



Rogart Primary School

Handbook 2026-2027

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Head Teacher:

Mrs Sarah Evans
 Rogart Primary School
 Rogart
 Sutherland
 IV28 3XF
 Tel: 01408 641335
 E-Mail: rogart.primary@highland.gov.uk

Dear Parents/Carers,

We are very pleased that your child is coming to Rogart Primary.

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

The 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 we like to think that you will feel confident and happy about contacting us whether by phone, email, letter or visit.

There will be many opportunities for you to visit the school and meet the staff, but particularly we look forward to meeting you on Parents' Evening. 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 concerns, it is important that you discuss these at an early opportunity. It should be possible to nip any potential problems in the bud because you have alerted us.

Lastly, we assure you that we are here to do the best for your child.

Yours sincerely,

Sarah Evans
 Head Teacher

ROGART PRIMARY SCHOOL

General information

School Name: Rogart Primary School
 Address: Little Rogart, Rogart, Sutherland, IV28 3XF
 Telephone: 01408 641335
 E-Mail Address: rogart.primary@highland.gov.uk

OUR VITAL STATISTICS

School Location

Rogart Primary School is situated in the scattered crofting community of Rogart, Sutherland which is in Highland Council. The nearby village of Pittentrail along with more isolated areas such as West Langwell also lie within the catchment area for our mixed, non-denominational primary school with a Nursery unit within the main building.

History

According to our log books, Rogart Primary School came into being in 1866. Church records claim its existence as dating from around 1844. However, there is a plaque in the school, which is dedicated to the memory of one Thomas Fraser, Head Teacher here from 1838 to 1844!

The building was renovated and extended in 1966. With the closure of the schools at both Blarich and Rhilochan it then became the only school serving the parish.

A new extension, accommodating a beautiful purpose-built nursery, was opened to pupils in May 2003.

The School Buildings

Currently there are two classrooms used for primary classes and a dedicated unit used for Nursery. We are lucky to also have a small hall within the school which is used for Assemblies, P.E. lessons, Open Days and concerts. It is also used as a canteen at Lunch Times as we are fortunate to have meals cooked on premises.

We have a playing field, with an adventure playground which children love to use throughout the year. We try to use the outside space as much as possible and over the years our outdoor facilities have continued to be developed.

Pupil Roll

There are currently 16 pupils in main school.

There are 6 pupils in Nursery.

MEET THE STAFF

Head Teacher:	Mrs S Evans
Principal Teacher:	Miss D Wood
Primary 1-3:	Mrs A McInnes
Primary 5-7	Mrs K Macneil
Learning Support Teacher:	Mrs C Currie
CCR Teacher	Ms L Taylor
Early Years Practitioners (Nursery):	Ms W Mackay Mrs L Sutherland
Cook:	Mr R Gunn
Clerical Assistant/ Pupil Support Assistant:	Miss S Waldron
Pupil Support Assistant:	Mrs C Still
Cleaner:	Mr J Beedles
Janitor:	Mr D Rose

WHAT WE BELIEVE AT ROGART PRIMARY SCHOOL

Our Vision

To create individuals who are curious about the world around them and have a love of learning that will last a lifetime.

School Values

Valued, teamwork, happiness and creativity.

Aims of the School

- Provide a rich, diverse and challenging, yet supportive learning environment.
- Celebrate success, promote a 'can do' attitude and inspire each other to achieve their best.
- Support personal development, social responsibility and a sense of self-worth.
- To promote confidence, self-discovery, exploration and curiosity towards learning.
- Work as partners in learning with pupils, parents, carers and the community.
- Provide a safe, supportive and well-ordered environment where pupils and staff are happy and confident as they aspire to achieve.
- To develop a caring attitude to the environment.

Getting It Right for Each Child

We work within the Scottish Government's guidelines on '**Getting It Right for Each Child' (GIRFEC)** to support children and their families to ensure children are:

- **Safe** - protected from abuse, neglect or harm
- **Healthy** - experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices
- **Achieving** -receiving support and guidance in their learning – boosting their skills, confidence and self-esteem
- **Nurtured** - having a nurturing and stimulating place to live and grow
- **Active** - having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future
- **Respected** - to be given a voice and involved in the decisions that affect their wellbeing
- **Responsible** - taking an active role within their schools and communities
- **Included** -getting help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn



More information on GIRFEC can be found at:-
<http://www.scotland.gov.uk/Resource/0039/00394308.pdf>

Positive Behaviour

We expect all pupils in Rogart Primary School to behave in a responsible and courteous manner. We acknowledge that some children are still developing the necessary skills to enable them to behave in a positive way and for these pupils we have mechanisms in place to support them as they acquire these skills.

All staff work together in a consistent and positive way to encourage good behaviour. Pupils are encouraged to take responsibility for their own actions and discuss ways in which their behaviour can be improved. Our emphasis is on restorative, solution focussed and nurturing approaches. Pupils are supported throughout their learning and individual needs are met: [Support for Learners Website](#)

We encourage positive behaviour through incentive schemes in the classroom with rewards for good work and behaviour being given out and certificates at assembly etc. If a child has behaviour problems we will try to keep the parents informed of our concerns and work together to improve the behaviour through a planned programme.

In Rogart Primary children are expected to follow some simple rules:

- Be kind
- Be helpful
- Be a good friend
- Work hard together
- Be a good listener
- Learn as much as you can

Bullying

We are conscious that no school is immune from verbal and/or physical bullying at some point. Anything that infringes the rights of a child to be treated with respect and to live without fear is not acceptable. We aim to prevent it mainly through building on our familiar school aims, which stress respect for self and others, but staff and pupils are nonetheless vigilant and ready to monitor potential problems.

A Pupil Council has been elected and set up and along with Playground Leaders they are particularly vigilant in the playground situation.

Copies of the Anti-Bullying Policy, along with any other policy, are available to parents on request. The HC procedures can be viewed at:

https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

Exclusion

Should a child's behaviour be considered to put the safety of other pupils or staff at risk then school will follow the Highland Council's Exclusion Policy:

http://www.highland.gov.uk/downloads/file/212/exclusion_policy

Equality and Inclusion

For up-to-date information please see:

http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

and:

<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/pages/1/>

In summary, our activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

The United Nations Convention on the Rights of the Child has now been incorporated into Scots Law. To find out more about this and the rights for all children in Scotland, you can access information here.

Protection of Children

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

In terms of Highland Child Protection Committee Inter-Agency Protection Guidelines, Education Service Staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from the school office or online at:

http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

<https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>

CURRICULUM

Curriculum for Excellence is the curriculum that is taught in all Scottish schools. The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future. These are summed up in the detailed wording of 'Four Capacities'.

Successful learners

With

- Enthusiasm and motivation for learning
- Determination to reach high standards of achievement
- Openness to new thinking and ideas

And able to

- Use literacy, communication and numeracy skills
- Use technology for learning
- Think creatively and independently
- Learn independently and as part of a group
- Make reasoned evaluations
- Link and apply different kinds of learning in new situations

Confident individuals

With

- Self-respect
- A sense of physical, mental and emotional wellbeing
- Secure values and beliefs
- Ambition

And able to

- Relate to others and manage themselves
- Pursue a healthy lifestyle
- Be self-aware
- Develop and communicate their own beliefs and view of the world
- Live as independently as they can
- Assess risk and take informed decisions
- Achieve success in different areas of activity

To enable
all young
people to
become....

Responsible citizens

With

- Respect for others
- Commitment to participate responsibly in political, economic, social and cultural life

And able to

- Develop knowledge and understanding of the world and Scotland's place in it
- Understand different beliefs and cultures
- Make informed choices and decisions
- Evaluate environmental, scientific and technological issues
- Develop informed, ethical views of complex issues

Effective contributors

With

- An enterprising attitude
- Resilience
- Self-reliance

And able to

- Communicate in different ways and in different settings
- Work in partnership and in teams
- Take the initiative and lead
- Apply critical thinking in new contexts
- Create and develop
- Solve problems

Within the framework of the Scottish curriculum, Curriculum for Excellence, we actively promote the idea of each child taking an increasing responsibility for their own learning. To help with this, from the nursery onwards, the children are encouraged to take a full and active part in the planning process for their learning. We will often invite parental input as well, especially around the inter-disciplinary learning themes we cover. A supportive dialogue between child, parent and teacher helps each child to formulate their ideas and to improve their learning, feel valued and aids identification of the next steps in their learning. We look to parents to play an important role in each child's schoolwork and supervised homework.

Literacy and numeracy skills and their acquisition are seen as essential for all pupils and especially in the early stages, great emphasis is put on reading, writing and maths. We also look to give extra support in this time of a child's development with help from our pupil support assistants. The curriculum guidance identifies eight curricular areas - Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and Moral Education, Sciences, Social Studies and Technologies. We regard language as most important in the general curriculum, as the ability to express oneself verbally and in writing and to comprehend the written word is crucial to further learning and to success in adult life. Children are individuals and differ in ability. We encourage them to work to their capacity and judge only against themselves.

We do not look to teach as separate subjects but rather use a thematic approach which will embrace all aspects. The children will often work co-operatively, individually and as a whole class on various aspects of these over a given time. Children have a much greater say in the choice of the material studied. They share their prior knowledge of a topic and then choose what areas to add to enhance their learning. They will be asking you for your opinion as well as having lengthy discussions with their teacher. From this mind-mapped plan, having had input from teachers, pupils and parents, they then work on the topic.

More information about Curriculum for Excellence can be found at:-

[Curriculum for Excellence | Education Scotland](https://www.gov.scot/parentzone/)

<https://education.gov.scot/parentzone/>



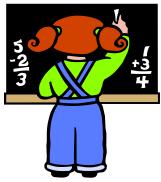
Literacy

Literacy includes talking, reading, writing and listening. We aim to build up your child's confidence and skill in each of these areas. We place a strong emphasis on reading as the child who loves reading will develop a much richer vocabulary and an improved ability in selecting relevant information. The reading your child does in school will initially consist of working through a reading scheme with which your co-operation is required. Frequently children will need to work with a partner, who may be another child or the teacher in school, and you or another adult at home. You will receive further details as your child reaches this stage. I cannot over-emphasise the importance of instilling a love for books in your child at an early age.

Modern Languages

Learning other languages enables children and young people to make connections with different people and their cultures. Modern languages are now a central part of children's learning from P1 onwards. French is the chosen language to ensure effective transition between primary and secondary sectors. A second additional language is introduced at a later stage in school – usually P5. After consultation with parents, Gaelic was chosen as the additional language.

Numeracy



Our maths work is based on the Highland Numeracy Progression. The work involves a great deal of practical activity – weighing, measuring, estimating, etc., which leads to lots of group work. Each child generally proceeds at his/her own level/speed, and we expect that parents will do their utmost to encourage this at home. We put a great deal of emphasis on mental maths and the learning of times tables; we appreciate parental co-operation in this.

Health & Wellbeing

Experiences of Health and Wellbeing help children to develop the knowledge and understanding, skills, capabilities and attributes they need for their mental, social, emotional and physical wellbeing now and in the future.

Physical Education lessons are taught weekly for approximately 2 hours on average and during the year cover all aspects of P.E. e.g., Gymnastics, Athletics, Games and Swimming. In inclement weather, P.E is taught indoors in the dining/general purpose room. Throughout the year various team games and athletics are encouraged out-of-doors. Pupils also receive swimming instruction on an annual basis. It would help if you could take your child/children to the pool on evenings prior to these sessions so that the younger children, in particular, are used to the water before their coaching sessions commence.

Sex Education is supported by the School Nurse. Parents are informed when such lessons are to be taught. Topics on keeping healthy and safe such as Substance Misuse, Internet Safety etc. are taught through special events such as Choices for Life and Safer Highlander as well as within themed work within the classroom.



Sciences

Sciences are taught through practical work and encourage children to gain curiosity and knowledge for the living, material and physical world. Thinking is challenged and children are encouraged to work using scientific methods and develop an understanding of scientific language to use in Science lessons and topics.

Social Studies

This term generally covers history, geography, science and technology. In these subjects, the children will be taught a certain amount of information, but the emphasis will be on their learning by actively investigating their environment. The teachers plan inter-disciplinary learning activities/experiences covering all areas. Many of these encourage the children to be aware of the use of the world's diminishing resources and the need to manage these successfully.



Expressive Arts

This covers music, art, dance and drama. We believe that these form a very important part of the curriculum. As such, they are taught regularly by the class teacher.

It would be appreciated if you could supply your child with a large (old) shirt to protect his/her clothing during painting and artwork.

Religious & Moral Education

The school policy on Religious and Moral Education aims to help pupils to identify the important characteristics of Christianity whilst introducing them to other world religions. They will learn to respect themselves and others and to appreciate and assimilate commonly held moral values. They will be encouraged to ask questions and discuss responses on subjects such as creation, nature, life, death and other moral, social and cultural values and attitudes. They will be encouraged to develop an awareness of physical, emotional and social health issues/needs. You have the right to withdraw your child from Religious and Moral Education if you wish. Should you wish to take up this option please contact the school and we will make special arrangements.

Technologies

Monitored use of the internet is encouraged to enhance learning across the curriculum. We also aim to embed computer technology in all aspects of the curriculum through computer programmes. We have broadband access and have invested in online educational programmes that actively encourage learning whilst being individually targeted at each child. Across Scotland children can access the GLOW site for educational materials and to share work with others. We also take internet safety very seriously and the Council has installed appropriate measures to protect children from inappropriate material. We have lessons on keeping ourselves safe using the internet to reinforce this.

More information on internet safety can be found here:

http://www.highland.gov.uk/info/1361/childcare_and_family_care/46/staying_safe_online_-_internet_safety



Homework

Occasionally, homework is given, and it would be appreciated if you could encourage your child to undertake this early in the evening, preferably under your supervision. Time spent on homework should not exceed thirty minutes, although certain circumstances i.e. an absence or a particularly disrupted spell in school might, on occasion, lead to a heavier homework load. It is not always easy for the teacher to assess what a child is capable of doing in the evening, so should you ever feel that the homework load is heavy, then please let us know and we will adjust it accordingly. Unless it is work requiring research skills most homework will stem from work being undertaken in class.

Library Van

The library van visits every three weeks when the children borrow books to take home. This is a privilege for us and we would appreciate that your children remember to return their books!

Enriching the Curriculum

Wherever possible school visits are arranged to enrich and enhance learning. We foster close links with our learning partners and the wider community. Sometimes we invite specialists: artists, sports coaches, environmental groups and actors into school to help make learning meaningful and fun.

We do try to subsidise trips through School and Parent Council funds as much as possible. However, parents may be asked to make a voluntary contribution towards trips etc. Parents/carers with difficulty paying the full amount should contact the Head Teacher.

EXTRA-CURRICULAR ACTIVITIES

The children are informed of any activities outside school, which may be of interest to them. These may include Campaigners, Accordion and Fiddle Club Youth Evenings, Highland Dancing, Sunday Schools, musical events, badminton, Guides, Brownies, social events, etc.

Sporting Activities

Children from P4 onwards are encouraged to take part in extra-curricular sporting events organised by the Active Sports Coordinator for East Sutherland, High Life Highland. A calendar of sporting tournaments with other schools in the area runs every year. These tournaments are mainly held at Golspie High School and we ask parents to support us by transporting groups of pupils to and from the competitions.

PUPIL POWER

Children are at the heart of Rogart Primary School. We believe that it is important they have their say in school matters. We include their views on what they would like to learn about and how they would like to learn. Currently we have:-

A Pupil Council which works in partnership with the Head Teacher regarding issues in and around school and in the local community and who meet to offer opinions on how school can be improved and planning special events.

MAKING PROGRESS

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of the learning and teaching process and in raising attainment.

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning.

Each child works with their teacher to set individual learning and personal targets. These targets are reviewed regularly. We encourage parents to be involved in supporting their child in working on individual targets and by using Parents Consultation Meetings to discuss a child's progress with targets.

We track the progress that children are making to ensure that every child is working to the best of his/her ability in Literacy and Numeracy. We do this by collecting evidence towards our judgements. Usually this includes teacher observations, pieces of written evidence, examples of thematic work, photographs etc. Informal assessment activities are included to provide additional judgements towards the level your child is working within.

Currently Highland Council is also using a computer assessment to support teacher judgements. Children in certain year groups are given short computerised tests. Results are not published and are only used to provide further standardised evidence to how a child is progressing.

Each P7 child leaves the school with a 'Profile' which celebrates their achievements whilst at Rogart including examples of written work, what the child thinks of his/her work including agreed next steps in learning for secondary school, certificates they have gained both in and out of school. Parent views are included in the profile as we very much value your opinions about your child. You know your child better than anyone else!

SUPPORTING CHILDREN

Additional Support Needs

Class teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:

http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners

[Home - Thriving Families](#)

Sometimes a Children's Service Worker will be involved in supporting a child. A **Children's Service Worker** is often based at the school and will generally focus on more social and emotional needs rather than issues about the curriculum or classroom learning. They:

- Work in collaboration with the support team in school.
- Work to support families in their own communities.
- Work with individual pupils and small groups - offering a further level of support.

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you do not feel is being addressed, or will want to talk to someone out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance, Sarah Evans, Head teacher. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners

The following organisations provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:-

- Children in Scotland: Working for Children and Their Families, trading as "Enquire" – the Scottish advice and information service for additional support for learning, a charitable body registered in Scotland under registration number SC003527. Enquire offers independent, confidential advice and information on additional support for learning through:
Telephone Helpline: 0845 123 2303
Email Enquiry service: info@enquire.org.uk
Advice and information is also available at <http://www.enquire.org.uk>
<https://www.thrivingfamilies.org.uk/>
- "Scottish Independent Advocacy Alliance", a charitable body registered in Scotland under registration number SC033576 <http://www.siaa.org.uk/>
- "Scottish Child Law Centre", a charitable body registered in Scotland under registration number SCO12741 <http://www.sclc.org.uk/>

More information about ASN provision can be found at:-

<https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>

Information about the 2009 Additional Support for Learning Act

Legal information

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009, and it came into force on 14 November 2010.

What does this mean for pupils and parents?

The Act does not change the basic purpose of the 2004 Act – it aims to strengthen some duties under the Act and clarify parts that have been confusing.

Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.

- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.
- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) can make placing requests to any school in Scotland including schools outside of the local authority area they live in.
- All appeals about placing requests to special schools (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points.

If you have any questions about the 2009 Act

Please contact the Enquire Helpline on 0845 123 2303 or by email on
info@enquire.org.uk

KEEPING YOU INFORMED

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education.

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning.

The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress.

Parents' Consultation Meetings are held twice a year to enable parents to discuss their child's progress. You will receive a written report on your child's progress towards the end of May which will include information on your child's personal progress, how they are achieving compared with children across Scotland in terms of the age and stage they have reached, wider learning opportunities that your child has experienced throughout the session and targets set by the child and teacher for future learning. You will also have the opportunity to express your opinions about how your child is progressing throughout the year.

Parents are welcome to visit school at any time whether or not you have a concern. Should staff have a concern about your child, they may ask to see you to discuss it. You may be asked to attend a meeting to share your views. Together with parents and possibly other people who have a role to play in supporting your child e.g. School Nurse, Speech Therapist, Support for Learning Teacher, we shall work closely as a team to focus on positive solutions to any difficulties your child might experience.

Parents receive regular letters and newsletters about events happening in school and we also share posts about the children's learning and other events on our private Facebook page. We actively encourage parents to express their opinions about school matters. Surveys are sent out regularly as part of school's ongoing self-evaluation process. Findings from the surveys are used to develop the school's improvement plans. We do hope that you use these opportunities to share your views about school so that we can continue to improve the service we provide

Occasionally we may hold meetings to explain a particular educational or new school initiative to parents. Please try to attend such meetings. If for any reason you are unable to attend a meeting, but wish to find out more, please contact the Head Teacher. At regular intervals curriculum plans and individual targets for learning will be sent out to parents. Staff are always willing to explain these further if required.

PARENT FORUM

All parents are members of the Parent Forum, from which the Parent Council is formed (Rogart Parents have chosen to retain the name 'Parent Teacher Association' for this body). Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting the secretary on at rogart.primary@highlandpc.co.uk

Chairperson: Ms K Walker
 Secretary: Ms K Bell
 Treasurer: Ms A Mackay

Our school has a very active Parent Teacher Association (PTA). The Parent Teacher Association is a tremendous support to the school and nursery, particularly in arranging and financing school trips, in organising social and fund-raising events and in supplying a vast quantity of books, equipment, etc. to the school and nursery. You are encouraged to support the PTA.

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone:
<https://education.gov.scot/parentzone/>

GETTING STARTED

Admissions Policy

We follow the Highland Council's admissions policy. Most children who are attending Nursery already will be enrolled in late January/early February for the next school session starting in August. Children who do not attend Nursery may enrol in February in response to press advertisements. Any queries regarding admission should be addressed to the Head Teacher.

[Enrol your child for school](#) | [Enrol your child for school](#) | [The Highland Council](#)

Children in Nursery are included in special school events e.g. Children in Need Day, Christmas Party.

There is also an opportunity for your child to experience a cooked meal, free of charge, in the school's Dining Room before commencing at the school. One adult may also accompany the child on this occasion to experience the meal with their child. There will be a small charge for the adult meal.

Being Ready for School

Please help to ensure that your child is in the right frame of mind and is ready to learn by ensuring that:

- ❖ Your child has a good night's sleep
- ❖ Your child has a healthy breakfast
- ❖ Your child has brought everything they need to school
- ❖ Your child knows you are interested in what they are learning
- ❖ You support your child with homework by finding time to be together in a quiet place with the television turned off
- ❖ Your child attends regularly and is on time
- ❖ Your child and staff know who will be collecting him/her

Placing Requests – Parental Choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Applications must be made to the Area Quality Improvement Manager, Katherine van Voornveld katherine.wood@highland.gov.uk

Placing request forms can be obtained from: [Enrolment in a school outside your catchment area | Enrol your child for school | The Highland Council](#)

Transportation to and from school, for placing request pupils, is a parental responsibility.

If pupils live outwith the school catchment area and their parents wish them to attend Rogart Primary School they can contact the school office to arrange a visit.

Parents of children with additional support needs (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

Military Families

Our school welcomes and supports families, their Children and Young People from Armed Forces families: Serving, Reservists and Veterans.

We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your Child/Young Person coming into or moving on from our School or Early Years setting. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our Armed Forces community. There is a dedicated Highland Council partnership, **The Military Liaison Group (Education)**, often referred to as "The MLG" which has been formed to promote and ensure the equity and equality for your Children and Young People within an educational context.

Visit the Highland Council [Armed Forces Families Website](#) for lots of helpful information and support for both families and Educators. The [Enrolment page](#) may be particularly helpful.

A Welcome to Your Children and Young People

Children and Young People from Armed Forces families in Highland have co-produced a 'Welcome' specifically for your Children and Young People moving into Highland. Click this link to view: [Book Creator | A Book to Welcome You!](#)

Please get in touch with your child's named person, Sarah Evans, Headteacher, if you have any concerns or if you would prefer, contact the MLG (Education) lead [here](#).

SCHOOL UNIFORM

The staff and parents at Rogart Primary School firmly believe in the benefits of a school uniform. We believe it helps children to develop a sense of belonging and pride in their school and at the same time avoids competition that can arise from fashion and become so expensive. We have selected clothing that we believe is smart, practical, not too expensive and suitable throughout the year. Children are not permitted to wear denim jeans or football strips to school. For any assistance in providing clothing for your child, please visit:

http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

Uniform

Dark trousers/skirt/pinafore

White shirt/blouse

Bottle green sweater, sweatshirt or cardigan

'Rogart' sweatshirts/fleeces are worn by the children. Supplier contact details are as follows:

MacGregors Industrial Supplies

15-17 Henderson Road

Longman Industrial Estate

Inverness

IV1 1SN

Telephone: 01463 717999

Email: sales@macgregorsupplies.co.uk

Web: <https://macgregorschoolwear.co.uk/rogart-primary>

Highland Embroidery

Telephone: 01549 402707

Email: info@highland-embroidery.co.uk

Web: www.highland-embroidery.co.uk

Tesco Uniform Embroidery Service

Shoes should have low heels and be appropriate for play. We do not allow high heels or shoes/sandals with no back in them as we do not consider these to be safe for children both inside and on the playground.

Please help us by writing your child's name on coats, gloves, scarves and wellies

Physical Education

For P.E. lessons children need:-

- ❖ black slip-on pumps/trainers
- ❖ a T-shirt /shorts
- ❖ a pump bag to be kept in school

For swimming lessons children will need:-

- ❖ a swimming costume / swimming shorts

Jewellery

Children should not wear jewellery in school. Experience has shown that we cannot guarantee their security and they can cause accidents. **If ears are pierced only stud type earrings** should be worn in school. This rule is for reasons of safety.

COMING AND GOING

School Day

Nursery 9-00am – 3.00pm, Monday to Friday.

	<u>ELC</u>	<u>P1 – 7</u>
First morning session:	09.00 - 10.45	09.00 - 10.40
Interval:	10.45 - 11.00	10.40 - 11.00
Second morning session:	11.00 - 12.30	11.00 - 12.30
Lunch	12.30 - 13.15	12.30 - 13.15
Afternoon session:	13.15 - 15.00	13.15 - 15.00

Attendance/Absence

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on the school number 01408 641335, preferably before 9-30am. If we have not heard from you, school does ring to check why your child is not in school. This is to ensure that all our pupils are safe. When returning to school after an absence, the parent or guardian must give written reason for the time absent.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc., pupils need to bring with them a note from parent or guardian. Pupils must report to the school reception and 'sign out'. If returning the same day, they must report again to the reception and 'sign in'. Where at all possible, medical and dental appointments should be made out with school hours.

If pupils fall ill during the day, parents are contacted for them to collect their child, therefore it is essential that we have up to date daytime contact numbers and emergency contact numbers for all pupils. Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils. **Please keep children at home for 48hrs after the last bout of sickness or diarrhea.**

When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- will result in a significant loss in classroom experience.
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers.
- could result in the loss of curricular activities.
- will affect school attendance records and efforts to raise standards of attendance.
- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering:

https://www.highland.gov.uk/info/878/schools/32/school_term_dates

If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Head Teacher.

Lateness

It is very important that your child arrives at school on time each day. Children who frequently arrive late feel rushed and different from everyone else; this often makes them feel uncomfortable. Children need all the help they can have to feel confident and successful. A calm start to the day really does give children the best start every day.

At the End of the Day

In order to keep your child safe, children will only be released from the school premises into the care of a bone-fide adult/school transport. Please inform school in good time if another adult or young person is collecting your child. If there are any difficulties, please speak to the school. P1-3 pupils are not allowed to walk home on their own.

Transport



In most cases transport is provided to school from the end of your road. The majority of the children attending this school are transported by school transport.

The school expects your co-operation in encouraging children to accord the car and bus drivers the same measure of respect, which they show for themselves and their peers in school. It is essential that for their own safety that they listen to, and follow, the driver's instructions about seat belts, storage of bags etc.

The license given by the Council to the contractor only permits the identified children permission to travel in that vehicle to and from school. It is not possible to request that a contractor includes another child in the run for a home visit to another child's house etc. Special permission must be sought for such an arrangement, and this is obtained from the School Transport section in Inverness: Tel: (01463) 252996. In an emergency they may agree to such a deviation from routine but for mere social trips they will not. The driver could lose their licence and have the contract revoked should they agree to such a request without Council permission so please do not ask them.

SCHOOL CLOSURE

We try to keep school open as much as we possibly can when we have adverse weather or a power cut. Occasionally it is necessary to close school early or not to open school on a particular day for safety reasons. We will keep you informed via text and on our Facebook page as well as providing an update to the Highland Council website: www.highland.gov.uk/schoolclosures

In times of severe weather conditions, the safety of pupils is the prime consideration and if there is any doubt as to safety, the children should remain at home. The decision as to whether a child should attempt to travel to school in severe weather conditions lies with the parents.

In the event of transport failing to keep to its normal timetable the children should not wait at the pick-up point for longer than twenty minutes.

Drivers of contract vehicles are advised that they should not drop off children where there is any doubt that they may not safely reach home or other acceptable place of shelter.

Should the weather deteriorate during the day and the children have to be sent home early, the school would always endeavor to contact you before they leave the school. It would be useful to have an alternative address at which your children could be deposited in the event of you not being available.

Should you wish to come and collect your children from school in such conditions you would be permitted to do so at any time of the day. Obviously, if possible, a phone-call to inform the school of your intention would be appreciated.

Normally on **MORAY FIRTH RADIO**, 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. Parents should not phone into radio stations for advice, but listen to appropriate broadcasts.

Weather conditions vary greatly in this parish so a telephone call to the school would be appreciated if there is any likelihood of children being put at risk due to deteriorating weather conditions, of which school staff may not be aware.

School transport drivers have been requested to check that a member of staff is present before

dropping off school children in the morning.

SNACK TIME / LUNCHTIME ARRANGEMENTS

At Rogart Primary School we pride ourselves on the fact that we promote the importance of healthy eating for all of our children.

Drinks

Water is available to all children throughout the school day. Children are encouraged to drink water through the day to keep well hydrated. This will support their learning, helping them to be alert and able to concentrate.

Lunch Time

The lunch time for all children in full time school is at 12-30pm – 1-15pm. Children may go home for lunch but most children either stay for a cooked meal or have a packed lunch. Parents are responsible for pupils who decide to go out with school grounds at lunch time. There are free school meals for all P1-5 children.

Cooked Meals

A two course meal and drink are available to children at Lunch Time. School Meals cost £2.40 for pupils and just keep getting better, with better quality food, healthier meals, larger portion sizes and more choices. If a pupil has special dietary needs, please inform the school. Free meals can be claimed in certain circumstances, for information and application form please see:

http://www.highland.gov.uk/info/899/schools_-grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

We prefer that lunches are purchased on a weekly basis and that dinner money is sent on a Monday morning. Money must be sent to school in a separate envelope, clearly marked with your child's name and amount enclosed. If your child is absent, missed meals are credited.

Packed Lunches

Your child may bring a packed dinner from home. You should provide a balanced meal with a drink. **Bars of chocolate, sweets and fizzy drinks are not allowed.**

KEEPING SAFE & HEALTHY

Our policies ensure the health and safety of the children at all times. Parents are kept informed by the class teacher of any problems which have arisen during the day and are telephoned in the case of more serious accidents or illness. All accidents are recorded. Parents are notified of any serious incidents and those involving a knock to a child's head.

Head Lice

Be re-assured that having head lice is nothing to be ashamed of. School can provide support with information about head lice detection and treatments to parents including information about sources of advice. We will give our families regular and frequent reminders in handbooks and newsletters about the importance of detection combing. Your local pharmacist, school nurse, health visitor or GP can give any further advice concerning specific treatment methods.

Health Care

The Health Service carries out health checks of all pupils in P1 and a selective examination of P7 pupils. In both cases, parents are notified in advance and invited to attend when the doctor and nurse visit the school.

Further services including eye and auditory tests from the age of five are provided. A limited speech therapy service is available.

The school nurse is Jo Livingstone (01408 664058) who can be contacted at any time to discuss any problems or concerns you may have regarding your child's health. Please let the school know if your child suffers from any condition about which we should be aware. Should children become ill in school, parents will be contacted, so that their children may be taken home.

The Oral Health Educator visits occasionally and teaches the children the value of establishing and maintaining good oral hygiene habits. All children are encouraged to brush their teeth after lunch.

Occasionally a child has a bump or a graze from an accident. Small accidents are treated in school but more serious injuries would be reported to the parent immediately and if needed paramedics called.

Please ensure that the school has up-to-date emergency contact details at all times. If this is a mobile phone number, this must be kept switched on or regularly checked.

Medication

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government. <https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning.

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupils' views and, where appropriate, their parents' views.

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances.

We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

- The name of the medicine, the quantity of the medicine to be given, the time it has to be given.
- As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

Please contact the school office for further information and paperwork to complete.

Minor Injuries

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [here](#). Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from your child's guidance teacher. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#). Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Employment of Children

The employment of children byelaws regulate the types of occupation in which children under school leaving age may be employed and other conditions of employment. For further information please see:

http://www.highland.gov.uk/downloads/download/19/employment_of_children

MOVING ON

The majority of our pupil's will transfer to Golspie High School (GHS) at the end of Primary 7. There is a transition programme for children in P7 to prepare them for secondary education. Staff from the high school visit our school to get to know the children, and staff at Rogart work closely with GHS staff throughout the year to ensure that pupils have a smooth transition to S1. If, for any reason, your child might find transition to the high school a challenge then we will make arrangements for an enhanced programme of events to support them. The children in P4-7 have opportunities throughout to attend curricular and sporting tournaments which are held at Golspie High School. This helps pupils to become familiar with their surroundings when they move to S1.

Please contact Golspie High School for further information on secondary education:-
 Acting Head Teacher – Mrs Catherine Brown
 Main Street, Golspie, KW10 6RF
 Telephone 01408 633451
 Email golspie.high@highland.gov.uk

Alternatively visit GHS's website for further information: [Golspie High School](http://Golspie%20High%20School)

INVOLVEMENT IN THE LOCAL AND WIDER COMMUNITY

Children are regularly involved in local, national and international fundraising events and have successfully helped to raise a substantial amount of money over the last few years towards a number of charities.

School encourages links with the local community e.g. a project with the local Learning Centre. We welcome opportunities to further strengthen links with local groups.

We work closely with our neighbouring schools so that all of the children across the local area approach the secondary stage of their schooling with similar experiences and values. We call the coming together of these schools that feed Golspie High School an Associated School Group, ASG for short. This helps your child in their transition to the next stage of their school career when they leave Primary 7 and go up to Secondary1. Starting around P6 your child will start to become involved in visits to and from the High School. These visits may be of a sporting, musical, scientific or expressive arts nature. The local schools work closely together and share many sporting and musical events to enrich the learning and experiences for the children.

WHAT HAPPENS IF SOMETHING GOES WRONG?

The school aims to be proactive in improving our policies and procedures. Whilst we try hard to always get things right we do acknowledge that occasionally a parent may have a concern or complaint. We hope to deal with any concerns respectfully and resolve issues quickly.

General day-to-day concerns should be raised in the first instance with the class teacher. More serious complaints should be made to the Head Teacher who will investigate any concerns immediately. We do hope that any issues can be quickly resolved but should a complaint need to be taken further then you should contact:-

Area Quality Improvement Manager, Katherine van Voornveld
Katherine.Wood@highland.gov.uk

Further advice for parents is available at Parentline: <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or public.transport@highland.gov.uk.

WHEN WE GET IT RIGHT

If you are happy with the school please tell a member of staff. It is good to know when we have got it right!

HMIE

HM Inspectorate of Education have a programme of inspecting schools. An inspection covers key aspects of the school at all stages. It evaluates pupils' achievements, the effectiveness of the school and the environment for learning with a particular focus on attainment in English Language and Mathematics. Education Scotland information for the school can be found at the following link – <https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/>

Additional data on our performance can be found here:

<https://education.gov.scot/parentzone/my-school/school-information-dashboard/>

PUBLIC ACCESS TO INFORMATION

A full list of school policies are available from the school office which can be viewed at any time as well as past and current programmes of study etc.

Parents may be interested in reading further information available from:-

- Highland Council Website <http://www.highland.gov.uk>
- Education Scotland [Education Scotland | Education Scotland](https://www.education.gov.scot/)
- Parent Zone [Parent Zone | At the heart of digital family life](https://www.parentzone.org.uk/)

DATA PROTECTION

Access to Pupil Records

The school pupil records (Scotland) Regulations 1990 extend to parents' right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make an application to the Head Teacher.

Data Protection Legislation

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by data protection legislation and may only be disclosed in accordance with the codes of practice.

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

Data Policy

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

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

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

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here:
https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

Why Do We Need Your Data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development 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.
- Enhance the quality of research to improve the lives of young people in Scotland.

Your Data Protection Rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with data protection legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. Data protection legislation gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of data sharing and that this data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, 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.

We expect all pupils in Rogart Primary School to behave in a responsible and courteous manner. We acknowledge that some children are still developing the necessary skills to enable them to behave in a positive way and for these pupils we have mechanisms in place to support them as they acquire these skills.

All staff work together in a consistent and positive way to encourage good behaviour. Pupils are encouraged to take responsibility for their own actions and discuss ways in which their behaviour can be improved. Our emphasis is on restorative, solution focussed and nurturing approaches. Pupils are supported throughout their learning and individual needs are met: [Support for Learners Website](#)

We encourage positive behaviour through incentive schemes in the classroom with rewards for good work and behaviour being given out and certificates at assembly etc. If a child has behaviour problems we will try to keep the parents informed of our concerns and work together to improve the behaviour through a planned programme.

SCHOOL TERM DATES 2025 - 2026

School Calendar information can be found at:

https://www.highland.gov.uk/info/878/schools/32/school_term_dates

Please note that dates are subject to change.

Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information. *December 2025*