Knockbreck Primary School
Tain, Ross-shire

School Prospectus
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Head Teacher’s Letter

Dear Parent / Guardian

Let me extend to you a warm welcome to Knockbreck Primary School. The information contained in this handbook is aimed at introducing you to the school, its educational provision and any information you require for the welfare of your child at school.

In the event of you still being uncertain about anything regarding the school please don’t hesitate to contact the secretary who will be more than willing to answer any of your questions. The secretary is available Monday - Friday and full policy statements are available from the school.

Finally, thank you for taking the time to read this brochure. The school staff look forward to a happy and successful partnership in the future with you and your child.

The Standards and Quality Report and School Improvement plan are available on request, from the school office

Yours Sincerely
Jane Mackay
Head Teacher
(Jane.Mackay2@highland.gov.uk)
Knockbreck Primary School

Motto – To promote RESPECT

(Resilience, Enthusiasm, Self-Motivation, Perseverance, Equality, Commitment, Togetherness)

Together these things make Knockbreck GREAT as well as recognised Achievement for all

Vision

At Knockbreck Primary School we will create a welcoming Ethos where everyone feels happy and included. Every child will have opportunities to learn and find success by being supported and challenged appropriately, to allow them to do so in a safe and nurturing environment.

Values

To be respectful,
To be honest,
To have enthusiasm for learning,
To enjoy a challenge,
To make the most of all opportunities,
To be “Happy to be yourself!”

Aims

- Ensure our pupils have the ability to be effective learners and take ownership of their learning;
- Ensure children have the confidence to take risks;
- Develop a sense of personal responsibility and encourage high standards of behaviour;
- Help children learn to celebrate their achievements, recognise individual success and develop resilience;
- Celebrate and nurture the children’s diversity, provide equality of opportunities and ensure they are aware of their rights and responsibilities.
- Support us to make Knockbreck great!
General School Information

Knockbreck Primary School  
Ankerville Street  
Tain  
Ross-shire  
IV19 1BL

Telephone (01862) 892272  
School Email Id: knockbreckr&c.primary@highland.gov.uk

School Roll for Session 2017/18: 195

P1M: 17 pupils  
P1R: 16 pupils  
P2: 29 pupils  
P3: 25 pupils  
P4: 21 pupils  
P5: 26 pupils  
P6: 33 pupils  
P7: 27 pupils

School Hours

P1  P2  P3 Pupils 9.00am - 2.30pm  
P4  P5  P6  P7 Pupils 9.00am - 3.00pm

Morning Break 10.40am - 10.55am  

Lunch Break P1 - P3 12.15pm - 1.15pm  
P4 - P7 12.30pm - 1.15pm
Crossing Patrol Times
The crossing patrol lady will be on duty during the following times at Knockbreck Road:

- 8.35am - 9.05am
- 12.15pm - 1.20pm
- 2.30pm - 3.25pm

There is no crossing patrol at Gower Street. Parents are asked to ensure that their children are familiar with the rules of road safety and are expected to always cross with the patrols on the way to and from school, and to follow instructions given by the patrol.

Calendar – Session 2017/18

<table>
<thead>
<tr>
<th>School Closes</th>
<th>School Re-opens</th>
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<tr>
<td>Friday 6 October 2017</td>
<td>Monday 24 October 2017</td>
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<td>Friday 22 December 2017</td>
<td>Monday 8 January 2018</td>
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<tr>
<td>Wednesday 28 March 2018</td>
<td>Monday 16 April 2018</td>
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<td>Friday 29 June 2018</td>
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Staff In-Service Days
- Monday 18 & Tuesday 19 September 2017
- Wednesday 21 February 2018
- Monday 4 June 2018

Mid Term Break & Public Holiday
- Monday 19 & Tuesday 20 February 2018
- Monday 7 May 2018
## Staff

**Head Teacher**  
Mrs Jane Mackay

**Principal Teacher**  
Mrs S Macaskill (also P1M class teacher)

**Class Teachers**  
- Mrs M Brennan
- Ms I Jackson
- Mrs L Morgan
- Miss A Mackenzie
- Mrs V Cushnie
- Mr S Buchan (Probationer)
- Miss H Ross (Probationer)

**Support for Learning Teacher**  
Mr G Humble

**Pupil Support Assistants**  
- Mrs R Amos
- Mrs J MacDonald
- Mrs J Chisholm
- Mrs L Stewart
- Miss R Duff
- Miss K Grieve

**Secretary**  
Mrs J Ross

**Janitor**  
Mr A Mohan

**Canteen Assistants**  
- Mrs S Greenlees
- Ms A Watson

**Cleaning**  
- Ms A Watson
- Miss S Maclennan

**Crossing Patrol**  
Mrs J Duff

### Visiting Staff

**Chanter**  
Mr N Mathieson

**Strings**  
Mrs D Ross

**Wind**  
Mrs J Kyle

**Art**  
Mr I Westacott

**PE**  
Miss N Swanson
CONSTITUTION FOR PARENT COUNCIL

AIMS AND OBJECTIVES
1. To work in partnership with the school to create an encouraging and welcoming environment for all parents
2. To encourage contact between the school, its pupils and all parents
3. To develop and engage in activities which support the education and welfare of the pupils
4. To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.

NUMBER OF MEMBERS
Membership of the Council will be a minimum of four and a maximum of eight parents of children attending the school. The Head Teacher automatically becomes a member.

SELECTION OF MEMBERS AT AGM
Any parents of a child at the school can volunteer to be a member of the Parent Council. In the event that the number of volunteers exceeds the number of places set out in the constitution, members will be selected by election (of those that have volunteered only). Anyone not selected to be a member of the Parent Council may be offered the opportunity to be part of any sub-groups set up by the Council.

TERM OF OFFICE
Members of the Council will serve for a two-year period initially but have the option to stand for re-election.

CO-OPTED MEMBERS
The Parent Council will invite two members of the Community to serve for a period of two years. These members may include a local councillor/teacher to ensure the Council is well informed of issues affecting the school. The Council may also invite certain people to their meetings where it is felt their expertise is pertinent to the proceedings.

OFFICE BEARERS
If the Parent Council decides to have office bearers:
The Chair, Secretary and Treasurer of the Parent Council will be appointed by the Parent Council immediately followings its formation.

GENERAL MEETINGS
The Annual Meeting will be held in April of each year. A notice of the meeting including date, time and place will be sent to all members of the Parent Forum at least two weeks in advance.
The meeting will include:
A report on the work of the Parent Council and its committees,
Selection of the new Parent Council
Discussion of any issues the Council wishes to raise
Approval of the accounts and appointment of the auditor

WORKING PRACTICE
The Parent Council will meet at least once in every school term
Should a vote be necessary to make a decision, each parent member at the meeting will have one vote, with the Chair having a casting vote in the event of a tie.
Any two of the parent members of the Council can request that an additional meeting be held, and all members of the Parent Council will be given at least one week’s notice of date, time and place of meeting.

If a Parent Council member acts in a way that is considered by other members to undermine the objectives of the Parent Council, their membership of the Council shall be terminated if the majority of the parent members agree. Termination of the membership would be confirmed in writing to the member.

FUND RAISING
The Parent Council will be responsible to raise funds, apply for and receive grants, and accept gifts for the benefit of the school. The Friends of Knockbreck will exist as a committee of the Parent Council whose function would be to fund raise for the school. The group may contain members of the Parent Forum and others who are not members of the Council.

NOTES OF MEETINGS
Copies of the minutes of all meetings will be available to all parents of children at Knockbreck Primary School. Copies will be posted on the School notice board for a period of two weeks after each meeting.

CONFIDENTIALITY
Meetings of the Parent Council shall be open to all members of the Forum, unless the Council is discussing an issue, which it considers should be dealt with on a confidential basis. In such cases, only members of the Council and the Head Teacher can attend.

FINANCE
The treasurer will open a bank or building society account in the name of the Parent Council for all funds. Withdrawals will require the signature of the Treasurer and one other Council member.
The Treasurer will keep an accurate record of all income and expenditure, and will provide a summary of this for each meeting, and a complete account for the annual meeting.
An Auditor should be agreed upon to reconcile accounts.
The Parent Council shall be responsible for ensuring that all monies are used in accordance with the objectives of the Council.

CHANGE OF CONSTITUTION
The Parent Council may change its constitution after obtaining consent from members of the Parent Council. Members of the Council will be sent a copy of any proposed amendment and given reasonable time to respond to such.

DISSOLUTION
Should the Parent Council cease to exist, any remaining funds will be passed to the named school to be used for the benefits of that school.
Pupil Council
The school has a very active Pupil Council whose members are elected from all year groups. Their function is to bring forward initiatives suggested by other pupils, and work alongside the Head Teacher discussing school related issues. A suggestion box for pupils is available for all to contribute ideas.

Volunteers
Aside from our pupils the Community is our greatest asset and we are always looking for parents to help in school, be it walking pupils to and from swimming, helping with craft projects as well as other activities and if you would like to help and would be happy to complete the Council’s PVG application then please contact the School Office.

Transition
Both pupils in nursery and in Primary 7 work on various activities in the lead up to transition to a new learning environment; these may include formal visits for pupils and informal visits by staff.

Other points of contact
After completing their primary school education, pupils transfer to Tain Royal Academy, Scotsburn Road, Tain.

Rector: Mr Mark Jones  Telephone Number 01862 892121

Care and Learning Manager
Mr Derek Martin
84 High Street
Dingwall
Telephone Number 01349 868603
Our School
The present building that houses Knockbreck Primary was previously called Tain Public School when it served the whole town of Tain. However, with the influx of people into the town during the early seventies, due to the oil industry at Nigg, another school was required in the town. This then necessitated the introduction of new names hence, although the building dates to the late 1870’s, the present title of Knockbreck is only from 1977.
The interior of the school was totally refurbished in 1987/88 after a fire which destroyed the greater part of the school.
The present building consists of 4 classrooms, a shared resource area, hall, kitchen, staffroom, disabled toilet, cleaner’s room and storage areas, a base for the Learning Support Teacher and a ‘Quiet Room’ which can be used when required. There is also an office, which is shared by the Head Teacher and the school secretary.

Within the school grounds there is also a demountable unit which was purpose built for the school in 2008 and currently houses our P2 class. We also took delivery of a second demountable in 2014 and this houses our P3 class. P1 classes are also housed out with the main school and are in the wooden building beside the main car park area.

The hall serves as a space for visiting specialists to work with groups of pupils, for extra curricular activities and as a dining centre. School assemblies and functions are also held in this hall.

The playground adjoins two large grassed areas where sports and outdoor activities are held. There is a climbing frame, basketball net, football pitch, sandpit and picnic benches for children’s use at break times. The playground and grassed areas are well fenced to ensure that the safety and security of the children is maintained at all times.
Nursery Education
There is no nursery provision on the premises of Knockbreck due to lack of space however, Ankerville Nursery, Tain Nursery & Playgroup and Stepping Stones Nursery ably serve the school.

Entrants
Parents of prospective entrants are encouraged to visit the school to view the classes and have any questions answered.

Prior to new Primary 1’s starting in August, they are invited to the school before the holidays to meet their other classmates and teacher for a few mornings and afternoons.

A leaflet describing life as a 'new P1' is distributed to all parents at that time.

For the first two weeks P1 attend for mornings only.

School Uniform
The policy of the school is that children are expected to wear school uniform as it promotes a feeling of school unity and discourages bullying on account of designer labels.

Knockbreck Primary School colours are:

Sweatshirts and cardigans     Bottle Green
Trousers and skirts            Black
Polo Shirts / Blouses          Sky Blue
Jogging Bottoms               Black

We have two suppliers for school uniform. These are:

MacGregor Schoolwear (within MacGregor Industrial Supplies)
15-17 Henderson Road
Inverness
IV1 1SN
Tel: 01463 717999

You can go into the shop and purchase directly or you can shop online at macgregorschoolwear.co.uk.
Tesco.com
To order from Tesco please type the following into the URL field

http://www.tesco.com/direct/knockbreck-primary-school-tain/8493.school

you will then see a list of the all the items you can purchase.

During the course of the day pupils may come into contact with water, paint, glue, clay etc. It is therefore requested that children bring in an old shirt or cover to wear for art activities.

Children are required to remove their outdoor footwear when they come into school and wear lighter footwear inside school at all times. This should be clearly named so as to avoid confusion. Shorts, a T-shirt and gym shoes are required for gym and, for safety reasons, all jewellery must be removed for this lesson. Parents are requested to name all school sweatshirts and other items of clothing with pupils' name initials.

The school does not allow children to wear team football tops in school. We have found that when football tops are worn it creates bad feeling between those children that support a particular team and those that don’t.

School Meals
School meals are available to all children. From 5th January 2015 all P1 - P3 children will be entitled to a free school meal. Lunches are cooked in Craighill Primary School and are delivered daily to the school. The children can pre order the meal they wish when menus are available, which is most of the time except for the week before and the week after school holidays.

Dinner money is paid every Monday morning, and costs £2.30 per day. The meals may be paid either in cash or by cheque made payable to, Highland Council

Regardless of the method of payment, money must be sent to the school in a sealed envelope with your child’s name and the amount of money enclosed clearly written on the envelope. We would also very much appreciate the correct amount of money being sent.

If your child prefers to bring a packed lunch to school, it should be carried in a plastic container and shatterproof flask with his/her name on it. Glass containers should not be used under any circumstances. Packed lunches are eaten in the school canteen along with the children taking school meals and the sitting is supervised.
There is now a new online form for the application of Free School Meals and Clothing Grant which parents should complete if they think they may be entitled to this benefit. If families currently receive Housing Benefit or Council Tax Reduction and any of the following benefits:

- Income Support
- Job Seekers Allowance (Income Based)
- Employment and Support Allowance (Income Related)
- Universal Credit

They will be assessed automatically and will not need to re-apply each year. Families who do not need to re-apply will receive a letter confirming their continued entitlement to free school meals and clothing grants.

If parents do need to re-apply or would like to add a new child to the scheme, they should be directed to complete the online form situated on the Council’s website. To access this form, go to [www.highland.gov.uk/request](http://www.highland.gov.uk/request) and click on Free School Meals and Clothing Grants. This form can be accessed on smartphones and tablets as well as laptops and desktops.

If parents are unable to apply online, a paper form can be downloaded from the website or you can ring 01463 703645 and request a paper form.

The online form is available all year round and asks the parent whether they are applying for the current year or new school year. Parents can apply at any time, however applications for the new year won’t be processed until July. The new paper form for 2017/18 is now available on the council website.

If parents would like to report a change of circumstances which affects their free school meals and clothing grant application (for example they would like to change how they receive their clothing grant voucher), they should be directed to change of circumstances online form, available on [www.highland.gov.uk/report](http://www.highland.gov.uk/report).

For any queries concerning Free School Meal & Clothing Grant applications parents should contact the Operations Team in Nairn on 01463 703645
Health Promotion
Knockbreck Primary has achieved Level 4 as a Health Promoting School which is the top level. To achieve and maintain this, the school has a School Nutrition Action Group (SNAG) made up from pupils, parents, school nurse, a member of the canteen staff and the Head Teacher. The function of the group is to promote a healthy eating lifestyle within and without the school. There is a healthy tuck shop in school providing the opportunity for the children to buy fruit or fruit juice. The group would appreciate your support in providing your child with healthy snacks and packed lunches. Health and wellbeing is a major part of the curriculum with the children setting their own health targets.

School Transport
Transport is provided for children under eight years of age who live outwith the two mile boundary and for children over eight years of age who live outwith the three mile boundary of the school. Transport forms can be obtained from the school and should be returned to the school.

The school car park is open to staff only and those displaying the appropriate disability badge. For those children that travel to school by car we ask that parents park considerately out with the school grounds. Please note that the road from the zebra crossing down to the main road is shared with a private residence and we would ask you to work with us in keeping your children safe and not leave your cars in this area as there is not enough room to turn around.

Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, TEC Services, Rhind House, West Banks Avenue, Wick, KW1 5LZ. 01955 607744

Adverse Weather Conditions/School Closure
There may be occasions when the school will have to have an emergency closure, e.g. in severe bad weather or because of electricity/water failure. Parents are asked to ensure that the school is kept up to date with telephone numbers and emergency contacts - addresses of relatives/friends to whom their child will be sent if they are unavailable. Every attempt will be made to contact parents but this may not always be possible therefore, if the school has to close early, children will be sent home or to their emergency contact.
Please make certain they know who their contacts are. If the school does not open on a particular morning e.g. due to snow, electricity failure then Moray Firth Radio will be contacted and a bulletin about the school’s closure will be made. The 0800 Schools Information line will also be used on these occasions.

**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.

**How to use the service.**

Dial Highland Council’s access number - **0800 564 2272**

Now enter your own school’s pin number **04 2420**

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. Other services whereby parents can leave a message for the school are not being used at present.

**The Highland Council Website, Facebook and Twitter**

- The Council’s **website** [http://www.highland.gov.uk/schoolclosures](http://www.highland.gov.uk/schoolclosures) will be updated with information for individual schools
- The Council’s **Facebook** page at [https://www.facebook.com/highlandcouncil](https://www.facebook.com/highlandcouncil) will show updated posts on the latest news of school closures and weather related problems
- The Council’s **Twitter** page at [https://twitter.com/HighlandCouncil](https://twitter.com/HighlandCouncil) will list Tweets of the latest news of school closures and weather related problems
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. Application must be made to the Area Care and Learning Manager and placing request forms can be obtained from http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

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

Homework is an aspect of children's work, which helps to foster links between home and school, which in turn develops the partnership between parents and teachers. This partnership is very important in raising children's attainment. The school issues a guide to homework yearly. If class work is unfinished pupils may be expected to take it home and complete it there.

Specific Purposes of Homework
➢ Allows practise and consolidation of work done in class.
➢ Training for pupils in planning and organising time.
➢ Encourages ownership and responsibility for learning.
➢ Provides opportunities for individualised work.
➢ Allows preparation for future class work.

Types of Homework
➢ Reading
➢ Tables Practise.
➢ Maths work associated with class work.
➢ Basic Number Work.
➢ Writing
➢ Spelling using the 'Look, Cover, Write, Check' method.
➢ Research work for theme.

Amount of Homework
At Early Stages a child should spend about 10 minutes each week night on some form of reading activity and by Pr. 6 - 7 a child would be expected to spend about 30 minutes each week night on a variety of tasks. Homework would not usually be issued over the weekend.

Role of Parents
It is expected that parents will supervise and assist the children in their homework activities as and when appropriate because this gives parents a greater understanding of what, and how well, their children are doing. This may involve working through your child's Personal Learning Plan with them while they complete their homework. This is an excellent way of keeping everyone informed about progress being made. Parents should always sign homework.
Parents' Meetings
Parents are kept up-to-date with events both in and out of school with a termly newsletter and other notes when required. Parents are invited to the school for Parents' Evenings twice a year. Appointments are made with parents and members of staff to discuss pupil progress at these times. Parents are also welcome to make appointments with staff at any time if they wish to discuss any particular problem. Parents are also invited to open afternoons/evenings twice a year, to allow you to chat to your own child/children about their own learning and look at their profiles. Additional information evenings/open afternoons are held when interest is expressed or the need arises.

Parents will also receive a learning snapshot in terms 1, 2 and 3 and an overview report in Term 4.

Additional Support Needs
All children need support to help them learn. Some children require more help than others. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. In this model every child has a 'named person' who is responsible for making sure that the child or young person has the right help to support his/her development and wellbeing.

If you have a concern about your child in primary school please contact your child's class teacher in the first instance or the 'named person', who will usually be the Head Teacher. In a secondary school, the named personal will usually be the Principal Teacher Guidance/Pupil Support.

Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress.

If you wish to find out more about The Highland Practice Model or the Child's Plan you can access more information at:

http://www.highland.gov.uk/learninghere/supportforlearners/general guidance/planning/

There are also information sheets available at: www.chipplus.org.uk click on Education.
**Pupil Welfare**

If a child becomes ill during the school day, Staff will contact either the parents or the child’s Emergency Contact to arrange for the child to be collected from school and taken home. It should be noted that teaching staff cannot be released from duty to transport children home. It is important that your child knows his/her Emergency Contact well and that this person is normally available if you cannot be contacted.

Good attendance is vital if pupils are to achieve their full potential. If you need to keep your child off school for any reason, you should inform the school by telephone using the dedicated absence line on 01862 890910 and send an absence note on his/her return. If your child is likely to be off for more than three days, we would appreciate it if you would let us know.

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 and therefore need to know the whereabouts of absent pupils.

The school dentist, doctor and nurse who occasionally visit the school monitor the general health of the pupils. Parents are notified of these visits in advance. The school is also able to draw upon the services of the Community Paediatrician.

The administration of medicines to pupils is primarily the responsibility of parents. Staff who undertake duties associated with the administration of medicines do so on a voluntary basis. If a child requires medication during school hours, arrangements for administration should be agreed between parents/staff of the school and the school advised in writing of prescribed dosage of medication. If parents consider their children responsible enough to carry out and administer their own medication, then the school must have written details of this medication and self-administration routine signed by the parent.

**Child Protection**

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

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service members of staff have to report such incidents to Social Work Services, which can lead to a joint Social Work/Police investigation. All agencies involved in Child Protection regard the welfare of children as paramount and this will be their priority.
More information about Child Protection Procedures within Highland can be obtained from the Child Protection Development Officer, Mrs Susan MacLaren, Highland Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness, IV3 8NN – Telephone (01463) 703483– Fax (01463 713237) or online at http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

**Bullying – A Positive Response**

It is important that all children know that both home and school care about bullying, and that the children know they can speak out freely and confidentially if they are being bullied, and that an effective course of preventative action will be taken. The main message for everyone is that prevention is better than cure. Positive steps taken at the onset of witnessed or reported bullying will help to combat the problem. We look forward to a positive partnership with all our parents to resolve any situation which may occur.

In educating your child we try to create within our school a pleasant atmosphere which is relaxed but purposeful, and where the pupils work conscientiously and co-operatively with everybody, whether staff, parent, helper or fellow pupil. We encourage mutual trust, respect and confidence. We treat each other with respect and courtesy and do what we can to be sympathetic and take into account individual needs such as learning difficulties, social problems or cultural aspects. In fostering these attitudes we aim to help all children to work to achieve their potential.

Behaviour which is contrary to our code of conduct is not only upsetting, it is extremely disruptive and time-consuming. It affects not only the undisciplined child, but also the whole school and wastes precious teaching time. Any behaviour which does not fit our code of conduct is unacceptable and various strategies will be adopted to help any child who cannot participate effectively in our school life, whether in the playground or in the classroom.

**Code of Conduct**

In order to create a secure, positive and stimulating environment for our children we all follow this code of conduct embedded in the Golden Rules

- We treat everybody with care and respect; we are polite and kind to each other at all times.
- In the playground we only play games which are safe and enjoyable. Some games can hurt our friends - games like British Bulldogs, Tripping, Toy Fighting and any other similar games, which involve any degree of force or violence, cannot be played in this school.
We do not touch others except in a kind way and only if we are invited to do so, or if it is part of an enjoyable, safe game.

We set a good example to each other by being helpful to each other whenever we can.

We look after our bodies by exercising and eating healthy food.

Climbing on walls, fences and gates can be dangerous. We do not climb on them.

We always stay within the school grounds unless permission is given by a teacher to leave. Our school is a safe place.

We all help to look after our school building. We make it a pleasant and happy place to come to every day.

We take care of our books, games and equipment - they are there to help us and to give us pleasure.

We care for our environment - we keep the playground free of litter at all times.

The Golden rules, which are displayed around the school, are as follows:

- Do be gentle
- Do not hurt anybody
- Do be kind and helpful
- Do not hurt people’s feelings
- Do work hard
- Do not waste your own or other people’s time
- Do look after property
- Do not waste or damage things
- Do listen to people
- Do not interrupt
- Do be honest
- Do not cover up the truth

Discipline

Every pupil is made aware of the school rules and the reasons for having them. We encourage self-discipline along with tolerance and consideration for other people and their property. We look to a happy and co-operative partnership with parents in the pursuit of the highest standards of personal conduct. In maintaining discipline, a series of steps will be taken by staff if there is a breach of discipline.

- Verbal warnings will be issued in the first place to inform the child that his/her behaviour is unsatisfactory.

- A pupil who persistently misbehaves after several verbal warnings may find him/her isolated within class for a short time (Time Out).

- Children who continually misbehave may find that they lose privileges in school i.e. positions of trust, loss of Golden Time/Choosing time, loss of extracurricular activity.
Another form of discipline will be the punishment exercise. The content of the punishment exercise will be up to the individual teacher, but will generally be some form of schoolwork beneficial to the child or related to the problem allowing time for reflection. Parents will be asked to sign the exercise and we ask your co-operation in ensuring that the work is done.

If a child receives a large number of exercises then discussion between parent and teacher will take place at either the parent’s or teacher’s request.

Positive behaviour is promoted within the school with the use of praise, award and reward systems.

There is a new behavior policy in place. Anyone wishing to discuss this policy further please do not hesitate to contact the school.

**Multi-Cultural and Anti-Racist Education**

The school:
- is opposed to all forms of prejudice and discrimination;
- provides equality of opportunity through its ethos and working practices;
- promotes understanding and respect for other people’s cultural identity and beliefs;
- aligns itself with the Education Service’s “Anti-racist and Multi-cultural Guidelines for Primary Schools’ (2005) and has an appointed Race Equality Co-ordinator.
The Curriculum

Since 2010 schools across Scotland have begun to implement Curriculum for Excellence (CfE) and the new curriculum has eight areas (Expressive Arts, Health and Wellbeing, Language, Mathematics, Religious and Moral Education, Sciences, Social Studies, and Technologies) which broadly reflect the previous 5-14 curricular areas. However, there are new levels which most children are expected to achieve:

**Early level** - The pre-school years and P1, or later for some.

**Level 1** - To the end of P4, but earlier or later for some.

**Level 2** - To the end of P7, but earlier or later for some.

**Level 3 and 4** - S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.

Level 4 experiences and outcomes are means of study intended to provide possibilities for choice and young peoples' programmes will not include all of the fourth level outcomes.

**Senior Phase** - S4 to S6, and college or other

Each curricular area comes with experiences and outcomes which teachers plan to, and will, assess pupils against. There is the expectation that learning experiences for children will be 'richer' and more interactive, with pupils being engaged in their own learning to a higher degree. There will also be more crossovers amongst curricular areas to achieve outcomes so that connections can be made between different areas of learning.

Numeracy, Literacy and Health and wellbeing overarch all experiences and outcomes planned for children.

Also included in CfE are:

**7 Principles:** challenge, breadth, progression, depth, personalisation and choice, coherence and relevance.

**4 Values:** wisdom, justice, compassion and integrity.

**4 Capacities:** successful learners, confident individuals, responsible citizens and effective contributors.

**4 Cross Cutting Themes:** sustainability, enterprise, creativity and citizenship.

**4 Aspects/Contexts:** interdisciplinary learning, life and ethos of school in community, opportunities for personal achievement, curriculum, creation and subjects.
At Knockbreck teachers' planning now reflects the new curriculum and pupils are more actively involved in their own learning; setting their own success criteria for many lessons then peer and self assessing the work undertaken. Pupils, in P4-7, are actively encouraged to participate and take responsibility in the life of the school through the Pupil Council, School Nutrition Action Group, Eco Committee, Junior Road Safety Officers and various other citizen groups. Pupil views are also sought when reviewing and updating school policies.

For many years the school has been very involved in Enterprise Education which is not only cross curricular, but provides a rich learning context using real life skills. Citizenship is also promoted in Knockbreck with pupils engaging in fundraising for many charities and in forming links with schools abroad. The school ethos of being supportive, showing mutual respect, valuing every individual and honesty is consistent with the 4 values of CfE.

**Language**

Language is the principle medium of learning and instrument of thought and is basic and essential to all other areas of the curriculum. During their years at Knockbreck Primary pupils are given frequent opportunities for oral expression through the use of poetry, drama, debating, informal discussion and story telling and all pupils are encouraged to produce quality writing in a variety of forms - diary, note taking, reporting, letter writing, storytelling etc. through a structured writing programme.

Reading is carried out in line with the 'Highland Literacy Project' method which involves the children in seeing the reading writing connection a lot earlier and places more emphasis on reading for pleasure as well as information. The core reading materials at the lower stages of the school are Oxford Reading Tree. Later Collins 'Big Cats' are introduced and chapter books/novels by the upper stages. The school has an extensive library which the children use to select their own personal reading from.

In line with government policy French is taught to pupils from Primary 1 right through to Primary 7. Simple phrases, basic vocabulary and numbers are introduced. Some written work is undertaken, but the emphasis is on the spoken language and pronunciation. Games, songs and drama are used to make learning a foreign language an enjoyable experience and so giving a positive attitude for later development. Two members of staff are trained to deliver this. Pupils from P4 upwards will also be introduced to some basic French vocabulary.

Children will be introduced to Gaelic and Scots through its place in the culture and heritage of Scotland with opportunities to explore and try them out.
Mathematics
Numeracy (being skilled with numbers and maths and their application to life) as well as being taught systematically through a Maths programme is also embedded in learning activities where math skills are paramount such as in a finance project. To encourage numerical thought Problem Solving is taught at all stages of the school weekly with pupils actively engaged in reflection and dialogue in solving a variety of problems. Real life problems are encountered in many of the enterprise activities undertaken.

Health and Wellbeing
Health and wellbeing include such areas as physical education, food, health, substance misuse, parenthood, sexual health, social and life skills. These topics are taught at an appropriate age and stage of a pupil’s development through a variety of mediums including discussion, video, thematic work, visitors to school, drama and across all curricular areas.

The school endeavours to give each child 2 hours physical education a week in line with government expectations. Senior pupils also have swimming lessons at Tain Royal Academy and there is a range of after school activities. The school participates in all the local sporting events such as cross country, football tournaments, county sports etc. The school is supported in PE with specialist input.

Technologies
The school is very well equipped to provide ICT (information communications technology) with a computer area and interactive whiteboards in all classes. Pupils use various pieces of IT across the curriculum i.e. Flip cameras for recording progress in reading and assessment of collaborative work, the internet for research, powerpoint for presentation of work and graphic programmes for data handling in Maths.

Technologies also involve the children in the changing world, product design, ethical issues, energy and sustainability.

Social Studies
This involves the pupils in learning about other people and their values. Broadly this covers people: past events and societies, place and environment and people in society, economy and business. These are taught through a thematic approach and pupils’ own interests and the questions they bring to school.
Science
Central to science is the development of an enquiring mind into the physical and material world around, and how science works and influences the world we live in. At present the pupils at Knockbreck follow Highland Council’s Programme for Science where it covers the experiences and outcomes of CfE. The Programme is delivered through a topic approach with the pupils engaged in a wide range of activities enabling them to grasp the language of science and its impact on society.

Religious and Moral Education
Knockbreck Primary School undertakes its legal requirement to provide religious Education. A whole school assembly is held weekly and led by one of the local chaplains from the various denominations in the town or the Head Teacher. A joint Christmas service is held in the Parish Church with the other schools in the town.

The Religious and Moral Education curriculum can be defined in three broad areas: Christianity, Other World Religions and Developments of Beliefs and Values. The aims of Religious and Moral Education are to help pupils to:

- develop a knowledge and understanding of Christianity and other world religions and to recognise religion as an important expression of human experience;
- appropriate moral values such as honesty, liberty, justice, fairness and concern for others;
- investigate and understand the questions and answers that religions can offer about the nature and meaning of life;
- develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

Parents have the right to withdraw their children from religious education if they so wish.

Expressive Arts
Within CfE, Expressive Arts covers the four main areas of music, dance, art and design and drama.

Music
Pupils have the opportunity to participate in music in a variety of ways within school allowing them to experience the inspiration and power of sound whether it’s in the music from the shows, African drumming or simple rhythm and rhyme in the early stages.
The school works closely with Feis Rois to provide Gaelic and voice singing, penny whistle and instrumental music for the upper stages. The younger pupils have regular sessions throughout the year with the Kodaly vocal skills tutor. Piping and strings tuition is also available for older children – unfortunately, in line with Highland Council policy, this has to be paid for. The school also enjoys a range of visiting musicians to the school such as Gizzen Briggs, Jazz Band and members of Scottish Orchestra when undertaking school outreach work. Pupils have the opportunity to write and perform their own songs and raps.

Singing and music are included in many of the themes and topics undertaken by the children such as World War 2 and in school performances.

**Dance**

Traditional Scottish dancing is taught to all senior pupils and the younger classes enjoy movement using CDs such as 'Sticky Kids'. Expressive dance sessions are organised by the Active Sports Coordinator from time to time. Dance in other cultures is something that is yet to be developed.

**Art and design**

Art, in a variety of forms and mediums, is undertaken by all class teachers and pupils all have the opportunity to see their work displayed around the school. Famous artists and their painting styles are also studied from P1 with Kadinsky and Monndrain to P7 with Maitisse and Monet. Included in this is investigating how their artistic styles are reflected in manufacturing and industry.

**Drama**

Drama is taught by a visiting specialist every 2\textsuperscript{nd}/3\textsuperscript{rd} year. This is supplemented by the school buying in time from the outreach worker from Eden Court. Class teachers also use drama as an effective teaching and learning tool in many topics, especially social studies and personal and social development. The children all have the opportunity to take part in school performances which take place throughout the year.
Assessment and Record Keeping

Assessment is geared towards establishing what the pupils have achieved individually, and informing the next steps of their education. The evidence to provide these assessments is collected formally (summative assessment) and informally (formative assessment) over a period of time. Assessment activities are identified at the planning stage of a block of work and may involve oral work, written work, observation of practical activities and self-assessment. All these methods of assessment may be carried out during the year and records kept to focus on what the pupil can do as well as establishing weaker areas. Through these various methods of assessment teachers and pupils diagnose strengths and weaknesses, and so are able to match work to the child’s developments and needs.

Pupils’ individual next steps are recorded in their profiles. These provide assessment information on individual pupils and allows everyone involved (pupil, teacher, and parent) to be fully informed allowing support or challenge where necessary.

A pupil experiencing specific difficulties may be referred to the Educational Psychologist, after consultation with parents and teacher, if further assessments are thought to be necessary or a Child’s Plan Meeting may be set up, involving different agencies (health, education, social work, and learning support) and parents to find ways of supporting pupils with particular needs.

Child Plans are drawn up when pupils need specific targets to work to and the learning support teacher will provide extra material and help which may be requested by the class teacher for individuals and groups of children.

Pupil reports are issued at the end of the year and relate to all aspects of the child’s education as recommended by the Highland Council for all Highland Schools.
Access to Pupil Records
The school pupil records (Scotland) Regulations 1990 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

Data Protection Act 1998
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 the data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from http://www.gov.scot/Topics/Statistics/ScotXed

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.

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

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.
Your data protection rights
The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This 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 the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. 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.
Complaints & Requests for Service
If a parent has any concerns they should contact their child’s Class Teacher in the first instance, or the Head Teacher for more serious issues.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Education Manager.

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.