

# **INVERIE PRIMARY SCHOOL**

## **HANDBOOK 2010-2011**

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## **Welcome to Inverie Primary School**

The aim of this handbook is to provide you with some general information which should help you build up a picture of the school environment and organisation. There are sure to be many more questions and issues – please feel free to contact me to find out more. As I believe that a child's education is the joint responsibility of the parents and the teacher, I value the interest and involvement of parents and look forward to working with your children with your support.

Eilidh Klemm (Head Teacher)

### **The School :**

Inverie Primary School, approximately 5 minutes walk from the centre of the village, overlooks Loch Nevis and the hills of Mallaig and Morar.

In autumn 2002, the school building was renovated and enlarged. To the original 7m x 5m classroom, (with a stock cupboard and the toilets to the rear) an office, store room and nursery classroom with its own entrance hall, toilet and store was added.

Outside, a sloped grassed playing area and a tarred play area is for the use of the primary children. Leading out from the nursery, a separate fenced play area is surfaced with safe-play matting for the pre-school children.

In autumn 2003, the stone outhouse buildings to the rear of the school were upgraded, providing shelter, play possibilities and storage in both the primary and nursery playground. There is also a willow dome and a small adventure course at the foot of the grassed area.

As the play areas are unsuitable for PE activities, the local community hall is used for this purpose.

In May 2005 Inverie Primary School was inspected and copies of the report are available in the school or at [www.hmie.gov.uk](http://www.hmie.gov.uk). It was judged to be “a happy school which provide[s] a very high quality of education for its pupils.”

It is our aim to keep up this high standard.

<p><b>Inverie Primary aims to assist all children to become</b></p>
<p><b>successful learners</b> with</p> <p>an enjoyment of learning  an inquisitive curiosity about the world around them  a willingness to think for themselves</p> <p><i>We shall do this by</i></p> <p>presenting learning experiences in meaningful and enjoyable contexts  matching teaching processes to pupils' learning needs  ensuring curricular breadth and progression by working within the framework set out in the Curriculum for Excellence and by adhering to regional and national guidelines  making full use of the local environment as a rich educational resource</p>
<p><b>confident individuals</b> who</p> <p>are independent, secure and ambitious  fulfil their potential intellectually, physically, emotionally, aesthetically and spiritually  develop and communicate their beliefs and views</p> <p><i>We shall do this by</i></p> <p>providing within the school a secure, happy and stimulating environment  promoting partnership with parents, the community and local agencies and enlisting their support in the children's education  upholding the values of the Health Promoting School  valuing each individual's strengths and ensuring equal opportunities for all  promoting good health, personal morality, self-awareness and esteem</p>
<p><b>responsible citizens</b> who</p> <p>consider and respect the needs of others  appreciate and take responsibility for their environment, culture and community</p> <p><i>We shall do this by</i></p> <p>establishing an ethos of encouragement, care, respect and non-violent resolution of conflict  contributing to the life of the community  promoting links with other schools</p>
<p><b>effective contributors</b> with</p> <p>an enterprising attitude  the skills, attitudes and expectations necessary to prosper in a changing society  the self-awareness to work effectively in partnership and in teams</p> <p><i>We shall do this by</i></p> <p>encouraging a sense of pride and identity in the school  teaching thinking skills and involving the pupils in self- and peer-evaluation  providing both sound education in the basic skills as well as creative, hands-on activities and real-life contexts  promoting a "can do" ethos in the whole school</p>
<p><b>Inverie Primary aims to support effective learning and teaching,</b></p> <p>by</p> <ul style="list-style-type: none"> <li>managing resources, facilities and finance responsibly and efficiently, in consultation with the Parent Council and with regard to the priorities of the development plan</li> <li>continuing commitment to professional development of staff</li> <li>striving towards best practice and maximum attainment through using a variety of teaching methods and through regular reappraisal of teaching and learning</li> </ul> <p>School aims last updated in consultation with staff and parents: September 2009</p>

## **School information :**

### **Address:**

Inverie Primary School  
Inverie  
Knoydart  
PH41 4PL

### **Telephone:**

01687 462226

### **E-mail:**

eilidh.klemm@highland.gov.uk

### **Staff:**

Head teacher: Eilidh Klemm  
Management support teacher: Aaran Watson  
Nursery & classroom auxiliary: Britta Bernard  
DSM Auxiliary: Britta Bernard  
Clerical Assistant: Aaran Watson  
LSA: Sarah Powell  
Cleaner: Izzie Prickett  
Janitor: Peter Crossland

### **Parent Council:**

Chairperson: Jackie Robertson  
Clerk: to be elected  
Treasurer: Samantha Humphrey  
All parents are members of the parent council.

### **The school roll:**

for 2010-2011 is 10 (1 pupil in P1, 1 in P2, 2 in P4, 3 in P5 and 3 in P7).  
The projected school roll for 2011 – 2012 is 10.

### **The nursery roll:**

is 3. The projected nursery roll for 2011-2012 is 0 until April when 1 child is due to start.

### **School hours:**

	<b>P1-7</b>	<b>P1-3</b>	<b>P4-7</b>
Monday:	11.00am - 12.30pm	1.15 – 3.00pm	1.15 - 3.30pm
Tues Wed Thurs	9.00am - 12.30pm	1.15 – 3.00pm	1.15 - 3.30pm
Friday	9.00am - 12.30pm	1.15 – 2.15pm	1.15 - 2.45pm

This works out at the statutory 22.25 hours for P1-3 and 25 hours for P4-7, while allowing families and staff to catch the ferry on Fridays and Mondays.

**Nursery hours:**

Monday, 11.00am – 1.30pm

Tuesday – Friday, 9am – 11.30am.

Parents who wish their child to attend for only 3 or 4 mornings should please arrange the days with the teaching staff.

**Term times and holiday dates 2010/2011:**

<b>Term</b>	<b>First school day</b>	<b>Last school day</b>
1	Tuesday, 17 <sup>th</sup> August	Thursday, 7 <sup>th</sup> October
2	Tuesday, 26 <sup>th</sup> October	Thursday, 23 <sup>rd</sup> December
3	Monday, 10 <sup>th</sup> January	Friday, 8 <sup>th</sup> April
4	Tuesday, 26 <sup>th</sup> April	Friday, 1 <sup>st</sup> July

**Extra closure days:** (Please note that these may change.)

INSET	Mon. 16 <sup>th</sup> Aug; Fri. 8 <sup>th</sup> Oct; Mon. 25 <sup>th</sup> Oct; Wed. 16 <sup>th</sup> , Thurs. 17 <sup>th</sup> , Fri. 18 <sup>th</sup> Feb.
Casual Holiday	Mon. 14 <sup>th</sup> and Tues. 15 <sup>th</sup> Feb
May Day	Mon. 2 <sup>nd</sup> May

**Small Isles and Knoydart Aesthetic Arts Week :**

The “Small Isles” week gives the P4-P7 children the chance to meet their classmates from the island schools and to work in the larger group with specialist teachers. This is a residential week, which helps prepare the pupils for the boarding experience of secondary school

This year, it is expected to take place during the week starting 16<sup>th</sup> May.

School is as normal for the younger children, though in some years, with parental support, the P1-3 have met together for lessons in one of the cluster schools.

### **Emergency Procedures:**

Parents will be informed by telephone if the school has to close for any reason. Contact numbers for parents as well as the name, address and phone number of a friend or relative who may be contacted if they themselves are unavailable are listed in the school and in the Area Education Office. Please help by keeping these records up to date.

### **Attendance:**

Please telephone the school if your child will be unable to attend. In the interests of your own child's safety, the teacher needs to be informed directly (or in writing) by you or your nominated emergency contact. A verbal message via a sibling is not acceptable.

It is Highland policy that all children should attend regularly in order to ensure their own, and their classmates', best progress. While I recognise that there might be special circumstances which require absence during term time, please consider such arrangements carefully. Schools are now required to publish all absences nationally.

### **Infection Control:**

We would like to ask you to follow the recommendations issued by Highland Council and keep your child off school for 48 hours after any bout of diarrhoea or vomiting. The child should be excluded from the swimming pool for 2 weeks following the last episode of diarrhoea. In the case of chickenpox, measles, rubella or mumps, your child should remain away from school for 5 days after the appearance of the rash or swelling. Verucas must be covered in swimming pools, gyms and changing rooms.

### **Public transport:**

Transport is arranged for pupils living more than 3 miles from the school (more than 2 miles for children under 8).

Eligible families should apply to the Area Manager, Camaghael Hostel, In Fort William, PH33 7ND (Tel. 01397 707375).

### **Starting School:**

New entrants should be enrolled in February. The appropriate forms will be distributed to the parents or can be requested from the school.

The practice of the Authority is that children who attain the age of five by August of a given year are expected to commence primary school in that

August. Those whose birthday falls between 16<sup>th</sup> August and the 28<sup>th</sup> February may also start in the August prior to their fifth birthday. Parents have the option of 2 pre-school years for their child.

For entry into pre-pre-school year :

Born between	Commence in
1.3.2008 – 31.8.2009	August 2011
1.9.2008 – 31.12.2008	January 2012
1.1.2009 – 28.2.2009	April 2012

For entry into pre-school year :

Born between	Commence in
1.3.2006 – 28.2.2007	August 2010
1.3.2007 – 28.2.2008	August 2011

For entry into P1 :

Born before	Commence in
17.08. 2006	16 <sup>th</sup> August 2011
Between 17.08.2006 – 28.2.2007	may commence in August 2011 or, after discussion, delay till 2012

If you have any queries or concerns please contact the teacher.

### **Transferring to Secondary :**

Children from Inverie and the Small Isles transfer to Mallaig High School (Mallaig PH41 4QX; Tel: 01687 462107; HT; Martin Sullivan) - the prospectus is sent to families of P7 pupils.

To help the child settle well into the new school, opportunities are created for P7s to visit Mallaig High, while there is also an annual visit from the guidance teacher to chat to the P7s. Primary and secondary staff liaise over curriculum coverage. There are several planned occasions to join in with P7 pupils from other feeder primaries, including an Activity Weekend at an Outdoor Centre. The Aesthetic Arts Weeks (for P4 -P7) with the Small Isles schools also help prepare the children by giving them the chance to build friendships with other children in similar circumstances and by introducing them to hostel life while still having the security of their own teacher and school-mates.

As there is no daily transport, children have to board in the Mallaig school hostel (available for children from Knoydart and the Small Isles.) A school boat is provided to take the children over to Mallaig on Monday morning and bring them home on Friday evening.

## **Staff:**

As a teaching head, I am not only responsible for planning and delivering the curriculum to all children from P1 to P7, but also have to fulfil the multifarious tasks of the headship. We are fortunate in having Aaran Watson as our permanent management cover teacher. Aaran and I work closely together to ensure a continuity of approach, while splitting the delivery of the curriculum to make best use of our different skills. Our classroom auxiliaries, Britta Bernard and Sarah Powell, provide valuable support, especially in the early stages, and, as a qualified nursery auxiliary, Britta also plans and delivers the nursery care and education.

## **Some Curriculum Information :**

All children in Scotland should be:

- Confident Individuals
- Effective Contributors
- Successful Learners
- Responsible Citizens

We, along with all Scottish schools, are in the process of re-writing our school programme of learning to reflect the outcomes and experiences of the new Curriculum of Excellence. By following the Highland Region and National recommendations we are confident that we provide both breadth and progression in learning.

All age ranges are together in one classroom. Collaborative learning is a strong feature of the small school. Through working as a team with clearly defined roles, children actually learn self-confidence and independence. While each child works to his / her own ability and is treated as an individual regarding performance, wherever possible, in order to strengthen the social group, projects are worked on together across the age range, with each child contributing at his / her level.

The head teacher provides individual tuition after school to pupils who wish to develop their musical interests.

## **Curricular Areas :**

The Curriculum for Excellence includes:

- ◆ Language (including an introduction to French)
- ◆ Mathematics and numeracy
- ◆ Health and Well-being (including Physical Education)
- ◆ Expressive Arts (Music, Art & Design, Drama, Dance)

- ◆ Science (Our living world, our physical world, our material world)
- ◆ Social Studies (People, past events & societies; People, place and environment; People in society, economy and business)
- ◆ Religious and Moral Education (Christianity, Other World Faiths, Beliefs & values)
- ◆ Technologies (including ICT)

See teacher for details about what is covered in each curricular area.

### **Withdrawal from Religious Education and Religious Observance :**

In accordance with the Education (Scotland) Act 1980 (c.44), Part 1, para. 9-11, parents have the right to remove their child from the teaching of Religious Education and/or from Religious Observation. Please inform the Head Teacher if you wish to do so.

### **Target levels:**

Each of the curricular areas is divided into levels set by the Scottish Office Education Department. These set out a progression in skills and understanding and indicate what a child should be able to do or know at different stages.

As a general guideline:

Early Level is covered in nursery and P1.

First Level is covered between P2 and P4, and Second Level between P5 and P7.

### **Assessment Arrangements:**

Pupils' progress is regularly monitored and assessed to inform the next stages. Most of this is informal (by observation, discussion, performance in daily class-work) and children are encouraged to self and peer assess. A folio of work is kept to present a record of the main areas of teaching and learning throughout the year and the standard achieved.

### **Learning Support:**

We aim to assist each child to progress from his/her current level of ability, regardless of age or class stage. "Getting It Right For Every Child" (GIRFEC) is a Highland Pathfinder programme that aims to improve outcomes for all children and young people by promoting a shared approach that builds solutions with and around children and families. It enables children to get the help they need when they need it; supports a positive shift in culture, systems and practice; involves working together to make things better. The school

follows the HC's staged approach procedures to ensure that appropriate provision is available to all pupils and where necessary individualised educational programmes are introduced.

The school is committed to ensuring that every child reaches his/her potential and with our small role, we are able to consider the different pace and preferred style of learning of each child and adjust lessons accordingly. A learning support teacher is available for consultation with the class teacher and we work closely with professionals such as the speech therapist, school psychologist, early years family support team and the High School staff.

### **School/Parent Liaison:**

Being such a small school, it is easy for parents to pop in before and after school and so most parent/teacher communication is direct and informal. However there is also a notice board in the entrance hall for general information and news letters keep parents up to date with developments and activities. Apart from two more formal meetings (usually in November and June) to discuss each child's progress and developmental needs and give an opportunity to expand on the yearly progress report, informal meetings are held regularly to update parents on their child's progress, discuss any issues of concern and share the success stories! Please do come and raise any queries or arrange such a meeting at any time.

Understandably, education is best when parents and teacher work alongside each other in an open, trusting atmosphere where ideas and approaches can be shared and explained, thus ensuring a compatible approach in social and moral matters, including discipline and attitude to people and work. Staff are always willing to share teaching aims and methods, whether informally or through organising specific workshops.

The Parental Involvement Act (2007) stipulates that every parent is a member of the Parent Council, which works in partnership with the school to promote parental involvement and quality learning experiences for the children.

### **How can parents help their child?:**

Considering that your child is likely to spend 10 –14 years in school, it makes good sense to make this a happy experience and to think and talk positively about school! Be a receptive and appreciative audience to your child's work, achievements and enthusiasm – and don't forget to share your child's out of school successes with the school staff! Children usually love to share their satisfaction in acquiring new skills and knowledge.

### **Homework:**

Homework is given out on Monday and has to be handed in by Friday. This helps pupils learn to manage their work on a weekly basis, making decisions

in planning and organisation. No homework is given over the weekend. We have introduced a homework diary with extra target setting pages which encourage the children to think about their own learning needs and successes. It also serves as a home/school communication diary.

Generally, and increasingly so up the school, the child should be able to complete the homework tasks independently. Sometimes your support might be necessary - e.g. spelling practice and games or number games will need a suitable partner. Always, it is an opportunity to encourage and engage with your child, whilst gaining a meaningful insight into his/her work at school and progress.

In **P1 – P4** homework will generally be reading and spelling, a number-work task or game, and occasionally a topic related task.

In **P5 – P7** homework will continue to cover reading, spelling, maths or practising a musical instrument, but opportunities for research, collecting information and problem solving activities within other areas of the curriculum e.g. Social Studies might be called for.

Time allocation:

In the early stages homework should take only about 15 minutes of both pupil and parent's time each week night.

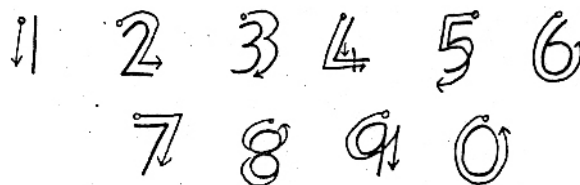
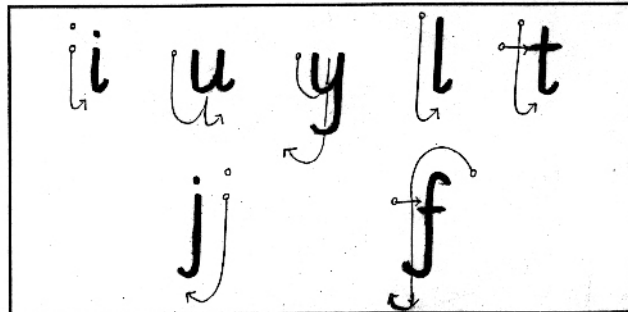
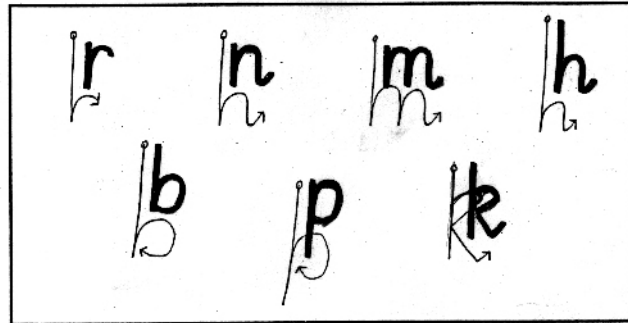
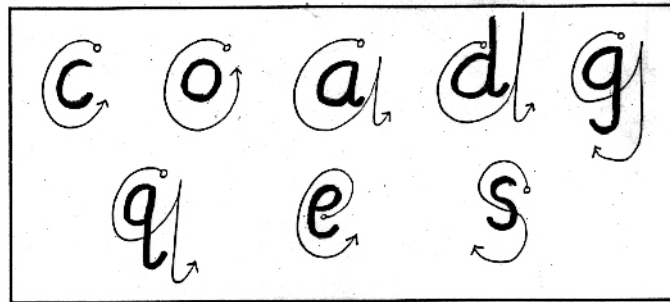
By P5/7, the time may be extended, given the type of tasks, but should never take longer than 30 minutes each week night.

### **Shared Reading:**

Reading should be a nightly occurrence and parents are asked to share and enjoy books (fiction and fact) with their children. This may involve reading to them, listening to their reading, sharing and discussing the story or simply showing interest and giving encouragement. P1-3 pupils are given reading books to go home. P4-7 can choose their own books, from home, public or school library. For its size, Inverie Primary has an impressively well-stocked library (about 1500 books) and parents are encouraged to come in and help their children select suitable fiction and non-fiction books.

### **Supporting emergent writing at home:**

Encourage your pre-school or P1 child to scribble, draw and colour with crayons, pencils or felt tipped pens. These activities help in pencil control and strengthen finger and hand muscles. Some children are keen to write and it will avoid your child being confused if you use the same letter formation as at school. In the following chart you can see where to start each letter and in which direction it is drawn. If you write your child's name please use a capital letter **only for the first letter.**



### **School Rules and Discipline:**

There is a strong emphasis on honest, caring and considerate behaviour at all times. Children are encouraged to consider their actions and to make amends for hurts or wrong-doings.

The pupils themselves are involved in drawing up and reviewing a code of conduct and in discussing appropriate action if these rules are broken. Please refer to the appended Discipline and Anti-Bullying Policy, as well as the Policy for Multi-Cultural and Anti-Racist Education. It is vital that parents fully understand and support the school's commitment to these policies. Parents should also be aware that all incidents of Drugs Misuse will be reported and dealt with in line with Highland Council Policy.

### **School Clothing:**

There is no school uniform – comfortable, practical clothing is ideal. However, indoor shoes such as black plimsolls must be provided for wear in the classroom and these can be worn as part of the PE kit. Please ensure that your child has a T-shirt and shorts for gym activities and please note that it is the child's responsibility to remove all jewellery for sports lessons, as a health and safety precaution.

Please make sure that your child comes to school adequately protected from the vagaries of Knoydart weather so that he or she can play comfortably outside at break time.

A clothing grant is available for families on Income Support. Details are available from the Lochaber Area Education Office, Camaghael Hostel, Fort William, PH33 7ND (Tel. 01397 707375).

### **Lunch and snack time:**

There is no tuck-shop and no school meal provision, therefore children have to bring their own snacks and packed lunch. As a health promoting school, we are keen to teach the children about the value of healthy eating and so appreciate your support in providing healthy snacks in preference to sweets and sugary drinks.

At lunch, the children sit together while eating and are responsible for tidying up their own lunch box and table and washing their own cups.

Children may go home for lunch. However notification of this must be given to the teacher from the parent or adult in charge.

Families who would be eligible to apply for free school meals (those in receipt of Income Support or Income Based Job Seekers Allowance) can apply to the Education Office in Fort William for a packed lunch grant.

### **Health Care:**

The school comes under the auspices of the Community Medical Service. The School Health Surveillance Programme is carried out with pupils in P1 and P7. This involves a parent questionnaire and screening of height, weight and vision. Parents are invited to be present. Regular dental inspections are offered to all children. Health education and Health promotion are an important part of the school nurse role and this takes place in partnership with the teachers as part of the curriculum.

Parents and carers are expected to inform the head teacher of any medical conditions their child may have - asthma, allergies etc - or of the need to administer medication to their child. The head teacher will need to agree with parents or carers exactly what support the school can provide for a child with health care needs. Where there is concern about whether the school can meet a pupil's health care needs, or where it may not be possible to meet parents' or carers' expectations, the head teacher will seek advice from NHS staff and, if appropriate, from the education authority.

Any medication to be administered in school must be clearly marked with the pupil's name, be brought to school by the parent/guardian and be delivered to the head teacher together with a signed consent. Please refer to our policy on Administration of Medicine if you would like further information.

In the event of illness occurring or an accident taking place during school hours, parents, or the emergency contact, will be informed as soon as possible. If we are unable to reach you, appropriate medical advice will be sought from the local GP.

### **Child Protection:**

In this school, the designated child protection officer, who has received special training for the task, is the head teacher. Highland Council wishes parents to know that any incident occurring within the school setting which might indicate that a pupil is suffering some form of abuse (this includes internet safety) must be reported to Social Work Services. This can lead to a joint Social Work/Police investigation.

### **School Security:**

Main entrances are locked while classes are in progress and access is gained by ringing the bell at the Nursery Entrance. All doors can be opened quickly and easily from the inside.

### **Data Protection:**

In compliance with Data Protection legislation, any information gathered from or about pupils will be used only for the purpose for which it was provided and any relevant procedures following from this.

This data will be maintained in accordance with the Act and will not be passed onto any other organisation without your prior approval unless this is a legal requirement.

(See Appendix for more information.)

### **Concerns and Suggestions:**

The school strives to provide the highest standards of care and education for your child. However, if you have any concerns, you should please raise these in the first place with the head teacher, either directly or by “posting” your comments in the “2 stars and a wish” box in the entrance hall. If you wish to pursue the matter further you can contact the Area Education Manager, Camaghael Hostel, Fort William, PH33 7ND. Telephone: 01397 707350

### **Community Involvement:**

We are fortunate in having a part-time classroom assistant but additional help is greatly appreciated especially for practical activities like cooking, crafts or on outings. The Knoydart community has many talents and skills and we welcome the sharing of these with the children.

Pupils, though, are encouraged not just to take from the community, but to contribute positively themselves. Special events such as end of term productions or assemblies are generally greatly enjoyed by the community and pupils are helped to contribute actively to community events such as ceilidhs or the Burns Supper.

### **School funds:**

School funds are raised by the children themselves, with the support of staff, parents and the community. All support and fund raising ideas are very welcome. Accounts are carefully kept and audited. The money is used for extra resources, special food, outings, etc.

### **Personal Property:**

Highland Council does not provide cover for the loss of private property.

### **Scottish Executive statistics:**

These are available from the head teacher.

## Appendix 1:

### POLICY FOR MULTI-CULTURAL AND ANTI-RACIST EDUCATION

#### Position Statement

The Race Relations (Amendment) Act 2000 – states that schools must:

Eliminate unlawful racial discrimination

Promote equality of opportunity and good relations between people of different racial groups.

This school is opposed to all forms of prejudice and discrimination and aligns itself with the Education Service's "Anti-racist and Multi-cultural Guidelines for Primary and Nursery Schools" (Sept 2004).

Although Inverie is such a small community, many people from outwith Scotland choose to live or holiday here. **"In any case, racism can exist whether or not those who are the focus of discrimination are physically present in the community."** (Guidelines, 1997 – A.C.Gilchrist.)

#### AIMS

Inverie Primary aims to ensure that the education provided is not only free from prejudice and discrimination, but also helps to promote understanding and respect for other people's cultural identity and beliefs.

Following this policy will help embed systems and structures to assist the school in fulfilling its obligations under Race Relations legislation to pupils, parents/carers and staff.

#### Approaches

The general approach to discipline, one of "Positive Assertive Management", (see Discipline Policy, revised 2005) is that pupils' positive behaviour is praised and rewarded. It helps to create an environment where individuals feel valued and accepted, but also responsible for their own actions, learning to evaluate choices and actions and to accept the consequences of their own decisions.

Anti-racial behaviour can be seen as potential bullying and will be dealt with and logged in the manner outlined in the Discipline policy.

Reference to the RME and PSD & Citizenship programmes should indicate how respect for other people's beliefs and cultural identity is fundamental to the teaching and learning of these areas of the curriculum. Negative attitudes towards culture and race are confronted and discussed with pupils. Vocabulary relating to a multi-cultural society is likewise discussed and used effectively (e.g. words like asylum seeker, Black, Asian, etc.) while the pejorative and racist connotations of words such as Paki or Tink are explained.

Within the library and language scheme books, there are many stories that broaden the outlook and experience of the children, introducing them to other cultures or relationships, and giving the opportunity to redress stereotype images. We take steps to ensure that new and existing teaching materials are examined for:

negative images of people from different ethnic groups, stereotyping and tokenism,  
illustrations which perpetuate myths about people from different ethnic groups,  
patronising and condescending attitudes towards people from different ethnic groups,  
reference to social, scientific, technological, musical, artistic, literary and sporting achievements outside the western world.

The teaching of **modern languages**, which is now a part of the primary curriculum, increases the interest in and awareness of other nations and countries.

The school actively promotes **international ICT links** with other school children, believing that these links can break down such barriers as fear of the unknown (often a contributing factor in racial behaviour) and let the pupils discover for themselves that, despite differences in language or surroundings, there are many more fundamental similarities and interests to be shared by all.

Multicultural toys and books as well as an introduction to world festivals introduce anti-racist education in the **Nursery**.

#### Responsibilities

The **Head Teacher** is responsible for implementing the policy and ensuring that procedures are followed; for ensuring that all staff are aware of their responsibilities and are given appropriate support and for taking appropriate action in any cases of unlawful discrimination. She will make sure that this policy is readily available and that the school board members, staff, pupils and parents are familiar with it.

As **Race Equality Co-ordinator** she will review and disseminate enrolment data for minority ethnic pupils, deal with reports on racist incidents including the recording, investigation and forwarding to the Performance Management Unit (PMU) of all incidents (in accordance with the document Highland Council Anti-Bullying and Anti-Racist Procedures, November 2003, and the Highland Council's Guidelines for School Race Equality Co-ordinators) and take a lead role in the school's self evaluation procedures and staff development for Race Equality

#### **Staff**

All Staff, including Ancillary Staff, have a responsibility to deal with and report any racial incident to the teacher. All Staff will be aware of what constitutes a racial incident and will promote principles of equality and positive behaviour throughout the school.

Within the framework of the school's CPD and staff development procedures, all staff are expected to develop their awareness and skills in matters relating to Race Equality.

#### **Parents' Council**

Having been involved in the development of this policy, the parents' council will assist the Head Teacher and staff in promoting the policy to all parents/carers and the wider community.

#### **Pupils**

Pupils will have a responsibility to follow the school rules and adhere to the 'Advice for Children' guidelines attached to this policy.

#### **Monitoring and Review of Policy**

We will monitor the implementation of this policy through classroom/playground observations, curriculum review, children's work and the register of incidents.

We will review our policy and practice through School Development Planning particularly when reviewing Q1 5.3 'Equality and Fairness'.

In this we shall be guided by the advice contained within the audit tools:

- *How good is our school? Promoting Race Equality* HMle 2004
- *How Good is our School ? Taking a closer look at Inclusion and Equality – meeting the needs of Gypsies and Travellers* (HMle 2005)
- *How Good is our School ? Evaluating Educational Provision for Bilingual Learners* (HMle 2006)

**First implemented: 1999**

**Last revised: Jan 2008**

## Appendix 2: ANTI-BULLYING POLICY

### OUR SITUATION

Inverie Primary School is a small rural school with two teachers, a nursery assistant and a small group of children of the age range 3-11. While we work in an open, friendly environment, there is still a great emphasis on discipline and on consideration for others. We strive to establish an ethos of encouragement, honesty, care, respect and the non-violent resolution of conflicts. Naturally then, **any kind of bullying behaviour is unacceptable**, as is any behaviour that intentionally hurts, frightens or intimidates anyone else.

### WHAT IS BULLYING?

Bullying is a **repeated** behaviour which wilfully hurts, frightens or causes unhappiness to others.

This can include

- ...**hurtful comments, name calling, teasing** (e.g. concerning appearance, home situation, race, ability....)
- ...**threats, intimidations** (or forcing someone to do something they do not want to do)
- ...**isolation** (e.g. deliberately not including an individual in activities, taking friends away)
- ...**damage to personal belongings or theft** (e.g. clothing, equipment, lunches)
- ...**physical assault** (e.g. pushing, poking, tripping, hitting).

### AIMS OF POLICY

- \*To create an ethos which values, respects and protects the right for each member to be within a friendly, safe environment.
- \*To develop, through example, practice and curricular activities, attitudes and skills which will prevent bullying.
- \*To encourage pupils to look after each other and to see that telling on a bully is a positive contribution to stamping out bullying.
- \*To foster active parental support.
- \* To follow the guidance laid down in the HC 'Anti-bullying and Anti-Racist Procedures' policy.

### ACTION TAKEN TO ACHIEVE THESE AIMS

Fundamental to our school is our belief in **Positive Assertive Management**. Pupils learn to recognise that now, as in adult life, they are responsible for their own actions. In daily situations and social interactions they need to make choices while realising that these choices have consequences which they, themselves, have to be prepared to bear – opening opportunities but also bringing responsibilities. We also discuss many of these issues in curricular areas like Health, Citizenship and Religious and Moral Education. We study bullying within our Health Programme and Personal and Social Development programme

Using real situations, stories, media, role play, Circle Time and discussion time, the children are encouraged to listen to and share experiences, empathise, form new opinions and develop and practise strategies to handle confrontations and difficult emotions.

The pupils themselves are involved in drawing up and reviewing a code of conduct ( **Golden Rules**) which ensures a harmonious social and working atmosphere. They also help decide on the appropriate action to be taken if someone breaks these rules.

In addition, the **nursery pupils** have workshops with the 'Safe, Strong and Free' project, at which aspects of bullying are discussed. Parents have preliminary meetings to view and discuss the material used.

Vital to these strategies, and going hand in hand with them, is the ethos of encouragement and the **recognition of each person as a valuable individual** whose strengths, qualities and differences are to be celebrated. Through praise, games, activities and tasks children are given opportunities to develop high self esteem and self respect, independence and co-operation.

### WHEN NEGATIVE BEHAVIOUR DOES OCCUR

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

We **investigate** the incident, listening, in a calm atmosphere, to the victim, perpetrator and witnesses.

We **discuss** the incident with all concerned, working together to find the the best solution for all and working out strategies to avoid similar situations developing.

We **resolve** the incident with an apology, any loss or damage hopefully made good and decisions on any future action necessary.

We **support** children concerned. The bullier must be brought to understand that it his/her behaviour which is unacceptable and not him/her as a person.

A **note of the incident** is made in the incident register, kept in the office filing cabinet.

## **IF BEHAVIOUR CONTINUES TO CAUSE CONCERN**

### **Parents' active support and involvement would be sought.**

Parents are also encouraged to express any concerns they might have about their child's attitude, behaviour or experiences at school.

## **PRACTICAL ADVICE TO SHARE WITH PUPILS**

- 1) If you are bullied **tell** a member of staff.
- 2) **Try to ignore** silly comments or teasing – don't say anything back - try and walk away
- 3) Tell people who are bullying you to 'buzz off', shout 'NO!' or 'GO AWAY'. You must say it loudly and walk away immediately. Practice this in the mirror.

## **PRACTICAL ADVICE FOR PARENTS:**

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

## **RAISING TEACHER AWARENESS:**

Signs which may indicate bullying:

The child may:

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

## **MONITORING THE POLICY**

- ◆ We will monitor pupil behaviour and responses, and review this policy on a regular basis. The policy has been drawn up in consultation with the board and parents will be consulted on any changes.

Written in 1999, last revised in January 2008

## **Appendix 3:**

### **Transferring Educational Data About Pupils**

Education authorities and Scottish Government have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within Scottish Government itself.

#### **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 and Careers Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors which influence pupil attainment and achievement,
- share good practice,
- target resources better.

#### **Data policy**

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

A subset of this information is passed to Scottish Government for research and 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 published by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

#### **Your data protection rights**

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

Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions and organisations to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government.

#### **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](mailto: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.

#### **Want more information?**

Further details about ScotXed are available on the ScotXed website, [www.scotxed.net](http://www.scotxed.net), which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.