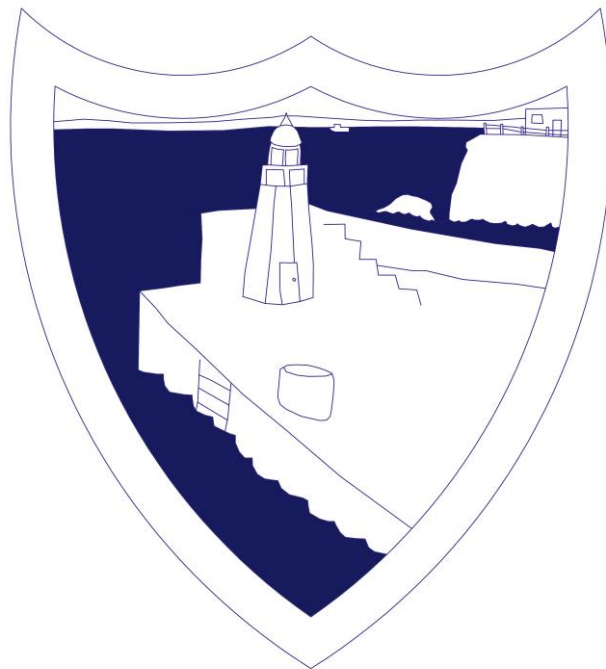


LYBSTER PRIMARY SCHOOL

**PARENTS' INFORMATION HANDBOOK
2019 ~ 2020**



LIVE, LEARN, LOVE LIFE

LYBSTER SCHOOL HANDBOOK

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WELCOME TO LYBSTER PRIMARY SCHOOL

We wish to extend a very warm welcome to all pupils new to Lybster School, and to their families.

The school building dates from 1937 when it served as a Junior Secondary School until the 1960's when it became a Primary School.

As well as spacious classrooms, an Art room, resource/library and general purpose room we are fortunate to have a large gymnasium and well maintained school grounds with extensive grass and tarred play areas.

The Early Learning Centre has been extended and modernised in recent years and has its own outdoor play area.

A school of this size has a lot to offer its pupils within an environment where the children know that everyone cares for them.

We hope that, with yourselves, we may develop a partnership taking equal responsibility in giving your child good educational experiences and ensuring that they reach their full potential.

We will be pleased to show parents of prospective pupils around the school, discuss our policies and give some idea of what life is like for our pupils.

This brochure provides important information about the curriculum and organisation of the school and we would encourage you to read it in full.

Should you have any further questions about these topics - or any other aspect of school life please do not hesitate to contact the school.

Yours sincerely,

Mrs C Grant - HEADTEACHER



LYBSTER PRIMARY SCHOOL

Main Street, LYBSTER, Caithness. KW3 6BJ

Telephone No. 01593 721224

Email : lybster.primary@highland.gov.uk

School Website: www.lybsterprimary.wordpress.com

Lybster Primary School currently has a roll of 81 school age children and 16 Nursery children. There are four full-time primary teachers on the staff.

STAFF

Head Teacher for the Lybster / Dunbeath School cluster: Mrs C Grant B.Ed.

Principal Teacher – Miss L Swanson

Teaching staff

Mrs J Scott & Mrs D Walsh : Primary 1 & 2.

Miss L Murray : Primary 3 & 4

Mrs E Graham & Mr A Martin : Primary 5 & 6

Miss L Cowie & Mr A Martin : Primary 6 & 7

Additional Support Needs teacher – Mrs H Ellis

Pupil Support Assistants - Mrs T. Barton

Mrs A. Groat

Mrs M. Smythe

Playground Supervision – Mrs Barton and one other PSA are on duty each breaktime and lunchtime.

VISITING SPECIALIST STAFF

Mr B. Beaumont CCR –Art/Technology: Wednesday

Mrs K. Rae CCR & Management cover – Tuesday & Thursday

Mr Kevin Gunn Piping Instructor: Friday morning.

Early Learning centre - Mrs F. Ganson : Early Years Practitioner

Mrs J. Ross : Early Years Practitioner

Miss J McDonough : Early Years Practitioner

Mrs C Bailey : Early years support Worker

NON-TEACHING STAFF

Miss S.J. Afford – Secretary

Kitchen Staff – Ms N. Stewart (Cook), Miss A (Assistant Cook)

Cleaning Staff – Mrs P. Monaghan & Mrs M. Stott Cleaner/Facilities Assistant

SCHOOL HOURS

Nursery 9am – 3pm

P1 – P3 9.10am – 12.15pm 1.30pm – 3.10pm

P4 – P7 9.10am – 12.45pm 1.30pm – 3.10pm

Morning Interval: 10.50 - 11.05am

The aims of Lybster Primary School are to:

- Maximise standards of attainment and maintain high standards in attendance and behaviour.
- Teach all areas of the Curriculum for Excellence in a way that is accessible and challenging for all pupils.
- Help every individual pupil to develop confidence, self-esteem, ambition and self-discipline whilst encouraging life styles, attitudes and beliefs which promote good health, personal morality, recreational interests, friendships and relationships.
- Make our pupils, parents and staff feel welcome, safe and valued as individuals.
- Support the development of active citizenship in all our pupils.
- Ensure all our pupils have equal opportunities to learn through our inclusion policy.
- Maintain an appropriate close partnership with parents and work together with them for the benefit of the pupils.
- Ensure continuing professional development is appropriate to the school and individual staff.

VISION & VALUES

Lybster Primary School is a place where:

- Everybody is welcomed and treated fairly and with respect.
- We learn together in a challenging but supportive environment.
- We set high standards of learning and celebrate the achievements of each pupil.
- We develop active citizenship in all our pupils.
- We maintain a close partnership with parents and work together with them for the benefit of the pupils.

ENROLMENT & TRANSITION FROM NURSERY TO SCHOOL

Parents who have a child who will be 5 years old by the end of February 2021 should enrol on-line with Highland Council at www.highland.gov.uk/schoolenrolment in accordance with the dates advertised in the local press.

Throughout the school year the P.1 class teacher will work with the ELC staff and will get to know the pre-school children during this time.

During Terms 3 & 4 the children will make regular visits to the P.1/2 classroom so that they become familiar with the school setting.

These children (accompanied by ELC staff) will also join the rest of the school children in the playground at break times during the summer term.

On other suitable occasions e.g. assemblies, school sports, rehearsals and special events the Nursery children are also given the opportunity to join with the main school.

Any families moving into the area who wish their children to be enrolled are welcome to contact the Head teacher to arrange a visit to the school.

The schools policy about formation of composite classes is available on the school website.

PARENTS - Please ensure that the school is notified of any change of address, telephone numbers, or emergency contact telephone number.

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 via the placing request process.

Placing request forms can be obtained from

http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

<http://www.highland.gov.uk/learninghere/schools/informationforparents>

and should be returned online to cl.northadmin@highland.gov.uk

or

to the Care & Learning Manager, Highland Council Offices, Drummie, Golspie, KW10 6TA.

N.B. Transportation to and from school for a placing request pupil is a parental responsibility.

SCHOOL TRANSPORT

Free transport to and from school is available to pupils within the delineated area, i.e. living more than three miles from the school in the case of pupils aged eight years and over, or two miles from the school in the case of children under eight. Children who are not legally within these categories are occasionally granted concessionary free transport because of the hazardous nature of their journey, but this is a matter for the local Authority.

Pupils may be expected to walk some of the distance to and from a convenient pick-up point on the Transport Operator's route.

Application forms for school transport are available from the school office.

Please note that transport is not a school responsibility Any further information about school transport can be obtained from the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or by emailing public.transport@highland.gov.uk.

ATTENDANCE & ABSENCE

Regular attendance at school is vital if pupils are to achieve their full potential and is obligatory unless there are exceptional circumstances e.g. prolonged illness or exceptional family circumstances, when the Head Teacher should be advised as soon as possible.

In line with Highland Council Policy, parents are expected to:

- Inform the school in advance of any pre-arranged absence e.g. medical appointments or any other unavoidable event. Where at all possible, medical and dental appointments should be made out-with school hours.
- Inform the school of their child's absence by 9.30am on the morning of the first day of absence. If there is no contact by 10am, the school will attempt to contact the parent/guardian. Any messages should be promptly responded to.
- This will be repeated on Day 2 and Day 3 of an unexplained absence – including contact to other family members or emergency contacts. Beyond this, the absence will be reported to the relevant authorities.

The authority also discourages the practice of taking children out of school for holidays and parents should give careful consideration to the disruption of their child's education. 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
- 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, will result in most family holidays being coded as unauthorised absence.

Only in exceptional cases will the absence be recorded as authorised.

https://www.highland.gov.uk/info/878/schools/32/school_term_dates provides a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering

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

Whilst Class Teachers will make every effort to provide homework and support for pupils who have missed school through illness, they are not obliged to do this for pupils who are on holiday.

SCHOOL MEALS

An excellent choice of nutritionally balanced meals are on offer each day, served along with a drink, choice of breads, vegetables, salad and fresh fruit.

Menus are issued in advance to all children and rotate on a 4 weekly basis.

Pupils who are vegetarian or require a special diet can also be catered for. Forms are available from the school office.

P.1-3 pupils receive a free meal and all other pupil meals cost £2.30 per day. Pupils should visit the kitchen daily before 9.10am to place their lunch order.

Payment can be made to the cook either on Monday (if paying for the week) or on a daily basis.

The head teacher, class teachers and PSAs all assist with lunchtime supervision.

Free School Meals may be available for pupils in P4-7 where parents/guardians are in receipt of specific benefits – [https://www.highland.gov.uk/info/899/schools](https://www.highland.gov.uk/info/899/schools-grantsandbenefits/10/freeschoolmealsandassistancewithclothing)

[-grantsandbenefits/10/freeschoolmealsandassistancewithclothing](https://www.highland.gov.uk/info/899/schools-grantsandbenefits/10/freeschoolmealsandassistancewithclothing)

PACKED LUNCHES

Pupils who bring packed lunches are accommodated in the adjoining gym hall. Please ensure there is a balance of healthy, nutritious items along with a drink of juice or water.

At break-time toast, juice and milk is available from the school canteen, and on a Tuesday and Thursday home baking is available. Toast 15p, Fruit 15p, Home Baking 20p, glass of juice or milk 15p and carton of juice 25p

NB. If bringing in a snack from home: crisps, biscuits, fruit and a drink are all permissible. **Sweets, canned drinks and fizzy juice are not permitted as part of snack or packed lunch.**

The school must be informed of any pupils who have specific allergies or intolerances e.g. nuts, milk/lactose.

SCHOOL UNIFORM & SPECIAL KIT

Pupils are required to wear school uniform on a daily basis. This consists of blue or black trousers or skirts, navy blue sweatshirts or cardigans and white or navy blue polo shirts with the school logo. Cardigans, fleeces and jackets may also be ordered.

School uniform items can now be ordered on-line all year round at

www.schoolwearmadeeasy.com

Go to the link for Lybster School, place your order and it will be delivered directly to your home address.

Children are required to change out of their outdoor footwear in the cloakrooms, before they proceed to their classes. This keeps the school a great deal cleaner and more pleasant for everyone. Gym shoes, slippers, sandals or any other suitable footwear may be worn indoors. The Parent Council provides a shoe bag for each child and indoor shoes should be placed in these and hung on the child's peg before leaving school at the end of the day.

All items of clothing and footwear should be labelled with your child's name.

The school cannot be held responsible for clothing which goes missing.

P.E. kit, consisting of gym-shoes, shorts and a T-shirt is a standard requirement and should be brought on school days in accordance with the class timetable.

For safety reasons, all jewellery must be removed for PE lessons.

The wearing of false nails, make-up or use of hair dye is not deemed appropriate for primary school pupils.

School clothing grants may be available to parents who are on Income Support, Family Credit or Income Based Job Seekers Allowance. Forms are available on the council website as below

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

CARE OF RESOURCES

All books and jotters are school property. These are expensive to replace so must be taken care of. Both books and jotters should be carried in a schoolbag suitable for keeping the contents flat, clean and dry.

Parents may be asked to pay for any lost or damaged books.

Chromebooks All pupils in P.6 &7 are issued with a Chromebook to assist their learning. A meeting must be attended and an agreement must be signed by pupils and their parents before the Chromebooks can be taken offsite. These should be brought to school on a daily basis, charged and ready to use. These should be looked after carefully and covers are provided for protection.

BEHAVIOUR & DISCIPLINE

A high standard of behaviour is expected and maintained within the school - and whilst taking part in any school related activities. Children from the time they first enter the school are encouraged and trained in good manners and good behaviour. Where misdemeanours do occur and are of a minor nature they are dealt with by the class teacher, normally in the form of a verbal reprimand. More serious misbehaviour may be punished by the removal of certain privileges, individual or house points or by break or lunchtime detention. Pupils guilty of serious or repeated misbehaviour may be sent to the Head Teacher. Parents are also contacted at an early stage so that school and home work together to support the child.

In 2017 a new school Behaviour Code was devised by pupils in conjunction with staff and parents. This is linked to class and school house reward systems with points being awarded or deducted accordingly.

- Be a good team member.
- Always treat others as I would like to be treated
- Have good manners
- Be ready to listen, learn, co-operate with my peers, class and teachers
- Be a good role model for others
- Be fair and considerate to each other and remember to include everyone
- Be honest, tell the truth and always take responsibility for my behaviour
- Respect others and accept that we are not all the same
- Help other children if they are hurt, upset, alone or in need of help- getting an adult to assist if necessary.
- Help staff by tidying up, prepare for lessons and passing on information.

These rules are displayed around the school and cover all aspects of school life. It would be helpful if parents discuss these with their children as they apply to everyday life as well as in school.

School House Teams

A new House team system was also introduced in January 2018. Pupils across all class stages are allocated to a team and House-captains and Vice-captains appointed. Team points from the behaviour system above will be collected at the end of each week and displayed on the school noticeboard. Teams will also be able to gain points through set challenges and events throughout the year.

OPEN DOOR POLICY, COMPLAINTS AND REQUESTS FOR SERVICE

Parents and guardians are always made welcome and the Head Teacher and staff are available and willing to discuss any problems or worries they may have about their child's education.

If a parent or carer has any concerns they should contact their child's class teacher or the Head Teacher as the 'named person' in the first instance and arrange a mutually convenient time to meet.

Although 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 Care & Learning Manager, Ms Jacquelyn Jennet, Highland Council Offices, Drummuie, Golspie, KW10 6TA

THE CURRICULUM

The school curriculum is based on the Curriculum for Excellence and Highland Council's Learning and Teaching policies and a '**Curriculum Rationale**' specific to Lybster School is available on the school website.

Curriculum for Excellence was introduced to all schools in Scotland to help raise standards of teaching and learning for all 3-18 year olds. It aims to bring life to learning and learning to life - helping to prepare our children with the skills and knowledge they need to cope in an ever changing world.

More information about Curriculum for Excellence, curriculum developments, how to get involved in your child's education, how to support the school is available at <https://education.gov.scot/parentzone/>

The curriculum levels and stages of attainment have been set out as below. It is evident that children will take some time to progress from one level to the next. Some may attain a level earlier than stated whilst others, for various reasons, will not attain the level within these years. As a parent it is important to remember that children will progress at different rates at different times according to a number of factors e.g. age, ability, general development, level of support given at home etc.

<u>Level</u>	<u>Stage</u>
Early	- the pre-school years and Primary 1.
First	- to the end of P.4 but earlier or later for some.
Second	- to the end of P.7 but earlier or later for some.
Third and fourth	- S.1 to S.3 but earlier for some.
Senior phase	- S4 -S6, and college or other means of study.

The curriculum has subjects grouped into eight main areas and more detail on each of these is given below. A greater emphasis has been placed on **Literacy** and **Numeracy** and their relevance and inclusion across all curricular areas. The **Health and Wellbeing** of our children has also become the responsibility of all staff.

MATHEMATICS & NUMERACY

In Mathematics, children will develop essential numeracy skills, an understanding of the concepts and processes of Maths, and knowledge of how to apply these in everyday life.

The 3 main areas have been identified as

- Number, Money and Measure
- Shape, Position and Movement
- Information Handling

The children's knowledge and understanding is developed through active learning i.e. through structured activities and games, use of ICT and real life applications. A thorough knowledge of number bonds, mental calculation strategies and times tables will continue to be an important part of the schools numeracy programme. TJ Maths and the Number Connections scheme are used for written work and reinforcement.

LANGUAGES & LITERACY

The 3 main areas which concern all our learners are **Reading; Writing; Talking & Listening.**

Reading This is initially taught using a combination of sight vocabulary and phonics using the Jolly Phonics scheme. Children learn the sounds of our language and then use these to decode and read words. Lots of practise is essential at this early stage. Once they can read, the children will progress through the schools reading programme. This is based on the Highland Literacy Project and includes – core reading, reading for information, reading for pleasure and writers craft.

The main schemes used are Oxford Reading Tree and Literacy World, supplemented by books from the Wellington Square and Project X schemes. We also use a range of fiction and non-fiction books from the school library and library van.

Senior pupils also use the Accelerated Reading programme and are expected to read on a daily basis both in school and at home.

As reading is integral to most curricular areas, parents are asked to encourage their children to read as widely as possible – from sharing bedtime stories to looking at information on food packets; reading comics or newspaper articles to discussing signs by the roadside – wherever there is print, please share this with them and help foster a love of reading.

Writing On coming to school, children are initially taught how to write using the correct letter formation including size of letters, letters with tails, tall letters etc. before progressing to using a linked script. They also learn how to set down writing in words, to leave spaces between words – then progressing to writing using sentences, paragraphs etc.

Personal, Functional and Imaginative writing in the form of e.g. stories, news reports, poetry, instructions or play scripts are then developed using a range of strategies from the Highland Literacy Project and Big Writing programme.

Handwriting, spelling and grammar are taught using a range of resources and activities according to the age and stage of development.

Listening and Talking Children are taught to listen and respond to adults and other children on a daily basis e.g. through collaborative class discussion activities, ‘Show and Tell’, at Assembly, when carrying out peer assessment, listening to clips from web broadcasts etc.

Their skills are further developed through regular discussion and interaction e.g. during Circle Time, when preparing and presenting talks to the rest of the class, when presenting class assemblies or performing at the Caithness Music festival. .

French This is taught throughout the school using the Highland Council MLPS (Modern Languages in the Primary School) and 1 + 2 Power Language programmes.

Social Studies

This curricular area comprising : **People, past events and society; People, place and environment; People in society, economy and business** - will be based on inter-disciplinary studies allowing the links in the children’s learning and understanding to be made more naturally.

Through these topics, pupils will learn about their own families, community and heritage; develop their understanding of the world by learning about people in other times, places and circumstances; learn about environmental issues and changes in society.

The class teachers discuss the key areas of learning to be covered with the children and then decide on a theme or topic which can facilitate this. We try to ensure there is breadth across the curriculum and allow for local and topical issues to be explored as and when appropriate. Parents are given information at the start of each term on the key areas or themes to be covered.

Health & Well Being

The school continuously promotes a healthy and active lifestyle for all pupils and staff.

The new Health & Wellbeing curriculum comprises - **Mental, emotional, social and physical wellbeing; Food and health; Substance misuse; Relationships, sexual health and parenthood; Physical education, physical activity and sport.**

This area is enhanced by support from e.g. the school nurse; Childsmile programme, Active Schools programme; CASWA, Scottish Ambulance Service and Northern Constabulary's Safe Highlander scheme.

When topics of a sensitive nature e.g. Sex, drugs or alcohol education are being taught in school, parents will be informed in writing in advance.

In addition to their regular PE, pupils take part in various sport tournaments e.g. badminton, touch rugby, golf, Highland Games and pupils in P4/5 receive a block of swimming lessons at the Wick Pool.

Expressive Arts

The Expressive Arts comprises **Art and Design, Dance, Drama and Music.** Experiences in this area enable the children to be creative and express themselves; take part in and enjoy expressive performance; develop skills and an appreciation of the arts and culture.

Work in school is enhanced by visits from e.g. Kodaly and Feis Rois music tutors, Out of Eden dance and drama workers and local arts and crafts experts

Religious and Moral Education

The elements covered in Religious and Moral Education are **Christianity, Other World Religions and Development of belief and values.** The local school chaplain visits to conduct assemblies of a broadly Christian nature and special services are held at Christmas, Easter and the end of session.

Whilst we are aware that not all families may share the Christian faith, it is an important part of our Highland heritage and should be given its due place in the curriculum.

Parents do however have a right to withdraw their child from religious instruction and should contact the school if they wish to exercise this right.

Sciences

Science is an important part of our learning and we use its applications every day in our lives at work, at leisure and in the home. The key concepts in this subject area have been organised under the following headings. **Planet Earth; Forces, electricity and waves; Biological systems; Materials; Topical science.**

Through learning in the sciences, children will develop their interest in, and understanding of the living, material and physical world. They will engage in a range of investigations and activities which will allow them to develop important skills e.g. planning and carrying out experiments; measuring, collecting and recording evidence; presenting and reporting findings.

Technologies

The Technologies framework comprises **Technological developments in society; ICT & Computing science; Food and Textiles; Craft and design; Business contexts.** This area will offer children challenging activities which involve research, problem solving, and exploration of new and unfamiliar concepts, skills and materials- which will in turn help develop their skills for today's technological lifestyle.

Activity Afternoons

Pupils participate in 'Activity Afternoons' on a Friday for blocks of 5 or 6 weeks during Terms 1-3. This allows pupils of all ages to try a wide range of activities and develop a variety of new skills for learning, life and work.

ASSESSMENT

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 to help raise attainment.

Assessment of pupils can take a variety of formats and purposes and class teachers continuously assess pupils' progress as part of their daily routine. This may involve observation, marking and discussion of work; self and peer assessment where the children themselves mark and comment on the work; short tests or check-ups to confirm whether work has been understood or information retained.

In **2018 SNSA / Scottish National Standardised Assessments** were introduced for pupils in **P.1, P.4 & P.7**. This is a computer generated assessment which is adaptive to the individual ability of each pupil and consists of tests in Numeracy, Literacy and Writing. Parents will be informed in advance of when pupils will sit these tests.

These various forms of assessment provide important information for staff and pupils which is used to track progress, identify next steps in learning and adapt the curriculum as necessary to better meet the teaching and learning needs of all involved.

Parents will receive feedback on their child's progress through uploads to ClassDojo pupil profiles and end of year reporting.

Further information is available at :

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

HOME LEARNING

Home learning should be of a useful nature and relevant to what the child is currently working on in class.

In the early stages, children will have home learning related to reading, number work, phonics or spelling. Their Reading Record provides a useful means for school and parents to keep in touch so please feel free to make use of this.

In the upper school, home learning will cover a wider range of subjects and activities and serves to reinforce or extend work being done in school.

A positive, supportive approach will help to build your child's confidence and self-esteem. Good home/school communication is also vital if children are to gain maximum benefit from their education.

SHARING CONCERNS

Highland Council seeks to work in partnership with parents at all times, but sometimes you may have a concern that you don't feel is being addressed, or will want to talk to someone out-with 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 - Mrs C Grant Head Teacher. If your concerns continue, there are a number of means of resolving difficulties and disputes and information can be found at:

http://www.highland.gov.uk/info/886/schools-additional_support_needs/1/support_for_learns

- or Parentline: <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

Further information regarding additional support can be obtained from the following organisations:

(a) **Enquire – the Scottish advice and information service for additional support for learning**
<http://enquire.org.uk/>

(b) **My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs** <http://enquire.org.uk/myrightsmysay/>

(c) **Scottish Independent Advocacy Alliance**, an advocacy service to support parents and children

(d) **Scottish Child Law Centre**, an organisation providing free legal advice to young people

There are also Information sheets available at: www.chipplus.org.uk click on Education.

ADDITIONAL SUPPORT NEEDS

Class teachers, in conjunction with the Additional Support Needs Teacher monitor the progress of all pupils - and the needs of most are generally catered for within the normal curriculum. Where identified, specialist advice and support is provided as and when 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/download/downloads/id/11/co-ordinated_support_plan

http://www.highland.gov.uk/downloads/file/2301/highland_practice_model_delivering_additional_support_for_learners

<http://forhighlandschildren.org/>

In Lybster School we employ a variety of techniques and strategies to support the children, making full use of the expertise of the Additional Support for Learning team.

In some instances it may be necessary to consult with other specialists in which case parent's permission will be sought in advance. This will enable staff to more accurately identify the child's needs.

Sometimes a CSW (Children's Service Worker) will be involved in supporting a child. A CSW will generally focus more on 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 needs that may be identified within the school and any additional support being suggested for their child.

At all times parents will be kept informed of what steps are being taken to support their child and they will be consulted and encouraged to participate in major decisions concerning their child.

Support Staff will also provide liaison with other schools at times of transition.

MENTAL HEALTH & WELLBEING

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupils wellbeing will be discussed with parents and advice or support may be requested from other agencies if necessary.

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.

Under the terms of the Highland Child Protection Committee Inter-Agency 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 the Child protection Policy Guidelines are available at

<http://www.highland.gov.uk/info/1361/childcareandfamilycare/438/childprotection>

EXCLUSION FROM SCHOOL

The Highland Council has delegated to Head Teachers the authority to exclude from school any pupils : (a) whose conduct is 'seriously detrimental to order and discipline in the school or to the educational well-being of the pupils there'; and (b) whose parents persistently refuse or fail to comply, or allow their children to refuse or fail to comply, with the rules, regulations and disciplinary requirements of the school.

Equality and Inclusion

For up-to-date information please see:

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

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.

HEALTH CARE

The school is visited regularly by the school nurse, a Dental Hygienist and the Childsmile team, the Speech and Language therapy team. Statutory checks are made on pupils hearing and sight – and health checks carried out in P.1 and P.7.

School will only deal with minor cuts and bruises and treatment will be administered by staff members who hold a First Aid certificate.

If a pupil is taken ill at school or has a more serious injury, the parent or emergency contact is notified as soon as possible, and the pupil should be picked up from school by a responsible adult. If no one can come for the pupil, he or she may be taken home or to the local Medical Centre by a member of staff.

Pupils will not be sent home to an empty house. It is therefore important that parents keep the school informed of their contact details – and an emergency contact.

Administration of Medicine

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent or carer providing - the name of the medicine, the quantity to be given and the time it has to be given.

Health Care Plans for pupils with significant medical needs are drawn up in consultation with school nurse, community paediatrician, parents, pupils and school staff.

Hair care

The co-operation of parents in carrying out weekly head checks is strongly advised as head lice is a persistent problem. The school can provide leaflets with advice on how to treat Head lice. Support may also be sought from the School Nurse if necessary.

PARENTAL PHOTOGRAPHY

Where practical, arrangements should allow photographs to be taken by parents and other guests attending school sports, concerts and similar events. Parents are not required to comply with the Data Protection Act when taking photographs of their own children, for their private use, at an organised event.

Photography must not be allowed to upset the performance or smooth running of the event, affect the health and safety of pupils and others, or interfere with the opportunities for pupil participation.

Parents should be reminded they are only permitted to post photographs of their own children on social media.

(The full Photography procedures document is available on the school website)

PARENTS EVENINGS

These are held in November and June when parents have the opportunity to discuss their child's progress with their class teacher. A written report is issued near the end of session along with a report response sheet for parents to complete. Parents have the option of a further meeting at this time should they wish.

PARENTS / GUARDIANS / CARERS AS PARTNERS

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education.

This includes:

- Parents' evenings
- Progress checks and Target Setting
- Regular newsletters
- Information on ClassDoJo including pupil profiles, the school website and Parent Council Facebook page.

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

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/>

ADDITIONAL CURRICULAR ACTIVITIES

1. After school clubs offering sport, dance and other activities are organised throughout the year – in addition to uniformed organisations e.g. Rainbows and Brownies.
2. Caithness Music Festival Over the years Lybster School has won many trophies and everyone's talents are employed. Most classes prepare and enter activities such as plays, dramatised or action songs, choral speaking. Parents are required to enter their own children for any individual items.
2. Sports Day is held in the summer term for all school and nursery children. Parents and friends are invited to this event.
3. Educational Activities and Visits During the course of the year your child will have the opportunity to participate in various additional activities and outings. These are seen as an important part of the life of the school and helps broaden the experiences of the children. Where necessary parents will be asked to contribute towards the cost of these e.g. swimming bus costs, museum admission fees, performers fees etc
4. Special Events in which all classes may participate may be arranged at different times throughout the year e.g. World Book day, St. Andrews Day, at Christmas and Easter; for charity events
5. A Prize Giving & Open Afternoon for parents to view and visit classrooms takes place in the summer term
6. Workshops for parents are held in connection with initiatives relating to the Curriculum and school ethos e.g. workshop to explain the Behaviour policy, Class DoJo, use of Chromebooks etc. Parents are also invited to visit their child's classroom to discuss and acquaint themselves with any new schemes of work or new materials etc.
7. Christmas Parties are held for Nursery, lower, and upper school and are financed from the School Fund.
8. The Parent Council also organise a range of events throughout the year.

What has been done to improve standards in literacy, numeracy, health and well-being.

Our staff are committed to raising the profile of literacy and numeracy and in giving all of our learners as many active learning opportunities as possible. They are very able in identifying needs and in providing additional support to those learners that need it. The HT, PT, CTs and ASNT liaise regularly to plan out ASN support for pupils. We continuously discuss assessments of our learner's progress and adjust plans to suit them.

Use of Key Assessment tasks and early use of profiling has encouraged learners to identify what they are good at and ways that they can improve, allowing them both to take ownership of their learning and plan achievable steps for their future learning. Maths diagnostic assessments were used to assess progress and to identify gaps.

Where necessary, individual Maths and Literacy programmes were devised for pupils to enable them to access the curriculum more fully.

Pupils in P5-7 have begun to use the Accelerated Reading programme and this has seen the children make progress from previous levels.

We also took part in Key Assessment Task Moderation as an ASG, focussing on Numeracy. This is at the early stages of development within the school, work will continue on this in the coming session.

Most parents stated that their children found learning activities hard enough and received the help they needed to do well in school.

Within our ELC, Learning Profiles have been adapted according to guidance and children are increasing in the ownership of their learning. This has also enabled staff to have a greater knowledge of where a child is 'at' within their learning and what their next steps are. These are available daily to parents and they are invited in to open sessions where the profiles are discussed and shared. EYPs have incorporated Numeracy and Literacy across all areas within the setting and have introduced 'letter of the week' activities.

What the school has done to close the poverty related attainment gap.

We have an inclusive approach to sport, music and drama activities where all pupils are valued and encouraged to participate in a supportive manner.

We utilise opportunities offered through our Active Schools Co-ordinator and have worked effectively with Caithness Community Connections – a community group who support areas of deprivation and were establishing out of school activities in the village.

Various initiatives and programmes have been used throughout the school:

- The 'daily mile' adopted by most classes has provided exercise and helped build social relationships and skills.
- Cool in School – implemented across all stages to ensure continuity of behavioural responses.
- Circle of Friends – a targeted group was set up to build friendship relationships. This had minimal impact given the circumstances within the school
- Class Mindfulness was introduced and proved very successful with the pupils settling to activities much better.

Through the above, staff have also noted:

- children's recognition, understanding and management of emotions had increased.
- Improvements in pupils readiness to learn, in their concentration and emotional stability.
- Increased confidence in classwork.
- Pupils have been able to participate in activities they had previously been excluded from – and formal exclusions have been avoided.
- The additional support across all the above areas has also impacted positively on a number of pupils beyond the original target groups.

In our surveys all parents said that the school encouraged their children to be healthy and take

regular exercise; almost all said the school helped their child to be confident –and most stated that their child’s emotional wellbeing was supported.

Most pupils stated that the school helped them feel confident; helped them to lead a healthy lifestyle; provided opportunities for regular exercise and activities both in and out of school.

Almost all children say they are treated fairly and with respect by staff and that the school helps them to understand and respect other people.

Parents have commented favourably on the transition links between Nursery and the P.1/2 class and the additional transition arrangements made for pupils with needs who were transferring to Wick High School. All P.7 pupils took part in a joint transition trip to Dalguise with their peers from six of the other feeder primaries.

Our Priorities For Improvement for Session 2019/20

Continuous Profiling and Reporting – We will continue to develop Pupil Profiles which will exemplify the children’s learning throughout the year. Opportunities will be provided on a regular basis so that pupil, parent and teachers can share and identify where the child is in their learning and what next steps need to be taken to ensure continued progress.

Closing the Attainment Gap – We will continue to identify pupils with the greatest need and provide additional support for the specific areas of learning which need to be focused on in school. We will also provide opportunities for parents so that they increasingly share in and are better able to support their children’s learning.

Moderation, tracking and assessment – Through collegiate activities staff will make better use of data to inform their planning and teaching –and be more able to make informed judgements of where pupils are in their learning. Learners will have a clearer understanding of where they are in their learning journey – and know the next steps necessary to make further progress.

ELC & 1140 hours – We will ensure that there is smooth transition to the extended provision in our Early Learning and Childcare setting. This will involve new routines to accommodate lunch and snack provision; review of the setting as a quality learning environment; revised planning procedures and new approaches for best use of ‘service development time;

For further information about the main improvements in the school over the past year – and plans for improvements in the current session, please see the Schools Standards & Quality Report and School Improvement Plan which are available on the schools website.

www.lybsterprimary.wordpress.com

Further information regarding the schools performance at local and national level can be found at

<https://education.gov.scot/inspection-reports/highland>

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

PUPIL COUNCIL

The Pupil Council comprises of two pupils from each class from P1 – P7. Members are elected by their classmates.

Meetings are usually held each month and the class representatives are responsible for discussing and sharing the information with their fellow pupils and staff.

LYBSTER PARENT COUNCIL/PARENT FORUM

Chairperson	Miss Linda Sinclair
Vice Chairperson	Mr Dave Chisholm
Secretary	Mrs Tracy Chisholm
Treasurer	Mrs Sarah Linton

All parents/guardians of children attending the school or in their pre-school year are members of the **Parent Forum**.

The **Parent Council** is an elected committee who meet at least once per term to help promote the following objectives.

List of Objectives:

- To work in partnership with the school to create a welcoming school which, is inclusive for all parents.
- To promote partnership between the school, its pupils and all its parents.
- To develop and engage in activities which support the education and welfare of the pupils.
- 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.

Any parent who wishes to raise an issue for the Parent Council to consider can do so by attending a meeting or by contacting one of the above office bearers.

Dates and times of meetings, and minutes of previous meetings are available on the school notice board, from the School office or see the Lybster School Facebook page.

TRANSITION TO SECONDARY EDUCATION

Pupils attending Lybster School normally transfer to Wick High School. Wick High School, West Banks Avenue, WICK. Telephone : 01955 603333.

The Primary 7 teacher, Head Teacher and Additional Support Needs Teacher liaise closely with the Guidance and Support for Learning Staff at Wick High School to ensure that continuity of learning at this stage is achieved.

Any specific needs for individual pupils are identified at an early stage and steps taken to ensure an appropriate level of support is provided during the transition period. Eg extra visits to High School may be arranged.

P. 7 pupils visit the High School for two days in June when they meet the teachers and have an opportunity to familiarise themselves with the timetable routine and the layout of the school. A residential trip for all P.7 pupils from the rural schools is also arranged for Term 4.

Information about possible careers is available at <http://www.myworldofwork.co.uk/>

SCHOOL EMERGENCY PLAN

In the event of an incident where the school itself is the site of a MAJOR EMERGENCY the following is a summary of the evacuation plans which have been made.

- 1) Once the FIRE ALARM is raised, staff and pupils will follow the practised FIRE-DRILL procedures.
- 2) The Emergency Services and Emergency Planning Officer will be contacted immediately.
- 3) If necessary, pupils will be escorted to Lybster Community Centre, where class lists will be re-checked and arrangements made by telephone/fax machine to allow pupils to be taken home.
- 4) No child will be allowed to leave the Community Centre until permission is given by the Police Officer in Charge, and all appropriate Emergency contacts and travel arrangements have been confirmed by the Area Education Officer.

A Copy of the full Emergency Plan for Lybster School is on display on the notice boards outside the office and at the infant end of the school.

School Closure Information

Parents now have several different means by which to receive school information particularly if there is a risk of closure due to adverse weather.

- the schools telephone messaging service –see below.
- the Highland Council website www.highland.gov.uk/schoolclosures
- Moray Firth Radio and the MFR website www.mfr.co.uk

When severe weather warnings are received your school will endeavour to keep these system updated.

How to use the schools telephone messaging service

- Dial Highland Council's access number – **0800 564 2272**
- Now enter the school's pin number when prompted - **042540**. 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 the 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 2 to leave a non urgent message
- Press 3 to hear a general information message.
- 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 again.

SCHOOL CALENDAR 2020 – 2021

AUTUMN

- Autumn term starts - 18 August 2020
- Autumn term ends – 9 October 2020

WINTER

- Winter term starts - 26 October 2020
- Winter term ends – 22 December 2020

SPRING

- Spring term starts - 06 January 2021
- Mid term break – 15-16 February 2021
- Spring term ends – 1 April 2021

SUMMER

- Summer term begins – 19 April 2021
- Summer term ends – 01 July 2021

PUBLIC HOLIDAYS

- May Day – 03 May 2021

IN-SERVICE DAYS

- 17 August 2020
- 14 September 2020
- 15 September 2020
- 17 February 2021
- 06 May 2021

DISCLAIMER

Whilst the information provided in this handbook is considered to be correct at the time of publication - December 2019, it is possible that they may be changes made to the content during the course of the school year.

Mrs C. Grant, Head teacher.