



Balnain Primary School Handbook 2009-2010

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INTRODUCTION TO PARENTS



Balnain School
Glen Urquhart
Drumnadrochit
Inverness
IV63 6TJ
Tel: 01456 476262
Fax:01456 476769

Dear Parents

Welcome to Balnain School. Our school is situated in the beautiful rural locality of Glen Urquhart, close to the community of Drumnadrochit. Health promotion and an active lifestyle is a special feature of the school and its extensive playground areas creates a stimulating environment out of doors.

In the classroom we are actively engaged in providing pupils with all the necessary opportunities to develop skills, increase learning and build up confidence for their future years beyond school. In the course of the school day we seek to promote a happy family atmosphere in which everyone feels settled and secure. There is a strong feeling of staff and pupils working together to promote the health and welfare of all pupils.

We encourage regular contact with parents and we have several formal and informal means of letting you know how pupils are progressing. This partnership not only develops strong links between home and school but also reinforces to each pupil that their needs are being taken seriously.

We hope this handbook will fully inform you of what life is like at Balnain School, however, you are welcome at any time to contact the school with any queries or suggestions.

We look forward to many happy years of working with you.

Yours sincerely

Margaret Livingstone
Head Teacher

Catchment area

Balnain School is located in the village of Balnain on the road between Drumnadrochit and Cannich. The catchment areas spread linearly along the glen. It includes the village of Balnain; Kilmartin, Shenval and Corrimony to the west of the school and Rychraggan to the east. There is a school bus service which pupils may use to transport them from these communities to Balnain.

Parents who live outwith these areas have a right to apply for a placing request. If a placing request is sought, it is advisable to visit the school and speak to the Head Teacher prior to the submission. The request has to be made in writing to:

Area Education Manager
Area Education Office
13 Ardross Street
Inverness
IV3 5NS



OS Ordnance Survey
Explorer 431
Glen Urquhart and Strathglass
Drumnadrochit and Muir of Ord
1:25000 scale

School Aims

1. To provide a stimulating and happy environment where all pupils are treated equally and can learn effectively.
2. To encourage all pupils to develop self confidence, self esteem and self-discipline and to foster informed attitudes towards health and fitness.
3. To develop skills within a broad based curriculum as outlined within the 5-14 National Curricular Guidelines. The work given to the child will be appropriate to his/her individual stage of development and reflect the National Priorities.
4. To encourage all pupils to raise their levels of attainment by promoting an ethos of achievement throughout the school.
5. To encourage a caring attitude towards all members of the school community by encouraging a partnership between the home and school and the wider world, through parental support and co-operation, community events and extra-curricular activities.
6. To develop the necessary skills, characteristics and qualities to prepare pupils for the challenges and responsibilities of secondary school and life long learning.
7. To support the development needs of all staff by choosing and providing appropriate staff development opportunities and by engaging in C.P.D.

Aims reviewed August 2005

STAFF

Currently the school roll is 37 pupils. Primary 1-4 is shared between two teachers and the Primary 5-7 class is taught by the Head Teacher and a Management Teacher.

HEAD TEACHER	Mrs Margaret Livingstone	
TEACHING STAFF	Mrs Julie MacLeod 0.6FTE Mrs Mina Johnstone 0.4FTE Mrs Margaret Livingstone Mrs Pat Thornton, Management	P1-4 P1-4 P5-7 P5-7
VISITING TEACHERS	Mrs Susan Mann Miss Laura McConnachie	P1-4 I.C.T. P5-7 P.E.
INSTRUCTORS	Miss Rona MacKay Mr Matthew MacIver Various tutors	Strings Instructor Sports Co-ordinator Youth Music Initiative
ANCILLARY STAFF	Mrs Fiona MacLennan Mrs Karen Price Mrs Pamela Stewart Mrs Hilary Taggart Mr Alan Kane	Clerical Assistant Classroom Assistant Pupil Escort Canteen/Playground Supervisor Infant After-School Supervisor Cleaner Janitor
CANTEEN STAFF	Mrs Phyllis Robertson	Canteen Assistant
VISITING MINISTERS	Rev Hugh Watt Rev John MacKay Hollie Hutcheson	Church of Scotland Free Church of Scotland Episcopal Church
MEDICAL ASSISTANCE	Mrs Mary Finlay	Community Nurse

SCHOOL DAY

PUPILS	OPEN	INTERVAL	LUNCH	CLOSE
Infants	0900	1045 - 1100	1230 - 1315	1430
Seniors	0900	1045 - 1100	1230 - 1315	1500

ENROLMENT

Likewise with all other schools in Highland Council, an enrolment week takes place in February and the dates will be published in the local newspaper. Parents and carers who are seeking to place a child in Balnain School are welcome to visit the school prior to making the enrolment arrangements. The Head Teacher will be available to meet with parents during the school day on Monday and Tuesday of that week or any day after school closes if this is more suitable. The child's birth certificate has to be shown at the time of enrolling. On enrolling, we will be able to give out specific details about meeting the new teachers, viewing the classroom and finding out details about the school routines.

Hopefully new entrants will have attended a nursery school prior to starting Primary 1. Our local nurseries are located in Cannich Bridge Primary School and at the Glen Urquhart Childcare Centre. In June, both infant teachers visit the nurseries to meet the new pupils and to establish if any new pupil will need special help or assistance in school. This makes the transfer as smooth as possible for all concerned. Please note that Primary 1 pupils in this area are attending school for a whole day from the first day of term.

New parents in the catchment area, who have children of school age, are asked to contact the school as soon as possible to arrange a starting date for their children to attend Balnain School.

ORGANISATION OF VISITING STAFF

SUBJECT	DAY	TIME	GROUP
Physical Education	Thursday	Morning	Seniors
Strings Instruction	Friday	Morning	Seniors only
Support for Learning			As required
Active Schools Programme	Any day	Negotiable	Infants + Seniors
Youth Music Programme	Negotiable	Morning or afternoon	Both classes
Health Programme-Nurse	Any day	Negotiable	Both classes
I.C.T.	Wednesday	Afternoon	P1-4

SESSION DATES FOR 2009-2010

Teaching staff begin on Monday 17th August 2009. Pupils begin on Tuesday 18th August 2009.

SCHOOL OPENS

Tuesday 18th August 2009
Thursday 29th October 2009
Monday 11th January 2010
Thursday 18th February 2010
Monday 12th April 2010

SCHOOL CLOSES

Friday 9th October 2009 at 3pm
Wednesday 23rd December 2009 at 3pm
Thursday 11th February 2010 at 3pm
Friday 26th March 2010 at 3pm
Friday 2nd July 2010 at 12 noon

STAFF IN-SERVICE TRAINING CLOSURES

26th, 27th and 28th October 2009
16th and 17th February 2010

EMERGENCY CONTACTS

Parents are requested to provide information about the person who should be contacted should an emergency occur. Parents should ensure that any change of home address, telephone number, workplace number and the number of the emergency contact is given to the school as soon as changes occur.

ILLNESS AND ACCIDENTS AT SCHOOL

Minor cuts and grazes will be treated in school as a matter of routine. Parents will be sent a note describing the injury and how it was treated. However, serious injuries that require more attention will be logged in a Health and Safety register and copies will be sent to the Area Office and to the Health and Safety Team in Edinburgh. In the event of a serious injury or a child becoming ill, the child's parents or emergency contact will be notified immediately.

ABSENCE FROM SCHOOL

Please phone the school before 9.45am on the first morning of your child's absence, to explain the reason. The school has an obligation to call parents at 9.45am if no contact has been made from the child's home. All absences have to be recorded and coded for statistical reasons. If the school is not given an explanation, the absence will be recorded as *unauthorised*. Please bear in mind that family holidays taken within the school calendar year cannot be authorised. In most cases, absence from school will affect your child's progress.

PARENT COUNCIL

The current office bearers are:-

Chairperson	Mrs Morven Marwick
Secretary	Mrs Paula Cooper
Treasurer	Mrs Angela McGuinness
Co-opted Members	Mr Peter MacDonald Rev. Holly Hutcheons

All parents are members of the Parent Council and are welcome at meetings.

'PARENT-TEACHER GROUP'

This is a sub-committee of the Parent Council who organise fund-raising events and supports some of the practical and financial aspects of school life. Parties, excursions and the purchase of special items are all considered and financed by this group. This group seeks to promote closer contacts between home and school and to give parents and teachers the opportunity to meet informally to talk about mutual areas of responsibility.

TRANSITION TO SECONDARY SCHOOL

Close links are established between Balnain School and Glen Urquhart High School to which Primary 7 will transfer at the end of their primary education. Many curricular visits are made to GUHS to enhance learning for both infants and seniors in the course of their planned areas of study. In this way, pupils are acquaint with the school, the Head Teacher and some of the teachers by the time they are in Primary 7. However, in the summer term, teaching staff from GUHS formally visit the school to consult with Primary 7 pupils about the transition. Following this, a five day visit is made to GUHS whereupon all the practical details about the school are made clear to the pupils.

TRANSPORT

Pupils under eight years of age who live more than two miles from the school are entitled to free school transport. Also pupils over eight years of age who live more than three miles from the school are also entitled to free school transport. Other pupils may travel on the bus as a concessionary fare-paying passenger. The service is operated by Stagecoach and application forms for free entitlement are available from the school office.

CURRICULUM

Balnain School seeks to provide pupils with a rich and balanced curriculum that is appropriate for all levels of understanding. We are currently in the final period of transition between the '5-14 Programme' and implementing the new learning outcomes of 'A Curriculum for Excellence'. The new curricular areas are:

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

The learning process is developed through direct teaching, active learning, investigation, research, problem solving, reporting, listening and talking. Learning and teaching takes place within the whole class, in small groups and in individual sessions in order to meet the needs of each pupil.

MATHEMATICS

The new curriculum areas of study include:

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations
- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation
- Data and analysis
- Ideas of chance and uncertainty

Within each of these categories, pupils engage in active learning and enquiry. Discussion about mental maths strategies keeps the process challenging and interactive. P1-4 are currently using New Scottish Heinemann material. Senior pupils use Maths in Action, Tee Jay materials and various active learning booklets. Maths homework reflects the section of work that the pupils are currently working on in class.

LANGUAGES

The new curriculum areas of study include:

LISTENING AND TALKING

- ⌘ Enjoyment and choice
- ⌘ Tools for listening and talking
- ⌘ Finding and using information
- ⌘ Understanding, analysing and evaluating
- ⌘ Creating texts

READING

- ⌘ Enjoyment and choice
- ⌘ Tools for reading
- ⌘ Finding and using information
- ⌘ Understanding, analysing and evaluating

WRITING

- ⌘ Enjoyment and choice
- ⌘ Tools for writing
- ⌘ Organising and using information
- ⌘ Creating texts

MODERN LANGUAGES

LISTENING AND TALKING

- ⌘ Listening for information
- ⌘ Listening and talking with others
- ⌘ Organising and using information
- ⌘ Using knowledge about language

READING

- ⌘ Finding and using information
- ⌘ Reading to appreciate other cultures
- ⌘ Reading for interest and enjoyment
- ⌘ Using knowledge about language

WRITING

- ⌘ Organising and using information
- ⌘ Using knowledge about language

This session, the staff will be engaging in **Highland Literacy** training. In the meantime, Primary 1-4 use Ginn New Reading 360 as the basic reading scheme supplemented by a collection of genre including poetry, big books, other stories and non-fiction literature. It is hoped that another reading scheme will be purchased to supplement this scheme and align reading activities with the Highland Literacy Project. Spelling and punctuation, grammar, handwriting and language structures are taught discreetly to develop good writing skills. These skills are taught and nurtured from a very early stage.

Primary 5-7 develop reading skills using Puffin novels and non-fiction material. Pupils are encouraged to read effectively to communicate to an audience, to listen to others reading and assess their delivery, to read quietly looking closely for information and to read for research and personal enjoyment. A prescribed set of ten activities helps pupils to follow up their reading and the internet facilities are used to find information about authors. Activities are both individual and collaborative.

The school operates a Paired Reading Scheme. During two terms infant pupils are teamed up with senior pupils two or three times a week to read together for enjoyment. Fiction and non-fiction books have been selected from our library to facilitate this activity. Our library is categorised to make reading more up to date and attractive to pupils.

SOCIAL STUDIES

Integrated topic work forms the basis of the study of the environment. The topics are cyclic – a four year plan for P1-4 and a three year plan for P5-7. The overall breadth covers a range of studies focussing on History, Geography, Science and Technology.

P1-4	Term 1	Term 2	Term 3	Term 4
Year 1	House and Homes Focus: Technology	Toys Focus: Technology	Scotland Focus: Social – People and Place/Past	Our Bodies Focus: Science – Living Things
Year 2	Transport Focus: Technology	Food Focus: Technology / Science	Egyptians Focus: Social – People in the Past	Water Focus: Science – Earth and Space
Year 3	Our Local Area Focus: Social – People and Place	Light and Sound Focus: Science – Energy and Forces	Vikings Focus: Social – People in the Past	Minibeasts Focus: Science – Living Things
Year 4	Castles Focus: Social – People and Place	Space Focus: Science - Earth and Space	Weather Focus: Science - Earth and Space	The Seashore Focus: Science - Earth and Space

Year 1 begins session 2009-2010

P5-7	Term 1 and 2	Term 3	Term 4
Year 1	Botany Focus: Science – Plants and their origins	Japan Focus: Social - People and Place	Farming Focus: Science - Living Things/ Technology
Year 2	Space and Space Exploration Focus: Science – Earth and Space	The Victorians and the Industrial Revolution Focus: Social – People in the Past	Enterprise Focus: Technology
Year 3	Europe Focus: Social - People and Place	Pollution / Conservation Focus: Science - Earth and Space/Social - People and Place	World War II Focus: Social - People in the Past

Year 1 begins session 2009-2010

The range of topics allows pupils to develop an understanding of the world around both in the past and the present. Computer software and use of the Internet ensure that the information they receive is varied, comprehensive and up to date. Pupils have set tasks to develop their ICT skills and they are required to do these tasks both independently and co-operatively.

EXPRESSIVE ARTS

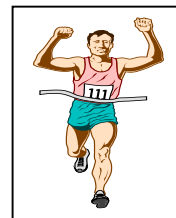
The Expressive Arts play an important role in developing the pupils' imaginative, motor, physical, and kinaesthetic, intellectual and aesthetic skills. A great emphasis is placed on the regular diet and practice time required for each of the following subjects:-

Physical Education
Music
Art
Drama

Physical education, physical activity and sport

Throughout the school year work is carried out in:-

- Gymnastics
- Athletics
- Cross Country Running
- Swimming
- Country Dancing
- Ball games



Pupils must wear their P.E. kit for these sessions. Shorts, T-shirt and soft-soled shoes are required for working in the gym hall and out of doors. It is recommended that pupils have their kit with them every day to take advantage of good weather on other days. It is also helpful to have dry clothes to change into should their school uniform get wet.

Music

Music activities are carefully selected to give pupils a wide range of musical experiences and practise time to develop skills. The school is fairly well equipped with instruments and recording devices to explore sound. Senior pupils can attend the Recorder Club and strings instruction also takes place. Seniors also have a set musical activities, allowing dedicated time to practise playing tuned percussion instruments with piano or taped accompaniments. Performance skills are nurtured and opportunities for presenting them are creatively sought. Regular Christmas and Easter performances give the pupils an opportunity to participate for an audience. This year a Christmas pantomime has been added as a result of pupil interest in drama and singing.



The Youth Music Initiative programme covering 12 school weeks includes the development of Gaelic Song, singing games and group music making.

Art

Exploring Art techniques and various mediums are the tasks of the regular teaching staff as we do not have a specialist teacher. We set ourselves the task of displaying exemplary pieces of work throughout the session. We have had an Art Exhibition in May 2006 and in April 2009 in



Glen Urquhart High School library and we will endeavour to repeat this activity every three years.

Drama



As Drama develops a knowledge of both self and how other individuals operate, a number of our drama activities are related to either topic work or aspects of the Health programme. In Drama pupils learn significantly from viewing and assessing others as well as exploring their own strengths in active participation. A DVD involving all pupils in a historical, comedy play was filmed in June 2008 to mark the 130th anniversary of the school. This session we will have further input from Amanda Luscombe, Out of Eden Project, who will support our preparations for a school pantomime in December.

RELIGIOUS AND MORAL EDUCATION

Our programme of study covers Christianity, world religions and development of beliefs and values. Within the course of a topic, customs, sacred writings, stories and beliefs are shared with the pupils. One of the key issues in teaching RME is that understanding and tolerance is encouraged through knowledge of beliefs and practices other than their own. These outcomes lead to the development of good social relationships not only within the school but beyond into the community.

We are privileged in Balnain School to have contributions from three ministers in the local area who take part in a scheduled plan to conduct regular religious assemblies at school. In this practical way, tolerance and co-operation is enjoyed and appreciated by all concerned.

SCHOOL MATTERS

Balnain School has a family atmosphere, which we endeavour to keep and foster. Pupils are very good at "looking out for each other" and this spirit is encouraged in the classroom and in the playground. The infant pupils have chosen "buddies" from the senior class to look after them in the playground. Circle Time in class groups and as whole school activities, often focuses on relationships and areas of common concern.

Teachers, in particular, watch over the welfare of the pupils. There is regular informal discussion about concerns and triumphs within the school community.

The school has a very active Pupil Council with representatives from every class. Meetings are supervised by teachers on a termly basis. They discuss and make decisions that make a difference to life within the school. The Eco-Committee shapes the school's progress towards gaining Green Flag status in the promotion of healthy lifestyles including the use of renewable resources. Last session we gained a Silver certificate for new and sustained development work.

HEALTHY ISSUES

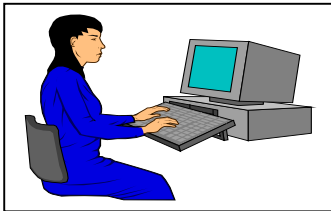
Balnain School is a Health Promoting School. Pupils are made aware of issues relating to their health and there is a common understanding about what is included in eating a healthy diet. School meals are cooked in Glen Urquhart School and transported to our kitchen on a daily basis. Menus relating to the four week cycle are given to parents to inform them of their choices. Packed lunches are popular too. All pupils eat together and the meal is supervised closely by the Canteen Assistant, the Head Teacher and the Canteen Supervisor. All food is

Hungry
for
Success

checked to make sure that every pupil is eating sufficient. When eating difficulties occur, the Head Teacher phones the parents to inform them if their child is not eating enough to get good value for money. Meals are £1.65 each day. An application form for free school meals can be obtained from the school office.

Healthy attitudes are a way of life and pervade all areas of the school curriculum, but in particular, we have set themes in the Infant and Senior class in relation to age and personal development. Some topics are shared with the School Nurse in consultation and in delivery. Sensitive subjects like Smoking, Bullying, Sex Education and Drugs are related to parents in a letter outlining the teaching lesson plan. Visits from the Community Police are encouraged to sharpen the awareness of social dangers within the community.

USE OF ICT



Ready access to computers has opened up a new layer of learning and as such, it has created an attractive and informative approach to learning for all pupils. Both classrooms have computers that are constantly used for a variety of tasks. Pupils are taught basic skills in keyboarding and in becoming familiar with word processing. They are encouraged to use CD-ROM's effectively and to apply information gained to specific tasks. Interactive Whiteboards are installed and used in both classrooms.

SUPPORT FOR LEARNING

Each pupil's progress is of paramount importance to us and where progress appears to be impeded, formative steps are taken to find a way of helping the pupil to come to grips with their problem area. When serious blocks occur or if progress is very slow, the pupil will be allocated extra support from the Classroom Assistant. More able pupils are given challenging tasks that keep their attention and their interest high.

At the moment we have no regular allocation of time from a Support for Learning Teacher or Support for Learning Assistant. We have a new Additional Support Needs Co-ordinator who will oversee the schools in our local area. The Classroom Assistant's hours have been supplemented by the school to meet our current needs.

HOMEWORK

It is a generally accepted fact that pupils can significantly increase their learning by taking part in the Homework programme given by the school especially when it is completed under parental supervision. In Balnain School, Maths homework tasks are designed to cover work previously taught in class to indicate to you and your child what they are currently working on. Language tasks may include extended writing, spelling, or completing a project worksheet. It is expected that parents will help their child to prepare the next section of the reading book for class work and to write a comment in the "Reading is Fun" notebook, however, we expect that these routines will change during our engagement in the Highland Literacy Project.

Senior pupils are regularly issued with "Work It Out" sheets in addition to their set work. This task is often a recreational type of task in which we encourage parental collaboration. ICT, Technology and Health tasks are also interspersed into the homework diet for seniors. Parents of senior pupils report back to the school about the effectiveness of the set homework in the weekly "Home From School" sheet.

ASSESSMENT AND REPORTING

Assessing pupils' work is an important part of learning and teaching. It becomes part of the planning process as teachers take note of previous lessons taught, gauge their effectiveness along with the pupils' response, and plan the next steps in the pupils' learning. This session will mark the end of the current 5-14 report to parents.

Teachers monitor the progress of pupils using the following methods:

- Observing how well pupils work on tasks
- Moderating the learning process by questioning for understanding
- Viewing finished pieces of work
- Testing informally to ascertain recall of knowledge
- Using 5-14 National Assessments

Broadly speaking, the following progressions are met by pupils at these stages:

Level A	Should be attainable in P1-3 by almost all pupils
Level B	Should be attainable in P3 or even earlier but certainly by most pupils in P4
Level C	Should be attainable in P4-6 by most pupils
Level D	Should be attainable by some pupils in P5-6 but certainly by most in P7
Level E	Should be attainable by some pupils in P7/S1 but certainly by most in S2

Achievement over session 2009-2010

	READING	WRITING	MATHEMATICS
June 2009	84%	70%	95%

Currently pupils are tested in Mathematics, Reading and Writing when the teacher's assessments indicate that the pupil has reached the targets at a particular level. Completion of a level means pupils are ready to engage in the work of the next level. Results are sent to parents on the day when the assessment is complete.

The annual report is sent to parents in May. This report provides a sound basis for discussion with the teacher at the following Parents Evening.

CONTACT BETWEEN TEACHERS AND PARENTS

The school issues termly newsletters to keep parents in touch with school life. On a more regular basis, short printed notes are sent out to inform parents of any change or of any new information that must be shared. Brief summaries of injuries are also sent home and an advice note is given when a pupil achieves a new National Assessment level. In the senior class, a weekly Home From School sheet is completed by the pupil, teacher and the parent as a reflective report on the week's work in the classroom.

Parent interviews are held twice a year in November and June when parents discuss their child's progress. A summative report is sent out in the summer term to detail progress through the curriculum. Parent comments are encouraged and discussed at the June interviews.

SCHOOL RULES

To ensure pupils' safety and mutual respect for property, the following rules are asked to be observed:-

1. Pupils should not leave the school premises during school hours without permission.
2. The school buildings and the playground should be kept tidy.
3. Pupils must not climb up or over walls.
4. Bullying in whatever form, will not be tolerated.
5. Bad language and any form of unpleasantness are discouraged.
6. All members of the school should show courtesy and respect for one another.
7. Personal items that may create a danger or a distraction should be left at home.

There are procedures for pupils who repeat inappropriate behaviour. It is hoped that restorative work would prevent such behaviour from escalating, but in extreme cases, an exclusion order will be issued.

SCHOOL UNIFORM

Wearing of school uniform is strongly encouraged. Red Balnain school sweatshirts are available for purchase from the school office. Navy, grey or black skirts and trousers are a suitable accompaniment.

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:-

Child Protection Development Officer

Mrs Susan MacLaren

Highland Child Protection Committee

Kinmylies Building

Leachkin Road

INVERNESS

1V3 8NN

Tel: 01463 703483

Fax: 01463 713237

TELEPHONE INFORMATION SERVICE

Highland schools now 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 Head Teacher.

When severe weather warnings are received, the school will endeavour to keep the system updated. However, this does not replace existing methods of giving out information such as radio broadcasts. Rather, it is an enhancement to the present service.

Note that this is an 0870 service and charges are slightly higher than normal. However there is no queuing and an advance weather call should last less than one minute.

How to use the service

- Dial Highland Council's access number – **0870 054 6999**
- Now enter the council code - **04** then the school's own pin number **1510**
Two attempts can be made to enter the correct pin number. If it is wrong, disconnection occurs after the second attempt. When this happens, check the number and redial.
- The school's name will be given. Ensure that it is correct before going on.
- The MAIN MENU will offer 4 options.
- **Press 1** to hear the school's message

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 encourage 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 lessons may be missed, but this should not over-ride good judgement. Schools normally make alternative arrangement for missed lessons.

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 will include an 0870 telephone information service, details of which will be issued separately

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

0655 - 0700

0750 - 0800

1255 - 1300

1655 – 1700

In extreme conditions Radio Highland will interrupt Radio Scotland transmissions, usually on the hour, to carry emergency bulletins.

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 these radio stations for advise 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 places 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.

Where such conditions prevail, or are forecast, Head Teachers have total discretion as to the closure of schools in respect of those pupils likely to be adversely affected. At such times it may well be that children living close to the school can continue in education while those involved in longer journeys are sent home.

Where no school transport is provided, this will give an indication of inclement weather conditions or untreated roads. Parents taking their children to school by car should wait until staff arrive at the school before dropping children off. They will also assume responsibility for their children's transport home at the end of the day.

Similarly, if pupils walk to school, for safety and security purposes, NO child should proceed further than inside the school gate until a member of staff is present.

Decisions taken to close the school have to be taken very early in the day so that all members of staff travelling to the school can be informed. School closures will be broadcast on Moray Firth Radio and BBC Radio Highland.