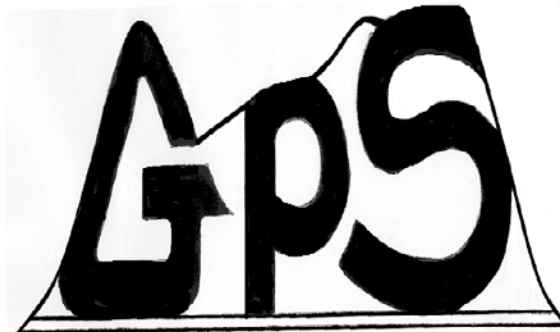




Award 2009



GLENCOE PRIMARY SCHOOL



**"Together we are an inclusive, enthusiastic school with fun
and effective learning."**

BROCHURE 2011

**Head Teacher: Mrs Marilyn MacDonald
Telephone & Fax: 01855 811 359
Email: marylin.macdonald@highland.gov.uk**

CONTENTS

Contents	2
Useful Information	3
Aims	4
Parent Council.....	6
Background Information.....	7
School Grounds & Building.....	7
School Meals.....	8
School Uniform	8
School Plan & Fire Exits	9
Enrolling And Transferring	10
Secondary School	10
Transport	10
Adverse Weather	11
The Curriculum.....	12
Language Arts.....	12
Mathematics.....	14
Environmental Studies	15
Expressive Arts.....	15
Learning Support.....	16
Health Care / Illness At School	17
Head Lice	17
Drugs Misuse Incidents Policy Into Practice.....	18
Health Education	19
Religious And Moral Education.....	20
Personal And Social Development	20
Computer	21
Homework	21
Assessment And Reporting	21
Links With Secondary School.....	22
Pupil Absences.....	22
Child Protection	26
Equal Opportunities.....	26
Discipline	26
Anti Bullying Policy	27
School Rules.....	29
Press Publication Of Pupil Photographs	31
Parents' Permission Form And User Agreement.....	31
Parents' Permission For The Publication Of Pupil Work/Pictures.....	32
Mobile Phones.....	32
Physical Intervention.....	33
Emergency Planning - Major Incident Plan.....	34
Fire Drill.....	34
Information For Parents 2010 Primary Schools.....	35
School Calendar 2010/11.....	36

USEFUL INFORMATION

Address: Glencoe
Ballachulish
Argyll
PH49 4HP

Local Education Office
Area Education, Culture and Sports Office
Camaghael Hostel
Fort William, PH33 7ND
Area Education Officer - Mrs R. Bridge

Telephone: 01855 811 359

Telephone: 01397 707350

Staff: Associate Head Teacher

with Duror Primary

Class Teacher P5-7

Class Teacher P1-4

CCR Teacher (Art/RME)

Music Teacher

CCR/P.E. Teacher (P5-7)

PE Teacher P1-4

Learning Support

Clerical Assistant

Strings Tutor

Lunch cover

P1/4 Classroom Assistant

- Mrs Marylin MacDonald
- Miss Mary Evans
- Mrs Caroline Brennan (Probationer)
- Mrs Marion Holden - Tuesdays
- Mr Peter Duggan - Every Mon (2 term))
- Mrs Gail Wilson - Every Wed 11.30-12.30pm
- Mrs Grant - every Tuesday 11.30-12.30p.m.
- Mrs. Margaret Clark - half day per week
- Mrs Susan Morrison - Mornings only
- Miss Sievewright - Tues 10:30-12:30pm
- Mrs Susan Morrison (3 covers each week)
- Miss Carolyn Gruber - two mornings

Present Roll: 17

P4-7 attend 8 swimming lessons in Fort William and Primary 4-7 have 4 ski-ing lessons in Term 3 at Nevis Range, Torlundy

School Day:	<u>Class</u>	<u>Morning</u>	<u>Afternoon</u>
	P1, P2, P3,	9a.m. - 12.30p.m.	1.15p.m. - 2.30p.m.
	P4,P5,P6,P7	9a.m. - 12.30p.m.	1.15p.m. - 3.00p.m.

Morning Interval-10.30 - 10.45a.m. (P4-7 run a Healthy Snack Bar)

AIMS

Vision statement agreed by pupils at Assembly - Nov '08.

“Together we are an inclusive, enthusiastic school with fun and effective learning.”

At Glencoe Primary School we are engaged in the pursuit of excellence. We present the children with opportunities to develop the four capacities of A Curriculum for Excellence so that they will become successful learners, confident individuals, responsible citizens and effective contributors.

This will equip them with skills and attitudes for lifelong learning and will prepare them for life beyond school.

We focus on the development of a community based on genuine care and understanding where each child is respected, valued and encouraged to realise his full potential.

This shared vision is supported by a number of strategies including our School Aims.

We aim:

- 1 To make our school a safe, welcoming and rewarding environments where each child will be treated equally and all pupils, staff and parents will feel appreciated and valued.
- 2 To maximise standards of attainment by:
 - Providing a curriculum which illustrates breadth and balance in all areas
 - Ensuring a coherent and progressive approach to teaching and learning
 - Enhancing the ethos of achievement through recognising and celebrating the success of all
 - Regular monitoring of progress and achievement
- 3 To provide a quality learning environment which stimulates and motivates pupils by:
 - Encouraging positive attitudes in the pupils towards themselves and others.
 - Ensuring equal opportunities for all pupils through a policy of inclusion
 - Promoting the health and well being of all members of the school community.
- 4 To make effective provision for pupils with Additional Support Needs by:
 - Meeting pupils' individual needs
 - Assisting pupils to make optimum use of their abilities and educational opportunities
- 5 To encourage partnership with parents and the community to enhance the quality of pupils' learning and welfare by:
 - Recognising the rights of parents to be informed, consulted and involved in the education of their children
 - Maintaining co-operative relationships with the Parent Council
 - Promoting opportunities for pupils to develop enterprising skills through links with members of the local community
- 6 To enhance professionalism by staff by:
 - Increasing the collegiate role of all staff
 - Ensuring that all staff have opportunities for continuing professional development
 - Undertaking CPD courses which respond to individual needs and school priorities
 - Liaising with colleagues and staff in other schools to share good practice.

Date of last review of aims: November 2008

Aims developed by, and shared with, [Head](#) Teacher, School Staff, Parent Council, Parent Forum, and Pupil Council.

School Aims

These are our new clear aims shared with Pupils

- Glencoe will be a safe school where we can grow and learn because we feel wanted, excited about learning and we have a say in the school.
- Learners will be confident and ask lots of questions. They will manage their feelings, be fit and get on well with every kind of person. This will help them enjoy life and reach their goals.
- Parents/carers and staff will work closely together to help children learn.
- We will work well with local groups because we can learn so much from our community.
- We will all value differences in people in our community and our world
- Everybody will succeed in their learning and will CELEBRATE achievement.
- We will respect the buildings and belongings of our school and community and take care of our changing world
- We will keep learning and keep getting better so our learning/school is the best it can be.

Parent Council

There is a supportive Parent Council which was formed in August '07 and replaced the School Board. A Social fundraising Committee was formed to organise the fundraising events. Some of their annual fundraising events are a Beetle Drive, a Cheese & Wine, a Sponsored Walk, the Summer Barbecue and a Bingo night. Their fundraising goes towards the school's transport costs for swimming, ski-ing, school trips and resources for the school.

Parent Council:

Mr Jim Shepherd	-	Chairperson (Parent Member)
Mr Scott McCombie	-	Treasurer (Co-opted Member)
Mrs Claire Thomson	-	Secretary (Parent Member)
Mrs Munday	-	Parent Member
Mrs Gemma Shepherd	-	Parent Member
Mrs Higgins	-	Parent Member
Mr & Mrs Janzen	-	Parent Member
Mrs Leitch	-	Parent Member
Ms Slaughter	-	Parent Member

Staff Members:

Miss Evans and Mrs Brennan

Parent Council

We really value and welcome parents' involvement in our school and are keen to work with you to help us give your child the best education we can provide. The Scottish Schools (Parental Involvement) Act 2006 is seen as a key step in improving parents' involvement in their own child's education and in the wider work of the school. All evidence shows that when parents, carers and other family members are actively involved in supporting their child's education, children's achievement and general experience of school are better.

As a parent of a child in attendance at school, you will be automatically a member of what is called the Parent Forum for the school.

As a member of the Parent Forum:

- You can ask the school for advice and information on your child's education and how you can support this.
- You will have the opportunity to come along to meetings and to feed in your ideas in other ways.
- You can also help choose the Parent Council for your child's school - this is a group of parents who represent the views of all parents in the school.

The type of things a parent Council could get involved in includes:

- Supporting the work of the school
- Gathering and representing parents' views to the Headteacher, education authority and HMIE
- Promoting contact between the school, parents, pupils, providers of nursery education and the local community
- Fundraising
- Organising events
- Being involved in the appointment of senior staff

Glencoe Primary School

Background Information

Glencoe Primary is a non-denominational school.

The School is situated at the foot of the Pap of Glencoe in unique surroundings. Nestling under the backdrop of the high mountains of Glencoe, it sits at sea level, looking westwards towards Loch Leven and the Ardgour hills. The area served by Glencoe School stretches from Tighphurist and the village of Glencoe eastward through the glen to the Highland Region boundary with Strathclyde beyond Kingshouse. With the closure of Glen Etive Primary School, this glen also now forms part of the delineated area. Children living within this area and more than three miles from the school are provided with free transport.

The Head teacher of Glencoe became the Associate Head of both Glencoe and Duror Primary in August '05. The authority has been conscious for some time of the fact that many Head Teachers of small schools have found the combination of teaching and managing very difficult as the demands placed on class committed primary teachers have increased greatly over the last 10 years. The Associated School Headteacher is one model of how the management function and teaching can be separated.

School Grounds & Building

The school grounds of approximately two acres of mainly playing fields are spacious and pleasant and provide the children with ample scope for outdoor activities. The School Enterprise "Pathways 3" successfully fundraised to develop an all weather tarred area for play behind the school building. The Pathways 4 Project involved contact with local businesses and the community and Eco Committee to help Fundraise for a new Balance trail at the school. The balance trail was installed and opened in June '09. The school received its first Eco Schools Green Flag Award in June '09. Ramps have been built outside each fire door and at the main entrance. A disabled toilet has been built in the Girls' Toilet and interior doors widened to allow wheelchair access.

School Meals

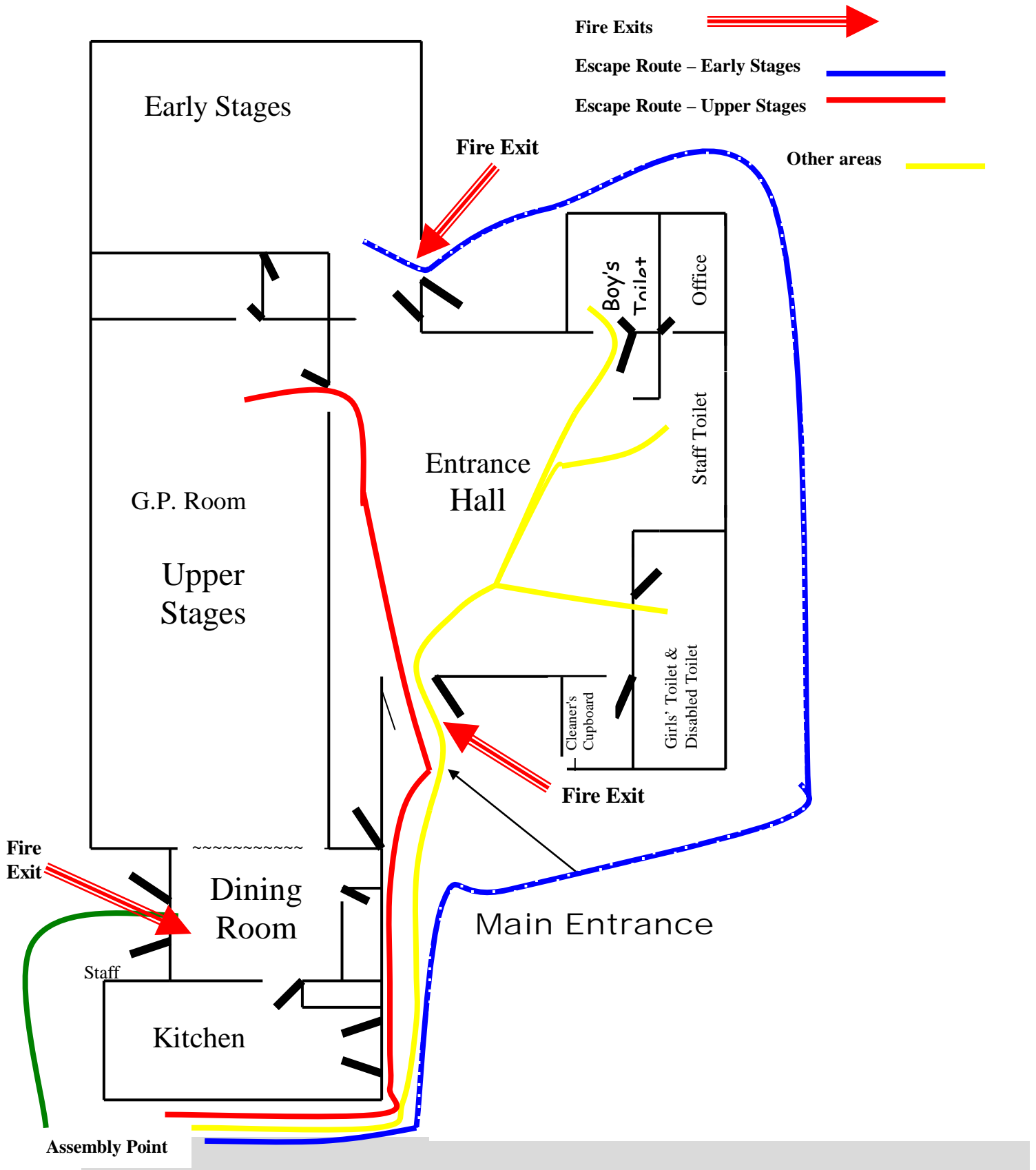
School lunches are cooked on the premises and served from a well-appointed kitchen. A termly menu is distributed to parents and displayed in school. These lunches provide excellent value and if parents have financial difficulty they may find their children are eligible to receive free meals. They should not hesitate to ask the Head Teacher. Current lunch price is £1.70. Children with packed lunches are supervised while eating. Please ensure that your child does not have a breakable thermos flask, glass bottle/jars, and hot liquids. All these are hazardous. Packed lunches and drinks can be stored in a larder refrigerator situated in the dining area. Children are encouraged to drink water - water bottles are allowed in class. Pupils have access to a water fountain in the foyer. The school has an active SNAG team (School Nutrition Action Group). The GPS SNAG established a Healthy Breakfast/Snack Bar in Jan'05 which operates during morning break times. This also forms the P4-7 school's enterprise and is part of the Schools Health Promotion activities. Glencoe Primary achieved Health Promoting Status in January 2005 and continues to maintain Health Promoting Status.

School Uniform

School Uniform consists of a navy sweatshirt with smart navy/black trousers or navy/black skirts. Hats, sweatshirts, fleeces and T-shirts, bearing the school logo, are available from the school. Recycled sweatshirts are available from the school at a cost of £2 each and recycled fleeces cost £5. Pupils are encouraged to wear their reflective waistcoats at all times. Children are expected to wear suitable clothing for Physical Education, i.e. T-shirts, shorts, gym shoes. A coverall apron is useful for art and craftwork. It is advisable to have your child's name on his/her belongings.

SCHOOL PLAN & FIRE EXITS

Within the building are two large, bright classrooms. The larger room doubles with the Dining Room by means of a sliding partition to form an extensive *General Purposes* area for drama, concerts, etc. The spacious foyer area has a comfortable library area and also an area for small group work. P.E. is held in the Glencoe Village School. Pupils walk to the Hall for lessons.



Enrolling and Transferring

Each year in June, children who will be enrolling into Primary 1 the following August, are invited to spend three afternoons and two mornings a week in school. This gives them the opportunity to meet the other children and to get to know the school, the teachers and the routine. Information from the local Ballachulish Nursery helps aid continuity and progression in the early years. The Early Stages teacher visits the Ballachulish Nursery and joint Nursery/P1 activities are arranged during the session. Primary 1 children attend school in the mornings only for their first two weeks and then remain for a full day after this. Early in each session we invite parents of new P1 pupils to a meeting to familiarise them with infant classroom resources and activities.

At the beginning of each term a newsletter is sent to parents outlining the proposed topics to be studied by each class, and giving details of any activities planned for the forthcoming term.

Secondary School

Pupils from this school transfer to Kinlochleven Secondary School at the end of Primary 7. In the February of their last year in Glencoe Primary, transfer forms are sent for parents to sign and also a prospectus for Kinlochleven Secondary School. Regular ASG meetings are held during each session to ensure a smooth P7/S1 transition. Several P7 transition activities are planned prior to the High School transfer week in June.

The Head Teacher at Kinlochleven is Mr John McGilp and the School Telephone Number is 01855 832 042.

Transport

If your child is aged 5-7 years and lives two miles or more from school, he / she is entitled to transport to school. At 8 years, three miles is the distance to qualify for transport. Mr. Kenny Montgomery has the contract for transporting children from the Glen Etive area to and from school Tel: 01855 831320.

Adverse Weather

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Education Authority encourages full attendance at school but in severe weather conditions the safety of pupils is much more important.

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

- Parents should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies.
- The school will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather.
- The school will establish a system of communication with parents and transport operators and ensure that parents are fully informed of the arrangements. This includes the new telephone information service number which is 0870 054 6999, and when prompted enter Glencoe Primary Schools pin number which is 04 2110. Dialling this number will allow you to hear a message from the school confirming whether it is closed or open and noting any transport changes.
- Local radio stations also issue news and weather bulletins on traffic conditions and school closures. It is advised that parents do not telephone local Radio stations for advice but listen to appropriate broadcasts as detailed on the Adverse weather handout issued each November.
- Alternatively Parents can contact the Head Teacher on the following numbers.

School - 01855 811 359

Home - 01855 821 217

Mobile - 07765143740

The Curriculum

Glencoe Primary School endeavours to establish the key principles of 'A Curriculum for Excellence'. The four capacities for a Curriculum for Excellence are:

- successful learners
- confident individuals
- responsible citizens
- effective contributions

The aims are to:

- focus classroom practice upon the child and around the purposes of education.
- simplify and prioritise the current curriculum
- encourage more learning through experiences
- create a single framework for the curriculum and assessment 3 - 18

The comprehensive curriculum which covers Language Arts i.e. reading, writing, talking and listening (All staff have been trained in the Highland Literacy Project), Mathematics i.e. problem solving, practical activities, and computation; ICT, Environmental Studies, Technology, Expressive Arts and Religious Education. The curriculum is delivered by two class teachers, supported by visiting teachers in P.E. for P4-7, Music P1-7 and Learning Support. Primary 4-7 are taught French. All the Primary 7 children in the cluster meet in Kinlochleven secondary once a year for a Secondary Taster session and a Maths Jamboree. The cluster participated in a Writing Moderation with Aifl funding and now focus on P7/S1 transition in Maths. Staff encourage pupils to use the school library and the visiting library van.

Resources, which are centrally held and freely accessible, are adequate but are constantly being renewed, replaced and improved as funds allow.

Language Arts

"Language is at the heart of pupils' learning. It is through language that they acquire much of their knowledge, build an understanding of themselves and their world and develop many of their skills."

Language Arts covers four main areas - Reading, Writing, Talking and Listening. Learning experiences across the whole curriculum build on the knowledge and skills the child brings to school.

Staff undertook Highland Literacy Phase 3 training in Nov '06. The project involves collaborative learning. Each classroom organises 3 reading groups. Individual readers are still heard but are also included in the 3 main groups. A wide variety of books were purchased to support the project.

In Primary 1 reading is introduced through the 'Look Say' method (whole words and phrases from the core reading book. Pupils are given a wide range of opportunities to experience language in spoken and written form ~ nursery rhymes, story books, captions, posters, wall displays, labels, speech bubbles and displays of children's own work. Children are introduced to Phonics as early as possible i.e. recognising the sound made by each letter and progressing to vowel blends ca, ba ... and so on. Infants follow Jolly Phonic work. Phonic Code Cracker is another school resource which offers a wide variety of vocabulary. Phonics and Reading will be the main regular homework in the early years and eventually spelling. Primary 1 parents will be given an opportunity to visit the school and discuss the teaching programme.

In P3-7 The core reading book remains in school and pupils can select their own home reader to promote reading for enjoyment. Both classrooms timetable alternately, a Writers Craft/reading for Information lesson each week Book study reports and Reading Trios/Pairs help the children think about the writers craft and Reading for information and to express their views on the text. Topic work involves a display of Reference books and helps develop research skills. Through 'Current Affairs' in the Upper School, children are encouraged to read newspapers and be aware of ongoing situations. We subscribe to the Scholastic Book Club and The Puffin Book Club. The Mobile Library van calls at the school every three weeks.

Reading is closely linked to Writing. From the Early Years pupils are taught the shape of letters and the correct formation. Letters are taught according to Jolly Phonics. The school uses the Nelson Handwriting Programme and the most common spelling word list. This forms the spelling homework at the Early Stages, along with spelling needs identified in their own pieces of writing. Various activities from the Highland Literacy Project are used in the learning and teaching of spelling. The Early Intervention Word List is also used to reinforce accuracy of common words.

The school's Writing Programme involves direct teaching and high expectations of knowledge about language spelling and punctuation. All classes participate in a Writing morning every week.

Pupils are involved in -

- Thinking and planning
- Using and adapting their plan in redrafting
- Evaluating and conferencing to make effective changes
- Preparing to publish, by ensuring technical accuracy and effective presentation through peer and self assessment

Good writers are rewarded with a Star Writer Award and this is noted on the star writer chart at the weekly Assembly. Peer and Self Assessment using 2 Stars and a Wish is used across the curriculum.

Children are encouraged to read and select good descriptions of beginnings, characters, scenes, feelings and endings for the Class 'Good Ideas' Book, which acts as a writer's model.

Reading for enjoyment is further encouraged through the school's Reading Tree incentive.

The "conferencing" which is important in the North Lanarkshire writing activities encourages the children to listen carefully and critically and to be able to speak out confidently and express their thoughts clearly. Talking and Listening is a key feature of the Highland Literacy Project and is evident across the curriculum.

Mathematics

We aim to ensure that the children acquire a sound working knowledge of number and procedures for working with patterns and relationships in number and shape and be confident in handling information and communicating evidence gathered through the provision of wide ranging practical experiences.

At all stages, the children, follow Peter Patila's Daily Mental Workout, which helps develop mental agility.

Tee Jay Maths, new Scottish Heinemann Maths and Northern College TENS Maths have been purchased to help deliver the 5-14 Maths guidelines. The TENS maths is a good reinforcement and aids assessment along with Tee Jay/Scottish Heinemann Maths revision and Assessment sections.

A morning each week is given to Problem Solving. During problem solving the children are taught to read and follow instructions carefully, work systematically, check out situations and look for all possibilities. Strategies are taught and displayed. Both classes follow the Learning and Teaching Problem Solving Programme.

Maths homework is given weekly based on Heinemann Home Link, Tee-jay material or reinforcement of on-going work in class.

Environmental Studies

Environmental Studies encompasses Geography, History, Science and Technology.

No child is complete without an awareness of his or her immediate surroundings, his or her place within these surroundings, and of the history that has moulded them. Environmental Studies aims to give the child first hand experience in these familiar situations and from this starting point reach out, leading the child to an understanding of others in other environments and situations and how they relate to us. Use is made of local expertise when this is relevant to a topic being studied. For example the local Police, Fire Brigade and Mountain Rescue Team have visited the school.

Staff and pupils welcome the new CfE topics for Learning Unlimited and the GLOW user group.

The Eco schools Scotland and Health Promotion activities provide a wide range of learning activities and promote community involvement.

Expressive Arts

The Expressive Arts encompass the following four subject areas:

- Art and Design
- Drama
- Music
- Physical Education.

Art and Design

The School develops Art through topics and seasonal activities. The majority of pupils attend an after school Art Club.

Drama

Pupils from P1 onwards use imaginative play to explore, order and make sense of the world around them. Drama extends and builds on this natural process. At Glencoe, drama work usually forms part of the classroom topic work, and at the Christmas concert pupils have an opportunity to perform before a wider audience. Pupils are taken to live theatre e.g. to the Pantomime at Eden Court and to smaller local productions. Workshops on presentation skills are held in school by an Eden Court Drama Specialist. The school purchased a new stage in October '10 through the local Councillors.

Music

There is a visiting music specialist teacher who visits the school weekly in Term 2. Pupils have the opportunity to take part in music making and to listen and respond to music. There is a visiting strings tutor although, in line with current Highland Council policy, parents have to pay for strings tuition. The Feisan Youth Music provide 4 hour sessions each term of Music Making, Voice or Tin Whistles for P5-7 and P1-4 receive song instruction.

PE

Physical activity is essential to the growth and development of children. At Glencoe we seek to ensure that pupils have opportunities to engage in purposeful and enjoyable physical activities. The PE specialist teacher visits weekly providing 1 hour of CCR time for P1-3 and P4-7. P.E lessons are held in the Village Hall. As already mentioned, pupils are asked to wear appropriate clothing and footwear for PE. Swimming lessons in Fort William are available for pupils from p4 onwards. For the older pupils there is an annual Day of Dance at Kinlochleven Primary School. Primary 4-7 are offered four Ski-ing lessons at Glencoe Mountain in Term 3. Sports Day is an enjoyable part of the summer term's activities. Rugby skills are taught at school by local SRU Coaches and a Rugby Tournament organised at Lochaber Rugby Club. The Active Sports Co-ordinator further develop Physical Activities in the Cluster. Class teachers timetable other physical activities to increase PE time e.g. Brain Gym, Class Moves and Drama.

Learning Support

Children have special educational needs when they face difficulties in learning.

When we identify a child whom we think is having extreme difficulties, the parents are approached for their permission to have the child assessed by the Educational Psychologist. His/her report specifies what he sees as the problem and suggests ways in which the child can be helped. The Educational Psychologist also discusses the report with the parents.

We currently have a Learning Support teacher who visits the school one half day a week. Her routine varies depending on the needs of certain children. Sometimes she works with individual children who may be needing short term help in a specific area or she advises teachers on suitable programmes of work for some children or she works with the teacher in class. The Learning Support teacher has access to the Learning support Resource base in Lochyside Primary School. The children with whom the Learning Support teacher works do not necessarily have problems that require assessment by the Psychologist.

Some pupils may require an Individual Education Programme (IEP) which details small steps to be achieved. The IEP is discussed with Parents at regular meetings.

Our aim is that all children progress in all areas at a speed with which they can cope and be successful.

The Education (Additional Support for Learning) (Scotland) Act 2004 commenced on November 14th 2005.

Health Care / Illness at School

During their First year in school, pupils are given a medical examination by the school nurse, usually in June. Parents are encouraged to be present at this examination.

At intervals during their Primary school years, all pupils have their eyes and ears tested. There is a final medical examination during P7, again usually in June and parents can be present at this if they wish.

Normally, inoculations are not given during school medicals unless parents indicate on the forms they fill out prior to medicals that inoculations have been missed, and they want them to be given in school and not by their own doctor.

There is an annual visit by the school dentist who examines P1 and P7 pupils. Parents are advised by the Dentist if their child requires treatment. It is then the parent's decision as to whether the treatment will be carried out by the school dentist or if the child will visit his / her own dentist.

Head Lice

Head louse infestation is a problem of the wider community. At any one time, most schools will have a few children who have active infestation with head lice. This is often between 0% and 5%, rarely more. The role of the school is to provide factual information and support to parents to help them address the infestation.

The following recommendations for Head Teachers are from the Policy on Managing Head Lice infestation:

- Ensure that your school nurse is informed, in confidence, of cases of head louse infestation. The school nurse will assess the individual report and may decide to make contact with the parents to offer information, advice and support.
- Send out information on a regular basis reminding parents of their responsibility to check their children's hair at least once a week using the wet combing method.

- It is recommended that schools withdraw the Head Lice "alert letter". Letters in future will go only to the parents of the child involved. See Highland Health Services Letter.

Information about Head Lice

Head Lice are a common problem in school aged children. They can't be prevented, but regular checking ensures early detection and treatment if necessary. Parents and carers should check their children's head one a week during hair washing. You need your usual shampoo, conditioner and a detection comb - ask your local pharmacist to recommend a suitable one. Remember that you are looking for living moving lice - the only evidence that you child is infected. If you find a living louse, ask your local pharmacist, school nurse, health visitor or GP for advice regarding treatment.

For further information see:

<http://www.nits.net/bugbusting>

<http://www.nhshighland.scot.nhs.uk> - search on head lice

Drugs Misuse Incidents Policy into Practice

In line with Highland Council's recommendation, the school endorses the Scottish Executive Guidelines for the Management of Incidents of Drugs and Misuse in Schools.

This National document is further enhanced by the Highland Council Health Education Policy and Drugs Education Guidelines, which are also endorsed by the school.

All staff have a responsibility to ensure that they are familiar with these documents and that these guidelines are fully implemented. The following points ensure that the guidance contained in these documents is translated into practice in School.

- Staff should immediately report all incidents of Drug Misuse or of suspected Drugs Misuse to the Head Teacher. Such incidents include:
- drug related litter on or near school premises;
- suspicion and allegations about in-school and out of school activities;
- pupils displaying symptoms of drug misuse;
- pupils/adults with drugs on school premises/trip/transport;
- pupils/adults taking drugs on school premises/trip/transport;
- pupils/adults, selling drugs on school premises/trip/transport.
- On receiving a report from a member of staff the Head Teacher will log this in the Drugs Incident File which is kept in the Head Teacher's office.

- The Head Teacher will ensure that appropriate action is taken in accordance with the above guidelines and that staff concerned are kept informed as necessary of all actions taken.
- The Head Teacher will ensure that all necessary returns are completed and forwarded to the Area Education Manager as required.
- The Head Teacher will ensure that newly appointed staff are made aware of the arrangements for handling incidents of Drugs Misuse and that all staff are regularly updated on any changes to policy and guidelines.
- The Head Teacher will ensure that parents are made aware of the school's policy on handling incidents of Drugs Misuse.
- The Head Teacher will make arrangements for the policy and guidelines to be monitored and reviewed on a regular basis and ideally annually in time with review of the Staff Development Handbook or when there are changes to either the National or Local Guidelines.
- The School Prospectus informs parents that all incidents of Drugs Misuse will be reported and dealt with in line with Highland Council Policy.

If a child becomes ill while at school, the parent will be contacted in the first instance. If the parent cannot be contacted, then the person given as your emergency contact, will be contacted.

If your child suffers from any illness, I must be informed. I will ensure that any such information will remain confidential.

Health Education

Glencoe Primary is a Health Promoting School. The school received accreditation in January '05. In line with Highland Council guidelines, Health Education is provided throughout the school. Personal hygiene and strategies for healthy living are emphasised and in P6 and P7 sex education and education regarding the misuse of drugs and alcohol form part of the class work. Parents of P4-7 are invited to view materials used for Sex and (P6/7) Drug Education. Parents are notified of the starting dates for the programme. The local Police visit the school and give lessons on Road Safety, Stranger/Danger, Dialling 999 and the misuse of drugs and alcohol. All incidents of Drug/Alcohol Misuse or of suspected Drugs/Alcohol Misuse will be reported and dealt with in line with Highland Council Policy. P1-3 join Duror Primary School for 3 sessions of "Safe, Strong and Well". We have one week each term designated to specific health related topics. These are Exercise, Fitness and Rest - Term 1, Healthy Eating, Fire and Road Safety, Stranger Danger - Term 2, Keeping Clean, Sex Education and Drug Awareness - Term 3. Teeth, Cycle Safety - Term 4. The school uses the Risk Watch Programme.

Religious and Moral Education

At Glencoe Primary School, we seek to provide a Christian Education. Religious education forms part of school routine. An Assembly is held each Friday morning. The local Episcopal clergyman, who is the School Chaplain, organises a rota to also include the local Church of Scotland Minister and the local Roman Catholic Priest to take the school Assemblies. In the absence of a clergyman a member of staff or a group of pupils leads the assembly. Parents may withdraw their children from religious education if they so wish. We seek to provide a caring atmosphere where honesty, fairness and respect for others are seen as very important aspects of pupils' development. We try to make pupils aware of and be tolerant towards those of different faiths by examining and comparing aspects of other World Religions.

Personal and Social Development

Glencoe Primary School works hard to develop a positive ethos, both as an end in itself for the school community of pupils, staff, parents and school community neighbours and as a major contribution to improved performance across the curriculum. We aim to ensure that all our pupils feel valued by sharing our high expectations of them and by encouraging our pupils' involvement in the running of their own school through the Schools Enterprise, the Pupil Council, and Playground Patrol which takes real responsibilities and decisions, and through active participation in other parts of the schools systems.

The Pupil Council members are elected members from P1-P7 and the Playground Patrol consists of Primary 4-7. Their aims, rules and rota list are displayed. They are encouraged to listen, be aware of other people, show respect for them and be sensitive and supportive of their needs, be problem solvers and active thinkers. The Four children on Playground Patrol wear badges to help identify who is on duty. They are identified on the rota and announced at Assembly prior to their duty week.

Developing a positive ethos and pupil participation are inextricably intertwined.

Circle Time developed as a means of promoting self-esteem. A social and communication programme has been developed throughout the school using the resource "Talkabout". Another resource is a social skills activity book for both classrooms.

If we are to achieve our aims, the most important foundations are:

- Being responsible for self
- Being aware of other people, respectful of them and sensitive and supportive of their needs.
- Carrying out duties and making choices
- Being competent and confident communicators

Everything is geared towards the pupils being helped towards understanding what is right. Positive behaviour and achievement in areas across the curriculum and outwith school is praised and rewarded through Star Awards. A Star Pupil in each classroom is also nominated by the pupils at the end of each term. Golden time is timetabled every Friday afternoon and is used as a reward for good behaviour. Pupils can lose time off Golden Time for poor behaviour and time can be won back for sharing positive behaviour.

Computer

All children from Primary 1 upwards are encouraged to make use of the school computer, scanner, digital camera and printer. The Highland Council has upgraded two new PCs, for each classroom and two Laptops. The school also received a mobile SMART Board and projector, which is used for Power point displays and whole class ICT Lessons. A school's website was created in June'04. <http://www.glencoe.highland.sch.uk>, but is still under development. Children progress through ICT activities in the TENS ICT Programme and Badger ICT. ICT permeates the curriculum.

Homework

In order to encourage children to work outwith the school environment, a flexible homework programme is set, covering a range of topics. Staff make written comments on each child's homework and this is shared with parents. Parents are asked to sign after reading the teacher's comment. Home/School diaries are a very useful method of communication and encourage pupils to take responsibility for their own learning. The school's Homework Policy was updated in '06 and shared with parents and School Board. An after school Homework Club and Christmas Craft Club were introduced in Nov '08.

Assessment and Reporting

Assessment of work is continuous, which helps to identify immediately any weaknesses in the grasping of a concept, and allows for the weakness to be dealt with straight away. Parents have an opportunity to see and discuss their child's work at the Parents' Evenings, which are held twice a session. A written annual report is issued to parents towards the end of each session. In line with Government requirements pupils are tested using the appropriate level of test when the class teacher considers them ready to do so. If parents are concerned about any aspect of their child's progress, during the session, they are welcome to make arrangements to consult the class teacher at any time, by appointment. Staff recognise the benefits of both formative and summative assessment. Formative assessment (listening to pupils responses during group discussions) which is used to adapt

teaching to meeting the learning needs of pupils - effective formative assessment raises levels of attainment. Summative assessment (tests) i.e. valuable for monitoring, ensuring accountability. Pupil's are encouraged to self and peer assess using "Two stars and a wish" - another form of formative assessment. This encourages the pupils to be aware and take responsibility of their school targets and is shared with parents.

Links with Secondary School

We have regular contact with Kinlochleven High School. An Area Cluster meeting is held three times a session. Members of staff from the secondary school visit Glencoe School and discuss the curriculum with P7 pupils. An annual dance event for P7 is held in Kinlochleven High School. Other events involving Secondary Staff meeting P7 pupils are a Maths Jamboree, a Fun Reading Day, a meeting with a Guidance teacher, Science teacher and the English teacher. Parents of P7 pupils are invited to attend a Parents' Evening organised by Kinlochleven High School, and in the summer term P7 pupils spend a week at Kinlochleven following an S1 timetable.

Pupil Absences

Parents are required to notify the school of the reason for pupils' absence either by letter or by telephone. If the school has not been informed of a child's absence the school will endeavour to make contact with the home or emergency contacts by 9.30a.m. This is further explained in the following child protection - child attendance letter. If parents wish to withdraw their children from school for family holidays during term time they are requested to seek permission to do so from the Head Teacher. Parents are encouraged to maintain a good attendance for their children. Each family is given a copy of the Director's letter regarding attendance. Please read the attached letters.

Please Ask for: **Bruce Robertson**
Direct Dial: (01463) 702802
Fax: (01463) 711177
E-mail: bruce.robertson@highland.gov.uk
Your Ref:
Our Ref: **BR/AC/br**
Date: **November 2006**

Dear Parent

Three years ago I wrote to parents in Highland seeking their co-operation in reducing pupil absences from school. Specifically I asked that pupils should not, if at all possible, be removed from school to attend family holidays. Unfortunately, three years on, the numbers of unauthorised absences from schools has continued to rise, in part, due to families taking holidays during term time.

It is recognised that some parents may, on occasion, find it impossible to plan a holiday in the 12 weeks allocated for this purpose, but a very worrying trend is emerging whereby more and more parents seem to be willing to withdraw their children from school despite the educational consequences. I would ask all parents to support their schools in raising standards of achievement and records of attendance by ensuring pupil absence is kept to a minimum.

I thank you for your anticipated support in these matters.

With best wishes

Yours sincerely



Bruce Robertson
Director of Education, Culture and Sport

Changes to recording Attendance and Absence 2003 to 2004

Circular 10/93 Information to Parents remains in place. Circular 10/93 gave some guidance on Authorised and Unauthorised Absence which were expanded in the circulars 1/95 and 10/95. This circular 05/03 now replaces those circulars.

Changes to Definition of Attendance:

- Study Leave: (during the period from the official start date of the national exam timetable until the restart of timetabled lessons for affected pupils in the school) is to be re-categorised as attendance
- Hospital tuition attendance has been expanded to: Receiving tuition via hospital or outreach teaching services.
- Sickness where an appropriate level of educational provision is being provided should be re-categorised as attendance. (It is up to the Authority to decide how “reasonable provision” is defined.

Changes to Authorised Absence:

- Short-term exceptional domestic circumstances can be classified as both authorised and unauthorised absences. Authorised absences covers situations such as:
 - The period immediately after an accident or illness.
 - A period of serious critical illness of a close relative.
 - A domestic crisis which causes serious disruption to the family home, causing temporary relocation.

Family holidays can only be categorised as authorised absence under exceptional circumstances – such as:

- A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.
- Extended leave with parental consent should be recorded separately outside the figures for attendance and absence, and includes circumstances such as:
 - Extended overseas educational trips not organised by the school.
 - Short-term parental placement abroad.
 - Family returning to its country of origin (to care for a relative, or for cultural reasons)
 - Leave in relation to the children of travelling families.

Changes to unauthorised absences:

- Most family holidays will be recorded as unauthorised absences. Other family holidays which would fall into the unauthorised category are reasons such as:
 - The availability of cheap holidays.
 - The availability of desired accommodation
 - Poor weather experienced during school holidays.
 - Holidays which overlap the beginning or end of term.
 - Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences).

Where a school’s prior agreement to a family holiday has not been sought, the absence should automatically be classed as unauthorised.

Exclusions:

Exclusions should be recorded and reported separately from other types of absence. Exclusion will no longer be part of the unauthorised statistics. Where a pupil is undertaking off-site education as a part measure to address indiscipline, this should be categorised as authorised absence.

Exceptional Domestic Circumstances - Carers

Education authorities under section 40 of the SSSA 2000 Act, must ensure young people within their catchment areas do not miss out on their entitlement to an education, a solution must be found for the long-term educational needs of pupils with care responsibilities. If a pupil is unable to attend school due to such responsibilities, there is an expectation that additional support services will be assessed to support the pupil, and their absence from education will not be long-term and therefore categorised as authorised absence. However, where additional services have not been accessed and care responsibilities become long-term, the absence should be categorised as unauthorised absence.

To all Parents/Carers

Please Ask for: Bruce Robertson
Direct Dial: (01463) 702802
Fax: (01463) 711177
E-mail: bruce.robertson@highland.gov.uk
Your Ref:
Our Ref: BR/AC
Date:

Dear Parent/Carer

CHILD PROTECTION – ATTENDANCE AT SCHOOL

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

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

THREE DAY RULE FOR UNEXPLAINED ABSENCE OF PUPILS

DAY 1: First day of unexplained absence of pupil

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

DAY 2: Second day of unexplained absence of pupil

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

DAY 3: Third day of unexplained absence of pupil

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

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

Steps for Parents

- ✚ Keep the school up to date with your telephone number, including mobile phone if you have one, and other details for emergency contacts.
- ✚ Be responsible for the safety and well-being of your child/children whilst they are not in school.
- ✚ Inform the school or pre-school of any prearranged absence, e.g. attendance at an hospital appointment or other unavoidable event, prior to the absence taking place.
- ✚ Inform the school or pre-school of your child's absence by 9.15am on the morning of the first day of absence. For afternoon sessions, inform the school no later than half an hour into the afternoon session.
- ✚ Respond promptly to contacts from the school.
- ✚ Provide written confirmation of absence as soon as possible.

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

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

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

Child Protection

In terms of its child protection guidelines the document detailed in *Getting It Right for Every Child (GIRFEC)*, the Authority imposes a duty on schools and all staff to report, by way of laid down referral procedures, any incidents which may give rise to a suspicion that a pupil has been subjected to abuse in any of its forms. This might involve information being passed to other agencies without immediate reference to a pupil's parents or guardians.

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.

Equal Opportunities

Glencoe is an equal opportunities school. We are opposed to all forms of prejudice and discrimination and attempt to provide equality and opportunity through our ethos and working practices. Access to all subjects will, therefore, be provided to all pupils without reference to the sex or disability of the pupil. The school believes that each pupil, regardless of his/her sex, or disability should have an equal opportunity to pursue his/her subject choices and subsequent career free from discrimination. The school has a Race Equality Policy which was shared with pupils, staff and parents and School Board.

Discipline

Most misdemeanours can be dealt with by giving a verbal reprimand or by discussion with the child to discover why he / she is behaving in an unacceptable manner. Unacceptable behaviour that continues after two warnings results in the child losing time off their Golden Time or break time.

If there is continued bad behaviour e.g. bullying, then the child is punished by missing part of playtime. Children are supervised by staff during the time they remain indoors and are given work to do.

Parents will be informed if their child regularly behaves in an unacceptable manner and their support sought in trying to make the child see why his / her behaviour is not acceptable.

Staff are made aware of the disabilities of pupils with Special Educational Needs and act in a manner that is appropriate for the needs of the child.

Anti Bullying Policy

At Glencoe we regard bullying as an unacceptable activity which demeans both the victim and the perpetrator.

Bullying

Bullying is the oppression of one person by another, or a group of others. It is an unacceptable activity, which demeans both the victim and the perpetrator. Teachers, pupils and ancillary staff should be united in the effort to prevent bullying at Glencoe Primary School.

Children should feel comfortable and accepted here and secure in the knowledge of their own self worth. We aim to reinforce this through:

1. whole school assemblies
2. direct discussion
3. establishing class rules, in consultation with pupils
4. reinforcing school rules
5. role playing and drama activities
6. discussion of issues raised in broadcasts, newspapers etc
7. a 'buddy' system for older pupils to care for younger ones
8. a Pupil Council where the children are encouraged to be active thinkers, good listeners and take responsibility
9. a Playground Patrol which encourages pupil participation and problem solving
10. developing Circle-Time methods as a means of promoting self-esteem, self discipline and responsibility towards others.

This self confidence should enable them to welcome newcomers, perhaps with different backgrounds, skin colours, or accents from their own. The value of the rich variety of humanity should be impressed upon pupils from the earliest stages and they should be made aware that there is a world outside Glencoe which has ideas, languages and beliefs which are every bit as valid as their own.

Pupils should be aware that bullying can take many forms e.g:

1. saying hurtful things about someone else's parents
2. name calling
3. swearing, bearing malice
4. rubbishing some else's work
5. destroying or damaging someone else's property or work
6. stealing valued possessions
7. threatening someone, intimidation, extortion
8. physical violence
9. excluding people

Should any cases of bullying occur the procedure followed should be as follows:

1. Everyone working at this school, adults or children should know that "it's OK to talk about bullying".
2. Pupils, either the victim, or any pupil witnessing the bullying should tell an adult.
3. The whole school should be aware that bullies will be reported. This is not to be considered to be "telling tales".
4. Pupils should be sure that they will be listened to and something will be done if they report the matter to an adult.
5. Teachers should listen to the report of the bullying.
6. They should talk to the victim about what has happened and give appropriate advice in order to minimise or discourage the possibility of future bullying.
7. Teachers should listen to the bully's version of events, an appropriate punishment should be given to the bully and an apology sought for the victim. It should be made clear to the bully that his/her behaviour is unacceptable.
8. If the bullying persists the discussion of the matter should be widened to include the peer group of those involved and peer pressure should be brought to bear on the bully.
9. In the event of bullying continuing the parents of the bully should be informed of what is going on and be invited to the school to discuss the matter.

We will monitor the implementation of the Anti-Bullying Policy

SCHOOL RULES

**We all must practise the
Moral Values / Golden Rules**

Being Gentle

Being Patient

Being Kind

Being Helpful

Being Honest

Showing Politeness

Showing Effort

Respecting Property

Listening to Others

Sharing

Caring

Showing Empathy

Noticing Positive things in others

Sitting Calmly

Friendly

Considerate

Thinking of Others

Glencoe Primary
School

Rules for Safety

- Respect school property
- No throwing objects
- Avoid sharp objects
- Distracting equipment not allowed
- No cycling in playground except for specialist equipment and training
- Stay within the school boundaries
- Bicycles follow the one-way system
- Playpark is out of bounds
- Return equipment
- Walk inside school
- Keep to designated area for agreed sports

TOTALLY UNACCEPTABLE BEHAVIOUR IN
GLENCOE PRIMARY SCHOOL

- deliberate actions to hurt another
- bullying (physical and verbal ignoring)
- arguing
- spitting
- name calling
- racial abuse
- swearing
- vandalism
- theft
- chewing gum in class
- lying
- telling tales
- annoying and teasing

Press Publication Of Pupil Photographs

Pupil's Name _____

I give permission for the publication of my child's/children's photograph in the press and school photo album and other media.

Yes _____

No _____

I give permission for my child's/children's names to be printed alongside their photographs.

Yes _____

No _____

Parent's Signature _____ Date _____

* Please tick as appropriate

PARENTS' PERMISSION FORM And USER AGREEMENT

Please complete and return to school.

As a parent or guardian of a pupil at Glencoe Primary School, I have read the internet access code of conduct about the appropriate use of computers at the school and I understand this agreement will be kept on file at school.

My child may use e-mail and the internet while at school according to the rules outlined. YES/NO

I would prefer that my child did not use e-mail and the internet while at school. YES/NO

Parent Name (PRINT) _____

Parent Signature _____ Date _____

Parents' Permission For The Publication Of Pupil Work/Pictures

I understand that from time-to-time the school may wish to publish examples of pupil projects, photographs of pupils, and other work on an internet accessible World Wide Web server.

My child's work can be published on the internet and photographs of my child can be published. YES/NO

Parent Name (PRINT) _____

Parent Signature _____

DATE: _____

Pupil Acceptance

As a user of the school computer network, I agree to comply with the above stated rules and to use the network in a constructive manner.

Pupil Name (PRINT) _____

Pupil

Signature _____

DATE: _____

Mobile Phones

Mobile phones will be switched off and handed to class teachers on arriving at school. The 'phones will be returned at the end of the school day. All pupils are permitted to contact parents on the school phone and vice versa.

Hand held computer games, I pods and MP3 players are banned from the school.

The above decisions have been made as a duty of care to staff and other pupils.

Physical Intervention

The Highland Council has adopted the C.A.L.M (Crisis and Aggression Limitation and Management) principles of behaviour management. Three of our staff members have been trained in C.A.L.M.

C.A.L.M. practitioners should use physical intervention only under specific circumstances i.e.

- when a pupils is a danger to himself
- when a pupils is a danger to others
- when the pupil is causing/about to cause significant damage to equipment

This system ensures that all physical management of children is in line with Child Protection and Health & Safety guidelines. Most physical management of pupils involves guiding them, or offering the reassurance of holding a pupil's hand as s/he moves to another part of the school.

Although it is very rare, a pupil may have a major outburst and when there is the risk of injury to him/herself or others, trained staff members have a duty to intervene. They are aware that the intervention should be at the lowest level possible and that an important factor in supporting the pupils throughout such a situation is a calm and reassuring attitude.

When such an incident occurs, the parents of the child involved will be informed by letter. A description of the intervention will be included. A member of the senior management team will be available if parents wish to discuss the incident further.

Parents are also encouraged to contact the school if they think that it is likely that an incident requiring significant intervention may arise in school in the future.

Should you wish any further information on the use of C.A.L.M techniques or if you wish to discuss their use, please contact the Head Teacher.

EMERGENCY PLANNING - MAJOR INCIDENT PLAN

Glencoe Primary School

This plan is based on the fact that ALL pupils and ALL staff are familiar with and practised in the Fire Drill procedure, which will be our main method of evacuation.

FIRE DRILL

Once the alarm sounds children will evacuate the building following the instructions, which are located next to each class door - hall included. The occupants will assemble in the field by the school gate where a head count will take place and checked against the class register.

The Head Teacher will contact the Emergency Services first and then the Emergency Planning Officer in Inverness. Relevant contact numbers are displayed next to the telephone.

If the Head Teacher is absent on the day in question, phoning will be carried out by Miss Evans, class teacher.

Once the emergency services arrive, we will be under their direct control and will await their instructions before we vacate the playground. On NO account will the children be dismissed from the Playground. The access road to the school is not suitable for a convoy of parental vehicles so parents should NOT attempt to visit school.

The Emergency Planning Officer will arrange for all parents to be contacted if necessary.

GLENCOE VILLAGE HALL has been identified as our dispersal point. The children will be taken there and handed over to parents or emergency contacts if parents are unavailable. Staff will remain with pupils until they are collected.

Parental co-operation is needed for this plan to be a success.

Parents are asked NOT to visit the school but to head for the Glencoe Village Hall, where the school will gather before home dispersal.

Parents can contact the Education Office for information about the incident on 01397 707350.

INFORMATION FOR PARENTS 2010

PRIMARY SCHOOLS

School: Glencoe Primary School	Id No.: 270 - 5130425
---------------------------------------	------------------------------

Budgeted Running Costs For Financial Year 2010-2011

School Roll at September 2009	23
Total School Running Costs at April 2010 (£)	159,871
Cost per Pupil (£)	6,951

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)	**	**	**	**	**	**	3,000	8,934
Percentage Authorised Absences	**	**	**	**	**	**	3.8	3.6
Percentage Unauthorised Absences	**	**	**	**	**	**	1.4	0.7

Key to Symbols:

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

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

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

Minimising Overall Absence

	Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
Absence	19.6	16.1

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

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

School Calendar 2010/11

Open

Close

2011 Monday 15 August (Staff only)

2011 Tuesday 16 August (Pupils)

2011 Monday 24 October

2012 Monday 9 January

2012 Tuesday 17 April

Friday 7 October

Thursday 22 December

Friday 30 March

Friday 29 June

Mid Term 2011 - Monday 14th and Tuesday 15th February 2011
(In service days Wednesday 16th Thursday 17th Friday 18th February 2011)

Good Friday - 22nd April 2011

Easter Monday - 25th April 2011

May Day - 2nd May 2011

Mid Term 2012 - Mon 13th & Tuesday 14th Feb 2012 (linked to In service days
- Wed 15th, Thurs 16th and Friday 17th Feb '12)

Good Friday - 6 April 2012

Easter Monday - 9 April 2012

May Day - 7 May 2012

Regional Closures 11/12 - In service training days

Monday 15th August 2011

Monday 24th October 2011

Wednesday 15th, Thursday 16th and Friday 17th February 2012