

Golspie Primary School



Brochure 2010 – 2011

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January 2010

Dear Parents

Welcome to Golspie Primary School

Please accept this copy of our School Brochure, which is designed to tell you all about what happens in our school. It will help you and your child to get the most out of what the school has to offer and help you participate in your child's education.

This brochure will also give you a clear idea of our aims and expectations. Education of children should be seen as a partnership between parents, the school and the community at large, each contributing different aspects and values in different ways, but supporting each other at the same time.

It is important that lines of communication are kept open and I would like to think that you will feel confident and happy about contacting, us, whether by phone, letter or visit.

There will be many opportunities for you to visit the school and meet the staff, but particularly on Parents' Nights. Even if you have no real concerns regarding your child, we will still be happy to see you for a chat.

If you do have any concerns, it is important that you discuss these at an early opportunity. It should be possible to nip many potential problems in the bud because you, as responsible parents, have alerted us. We need your help.

Lastly can I assure you that we are here to do our best for your children.

Yours sincerely
Mrs D Murray
Head Teacher

Our School Aims

Our main aim in Golspie Primary School is to try to provide an **education of life**.

Our curriculum and approach is based on providing our children with high quality teaching, using various approaches to produce high quality learning.

We strive to present a differentiated curriculum, taking account of national and local guidelines, to the pupils, in an interesting and imaginative way, thereby hoping to develop children into being successful learners, confident individuals, responsible citizens and effective contributors.

We also strive to make our school a safe, caring environment with relationships based on mutual respect, allowing children to develop a feeling of being valued and self-worth. We also endeavour to create a safe school where there is a caring environment, based on mutual respect.

As the children progress through the school, continuous, formal and informal assessment procedures will be used to measure progress, provide feedback and to aid future planning.

We believe in a partnership with parents in the education of the children. A good flow of helpful information and mutual support is an essential part of this partnership at individual and at school level.

We hope not only to help them at their own level in society today, but also to equip pupils with the skills, attitudes and expectations necessary to prosper in a changing society.

The present teaching staff is as follows –

Head Teacher	Mrs D Murray
Primary 1/2	Miss S Robertson
Primary 3/4	Mrs J Roseveare
Primary 4/5	Mrs S Cameron
Primary 5/6	Mrs C Munro (Supply Cover)
Primary 6/7	Mrs C Logie
Support for Learning	Mrs E Sawers
Nursery Class	Mrs S Kellett (Nursery Co-ordinator Teacher) (visiting)
	Miss S Sinclair (Nursery Assistant)
	Miss K Williams (Temporary Nursery Asst – Maternity Cover)
	Mrs M Campbell (Nursery Aux)
Music	Mrs R Whittaker (visiting)
Art	Mr I Westacott (visiting)
Physical Education	Mrs P Sutherland (visiting)
Music Instructors	
Strings	Miss L Mackenzie (visiting)
Chanter and Bagpipes	Mr G Stewart (visiting)
Brass/Woodwind	Mr J Whittaker (visiting)

School Janitor	Mr A Ross
School Secretary	Mrs A Mackay
Support for Learning Auxs.	Mrs K MacLaughlin/Miss MA Sutherland
Classroom Assistant	Mrs P Till (P1/2) Mrs C Sutherland (P3/4) Mrs S Mackay (P4/5)

Our School Day

Primaries 1, 2 and 3	9.00 am – 2.45 pm
Primaries 4, 5, 6 and 7	9.00 am – 3.00 pm
Lunch – Primaries 1-3	12.15 – 1.15 pm
Primaries 4-7	12.30 – 1.15 pm

Our Nursery

The nursery is part of our school and welcomes all children in their preceding year before they are eligible to commence their primary education. Here children can develop their motor and co-ordination skills, their social interaction and their concepts and knowledge of their world in an informal, structured atmosphere.

Nursery times are different from school times, i.e. - 9.15 – 11.45 am
We offer children 5 sessions per week.



Dressing up



Storytime



Healthy Eating



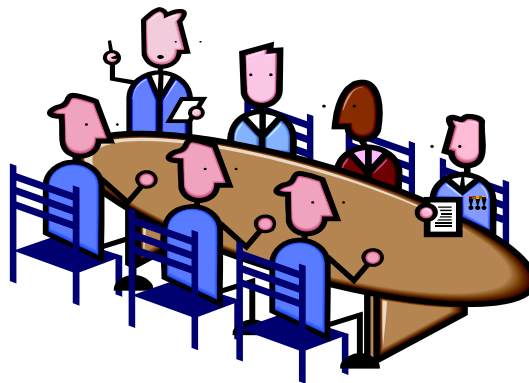
Gym

Golspie Primary School Parent Forum

In August 2007, the School Board and PTA were dissolved and have been replaced by the Parent Forum. All parents/carers are automatically members of the Parent Forum and are free to attend Parent Council meetings. From the full membership, a Parent Council has been formed.

The following are members of the Council:

Chairperson	Mr G Mackenzie, Cearcall A Chuain, Backies	633670
Vice-chair	Mr C Howell, 59 Golspie Tower	633819
Treasurer	Mr K Dornan, 2 Ben Bhraggie Drive	633196
Teacher Rep	Mrs S Cameron	633520
Clerk to the Council	Mrs A Mackay	633520
Ex-officio	Mrs D Murray, Head Teacher	633520
Members	Mrs R Howell, Mrs P Sutherland, Mr E Campbell and Mr C Grewcock.	



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 Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection **are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.** More information about Child Protection Procedures within Highland can be obtained from the Child Protection Officer, Mrs Susan MacLaren, Highland Child Protection Committee, Kinmylies Buildings, Leachkin Road, Inverness, IV3 8NN. Telephone 01463 703483, Fax 01463 713237.

School Uniform

After consultation with parents the following is school policy regarding school uniform:

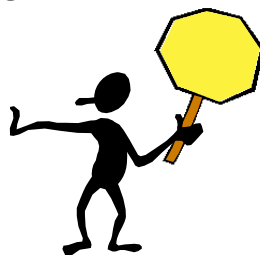
Boys:	Trousers	Grey or Charcoal Gray
	Shirt	Light Blue
	Jumper	Navy
	School Sweatshirt	Available from the school (£9.00 - £11.00)
	School Fleece	Navy (£13.00)
Girls:	Skirt/Pinafore	Navy
	Blouse	Light Blue
	Jumper/Cardigan	Navy
	Tights	Preferably Navy
	Socks	Navy or White
	School Sweatshirt	Available from the school
	School Fleece	Navy

Please encourage your child to wear school uniform at all times as it creates an image of the school, it gives the children a feeling of belonging to the school, it gets round constant negotiation and argument about choice of clothes between child and parent and prevents peer-group one-upmanship with other children but, most of all, it makes the children look smart, well-kept and tidy.

Wearing school clothing also helps to act as a 'buffer' against commercial and media pressure on your child to always wear the latest and expensive fashion clothes. That pressure will always be there, but school dress helps to make this more manageable for parents.

We would ask you to try to avoid sending your child out in jeans although we understand your need to wrap up your children warmly in the bad days of winter; try not to make it the norm.

School Crossing Arrangements



To enable child safety in crossing the Back Road, we have a school crossing patrol lady. The times of her duties are –

8.30am to 9.05am

12.10pm to 1.15pm

2.45pm to 3.20pm

School Transport

Children residing more than 3 miles from the school and children under 8 years of age living more than 2 miles from the school, are provided with transport to and from the school.

Guidelines regarding adverse weather conditions are included in this booklet. Please familiarise yourself with them to prevent any anxiety and problems when any of these conditions prevail.

Visiting our School

At the moment we have three Parents' Evenings per year. The first takes place at the beginning of each new session and offers parents the opportunity to meet their child's class teacher. It also allows the class teacher time to discuss some of the practical aspects of the classroom work of the session with parents and gives parents an opportunity to ask questions about their child's forthcoming classroom work and a chance to view displayed textbooks and materials.

The second and third Parents' Evening follows the traditional pattern with appointment times, where parents may come and discuss their child's progress with his/her teacher. The second takes place during the 2nd term. The final Parents' Evening will be held towards the end of the last term, following pupils' reports. This will be used primarily for parents who have specific queries and for parents who teachers feel they need to see.

Parents need not feel themselves restricted to Parent's Evenings to enquire about their child's progress or to discuss some matter in connection with their child.

We would like you to feel that you may approach the school at any time during the term. It is advisable, however, to enquire of a suitable time from the Head Teacher, to ensure that your enquiry receives its proper attention. This is important as it is rather difficult for a teacher to have a discussion with a parent when the teacher concerned is trying to keep an eye on his/her class at the time! Usually immediately at the end of the school day is a useful time.

Enrolment

Any parent who wishes to enrol their child in the school should contact the school, where they will be informed of the current arrangements.

Homework

As a school we believe homework is important in your child's progress.

- It encourages children to be responsible for their independent learning
- It helps the child to catch up on unfinished work
- It allows parents to see what kind of work their child is doing at that particular time
- It provides extra practice for the child
- It encourages children to work on their own
- We value and promote parental involvement in supporting their children at home in a range of contexts, including reading for enjoyment and reading for information.

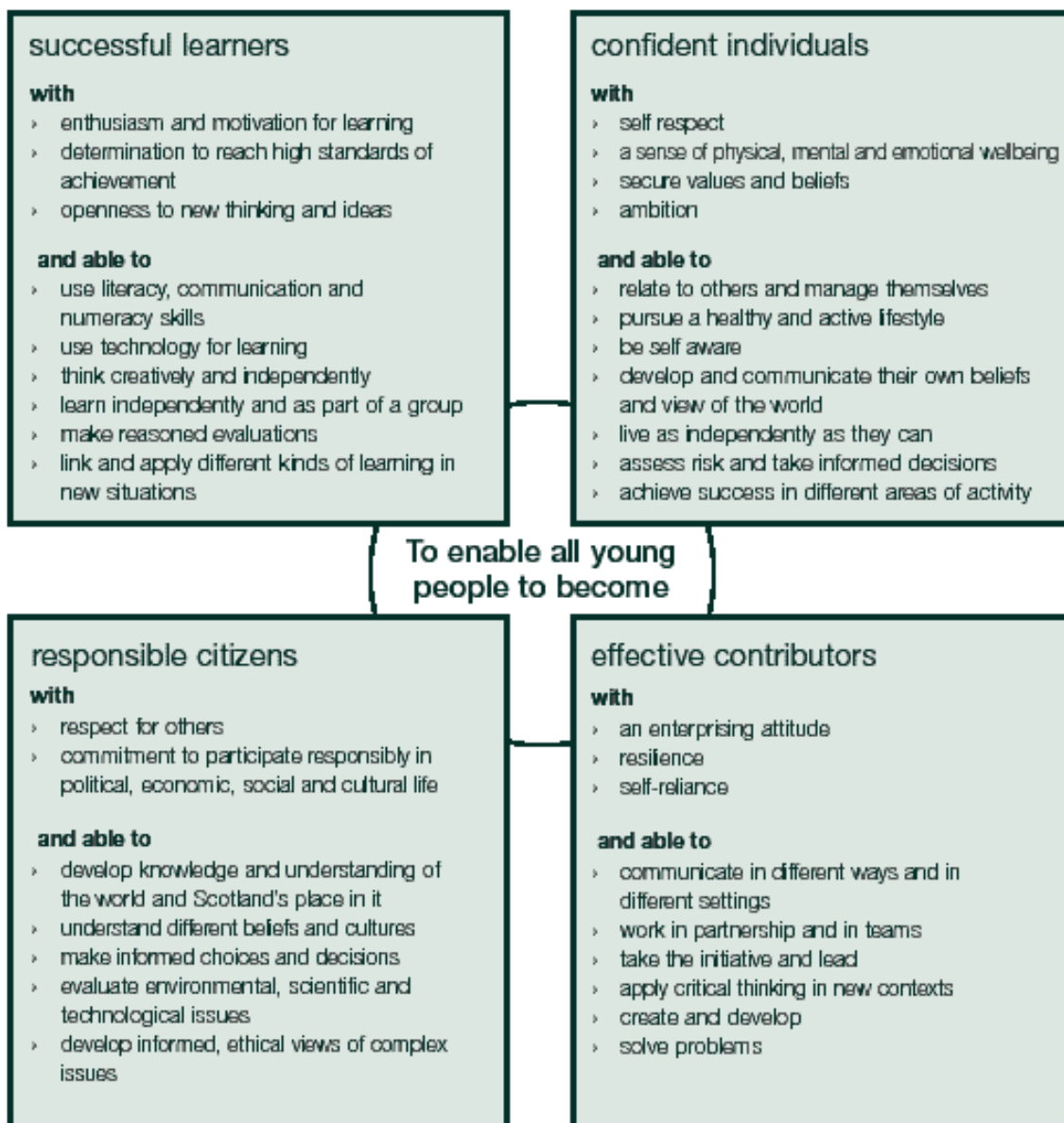
Please take an interest in your child's homework by giving your child encouragement and by setting aside a regular time to do it each evening.

Normally the class teacher will issue a note to all parents each term, of what homework will be expected.

Pupil's Progress

At this moment, children’s progress is monitored by the teacher and information on this is given through the child’s Progress Report Form issued at the end of the school session and also normally in the form of Parents’ Evenings. Parents, however, should not feel restricted to these times and are most welcome to visit us at an appropriate time.

Progress is constantly assessed by, hearing children read, set exercises, questioning, discussing and providing set assessment tests. The staff may on occasion give other assessment tests to monitor overall or individual progress. (See section on assessment)



All children are treated as individuals with views and opinions which are listened to respectfully by staff and peers alike. We wish our pupils to be responsible, to think, to make decisions and to act upon them. We wish every child to have independence, to have the ability to work on his/her own and to share ideas with others. We wish our pupils to have inquiring minds and encourage this through practical activities in all areas of the curriculum. We encourage a lively curiosity. Children learn through doing, through questioning – they make discoveries and are keen to learn. Much use is made of the wider environment in helping pupils learn.

The Curriculum

(An outline to our school policies)

Mathematics

In a broad sense, education is the process of helping the child to understand his/her environment. Mathematics is an integral part of the environment in which we live and children are taught appropriate work within realistic contexts geared to their age, aptitude and abilities.

It is widely recognised that children should always be given work that is appropriate to their level of ability, and that success in mathematics, as in other activities, generally leads to further success. Children who have difficulty with mathematics make most progress when the work they are asked to do is set at an appropriate level. Equally other pupils make most progress when they are being stretched as far as possible with levels of success.

In mathematics, there is an important emphasis on practical work – the handling of real things and problems – and an understanding. Children learn best by being involved in many mathematical activities dealing with number, money, measurement, shape, position & movement, handling information and problem solving. Material for the study of mathematics is found everywhere in the child's environment – the children count real things, they weigh out real objects, they go out and measure real distances, use money in realistic situations and use clocks and timetables to understand how time is important in our lives. Working through practical activities, the concept of number, shape, volume, weight, time, length, etc. are established.

At the same time, the school recognises the importance of developing the mental agility of pupils and whole class or group interactive teaching forms a major part of a child's work in this curricular area.

Children are also introduced to working with calculators although their use is very selective and pupils may only use them at the discretion of the class teacher.

At all stages teachers are making assessments on how well the children have understood the work taught. Because children do not all develop at the same rate, the teachers gear their work to meet the needs of groups of children and individuals, building on what has gone before.

English Language

Our aim in our language work is to develop in a child, language, as a tool or medium to be used in all school curricular areas and for the enrichment of life through the development of the varying uses of our language in society through listening, speaking, reading and writing.

Reading

Along with most other schools in Highland, we have implemented a revised approach to the teaching and learning of Reading, entitled the *Highland Literacy Project*. The principles of the Project are based firmly in research evidence, local national and international. All staff at Golspie Primary School have undertaken training and are very keen to work on the Project in their respective classes.

The aims of Highland Literacy are:

- To develop more competent and competent readers
- To increase pupils' enjoyment of reading
- To create independent learners
- To foster lifelong learning skills

Writing

Written skills need to be highly developed to meet the demands of the increasingly complex society in which we live.

When we talk about 'writing' we are talking about two things. One is the ability to use a pen or a pencil – the secretarial skills - and the other is what the child is trying to communicate through his writing – the composing skills. We aim to teach our children to write legibly, with fluency and speed at all stages of instruction.

Children, throughout the school, are given opportunities to write in different ways for different purposes. Each class has a structured, weekly writing lesson, taught by the class teacher. At all stages writing is presented as a meaningful and purposeful activity and children are given many opportunities to practise their writing skills.

Parents can help with writing

Parents can help by showing interest in the written work of the child and by responding, in the first instance, to the content of the written piece.

Has your child communicated his/her ideas clearly?

Does the story make sense?

Is there good order and sequence?

Did you enjoy reading it?

By sharing your thoughts on the content of the work, you will be helping your child to appreciate that writing is a communication. Criticism should be of a positive nature, aiming at encouraging the child to go on writing. In the same way, discussion of the secretarial skills should be thoughtfully and tactfully dealt with. The child needs to feel that what he has written is of value.

If the child wants to write a new word or one which he/she has difficulty in spelling, encourage him to look carefully at the correct spelling of the word, then cover it up and ask the child to write the word. Finally ask the child to check the word to see if he/she has spelled it correctly this time. This LOOK-SAY-COVER-WRITE-CHECK approach is the one used by the children in class.

Talking & Listening

Today SPOKEN LANGUAGE is given a central place in the primary school curriculum. Speech is without a doubt the most common form of communication. Society no longer holds the view that children should be seen and not heard. We encourage children to talk as we believe that it is important that children can express themselves clearly and intelligibly in an acceptable form. Pupils are given many opportunities to discuss their work, in all subjects. They are invited to present prepared talks to their classmates. They are encouraged to put forward their views and opinions on varied topics and issues and are given opportunities to question other speakers and the validity of what is being said to them.

Listening is also important and pupils are encouraged to look for meaning in what they hear and to be critical of what is expressed in vague terms. They are encouraged to hold polite conversations and discussions and are taught the techniques of good listening.

Social Studies

Usually called project or topic work, involving Science, Social Subjects (History, Geography and Modern Studies) and Technology (designing and making).

Children need to learn about the world in which they live – its history and geography and the scientific aspects which affect it. In a sense the total school curriculum is environmental studies. All school activities are related to the environment and children are encouraged to make observations and investigations of their surroundings. Television, video and holidays abroad make the world a more accessible place to our pupils than it was in previous generations. We aim to foster in the children a desire to learn more about the world they live in and teach them the skills they need to interpret it.

Much of the work is approached through themes (projects). This is sometimes referred to as 'project work' or 'topics'. Content includes local studies together with the history and geography of places near and far. The study of these themes obviously presents meaningful opportunities for work in other areas of the curriculum, e.g. Mathematics and English Language.

When making choices, teachers bear in mind the need for balance within the curriculum at each stage, and from stage to stage. Wherever possible, pupils are provided with first hand experience working outside the classroom as well as inside it. Children are encouraged to make physical contact with their surroundings:

- living things – plants, animals and people;
- inanimate object of the physical environment – buildings, rocks, soil, etc.;
- learning about the man-made world;
- investigations of how things work.

Social Studies is not just concerned with learning about the environment in its widest sense, it is first and foremost about developing an approach to learning. Such an approach involves learning by doing, learning through direct experience, learning both inside and outside the classroom and involves observation in its widest sense, investigation and communication. We aim to develop the children's ability to think – to weigh up evidence and information, to use knowledge to solve problems and to arrive at conclusions and to articulate thought.

Expressive Arts

An appreciable part of the school curriculum is devoted to the expressive arts; namely music,

art & design and drama. (which includes dance). These are integrated where appropriate into other areas of the curriculum to provide a rich and varied experience for the pupils. Other subjects in the curriculum can be brought to life through the media of Expressive Arts.

During **Music** lessons children will frequently sing songs linked to a theme being studied. They will also listen to music and compose their own pieces, using untuned and, in the later stages, tuned percussion, which can be performed in front of an audience.

Art and Design work is always included in any area of study and children are taught various techniques using a wide variety of materials. Activities range from drawing, painting, modelling and printing to collage, pen and ink work, marbling and fabric dyeing.

Drama is an important part of the curriculum. Pupils can identify themselves with people, real or imagined, by acting out situations within their experience or their imaginative range. By expressing in movement and/or speech the feelings of themselves and others, the children can enlarge their experience and learn in ways natural to them. Imagination is stimulated and powers of discrimination, observation and awareness are increased.

Instrumental Tuition

All pupils will be offered the opportunity to present themselves for assessment of their suitability to play a musical instrument. This normally starts around the P4/5 stage. Instruments offered include violin, cello, chanter and various brass instruments. Recorder lessons may be given to children of P4 and upwards.

Swimming Instruction

Each child from Class 4 to Class 7 will receive a 6-week swimming block each year. By the time each child leaves our school we aim to have him/her a competent swimmer.

The more able swimmers aim at developing their skills and probably would receive some life-saving instruction. It is most helpful that parents should encourage their child in learning to swim, especially those who are apprehensive of water. Such a child may make substantial progress in his/her 6-week spell only to again start at the beginning during the swimming block the following year.

Religious and Moral Education

Through Religious Education we aim to foster an interest in religion and to help children appreciate that religion is concerned with relationships which have implications for the value one sets on people for personal behaviour. Religion is explored both implicitly and explicitly.

In implicit studies we try to illustrate and use human experience to highlight the areas of life studied with RME and to encourage children to search for the truth, values and meaning in life. We wish to foster a sense of wonder of the natural world and help children consider questions about the nature and meaning of existence. In all aspects of school life, we encourage our pupils to be sensitive towards and tolerant of others.

In explicit studies we explore the ways in which Jesus is central to Christian belief and worship. We also endeavour to develop some understanding of the place of religion in the development of Scotland's history, society and culture, while acknowledging the wider social and cultural impact of various religions on our own multi-cultural society. Other principal world religions (Islam, Judaism, Hinduism, Buddhism and Sikhism) are also studied, often with a comparative angle which explores common themes between these and Christianity, e.g. birth, marriage and death rituals, harvest and light festivals, key figures of each religion, etc.

Please note that parents have the right to withdraw their children from Religious Education. Any parent who wishes to do so should contact the Head Teacher who will make the necessary arrangements. Pupils who are withdrawn from RE are given alternative work to do during this time.

Both local churches provide chaplain support.

The Rev Eric Paterson (Free Church of Scotland) and Rev John Sterrett (Church of Scotland) alternate termly in providing leadership at our weekly assemblies.

Personal and Social Development

Personal and Social Development (PSD) focuses upon the children's development of essential life skills. It includes, on the one hand, developing pupils' independence, self-awareness and self-esteem, and on the other,

promoting amongst the pupils a growing realisation of their inter-personal relationships and inter-dependence with those round about in school, the community and the wider world. Rather than being taught as a separate subject, PSD is embedded in the curriculum through the life and work of the school.

Health & Wellbeing

The Health curriculum is largely taught as a separate subject but the issue of health promotion permeates the wider work of the school. Our work in health aims to allow all pupils to acquire a wide range of knowledge together with the necessary skills, attitudes and values which will allow them to make sense of that knowledge.

Physical Education (PE) is now part of the health programme in school. Physical Education provides experience for the children in body and space awareness, gymnastics, apparatus work, swimming, games skills both indoors and outdoors, athletics and sporting activities. They may do creative movement to music, learn national dances or compose their own routines.

Support for Learning

Mrs E Sawers provides learning support for both children who are experiencing difficulties in the learning process and those whose work will benefit from extra individual time. She is mainly classroom based, working alongside the classroom teachers. Her support for each child can be short term or longer term depending on the degree or nature of the difficulty encountered.

Mrs Sawers also provides support for the school by carrying out assessment tests which helps the staff obtain objective feedback on a child's or children's progress.

She also provides help for children in our school who have specific learning problems.

ICT

The school recognises that ICT (Information and Communications Technology) plays an increasingly significant role in all aspects of society. Pupils therefore need opportunities to develop confidence and competence in this area. High priority is given to ensuring that ICT is stimulating, challenging and a creative experience for all pupils.

Assessment

In our school various assessment procedures are used. In the class there is regular informal assessment going on constantly giving feedback to the class teacher and child on his/her progress.

Further to this the class teacher periodically gives more formal assessment of progress through teacher-generated tests, set tests and on occasions, standardised tests.

The school has also built up a range of other assessment instruments which are used selectively according to the perceived need of the child. This is done to give us a clearer understanding of a child's difficulties so that we may put into effect a programme to aid a child conquer the difficulty or provide a strategy to get round the difficulty.

The second group of assessment tests used in our school are the National Assessments which our staff use when they feel a child can largely manage the work of a particular 5-14 level. The results of these assessments will be reported back to the parents of the child concerned through our annual parent reporting procedures. These tests are in English and Mathematics. However, we believe these assessments will cease to exist in session 2010/2011.

Discipline

We believe that a school should have a happy working atmosphere and should provide an environment which is safe and where effective learning can take place. Rules, therefore, must be made to encourage this environment. Disciplinary action is taken against any offender of these rules.

Golden Rules

In school we work with the Golden Rules where a high standard of behaviour is expected. Most classes work with Golden Time, where children choose to lose their entitlement to free time with their unacceptable behaviour.

We ask you as parents to help us uphold our standards by encouraging a caring attitude in your children and by giving us your support in discouraging bad language, bullying and negative attitudes.

Attendance

Children by law are expected to attend school. Schools and Education Authorities are expected to enforce this regulation. If a child is absent from school, a note or some communication from parents is looked for, to indicate the reason for this absence. By regulation now schools must keep records of all unexplained absences. This means that if we receive no communication from parents regarding an absence we must record it as unexplained. The numbers and percentages of these unexplained absences must be collated and officially presented annually. It is most important then that you communicate to us when your child is absent so that we do not have a 'phantom' truancy rate! A verbal message from your child will not be adequate. If you wish your child to have leave of absence from school, for example for parents' holidays, (although this is discouraged by Highland Council & the Scottish Executive), it is necessary to advise the school beforehand.

School Meals

The school meals facility is run with set menus, rotating through 4 weeks, providing meals which are considered well balanced. Contrary to what you may hear in the popular press this does not mean your children will be eating nothing but chips, fizzy drinks and sweets! Children are encouraged to aim at a balanced diet. Fresh fruit, raw and cooked vegetables and salads are always available.

All classes have a choice of the same menu and children in classes Primaries 3-7 are expected to order their meal at a cost of £1.65 in the morning. Children, with the exception of our younger children, pay for their lunch in the Canteen, not the classroom.

Children of parents on Income Support or Income Based Job Seekers Allowance may receive free lunches. (Forms to claim free meals can be obtained from the School Office or the Head Teacher.)

There is always staff on duty in the Canteen to help children who have difficulties. We try to encourage the children to have a healthy eating outlook.

Any parent of younger children who would like to join their child, initially to help them get over the strangeness of having school lunches, may join their child for a lunch at the same cost as the children. (It would be helpful to let the Head

Teacher know beforehand so that we may know how many will be requiring lunch each day.) Children who bring packed lunches are provided with accommodation in the Canteen at lunchtime.

Snacks, fresh fruit and drinks are also on sale at the morning interval.

Health Provision

At certain times during your child's school career, your child may receive a full medical examination by the Highland Health Board, to which you will be entitled to attend. The present school medical officer is Dr S Mackenzie. The school nurse also makes regular inspections of the children. Your child's hearing and sight will also be tested periodically by visiting medical officers or by the school nurse.

Any parent who wishes to opt out of any part of the health provision for their child must contact the Head Teacher.

Psychological Service (Education)

The Council helps the staff in a supportive role by providing further assessment for any child we feel may have learning difficulties, through the Psychological Services. With the help of our Support for Learning Teacher, we now carry out various specialist assessment techniques to pinpoint particular difficulties. We are always in close contact with our Psychological Service to discuss the review test results and child progress.

Speech & Language Therapy (Health Board)

In Nursery we have the services of Mrs Mhairi Murray, our Speech and Language Therapist, who provides screening and follow-up of our children. In school we have the services of Miss Ann Bentall, who works closely with Class Teachers and Support for Learning Auxiliaries.

Policy on Bullying

In this school we hold that bullying in any form is unacceptable and will not be tolerated.

The word bullying is very hard to define and the Staff tried to find another set of words such as

harmer	harmed	harming
victim	victimise	victimising

It is almost impossible and whatever we call it, children, and parents, will use the word bullying and bully to describe those kinds of behaviour which make them feel intimidated, harmed, humiliated or uncomfortable.

Any child can, at some stage of life, be the victim of another's aggressive behaviour and any child can, at times, behave in aggressive ways towards others. A child who is simply, and perhaps publicly, labelled a bully may see that as a position of power and try to live up to it, especially if self-esteem is so low that success in this behaviour is personally rewarding. Equally, labelling children as a victim can further serve to lower their self esteem, especially at a time when they are likely to already be feeling powerless.

What is bullying?

We believe that bullying is any deliberate action which is intended to hurt, frighten or threaten anyone.

Whilst bullying takes many forms, the following list recognises some of the bullying types of behaviour which can be most easily recognised:

- Following someone or giving menacing stares
- Saying hurtful things about someone else's parents
- Name calling
- Swearing, bearing malice or getting even
- Rubbishing someone else's work
- Destroying or damaging someone else's property or work
- Stealing – valued possessions, play pieces or packed lunch
- Threatening someone – intimidation – extortion
- Physical violence
- Mental cruelty
- Ganging up on people

Who are bullies?

Whilst bullies have no distinguishing physical characteristics, they do share common traits. Experts say there are 2 reasons why people bully others. One is because they enjoy the feeling of power bullying gives them. The other is that members of a group feel closer by picking on an outsider

- Bullies can also be victims
- Bullies often think that what they are doing is a bit of fun
- When a group bullies someone there is little feeling of guilt because of the shared responsibility

Victims

Anyone can be a victim of bullying. All it takes is to be in the wrong place at the wrong time. Bullies try to justify what they are doing by suggesting that the victim is different in some way, e.g. are not part of the group etc.

Where does bullying occur?

Research and our own knowledge confirm that most bullying occurs to and from school and in the playground. The most effective means of preventing bullying is the presence of an adult supervisor, or for journeys to and from school, a parent or other adult.

Raising Pupil Awareness

The school policy is to raise pupil awareness about bullying. This will be done through:

- Whole school assemblies
- Pupil questionnaires
- Posters
- Direct discussion
- Establishing class rules with the involvement of pupils
- Reinforcing school rules
- Role playing
- Drama activities
- Discussion of issues raised in the media

Practical Advice to Share with Pupils

You have

The right to be treated with respect
The right to make mistakes and to be responsible for them
The right to refuse requests
The right to be listened to and to be taken seriously

Saying No

Try not to get caught up in arguments and don't become angry or upset if you don't get your own way.

If you don't want to do something, don't give in. You have the right to say NO.

When you say **NO**, say it firmly.

Don't make excuses.

Keep your body straight and upright and look the person in the eye. The other person will know from the way you are speaking and standing, that you mean business. (if you find looking people in the eye difficult, practise keeping eye contact at home with your family.)

Tell someone.

Pretend you are confident.

Keeping walking away and ignore them.

Stay in a crowd

Tell them to 'get lost' but say it in an angry fashion – practise at home.

Raising Parent Awareness

The school policy is to raise awareness of bullying as an issue by:

- Keeping parents informed in a newsletter
- Issue all families with a copy of school policy
- Raise awareness at Parent Interviews

Practical Advice to Give to Parents

Early intervention is the key to dealing with any behaviour problem such as bullying. There is no magic formula in dealing with aggressive behaviour. Any advice followed should be applied consistently.

- Teach responsibility for self and others
- Teach respect for self and others
- Teach caring and gentleness
- Provide caring and gentleness
- Provide clear, consistent standards of behaviour
- Channel all show of aggression by distraction and early intervention
- Supervise situations where aggression is likely e.g. walking to and from school
- Avoid exposure to violence on TV, computer games, videos
- **NEVER** reward aggression – it must always have a cost

Raising Teacher Awareness

Signs which may indicate bullying. The child may

- Be unwilling to come to school and make excuses for being late
- Begin doing poorly in their school work
- Regularly have clothes, books or school work torn, destroyed or missing
- Become withdrawn
- Start stammering
- Start acting out by hitting other children
- Develop stomach aches or headaches

Any signs reported by parents should also be taken very seriously, e.g.

- Bed wetting
- Asking to be taken to and from school when this hadn't previously been the case
- Crying themselves to sleep
- Having nightmares
- Having unexplained bruises/cuts
- Continually losing dinner money

Take each incident very seriously and investigate immediately. Discuss the issues with your class and include opportunities for this discussion in your Health/PSE lessons. Minimise the opportunities for bullying to occur. Be alert for any change of attitude in pupils. Try to recognise potential victims and work to raise self esteem and confidence. Report any continuing incidents of bullying to the Head Teacher immediately.

Persistent Bullying

Any incidents of persistent bullying must be reported to the Head Teacher immediately. Once reported the following action will be taken:

- The bully and the victim will be asked for their accounts of the incident. Older pupils may be asked for their accounts in writing and to sign the account. Such (written) accounts will be discussed with parents should there be any recurrence of the bullying behaviour.
- An appropriate punishment will be given to the bully. An apology will be sought for the victim.
- Persistent bullying by any pupil will result in the parents of the bully being invited into school to discuss the problems.

- Appropriate advice will be given to the victim in order to minimise or to discourage the possibility of future bullying.
- Playground supervisors, auxiliaries, permanent teaching staff, canteen staff and visiting members of staff will be alerted to the problem so that they can be extra vigilant and supportive.
- Friends and classmates should be encouraged to disapprove of any bullying behaviour. The bully should see that their behaviour sets them apart from their peers. The children should be encouraged to see 'telling' as positive behaviour and their positive contribution to stamping out bullying.

Monitoring this Policy

The effectiveness of this policy will be monitored by the following means:

- Discussion at Pupil Council Meetings
- Discussion at Parent Council Meetings
- Recording incidents of bullying and noting their frequency
- Feedback from staff and parents

(This is an extract from the School's Bullying Policy which was last reviewed in December 2008)

HIGHLAND COUNCIL EDUCATION, CULTURE AND SPORT SERVICE

GUIDELINES FOR PARENTS TRAVELLING TO SCHOOL DURING ADVERSE WEATHER

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Education Authority encourages full attendance at school, but in severe weather conditions the safety of pupils is much more important. Parents and pupils are often concerned that important examinations may be missed, but this should not over-ride good judgement. Schools normally make alternative arrangements for missed examinations.

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

- **parents** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies.
- **the school** will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather.
- **the school** will establish a system of communication with parents and transport operators and ensure that parents are fully informed of the arrangements. This may include an 0870 telephone information service, details of which will be issued separately. The website www.schoolclosures.highlandschools.org.uk will also be updated with information for individual schools.

When weather conditions are poor:-

- **Local radio stations** issue news and weather bulletins on traffic conditions and school closures. Transmissions may not cover all households and may be subject to re-scheduling but should be helpful. Parents are advised to remain “tuned in” to ongoing road weather, or school information updates.

Broadcast times

BBC Radio Highland

6.55 am – 7.00 am
12.55 pm – 1.00 pm

7.50 pm – 8.00 pm
4.55 pm – 5.00 pm

In extreme conditions Radio Highland will interrupt Radio Scotland transmissions, usually on the hour, to carry emergency bulletins. Nevis Radio will carry bulletins at roughly ten minute intervals between 7.00 am and 8.00 am and Lochbroom FM at quarter-hour intervals between 7.15 am and 8.45 am.

Moray Firth Radio

Normally hourly news bulletins and half-hourly summaries will carry local information on weather, roads and conditions affecting schools. In severe conditions normal programmes will be interrupted more frequently to carry emergency bulletins.

Please do not telephone local Radio for advice but listen to appropriate broadcasts.

For pupils using school transport

- Parents should advise their children on how long they should wait at the pick up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal “pick-up” time.
- Parents should note differences between **contract** vehicles and **public service** vehicles. Drivers of **contract** vehicles are advised not to drop off children where there is any doubt that they may not safely reach home or other place of shelter. Drivers of **public service** vehicles must travel their normal routes and cannot make special provision for the individual pupils.
- Where parents are concerned about weather conditions at “drop-off” points, they should contact the school as early as possible.

When weather conditions are poor, parents should arrange to have children met at the “drop-off” point, especially where public service transport is used.

GOLSPIE PRIMARY SCHOOL
TELEPHONE INFORMATION SERVICE

GUIDANCE FOR PARENTS

Schools now have 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 the Head Teacher.

When severe weather warnings are received your school will endeavour to keep the system updated. It is an enhancement to the present service and does **not** replace existing methods of giving out information, such as radio broadcasts, described in the schools Adverse Weather Guidelines.

There are other features of this service which may be available for your school. These are described below. (Note that this is a 0870 service and charges are slightly higher than normal. Currently (Nov. 2005) BT rates are approximately 8p per minute peak and 4p per minute cheap rate. However there is no queuing and an adverse weather call should last less than 1 minute.)

How to use the service.

- Dial Highland Council's access number - 0870 054 6999
- Now enter your own school's pin number **04 2140**
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 your school's message about the adverse weather for example whether or not the school is to close or if transport arrangements have been affected.

Press 4 to enter the pin number for another school within the authority. Parents may have children who attend different schools. This option allows you to move from one school's messaging service to another without having to dial in again.

USING OTHER FEATURES

Press 2 to send the school a NON-URGENT message e.g. that you cannot attend a Parent Council meeting. **Do not** leave an urgent message as the school cannot guarantee to pick up the message soon enough for action. For urgent messages, speak to someone directly. **This service may not be available initially - your school will inform you on this.**

Press 3 to hear general information messages

The school may use this as an additional way of informing parents about school events. Parents may hear up to ten messages with the most recent played first.

Golspie Primary 5-14 Attainment

		June 2007 Level % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage	June 2008 Present Level % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage	June 2009 Present Level % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage
Reading	School	74.2	74	80
Writing	School	67.7	70	74
Mathematics	School	88.0	70	83

School Inspection

As part of a national sample of primary education, HM Inspectorate of Education inspected the school in September 2003. The inspection covered key aspects of the school at all stages. It evaluated pupils' achievements, the effectiveness of the school and the environment for learning. There was a particular focus on attainment in English Language and Mathematics.

HM Inspectors identified the following key strengths

- The very strong teamwork and commitment of all staff to the school and its pupils
- The support given to pupils with special educational needs and specific learning difficulties
- The school's partnership with parents and the Parent Council
- The many instances of high quality teaching and pupil's learning
- The care and concern shown by all staff for the care, welfare and well being of the pupils

Extra Curricular Music Activities

Children are encouraged to play at Assemblies in school and to enter local festivals to give them experience in preparation and discipline and the enjoyment of public performing.

Over the last few years we have entered a choir, ceilidh band and individual performers in competitions at the Sutherland and Caithness Provincial Mod and the National Mod. We have only been able to do this through links with Gaelic speaking people in the Community.

Inter-Schools Competitions

We believe that healthy competition in sport is important for our children, therefore they are entered for various inter-school events throughout the year. All of the following are organised by the Sutherland Schools Sports Association.

Football	County 7 a side competition	boys
	5 a side competition	girls
	5 a side competition	boys
	Paynter Cup competition	boys
Orienteering		
Benchball	P4 & P5	boys & girls
Country Dancing	P6 & P7	
Basketball	P6 & P7	boys & girls
Badminton	P7	boys and girls
Cross Country	P4-7	boys and girls
Swimming	Gala	boys & girls
Highland Games	P6 & P7	boys & girls
Golf		

School Sporting Events

Inter-House

Most people associate primary school sport with an annual sports day, which is always an enjoyable highlight in our year. However, this is just one in our full school sporting calendar.

Annual school sports	all children
Cross Country House Trophy	P4 – P7
Junior Fun Run	P1 – P3
Swimming Gala	P4 – P7
Badminton	
Golf	

A wide range of sporting and other opportunities is offered in our school. The following should give a taste of our activities which take place out of school time.

EXTRA-CURRICULAR ACTIVITIES AND SPORT

TRAINING SESSIONS

BADMINTON:	Primary 7 children. High School Games Hall – Friday 3.15 – 4.15 pm Miss Robertson
BASKETBALL:	Primaries 4 – 7
5-A-SIDE FOOTBALL:	Training sessions before inter-school competitions, taken by Mr Ian Harrison.
GOLF:	In association with Golspie Golf Club. Miss S Robertson/Mrs C Logie
CROSS COUNTRY:	Before the school cross-country championships, and after School, fun running sessions may be arranged.
END OF TERM ACTIVITIES:	Parents are invited to attend our Christmas Assembly and also our End of Session Service. Children will participate in both of these.
SCHOOL CONCERT:	The school organises concerts involving every child in the school.
COUNTRY DANCING:	The school enters a team for the Dancing Competition in January.

Local Children's Organisations

For the benefit of new families moving into the area, I include a list below which are all Golspie based.

Girl Guides	Brownies	Rainbows
Trampolining	Swimming Club	Junior Golf
Tennis	Playgroup	Sunday Schools (both churches)
Athletics	Kempo Jujitsu	Badminton

Secondary Education

Our children normally transfer to Golspie High School at the end of Primary 7. In the months leading up to the transition, much communication takes place between the P7 Class Teacher and both the Pastoral Care Department and Support for Learning Departments of the High School.

In the summer term, P7 pupils will have a visit from a member of the Guidance Team and a visit from a senior pupil, before spending 3 Familiarisation Days in the High School. We organise transition activities along with Secondary Departments.

Golspie High School Telephone (01408) 633451

I hope you have found the information in the brochure useful. It is reviewed and revised periodically and although the contents are correct at the time of publication, there may be subsequent changes as the year progresses.

If you are unsure of anything or would like further information or clarification, please do not hesitate to contact me.

Doris Murray

Head teacher.

PLEASE RETAIN FOR REFERENCE

2009/10

Spring Term	Monday 11 January 2010 to Friday 26 March 2010	Good Friday 2 April 2010 Easter Monday 5 April 2010
In Service	Friday 12 February 2010	
Long Weekend	Monday 15 February 2010	
	Tuesday 16 February 2010	
In Service	Wednesday 17 February 2010	
Summer Term	Monday 12 April 2010 to Friday 2 July 2010	May Day Monday 3 May 2010

2010/11

In Service	Monday 16 August 2010	
Autumn Term	Tuesday 17 August 2010 to Friday 8 October 2010	
In Service	Monday 25 October 2010	
Winter Term	Tuesday 26 October 2010 to Thursday 23 December 2010	
Spring Term	Monday 10 January 2011 to Friday 8 April 2011	Good Friday 22 April 2011 Easter Monday 25 April 2011
Long Weekend	Monday 14 February & Tuesday 15 February 2011	
In Service	Wednesday 16, Thursday 17 & Friday 18 February 2011	
Summer Term	Monday 26 April 2011 to Friday 1 July 2011	
In Service	One day in June to be confirmed	
May Day	Monday 2 May 2011	
Staff in	Monday 15 August 2011	
Autumn Term	Tuesday 16 August 2011	