

**Lochinver
Primary School
Brochure
2010/2011**



LOCHINVER PRIMARY

Where every child is valued and where, in partnership with parents and the wider community, a balanced primary curriculum is provided that will nurture successful learners, confident individuals, responsible citizens and effective contributors.

WELCOME TO LOCHINVER PRIMARY SCHOOL

This booklet has been designed for the purpose of allowing you to become familiar with our school before your child begins here. We hope that you find it of use.

Our main aim is to make sure that every child feels secure and happy in our school and to cater for the needs and individual abilities of each child.

If there is anything that is unclear or that you would like to discuss further please don't hesitate to get in touch.

OUR SCHOOL'S AIMS

To provide equal opportunities for all regardless of gender, race, creed or colour.

To provide a caring and safe environment in which our pupils can develop their knowledge, understanding and practical skills.

To provide a learning and health promoting environment that is suited to the needs of each individual pupil and which aims to raise attainment across the curriculum.

To make use of regional and national guidelines to ensure a balanced curriculum.

To promote the continuing training, professional development and evaluation of the skills of all teaching staff.

To make the school a focal point in our community through a shared involvement in school life by pupils, parents, school staff and community members.

**LOCHINVER PRIMARY SCHOOL
LOCHINVER
BY LAIRG
SUTHERLAND
IV27 4LH
TEL/FAX. 01571 844235**

Lochinver Primary School is a **non-denominational** school. It covers the stages of **P1 to P7**.
At present it has a **roll of 42**. This means that currently we have 2.5 full time class teachers.

STAFF

HEAD TEACHER	MRS CLARE WARWICK
CLASS TEACHERS	MRS SANDRA MACLEOD MRS CATRIONA MACDONALD
LEARNING SUPPORT TEACHER	MRS ANNA MACKAY
L.S. AUXILLARY	MRS CATHERINE MACLEOD
CLASSROOM ASSISTANT	MRS SHEILA MATHESON
CLERICAL ANCILLARY	MRS SHEILA MATHESON
JANITOR/BUS DRIVER	MRS JANICE MACKAY
CHANTER TUTOR	MRS MARY KELLY
	MR SANDY WREGG

NEW ENTRANTS

The time to enrol new entrants is in February. The date will be advertised in the local paper. Throughout their pre-school year the children from Lochinver Playgroup come to visit the infant room several times. This allows them to get to know us and their new school, to which they will be coming in August.

If you have any worries about how your child will settle into school, please do discuss these worries with the Head Teacher. If your child has particular likes or dislikes it is helpful for us to know. It is also vital that we find out about any allergies or medical conditions that your child has. You are welcome to arrange a visit to school at any time prior to your child starting in August, all you have to do is phone.

PARENTAL VISITS

Parents wishing to discuss any matter are welcome to come to school any time. They should always report to the Head Teacher upon their arrival at the school. As the Head Teacher has a full-time teaching commitment it may be necessary to arrange a time for a meeting after the children have gone home. The Head Teacher does however have at least a day a week as management time and is usually available to meet parents during this time. They can also arrange to cover another teacher's class if it is that teacher that the parent wishes to see. All that you have to do is pick up the phone and make an appointment. We will always do our best to try and accommodate you.

SCHOOL DAY

School Starts	0900
Morning Break	1045
Classes Restart	1100
Lunch Break	1242 – 1330
Infant Closure	1440
Senior Closure	1510

Roughly every third Friday school closes after lunch. This allows the teachers to have valuable consultation time. A full termly list of all early closures is issued at the start of each term.

THE CURRICULUM

In Lochinver Primary we follow the 5-14 Guidelines. These are nationally produced guidelines settling out minimum standards for the five curricular areas. Most children begin their school career by working towards level A and they then progress through the levels towards Level E/F, which should be reached by most children by the end of their second year in High School.

ENGLISH LANGUAGE

The 5-14 English Language guidelines form the basis for the teaching of this subject. All four language areas are covered, reading, writing, talking and listening.

MATHEMATICS

Again the 5-14 Guidelines are the basis of the teaching of maths in Lochinver Primary. All areas are tackled, information handling, number, money and measurement, shape, position and movement as well as problem solving and enquiry.

ENVIRONMENTAL STUDIES

This heading covers the social subjects of people and place, people in the past and people in society. Also incorporated here are science and technology where children make scientific studies of Earth and Space, Energy and Forces and Living Things and the Processes of Life. In technology pupils gain knowledge and understanding of technology as well as the design and making skills involved. It is taught in a variety of ways, through themes or topics or as individual subjects. The 5-14 Guidelines are again followed closely.

RELIGIOUS AND MORAL EDUCATION

Christianity and Other World Religions are studied throughout the school in line with the 5-14 Guidelines. It is our aim to provide the children with an understanding of religion and the way in which it shapes society. Currently we do not have a school Chaplain although we do have visits from the local Free Church Minister to assembly once a month. Grace is said before lunch each day. A religious assembly with a broadly Christian theme is given each week. If parents wish to withdraw their children from religious observation the matter should be discussed with the Head teacher and a letter stating their wishes provided.

EXPRESSIVE ARTS

Lochinver Primary has visiting specialists in art and physical education. Drama is taught by the class teachers and Mrs Warwick provides music. The 5-14 Guidelines are followed closely to ensure the breadth of the curriculum is satisfactory.

FRENCH

French is taught in the Senior Classroom by the class teacher. The children concentrate largely on spoken language. They look at personal and classroom language, numbers, colour, the date and time. There is close liaison with the High School to ensure continuity and progression when the children move on.

ASSESSMENT

The children are being continually assessed throughout their primary career by marking, discussion, self assessment etc. Tests, for example spelling, tables, punctuation, will be administered throughout the session and at the discretion of the class teacher. Teachers liaise with others from primary schools which also feed to Ullapool High School to moderate our marking and assessment standards.

Reports are issued in November and June. Parents have two formal opportunities to visit the school and meet with their child's teacher (November and June). They will be able to discuss their child's progress at these meetings. Please remember that you do not have to wait until one of these meetings to make contact if you have any concerns about your child's schooling. We are always at the end of a phone and can arrange to meet you at any point in the term.

HOMEWORK

Homework is issued at all stages. For older children written work forms the main element. Subjects may include maths, language, science or research work. Children are also encouraged to read at home but formal reading homework is not given routinely. The infants in P1 & 2 however will have reading as the main basis of their homework.

Parents can greatly help their child by hearing and discussing reading at the infant stages as well as encouraging and monitoring personal reading in the older age group. Discussing written work and taking a positive interest in this work is also vitally important.

EARLY INTERVENTION

At Lochinver Primary we are currently involved in the Early Intervention Programme. This is an approach that provides focussed Maths and Language input in the Infant stages. It is a programme which has grown from research that indicates that children who have lots of input at these early stages are less likely to face problems in maths and language further on in their school careers. It is also grounded in the belief that it is easier to tackle problems as soon as they arise rather than to try to remedy them at a later date. As part of this programme we have a classroom assistant who works for 5.5 hours each week in the infant class, in addition the Learning Support Teacher dedicates approximately half of her time to P1-2.

SPECIAL EDUCATIONAL NEEDS

Every effort is made to cater for children with special educational needs at Lochinver Primary. At present we have visits from our Learning Support Teacher 1 day per week and have a part time Learning Support Auxiliary (10 hours per week). We also have the support of the Psychological Services, the wider Learning Support Team and visiting Health Professionals.

HEALTH CARE

The Speech and Language Therapy Assistant visits Lochinver Primary regularly. She liaises closely with the Speech and Language Therapist and our Learning Support Teacher, especially when drawing up programmes of work. They are always willing to meet with parents to discuss with them any concerns that they may have about their child's speech. In addition to Speech and Language therapy, we are also visited several times a year by the school nurse. She provides the routine checks for all pupils. She also provides a confidential "listening drop in", where pupils can discuss worries, every few weeks. The School Doctor also visits on occasion, as well as routine visits she also provides support and advice for Special Educational Needs. The School Medical Service is based at the Lawson Memorial Hospital in Golspie.

ATTENDANCE

If your child is absent it is very important that you contact us on the first day of absence and follow this up with a note to school explaining the absence on your child's return. If we are unable to establish where a child is or why they are absent, on the third day we have to alert the police. Figures have to be submitted annually to the Scottish Executive and these have to indicate *authorised* and *unauthorised* absences. All holidays taken during term time (except those due to exceptional circumstances) are recorded as unauthorised by school. It is very important that if your child is to go anywhere other than home after school that we are informed. Either send in a note or give us a ring first thing. If children are absent for reasons other than illness (such as holidays) work **will not** be provided by school. It may however be necessary for your child to have extra homework to complete on their return.

ILLNESS AT SCHOOL/SCHOOL CLOSURE

When a child is taken ill at school parents will be contacted to take a child home, similarly if the school has to close due to bad weather, power failure etc. If parents can't be contacted then we will get in touch with your emergency contact and the child will be sent there. It is therefore VITAL that your emergency contact details are kept up to date and if that person is going away, on holiday or just for a day, that you provide the school with an alternative contact.

UNIFORM

The wearing of uniform is recommended at Lochinver School as many parents have expressed a wish for the school to have a uniform. By recommending a uniform we wish to encourage an identity for, and a pride in our school. We hope that you will want to encourage this sense of belonging.

The suggested uniform is:

Girls: Black or blue skirt or trousers, white or green shirt; blue cardigan, sweatshirt or fleece.

Boys: Black or blue trousers, white or green shirt, blue sweatshirt or fleece.

All children should bring a coat to school with them everyday.

Children are only permitted to wear football shirts for P.E. They must not be worn in school as t-shirts.

Sweatshirts/polo shirts with the school logo can be ordered from the school. Order forms are issued several times a year.

VALUABLES

Children are discouraged from bringing valuables to school for obvious reasons. As the children **may not** wear any jewellery to P.E. it is sensible that they do not wear any at all that day. Children may not use mobile phones in school. If they are brought for use after school they should be given to the Class Teacher to look after.

SPORT

As we have no Hall within the school, we use Assynt Leisure Centre for our PE lessons. In good weather we also use the village playing field. Our school bus is used to transport children to PE.

LUNCHES

Meals are cooked on the premises and are available to all children at a cost of £1.70 per day. Payment is collected by the cook on a **Monday morning**. Please send payment in a sealed envelope clearly labelled with your child's name and class. A family who is in receipt of Income Support will be entitled to free school meals. A form will be distributed at enrolment. If circumstances change at any point throughout the year and you become entitled to free school meals, please get in touch with the school as soon as possible. Your enquiry will be treated in the strictest confidence. The children are not aware of who get free meals and who pays for them.

Children are also free to bring packed lunches if they wish. These are eaten in the canteen with the rest of the school. Packed lunches must be brought to school in a rigid box with a lid. Glass bottles are not permitted, nor are fizzy drinks or hot liquids due to the obvious dangers.

BREAKTIMES

The children have outdoor play areas and will be expected to be outside unless the weather is bad. In the winter, access to the grass areas may be restricted to protect them.

SCHOOL TRANSPORT

It is the policy of Highland Council that children under the age of 8 can be expected to walk 2 miles to school and children over the age of 8 to walk 3 miles. Children to who live out with these limits are entitled to free school transport. We are in a fortunate position of having both a bus and a driver and as such most of our children are brought to and from school by bus. There are several pick up/drop off points. These are included in the appendix.

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 the 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, Mrs Susan MacLaren, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN. Tel. 01463 703483, Fax 01463 713237.

DISCIPLINE

At Lochinver School we expect all children to behave well. A full copy of our Anti-Bullying Policy is given to all parents of new pupils. In addition we have the following set of guidelines.

Children should show respect for other pupils and all school staff.

Staff instructions should always be carried out.

Staff should be asked by pupils to help solve their disputes.

Fighting is not acceptable behaviour.

Bullying is not acceptable behaviour.

Being cheeky to staff or pupils is not acceptable behaviour.

SANCTIONS

All reports of bullying will be recorded.

All serious breaches of discipline will be recorded.

For minor breaches of discipline, playtimes may be withheld from a child and they will have work set by a teacher.

If a child persists in indiscipline after having been warned twice, a parent will be informed. This will be done either through a written punishment that must be signed by a parent, or if the indiscipline is severe or affecting the class, the parent will be contacted as soon as possible. They will be asked for their help in getting the child to behave or to take their child home if it is felt that the class cannot continue in an atmosphere conducive to learning whilst their child is present.

PARENT COUNCIL

Lochinver School has an active Parent Council at present. The Parent Council meets regularly to discuss matters pertaining to education in their school and education more generally. They are also our primary fundraisers and organise a variety of events throughout the year. All parents and carers are members unless they opt out.

The current committee is:

Chair	Alex Ritchie
Secretary	Claire Ford
Treasurer	Valerie Nelson

APPENDIX 1

TRANSPORT

Badnaban/Strathan (Cameron's Minibus)

PICK UP TIMES	DROP OFF TIMES
MORNING	AFTERNOON
0850 BADNABAN	1510 SCHOOL
0845 STRATHAN	1515 STRATHAN
0855 SCHOOL	1520 BADNABAN

Lochinver School Bus (2/3 runs)

PICK UP TIMES	DROP OFF TIMES
MORNING 1 st Run	AFTERNOON Infants
0815 ACHMELVICH	1445 BANK
0820 RECHARN	1450 BAYVIEW BUS SHELTER
0825 TORBRECK	1455 INVER TERRACE/ KIRK ROAD
0835 BADDIDARROCH AREA	BUS SHELTER
0840 BAYVIEW BUS SHELTER	

MORNING 2 nd Run	AFTERNOON Seniors and Achmelvich Run
0845 KIRK ROAD BUS SHELTER	1520 BAYVIEW
0850 BANK	1523 FREE CHURCH *
	1530 TORBRECK
	1535 RECHARN/ACHMELVICH

* This stop is only made if all children can fit onto bus 2 and there is no need for a third run. Inverpark children will be dropped at the church to walk home or can remain at school and will be dropped at their normal stop **after** the bus has travelled to Achmelvich. In inclement weather there will always be three runs.

APPENDIX 2

THE SCHOOL WEEK

Monday

Tuesday:

Support for Learning. Our SFL teacher spends the whole day with us on Tuesday.

Speech and Language Therapy. The Therapist or her Assistant is in school each Tuesday to work with the children who have been referred. Please make sure that any homework which has been issued is brought in to school that day.

Wednesday:

Chanter. In class 5 children are offered the option of taking up chanter. This involves a financial commitment from parents. Lessons take place every week during school hours.

Thursday:

P.E. All children have P.E. each week, either in the Leisure Centre or on the Playing Field. Children must come to school with a complete change of clothes including footwear. There are occasions when they may get wet and they should certainly be a bit sweaty after PE! For these reasons they must change after their lesson.

Friday

APPENDIX 3

AREA REPRESENTATIVES

Lochinver Primary operates a telephone tree system when any necessary messages have to be sent to all parents. This enables the school phone to remain free to receive or make any urgent calls.

Example: should it be necessary to close the school, during a power failure or severe weather, you will be contacted by your area rep. who will have initially been informed by the school.

Children will remain at the school until contact with their parents or their emergency contact has been successful. It is therefore vital to keep us up to date with emergency contact details and to inform us if both you and your emergency contact are going to be unavailable at any one time.

For your information the area reps are listed below.

Area Reps.

Inverkirkaig	Siobhan Templeton	844178
Village	Carolyn Maclean	844550
Inver Terrace / Baddidarroch	Kirsteen Gordon	844604
Inverpark	Susan Kinnaird	844675
Kirk Road	Emma Pirie	844534
Achmelvich	Hilary MacDonald	844001
Baddidarroch Road	Pauline MacLeod	844642

ScotXed School Handbook Insert

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA 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.

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only.

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 note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (www.scotxed.net).

Scottish Government works with a range of partners including HM Inspectorate of Education, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving our education system, we may make individual data available to partners and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This 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 relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

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, 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.

Transferring data about school staff

The Scottish Government and its partners collect and use information about school staff to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, Education Authorities and other partners such as HMIE, GTC Scotland and teaching unions need accurate, up-to-date data about our teachers. In particular individual level staff data is vital for use by Scottish Government in education workforce planning. As a consequence of receiving this information, Scottish Government will be better able to

- plan more accurately the number of new staff to be trained each year,
- identify shortages in particular sectors and subjects
- monitor movements in and out of the profession at a national level.
- better understand the factors affecting education
- share good practice

Data Policy

Information about school staff is collected through our statistical surveys in partnership between Scottish Government and Local Authorities through the ScotXed programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. Scottish Government will not make publicly available any information that allows individual members of staff to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. No information on individual members of staff can or would be published by Scottish Government. Providing sensitive information such as national identity and ethnic background data is entirely voluntary. The staff census is supported by teachers unions who helped draw up the list of data collected.

The individual data collected by Scottish Government is used for statistical and research purposes only.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998), the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data relating to individuals. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of the uses of staff data, including the published data, can be found on the ScotXed website: www.scotxed.net

Scottish Government works with a range of partners including HM Inspectorate of Education, GTC Scotland and the SQA. On occasion, in order to help meet our aim of improving our education system, we may make individual data available to partners and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This 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 relevant colleagues and individuals within and outwith Scottish Government. At all times individual's rights under the Data Protection Act and other relevant legislation will be ensured.

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INFORMATION FOR PARENTS 2010 PRIMARY SCHOOLS

School: Lochinver Primary School	Id No.: 270 - 5109728
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Budgeted Running Costs For Financial Year 2010-2011

School Roll at September 2009	47
Total School Running Costs at April 2010 (£)	199,380
Cost per Pupil (£)	4,242

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

Attendance And Absence For School Year 2009/2010

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances (Pupil Half Days)	2,490	2,492	2,492	**	2,848	**	2,492	16,730
Percentage Authorised Absences	1.6	3.5	3.9	**	2.0	**	2.0	2.5
Percentage Unauthorised Absences	0.8	0.6	0.5	**	0.7	**	0.8	1.0

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	18.3	13.5

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

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:

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- 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	19,136	19,091.22	18,545.41	18,823.23	19,175.55	19,573.62	20,175.46	134,520.7
Number of Possible Attendance (Pupil Half Days)	227	2	1	1	4	2	7	34
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.

LOCHINVER PRIMARY SCHOOL.
ANTI-BULLYING POLICY.

Introduction.

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch and less aggressive pupils who may be drawn in through peer pressure. Bullying however is not an inevitable part of school life or a necessary part of growing up and at Lochinver School we are committed to eradicating bullying whenever it occurs in our school. Indeed our school aims state: **We aim to provide a caring and safe environment for all our pupils.** As such we have developed the following policy.

What is bullying?

Bullying means different things to different people and as such it is important that we have a clear and simple definition to work with.

Bullying is any act that causes hurt, or threatens, or frightens someone else.

Therefore bullying can be physical (punching, kicking, spitting at the victim) verbal (name calling, remarks about ethnicity, personality or gender), caused by acts such as exclusion from groups, or damage to property or theft (physical threats can be used to make a victim hand over possessions).

Who are bullies?

Bullies have no physical characteristics that make them stand out from a crowd, however they do often share similar traits, for example they generally enjoy the feeling of power that bullying gives them. It is important to remember that:

Bullies can also be victims.

Bullies often regard what they are doing as a bit of fun.

When a group bullies, there is little feeling of guilt due to the shared responsibility.

Who are victims?

Anyone can become the victim of bullying. Bullies will often try to justify their actions by claiming their victim is "different" in some way. There is no justification for bullying.

Where does bullying occur?

Bullying is most likely to occur where there is no adult present. Bullying can also continue in supervised areas however, particularly when it involves exclusion.

Raising Awareness.

In order to combat bullying it is important that the awareness of bullying is raised throughout the school community.

Pupil awareness can be raised in a number of ways, through direct discussion in PSD lessons, Circletime and Assembly or through role play to practice scenarios in drama, through posters and leaflets from national organisations, through class and school rules etc.. It is important to share with pupils:

- ✓ If you are bullied tell a teacher, parent or other adult. Bullies rely on your silence.
- ✓ Pretend that you are confident even if you are scared. Walk away, ignore the bullies and they will get bored eventually.
- ✓ Do not stop if you are confronted, keep walking.
- ✓ If possible try to stay in a crowd, bullies tend to pick on children on their own.
- ✓ Laugh at or ignore comments. Bullies want to see a scared reaction and if they don't get it they will soon get bored.
- ✓ Be assertive. Shout "No!" and walk confidently away. Immediately find an adult to confide in.
- ✓ Be proud of who you are. You do not deserve to be bullied. Tell yourself this often.

Parent awareness can be raised by providing all new parents with a copy of this policy and allowing opportunities for discussions at school meetings. It is important for parents to:

- ✓ Teach responsibility and respect for self and others.
- ✓ Teach and provide caring and gentleness.
- ✓ Provide clear and consistent standards of behaviour.
- ✓ Supervise situations where bullying may occur, eg. walking to school.
- ✓ Avoid exposure to violence on TV, videos and computer games etc..
- ✓ Never reward aggression. It always has a cost.

Teacher awareness can be raised by taking time to discuss what constitutes bullying at CAT sessions, by attending in-service courses and reading documents provided in the school. Teachers should make sure that they are familiar with the signs of bullying and always follow up reported incidences of bullying. It is the teacher's duty to recognise potential victims and bullies and to work with their class to raise self-esteem and confidence.

What are the signs that someone is being bullied?

The signs of bullying can vary widely from person to person, however it is useful to outline some possible signs for both parents and teachers to watch out for.

- ✓ Being unwilling to come to school.
- ✓ Sudden deterioration in school work.
- ✓ Regularly having work, clothes or books which are torn or destroyed.
- ✓ Becoming withdrawn.
- ✓ Becoming uncharacteristically aggressive towards others.
- ✓ Develop obsessions (cleanliness, dieting).
- ✓ Develop stomach aches, headaches, etc..
- ✓ Bedwetting.
- ✓ Asking to be accompanied to and from school.
- ✓ Coming home very hungry (if lunch, playpiece is being taken by bullies).
- ✓ Having nightmares.
- ✓ Having unexplained cuts and bruises.
- ✓ Continually losing money.

What action will be taken when bullying is reported?

The school views bullying as a serious issue and as such it will be dealt with in a serious manner.

- ✓ Pupils will be encouraged to disapprove of bullying and to see telling staff of any bullying that they witness as a positive contribution towards stamping out bullying.
- ✓ All reports of bullying will be investigated the HT. A report will be made in the incident book. The HT will follow up the incident in line with Highland Council guidance, making a report to the Performance Management Unit.
- ✓ After investigation the class teacher or HT will issue any punishments he / she deems appropriate.
- ✓ If bullying is reported on more than one occasion the parents of the bully will be informed. Their advice will be sought, but they will be informed that should the bullying persist it may lead to their child being excluded from school.
- ✓ Appropriate advice will be given to the victim in order to minimise the possibility of future bullying.
- ✓ All staff members will be alerted to the problem in order that they may be extra vigilant.
- ✓ If appropriate, the alleged bully and the victim will be brought together, under close supervision, to try to work collaboratively and build bridges.
- ✓ If bullying is reported at home parents/carers should inform the school.
- ✓ The help of an impartial person (the Health Visitor has agreed to take on this role) will be sought to provide a confidential listening service for pupils who may be affected by bullying.

Maintaining this policy.

Each session this policy will be reviewed with all teaching staff and any adjustments made. In order to keep our anti-bullying stand high profile each session some assemblies will be dedicated to this issue. The theme will also be visited as part of our PSD / Health Education programme.

LOCHINVER PRIMARY SCHOOL Homework Policy

Rationale for homework

Homework is a very important part of a child's education and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper, 'Excellence in Schools', where homework was seen as 'an essential part of good education'. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents. We believe that homework is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside of school.

Aims and objectives

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to consolidate and reinforce learning done in school and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future

Types of homework

We set a variety of homework activities. In the Infant class we encourage the children to read by giving them books to take home to read with their parents. We give guidance information to parents to help them achieve the maximum benefit from this time spent reading with their child. We also ask Infant children to learn spellings or multiplication tables as part of their homework.

From primary 4 to 7 we continue to give children the sort of homework activities outlined in above but we expect them to do more tasks independently. We set literacy and numeracy homework routinely each week and we expect the children to consolidate and reinforce learning done in school through practice at home. We also set homework to ensure that prior learning has been understood. In the upper stages of the school, children are set work which involves personal research, for example making a poster about a country, giving a short talk about a sport that they are interested in. This work is set with a completion date several weeks ahead. It is designed to help the children become independent researchers, but also to develop time management skills.

Amount of homework

We increase the amount of homework that we give the children as they move through the school. We expect primary 1 to 3 children to spend approximately one hour a week doing homework, although this may well include reading with a parent. We expect children in primary 4 and 5 to spend approximately 15 minutes per night on homework and children in primary 6 and 7 to spend approximately 20 - 30 minutes per night.

We give all the children a school diary where they or the teacher or Support for Learning/Classroom Assistant records the homework, and where parents and teachers make any relevant comments.

Pupils with special educational needs

We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has special needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who have specific needs, we refer to the Individual Education Plans (IEPs).

The role of parents

Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home and by discussing the work that their child is doing.

We ask parents to check the home/school diary at least once a week and to sign it as requested.

If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Headteacher.

Monitoring and review

The Homework policy is reviewed through our school development planning or to take account of pupil, parent and staff concerns.

APPENDIX 7

0870 PHONE INFORMATION LINE.

Throughout the year we will be using the Highland Council Phone Messaging Service to inform parents if the school will remain closed due to severe weather or if we are having a late opening or if we need to pass on information after a school closure. This service will replace the Rep.s' phone calls in the **MORNINGS**. Instead parents should phone the number when there is any doubt about school opening. Parents **WILL NOT** be phoned in the morning.

The number to call is:
0870 054 6999.
Our pin number is:
04 2520

Messages concerning closure will always be left on option 1, Severe Weather Information

This number will be updated by 0815 each morning if required. Please try it out now and inform the school if you have any problems accessing the message.

**PLEASE DO NOT LEAVE MESSAGES ON THIS SYSTEM. ALWAYS
PHONE THE SCHOOL.**

In the event of school having to close early the Rep.s will be used to pass on information. Therefore it is vitally important that you make sure school has relevant details of your emergency contacts.

APPENDIX 8

THE HIGHLAND COUNCIL

SCHOOL CALENDAR SESSION 2011/12

OPEN				CLOSE			DAYS ATTENDANCE	
							PUPILS	STAFF
2011	Monday	15	August (Staff only)					1
2011	Tuesday	16	August	Friday	7	October	39	39
2011	Monday	24	October	Thursday	22	December	44	44
2012	Monday	9	January	Friday	30	March	60	60
2012	Tuesday	17	April	Friday	29	June	53	53
							<u>196</u>	<u>197</u>

(NB HOLIDAYS GOOD FRIDAY 6 APRIL 2012, EASTER MONDAY 9 APRIL 2012, MAY DAY MONDAY 7 MAY 2012)

LESS

a)	<u>For Pupils Only</u>		
	4 Days - Staff In-Service Training	-4	
b)	<u>Casual Holidays</u>		
	2 Days	-2	-2
		<u>190</u>	<u>195</u>

NOTE - CASUAL HOLIDAYS

Casual holidays will be taken on Monday 13 February and Tuesday 14 February 2012.

Session 2012/13

Staff Commence - Monday 13 August 2012

Pupils Commence - Tuesday 14 August 2012

REGIONAL CLOSURES	
The first day back after the summer	Monday 15 August 2011
The first day back after the October break	Monday 24 October 2011
Three days following the February mid-term break	Wednesday 15, Thursday 16 and Friday 17 February 2012

THE HIGHLAND COUNCIL
SCHOOL CALENDAR SESSION 2012/13

OPEN				CLOSE			DAYS ATTENDANCE	
							PUPILS	STAFF
2012	Monday	13	August (Staff only)					1
2012	Tuesday	14	August	Friday	5	October	39	39
2012	Monday	22	October	Thursday	20	December	44	44
2013	Monday	7	January	Thursday	28	March	59	59
2013	Monday	15	April	Friday	28	June	54	54
							<u>196</u>	<u>197</u>

(NB HOLIDAYS GOOD FRIDAY 29 MARCH 2013, EASTER MONDAY 1 APRIL 2013, MAY DAY MONDAY 6 MAY 2013)

LESS

a)	<u>For Pupils Only</u>		
	4 Days - Staff In-Service Training	-4	
b)	<u>Casual Holidays</u>		
	2 Days	-2	-2
		<u>190</u>	<u>195</u>

NOTE - CASUAL HOLIDAYS

Casual holidays will be taken on Monday 11 February and Tuesday 12 February 2013

Session 2013/14

Staff Commence - Monday 19 August 2013

Pupils Commence - Tuesday 20 August 2013

REGIONAL CLOSURES	
The first day back after the summer	Monday 13 August 2012
The first day back after the October break	Monday 22 October 2012
Three days following the February mid-term break	Wednesday 13, Thursday 14 and Friday 15 February 2013