
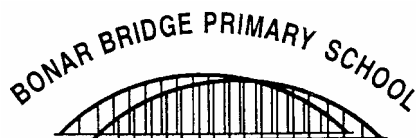


BONAR BRIDGE PRIMARY SCHOOL

BUNSGOIL DROCHAID A' BHANNA

School Handbook
Session 2011-2012





BUNSGOIL DROCHAID A' BHANNA

HIGHLAND COUNCIL - SUTHERLAND

BONAR BRIDGE PRIMARY SCHOOL
BONAR BRIDGE
SUTHERLAND
IV24 3AP

MRS CHRISTINE GORDON
HEAD TEACHER
BONAR BRIDGE & EDDERTON CLUSTER

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Welcome to Bonar Bridge School! Fàilte gu Bunsgoil Drochaid a' Bhanna! This prospectus has been planned to give a comprehensive description of the educational provision at our school and also to provide any information required for the welfare of your child. This brochure contains details on:

- 1 Staff and School Roll / Luchd-obrach agus àireamh cloinne
- 2 The School / An sgoil
- 3 School Hours / Uairean na sgoile
- 4 Dress / Deise sgoile
- 5 Transport / Còmhhdhail
- 6 School Discipline / Modh
- 7 Pupil Care / Cùram cloinne
- 8 School Meals / Biadh na sgoile
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BONAR BRIDGE SCHOOL / BUNSGOIL DROCHAID A' BHANNA

School Aims / Amasan na sgoile

We aim to:

1. Have a happy and attractive school with an atmosphere conducive to creativity and an interest in learning.
2. Maintain a good discipline and a healthy and safe environment for work and play.
3. Provide our pupils with a curriculum
 - a) that has breadth, balance and continuity
 - b) that is appropriate to their individual needs
 - c) that follows the National 5-14 Curricular Guidelines
 - d) that gives them the opportunity to acquire the knowledge and skills required to meet future challenges
4. Focus on the raising of attainment across the curriculum.
5. Encourage in all the children a degree of independence for their learning and a responsibility for their own work and actions.
6. Foster in all the staff an awareness of the need to review their practices and methods to encompass worthwhile educational philosophy.
7. Allow for maximum utilisation of resources by a policy of continual maintenance, accessibility and review.
8. Encourage parents and the wider community to take an interest and become involved in the school and its workings.
9. Foster good liaison with Pre-school groups, Nursery and Secondary schools to ensure a smooth transition for the children, transfer of records and curricular activity.

1. STAFF / LUCHD-OBRACH

Mrs Christine Gordon - Head Teacher	
Ms Darra Wood - P1-P4 Teacher	Room 1
Ms Heather Watson - P5-P7 Teacher	Room 4
Mrs Lesley Hayes - Gaelic Medium Teacher	Room 5
Mrs Crystel Thompson	Nursery Co-ordinator Teacher
Ms Carene Ross	Additional Support for Learning

VISITING TEACHERS / TIDSEARAN CHUSPAIREAN SÒNRAICHTE

Mrs Sheila Gollan	P.E.
Mrs Alison Dunbar	CCR cover

SUPPORT & OTHER STAFF / LUCHD-OBRACH TAIC/EILE

Mrs Carol Macleod	School Secretary
Mrs Dawn Breckenridge	Nursery Assistant English Medium
Miss Wendy Mackay	Nursery Auxiliary English Medium
Mrs Mary Bauld	Nursery Assistant Gaelic Medium
Mrs Mary Forbes	Nursery Auxiliary Gaelic Medium
Mrs Avril Cowie	Classroom Assistant/Playground Supervisor/ LSA
Mrs Alison Lockie	Gaelic Classroom Assistant/ LSA
Mrs Diane Sinclair	Learning Auxiliary Auxiliary
Mr Sandy Wregg	Chanter Instructor
Ms Louise Mackenzie	Strings "
Mrs Eileen Macrae	Speech Therapist Assistant
Mrs Joan Murray]	
Ms Karen Swinden]	School Cleaners
Ms Lisa Crabb	Cook
Mrs Amelia Atkins	Catering Assistant

SCHOOL ROLL / ÀIREAMH CLOINNE

The present roll is:-

	<i>English Medium</i>	<i>Gaelic Medium</i>
Primary	46	10
Nursery	11	5

2. THE SCHOOL / AN SGOIL

The school has three buildings. The Gymnasium is to the north side of the playground. The Nursery and the Canteen are housed in what was the original school, built in 1876. The Primary classes are in the newer building on the south side, which was added in the 1930s. There are four classes, leaving one room free which is used for art and visiting teachers. Our library is situated in the corridor to allow access at all times. The playground is large, with paved and grassed play areas planted with trees and shrubs.

Fund-raising by the PTA and co-operation and input from local businesses have enhanced the appearance and opportunities for play in the grounds. An imposing willow structure, an adventure trail, a playhouse, sandpit, basketball court, bird table, picnic tables and waste bins are the results of this enterprise.

3. SCHOOL HOURS / UAIREAN NA SGOILE

School begins	9.00 a.m.
Morning break	10.45 - 11.00 a.m.
Lunch break	12.30 - 1.15 p.m.
School closes	P1, 2 & 3 - 2.30 p.m. P4/7 - 3.00 p.m.

Pupil Safety - (Morning arrival) Parents should be aware that there is no supervision of pupils prior to 8.50 a.m.

Normally parents will be given advance notice of early closure of the school. However, in the event of bad weather or power cuts, it may be necessary to dismiss pupils without prior warning. It would be most helpful if all parents ensure that their child/children know what to do in such a situation, and you are asked to provide the school with an emergency contact number. A reminder of the Emergency Procedures will be issued each autumn. *See Appendix 1.*

4. DRESS / DEISE SGOILE

There is a school uniform which all pupils are required to wear every day. Navy sweatshirts (girls may also order cardigans) with the school badge and white polo shirts were selected as the dress code by parental vote. School trousers and/or skirts complete the uniform. Sweatshirts are purchased through the school. When last ordered sweatshirts up to 32" cost £8, polo shirts £7.50 and cardigans £8.50. Larger sizes were all £1 more.

Pupils are encouraged to be clean and tidily dressed. A P.E. kit of gym shoes, shorts and T-shirt is required every P.E. day, which will be intimated at the start of each session. Pupils must also have a change of shoes for indoor wear. Painting covers (old shirts or aprons) are requested for art lessons.

5. TRANSPORT / CÒMHDHAIL

Transport to and from school is provided for pupils under eight years of age who live more than two miles from the school, and for those over eight years of age who live more than three miles away. Gaelic pupils from outwith the catchment area are entitled to school transport



6. DISCIPLINE / MODH

School rules are made for the safety of pupils, and discipline exists in the school to ensure that pupils can learn in a conducive atmosphere. Self-discipline and co-operation are encouraged - and also the development of a caring attitude towards others. Where there is a constant problem, parents will be asked to arrange an interview in school with the Head Teacher, with the pupil present.

Basic rules are:-

1. Children must stay within the bounds of the playground at all times during the day.
2. Pupils should enter and leave the school grounds by the small gates only. The wide entrance is for vehicles only.
3. Footwear should be changed when indoors.
4. Valuables should not be brought to school, as we cannot accept responsibility for them.
5. All school property (i.e. buildings, furniture, books and equipment) must be properly cared for.
6. A note must be brought if the child has been absent from school. This is requested by Highland Council to check on unauthorised absence and truancy.
7. Litter should be put into the bins.
8. There will be no swearing. Offenders will be reported to parents.
9. Violence and bullying will not be tolerated. A Policy against bullying has been created by pupils, parents and staff. (See Sections 27 - Multicultural and Anti-Racist Policy and 28 - Anti-bullying Policy.)

7. PUPIL CARE / CÙRAM CLOINNE

Parents should be aware of the need to inform the school of any particular condition (e.g. epilepsy or asthma) which might put the pupil at risk. This information is confidential. Parents can also seek information about notifiable diseases. If the child becomes ill or has an accident at school, parents or the emergency contact will be notified immediately. Regular visits are made by the dentist, nurse and dental educationist.

PARENTS ARE ASKED TO TELEPHONE THE SCHOOL BEFORE 9.30 am IF A CHILD IS ABSENT.

See appendix 2

Child Protection: 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.

More information about Child Protection Procedures within Highland can be obtained from the *Child Protection Development Officer; Ms Pene Rowe. Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN - Telephone (01463) 703421- Fax (01463 713237)*

8. SCHOOL MEALS / BIADH NA SGOILE

Meals prepared on the premises cost pupils **£1.70** a day, **PAYABLE ON MONDAYS**. Application forms for free meals are available from the school. Pupils may bring a packed lunch, but any drink must be in a shatter-proof container. All pupils are supervised at lunchtime in the canteen and the playground

9. TUCK SHOP / BÙTH-BÌDH

A snack is available from the canteen at break time. Toast, fruit, scones or pancakes, milk and fruit juice is all available at prices ranging from 15p - 30p per item.

10. EQUAL OPPORTUNITIES / COTHROMAN CO-IONANNACHD

Access to all subjects is offered to all pupils, regardless of their ability or gender.

11. ARRANGEMENTS FOR MAKING APPOINTMENTS / DÒIGHEAN SON CHOINNEAMHAN A CHUIR AIR DÒIGH

It is important that you visit or contact the school if you have any worries concerning your child. You may telephone any time to make an appointment.

12. TRANSFER TO SECONDARY SCHOOL / GLUASAD DON ÀRD-SGOIL

On completion of seven years of Primary Education (in English Medium), or on reaching 12 years of age, the pupil is transferred to Dornoch Academy (01862 810246). For Gaelic Medium pupils transfer to Tain Royal Academy (01862 892121). Pupils have the opportunity for familiarisation visits before they actually transfer, and Secondary staff visit the pupils in class. There is a close relationship between the Secondary schools and our school, with meetings for discussion and liaison.

Request for transfer to Secondary Schools outwith our catchment area must be made in writing to the Area Manager, Drummuie Offices, Golspie.

13. PARENT COUNCIL / Comhairle nam Pàrant

The Parent Council office-bearers are:

Caroline Cook (Chair)

Carol Macleod (Secretary)

Shona Lockie (Treasurer)

Meetings are held twice a term and any issues you wish raised at them should be passed to either the Chair or the Secretary, who will arrange to have them added to the agenda.

Our parent body for the Gaelic Unit is Comann nam Pàrant. Office-bearers are:

Morag Soszka (Chair) and Jennifer Munro (Secretary)

14. THE ROLE OF THE PARENT / DLEASTANAS A' PHÀRANT

The education of your child is a partnership between your home and the school. You are the most important person in the life of your child and will teach by example. You are encouraged to help with certain school activities and to show interest in and give support to your child at home.

In addition to the formal Parents Contact Appointments, you are welcome to discuss your child at any stage in the school year and opportunities will be created for you to meet informally.

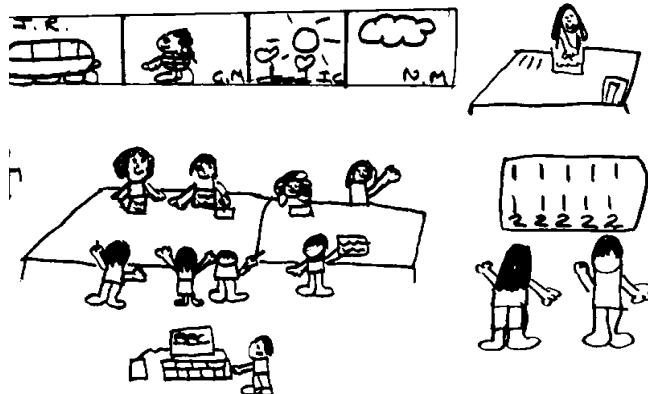
Homework will be issued according to the individual needs of each child at the discretion of the class teacher. It is of great value to the child if the parent sits with him/her and listens to reading and checks that written work is done neatly and carefully. It is also helpful if parents can check that their child has all the necessary equipment for the next school day. This is especially important if the child has to bring a musical instrument for a lesson with a visiting teacher.

15. EARLY STAGES / TRÀTH ÌREAN

Parents can prepare their children for entry into Primary 1 by making them as independent as possible - able to dress themselves and to express their needs. Nursery parents are invited to visit the Infant Room after enrolment for tea and an exchange of information. Parents of the new P1 intake will have the opportunity to see their child in class before the October break.

The Infants operate an Integrated Day, where they have:

- the opportunity to do both individual and group activities of their own choice
- directed activities of the teacher's choosing, which are obligatory
- physical activities, when all the children can be together



16. EDUCATIONAL AIMS / AMASAN FOGHLAIM

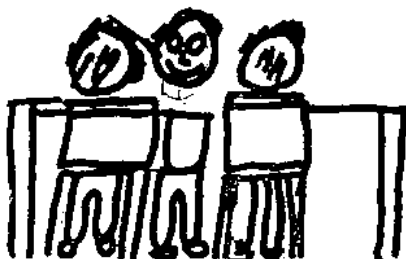
Bonar Bridge School strives to provide an education suited to the child's age, aptitude and ability; to foster a social awareness; to develop self-reliance and qualities of character and initiative that will encourage participation at a meaningful level in a changing society. The development of the "whole" pupil requires a broad and comprehensive curriculum to promote intellectual development as well as qualities of character.

The school is aware of the effect of the informal or hidden curriculum - where the child learns co-operation, honesty, manners, self-control, attitudes etc. This is done through the four capacities of "A Curriculum for Excellence" - Successful Learners, Confident Individuals, Effective Contributors, and Responsible Citizens.

17. LANGUAGE / CÀNAN

In the teaching of Language, we are working towards a balanced curriculum in which all aspects of Language have a proper and integrated place. Reading, writing, listening and talking are all part of Language.

In Reading we develop the basic skills of word recognition and comprehension, foster a love of reading, develop the ability to read for information or to follow instructions and become aware of the purposes of reading. Our school has now joined the Highland Literacy Project and this will hopefully further enhance our pupils' love of reading.



In Writing the necessary skills are taught for the three main areas:

Functional - e.g. recording facts, formal letters, writing instructions

Personal - e.g. diaries, narrative stories, opinions

Imaginative - e.g. poems, plays, dialogues

In Listening we extend the child's span of listening concentration and improve the child's powers of aural discrimination.

In Talking we extend vocabulary and develop fluency and clarity of expression.

We have no set Reading Scheme but endeavour to give the children as wide an experience of books/reading materials as possible through a variety of resources.

Spelling is taught using "Primary Education Spelling" throughout the school

18. MATHEMATICS / MATAMATAIG

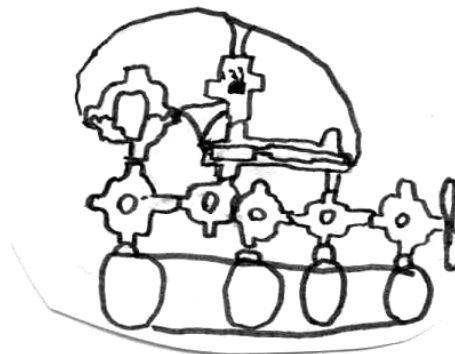
The Heinemann Maths Scheme is used in the school, augmented by teacher-devised material and active learning resources.

The curriculum provides for:

information handling; number, money, calculating;
patterns, sequences & relationships;
measurements, position & movement;
problem-solving & enquiry skills;
properties of 2D and 3D shapes

Mental agility is practised at all levels, using a wide variety of stimulating methods and materials

The children are encouraged to become calculator- and computer-literate and a policy of continuous assessment ensures that they understand the processes they are using.



19. ENVIRONMENTAL STUDIES / EÒLAS ÀRAINNEACHD

The aim of Environmental Studies is to educate the child about himself, his immediate environment and the wider world. Five main areas are encompassed: Social Subjects, Technology, Health Education, Information Technology and Science. We look for a reasonable balance of these during a school session. Much of the work is based on projects or topics that integrate also with Mathematics, Language and the Expressive Arts. In order to ensure progression, the school's programme contains a core element of studies.

20. EXPRESSIVE ARTS / EALAIN

The supreme aims are: to foster self-expression, enjoyment, self-confidence and creativity, so establishing a basis for future participation in leisure activities.

Physical education Pupil skills are developed according to age and ability in the areas of gymnastics, apparatus work, dance, athletics and games. All classes benefit from the visiting P.E. specialist, and the senior class has one block of swimming lessons. Golf lessons are available for senior pupils. Frequent inter-school competitions are attended.

Music and drama

Music and drama are taught on a regular basis by the class teachers. An outreach specialist from Eden Court comes for one term to give additional drama activities.

For pupils showing interest and aptitude, instruction is available in chanter and strings.



21. RELIGIOUS EDUCATION / FOGHLAM CREIDEIMH IS MORALTACHD

Our aims are to help pupils to:

- develop a knowledge and understanding of Christianity and other world religions and to recognise religion as an important part of human experience;
- appreciate moral values such as honesty, liberty, justice, fairness and concern for others;
- investigate and understand the questions and answers that religions can offer about the nature and meaning of life;
- develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation. (*5 - 14 National Guidelines*)

Policy for R.M.E.

STAFF : R.M.E. is undertaken throughout the school by the teaching staff and is supplemented by visits from the school chaplain from The Church of Scotland.

METHOD : R.M.E. is delivered by two approaches. The Whole School Assembly is conducted fortnightly by a rota of class teachers. This follows themes directed by the Head Teacher. Individual classes follow the 5-14 Fife scheme. This is supplemented by T.V. broadcasts and resources relevant to cross-curricular work, designed to extend a child's capacity to grasp and understand the key ideas and targets set.

PARENTS : We appreciate the implications which local, cultural, religious practices may have on the planning of our programme and in our participation in religious festivals. We respect the wishes of parents in allowing children to participate, or not, in our programme.

22. GAELIC MEDIUM EDUCATION /FOGHLAM TRO MHEADHAN NA GÀIDHLIG

The Gaelic Medium class in Bonar Bridge School provides education through the medium of Gaelic for children whose parents wish them to be educated through the language. The whole curriculum is delivered through the medium of Gaelic. In the first two years the children are immersed in the language and the reading and writing of English is phased in from Primary 3 onwards. Children from the Gaelic Medium class are integrated with the children in the English Medium classes as and when appropriate.

Gaelic Medium Education is open to both children from non-Gaelic speaking homes and to children whose native language is Gaelic. Further information can be obtained from the Gaelic Medium teacher.

Pupils are usually expected to commence at Nursery level so that they are exposed to Gaelic as early as possible. This is especially important if neither parent is fluent in the language.

Pupils from outwith the normal catchment area of the school will be accepted for Gaelic Medium education and free travel is provided for these children.

Tha Bunsgoil Drochaid a' Bhanna a' tabhann foghlam tro mheadhan na Gàidhlig do chloinn ma tha pàrantan ag iarraidh Gàidhlig mar mheadhan teagaisg airson gach cuspair. Tha an curraicealam air fad air a lìbhrigeadh tro mheadhan na Gàidhlig. Anns a' chiad dà bhliadhna tha a' chlann gam bogadh sa chànan agus an dèidh sin tha iad a' tòiseachadh air sgrìobhadh agus leughadh anns a' Bheurla cuideachd. Tha a' chlann ann am Foghlam tro Mheadhan na Gàidhlig nan làn phàirt dhen sgoil agus bidh iad fhèin agus a' chlann ann am Foghlam tro Mheadhan na Beurla a' tighinn còmhla ma/nuair a bhios sin iomchaidh.

Tha an clas Gàidhlig fosgailte do chloinn ged nach biodh Gàidhlig aca fhèin no san dachaigh cho math ri clann le Gàidhlig mar chiad chànan. Gheibhear tuilleadh fiosrachaidh bhon tidsear Gàidhlig.

Ann am Foghlam tro Mheadhan na Gàidhlig gabhar clann a tha a' fuireach taobh a-muigh na sgìre àbhaisteach às am bi clann a' tighinn. Tha a' Chomhairle a' pàigheadh cosgaisean siubhail.

23. RECORD KEEPING AND ASSESSMENT / CUMAIL CHLÀRAN AGUS MEASADH

Assessment shows if the child is ready for the next stage of work, if there are any gaps in knowledge, and if the teaching method has been successful.

We operate a policy of continuous assessment, where the child's progress is constantly monitored and recorded.

Individual profiles are maintained by each teacher - noting achievements or problems - both in curricular and in social areas. Added to this will be samples of a pupil's work. A written Progress Report will be issued once in the session, in May, and parents will be invited to discuss this and their child's records of work.

As we are entering a new structure in Scottish education ~ A Curriculum for Excellence ~ National testing through 5~14 will be being phased out and new systems will be put in place. We will keep parents informed of proposed changes through our Parent Council, parent meetings and newsletters.

24. LEARNING SUPPORT / TAIC IONNSACHAIDH

Learning support applies to all areas of the curriculum and to all pupils in the school.

Ms Ross will work with teachers in a consultative and supportive role and may help individual pupils or groups either in their own classes or in a quiet area. The job is designed to meet the needs of our pupils, all of whom, at one time or another, may find some aspect of class work difficult or worrying.

Senior pupils may be given extension work in all subjects to stimulate further excellence.

25. THE GIFTED CHILD / AN LEANABH TÀLANTACH

Children who are identified as being gifted will be taught within their own classes, supported by Ms Ross (Learning Support), who will match their work to their capabilities - and beyond.

26. EXTRA-CURRICULAR ACTIVITIES / CUR-SEACHADAN AS DÈIDH NA SGOILE

The school offers a variety of after-school clubs run voluntarily by parents and friends of the school. All pupils are welcome to attend. These include a football club and a Gaelic club at present. There is a programme of inter-school competitions which we support where possible. This includes golf, badminton, athletics, dance, basketball, football, orienteering, cross-country, swimming and benchball.

27. TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS / A' GLUASAD FIOSRACHADH FHOGHLAIM MU SGOILEARAN

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>.

28, MULTICULTURAL AND ANTI-RACIST POLICY / POILEASaidh IOMA-CHULTAIR IS AN AGHAIDH GRÀIN-CHINNIDH

Position Statement

Bonar Bridge Primary School is opposed to all forms of prejudice and discrimination.

We attempt to provide equality of opportunity through our ethos and working practices.

We hope to promote understanding and respect for other people's cultural identity and beliefs.

The school aligns itself with the Education Service's "Anti-racist and Multi-cultural Guidelines for Primary and Nursery Schools". In the event of a racist incident arising, the perpetrator will be interviewed by the Head Teacher with the Class Teacher present. A record will be kept of the details. If the school decides it is necessary to contact parents, this will be done by letter requesting an interview. Our policy against bullying and discipline policy will come into force. Follow-up actions will also be recorded.

School Organisation and Management

The Head Teacher recognises the value of the statements in the Highland Council Guidelines and will strive to implement them as follows -

- 1 Through general organisation and day-to-day work of the school.
- 2 By ensuring all staff, visitors and outside agencies are familiar with this document.
- 3 Other school policies will take account of this dimension.
- 4 A broad and balanced curriculum which is appropriately differentiated will be delivered. This will take account of ethnic and cultural differences. Teachers' forward plans should reflect this.
- 5 The curriculum should deal directly with these issues. The Head Teacher will include this when planning for RME, Drama, Assemblies, PSD and 5-14 Language.
- 6 The dress codes of people from different cultural backgrounds should be respected.
- 7 The rich variety of cultures which now comprises the Scottish community should be fairly represented in visual displays.
- 8 Existing resources will be under review and new materials selected to reinforce the positive aspects of multicultural and anti-racist education.
- 9 Teachers encountering materials which contain negative images of culture and race should refer to the Head Teacher. Such material may be discarded or used as a positive resource after discussion.
- 10 Teachers should strive to be a positive role model.

Monitoring and review

The Head Teacher will be looking for evidence of multicultural and anti-racist issues in forward planning, during class visits, children's work and curriculum review.

A formal review will take place along the lines suggested in "How Good is Our School".

29. ANTI-BULLYING POLICY / POILEASAI DH AN AGHAIDH BURRAIDHEACHD

Rationale

Bullying at school can have a profound effect on children's lives and can have a lasting effect on them into adulthood. It can undermine their self-esteem and self-confidence and often result in them becoming bullies themselves. The policy on Anti-Bullying has been drawn up within the school's ethos of promoting positive behaviour.

Aims:

- ◆ To create within our school community, an atmosphere/ethos of trust, which values, respects and protects the rights of each of its members to be within a safe and secure environment.
- ◆ To develop within the ethos and curriculum of our school attitudes, skills and activities which will prevent all aspects of bullying.
- ◆ To foster trust among members of the school community so that bullying incidents can be reported, discussed and dealt with appropriately.
- ◆ To encourage and foster active parental support in achieving those aims.
- ◆ To follow the guidance laid down in the 'Anti-bullying and Anti-Racist Procedures' policy.

The School community includes: pupils, all teaching staff, auxiliary staff, kitchen staff, school board, school nurse, school police liaison officer and other visitors to the school.

What is Bullying?

Bullying is repeated behaviour which uses power to hurt, frighten or cause unhappiness to another.

This behaviour includes:

- ◆ Name calling
- ◆ Hitting, kicking, punching
- ◆ Damaging or stealing property
- ◆ 'Ganging up' on people
- ◆ Teasing about personal or physical differences
- ◆ Teasing about family/domestic/cultural situations
- ◆ Threatening
- ◆ Shouting, swearing, verbal abuse
- ◆ Extortion
- ◆ Malicious gossip
- ◆ Forcing someone to do something they do not wish to do
- ◆ Isolating someone
- ◆ Sending offensive/threatening texts or e-mails

What can we do about it and how can we achieve our aims?

The underpinning values held at our school are found in our Personal & Social Development Policy and Promoting Positive Behaviour Policy and are set within our whole school aims. This aims to develop self esteem, self respect, self control, caring and respect for others. We also discuss many of these values in other curricular areas like Health, Citizenship and Religious and Moral Education. We study bullying within our Health Programme and Personal and Social Development programme but it is discussed termly within each class and features in our whole school assemblies.

As part of our strategy for promoting positive behaviour, we look at attitudes, skills and activities which will prevent bullying:

- We value and listen to children's contributions
- We help the children learn and practise the skills required to build good relationships with other children and adults within the school and the wider community.

Raising Pupil Awareness:

Activities through which this can be developed:

- ◆ playing games
- ◆ role play/simulations
- ◆ stories, poems, media
- ◆ poster campaigns
- ◆ play situations
- ◆ writing
- ◆ behaviour problem solving scenarios
- ◆ Circle Time
- ◆ Pupil Council meetings
- ◆ participating in drawing up agreed whole school rules
- ◆ whole school assemblies
- ◆ 'buddying'
- ◆ Citizenship activities
- ◆ peer mediation

The children share experiences, think of other people's feelings, share opinions, explore difficult feelings, put themselves in other people's shoes, develop self respect, assertiveness, co-operation and independence/interdependence.

Where does bullying occur?

Most bullying occurs on the way to and from school and in the Playpark in the village.

Practical Advice to Share with Pupils:

- 1) If you are bullied **tell** a member of staff.
- 2) **Try to ignore** silly comments or teasing - don't say anything back - try and walk away.
- 3) Tell people who are bullying you to 'buzz off', shout 'NO!' or 'GO AWAY'. You must say it loudly and walk away immediately. Practise this in the mirror.
- 4) Stay with friends when playing - you are more likely to be bullied if you are on your own.

A separate sheet for pupils is attached to this policy. (**Appendix 1**) This explains to the children what to do if they are bullied and contains a simpler version of bullying definitions.

Practical Advice for Parents:

- 1) Encourage your child to talk about what has been going on in school, and talk through any minor incidents calmly to ascertain what has happened.
- 2) Inform the school immediately if you feel there may be a bullying problem.
- 3) Encourage your child to tell a teacher or the playground supervisors if they or any of their friends are experiencing difficulty in or out of school.
- 4) Watch out for signs of stress in your child - headaches, sore stomachs, reluctance to come to school - they can be indications that all is not well.
- 5) Investigate if toys/ money starts to go missing.
- 6) Take an active interest in friendships and out -of-school activities.
- 7) Supervise situations where bullying may occur, e.g. walking to and from school.
- 8) Avoid unsupervised exposure to violence on television / videos / computer games. Spend some time discussing the different forms of violence - reality versus fantasy.

Raising Teacher Awareness:

Signs which may indicate bullying:

The child may:

- ◆ Be unwilling to come to school
- ◆ Begin to do poorly in school work
- ◆ Become withdrawn
- ◆ Start acting out of character, by for example hitting other children
- ◆ Develop stomach aches or headaches
- ◆ Want to stay in at break-times
- ◆ Have a cut or bruise after playtimes

Advice for Supervisory and Auxiliary Staff:

- ◆ Be aware of isolated children, and try to involve them in a sympathetic group.
- ◆ Keep a watchful eye on 'rough and tumble', to ensure that **everyone** is enjoying it!
- ◆ Check side and back of school regularly
- ◆ Never ignore 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.
- ◆ Incidents causing concern **must** be reported to a member of the teaching staff. Persistent bullying **must** be reported to the Head Teacher.
- ◆ Try to help children talk through minor incidents - listen to both sides **calmly**.

How Do We Deal With Bullying?

The Highland Council policy 'Anti-Bullying and Anti-Racist Procedures' clearly lays out the responsibilities and procedures for investigating and dealing with an incident, disciplinary and support procedures and how to record incidents.

We follow these procedures when investigating an allegation of bullying in order to ensure consistency across the school.

All incidents are investigated, recorded, discussed and hopefully resolved, and the children involved supported. We try wherever possible to work in partnership with parents/carers to resolve incidents.

We **investigate** the incident to find out what has happened, we listen to the victim, the bully, and any witnesses and **record** the incident, and action taken, within the school.

We **deal** with the incident if the investigation shows a need for disciplinary action to be taken and **record** the incident on Highland Council Record of Bullying and Racist Incidents form which is forwarded to the Performance Management Unit in Dingwall. (Children are not named on this form - it is for statistical purposes only.)

We **support** the victim and work with all concerned to **resolve** the incident.

If a child becomes a persistent bully, we may seek support/advice from outside agencies. e.g. Educational Psychologist.

Nursery Class

The nursery pupils have talks and workshops from the 'Safe, Strong and Free' project, and parents have preliminary meetings to see what the course consists of. Aspects of bullying are discussed during these meetings/workshops.

Monitoring and Review

We will monitor and review our policy according to procedures in the school Quality Assurance, Monitoring and Review policy. The school will also monitor the incidents to see patterns of bullying and effects on pupil attainment and progress. We will periodically issue questionnaires on bullying to pupils and parents to receive feedback on our procedures and policy. The policy has been drawn up in consultation with stakeholders- pupils, parents and staff. Parents will be consulted on any changes to the policy.

Pupils:

What to do if You are Being Bullied:

- 1) If you are being bullied **tell** your teacher, playground staff, parent or friend. If you are bullied outside school **tell** your parents.
- 2) Try to ignore silly comments or teasing - don't say anything back - try to walk away.
- 3) Tell people who are bullying you to 'buzz off', shout 'NO!' or 'GO AWAY'. You must say it **loudly and walk away immediately**. Practise this in the mirror.
- 4) Stay with friends when playing - you are more likely to be bullied if you are on your own.

What is Bullying?

Bullying is:

- ◆ following someone around all the time
- ◆ name calling
- ◆ hitting, kicking, punching
- ◆ telling someone they are useless at something.
- ◆ taking things without asking
- ◆ 'ganging up' on people
- ◆ saying you'll do something to someone if they don't do what you want
- ◆ ignoring people or deliberately turning away from someone
- ◆ trying to take peoples' things away from them, e.g. toys, money, sweets
- ◆ saying hurtful things about how someone looks, dresses or speaks
- ◆ saying hurtful things about someone's family
- ◆ making up/or spreading stories about someone
- ◆ picking on someone because they have different interests or beliefs from you.

Bullying is when someone does any of these things to another person more than once.

30. POLICIES / POILEASÁIDHEAN

The following policies are available in the school for inspection:

Child and Welfare

Administration of Medicines
Anti- Bullying
Anti-Bullying and Anti-Racist Procedural Policy
Anti-racist and Multi-Cultural Policy
Child Protection
Drugs Incident Policy
Emergency Evacuation of School
Equal Opportunities
Health and Safety
Looked After Children
Promoting Positive Behaviour
Road Safety
Safe Food Handling

Learning & Teaching

Assessment, Record Keeping and Reporting
Continuing Professional Development and Review
Early Intervention Policy
English as an Additional Language
Guidance for relief staff
Induction for new staff
Learning and Teaching
Presentation of Work
Probationer Teacher Policy
Quality Assurance, Monitoring and Review
Support for Learning
Teachers' Forward Planning

Curricular

English Language
Listening & Talking
Reading
Writing
Environmental Studies for Small Schools
Environmental Studies Policy
Expressive Arts
Health Promoting
I.C.T. Policy
Internet Access
Mathematics
Modern Language - French
Personal and Social Development
Religious and Moral Education
Science
Social Subjects
Technology

Communication with Parents

Closure of schools due to bad weather
Homework
Partnership with Parents
Pupil Induction
Reporting to Parents



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

Dear Parent/Carer

CHILD PROTECTION - ATTENDANCE AT SCHOOL

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

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

THREE DAY RULE FOR UNEXPLAINED ABSENCE OF PUPILS

DAY 1: First day of unexplained absence of pupil

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

DAY 2: Second day of unexplained absence of pupil

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

DAY 3: Third day of unexplained absence of pupil

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

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

Steps for Parents

- ✚ Keep the school up to date with your telephone number, including mobile phone if you have one, and other details for emergency contacts.
- ✚ Be responsible for the safety and well-being of your child/children whilst they are not in school.
- ✚ Inform the school or pre-school of any prearranged absence, e.g. attendance at a hospital appointment or other unavoidable event, prior to the absence taking place.

- ✚ Inform the school or pre-school of your child's absence by 9.15am on the morning of the first day of absence. For afternoon sessions, inform the school no later than half an hour into the afternoon session.
- ✚ Respond promptly to contacts from the school.
- ✚ Provide written confirmation of absence as soon as possible.

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

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

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

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

Yours sincerely

Hugh Fraser
Director of Education, Culture and Sport

✂ _____

I/We agree to implement the Steps for Parents outlined in the Child Protection - Attendance at School Letter and enclose up to date contact telephone numbers and email addresses

Name:

Name of Pupil(s)

Address

Date

Signature

31. SCHOOL TERM / TEIRM-SGOILE

Term dates and holidays for the 2011-2012 session are listed below:

Open

Tuesday 16 August
Monday 24 October
Monday 9 January
Tuesday 17 April

Close

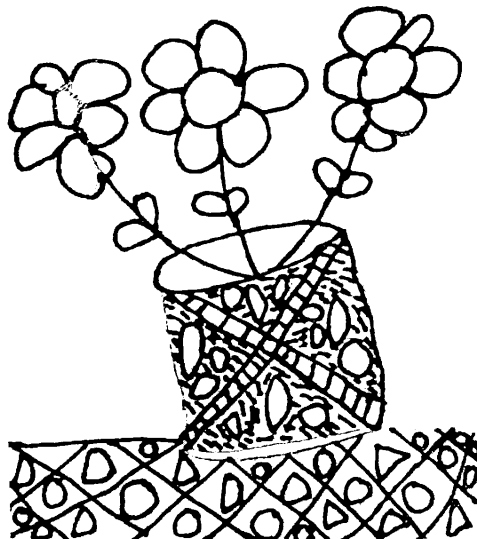
Friday 7 October
Thursday 22 December
Friday 30 March
Friday 29 June

Mid-term break in February - 2 days, Monday 13th and Tuesday 14th Feb

May Day Holiday - Monday 7 May 2012

Staff Inservice Training Days:

Monday 15th Aug, Monday 24th Oct, Wed, Thur and Frid 15th, 16th and 17th Feb



32. EMERGENCY PLANNING - MAJOR INCIDENTS IN SCHOOLS / PLANAICHEAN ÈGINN -
TACHARTASAN SAN SGOIL

This statement links with Admin Circular 8/1997

- 1 Fire procedures are known and understood by pupils and staff
- 2 The School and Nurseries participate in fire drills at least once per term. A record is kept in the Fire Register and Log Book.
3. In the event of the Nursery entrance being blocked, the Nursery will use the kitchen exit. The cook will always leave access open for the telephone. The Nursery mobile phone number is
07708 402494
- 4 The designated member of staff to phone the emergency services is the Head Teacher. In her absence, all staff and secretary will know where to find these numbers located beside the telephones.
- 5 Lists of home addresses, phone numbers and emergency contacts are on the wall beside the telephones.
- 6 Teaching staff will check numbers at assembly points. They will lead pupils to secondary assembly points or transport embarkation points.

Fire - line up in front of school. Go to canteen as first assembly point. This has toilet facilities and a phone with all numbers mentioned above.

Gymnasium is also available. School Fax is **01863 766195**
- 7 The Head Teacher will receive permission from the Police to disperse pupils.
- 8 Press must be referred to the Council Press Officer.
- 9 The A.E.M. has an accurate up-to-date list of names, addresses, telephone numbers and pupil contacts.
- 10 This statement of procedures has been discussed by the Parent Council and entered in the School Brochure.
- 11 In the event of a fire in the Nursery, pupils will evacuate to Room 3 in the main building.
- 12 Small blackboards have been fixed to each classroom door for staff to write their location if elsewhere.
- 13 Windows might be used for escape.
- 14 Roads might have to be closed to prevent parents blocking access/escape.

TELEPHONE INFORMATION SERVICE GUIDANCE FOR PARENTS

All schools have a dial-in service if there is a risk of closure due to adverse weather. This allows parents to listen to a recorded message from the headteacher.

When severe weather warnings are received your school will endeavour to keep the system updated. It is an enhancement to the present service and does **not** replace existing methods of giving out information, such as radio broadcasts, described in the school's Adverse Weather Guidelines. (See below)

How to use the service.

- Dial Highland Council's access number - 0870 054 6999
- Now enter your own school's pin number 04 1550
You have two attempts to enter the pin number and you will be disconnected after a second failed attempt. If this happens, check the number and redial. If you still have a problem check with your school.
- You will now hear the school's name. Ensure that this is correct before going on.
- You will now be taken to the MAIN MENU where you will be given 4 options:

Press 1 to hear your school's message about the adverse weather for example whether or not the school is to close or if transport arrangements have been affected.

Press 4 to enter the pin number for another school within the authority. Parents may have children who attend different schools. This option allows you to move from one school's messaging service to another without having to dial in again.

There is also a website, www.schoolclosures.highlandschools.org.uk. Click on the relevant geographical area for local school information.

Adverse Weather guidelines

In cases of extremely bad weather, this school may have to

- (A) close early **AND/OR**
- (B) remain closed

In the case of (A) :

1. Parents of children transported by school bus will be contacted by telephone or messenger.
2. Parents or Emergency Contacts of all pupils in Nursery and Primaries 1-7 will be telephoned. If no one is there, the child will be sent home with a friend's parent.

In the case of (B) :

Notification of school closure will be broadcast on Moray Firth Radio and a notice posted at the Kyle Bakery. Parents living in outlying areas should contact the school or collect their children early if they become anxious about worsening conditions.

INFORMATION FOR PARENTS 2010 PRIMARY SCHOOLS

School: Bonar Bridge Primary School	Id No.: 270 - 5107725
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Budgeted Running Costs For Financial Year 2010-2011

School Roll at September 2009	60
Total School Running Costs at April 2010 (£)	213,575
Cost per Pupil (£)	3,560

Key to symbols: The symbol ## indicates that the data is 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)	3,046	3,542	2,562	1,924	2,782	4,392	2,680	20,928
Percentage Authorised Absences	6.0	4.0	5.2	2.8	4.7	2.9	6.3	4.5
Percentage Unauthorised Absences	0.0	0.0	0.0	0.0	0.0	0.0	0.0	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	15.6	17.1

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 is not available or comparable with other years.

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.

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

	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	18.3	19.4

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.