

# INVERGARRY PRIMARY SCHOOL

## Handbook 2008-2009



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The information in this brochure is correct at December 2008, but please note that subsequent changes may be made. Although there may be annual revisions made to this document, points of specific interest may be taken up at any time with the Head Teacher.

## **WELCOME TO INVERGARRY PRIMARY**

The Handbook will help you as parents to become familiar with the School and the way in which children are educated and cared for. We are committed to providing learning experiences of the highest quality, in a positive and supportive atmosphere where everyone feels happy, confident and valued as an individual.

We provide a balanced and challenging programme of learning, which caters for each child's individual needs and ability. Promotion of close home, school and community relationships is actively encouraged. Parents are involved in the education of their children and made welcome in school.

It is our aim to provide a rich, stimulating and secure environment where your child can reach their full potential. The content of the Handbook will give you an indication of our values and the varied programme provided for children.

As a staff we look forward to working in partnership with you as a parent to ensure that this important stage in your child's development is full of experiences and activities to allow him/ her to develop their potential. We invite parents/carers to become actively involved in the life of the school as well as in the education of their children.

### **GENERAL INFORMATION**

**School Address:** Invergarry Primary School  
Invergarry  
Inverness-shire  
PH35 4HG

**Telephone:** 01809 501317

**Fax:** 01809 501317

**E-mail:** [invergarry.primary@highland.gov.uk](mailto:invergarry.primary@highland.gov.uk)

**Tel. Info. Service** 0870 054 6999 Pin No - 04 2260

## **Staff**

Miss Julie Watson	Teacher	P1 - 4
Mrs Jane Strachan	Head Teacher	P5 -7
Miss Carrie Reid	Teacher	P1-4/ 5-7

## **Visiting Specialist Teachers**

Mrs Liz Wilshaw	Music
Ms Margaret MacMaster	Piping Instruction
Mrs Rhona Grant	P.E
Mrs Kim Bentley	Learning Support

## **Ancillary Staff**

<b>Ms Catherine MacPherson</b>	<b>Support Auxiliary</b>
<b>Mrs. Elizabeth Whyte</b>	<b>Clerical/Classroom Assistant</b>
<b>Mrs Amy Hunter</b>	<b>Crossing Patrol / Cleaner</b>

## **SCHOOL CALENDAR 2008 -2009**

### **Session 2008 - 2009**

#### **School Opens**

Monday 18th August 2008 (Staff)

Tuesday 18th August 2008 (Pupils)

Monday 27th October 2008

Monday 5th January 2009

Tuesday 14th April 2009

#### **School Closes**

Friday 10th October 2008

Friday 19th December 2008

Friday 27th March 2009

Thursday 2nd July 2009

Mid-Term Holiday	Friday 13 <sup>th</sup> February 2009 Monday 16 <sup>th</sup> February 2009
Good Friday Easter Monday	Friday 10 <sup>th</sup> April 2009 Monday 13 <sup>th</sup> April 2009
May Day Holiday	Monday 4 <sup>th</sup> May 2009

In - Service Days:

- Monday 18<sup>th</sup> August 2008
- Monday 27<sup>th</sup> October 2008
- Tuesday 28<sup>th</sup> October 2008
- Thursday 12<sup>th</sup> February 2009
- Tuesday 17<sup>th</sup> February 2009

**AIMS**

At Invergarry Primary School our aims are:

**To encourage pupils to become successful learners by: -**

- *Providing opportunities for them to use their imagination and creativity within a broad and balanced curriculum, which is increasingly progressing the objectives of a Curriculum for Excellence, and connects the various stages of learning from 3 to 18.*
- *Developing a stimulating & challenging learning environment, which will enable them to develop important skills, by exploring and investigating whilst following their own interests.*
- *Allowing pupils to explore their capabilities by tackling, and thus learning from, new experiences.*
- *Regularly monitoring and reviewing pupil progress.*
- *By ensuring that the quality of learning & teaching experiences meet pupils' needs.*
- *By fostering in each pupil, from nursery through to P7, a positive attitude to independent learning so that pupils and staff may work together towards a common goal of achieving higher standards of attainment.*

**To encourage pupils to become confident individuals by: -**

- *Creating an ethos of achievement, which will maximise attainment.*

- *Celebrating their successes and accomplishments.*
- *Planning in partnership with parents/carers and inter disciplinary agencies.*
- *Teaching them the skills of self-assessment and manageable target setting.*
- *Continuing to develop the Health Promoting Status of the school.*

**To encourage pupils to become responsible citizens by: -**

- *Promoting an inclusive approach to learning & teaching.*
- *Endorsing a sense of fairness and respect for culture, gender, race and religion.*
- *Providing opportunities for decision making in a variety of situations*
- *Creating opportunities for pupils to work together so that they learn to share and give & take.*

**To encourage pupils to become effective contributors by: -**

- *Providing an environment in which all pupils feel welcome, safe and valued.*
- *Encouraging pupils to play a vital role in their community.*
- *Developing good communication skills, which will enable them to tackle problems, discuss community issues in a logical manner whilst respecting the opinions of others.*

**To provide opportunities for the continuing professional development of all staff by:-**

- *Ensuring that all members of staff have a clear remit and are committed to staff review and development*
- *Ensuring that continuing professional development is well planned and matched to identified staff and school needs*

## **INFORMATION ABOUT THE SCHOOL**

Invergarry is a non-denominational Primary School with two classes. The School is located in the village of Invergarry. The school serves the communities of Laggan, extending some three miles to the south and Glengarry, from the village of Invergarry to Kinlochhourn on the coast some twenty-six miles to the west. The roll of the school is at present 20.

Part of the school dates back to 1868, although there have been a number of alterations and extensions over the years. A total refurbishment of existing buildings and the addition of two Elliot classrooms took place in 1979/80. The most recent change took place in the summer of 2007, with a refurbishment of the children's toilets.

The School grounds are an important feature with a long-term development plan incorporating provision for play and conservation.

The School has fostered many links with its community, particularly Invergarry Church, St Finnan's Church and Glengarry Community hall. We firmly believe in the dual concept of the school in the community and the community in the school. School facilities are used for meeting of some local organisations and classes.

## ORGANISATION OF THE SCHOOL

School hours for the children are as follows:

Primary 1 - 3 :                      9.00 a.m. - 12.30 p.m.  
   1.30 p.m. - 2.45 p.m.

Primary 4 - 7 :                      9.00 a.m. - 12.30 p.m.  
   1.30 p.m. - 3.15 p.m.

- Morning Interval : 10.45 a.m. - 11.00 a.m.
- Lunchtime : 12.30 p.m. - 1.30 p.m.

## ENROLEMENT- ADMISSION TO INVERGARRY PRIMARY

### Primary 1 - Annual Intake

A child who attains the age of five years between 1 March in any year and the last day in February in the following year will be eligible to start school on the first day of term one in the new session.

Children who are due to begin school in August are usually enrolled the previous February. Enrolment of new entrants is advertised in advance. Parents who are considering enrolling their children are most welcome to visit the school to meet the Head Teacher. An appointment can be arranged by telephoning the school.

### Other Admissions

Parents who move into the school catchment area and who have a child of school age should contact the Head Teacher to discuss their child's admission to school.

Parents of children who are non-catchment should make a placing request to the Area Education Officer, Rosemary Bridge, either in person, by phone or in writing.

### **A CURRICULUM FOR EXCELLENCE**

At Invergarry Primary School our overall aim is to ensure that the curriculum takes into account the different learning styles of pupils so that they meet the four capacities of A Curriculum for Excellence

We aim to enable all pupils to become:-

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

The school provides a broad, balanced and relevant educational experience for the children. We do this by means of a planned curriculum. In general terms, the main areas of the curriculum are: Language, Mathematics, Environmental Studies, Expressive Arts and Religious and Moral Education.

## **Language**

Language development in the school includes the four elements of reading, writing, talking and listening. Talking and listening are developed in a variety of ways, in a range of contexts, at every stage in the school. They are seen as not only important in themselves, but also very closely linked to reading and writing skills.

Our approach to READING extends beyond teaching the children to be able to recognise and say words on the printed page. We aim to develop further skills of comprehension and reading for a variety of different purposes. Alongside this, we try, in a variety of ways, to develop in the children an enjoyment and pleasure in reading for itself.

Much of the reading and the wider language work done by the children is centred on The Highland Literacy Project which runs systematically and progressively throughout the school, from Primary One to Primary Seven. The children, beginning early in Primary One, take home books from the reading scheme for home reading. Parents are invited to share in the process of helping children to read, and the co-operation and support of parents in hearing the children read, talking with them about the stories, and encouraging them is particularly important.

In WRITING, a similar, broad approach is adopted. Personal, imaginative and factual writing are all developed. The children are taught to write in different forms - stories, poems, letters, reports, notes, plays, recipes and so on - for a variety of purposes. The presentation as well as the content of writing is important, and the children are taught to write legibly and correctly. Punctuation, spelling, grammar, sentence construction and handwriting are taught systematically through the school.

In practice, the various elements of language - reading and writing, talking and listening - are often integrated; and though much is done as separate study, they are frequently developed through other areas of the curriculum, particularly in project or topic work, where the skill being developed can be given a real and meaningful context.

## **Mathematics**

Mathematics plays an important role in our everyday lives and we aim to build up children's confidence in mathematical skills. Pupils enter school as active thinkers, having already experienced mathematics informally, eg

doing things in order, enjoying pattern, sorting, sharing and counting. As pupils progress they will develop an increasing awareness of a variety of mathematical concepts and their applications.

The main lines of development in mathematics will be

#### Information Handling

- Data and analysis
- Ideas of chance and uncertainty

#### Number, money and measurement

- Basic arithmetical and other number processes, including estimation
- Measurement
- Patterns and relationships
- Equations and expressions

#### Shape, Position and Movement

- Properties of 2D shapes and 3D objects
- Symmetry, angle and transformations

Problem Solving will be addressed within the above lines of development rather than as a separate element.

At all stages, structured materials are used to help children acquire a real understanding of mathematical concepts. Children learn through active participation and much of the work is done through practical activity. Since children differ greatly in the acquisition of mathematical concepts and skills, ability groups are formed for teaching purposes.

The use of computers by the children is firmly embedded at all stages. Each class has access to computers and to a wide range of software. It should be emphasised that what parents recognise as traditional elements of primary maths - memorisation of multiplication tables and other number facts and so on - remain very important; and, again, this is one area where support at home by parents for such work and practice, often given by teachers as homework, is crucial.

The main resource used to support learning and teaching is Scottish Heinemann Mathematics. This scheme of work is supplemented where necessary by a range of support materials. Strong emphasis is placed on mental agility and we have adopted the Highland Council's interactive approach to Mental Maths.

### **Environmental Studies**

This area of the curriculum covers a wide variety of subjects: -

- Science
- Social Subjects (People in the Past, People in Society and People and Place)
- Technology
- Health
- Information and Communication Technology

We plan to provide a progressive development of knowledge, skills and understanding of the world in which we live by building on the child's own experiences. Much of this work is approached through projects or topics, in which a range of subjects and skills (history and geography, reading and writing, art and craft, music and drama and so on) will be involved in an integrated way.

In all such studies, we are concerned not only with factual content, but also with the development of skills, ideas and attitudes through which real understanding is achieved and which will form the basis for future study.

### **Expressive Arts**

The expressive arts encompass a range of activities and experiences - art, music, drama and physical education. In each of these areas, the children are given a broad range of activities and experiences.

### **Art**

The children are taught a variety of different skills and techniques. In addition to drawing, painting and modelling there are ample opportunities for studying subtleties of colour and texture to be found in materials such as stones, bark, shells, plants, etc. Printing and collage work are also included in the art and craft programme.

## **Drama**

Pupils in all classes are given the opportunity of participating in improvisation, role play and mime as well as scripted plays. Drama is delivered through scripted plays in reading books, dramatisation of stories, acting out situations e.g. calling emergency services, keeping safe near roads and a variety of situations in personal and social development.

## **Physical Education**

The children are given a balanced programme of gymnastics, games, movement and dance. Pupils have a minimum of two hours P.E. lessons per week. All pupils participate in swimming instruction at the Lochaber Leisure Centre for a ten week block. P 5, 6 and 7 also have the opportunity for ski ing lessons at Nevis Range for a four week block. The school works closely with the Active Schools Co-ordinators who provides a wide range of sporting opportunities for the pupils throughout the year.

## **Music**

Opportunities exist for the pupils to take part in a wide range of musical activities including singing, music-making, listening to music and formal instrumental work. Instruction is available, at certain stages, for tin whistle, chanter and violin. Pupils also have the opportunity to participate in the Highland Youth Music Initiative. We encourage our pupils to participate in the local Music Festival.

### **Religious and Moral Education**

Religious and Moral Education is taught throughout the school based on the relevant 5-14 guidelines. It comprises the study of Christianity, other world religions and social and moral issues.

Services are held in church when possible and parents and friends are warmly welcome to attend. Assemblies are held in school throughout the session. Our Church of Scotland minister, Mr Varwell visits weekly to participate in assemblies. Mons. Wynne also conducts assemblies and visits school regularly.

A catechism class for Roman Catholic children is also held. This is conducted out of school by a parent appointed by a Parish Council.

An after school club with a religious theme is held on a Tuesday by representatives from Invergarry Church.

Parents can have their children withdrawn from religious assemblies if they so wish

### **Modern Languages**

In accordance with National Guidelines, we include the teaching of a foreign language in the curriculum. The foreign language is French, and it is taught to pupils in Primaries 5, 6 and 7.

The aims are to encourage the children to have confidence in expressing themselves in a second language, and to increase their awareness of another culture.

The main emphasis is to deliver the language to the children in an enjoyable, active and motivating way. This is achieved through the provision of a wide range of activities including games, songs, role-play and story-telling as well as direct teaching of simple vocabulary and language structures.

### **Enterprise Projects**

One of our priorities is to ensure that every pupil has an opportunity to participate in an Enterprise Project on an annual basis. We aim to develop enterprising attitudes and skills through learning and teaching across the school. We encourage independent thinking and positive attitudes to entrepreneurship.

### **PUPILS WITH ADDITIONAL SUPPORT NEEDS**

Many children display signs of difficulties at some stage in their schooling. For some these difficulties are mild, or restricted to one small area of development. For others, the difficulties can be complex and of a more serious nature. In supporting pupils with any difficulties we follow a staged approach. Most difficulties will be identified, initially by the class teacher, who will identify short term strategies to support the child. If these difficulties continue the class teacher will discuss these with the Additional Support teacher and a programme of work will be decided upon as well as a timescale for review. As part of this programme, the child or group may receive additional input from a member of the Additional Support team. Parents will be informed and advised as to how they may be able to support their child. If it is found that considerable differentiation of the class work is required, an Individualised Educational Programme may be drawn up for a child. All those involved will take part in the consultation process. Pupils who excel in some way are just as likely to receive input from the Additional Support team. The type and level of support will vary according to the individual but will normally be carried out within the classroom, unless there is a specific reason why this would be inappropriate.

### **ASSESSMENT AND REPORTING**

Our priorities for assessment are:

- a) To give a continuous and cumulative picture of the child's performance.
- b) To give the teacher information.

- c) To support and develop the strengths and weaknesses of the child.
- d) To give the parents information.

Assessment of the children's work and progress is done continuously by the teacher in her day-to-day observation of the class.

In addition, the class teacher may carry out routine tests in order to monitor progress, identify difficulties, recognise strengths and to plan programmes of work which take the needs of the child into account. As part of forward planning, records are kept by staff of the work carried out in class.

Assessment records are kept as a cumulative record of each child's progress, to give teacher's information, to support and develop individual strength and weaknesses of each child and to report to parents. At the end of the year reports are sent out to parents. Detailed pupil profiles are completed at the end of P7 for transfer to Secondary School.

### **National Assessments**

National Assessments are as a means of confirming the teacher's judgement about a pupil's attainment. Children are tested using National Assessments **ONLY** when the teacher is confident that the children have completed one level in Reading, Writing or Mathematics and are ready to move on to the next level. The definition of levels is as follows:-

- Level A : Should be attainable in the course of Pr.1 - Pr.3 by almost all pupils.
- Level B : Should be attainable by some pupils in Pr.3 or even earlier, but certainly by most pupils in Pr.4
- Level C : Should be attainable in the course of Pr.4 - Pr.6 by most pupils.
- Level D : Should be attainable by some pupils in Pr.5 - Pr.6 or even earlier, but certainly by most in Pr.7 .
- Level E : Should be attainable by some pupils in Pr.7 - S1, but certainly by most in S2.

It is important to emphasise that National Assessment is part of the ongoing process of teaching and learning and does not disrupt the normal work of the class.

Parents are notified in the Homework Diary when their child has successfully attained a new level.

### **Parents' Evenings**

Parents' Evenings are arranged twice a year (November and June), when parents are invited to view their children's work and to discuss their performance with the class teachers.

A formal written report is sent home to parents prior to the final Parents' Evening.

As we highly value parental involvement, we ask parents to contact the school at any time if they are concerned about their child's progress. An appointment can be readily arranged to consult with the class teacher or Head Teacher.

### **Equal Opportunities**

The School is required to inform all parents that it conforms to the wishes of the Equal Opportunities Commission and would ask you to note the following:

Invergarry Primary is an Equal Opportunities school and:

- Is opposed to all forms of prejudice and discrimination
- Provides equality of opportunity through its ethos and working practices
- Promote understanding and respect of other people's cultural identity and beliefs.

- Align itself with Education Service's Anti- Racist and Multi-Cultural Guidelines for Primary and Nursery Schools (May 1997) and follows the guidance as outlined in the Race Relations Act.

### **MCAR (Multi- Cultural and Anti-Racist)**

The overall aim of our school is to encourage the full development of all the children in our care, where they all feel valued and accepted as individuals.

To this end we place great importance on respecting the previous experiences of our children as they come to the school. We are very interested in learning about their pre school experiences e.g. nursery attended, interests, hobbies, worries, particular beliefs etc, indeed anything you would like to share with us about your child. All information passed to us is, of course, confidential, but it does help us to build up a picture of your child and in turn enable us to meet his/her individual needs and interests.

### **SCHOOL POLICIES**

School policies covering the curriculum, administration and management of the school are available for parents to look at. Please ask if you wish to do so.

### **WORKING WITH PARENTS**

Parents are encouraged to take an active interest in the work of the school. Parents are invited throughout the session to attend curricular workshops, fundraising events and open days.

Regular newsletters are sent to parents giving information regarding forth-coming events, holiday dates, etc.

## PARENT COUNCIL

Invergarry Primary has an active Parent Council.

The members of the Parent Council are:-

### **Parent Members:**

Mr Douglas Stewart - Chairperson

Mrs Tracey MacCallum- Treasurer

Mrs Gayle Rand - Clerk

Mrs Sharon Fraser

Mrs Christine MacLennan

### **> Co-opted Members:**

Mrs Marjory Urquhart

Mr Bill Clark

Mrs Nellie Dempster

P.C Tony Hannah

### **The Role of the Parent Council is:-**

- to support the school in its work with parents
- to represent the views of all parents
- to encourage links between the school, parents, pupils and the wider community
- to report back to the Parent Forum (every parent with a child at the school.)

Meetings are held in the school every term Minutes of the meetings are sent out to all parents . Any parent can become a member of the Parent Council. Please approach a member of the Parent Council if you wish to become involved at any point.

Further information about the Parental Involvement Act 2006 and Parent Councils can be found on the internet: [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)

## PUPIL COUNCIL

Invergarry Primary School has an active and enthusiastic Pupil Council.

Through the Pupil Council, each child knows that they have an opportunity to voice their opinion in all aspects of school life. Pupil Council meetings are held once a month.

The Pupil Council has two representatives from each class.

Pupil Council members are:-

Primary 4 : Megan Stewart  
Primary 4 : Lewis Dempster  
Primary 5 Kyle Dempster  
Primary 7 Shannon Stewart

## HOMEWORK

Homework is a very important part of a child's education and can add much to a child's development. At Invergarry Primary School we recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents and teachers in encouraging them to learn both at home and at school. Indeed we see homework as an important way of establishing a successful dialogue between teachers and parents.

One of the aims of our school is for children to develop as independent, successful, responsible and effective learners. We believe that homework is one of the main ways in which children can acquire these skills. Homework can help your child to become:

### **Successful Learners**

- *Enthusiasm and motivation for learning*
- *Learning Independently*
- *Use literacy and numeracy skills*
- *Determination to reach high standards of achievement*
- *Take more responsibility for their own learning*
- *Practise and build on what they have learned at school*

### **Responsible Citizens**

- *Make informed choices*
- *Develop knowledge and understanding of the world*
- *Evaluate environmental and scientific issues*
- *Learn and work independently in the future*

### **Effective Contributors**

- *Develop confidence to deal with frustration, overcome difficulties and solve problems*

### **Confident Individuals**

- *Achieve success in different areas of activity*

- *Learn how to organise and manage their*

- *Manage to organise and timetable*

## **How and when is homework given out?**

Pupils are given homework weekly, usually on Monday, and it should be handed in to the teacher on Friday unless the teacher informs the pupils and parents otherwise. Class teachers will always explain carefully their personal procedures to their pupils, and parents will find a note in the child's homework diary to clarify the homework arrangements.

Homework is given as a weekly assignment to help the pupils from an early age to plan when to do their homework. It also allows flexibility if children have other activities on during the week, (for example swimming

## **Homework Diaries**

To help both parents and pupils, each pupil has a diary with the activities noted inside. Pupils are able to choose which activities they are going to complete each night. By planning, choosing and organising their homework activities the children are developing the skills of an independent learner.

The homework diary should be used by both parent and teacher to pass on any comments about homework. It should be signed daily by the parent to indicate that he/she has overseen the child's homework and is happy with the effort that has been put in by the child. We understand that home circumstances may make it impossible for work to be done occasionally. If this should arise please write a brief explanation to the teacher.

## **NEWSLETTERS**

Newsletters are issued regularly to the eldest child in each family in school. This schoolbag mail is intended to keep parents up to date with holiday dates, pupil achievements, school events etc. It is therefore extremely important that parents make a habit of checking children's school-bags for these newsletters. We try to put a tick in the letter box in your child's homework diary if they have any mail.

## SCHOOL RULES AND DISCIPLINE

We believe that developing a responsible attitude and self-discipline is the combined responsibility of the parents and the school. We aim at a system of self-discipline rather than enforced discipline.

School rules are mainly concerned with the safety and well-being of the children (e.g. no running in corridors, no leaving of the school grounds)

The children are expected to behave in a socially acceptable manner, to treat other pupils with consideration and fairness, to show respect to members of staff and visitors and to respect school property. Bad behaviour may result in the withdrawal of 'Golden Time'. Parents will be informed of any serious breach of school rules or persistent bad behaviour.

Politeness, good manners and a healthy respect for, and commitment to, the school is encouraged by all the staff, by precept and example. The Golden Rules are displayed throughout the school and all pupils are encouraged to follow them:-

- Do be gentle, don't hurt anybody.
- Do be kind and helpful; don't hurt people's feelings.
- Do be honest, don't cover up the truth.
- Do work hard, don't waste time.
- Do look after property, don't waste or damage things.
- Do listen to people, don't interrupt.

### What is Golden Time ?

Golden Time has been included in each classes weekly curriculum as part of our school positive behaviour policy. Golden Time takes place for 30 minutes once a week. During this time the children have the chance to choose between fun activities.

With Golden Time children are rewarded for behaving well. Often in school it is children who behave badly who are rewarded in different ways in an attempt to modify their behaviour pattern and this can cause resentment amongst both children and staff in school. Golden Time ensures that the majority of children who behave well are rewarded.

Before implementing Golden Time each class are introduced to a set of Golden Rules which is a short well-defined list of positive behaviour statements agreed on by both staff and pupils.

Children who break these rules will lose an allotted period of Golden Time - usually a 5 minute block.

## **Bullying**

There may be times when children are being bullied or believe that they are. It is important that parents, who are concerned about possible bullying incidents, contact the school at the earliest opportunity to discuss the problem.

At Invergarry Primary School we take the issue of bullying very seriously. One of our major aims is to create a safe and caring environment in which children can learn. Bullying behaviour has no place in such an environment. Children are made aware of this through classroom lessons and by highlighting the issue in assemblies.

## **SCHOOL UNIFORM**

Our school uniform consists of a royal blue sweatshirt with a gold logo and a sky blue or white polo shirt, again with the logo. Fleeces with the school logo are also available. We suggest that the children wear a grey/dark coloured skirt or trousers. Children are also asked to wear soft shoes in the classroom as all rooms in the school are carpeted.

Children are encouraged to wear the uniform to school and parents are given the opportunity to purchase these items during the Spring term each session.

Pupils representing the school in inter-school events or on public occasions are always expected to wear school uniform.

Pupils will also need to bring a PE kit which consists of shorts, T-shirt and gym shoes. For reasons of health and hygiene PE kit should not be worn to school but brought in a named gym bag. Please note that the wearing of football strips is not permitted in the school.

Parents should bear in mind that children are outside for some considerable time at interval and lunchtime and ensure children are dressed appropriately for Lochaber weather.

**We recommend that parents label any items of clothing which are likely to be confused with those belonging to other children.**

### **Hi-Visibility vests**

We encourage the wearing of fluorescent vests during the winter months. The school is positioned on a major trunk road and highlighting the children's presence contributes to a safer route to school. The children will be given a vest when the clocks go forward and they will be collected in when they go back.

## **WHAT TO BRING TO SCHOOL**

Children should arrive in school each day with the homework books or jotters they require. It would be helpful if they could also have their own pencil, eraser, pencil sharpener and, if desired, a few coloured pencils. Other items required, such as calculators, compasses etc will be provided by the school.

All children require shorts, t-shirt and gym shoes for P.E. Since this kit is also used for other activities, which are not timetabled, it is requested the children bring this kit with them every day. All kit should be clearly marked with the pupil's name and stored in a suitable bag. As we now have carpets throughout the school children are required to change into soft

shoes at the beginning of the day, gym shoes ideally double up as soft shoes to avoid extra unnecessary expense for parents.

### **Healthy Snack**

Pupils are encouraged to bring a healthy snack to school for eating at the morning interval. **Crisps, sweets and fizzy juice are discouraged.**

Our overall aim is for the children to choose foods with reduced fat, sugar and salt contents, which will satisfy their hunger as well as improving their health. Choosing a healthy snack helps promote positive attitudes to healthy food and form healthy eating habits.

As part of Highland Council Health for Life initiative children have access to a variety of fruit in school.

### **INTERNET ACCESS CODE OF CONDUCT**

Pupils and parents are asked to sign an Internet User Agreement at the beginning of each session, agreeing to abide by The Internet Access Code of Conduct

#### **The Internet Code of Conduct**

- Be polite when using e-mail and show other users respect.
- Use appropriate and acceptable language.
- Keep secure your personal address or telephone number or those of fellow pupils from people unknown to you.

- E-mail is not private. Consider it like a postcard that would be open to all to read. So, make the content appropriate.
- Pupils should act within the law including the law of copyright.
- Keep to the usual rules of behaviour for our school and follow our policy guidelines.
- Care for all our equipment and operating systems.
- Respect the privacy of other pupils and staff if computerised data should become accidentally available to them.
- Conserve resources such as paper and ink and avoid unnecessary expense.
- Obtain permission to use resources.
- Use only their own account/e-mail address.
- The school undertakes to obtain permission and show acknowledgement before posting any pupils' work on the Internet.
- The Internet will only be used to access educational sites to help further develop schoolwork
- Teachers will regularly check the sites visited.

## **EXCURSIONS AND CONSENT FORMS**

From time to time we would like to take children out of school for walks around the local area to highlight aspects of the curriculum. For example: A trip to the Post Office or to the recycling bins. At the beginning of the session you will be asked to sign a consent form to cover all local visits. For other excursions further a field we will always request your permission prior to the outing.

We take photographs of various activities in the school. These photographs are displayed in the classroom or corridors, form part of our

handbook/newsletters or provide a record of work done for the benefit of staff. A consent form will be given to you on enrolment.

## **EMERGENCY CLOSURE ARRANGEMENTS**

On some occasion circumstances may mean school has to close out with the times specified because of for example, severe weather, transport problems, difficulty with fuel supplies, power failure etc.

If this happens we will keep you informed of details of openings and closures. Information about the adverse weather telephone system is available at the back of the handbook.

## **EMERGENCY CONTACTS**

When you enrol your child you will be asked to provide us with the name, address and telephone number of a contact person in case of emergency. It is essential that this information be kept up to date, as we need to contact you, or a representative, should your child become ill whilst at school.

## **ABSENCE FROM SCHOOL**

For child protection purposes, parents are asked to ring the school before 9.15am on each day of a child's absence to inform staff of the reason for the absence. Similarly, if a child goes home for lunch and the parent decides not to send the pupil back in the afternoon, the school should be advised by phone. Details of infectious illness should be notified immediately by telephone. Similarly, cases of 'head lice' should be notified in order that parents can be advised to be especially careful in checking their individual children's hair (confidentiality is retained).

### **Appointments During the School Day**

When it is necessary for children to be removed during the school day for medical or dental appointments then the school should be advised in advance. Children who have to leave during the day must, in the interests of safety be collected from a teacher by a parent or responsible adult, known to the child.

Highland Council discourages the practice of taking children out of school for holidays and parents should give careful consideration to the disruption in their child's education before removing them from school in term time. Pupils find it difficult to try to catch up work missed and it is very time consuming for staff trying to provide extra homework for individual pupils. This also puts additional unnecessary stress on the child.

## ILLNESS

The nursery follows NHS guidelines for the prevention of infectious illness. It is very important parents do not bring sick children to school. At this age they are very vulnerable to infection.

This is an excerpt from the School's Health and Safety Policy, which can be read in full in the setting.

- Parents are asked to keep their children at home if they have an infection
- Parents are asked to inform the school of the nature of the infection to allow us to inform other parents if necessary and monitor the other children who might be unwell
- If a child has been vomiting or had diarrhoea, parents are asked to keep the child at home for at **least 48 hours** after the last attack

The following guidelines are minimum periods of exclusion - the doctor in attendance in some cases, may desire longer exclusions.

Head Lice	Until treated and clear from infection
Chicken Pox	5 days from onset of rash
Measles	4 days from onset of rash
Rubella	4 days from onset of rash
Mumps	Until swelling has subsided, but not less than 7 days from onset of symptoms

### Administration of Medicines

Some children may require to take medication in order that they can continue to attend school.

Parents are kindly requested to note that:

- A child may only take medication (including non-prescription) if the parent/ guardian has given written permission

- Only medication which has been labelled with child's name and instructions can be stored in the school
- Only medication supplied by the parent of guardian will be administered to the child
- Pupils will take medication only when supervised by an adult
- Parents should deliver the medication to the school
- Medication must be in the original packaging

**It is essential that children who require inhalers have them in school every day.** Children should be aware of maximum dosages. An additional inhaler may also be kept in school in case of emergencies if parents request this. Parents are responsible for ensuring their child has an inhaler for out of school activities such as school trips, swimming etc.

### **CROSSING PATROL**

The patroller is on duty at the following times and pupils should not cross the road to school until she arrives:-

8.35 a.m. - 9.00 a.m.

12.30 p.m. - 1.30 p.m.

2.35 p.m. - 3.20 p.m.

**If, for any reason, the crossing patroller is not in place then children should not cross the road but return to the school or to home.**

### **CAR PARKING**

We discourage parents from entering the playground in their cars during the school day. The gate will be closed at 8.30 am, but in order to minimise hazards for nursery school children when crossing a trunk road with parents, it will be permissible for nursery pupils **only** to be dropped within the playground between 9.10 and 9.15 am. However, some parents may find it acceptable to park at the Post Office area and if this is the case then it is very helpful indeed. Please ensure that the last nursery out of the playground closes the gate. Failure to do this could jeopardise the safety of pupils.

Infant parents can also enter the playground at between 2.35 pm. and 2.40 pm. to collect their children. They must not leave the playground in their vehicles until all of the infant pupils have left the playground. Please ensure that the last parent out of the playground closes the gate.

### **HIGHLAND CHILD PROTECTION**

From time to time incidents can occur within the school setting, which cause concern and could indicate that a pupil is suffering some form of abuse. In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation. All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be a priority for Education Service staff. More information about Child Protection Procedures within Highland can be obtained from:

Child Protection Development Officer  
Highland Child Protection Committee  
Kinmylies Building  
Leachkin Road  
Inverness  
IV3 8NN

Telephone (01463) 703483      Fax - (01463)713237

## **DATA PROTECTION**

Any information you have supplied/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 on to any other organisation without your prior approval unless this is a legal requirement.

## **TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS**

Education authorities and the Scottish Executive Education Department (SEED) 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 SEED 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 the Scottish Executive itself.

## **WHAT PUPIL DATA IS COLLECTED AND TRANSFERRED?**

Data on each pupil is collected by schools, local authorities and SEED. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to SEED. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by SEED. Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

## **WHY DO WE NEED YOUR DATA?**

In order to make the best decisions about how to improve our education service, SEED, 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.

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)). SEED 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 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 SEED, 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 colleagues within and outwith SEED. CONCERNS If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, 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>.

## TELEPHONE INFORMATION SERVICE

Invergarry has a dial- in service if there is a risk of closure due to adverse weather. This allows parents to listen to a recorded message from school staff.

*How to use the service:*

- *Dial Highland Council's access number-  
**0870 054 6999***
- *Now enter the school's PIN number- **04 2260***  
You have two attempts to enter the pin number and you will be disconnected after a second failed attempt. If this happens, check the number and redial. If you still have a problem check with your school.
- *You will now hear the school's name. Ensure that this is correct before going on.*
- *You will now be taken to the MAIN MENU where you will be given 4 options:*

*Press 1 to hear the school's message about adverse weather.*

*Press 3 to hear general information messages*

*Press 4 to enter the pin number for another school within the authority.*

## **SUGGESTIONS AND COMPLAINTS**

We are always anxious to maintain and improve our school. If you have any suggestions contact the Head Teacher in the first instance. We expect to respond to any complaint within a maximum of twenty-eight days.

If you feel your complaint has not been satisfactorily resolved please contact:-

Mrs Rosemary Bridge  
Area Education Officer  
Area Education Office  
Camaghael Hostel  
Lochaber High School  
Fort William

01397 707350