- ◆ It will provide pupils with opportunities to be given tasks which with appropriate application they can achieve success in. For example, learning a multiplication table, a set of spelling words or reading some pages of a reading book.
- ◆ It will aid pupils in good study habits and self discipline in academic matters.
- ◆ It will encourage ownership and responsibility for learning.
- ◆ It will provide parents with information on their child's curriculum and their current abilities.
- ◆ It will provide opportunities for parental co-operation and support.

GUIDELINES

Homework will normally be given for completion on Monday, Tuesday, Wednesday and Thursday evenings. In the early stages of the infant department this will normally consist of some reading. As the child progresses through primary school a component of written work will be added to reading homework.

Homework may be written language work (including preparation for talking activities), learning spellings, number facts, arithmetic calculations or a combination of these. Homework over a term would normally involve examples of all of these.

Generally any homework which is set for an evening should not require more than 30 minutes work by the child. If parents find their child is experiencing difficulties in achieving his or her homework within this time period then please contact the class teacher. In the upper primary school, and in keeping with the aim of giving pupils greater self discipline and responsibility for the learning, children may be asked to complete a larger task over a number of days especially in Environmental Studies. This is particularly the case with reading where they may be asked to read a section of a novel over a few nights. It is the pupil's own choice whether this work should be completed at one sitting or tackled over a number of evenings.

Homework (especially in Environmental Studies) at the upper end of the school may sometimes require access to specialist resources such as a dictionary, thesaurus, an atlas, reference books access to the internet, newspapers, television, radio and library. If a child has no access to these resources, parents should discuss this with the class teacher.

In P3 each child receives Maths homework on Monday. This must be handed in on Friday.

There has previously been a tradition that parents or guardians of Crossroads pupils sign their child's reading homework. It would be appreciated if this practice continued to make clear to the child that the aims of the school are supported by the parent. Parents could support the policy of the school in respect of the following items:

- 1 See that homework is appropriately dated.
- 2 Check that an acceptable standard of layout and neatness has been achieved by the child. Simple measures such as ensuring that a well sharpened HB pencil is being used and that a rubber is employed can help greatly in this area.
- 3 Check that the standard of work being submitted appears acceptable given the child's ability. **Do not be tempted to do your child's homework for him/her.** It is important that the teacher sees where your child is making mistakes.

If a child forgets to do their homework repeatedly then they will complete this piece of work the following day. If failure to complete homework is persistent then the child's parents will be consulted to see if any problem exists.

The school views homework as an important, useful and valuable part of the curriculum. Homework is a good indicator of a child's commitment to school work and any informal assessment of a child may well consider performance and effort in relation to homework. Children who produce homework of a good quality may have this recognised in teacher comments and the reward system used in that classroom.

A positive attitude is one of the most important elements of any homework task. Your child should not feel that homework is stressful.

CROSSROADS PRIMARY SCHOOL

ANTI - BULLYING POLICY



Bullying is

We understand that bullying is any deliberate action which is intended to hurt, frighten or threaten anyone else.

Whilst bullying takes many forms the following list recognises some of the “bullying type” behaviour which can be most easily recognised:

- Following someone, or giving menacing stares.
- Saying hurtful things about someone else’s parents - most commonly the mother.
- Name calling.
- Swearing, bearing malice or getting even.
- Rubbishing someone else’s work.
- Destroying or damaging someone else’s property or work.
- Stealing - valued possessions, tuck, packed lunch etc.
- Threatening someone, intimidation, extortion.
- Physical violence.
- Mental cruelty.
- Ganging up on people.
- Taking friends away.

AIMS:

To provide a safe, secure and happy environment for pupils within the school.

To encourage positive moral values through assemblies and class discussions.

To develop tolerance of others with differing views and background.

To encourage a responsible and caring attitude at school and in the community.

To encourage and foster active parental support in achieving these aims.

To provide support for both victim and bully.

RAISING PUPIL AWARENESS

The school policy is to raise pupil awareness about bullying. This should be done through:

- Whole school assemblies.
- Pupil questionnaires.
- Direct discussions.
- Establishing class rules - children should be involved.
- Reinforcing school rules.
- Role playing
- Discussion of issues raised in broadcasts, newspapers etc.

PRACTICAL ADVICE TO SHARE WITH PUPILS

1. If you are bullied in school tell your teacher, parent or another adult. If you are bullied outside school tell your parents.
2. Pretend you are confident even if you are scared. Keep walking away and ignore them. They will get bored eventually.
3. Do not stop if they confront you. Keep on walking.
4. Stay in a crowd. Bullies usually pick on children on their own.
5. Laugh at or ignore comment or teasing. Remember these people are ignorant. They want your scared reaction, and humour or silence might throw them off. You have to keep it up for a while until they get bored.
6. You can tell them to “Get lost” or something to that effect. But you must say it angrily and walk away immediately.

RAISING PARENT AWARENESS

The school policy is to raise awareness of bullying as an issue by:

- ◇ issue all parents with a copy of the policy.
- ◇ keeping parents informed of policy developments.

PRACTICAL ADVICE TO GIVE TO PARENTS

Early intervention is the key to dealing with any behaviour problem such as bullying. There is no magic formulae to the “Super Parenting” approach to aggressive behaviour. Any advice followed should be applied consistently.

- * Teach responsibility for self and others.
- * Teach respect for self and others.
- * Provide clear, consistent standards of behaviour.
- * Maintain a predictable, regular routine for everyday life.
- * Channel all show of aggression by distraction and early intervention.
- * Avoid exposure to violence on TV, video / computer games, videos etc.

RAISING TEACHER AWARENESS

Signs which may indicate bullying. The child may:

- Be unwilling to come to school and make continual excuses to avoid going.
- Begin doing poorly in their school work.
- Become withdrawn.
- Start stammering.
- Start acting out by hitting other children.
- Develop stomach aches or headaches.
- Regularly have clothes, books or school work torn or destroyed.
- Stop eating or becoming excessively clean (through being called “fatty” or “dirty” or something similar).

Any signs reported by parents should also be taken very seriously eg:

- Bed wetting.
- Asking to be taken to and from school when this hadn't previously been the case.
- Coming home from school starving (because tuck, lunch money etc: has been stolen).
- Crying themselves to sleep.
- Having nightmares.
- Having unexplained bruises / cuts.
- Continually losing pocket money etc.

Take each incident very seriously and investigate immediately. Discuss the issues with your class and include opportunities for this discussion in your P.S.D times. Minimise the opportunities for bullying to occur by making sure you leave the staff room promptly when bells ring. Try not to leave your class unsupervised. Be aware of what is happening in the cloakroom. Be alert to any change of attitude in pupils. Try to recognise potential victims and work to raise self esteem and confidence. Report any continuing incident of bullying to the Head Teacher immediately.

ADVICE FOR SUPERVISORY AND AUXILIARY STAFF

It is vital that this approach to bullying be consistently applied throughout the school by all staff including ancillary and auxiliary staff.

- ◆ Any incident must be reported to a member of the teaching staff immediately. Persistent bullying must be reported to the Head Teacher.
- ◆ Never ignore any aggressive or bullying behaviour.
- ◆ When dealing with an act of aggression or bullying it is better to remove the victim from the scene as soon as possible. This resolves the immediate problem without an escalation of violence.
- ◆ Tell the bully that he or she will be dealt with later. Don't be specific. This gives the bully time to reflect on what he or she has done wrong.
- ◆ there is no point in being verbally aggressive towards a bully. Aggression breeds aggression.

ACTION

Log serious incidents.

A group of 6-8 pupils including bullies will be told about persistent bullying against a particular victim with his / her permission. The victims feelings will be made known to the group and the group asked to suggest ways in which they can help the victim to feel happier at school.

Blame will not be directed at particular children. Instead the group as a whole will be asked to help the victim feel comfortable in and around the school environment.

PERSISTENT BULLYING

Any incidents of persistent bullying must be reported to the Head Teacher immediately. Once reported the following action will be taken:

- The bully and the victim will be asked to record their accounts of the incident in writing and to sign the account. Such written accounts will be discussed with parents should there be any recurrence of the bullying behaviour.
- An appropriate punishment will be given to the bully. An apology will be sought for the victim.
- Persistent bullying by any pupil will result in the parents of the bully being invited into school to discuss the problems. They will be shown the written accounts of the bullying incidents and will be informed that should the bullying continue it may result in the child being excluded from school.
- Appropriate advice will be given to the victim in order to minimise or to discourage the possibility of future bullying. Pupils who seem to be repeated victims of bullying will be given help to raise their self esteem.
- Auxiliaries will be alerted to the problem so that they can be extra vigilant and supportive.
- Friends and classmates should be encouraged to disapprove of any bullying behaviour. The bully should see that their behaviour sets them apart from their peers. The children should be encouraged to see "telling" as positive behaviour and their positive contribution to stamping out bullying.

MAINTAINING OUR ANTI - BULLYING PROFILE

- * Each school session bullying will receive attention at whole school assemblies.
- * Each session teachers should include bullying in their P.S.D. programme.
- * Staff will use any bullying incidents to highlight disapproval of inappropriate behaviour.

MONITORING THIS POLICY

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

- * Questionnaires to pupils.
- * Recording incidents of bullying and noting their frequency.
- * Feedback from staff, pupils, parents.

FURTHER REFERENCE

Childline Scotland's Bullying Line
0800 44 11 11 (free)

Childline
0800 11 11 (free)
Freepost 1111, Glasgow G1 1BR
www.childline.org.uk

LGBT Youth Scotland
0845 113 0005
John Cotton Centre, 10 Sunnyside,
Edinburgh. EH7 5RA
WWW.lgbtyouth.org.uk

Newsround
www.news.bbc.co.uk/cbbcnews

Kidscape
www.kidscape.org.uk

Enable
Scottish Learning Disability Charity
0141 226 4541
6th floor, 7 Buchanan St, Glasgow G1 3HJ
www.enable.org.uk

Young Scot
info@youngscot.org – e mail
www.youngscot.org

Commission for Racial Equality
www.cre.gov.uk/scotland

Scottish Child Law Centre (for under 18s)
0800 328 8970 (free)

Enquire
Info for people with additional support needs.
0845 123 2303
info@enquire.org.uk e mail
www.enquire.org.uk

Parentzone
www.parentzonescotland.gov.uk

respectme (Scotland's antibullying service)
0844 800 8600
e mail enquire@respectme.org.uk
text **respect** plus message to 60066
bullying line 0800 44 11 11
www.respectme.org.uk



Crossroads Primary School

Policy for General Responsibilities in the Absence of the Head Teacher

At Crossroads Primary School we aim to provide a safe and welcoming environment for all pupils, staff and visitors. The Head teacher takes a pivotal and central role in school and in her absence, it must be ensured that general duties undertaken or directed by her are continued for the health, safety and wellbeing of all. At the same time, it is recognised that there is a need not to impinge on any employee's rights and working time agreements.

Rural School's Cluster Arrangements

During school session 2006 / 2007 Crossroads School became clustered with Bower School. Each school now has 2 class teachers and share a head teacher. The head teacher has arranged her time at Crossroads School to alternate with clerical assistant's days to ensure cover on the reception of the school. This means that the head teacher days are Monday, Thursday and Wednesday afternoon. On occasions this will need to be rearranged to accommodate some activities taking place in either school. This session we have a full time and a half time additional support needs auxiliary.

Arrangements in the Absence of the Head Teacher

- **Notification of Parents**

In the event of a head teacher absence of 1 week or more, parents will be notified by letter.

Responsibility – clerical assistant.

- **Phone calls**

If it is a day when the head teacher should have been at Crossroads, staff have agreed to man the phone to take **urgent** phone calls **between 9 to 9.30am and 2.30 to 3pm**. While staff are committed to the school, we cannot always guarantee that there will be someone on the premises after 3 O'clock. Sometimes, staff have appointments or meetings to attend directly after school.

Bower School can be phoned on 01955 641225, where the clerical assistant will take a message to either pass on that day if urgent or take to Crossroads the following day.

In an absolute emergency if Crossroads School cannot be contacted either at the stated times or via the clerical assistant at Bower School, **Castletown School can be phoned on 01847 821256**. The head teacher there will endeavour to get a message to Crossroads. In case of an urgent query, parents are free to phone the **area office at Rhind House, Wick on 01955 602362**.

There is an answering machine that parents could leave a non-urgent message on but they should be aware that any message left may not be picked up until the following day when the clerical assistant is on duty.

- ***Locking and Unlocking the School***

Responsibility – Clerical assistant or additional support needs auxiliary. The person locking the school must do a tour of the school to make sure that no one has been left behind.

Class teachers are responsible for closing windows and ensuring all electrical appliances such as computers are switched off.

In the event of both the clerical assistant and the additional support needs auxiliary being absent or unavailable, the head teacher from neighbouring Castletown school has agreed that she can be contacted and either herself or her janitor will lock / unlock the school. In the morning when unlocking, they will remain on the premises until a class teacher arrives.

- ***Decision Making***

If a decision needs to be made, or advice sought from a head teacher, the head teacher from Castletown School has agreed to take responsibility or give recommendations.

The Area Manager for Education, Culture and Sport is available if needed.

- ***School Times***

Almost all pupils are transported to and from school by Harrold's bus. The bus arrives at school between 8:50 and 8:55 am.

Parents are asked that if for any reason a pupil is not travelling by bus, they should not be dropped off before 8:50am.

The additional support needs auxiliary or the clerical assistant will unlock the school by 8:45am and will lock up again at the end of the school day.

Class teachers will be in their classrooms ready to take charge by 9 am.

The cook is normally in school by 8:20am.

The whole school now finishes at the same time of 3pm

- ***Bus Supervision and End of the Day Arrangements***

Class teachers are responsible for escorting pupils onto the bus at the end of the school day.

Each child will have a bus buddy (infant pupils teamed with senior pupils as far as possible) and will sit in the same seat every night and when travelling on the bus in the morning

A bus register will be kept and a roll call taken on the bus by the class teacher.

The bus driver is responsible for ensuring all seat belts are fastened and care of the children then passes over to the driver who will ensure their safe travel to the designated point on their transport form. It should be noted that the driver is only contracted to transport children between their designated pick up point and the school.

Any pupil not travelling on the bus who normally does so must take a written note to school stating who is picking them up. Parents must also notify the bus driver.

Any parents coming to pick up their children are asked to come to the front door of the school to collect them.

- ***Lunch supervision***

This will be the responsibility of the clerical assistant or the additional support needs auxiliary.

Their lunch breaks should be rearranged accordingly. (eg. begin lunch at 11.45am or 1.15pm)

- ***Playground Supervision***

A small school such as Crossroads primary school is not entitled to a designated playground supervisor. We are however, fortunate in that at the moment we have a full time ASN auxiliary but this may not always be the case. At the moment the ASNA is responsible for playground supervision at the start of the day, break times and lunch time.

- ***In the Event of an Accident***

In the event of a child falling / any mishap in the playground, pupils must be aware that they need to let an adult know. The above measures in this policy will ensure that a responsible adult is always on the premises when pupils are present. This does not mean however that the adult will always be on hand in the playground, e.g. adult may be dealing with cuts & bruises or an emergency inside. If this is the case, the pupil / pupil's buddy / pupil's friend(s) must be confident enough to seek help. Pupils must be assured that there will always be an adult on the premises while they are at school.

Parents can help here by regularly talking to their children about what they should do in circumstances such as this.

Class teachers must do circle time / health studies on keeping safe in this manner. This should be done at least once a term to remind pupils of procedures.

Responsibility – parents, class teachers, pupils.

Updated policy circulated and agreed by all staff - September 2008

Updated policy presented to Parent Forum – September 2008

This policy will be reviewed on an annual basis or when circumstances require.