

CANISBAY PRIMARY SCHOOL BROCHURE

Welcome to Canisbay Primary School.



Dear Parents,

A warm welcome to Canisbay Primary School.

In this brochure we hope to answer some of the questions you might have when your child comes to Canisbay Primary School.

The staff and I hope that, with yourselves, we may develop a partnership taking equal responsibility in giving your child good educational experiences.

Our ultimate aim is for your child to have a very happy secure seven years in Canisbay Primary School.

Yours sincerely,

Mr Graham Bruce
Acting Headteacher

INTRODUCTION

Canisbay Primary School is a rural primary school within Highland Region with a roll of 43 in primaries one to seven and 12 children in the nursery class (as at September 10). The school is situated in the north eastern corner of Caithness in close proximity to famous John O'Groats. There are records of schools in this area for over two hundred years. These early schools were on different sites in John O'Groats, and in the neighbouring communities of Freswick and Brabster. The pupils of all of these communities have been progressively drawn under one roof, and the present school building was opened in September 1974 to replace the old school built in 1864.

There are two class teachers and one nursery coordinator teacher. The structure of the different classes in 2010/2011 is primary 1/2/3, primary 4/5/6/7. In the Canisbay Nursery there were 4, three year old children and 7, four year old children. This organisation of the class groups can sometimes be changed due to the varying school roll and the size of individual year groups.

CATCHMENT AREA

The delineated area of the school extends from the Hill of Harley inland to Lower Gills. Appendix 8

Any parent living outwith the area can make a Placing Request to the Education Authority. Application forms and procedural details are available from the school office.

FACTUAL INFORMATION

Address of Education Department.

Divisional Education Office
Rhind House,
West Banks Avenue,
Wick
KW1 5LZ

Tel. No. 01955 602362

Canisbay Primary School
Canisbay
Caithness
KW1 4YH

Tel. No. 01955 611337
E-mail canisbay.primary@highland.gov.uk

Stages Covered: Nursery to Primary 7

Roll as at September 2010: 43

Acting Head Teacher: Mr Graham Bruce

Details of other members of staff can be found in Appendix 2.

SCHOOL AIMS

We aim to

- Encourage a sense of belonging, pride and responsibility within the school and to have opportunities to make contributions.
- Provide an inclusive learning environment in which all children feel motivated, successful, valued and supported.
- Ensure individual needs are recognised and met and children have their personal achievements celebrated.
- Enable all children to become confident individuals by providing relevant opportunities and responsibilities within the school setting.

- Welcome and encourage partnerships with parents and the wider community to support children's learning.
- Present opportunities to access global citizenship activities to develop an understanding of different beliefs and cultures in Scotland and beyond.
- Promote the health and wellbeing of everyone in the school community.
- Ensure equal opportunities for all and uphold racial equality.
- Value the contribution that all staff make to the school by involving everyone in evaluations and solution finding for future improvements.
- Ensure children have the opportunities to direct their own learning and to engage in self evaluation.
- Develop awareness and a sense of responsibility for environmental issues locally and globally

ENROLLING YOUR CHILD AT CANISBAY SCHOOL

Any parent who wishes to enrol their child in Canisbay School is very welcome to visit us.

Transition arrangements for new P1 entrants, commencing in August are as follows:-

In January enrolment notices will be advertised in the local paper and a date will be given to parents to come along to school and formally enrol their children and meet the Head Teacher. We ensure that all relevant forms are given to parents prior to this enrolment and along with the forms parents must also bring a copy of their child's birth certificate.

The Primary 1 teacher will spend some time in the nursery during the summer term. In June the children will be invited into school for 3 mornings to familiarise themselves with their classroom and surroundings. This will give the new pupils an opportunity to get to know their teacher and their class before they start school in August.

New P1 pupils starting in August will attend half days for 2 weeks.

Any parent wishing to enrol a child during term time should make an appointment to see the Head Teacher. At this meeting arrangements will be made to let the child see round the school and meet the new teachers, etc.

TRANSITION ARRANGEMENTS – SECONDARY EDUCATION

Pupils from Canisbay School are in the catchment area for Wick High School to complete their secondary education. There is close liaison with Wick High School in order to make the transition for our pupils as smooth as possible. A guidance teacher will visit Canisbay School in term 3 or 4 as the first step for transition. Children in primary 7 will also take part in class lessons within the Health and Wellbeing Curricular Area which will focus on transition. In June of each year there are two induction days for primary 7 pupils at Wick High School. On these days they are introduced to various teachers and have an opportunity to meet their new classmates and experience their new timetables. Arrangements can be made for additional visits for pupils with additional needs.

VISITS TO THE SCHOOL

Parents are very welcome to visit the school at anytime. Please make an appointment if you wish to speak to a class teacher or the head teacher. This will ensure that the person you want to speak to is available.

ORGANISATION

School Day

Primary 1, 2 & 3	9.15 a.m. to 2.45 a.m.
Primary 4 – 7	9.15 a.m. to 3.15 a.m.
Lunch Break	12.30 p.m. to 1.15 p.m.
Morning Interval	10.45 a.m. to 11.00 a.m.

Nursery times are given in the nursery information booklet.

SCHOOL TERMS AND HOLIDAYS

The dates for the current session are given in Appendix 3.

IN-SERVICE DATES

Full time teachers and non-teaching staff generally have 5 in-service days throughout the school year. On these occasions the school is closed for pupils. The first in-service day is the first day of the school year in August. The dates for the remaining 4 days are given in Appendix 3.

OTHER DATES

Parents receive a regular newsletter, which details forthcoming events and dates.

SCHOOL CLOTHING

Though we do not have a school uniform as such, in order to develop a feeling of belonging and pride in the school we encourage pupils to wear the school sweatshirt and polo shirt at all times. These sweatshirts, polo shirts and t-shirts are available for purchase through the school office. These items display the school logo. Pupils are expected to wear school sweatshirts for all events and visits outwith the school. Pupils are also encouraged to wear school sweatshirts on a daily basis. School fleeces are also available.

INDOOR SHOES

All children are required to have a pair of suitable indoor shoes for wearing in school. These may be the same shoes for P.E. if appropriate.

Shoes and clothing should all be marked with the pupil's name.

P.E. KIT

For P.E. all children must wear shorts or track suit trousers, and a polo shirt or t-shirt. Soft shoes must also be worn. Please make sure the shoes are in good condition - black gym shoes are ideal, however trainers kept solely for indoor use are also appropriate.

It is vital to have a P.E. kit in school from Monday until Friday as times of lessons may change and activities provided through the Active Schools Programme could be offered on any days. This kit could also be used as spare clothes if needed and then replaced.

A kit bag/shoe bag can be bought from the office for £2 and are available in a variety of colours.

No jewellery is to be worn for P.E. or swimming lessons.

SCHOOL CLOTHING GRANTS

If parents are in receipt of Income Support, Job Seekers Allowance (income based) or Working Families Tax Credit, the Education Authority will consider financial assistance towards the cost of purchasing essential clothing/footwear to enable each child to attend school. Application forms for the school clothing grant are available from the school or the Divisional Education Office.

SCHOOL IMPROVEMENT PLANNING

In order to ensure that we move forward and keep up with educational developments the whole staff is involved in a programme of professional development activities. Along with the 5 in-service days we also have a programme of curriculum development meetings throughout the session. This means that on a planned basis, teachers meet to discuss, plan and develop the curriculum.

We have to consider very carefully how we move forward as there are many areas we could work on and too few hours are available. This is done through a process of planned self evaluation. Improvement priorities also take account of Scottish Executive and Local Authority priorities. As a staff we then agree a School Improvement Plan.

We are also interested in what you think about the work we undertake and from time to time we will send home a questionnaire or survey about an area of our work or about the school. It would help us a lot if you could find time to fill these in and return them to school. We value your views and we will take them into account when we

work on our improvements. Pupil's views are sought through the work of the pupil council and the eco committee and questionnaires to all pupils may also be used. Parents may also be invited to take part in working parties to work on developments.

The School Improvement Plan is presented to and approved by the Quality Improvement Team each year. A full copy of the most recent plan is available in the school for any one who wishes to have one and is also shared with the Parent Council.

A Standards and Quality Report is issued to parents.

CURRICULUM

A Curriculum for Excellence

All schools in Scotland are currently in an ongoing transition phase as we move from the 5-14 Curriculum to the new Curriculum for Excellence. This is a challenging time for schools but it will also lead to a curriculum which will prepare children in the best possible way for their futures. The main focus for change during this year has been Numeracy, Literacy and Health and Wellbeing and is therefore reflected in our improvement plan dated October 2010.

Instead of the current A-F levels, children will work on a curriculum which spans 3-18. The new levels will be:

Early Level	Nursery - P1
First Level	P2-P4
Second Level	P5-P7
Third & Fourth Level	S1-S3

Obviously children will progress through these levels at different rates.

The subject curriculum has also changed slightly. Curricular areas will now be:

Mathematics
Languages
Health and Wellbeing
Sciences
Social Subjects
Religious and Moral Education
Expressive Arts
Technologies

However, it is less the content of the curriculum that will change and more the methods of teaching and encouraging learning.

Parents will be kept fully informed of changes as they take place and will have the opportunity to attend meetings which will give more information about the new curriculum.

The purposes of the curriculum will ultimately be to enable all young people to become:

- successful learners
- confident individuals
- effective contributors
- responsible citizens.

If you would like more information on A Curriculum for Excellence you can visit www.ltscotland.org.uk and follow the links.

We also have copies of the new outcomes and experiences in school if you would like to view these.

LANGUAGES

Throughout education, effective learning and teaching in literacy and English will involve a skilful mix of appropriate approaches including:

- the use of relevant, real-life and enjoyable contexts which build upon children's own experiences
- effective direct and interactive teaching
- a balance of spontaneous play and planned activities
- harnessing the motivational benefits of following children's interests
- collaborative working and independent thinking and learning
- making meaningful links for learners across different curriculum areas
- frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences
- the appropriate and effective use of ICT.

Languages is organised under the following headings:

- listening and talking
- reading
- writing.

This curricular area also incorporates Modern Languages. In the Highland Region this is French and although primary 6 is currently the most common point at which pupils begin to learn a modern language, many children begin earlier.

MATHEMATICS

Children should experience learning and teaching approaches that challenge and stimulate them as well as promote their enjoyment of mathematics. To achieve this, teachers will use a skilful mix of approaches, including:

- planned active learning which provides opportunities to observe, explore, investigate, experiment, play, discuss and reflect
- learning collaboratively and independently
- opportunities for discussion, communication and explanation of thinking
- developing mental agility
- using relevant contexts and experiences, familiar to young people
- making links across the curriculum to show how mathematical concepts are applied in a wide range of contexts
- using technology in appropriate and effective ways
- ensuring that children understand the purpose and relevance of what they are learning
- developing problem-solving capabilities

Mathematics is structured within three main organisers, each of which contains a number of subdivisions:

Number, money and measure

Shape, position and movement

Information handling

HEALTH AND WELL BEING

Learning through health and wellbeing should enable children to:

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

The area is organised under the following headings:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood.

EXPRESSIVE ARTS

Learning within expressive arts should enable children to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills that are specific to expressive arts and also those that are transferable
- develop an appreciation of aesthetic and cultural values, identities and ideas

This curricular area is organised under the following headings:

- art and design
- dance
- drama and music

SCIENCES

Children participating in the sciences will:

- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- recognise the role of creativity and inventiveness in the development of the sciences
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding

The Sciences has been organised under the following headings:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science.

SOCIAL SUBJECTS

Through learning in social studies children will:

- develop their understanding of the history, heritage and culture of Scotland
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise

Social studies has been structured under the following headings:

- people, past events and societies
- people, place and environment
- people in society, economy and business.

TECHNOLOGIES

Learning in the technologies enables children to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:

- develop understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- gain the skills and confidence to embrace and use technologies now and in the future
- become informed consumers and producers
- be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
- experience work-related learning

Technologies has been organised under six headings:

- technological developments in society
- ICT to enhance learning
- business
- computing science
- food and textiles
- craft, design, engineering and graphics.

RELIGIOUS AND MORAL EDUCATION

Learning through religious and moral education enables children and young people to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions, other traditions, and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action

Religious and moral education is structured as follows:

- Christianity
- Other World Religions
- Development of Beliefs and Values

RELIGIOUS OBSERVANCE

This is an expression of Christian worship. It is developed through our assemblies with Mr L Rennie.

Parents reserve the right to withdraw their children from Religious Education and/or Religious Observance after such a request is submitted in writing.

HEALTH EDUCATION – CANISBAY SCHOOL IS A HEALTH PROMOTING SCHOOL

As a health promoting school we understand the importance of working together with our pupils, parents and the wider community. We strive to create an ethos of respect, participation, responsibility and fairness for all. We aim to encourage all pupils and staff members to give of their best and to build on their achievements. We aim to adapt and develop our policies and plans to meet the needs of the school and wider community. As a health promoting school we understand the important effect that improving the health and well being of our pupils and staff will have on raising attainment, fulfilling potential and improving the quality of life.

Canisbay School was awarded a level 4, the highest level, of Health Promoting Status in 2005

ASSESSMENT, RECORDING AND REPORTING

Teachers carry out ongoing assessment to see what children know, understand and are able to do. Assessment is done in a number of ways, e.g.

- observing tasks like practical investigations, performances, presentations and discussions
- learners' assessment of their own work and comparisons with others
- written responses like tests
- evaluation of final products e.g. a piece of artwork, report or a project.

Assessment will take place throughout the school year. If a class teacher has any concerns the school will contact the parent at the earliest opportunity.

There is an opportunity for each child's progress to be discussed twice a year at parents' events. These take place in term 2 and term 4. Parents are informed of pupil progress formally through the pupil report which comes out in May.

Parents should feel free at any time to ask for a parent/teacher interview if they have any concerns over their child's progress.

ADDITIONAL SUPPORT NEEDS

If a class teacher has any concerns over a child's learning the school will contact the parent and together we will decide the way forward for the child. We have an allocated amount of time from a Support for Learning teacher and it may be appropriate for this teacher to give some input for a period of time. It may be that we decide that the class teacher best meets the child's needs with advice from the SfL teacher. If any child is deemed to be particularly able we will consider how this child's needs are best met through a professional discussion with the class teacher and the parents.

The school's policy is to support the education of all pupils regardless of needs, along with their peer group, in the normal classroom situation. Individually targeted work at a level accessible to the child and designed to support learning progress, will normally be provided by the class teacher with the support of any other learning support personnel involved with the child.

It may be that we need to involve other agencies, e.g. Education Psychologist, Speech and Language Therapist, etc. to help us determine the specific nature of a child's need and to help us plan the way ahead. If this is the case parental permission will be sought before we progress.

HOMEWORK

We believe in a partnership between home and school. Part of this partnership is the support that parents give to their children when they are asked to do work at home. Homework has undergone many changes over the last few years and therefore often requires collaborative work or research etc.

OUTDOOR AND EXTRA CURRICULAR ACTIVITIES

Outdoor activities such as netball and football are very much governed by the weather and pupils are more involved in these during the summer months.

We very much rely on the availability of staff and parents to help us run extra-curricular activities and we are very grateful to those who give up their own time to do this. If any parent has a particular skill and feels that

he/she could run a school activity, contact should be made with the head teacher in the first instance. The Active School Co-ordinator also offers short-term after-school clubs.

Arrangements for all trips are made within the policy and guidelines given by Highland Council. Any Off Site Excursion must have the approval of the Head Teacher and parents are required to complete permission forms which will be sent home prior to any excursion. Cycling Proficiency is completed with P6 or P7 pupils by a qualified parent volunteer.

BEHAVIOUR MANAGEMENT

To ensure that we have a school in which both children and staff are happy we have to have an accepted standard and code of behaviour. Encouraging appropriate behaviour is the joint responsibility of parents and school staff.

We have a behaviour management policy, which gives teachers a framework to work within. To enable us to work successfully within that framework, we need to have the support of the home. Children have to see that the teachers and those at home are working together and they agree a common approach to dealing with any behavioural issues.

We have a relaxed and pleasant atmosphere. We always emphasise the positive approach to discipline, that of encouragement, praise and good example, rather than the negative one of punishment and criticism. The teacher uses many incentives but the main aid to discipline in the school is the support of parents. If the child sees that home and school intend to work in partnership there is much more likely to be a positive response to any sanctions we may have to impose.

Our behaviour policy will be made available to all parents and anyone who wishes to discuss any aspect of the policy should contact the head teacher.

BULLYING

It would be unrealistic to say that bullying will not occur at Canisbay School. Bullying can and will occur in every establishment. Any such incidents will be dealt with promptly and reported to the Headteacher.

The important thing is that we have a way of dealing with bullying and that children are aware of what they should do if they feel they are being bullied.

We have a full Anti-Bullying Policy and this is made available to every parent who wishes a copy.

All children and parents are given an anti-bullying leaflet, which highlights the main parts of the policy. This is to help children to remember what to do if they feel they are being bullied.

ATTENDANCE

Although it is generally known that parents are legally responsible for ensuring that their children attend school regularly, the school has a duty to put this on record. Punctuality is important.

Parents whose children are absent due to illness or for other valid reasons must contact the school **as soon as possible and before 9.30a.m.**

School procedures for reporting your child's absence follow Highland Council's Inter Agency Child Protection Guidelines. As such if your child is to be absent for any reason a telephone call must be made to the school informing the staff of the reason for the absence.

Although it is educationally undesirable for parents to withdraw children from school during term times for family holidays, we do realise that for some parents this action is unavoidable. In these cases parents often ask for schoolwork to take away with them. Under local authority guidance it is not school policy to provide work in these circumstances.

HEALTH CARE

The school Health Team, working in partnership with parents and teachers, carries out assessments to ensure the best level of health for all schoolchildren.

Primary 1 (Aged 5 years)

Parents are asked to return a completed Health Questionnaire. The School Nurse/Doctor will pick up on any issues arising from these questionnaires and arrange for interviews for specific parents. Checks on vision, hearing, height and weight are carried out in primary one.

Primary 7 (Aged 11 years) or **S1**

All parents are asked to return a completed health questionnaire, following which height, weight and vision are checked. Opportunity to discuss health problems with the School Nurse is offered.

Children with an identified health need may be seen more frequently.

Dental checks may also be done with some children as part of an annual survey.

THE ORAL HEALTH EDUCATOR

The Oral Health Educator visits the school once a year to educate children in the need for dental hygiene. This may involve disclosing tablets for which permission will be sought.

CHILD ILLNESS /ACCIDENT

If, in the case of illness, a child is considered unfit to remain in school every effort will be made to contact the parents/guardians, failing this, the Emergency Contact. If no one is available the child is kept in school until contact is made. In the case of an accident the school will make contact as above but if necessary call an ambulance in the case of a serious emergency.

All accidents, which are not considered minor, have to be recorded and parents will be informed if their child has had an accident at school.

SPECIFIC MEDICAL CONDITIONS OF CHILD

Information on any conditions/allergies should be given at enrolment. If a child has to have medication administered in school a Health Care Plan will be advised. This will detail when, where and how medication is to be administered along with details of the child's condition.

APPOINTMENTS

Pupils are not allowed out of school during school hours without permission. It is hoped that wherever possible appointments with the family doctor/dentist will be made outwith school hours.

TRANSPORT

Free transport is available to children living within the school's delineated area if they are under eight years of age and live more than two miles walking distance from the school, or are eight years of age and live more than three miles walking distance from the school. However, they may be expected to walk part of the distance to and from the school transport pick up point. Children living closer to the school than the above distances may apply for a concessionary seat on school transport.

Transport starts at Freswick at 8.20a.m.

Forms to apply for transport are available from the school and should be returned to the school.

SCHOOL MEALS

It is the Local Authority's policy to provide meals, and facilities for the consumption of packed lunches in all schools where these are required. School lunches are provided by Highland Catering Services and are well balanced with a good selection of fruit and vegetables being available. School meals are cooked on the premises and are served in the school dining hall where children having packed lunch are also seated.

Menus will be issued to all families in the school.

Free school meals are available to all pupils whose parents receive Income Support or Job Seekers Allowance (Income Based). Application forms can be obtained from the school office or the Education Office, Rhind House, Wick.

INSTRUMENTAL TUITION

Selection for lessons is made when vacancies occur. This normally happens at the primary 4/5 stage. Children are tested by the instructor, who makes the final selection. A contribution towards the cost of lessons is charged

at the current rate. Should your child be selected for instrumental lessons, no charge will be made if you are in receipt of Income Support, Job Seekers Allowance (Income Based) or Working Families Tax Credit.

PARENT COUNCIL

The Scottish Schools (Parental Involvement) Bill received Royal Assent in June 2006. It introduced a new system of Parent Councils to replace School Boards.

Our Parent Council office bearers are:- Chairperson-Mrs Karin Green, Secretary-Mrs Wilma MacGregor and Treasurer-Mrs Heather Manson.

The Parent Council hold a minimum of 4 meetings during the school year to which all parents are welcome to attend.

The Education Department maintains an electoral roll of parents for each school in Highlands.

Highland Council Contact for School Boards / Parent Councils:

Ron MacKenzie

Head of Support Services

Education, Culture & Sport Service

Glenurquhart Road

Inverness

IV3 5NX

Tel: 01463-702805

E-mail: ron.mackenzie@highland.gov.uk

SCHOOL AND COMMUNITY LINKS

Canisbay School is very fortunate in enjoying the strong support and interest of the local community and this is regarded as being of great importance.

We have strong links with the school chaplain and the school supports a range of charities.

CHILD PROTECTION

In terms of its child protection guidelines the Local Authority imposes a duty on schools and all staff to report, by way of laid down referral procedures, any incidents which may give rise to a suspicion that a pupil has been subjected to abuse in any form. This might involve information being passed to other agencies without immediate reference to a pupil's parents or guardians.

EMERGENCY CLOSURES

It is likely that the school will only be closed in extreme conditions. In the event of an emergency closure due to severe weather conditions or heating failure the school will follow Education Authority procedures. If such action is necessary, information will be issued by Moray Firth radio or by letter from the school. Moray Firth Radio will broadcast information on closures **during periods of severe weather**. Parents will also get information on the school's telephone information service.

See Appendix 4 for more detailed information.

All parents will receive updated guidance with Emergency Closure information during Term 1 or 2 each year.

PARTNERSHIP WITH PARENTS

We work hard to ensure that we have a happy and positive atmosphere within the school. Although, due to security issues we have to place certain restrictions on access to school we hope you will still find Canisbay School a welcoming place.

Communication with school is very important. We will send you regular newsletters to keep you in touch with the life of the school. We hope that you will keep in touch with us if there is anything that concerns you about your child.

We appreciate the help of parents in accompanying classes on educational visits and volunteering their services for other events, clubs, etc. In some cases it is necessary for volunteers to be asked to fill in forms so that the Disclosure Scotland check can be done. This is a simple process and normally presents no problem for the school or the parent.

PUPIL COUNCIL

Canisbay has a well established pupil council. This is a group of pupils who meet regularly with the headteacher to discuss the life of the school and how things could be made better for the pupils. This is the vehicle we use to get the views of the pupils on a range of subjects. Each class from primary 4 to primary 7 have at least one representative elected by the other pupils in the school. The representatives have the responsibility of gathering the views of the classes, conducting meetings and sharing the minutes of the meetings with the rest of the children and staff.

ECO COMMITTEE

Canisbay School also has a well established eco committee. This is a group of pupils who meet regularly with a staff member/parent volunteer to discuss various issues relating to eco schools. Each class from P4-7 has at least one representative elected by other pupils in the school. The representatives have the responsibility of gathering the views of the classes, conducting meetings and sharing the minutes of the meetings with the rest of the children and staff.

OTHER PUPIL COMMITTEES

The school also has representatives for house captains, vice captains, playground games and Junior Road Safety Officers. This means that most, if not all, of the senior class children hold a responsible position in school.

CARE COMMISSION

The Care Commission is a regulatory body, which came into effect on 1/4/02. Inspectors from the Care Commission will be making inspections to all nursery classes to inspect against the National Care Standards for Early Education and Childcare up to the age of 16. Parents will be informed by the school when these are happening.

In Canisbay School we endeavour to ensure that the service we provide leads to you and your child enjoying high quality services.

SCHOOL DATA

Current details in **appendix 5**

HIGHLAND DATA

Current details in **appendix 6**

NATIONAL DATA

Current details in **appendix 7**

Graham Bruce
Acting Headteacher
June 2011

The information in this handbook was accurate at time of going to press. The appendices will be updated each session and these will be provided for all parents. The handbook will be given out to the parents of all P1 entrants and to the parents of any pupil who joins the school during the session. It will be available in school for inspection by any other parent and any parent specifically requesting a copy will be provided with one.

Appendix 1

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.

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 9.30am 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 form CP1 to school.

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

Appendix 2

STAFF

TEACHING STAFF

Mrs R. Moodie
(currently on maternity leave)
Mr G Bruce
Miss D Coghill
Miss K. Rosie
Mrs G. Dunnett
Mrs A. MacGregor

Headteacher and teacher of P4/5/6/7
Acting Headteacher and teacher of P4/5/6/7
P1/2/3
P4-7 (temporary cover for management and CCR)
Support for Learning Teacher.
Nursery Co-ordinator Teacher

NURSERY

Mrs D. Green
Mrs V. Davidson

Nursery Assistant
Nursery Auxiliary

VISITING STAFF

Mrs D. Hickey
Mrs. J. Ingleby

Strings Tutor Thursday morning
Oral Health Educator Once a year

OTHER STAFF

Mrs A. Rosie
Mrs S. Rice
Mrs V. Davidson
Mrs L. Norburn
Mrs C. Steven
Mrs J. Riley
Mrs L. Shields

Clerical Assistant
Classroom Assistant/Learning Support Assistant
Classroom Assistant/Playground Supervisor
Learning Support Assistant
Learning Support Assistant
Cleaner
Cook

SCHOOL CHAPLAIN

Mr L Rennie

CANISBAY PRIMARY SCHOOL is an EQUAL OPPORTUNITY SCHOOL

Appendix 3

SCHOOL TERM AND HOLIDAY DATES

HOLIDAY DATES 2010 - 11

Summer Holidays		School opens - 17/8/10
October Holidays	School closes - 8/10/10	School opens - 26/10/10
Christmas Holidays	School closes - 23/12/10	School opens - 10/1/11
Easter Holidays	School closes - 8/4/11	School opens - 26/4/11
Summer Holidays	School closes - 1/7/11	
In-Service days -	Monday 16 th August 2010 Monday 25 th October 2010 Wednesday 16 th , Thursday 17 th and Friday 18 th February 2011 June 2011 – date to be set	

Other holiday dates

February 2011 Long Weekend - Monday 14th & Tuesday 15th
May Day Holiday - Monday 2nd May 11

SCHOOL TERM AND HOLIDAY DATES

HOLIDAY DATES 2011 - 12

Summer Holidays		School opens - 16/8/11
October Holidays	School closes - 7/10/11	School opens - 25/10/11
Christmas Holidays	School closes - 22/12/11	School opens - 09/1/12
Easter Holidays	School closes - 30/03/12	School opens - 17/4/12
Summer Holidays	School closes - 29/6/12	
In-Service days -	Monday 15 th August 2012 Monday 24 th October 2012 Wednesday 15 th , Thursday 16 th and Friday 17 th February 2012	

Other holiday dates

February 2012 Long Weekend - Monday 13th & Tuesday 14th
May Day Holiday - Monday 7th May 2012

Appendix 4

HIGHLAND COUNCIL EDUCATION, CULTURE AND SPORT SERVICE GUIDELINES FOR PARENTS TRAVELLING TO SCHOOL DURING ADVERSE WEATHER

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Education Authority encourages full attendance at school but in severe weather conditions the safety of pupils is much more important. Parents and pupils are often concerned that important examinations may be missed, but this should not over-ride good judgement. Schools normally make alternative arrangements for missed examinations.

The school updates its procedures for adverse weather closure annually, therefore:-

- **parents** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies.
- **the school** will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather.
- **the school** will establish a system of communication with parents and transport operators and ensure that parents are fully informed of the arrangements. This may include an 0870* telephone information service, details of which will be issued separately. The website www.schoolclosures.highlandschools.org.uk will also be updated with information for individual schools.

When weather conditions are poor:-

- **Local radio stations** issue news and weather bulletins on traffic conditions and school closures. Transmissions may not cover all households and may be subject to re-scheduling but should be helpful. Parents are advised to remain “tuned in” to ongoing road weather, or school information updates.

Broadcast times

BBC Radio Highland

6.55 am – 7.00 am

7.50 pm – 8.00 pm

12.55 pm – 1.00 pm

4.55 pm – 5.00 pm

In extreme conditions Radio Highland will interrupt Radio Scotland transmissions, usually on the hour, to carry emergency bulletins. Nevis Radio will carry bulletins at roughly ten minute intervals between 7.00 am and 8.00 am and Lochbroom FM at quarter-hour intervals between 7.15 am and 8.45 am.

Moray Firth Radio

Normally hourly news bulletins and half-hourly summaries will carry local information on weather, roads and conditions affecting schools. In severe conditions normal programmes will be interrupted more frequently to carry emergency bulletins.

Please do not telephone local Radio for advice but listen to appropriate broadcasts.

For pupils using school transport

- Parents should advise their children on how long they should wait at the pick up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal “pick-up” time.
- Parents should note differences between **contract** vehicles and **public service** vehicles. Drivers of **contract** vehicles are advised not to drop off children where there is any doubt that they may not safely reach home or other place of shelter. Drivers of **public service** vehicles must travel their normal routes and cannot make special provision for the individual pupils.
- Where parents are concerned about weather conditions at “drop-off” points, they should contact the school as early as possible.

When weather conditions are poor, parents should arrange to have children met at the “drop-off” point, especially where public service transport is used.

*School Information Service 0870 054 6999

School Pin No 04 1620

Appendix 5

INFORMATION FOR PARENTS 2010 PRIMARY SCHOOLS

School: Canisbay Primary School	Id No.: 270 - 5100224
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Budgeted Running Costs For Financial Year 2010-2011

School Roll at September 2009	51
Total School Running Costs at April 2010 (£)	164,659
Cost per Pupil (£)	3,229

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2009/2010

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	2,604	2,976	**	2,572	**	3,348	3,358	18,206
Percentage Authorised Absences	3.0	7.1	**	3.3	**	4.3	7.3	4.8
Percentage Unauthorised Absences	0.0	0.0	**	0.0	**	0.0	0.1	0.0

Key to Symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

	Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
Absence	13.5	18.4

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.

Key to Symbols: The symbol (##) indicates that the data are not available or comparable with other years.

Appendix 6

INFORMATION FOR PARENTS 2010 PRIMARY SCHOOLS

Education Authority: Highland

Budgeted Running Costs For Financial Year 2010-2011

School Roll at September 2009	16,816
Total School Running Costs at April 2010 (£)	67,408,003
Cost per Pupil (£)	4,009

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2009/2010

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	877,251	837,971	837,953	869,224	894,997	886,799	989,736	6,193,931
Percentage Authorised Absences	5	4.8	4.6	4.3	4.3	4.4	4.3	4.5
Percentage Unauthorised Absences	0.6	0.7	0.6	0.7	0.6	0.7	0.6	0.7

Key to symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

	Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
Absence	17.5	17.7

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.

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.

Appendix 7

INFORMATION FOR PARENTS 2010 PRIMARY SCHOOLS

National Data

Budgeted Running Costs For Financial Year 2010-2011

School Roll at September 2009	367,146
Total School Running Costs at April 2010 (£)	1,478,797,126
Cost per Pupil (£)	4,028

Key to symbols: The symbol ## indicates that the data are not available.

Attendance And Absence For School Year 2009/2010

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendance (Pupil Half Days)	19,136,227	19,091,222	18,545,411	18,823,231	19,175,554	19,573,622	20,175,467	134,520,734
Percentage Authorised Absences	4.3	4.1	3.9	3.8	3.9	4	3.9	4
Percentage Unauthorised Absences	1.1	1.2	1.1	1.1	1.1	1.1	1.1	1.1

Key to symbols:

Asterisks (**) have been inserted instead of figures for some schools and categories:

- Counts and percentages based on data for more than 0 but fewer than 5 pupils, because they could be misleading or lead to the identification of individuals.
- In other cases, it is not possible for the school to have any data for the category, for example, cases where the relevant year group roll figure is zero.

The symbol (##) indicates that the school has recently opened or merged with another school and this information is not available.

Minimising Overall Absence

Key to symbols: The symbol (##) indicates that the data are not available or comparable with other years.