

**2009-2010**

**SCHOOL HANDBOOK**

**STOER PRIMARY  
SCHOOL**





Stoer Primary  
School  
By Laing  
Sutherland  
IV27 4JE

*Tel/Fax: 01571 855247*

Email: [Angela.Macleod@highland.gov.uk](mailto:Angela.Macleod@highland.gov.uk)

Headteacher: Miss A. MacLeod

Dear Parent/ Carer

Welcome to Stoer Primary School. I hope that this School Handbook will provide the necessary information to ensure that the time your child spends in this school will be happy and of educational value. The school aims to encourage every child to achieve their potential and with your help their time here will be extremely beneficial.

It is very important that you involve yourself in the education of your child from the beginning, and the school promotes a working partnership between pupils, parents and staff. The Parent Council is a useful link between the school and parents and you are welcome to attend meetings and put forward your view or concerns.

Please keep this handbook to hand while your child is here and if you have any queries, questions or suggestions do not hesitate to contact me at the school. Parents are welcome to visit at any time but I would be obliged if you would make an appointment first so as not to clash with any planned activities.

I look forward to your interest, support and assistance over the coming years.

Yours sincerely

Angela MacLeod  
Headteacher

# STOER PRIMARY

## School Aims

To help children to develop confidence, promote their self-esteem and ambition to achieve their full potential. We aim to encourage positive attitudes to self and others and develop independence skills, which involve pupils in taking more responsibility for their achievement, attendance, homework and good behaviour.

To review and implement the curriculum outlined in the 5-14 Guidelines and 3-5 curriculum. We aim to use appropriate learning and teaching methods to provide a broad curriculum for a range of abilities. Assessment and monitoring will provide records of progress and achievement that will be reported regularly to parents.

To promote responsibility for their school, community and the environment and develop caring attitudes. Pupils will be taught to be active citizens, considerate and aware of the needs and feelings of others. Parents will be encouraged to be partners in their community.

To develop a moral and religious tolerance of other people and ensure awareness of other cultures and races is promoted within the school.

To foster liaison with associated primaries, New Community secondary school and other agencies to ensure a smooth transition from primary to secondary education.

We aim to ensure staffs has opportunities to continue their own professional development, taking advantage of training opportunities to promote planning and teamwork when reviewing and planning areas of the curriculum.

*(Last review of school aims -Sept 2008)*

# School Information

**SCHOOL NAME:** Stoer Primary School

**ADDRESS:** Stoer, Lairg, Sutherland IV27 4JE

**TELEPHONE/FAX:** 01571 855247

**E MAIL:** [Angela.Macleod@highland.gov.uk](mailto:Angela.Macleod@highland.gov.uk)

**HEAD TEACHER:** Miss Angela MacLeod

**ADDRESS:** 23 Badnaban, Lochinver, Sutherland IV27 4LR

**TELEPHONE:** 01571 844706

**STAGES:** P. 1 - P. 7

**PRESENT ROLL:** 15 Primary pupils + 2 Nursery pupils

<b>TEACHERS</b>				
0.5 TEACHER	Mrs A Mackay	Alternative weeks		
MANAGEMENT SCHOOL ROLL	Mrs A MacCrimmon	weekly	Mon Wed some Thurs	
<b>VISITING TEACHERS</b>				
P.E.	No VT at present	weekly	Th	pm
ART	Mrs S Luyken	weekly	Tues	pm
MUSIC	No V T at present			
SUPPORT FOR LEARNING	Mrs A Hall	weekly	variable	Am /pm altern.
<b>NURSERY</b>				
CO-ORDINATOR TEACHER	Ms L Salvin	Regular visits each term	Mon	
ASSISTANT	Mrs P Mackenzie	2 sessions weekly	Mon/	
AUXILIARY	Mrs R Summers	Sessions weekly	Tues	
	<b>ASSISTANTS</b>			
CLASS ASSISTANT	Mrs A Macrae	2.75hr	am	
CLERICAL ASSISTANT	Mrs H MacGregor	15 hrs	Mon & Tues	
CLERICAL ASSISTANT	Ms M Campbell	2 hrs	Tues	pm
<b>INSTRUCTORS</b>				
CHANTER	Mr S Wregg	weekly	Wed	am

FEIS MUSIC	Mrs S Cunningham	4 wk block	Tues	am
KODALY MUSIC	Mrs Heather Muir	4 wk block	Th	am
ORAL HEALTH ED	Ms D Shanks	Twice termly	Mon	am
SPEECH THERAPY	Mrs S Arms-Harris	On request		
MINISTER	Mr A Fraser	Twice termly	Fri	am
<b>HIGHLAND COUNCIL CLEANING &amp; CATERING</b>				
CLEANING OPERATOR	Mr Ian Colston	Daily		
	(relief provided by H Contracts)	As required		
CATERING ASSISTANT	Mrs K Morrison	Daily		
	<b>SCHOOL TRANSPORT</b>			
DRUMBEG RUN	Mrs A Macrae	Camerons	daily	Am pm

### **PARENT COUNCIL**

Members of School Council **Sec: Fiona Saywell ; Treasurer: Dorell Pirie, Chairperson : Claire Belshaw**

### **SCHOOL DAY**

09:15 a.m. - 10.55a.m. Infants start (9.30am) 11.15 - 12.35pm

Lunch break - 1.15pm

1:15p.m. - 3:15 p.m. Infants (3p.m.)

Half day Friday approx. every 3<sup>rd</sup>/4<sup>th</sup> Friday each term for all pupils. (we have shorter breaks to accommodate this into our timetable.)

*\*Home-time -1p.m. half days*

### **SECONDARY SCHOOLS**

Children from this area may continue their education at the following secondary school:

ULLAPOOL HIGH SCHOOL Tel: 01854 612078

Transport is provided each day for pupils to Lochinver to continue their journey by bus.

### **SCHOOL CALENDAR SESSION**

Here are the remaining term openings/ closures.

**2008/09**

<b>Term 3</b>	<b>Mon 5 Jan 09</b>	<b>Fri 27 Mar 09</b>
<b>Term 4</b>	<b>Mon 14 April 09</b>	<b>Thurs 2 July 09</b>

A full copy of the next session's dates including information on In-Service days is at the back of this handbook.

### **DEVOLVED SCHOOL MANAGEMENT**

This school has been devolved since Aug 1998, giving it greater control over our annual expenditure. A dedicated office computer is used for administrative purposes and funds are allocated at the beginning of the financial year (April). The school has been allocated 17 hours weekly of clerical time to deal with the additional administrative requirements.

### **HISTORY OF THE SCHOOL**



Stoer Primary School is a traditional stone building situated about 1 mile north of Stoer Village. It was built in 1896 and originally consisted of four classrooms. However, after extensive renovations in 1967 and further renovations in 1989/90, we now have two small classrooms, a G.P., Office, Dining Room, Cloakroom and Toilets. The school roll has ranged from 104 pupils in 1925 to as low as 5 pupils. However, the last few years it has risen to around 21. The school celebrated its Centenary on 31 Mar 1996. A school reunion took place on 2 Aug 1996 and many former pupils returned to visit the school.

\* Plan of School

- 1 - G.P.
- 2 - Cloakrooms
- 3 - Office
- 4 - Toilets
- 5 - Classroom 1
- 6 - Library/Play area
- 7. - Dining room & General Purpose
- 8 - Classroom 2: T.V. /Art /Computer Studies

1	3	4	4	5	4	8
	6					
	2					7

**CATCHMENT AREA**

The Catchment area of this school extends from Clashnessie in the North to Clachtoll to the South and includes Balchladich, Raffin, Culkein, Clashmore, Culkein and Stoer Village. This now extends to cover the Catchment area of Drumbeg Primary, now closed.

**THE CURRICULUM**

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School subjects are; Mathematics; Language; Environmental Studies (including aspects of History, Geography, Science & Technology, Religion, and Health & Safety ;) Art & Design; Drama; P.E; Gaelic; French; Road Safety; Religious & Moral Education and Personal Social Development.

*Nursery Education is also available at this school for 3 yr and 4 yr old children.*

**THE SCHOOL DAY**

Every school day is different depending on the timetable of visiting teachers. However, we hope this will give you a clear picture of what is covered. Pupils from P1 –7 are taught mainly in 2 small classrooms. At present teachers work with groups of pupils in specific subject areas. Pupils follow different programmes of work each day. Pupils are given a term programme of topics etc. Class teachers have an opportunity to work with each stage or at times with small groups or individuals.

Pupils keep a daily diary of events following a short discussion of their news, weather and topical items. Infants use wordbooks/banks to help them write their own News. Emphasis is placed on neatness and presentation. Listening skills are focused on regularly. During Maths-time a programme of Mental Maths and Problem Solving is available for all stages and each child has their own material for this. Practical experience is essential and pupils often work together at their own level on aspects of Shape, Time etc. Tables are practised and tested regularly.

Items from our Expressive Arts programme are often tackled in the afternoon, provided there is not a clash with visiting specialists. Pupils then move on to study the current topic in Environmental Studies or cover subject areas in History, Geography, Science or Health & Safety. Pupils may work in groups or individually thus enabling them to develop many skills. Topic work usually extends into all aspects of the curriculum and may also be integrated into the Maths and Language programmes for the term. TV, Radio programmes, DVDs are also used to reinforce class work. We have a variety of computer programmes which are used to consolidate their class work. Pupils may also try out some conversational French.

Activity time is given each week so that pupils can work on their own projects. Visiting teachers may work with individuals, groups or whole school. This school caters for pupils with a range of educational needs and all younger pupils benefit from working with the Learning Support Teacher.

## **ASSESSMENT & REPORTING**

Continuous assessment is carried out throughout the school year on class work. This is supplemented by worksheets and simple tests. Samples of the pupils' work are kept in individual files. National Tests are used as appropriate once the child has covered the work in class. The format of the Maths tests now includes Mental Maths to reflect raising the attainment in this subject. A mid-year report (end of TERM 2) and the main report form is usually sent out early in the summer term. This will identify the Levels achieved in National Tests in Language and Mathematics which are tracked all through the primary classes.

Level A -	Should be attainable by almost all pupils in P1-3
Level B -	Should be attainable by some pupils in P3 and most by P4
Level C -	Should be attainable by most pupils in P4-6
Level D -	Should be attainable by some pupils in P5-6 and by most in P7
Level E -	Should be attainable by some pupils in P7-S1 and by most in S2

Parents are welcome to come to school to discuss their child's progress at any time and are formally invited twice yearly to the school.

## **LEARNING SUPPORT**

This school has an established system for identifying the needs of pupils experiencing learning difficulties. Pupils may work individually or in small groups with the Learning Support Teacher who after consultation, has a planned programme of work for each child/group with an emphasis on Early Intervention strategies with infant stages. At the end of each term the Headteacher discusses the progress and needs of each child with the LS Teacher. Most pupils benefit from Learning Support over the session. Following our recent training under the Early Intervention Programme, Learning Support time is now prioritised at the infant stages

## **MATHEMATICS**

Aims: To understand the purpose and uses of mathematics. To develop the skills in using mathematical instruments and equipment. To provide realistic situations within which to apply these acquired skills, techniques and facts.

All stages from P.1 to P.7 are introduced to Mathematics through practical activities in the following areas; Number, money & measurement; Information handling; Shape, position and movement. Problem solving activities are included in each of these areas. We are currently integrating a new scheme to supplement work at all levels. Reinforcement books and Home-Link up books have also been purchased for most levels. Pupils work through a variety of activities from the start of the programme and become familiar with appropriate mathematical language terms. Mental Maths has been given a strong emphasis and has been introduced from the early stages and calculators are only used in appropriate circumstances. Several internet computer games are used to reinforce mathematical concepts.

## **LANGUAGE**

Aims: To develop, extend and improve the children's speaking and listening abilities. To help them expand and acquire new vocabulary. To encourage the pupils to use these skills throughout the curriculum and also out with the school environment.

Throughout the school language skills are practised continually in a variety of situations. Pupils are given the opportunity to experience and use the four basic skills – listening & watching, talking, reading and writing. Pupils are introduced to writing using elements of the Foundations of Writing scheme. This year the reading scheme is being phased out and many new sets of books have been purchased in line with the principles of the Highland Literacy Project. Pupils also use real novels / short stories/ plays over the session.

A specific time is available each day where individual language areas are explored. In other areas of the curriculum language activities are planned in relevant contexts.

Various course books and workbooks are used to supplement class work in these areas and also to reinforce many aspects of language study covered throughout the year. To encourage neatness and fluency of writing style we follow a combined handwriting & spelling scheme

and pupils practise these skills daily. North Lanark Writing is used as a basis for the writing programmes and class teachers focus on dedicated areas each term.

*The Highland Region Library Service visits the school every 3 weeks now and all pupils are encouraged to borrow books. A Resource Centre at Dingwall Education Centre also supplies useful resources.*

## **ENVIRONMENTAL STUDIES**

Aims:

*To develop each child's understanding, appreciation and awareness of their immediate environment.*

*To integrate topics of a Historical, Geographical or Scientific nature and develop appropriate skills.*

*To encourage interest and understanding of their heritage and the place of local and national traditions.*

*To generate enthusiasm and interest in the current topic through a variety of methods.*

A cyclic programme of work has been developed in this school over the past few years. An updated programme of topics has been planned using 5-14 Env Studies exemplars. When so many stages work alongside each other it is important that subjects are not repetitive, but approached from a new angle. In particular, seasonal topics need a new approach each time to avoid a feeling of repetition. Pupils have their own folio folder to keep a record of their work. The immediate environment is essentially used to aid topic work and the local Rangers and others in the community are used when appropriate to help the pupils understand aspects of their Env Studies work. Regular visits out of school are of immense value to their understanding.

## **EXPRESSIVE ARTS**

Music, Art & Design, P.E. and Drama) - covered each term by the class teacher.

### **MUSIC**

All pupils are encouraged to enjoy listening, creating and performing music. Pupils may use the school instruments or bring in their own (*if covered by insurance*). There is no *Music Specialist at present*. Through the Youth Music Initiative we have music input from an instructor as well as Kodaly singing for Infants- both in blocks throughout the year. Pupils will be given opportunities to play instruments from P4. Practice in school and particularly at home is to be encouraged. We try to link musical activities into our topic work. We also plan an annual performance usually at Christmas.

### **CHANTER**

Chanter Instruction is offered weekly to pupils from P5 upwards. Pupils should already have some background in reading music. Pupils are extracted from the classroom for this and it is vital that participating pupils work programmes integrate any missed classwork. Practice is vital and pupils have a record sheet which should be signed by a Parent.

## **ART & DESIGN**

The visiting *Art Specialist visits weekly and* works within the school's term plans incorporating aspects of the cyclic programmes of topics. Carefully planned opportunities are provided for pupils to work with a variety of materials and techniques. The main aim is that pupils can express their ideas freely.

*Other craft work covered over the school year and enjoy equal opportunities to participate in craft and cooking activities etc.*

## **PE**

Pupils enthusiastically participate in their weekly session of PEd with the Visiting Specialist. A programme of activities has been planned according to their age and ability aiming to improve and develop their co-ordination. This is achieved through a variety of games, gymnastics, dance and working with apparatus. An annual Sports Day is organised by the PE Specialist with the neighbouring school. Senior pupils represent the school at various Inter - School Sports events. We are now able to provide swimming lessons for all pupils at the pool in Ullapool. This will be in blocks of up to six lessons annually supplemented where possible.

## **DRAMA**

Pupils are encouraged to link up their learning experiences by free expression through imaginative play acting, miming, debating or just dressing up. Older pupils may choose to write short playlets within topic or daily language work then having the opportunity to stage it for the other pupils. Recording equipment is available for interviews etc. Pupils also stage an annual Christmas Play/Musical, which is usually well received. A drama worker visits the school occasionally to focus on aspects.

*P6/7 also participates in workshops through Study Support Funding.*

## **RELIGIOUS & MORAL EDUCATION**

The teaching of RE is accomplished through regular bible stories, songs, hymns, discussion aided by worksheets and textbooks. The main areas of study are Christianity, Other World Religions and Personal Search. A 3 year cyclic programme for P 1 -3, - 4-6 & P 7 has been implemented. Christian festivals are included when a programme of work is planned. Festivals & Celebrations from the six main religions are studied regularly over the 3 year period.

We hope to give pupils an awareness and understanding of the Bible as portrayed in the Old Testament and in particular the life and work of Jesus. Awareness and tolerance of other faiths and their beliefs are emphasised. At present 1 local minister visits the school twice a term. The tradition of learning the Lord's Prayer has been upheld.

*Pupils may be withdrawn from Religious Education at their parents' request.*

## **GAELIC**

Gaelic Instruction is no longer available but some tutoring may be provided in blocks.

## **FRENCH**

Modern Languages are now part of the Primary Curriculum. Training has been given to the

Headteacher in Conversational French. All stages are involved and work at their own level. This is reinforced by simple songs, games, worksheets and tapes. A new course of French provided by the authority has been introduced this session with some written work is introduced at P5-7 level.

### **HOMEWORK**

Parent's views on homework are sought at an Annual Parents Meetings.

*All pupils are given homework 3 nights a week.*

The tasks set reflect the work covered in school and should always be within the ability of the child. Each pupil has his or her own homework diary. Various aspects of their school work: Language, Mathematics, Topics and music are given for extra practice. Reading is given on a daily basis at the infant stages in line with the Highland Literacy programme. Mental Maths activities may also be included. It is essential that parents support their child by listening to or discussing their reading, checking their work, testing mental recall in tables etc., discussing the task in hand, so that pupils realise the importance of working on their homework – please ensure that a suitable time and space is available. All pupils need encouragement. Any information from the school is marked in the diary and is taken home in the pupil's own pocket. Please feel free to use this Diary to communicate any issues – eg. Homework or absence notes, bookclub etc.

### **EQUAL OPPORTUNITIES**

Pupils in this school are offered equal opportunities to learn and equal access to the Curriculum. Tasks are differentiated to accommodate differing interests and skills as well as ability. Equal time is given to each pupil for all subjects and all pupils enjoy cooking, craft work etc., including sewing skills. We promote equality of access and opportunity regardless of their age, race, gender, culture, special educational needs. All staff are encouraged to uphold this policy.

## **PARENTS & THE SCHOOL**

### **SUPPORTING YOUR CHILD AT SCHOOL**

*There are many ways you can support your child at school:*

Children attending Nursery or Pre-School will have already developed individual skills e.g. Fastening zips & buttons, changing into gym kit (slip on trainers are preferable for infants) learning colours/numbers; sitting for short periods - perhaps to listen to a story, drawing or painting.

Once they start school encourage and help with reading by listening to them and practice new words, do not move on but choose other books they might enjoy at home. Use games which require instructions to be read or listened to and then followed.

Encourage your child to use money when shopping, develop a sense of time, and revise tables regularly once they are introduced at school. Baking is ideal for practising measuring and weighing. Allow time and space for instruments to be played. Practice is important! Listen to what they have to say and discuss news items suitable for school.

Parents have a legal requirement to ensure their child's regular attendance at school. Please notify the school immediately if your child is absent. On return to school, pupils must have a signed and dated note explaining the reason for the absence. Targets have been set to increase attendance rates so parents must keep this in mind when making a decision regarding their child's absence. The school should be informed of any planned absences as soon as possible for our records and planning.

Parents are invited to help out e.g. on school trips (travelling costs will be reimbursed from travel allowance). Parents must check with Insurance Companies that they are covered to transport children, other than their own, and notify the school that they have done so. Booster seats are also an issue here as most of the younger pupils require one. Finally, it is vital that parents realise the importance of attending Parents Meetings and individual consultations to discuss ways of supporting your child in and out of school.

### **P1 INDUCTION PROGRAMME**

New entrants are invited to attend the school on some of the days that P7 pupils transfer to Ullapool High School for their Induction Week. This usually takes place early in June. The usual timetable will be discussed with parents before the week. Parents need to supply their own transport for children to the school –school transport drivers cannot take pre-school pupils in their vehicles. Meals can be taken in school and sample menus are enclosed. Further details will be given nearer the time.

### **DISCIPLINE/BULLYING**

In this school we strive to adhere to the Golden Rules pupils are expected to follow a simple code of conduct which we believe is fair and clear to all. New pupils soon understand the standard of behaviour expected of them. However this school's policy is that if a child persistently misbehaved, parents, pupil and teachers would be involved in finding the **cont.** / reasons behind it. Parents should of course inform the school of any problems at home which may have a bearing on their behaviour at school.

All pupils are reminded that good behaviour is not only expected in school but also when representing their school at other events, on school trips etc.

This school is fully committed to eliminating any bullying which takes place. It is vital that pupils of all ages understand that threatening, frightening or hurtful behaviour counts as bullying and will not be tolerated in or out of school. Pupils are encouraged to let staff know immediately any problem occurs. A copy of this school's Anti-Bullying policy is attached for your information.

### **PARENTS MEETING**

Some informal meetings linked to fund raising etc. Parents are given advance notice of meetings and are asked for items to be discussed. *There is no P.T.A. presently set up in this school.* See note below on parent council.

### **ASSYNT PARENTS ASSOCIATION**

*(N.B. The above association is not active at the moment)*

**PARENT COUNCIL** *All parents ( unless they have opted out ) are members of the new School Council.* Officer bearers are listed at the start of this handbook.

A parent council has been established at Stoer School in 2007. The council comprises of all parent who opt in, staff and one co-opted member. The purpose of the Council is to promote the school, liaison with the wider community and form links with the pupil council. A folder of the work and how you can participate in the Parent Council is available from the school.

### **COMMUNITY LINKS**

Although the school building is in a fairly isolated spot, it is occasionally used for meeting and lectures. Displays of children's work are often admired by visitors. When planning topics, local talents are kept in mind and as appropriate invited to the school. Our annual events: fund raising; party/concert are well supported by the local community.

### **SCHOOL FUND**

Our school fund is used mainly to provide extra activities and items for the children e.g. trips, plays, parties, books etc. The money is raised by sales, sponsored events and donations - we are well supported by the local community. All parents have access to see the accounts, which are completed each year in August.

### **NURSERY EDUCATION**

This has been available at this school since August 1997. Currently pre-school children are provided with 2 sessions (am) on a weekly basis. Children may commence Nursery Education starting from the term after their 3<sup>rd</sup> birthday. The Nursery presently has 2 members of staff who carry out activities planned by the Nursery Assistant & Co-Ordinator Teacher in an adjacent part of the school.

Links with the Lochinver Pre-School Centre are important to embed social and community interaction. Visits are planned on a termly basis.

## **CARE & WELFARE OF PUPILS**

### **EMERGENCY CONTACT / EARLY CLOSURE**

Each parent/carer is asked for an emergency contact telephone number, or preferably numbers, in case of illness, accident or early closure.

***Please warn the Headteacher of any change of arrangements.***

If we have advance warning of a power cut, arrangements will be made according to the time of year /weather conditions. If there was any reason for school to close early, perhaps due to severe weather or a power cut, parents would be notified as soon as possible. It is vital that pupils should not be sent to school first thing if conditions are not suitable. School drivers will take into consideration the safety of pupils and decide whether or not to attempt the journey in adverse weather conditions. Please note new telephone information service

**0870 0540 6999**

Enter code 04 3040

### **SCHOOL DRESS CODE**

No uniform is necessary but we do encourage the wearing of the school sweatshirt. We encourage the children to wear suitable clothing for P.E. e.g. shorts/T-Shirt and trainers for all pupils. It would be appreciated if pupils kept a pair of soft shoes in their gym bag for wearing indoors, particularly for wet weather.

Children should be discouraged from wearing or taking valuables to school unless pre-arranged as we cannot take responsibility if they are lost or damaged.

### **WELFARE & SAFETY**

The local Police Constable visits the school occasionally as part of a planned programme of liaison, giving talks, showing videos etc. for discussion. Older pupils- P6&7 may sit their Cycling Proficiency after some instruction.

### **HEALTH CARE**

The School Nurse and Dentist now visit the school on request only. Toothbrushes and toothpaste are provided for daily use and an Oral Health Educator visits occasionally to supervise brushing etc.

The School Medical Officer visits twice a year. New entrants are seen at the start of the session and P.7 pupils before they leave for secondary school. Parents may attend if they wish.

### **MEALS**

School meals are cooked at Lochinver Primary Canteen. A six week menu plan is now in place. Cost at present is **£1.65** a day and is payable in advance to the school on a Monday. Cheques should be made payable to Highland Council - **not** the school. All money should be in a clearly identified sealed envelope. A sample menu is at the back of this handbook and each week's menu is planned to appropriate nutritional levels.

If your child is eligible for free meals a **FM1 form** is available from the school. It should be sent to the Education Offices, BRORA as soon as possible. If packed lunches are to be taken instead, pupils join the others in the dining room. Guidelines are sent out to parents. Water is always available to all pupils.

All pupils are now provided with a snack at break with fruit selection, savoury items, milk or fruit juice to drink. All pupils pay £1 for snack which is payable in advance to the school. Free fruit is available part of the week / part of each term for Nursery – P2.

### **TRANSPORT**

A school car is available for pupils living outwith the mileage limits:

**2 miles for children up to 8 years old.**

**3 miles for children over 8 years old.**

Concessionary seats are available to those pupils living the greatest distance from school. Good behaviour is expected from all pupils travelling on school transport.

Please note that children on the transport lists must return to their home address unless the

Headteacher is notified. The school driver must, of course, be warned in advance as well.

*Seat belts must be worn by children at all times. Booster seats must be used by pupils under 135cms in height. A Guide for Parents & Pupils using School Transport is available from Highland Council. It is important that parents are responsible for seeing that pupils arrive and board the bus safely at both ends of the journey. In adverse weather drivers and parents picking up pupils should accompany them from their exit door to their transport. The school promotes a Healthy Lifestyle and any pupil over 8 years old should be regularly participating in the Walk/ Cycle to School programme (with parental permission).*

## **SCHOOL EXCURSIONS**

The Lochinver School Bus is available for trips if alternative transport is not available for their school i.e. Swimming, Pantomime etc. We often ask parents to assist with transport but only to carry pupils requiring no booster seats. Unless contractors have agreed otherwise (charges apply) teachers only provide transport on a voluntary basis. School Drivers are only paid to transport pupils to school and back home again and cannot provide transport outwith their contract.

## **HALF DAY CLOSING**

On a half day closing ( 12.45pm approx )parents are welcome to pick up their own children but again the Headteacher must be notified of any change of plan. Pupils taking packed lunches may leave at 12.30p.m. if wished.

## **INITIAL RESPONSE PLAN**

This school has formulated an Emergency Plan which will be put in place in the event of an emergency situation on these premises. A copy of the Plan is attached at the back of this Handbook .

## **ANTI BULLYING POLICY**

### **AIMS:**

*To stress the standards of behaviour expected in the school, promoting and rewarding good behaviour.*

To raise the awareness of each pupil as to what constitutes bullying and provide the means of dealing with it.

*To provide opportunities for pupils to discuss bullying within the classroom situation and reinforce positive behaviour through the curriculum.*

To encourage pupils to talk openly about incidents which worry them, emphasising the need to inform on bullies.

*To ensure a safe environment within the school by involving teachers, staff, parents and pupils to create a non-bullying atmosphere.*

### **To achieve these aims, the following methods will be used:-**

New pupils soon learn the simple rules of discipline upheld in the school and should easily recognise what is not acceptable. Pupils are actively encouraged to respect each other, staff, as well as the school and its surroundings. The emphasis is on prevention, all members of staff are encouraged to promote positive behaviour, remembering how they deal with a situation may reflect on how the pupils react in the future

Differing opinions of what might be considered as bullying must be aired in the classroom regularly. Issues will be raised through the curriculum; pupils will be involved in group discussions on the many forms of bullying. Other ideas may include role -playing in drama: designing posters; producing a booklet; making up a questionnaire, etc.

Teachers must take a positive lead, encouraging anyone observing bullying to take a responsible line. They must, of course, be seen to act on information immediately it is received. Staff must be aware of 'danger' areas in and around the school. Regular checks at break-times will ensure that situations may be thwarted before any bullying can occur.

It is vital that pupils of all ages understand that threatening, frightening or hurtful behaviour counts as bullying and will not be tolerated in or out of school. Pupils are encouraged to let staff know immediately any problem occurs. They must be actively responsible for themselves as well as each other.

Older pupils will be encouraged to behave responsibly towards younger pupils- perhaps reminding them of rules, setting examples of acceptable behaviour. Etc.  
An Incident form is available to record any behaviour or situations which require further attention. A copy of any report would be sent to parents to keep them informed.

### **ANTI-RACIST/ MULTI-CULTURAL POLICY**

#### **AIMS:**

To raise the awareness of different cultures and beliefs.

To fully oppose all forms of prejudice and discrimination

To promote equal opportunities through good teaching methods

To provide a safe and caring environment

To follow the Education Services' Anti- racist and Multi- Cultural Guidelines for Primary and Nursery Schools.

To achieve these aims the following methods will be used-

Ensure all pupils, staff (teaching and non-teaching), parents and school board members are aware of the school's Anti-Racist /Multi-Cultural Policy.

As some pupils from a rural school will have little or no experience of meeting people from different cultural or ethnic backgrounds, discussion of their own views and ideas is vital to promote their understanding of the issues involved. Some pupils will need to learn to identify prejudice and discrimination related to race, culture or beliefs.

Issues will be raised within the curriculum and the class teacher will organise class activities which promote the understanding of people of different cultures, races and ethnic origins. Opportunities will arise within the Religious and Moral Education & Anti-Bullying programmes to discuss incidents and encourage positive attitudes to others.

#### **ROLE OF STAFF**

The class teacher will record any racist incident, parents will be informed and the Headteacher will decide on what action to take. If in doubt the Area Education Manager will be contacted. An annual report of incidents will be reported to the Director of Education.

#### **RESOURCES**

All teaching materials will be checked for anti-racist images or text and the Headteacher will decide what is or is not appropriate for class use.

Resources will be purchased to assist the school in promoting an Anti - Racist /Multi- Cultural ethos.

## **DISCIPLINE POLICY**

#### **AIMS:**

To develop high standards of self-discipline

To promote positive attitudes towards each other and all staff

To provide an environment where positive behaviour is promoted and rewarded

To achieve these aims the following methods will be used-

Ensure all pupils, staff (teaching and non-teaching), parents and school board members are aware of the school's Discipline Policy.

#### **APPROACH**

Most situations requiring a child or children to be disciplined are usually of a minor nature and dealt with immediately by the class teacher.

If, however, this was not sufficient, sanctions would be enforced immediately to deter any further occurrence.

*Minor incidents may result in:*

*Loss of break-time*

*Extra duties*

*Written apology*

*Lines*

*Loss of favourite games etc.*

*Behaviour charts will be used if bad behaviour continues. Suspension or expulsion would only be used in extreme cases.*

## ROLE OF STAFF

The class teacher will record any discipline matters or a serious nature e.g. where pupils/staff are deliberately hurt, school or personal property are damaged. Parents will, of course, be notified of the incident and outcome. The Headteacher will decide on what action to take in such cases. If in doubt the Area Education Manager will be contacted.

## RESOURCES

Various positive behaviour record sheets are available as and when situations arise which merit their introduction. Personal and Social Development aspects which cover and promote positive behaviour are used in Health and Religious and Moral Education programmes as well as weekly class reward systems.

## HOMEWORK POLICY

### AIMS:

To promote the educational development of each child outwith the school environment

To develop good working habits and self discipline

To allow parents to support their child e.g. aiding their access to other resources

To achieve these aims the following methods will be used-

*Ensure all pupils, staff, parents / Parent Council members are aware of the school's Homework Policy.*

### APPROACH

Homework can be set up to three nights a week as agreed with parents.

Parents are encouraged to support their child by:

*Working with them e.g. listening to reading, practising new words etc*  
*Checking their work when completed for repeated mistakes, untidiness or*  
*missing punctuation*  
*To reinforce the work set rather than move on*  
*Communicate any problems immediately to the school*

Homework tasks will be linked to the work carried out in class. Most homework is reinforcing the work carried out during the daily programme of Maths and Language. Tasks are differentiated and set according to the child's ability. The purpose should be to consolidate and practise previous work or possibly prepare for future classwork.

#### ROLE OF STAFF

The class teacher will record any set homework in own records/ pupil's record sheet and work will be corrected when presented. Homework will be continually assessed and adjusted according to the progress the child is making.

#### RESOURCES

Suitable Maths and Language resources are available for all stages and can be linked directly with the work carried out in school. Environmental Studies and topic work is given over the weekend period through photocopied resources or teachers own.

### **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 Advisor*  
*, Elizabeth MacIntosh –*  
*Mobile No: 07917596598*

**Stoer School Child Protection Officer**

**Miss A Macleod HEADTEACHER**

**If not available please contact**

**Mr G Nichols AREA EDUCATION MANAGER 01955 602362**

**STOER PRIMARY SCHOOL**

**~~~ Initial Response Plan ~~~**

**IN THE EVENT OF A MAJOR EMERGENCY ON SCHOOL PREMISES**

**SCHOOL ACTION PLAN**

*In the event of a major emergency on school premises, the **HEADTEACHER / TEACHER IN CHARGE** will:*

Sound the alarm to evacuate the building

Telephone - **Emergency Services: Ambulance, Police, Fire 999**

**Emergency Planning Officer - 01463 713479**

Evacuate all pupils and staff from the building. Lead the group out the school gates and assemble alongside the fence in the carpark.

Check staff and pupils lists against those present at primary assembly point.  
Proceed to the designated temporary accommodation - **Mr & Mrs Grant 210 Clashmore** - down from school.

Carry out any instructions given by Fire and Police Officers present.

Disperse pupils/staff only on given Police permission and taking into account any effects of the incident.

Ensure that all concerned understand all press enquiries must be dealt with by the **COUNCIL PRESS OFFICER**.

**TO CARRY OUT THE ACTION PLAN EFFECTIVELY, THE HEADTEACHER WILL ENSURE THE FOLLOWING STEPS HAVE BEEN TAKEN:**

Ensure all pupils/staff understand fire procedures including leaving from different exits.

Update School Emergency Plan annually as well as class/staff lists and emergency contact tel nos.

**Display Emergency Planning Officer's Tel No.** prominently beside each telephone and ensure class/staff lists are easily located beside both exits.

Inform parents of the procedure for dealing with a major incident through the School Brochure.

Identify the main reception area and notify all parties of any change to the designated assembly point.

Familiarise all staff with Call Out System and Emergency Plan procedures e.g. responsibilities of Emergency Planning Officer, Police Officer, Headteacher, Class Teachers, V.T's (*if present*), Auxiliaries and Dining Attendant.

Feb 09

**THE HIGHLAND COUNCIL  
SCHOOL CALENDAR SESSION 2008/09**

**THE HIGHLAND COUNCIL**

***Term Dates 2009-2010***

The following table lists the terms dates for year 2009/2010:

<b>Open</b>	<b>Close</b>
Monday 17 August 2009 (Staff Only)	
Tuesday 18 August 2009 (Pupils)	
Monday 26 October 2009 (Staff	Friday 9 October 2009

Only)	
Thursday 29 October 2009 (Pupils)	Wednesday 23 December 2009
Monday 11 January 2010	Friday 26 March 2010
Monday 12 April 2010	Friday 2 July 2010

Notes:

1. Holidays are Good Friday (2 April 2010), Easter Monday (5 April 2010) and May Day Monday (3 May 2010).
2. 2 Days - Casual Holiday -It is strongly recommended that this takes the form of an extended weekend break on Friday 12 and Monday 15 February 2010. Check with your school to confirm local holiday dates. The School Calendar for year 2009/2010 can be downloaded as a pdf file from the Current Documents section on the right.

### **Regional Closures:**

- The first day back after summer - Monday 17 August 2009
- Three days immediately after October break - Monday, Tuesday and Wednesday 26, 27 and 28 October 2009
- Two days following the February mid-term break - Tuesday and Wednesday 16 and 17 February 2010

### **Sample Lunch Menu**

A selection of bread from the bread basket and milk, water or pure fruit juice
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## **SMART LIFESTYLE**

**SPRING/SUMMER '09**

**WEEK 1 commencing**

**13<sup>th</sup> April (school closed), 11<sup>th</sup> May, 8<sup>th</sup> June, 17<sup>th</sup> August (school closed), 14<sup>th</sup> September**

Monday*	Tuesday	Wednesday	Thursday*	Friday
<b>Chicken Curry &amp; Rice</b> or <b>Tuna Pasta Salad</b>  <b>Sweetcorn Organic Carrot Sticks</b>	<b>Shepherds Pie</b> or <b>Homemade Soup(v)</b> <b>Ham or Free Range Egg(v)</b> <b>Sandwiches</b> <b>Sliced Green Beans</b> <b>Mixed Salad</b>	<b>Chicken Fillet Bites</b> <b>Potato Croquettes</b> or <b>Cheese &amp; Tomato Pizza(v)</b>  <b>Baked Beans</b> <b>Crisp Summer Coleslaw</b>	<b>Braised Beef &amp; Vegetables</b> or <b>Salmon Nibbles Ketchup</b>  <b>Mashed Potato Broccoli</b> <b>Pick and Mix Salad</b>	<b>Fish &amp; Chips</b> or <b>Baked Jacket Potato with Tuna Mayo or Cheese(v)</b>  <b>Peas Carrot, Apple &amp; Sultana Salad</b>
<b>Semolina &amp; Fruit</b>  <b>Fresh Fruit Selection</b> <b>Assorted Yoghurts</b>	<b>Peach &amp; Raspberry Muffin</b> <b>Fresh Fruit Selection</b> <b>Assorted Yoghurts</b>	<b>Bananas &amp; Custard</b>  <b>Fresh Fruit Selection</b> <b>Assorted Yoghurts</b>	<b>Jelly &amp; Fruit</b>  <b>Fresh Fruit Selection</b> <b>Assorted Yoghurts</b>	<b>Mini Milk Lollies</b>  <b>Fresh Fruit Selection</b> <b>Assorted Yoghurts</b>

Children's favourites made with healthier ingredients

### INFORMATION FOR PARENTS 2008 PRIMARY SCHOOLS

<b>School:</b> Stoer Primary School	<b>Id No.:</b> 270 - 5108926
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#### *Budgeted Running Costs For Financial Year 2008-2009*

<b>School Roll at September 2007</b>	20
<b>Total School Running Costs at April 2008 (£)</b>	138,865

<b>Cost per Pupil (£)</b>	6,943
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**Attendance And Absence For School Year 2007/2008**

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	**	**	**	**	2,256	**	**	7,520
<b>Percentage Authorised Absences</b>	**	**	**	**	5.1	**	**	5.2
<b>Percentage Unauthorised Absences</b>	**	**	**	**	0.0	**	**	0.0

**Minimising Overall Absence**

	<b>Absence recorded (2006/2007) Average number of half days absence per pupil</b>	<b>Absence recorded (2007/2008) Average number of half days absence per pupil</b>
<b>Absence</b>	15.4	19.8

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

**INFORMATION FOR PARENTS 2008  
PRIMARY SCHOOLS**

<b>Education Authority: Highland</b>
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**Budgeted Running Costs For Financial Year 2008-2009**

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

**Attendance And Absence For School Year 2007/2008**

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

**Minimising Overall Absence**

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

**INFORMATION FOR PARENTS 2008  
PRIMARY SCHOOLS**

<b>National Data</b>
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**Budgeted Running Costs For Financial Year 2008-2009**

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

**Attendance And Absence For School Year 2007/2008**

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	18,44 4,479	19,14 5,177	19,52 6,465	19,94 1,323	20,66 9,987	21,01 7,565	21,09 2,362	139,8 37,35 8
<b>Percentage Authorised Absences</b>	4.3	4.1	3.8	3.8	3.7	3.7	3.8	3.9
<b>Percentage Unauthorised Absences</b>	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0

**Minimising Overall Absence**

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