

SCHOOL BROCHURE 2020-2021



St. Bride's Primary
North Ballachulish
Onich
By Fort William
PH33 6SA

Head Teacher:

Mr Malcolm McGregor
Tel: 01855 821 280

Email:

malcolm.mcgregor@highland.gov.uk
stbrides.primary@highland.gov.uk



Dear Parents and Carers,

I would like to welcome your child to St Bride's School. It is a small village school with a happy, working atmosphere. I trust that your child will enjoy their time with us, and I look forward to working with you in your child's development. You, as parents, are invited to play an active role in your child's education and in the life of the school.

The information in this brochure is correct at January 2020. Whilst the information in this handbook is considered to be correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.

I hope that the items in the enclosed brochure answer any questions you may have about this school and give you an idea as to how our school is run. If you have any unanswered questions or would like more information about any item, please do not hesitate in contacting me.

Yours sincerely,

Malcolm McGregor

Malcolm McGregor
Cluster Head Teacher
Glencoe and St Bride's Primary Schools

Background:

St. Bride's School was originally a single room, one teacher school founded in 1886, and serving the children in the North Ballachulish area. In 1978, the neighbouring Onich School was found to be in need of major repairs. Consequently, a modern extension was added to St. Bride's and in November 1980, on the closure of Onich School, the children in the catchment area from Camus-na-heiridh to Corran Ferry were included in the roll. There were two classrooms and a large G.P. area. When the roll increased sufficiently to merit a third teacher, in January, 1993, work started converting the adjoining Schoolhouse into a classroom. This conversion was completed in March 1993. Our nursery extension was opened in March 2007.

School Details:

School Name: St. Bride's Primary School
Address: North Ballachulish
Onich
By Fort William,
PH33 6SA

Please note that St. Bride's Primary School is a multi-composite, non-denominational school.

Telephone Number: 01855 821280
Head Teacher: Mr Malcolm McGregor
Email: malcolm.mcgregor@highland.gov.uk
School Email: stbrides.primary@highland.gov.uk

Present School Roll: 29 pupils from Primary 1 through to Primary 7
School Hours: 9:00a.m. - 12:30p.m. & 1:30p.m. - 2:45p.m. (P1/2/3/4)
9:00a.m. - 12:30p.m. & 1:30p.m. - 3:15p.m. (P5/6/7)

Present Nursery Roll: 7 pupils
Nursery Hours: 9:05a.m. - 12:15p.m.

We do not offer Gaelic Medium education at St. Bride's Primary.

Parent Council Chair: Mrs M. Allan

St. Bride's School, North Ballachulish, Onich:

At present this school has two full-time teachers including a Cluster Head Teacher. We have two nursery staff in our nursery unit. The school also enjoys a contribution from some specialist visiting teachers and a music instructor.

Staff

Principal Teacher Primary 5/6/7	-	Miss Mary Evans
Class Teacher Primary 1/2/3/4	-	Mrs Christina Fraser
Pupil Support Assistants	-	Mrs MacLean Mrs Mairi Van Hoven Mrs Rachel Shepton Mrs Farr
P. T. Management Teacher/Nursery Manager- (Every Wednesday & Thursday Morning)		
CCR Teacher (2 x1.5hrs) (Weekly- Thursdays)-		Mrs Farr
CCR (2 hrs) - (Weekly Tuesdays)		Mrs Holden
Violin	-	Ms Sandra Hollingdale

Throughout the year the school receives support from a variety of Music Initiative/ Feisean tutors for singing, penny whistle, Gaelic singing.

Nursery Staff & Others

Early Years Practitioner	-	Mrs Kate Macintyre
Early Years Practitioner	-	Mrs Brenda Middleton
Chaplain:	-	Rev Kinnear
Dining Assistant	-	Mrs Sandra Shaw
Clerical Assistant	-	Mrs Steven
Facility Management Assistant (Wednesday 2.5 hrs)	-	Mr Callum Smith

THE HIGHLAND COUNCIL SCHOOL CALENDAR SESSION 2020-2021

In-service Monday 17th August

Pupils return Tuesday 18th August

In-service Monday 14th and Tuesday 15th September

School Closed Monday 12th October for October Holiday

School Opened Monday 26th October

School Closed Wednesday 23rd December for Christmas Holiday

School Opened Wednesday 6th January 2021

School Closed Monday 15th and Tuesday 16th February

In-service Wednesday 17th February

School Closed Friday 2nd April for Easter Holiday

School Opened Monday 19th April

School Closed Monday 3rd May for May Day

In-service Thursday 6th May

School Closed Friday 2nd July for Summer Holiday

https://www.highland.gov.uk/downloads/file/18050/highland_school_calendar_2019-2020

https://www.highland.gov.uk/downloads/file/19356/highland_school_calendar_2020_to_2021

Enrolment into Primary 1/Starting School

New entrants to Primary 1 come into school for three afternoons for transition, week beginning 15th June 2020. Mrs Fraser is our infant teacher and she will welcome your child to their new environment at St. Bride's Primary. The infant classes work alongside the nursery children on a regular basis and Mrs Fraser is therefore well known to the children as they transfer from nursery. Enrolment takes place at the end of January/ early February.

All children who reach the age of five on or before 28th February 2020 are eligible to be enrolled for Primary. Order forms for School Uniform are issued at the time of enrolment. Further information can be obtained from the Area Education Office 01349 781410

School Day

Morning Session	-	09:00a.m.	-	12:30p.m.	
Afternoon Session	P1-4	-	13:30p.m.	-	14:45p.m.
	P5-7	-	13:30p.m.	-	15:15p.m.

The school bus transports pupils' home at 3:15p.m. P1-3 finish school at 2:45p.m. P1-3 bus pupils may remain at school until 3:15p.m. however, we would ask parents wherever possible to collect children at 2:45p.m.

Nursery Day - 9:05 a.m. - 12:15p.m.

School Uniform/Clothing

Our uniform consists of red sweatshirts with the School logo, and polo-shirt. These may be ordered through the School. There is no minimum order required.

The annual order is placed in Term 4 ready for the start of a new session.

Girls:	Black, Navy or Grey skirts
Boys:	Black, Navy or Grey Trousers

Shorts, tee shirts are required for P.E. P.E. Kit can be kept in a bag in the classroom. Children must remove outdoor shoes before coming through to the classroom area and should have alternative footwear to wear in class.

It is essential that all items of uniform are clearly marked with the child's name.

School Vision Value and Aims

At St. Bride's Primary School we work together as a community to provide a happy, secure and stimulating environment where children are motivated to learn, are valued as individuals and encouraged to reach their full potential through our curriculum for excellence. We are at the heart of our Community and with our Parents' support we will build on the very good strengths we already have.

We all strive to be Ready, Safe and Respectful.

Our aims have been updated to reflect the refreshed aims and principles of the Curriculum for Excellence.

The Curriculum for Excellence (CfE) will:

- Allow pupils to contribute to the ethos and life of the school community
- Provide opportunities for personal achievement and supports all learners in developing skills for learning, life and work.
- Have a continuous focus on literacy, numeracy and health well-being with all staff having a responsibility to develop, reinforce and extend learning in these areas.
- Provide opportunities for mixed-stage learning which is interest-based coherent and relevant.
- Place the emphasis of our curriculum on breadth, challenge and depth and on the entitlements of learners rather than subject based content.
- Provide a broad general education including all the experiences and outcomes.
- Provide progression through the experiences and outcomes that is consistent with their learning needs and prior achievement.
- Allow learning to be organized more flexibly to take into account personalization, creativity, choice and the most recent research
- Raise standards by developing an interest and enthusiasm for learning.
- Develop an interdisciplinary approach to learning through topic and thematic work.
- Provide multiple experiences through a range of learning opportunities, out of doors, through play, in small groups, through art, music and sport, by watching, listening and doing.
- Recognise both local and global dimensions of citizenship. We make links with local and global communities to facilitate and develop the four capacities of a

Curriculum for Excellence, ensuring the children are given opportunities to develop informed and diverse attitudes.

- Provide opportunities for personal achievement and support all learners in developing skills for learning, life and work.

St. Bride's Primary School Curriculum Framework

Curricular areas and subjects

Ethos and life of the school as a community

Inter disciplinary learning

Sports/recreation

Diversity and equality partners

Wider achievement

School clubs/activities/ topic trips

Dance/performance

Outdoor learning

Outdoor Learning

All pupils are involved in organising and maintaining the school playgrounds and garden. Parent and community volunteers, NTS and Lochaber Rangers help out with the school garden. The local area is used for a range of investigations with support from Salmon Fisheries, Glencoe NTS, Lochaber Geo Park Volunteers, Forestry and Stramash.

Community Involvement

Fundraising events are organised by the Parent Council and Forum and are supported by parents and community members. The school regularly contributes to the life of the community. We have volunteers from the community who come in to work on expressive arts skills and health and wellbeing activities with the pupils. All children participate in the Nether Lochaber Flower Show.

Assembly

A weekly assembly is held to support social, religious and school values, with input from our rota of school chaplains.

Celebration Assembly

Weekly Assembly celebrates the success and achievement of individual pupils through recognition awards. The Pupil Council and JRSO's hold regular meetings following Assembly.

Special Church services are held at Christmas, Easter and at the end of session to which parents, family, friends and members of the wider community are invited. At the Summer Service we mark the Primary 7 pupils moving on to High School with a small gift.

Achievements

Achievements are celebrated at Assemblies and Certificates/Awards are stored in each child's Achievement Folder and noted in their Learning Profiles. The children link their achievements to the Four Capacities of a Curriculum for Excellence. The achievement folders and Learning Profiles support and inform transition within Primary Transition stages and from Primary School to High School.

Reporting and Profiling

Regular Learning Conversations involve discussion with the class teacher, sometimes other staff and peers. Pupils are encouraged to reflect on their work daily through focused questioning and discussion.

Each child's Progress Report will be completed by the class teacher and shared on See Saw (Please see below) or stored at the back of a Learning Snapshot jotter. Please add comments. Please encourage your child to share their learning with the family and talk about the many things they have been learning.

We will continue to hold two parent afternoon/evenings in term 1 and the end of term 3. If you have any worries about your child, educational or emotional problems, please contact the school.

See-Saw, an online Home/School profiling and communication resource, is a continuous and reflective reporting system used by staff to support communication of progress and achievement:

It informs parents of their child's progress

It is for learners to provide a reflective summary of statement of achievement

It recognises progress in learning and achievement

It challenges, motivates all learners to achieve their best

It builds learners skills and capabilities to reflect on and articulate their learning

It supports and informs transition at all stages

Standards and Quality Report referencing the previous Improvement Plan and next steps (Section from School Improvement Report and Plan 18/19)

Context of the school 18/19:

Including some or all of the following: local contextual issues; Scottish Attainment Challenge involvement; factors affecting progress (e.g. staffing changes/issues); and outcomes from authority quality improvement visits etc.

St Bride's Primary School became part of the Tri-Cluster with Glencoe and Duror Primary Schools on 20th August '18 with the successful appointments of two Principal Teachers (PT 2 posts) - Miss Evans, PT, moved from Glencoe Primary School to St Bride's (P5-7 Class Teacher) and Mrs Brennan remained in Glencoe Primary School as PT2, teaching P1-3 mentoring a Probationer teacher in P4-7 Glencoe Primary School.

As of August 2019 St Bride's and Glencoe are clustered; Duror and Ballachulish are clustered; together with Kinlochleven the 5 primary schools make the Associated School Group.

St Bride's Primary School is situated in south west Lochaber. The school serves a linear catchment area from Corran to Callart and takes in both Onich and North Ballachulish. St Bride's school has a roll of 30 pupils, all English Medium and has a Nursery with 8 pupils. St Brides has two classes Primary 1-4 and Primary 5-7. Glencoe Primary School is situated in spacious grounds in Glencoe Village and serves an area stretching from Invercoe, Tigh-phuirt, through the glen to Black Corries and Glen Etive. The school has a roll of 30 pupils with two classes P1-3 and P4-7. Moderation of Functional Writing (Feb '18) will be a focus for 18/19. Taking a developmental approach through emerging literacy and Highland numeracy was a priority in 17/18. Staff attended emerging literacy local network sessions and numeracy sessions. They found the sharing of assessments at local networks and input from course leaders very helpful. Regular tracking of Emerging Literacy and Numeracy Developmental assessments help staff identify next steps. Taking a whole school approach to Emerging Literacy will be further developed through local network sessions in 18/19 and extending Jolly Phonics Spelling and Grammar throughout the school and embedding Wraparound Spelling and Talk4Writing approaches through training with ASG PEF Literacy Officer and Jennifer Wilson CPD sessions. Strategies and assessment for Catch-Up Numeracy will support learning - All staff and PSA's in Glencoe/Duror Primary attended Catch-Up Numeracy. The schools are developing Continuous Profiling and Reporting and Snapshots of Learning to enhance parental engagement and Learning Conversations. Parents have welcomed See Saw (instant digital Home/School reporting and feedback). This will be implemented in St Bride's, along with digital learning journeys in Nursery. All staff attended Chrome book training at the start of the session and most staff are enhancing children's learning through the use of Chromebooks. The schools will further embed digital learning

through use of Chromebooks. In St Bride's Nursery the developmental overviews have identified gaps and allowed prompt intervention. Cluster training for approaches to planning and recording observations for ELC staff has been organised within the Kinlochleven ASG as well as an EYP local ASG network.

Creativity and outdoor learning has been further developed in 19/20 through Social Studies topic and World of Work - Input from SAMs, Oban, greatly enhanced the "Plastic Pollution" topic along with a talk from a specialist in Recycling and visits to Room 13 studios. Teachers continue to engage well with our community partners agencies.

What have we done to close the attainment gap 18/19

Evaluative account explicitly stating the impact of your work on reducing the attainment gap in your context, referring to supporting data. This box must reference the impact of your Pupil Equity Fund spend and, if relevant, your Scottish Attainment Challenge spend. Comments must refer explicitly to the National Improvement Framework Priorities as they apply to children and young people at risk of under-attainment through deprivation.

Support from the PEF Literacy Development officer, Laura McGinlay has helped staff across the Kinlochleven ASG develop spelling strategies using active wraparound spelling methods. All pupils are motivated and engaged in the active learning games which aid their spelling and grammar. Children in the upper stages are becoming familiar with the English Alphabetic Code - another helpful spelling resource. Pupil's literacy skills are further embedded through use of the Literacy calendar - taking a regular focus on aspects of Writer's Craft. PSA's and EYP's benefitted from literacy training by the PEF Literacy Officer and apply strategies when supporting small groups in class. Careful timetabling of PSA in both GPS and DPS has impacted on children's learning in small groups and allows time for the class teacher to focus on other children. Staff engage well with other ELC agencies and welcome CPDs by specialists.

Early year's staff in DPS/GPS attended local Emerging Literacy Networks. Resources were purchased to support the progressive developmental approach. P1 parents found the Emerging Literacy Open Day very helpful in explaining the Developmental approach also seeing the various activities to help develop their children's learning. Progress is evident in tracking the Developmental Assessments. Various numeracy resources were purchased to develop understanding of number - Numicon, playing

cards and Annie's Mental Maths. Teachers are finding the New Zealand Maths Resources very helpful. To further develop Emerging Literacy and Numeracy Developmental approach across Tri-cluster.

Our overall evaluation of the school's capacity for continuous improvement:

We are confident in our capacity for continuous improvement

Comment: Teachers will continue to access training on Emerging Literacy and embed the developmental approach to develop the foundation skills required for early reading and writing, resulting in positive destinations and literacy attainment. We will engage with our Associated School Group and PEF Literacy Development Officer through moderation of learning, supporting increased professional confidence with literacy benchmarking. Moderation of Literacy and Numeracy will be a focus in the current session. Primary and High School staff sharing and discussing samples of class work across the ASG. All staff will continue to develop pupil profiling through digital profiling systems See Saw and Learning Journeys and sharing key assessments with a view to the cluster and using the shortened Pupil Report by 2020 supported with Progress and Achievement module.

Parent Council

There is a supportive Parent Council which was formed in August 2007. A Social fundraising Committee was formed to organise the fundraising events. Their fundraising supports and enhances the range of experiences and resources for the school.

We really value and welcome parents' involvement in our school. The Scottish Schools (Parental Involvement) Act 2006 is seen as a key step in improving parents' involvement in their own child's education and in the wider work of the school. All evidence shows that when parents, carers and other family members are actively involved in supporting their child's education, children's achievement and general experience of school are better.

As a parent of a child in attendance at school, you will be automatically a member of what is called the Parent Forum for the school.

As a member of the Parent Forum or Parent Council:

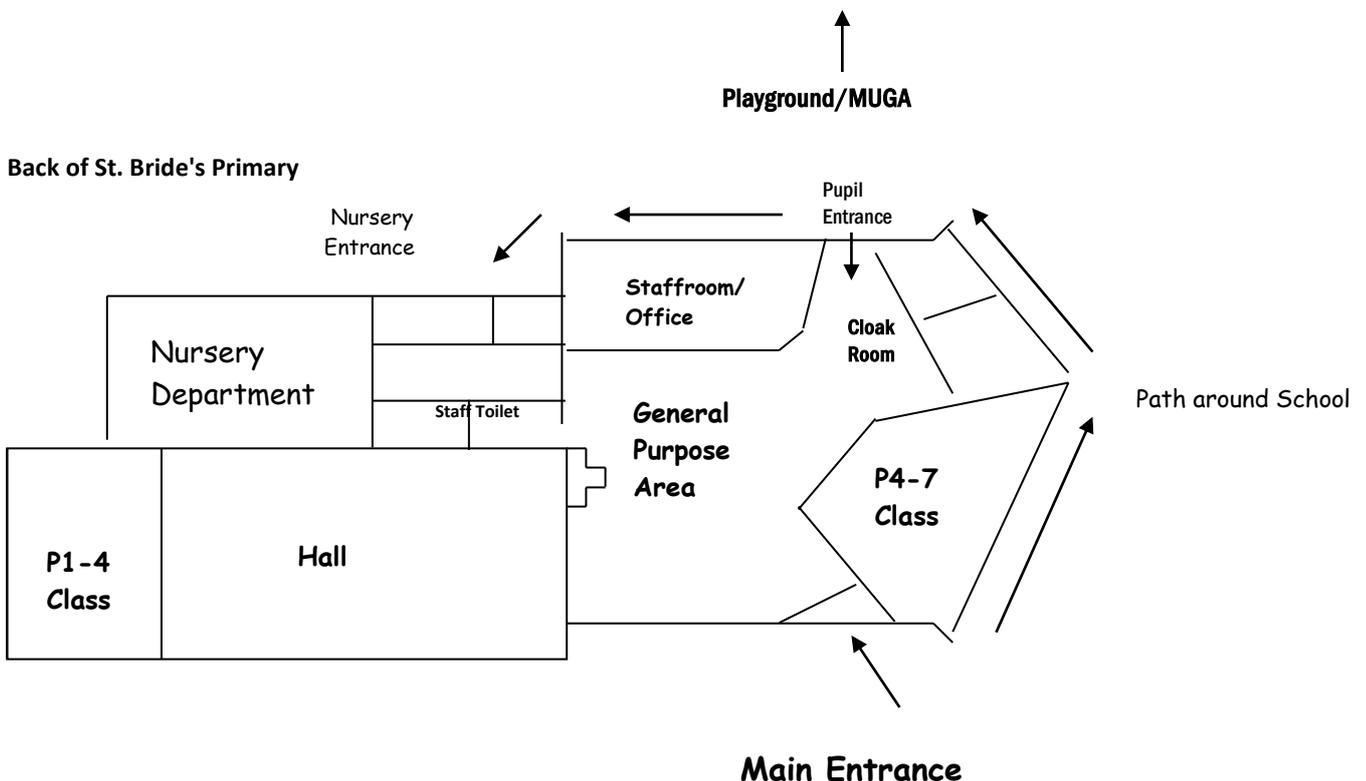
- You can ask the school for advice and information on your child's education and how you can support this.
- You will have the opportunity to come along to meetings and to feed in your ideas in other ways.
- Supports the work of the school including forming aspects of the School Improvement Plan
- Gathers and represents parents' views to the Head teacher, education authority and HMIE (Inspection Team)
- Promotes contact between the school, parents, pupils, providers of nursery education and the local community
- Fundraising
- Organising events
- Being involved in the appointment of senior staff

St. Bride's Parent Council Members and office bearers at present are:-

Mrs M Allen -	Chairperson
Mrs M Young -	Secretary
Mrs Nicola Mair -	Treasurer

School Plan

St. Bride's Primary School Layout



Front of School

Transport

Transport is provided for the children outwith walking distance of the school and the drivers ensure that no child has to cross the road unescorted. The bus is due at Corran about 8:40a.m. and picks up pupils along the route. It leaves the school about 3:15p.m. to transport the children home. P1-3 pupils finish school at 2:45pm however; our bus pupils may remain until 3:15pm. For specific eligibility and application forms for such transport, please contact the Head Teacher. Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, contact details at the end of this document.

Communication with Parents

Parents are welcome to contact the school by telephone on **01855 821280**. Wherever possible please call before class starts, during breaks, or at the end of the day. An answer machine will take messages and staff will respond as soon as we can. Parents are also welcome to contact the Head Teacher by email. The school distributes regular letters and newsletters. We have a policy of sharing information openly and would wish to encourage a climate of consultation and liaison on the widest range of issues.

Teachers operate home/school diaries to encourage two-way communication but any information of a more confidential nature should be conveyed by letter, phone call or face-to face.

Complaints and Requests for Service

Should any parent have any concerns regarding their child they should contact their child's teacher in the first instance to discuss the matter.

School Ethos

We aim to provide a friendly, happy and stimulating environment where pupils can achieve their full potential through a wide variety of experiences. The curriculum is carefully planned throughout the School. We place an emphasis on creating a positive ethos. They should be able to work and play together, to recognise the necessity for rules, be polite and friendly to staff and visitors to the school. We have in place Anti-Bullying Strategies and a Restorative and Positive Relationships programme. We work hard to maintain a high profile in our community and our pupils are encouraged to make their contribution.

Emergency Contacts

We ask parents to nominate an emergency contact so that in the event of an emergency should the parents be unavailable we can call upon a relative or friend to care for the child. Throughout the year we will ask parents to update their

emergency contact information. We may require an emergency contact in the event of pupil illness or unexpected closure of the school etc.

Emergency Closure

In the event of severe weather conditions, extended power cuts or any other factor which would necessitate early closing, the procedure would be as follows:-

- a. Organise transport.
- b. Contact parents.
- c. If parents are not available, inform the emergency contact.
- d. Ensure that all children can go either to their own home or to an emergency contact.
- e. If severe gales or blizzard conditions prevail, those who walk home would be escorted by a member of staff.

IT IS VITALLY IMPORTANT THAT THE EMERGENCY CONTACT LIST IS KEPT UP TO DATE

Adverse Weather Conditions

1. Safety of pupils is the prime consideration.
2. It is the responsibility of parents or carers to decide if pupils should attempt to travel to school by transport or on foot in Adverse Weather conditions. The authority encourages full attendance at school but in severe weather conditions the safety of pupils is much more important.
3. If conditions become so bad that the school has to be closed early, parents will be informed using the same procedures as in other emergencies. For this reason, it is vitally important that the emergency contact list is kept up to date.
4. Where such conditions prevail, it is likely that children living close to the
 - a. school will continue education while those involved in longer journeys will
 - b. be sent home.
5. Information concerning the school during a closure will be relayed through
 - a. Radio Highland, Schools Telephone Messaging Service and Schools Closure Website.

Website - School Closures

<http://www.schoolclosures.highlandschools.or.uk>

Telephone Messaging Service - 0800 564 2272

St. Bride's Pin Number - 04 2990

The local radio stations will also broadcast closure information.

Highland council Website will also provide up to date information. All parents are issued with Guidance notes on procedures on an annual basis.

School Improvement

The school looks for a variety of ways to continually self-assess and make changes to improve the school. Each year we provide an Standards and Quality Report for parents, detailing the achievements of the school and areas for development. This includes feedback from staff, pupils and parents. From this we plan our next steps and use the School Improvement Plan which sets out our priorities for the session. These documents are available to parents and accessed through the council website or on request from the school. Our most recent inspection is available to view using the link below.

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

After School Clubs

The Active Schools Co-ordinators organise various activities throughout the year. Clubs and activities will be communicated to parents by letter and See-Saw.

Computer

All children from Primary 1 upwards are encouraged to make use of ICT. ICT permeates the curriculum. Interactive Smartboard lessons and use of Chromebooks further enhance digital learning. The school's website informs parents. Computing science is taught through code.org and scratch.

Homework

P1-3 are set reading, phonics/spelling tasks and P4-7 are given homework tasks in their Learning Logs and are encouraged to show their learning in a way that suits their learning style. The class teacher lists a variety of ways to support the learning. Homework is only used to support the learning from the classroom and not used as a 'catch-up' due to absence or poor behaviour in the classroom.

Assessment and Reporting

Assessment of work is continuous, which helps to identify next steps for learning. Parents have an opportunity to see and discuss their child's work at the Parents' Evenings, which are held twice a session. All pupils are encouraged to set their own targets in Maths, Language, Health and Wellbeing. Regular dialogue about learning and target setting between pupil and class teacher or between peers is timetabled. P1 parents are invited to discuss their child's progress early in Term 1 and two parent evenings are offered at the end of Term 1 and beginning of Term 3.

Learning Support

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 well-being.

The Named Person for St Bride's Primary is Malcolm McGregor

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

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/generalguidance/planning/>

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

Organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- Children in Scotland: Working for Children and Their Families, trading as "Enquire - the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration
- Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741."

Children have special educational needs when they face difficulties in learning. When we identify a child whom we think is having difficulties, the parents are approached for their permission to have the child assessed by the Educational Psychologist. His/her report specifies what he sees as the problem and suggests ways in which the child can be helped. The Educational Psychologist also discusses the report with the parents.

A Learning Support teacher may be allocated to the school. Sometimes they work with individual children who may be needing short term help in a specific area or she advises teachers on suitable programmes of work for some children or works with the teacher in class. The Learning Support teacher has access to Learning Support

Resource base. The children with whom the Learning Support teacher works do not necessarily have problems that require assessment by the Psychologist. Some pupils may require an Individual Education Programme (IEP) which details small steps to be achieved. The IEP is discussed with Parents at regular meetings. Our aim is that all children progress in all areas at a speed with which they can cope and be successful.

Health Care

There is an annual visit by the school dentist who examines P1 and P7 pupils. Parents are advised by the Dentist if their child requires treatment. It is then the parent's decision as to whether the treatment will be carried out by the school dentist or if the child will visit his / her own dentist.

If a child becomes ill while at school, the parent will be contacted in the first instance. If the parent cannot be contacted, then the emergency contact will be accessed.

If your child suffers from any illness, details should be given to the school. Information will remain confidential.

It is expected that parents or carers will inform the Head Teacher of any relevant information relating to the need to administer medication to their child(ren). The Head Teacher will need to agree with parents or carers exactly what support the school can provide for a child with health care needs. Where there is concern about whether the school can meet a pupil's health care needs, or where it may not be possible to meet parents or carers expectations, the Head Teacher will seek advice from NHS staff and, if appropriate, from the education authority. Some support staff may have meeting the health care needs of pupils as part of their duties. For the majority of staff however there is no legal duty that requires them to administer medication; this is a voluntary role. If a child requires medication administered at school a medical protocol must be drawn up by a doctor and agreed at school.

Head Lice

Head lice are a common problem, which can affect the whole community, adults and children alike. It is most common amongst children, and it is important to detect and treat as promptly as possible.

The only effective way to detect head lice is to carry out wet combing, and ideally this should be done weekly. You will have received a leaflet and detection comb when your child started nursery - if you need another comb, please ask your local pharmacist for advice on purchasing a suitable one.

A leaflet published by Health Scotland is available at:

<http://www.healthscotland.com/uploads/documents/19855-HeadLiceEnglish.pdf>

Drugs Misuse Incidents Policy into Practice

In line with Highland Council's recommendation, the school endorses the Scottish Executive Guidelines for the Management of Incidents of Drugs and Misuse in Schools.

This National document is further enhanced by the Highland Council Health Education Policy and Drugs Education Guidelines, which are also endorsed by the school.

All staff has a responsibility to ensure that they are familiar with these documents and that these guidelines are fully implemented. The following points ensure that the guidance contained in these documents is translated into practice in School.

All staff has a responsibility to ensure that they are familiar with these documents and that these guidelines are fully implemented. The following points ensure that the guidance contained in these documents is translated into practice in School.

- Staff should immediately report all incidents of Drug Misuse or of suspected Drugs Misuse to the Head Teacher. Such incidents include:
 - drug related litter on or near school premises;
 - suspicion and allegations about in-school and out of school activities;
 - pupils displaying symptoms of drug misuse;
 - pupils/adults with drugs on school premises/trip/transport;
 - pupils/adults taking drugs on school premises/trip/transport;
 - pupils/adults, selling drugs on school premises/trip/transport.
- On receiving a report from a member of staff the Head Teacher will log this in the Drugs Incident File which is kept in the Head Teacher's office.
- The Head Teacher will ensure that appropriate action is taken in accordance with the above guidelines and that staff concerned are kept informed as necessary of all actions taken.
- The Head Teacher will ensure that all necessary returns are completed and forwarded to the Area Education Manager as required.
- The Head Teacher will ensure that newly appointed staff are made aware of the arrangements for handling incidents of Drugs Misuse and that all staff are regularly updated on any changes to policy and guidelines.
- The Head Teacher will ensure that parents are made aware of the school's policy on handling incidents of Drugs Misuse.
- The Head Teacher will make arrangements for the policy and guidelines to be monitored and reviewed on a regular basis and ideally annually in time with review of the Staff Development Handbook or when there are changes to either the National or Local Guidelines.
- The School Prospectus informs parents that all incidents of Drugs Misuse will be reported and dealt with in line with Highland Council Policy.

Links with Secondary School

We have regular contact with our partner school **Kinlochleven High School**. An Area Cluster meeting is held three times a session. Members of staff from the secondary school visit St. Bride's Primary School and discuss the curriculum with P7 pupils.

Parents of P7 pupils are invited to attend a Parents' Evening organised by Kinlochleven High School, and in the summer term P7 pupils spend a week at Kinlochleven High School following an S1 timetable. Secondary and Primary staff have formed a TLC (Teacher Learning Community) and cross sector CfE working groups.

Pupil Absences

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on either the school message number: 0800 564 2272 or the school number: **01855 811 359**. When returning to school after an absence, the parent or guardian must give written reason for the time absent. Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from parent or guardian. Pupils must report to the school reception and 'sign out', if returning the same day, they must report again to the reception and sign in. When possible, medical and dental appointments should be made out-with school hours.

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils. When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance

Under the guidance issued at a national level, most family holidays will be coded as unauthorised absence; only in exceptional cases will the absence be recorded as authorised. In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering.

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

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

THREE DAY RULE FOR UNEXPLAINED ABSENCE OF PUPILS

DAY 1: First day of unexplained absence of pupil

The school will endeavour to make contact by telephone or e-mail to parents, carers or emergency contacts informing them that the child is absent and requesting a reason for the absence. If no contact can be made with the parent/carers or emergency contacts on the first day of absence, this will be noted by the school. If the family is known to other agencies, because of possible concerns about his/her wellbeing, then contact will be made with these agencies.

DAY 2: Second day of unexplained absence of pupil

The school will make vigorous attempts to contact a carer or family member by telephone, text, e-mail or social media. If no contact can be made on the second day of absence, this will be noted by the school.

DAY 3: Third day of unexplained absence of pupil

If no contact is established, secondary schools and schools with support staff, will arrange a home visit to check the situation. If the child is not found and no satisfactory explanation is given for absence, the police will be notified of the child's non-attendance. The police will treat this as a missing persons alert. For small schools, the police may be involved to conduct visits where it is not possible for the school to do so.

Where contact cannot be established in relation to an unexplained absence, schools may inform other relevant services, e.g. social work and/or police.

Child Protection

In terms of its child protection guidelines the document detailed in *Getting It Right for Every Child (GIRFEC)* for Highlands Children, the Authority imposes a duty on schools and all staff to report, by way of laid down referral procedures, any incidents which may give rise to a suspicion that a pupil has been subjected to abuse in any of its forms. This might involve information being passed to other agencies without immediate reference to a pupil's parents or guardians.

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

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

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

Equal Opportunities

St. Bride's Primary is an equal opportunities school. We are opposed to all forms of prejudice and discrimination and attempt to provide equality and opportunity through our ethos and working practices. Access to all subjects will, therefore, be provided to all pupils without reference to the sex or disability of the pupil. The school believes that each pupil, regardless of his/her sex, or disability should have an equal opportunity to pursue his/her subject choices and subsequent career free from discrimination. The school has a Race Equality Policy which was shared with pupils, staff and parents.

Developing Positive Relationships

Most behaviour can be dealt with by giving a verbal reprimand or by discussion with the child to discover why he / she are behaving in an unacceptable manner. Repeated and persistent unacceptable behaviour will result in the child's parent/carer being asked to attend a meeting to restore positive behaviour routines.

We use Restorative Strategies to support good behaviour and good decision-making.

Anti-Bullying Policy

Children should feel comfortable and accepted here and secure in the knowledge of their own self-worth. We aim to reinforce this through:

1. Establishing class rules
2. Direct discussion
3. Whole school assembly
4. Curricular activities

All incidents of bullying are recorded, monitored and actioned.

School Rules

We are **POLITE** - We don't use bad language or say rude words

We are **GENTLE** - We don't hurt others

We are **HELPFUL and KIND** - We don't hurt anybody's feelings

We **WORK HARD** - We don't waste time

We are **HONEST** - We don't cover up the truth

We **LOOK AFTER PROPERTY** - We don't waste or damage things

We **LISTEN** - We don't interrupt. We don't take sides

We **RESPECT OTHERS** - We do not invade other people's property and don't enter their personal space

Parental Consent Safety /Data Protection

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 with the codes of practice.

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.

Data is held securely and no information on individual pupils can or would be made publically available by Scottish Government.

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

Mobile Phones

Mobile phones will be switched off and handed to class teachers on arrival at school. The phones will be returned at the end of the school day. All pupils are permitted to contact parents on the school phone and vice versa.

The above decisions have been made as a duty of care to staff and other pupils.

Physical Intervention

The Highland Council has adopted the C.A.L.M (Crisis and Aggression Limitation and Management) principles of behaviour management. Two of our staff members have been trained in C.A.L.M.

C.A.L.M. practitioners should use physical intervention only under specific circumstances i.e.

- when a pupils is a danger to himself
- when a pupils is a danger to others
- when the pupil is causing/about to cause significant damage to equipment

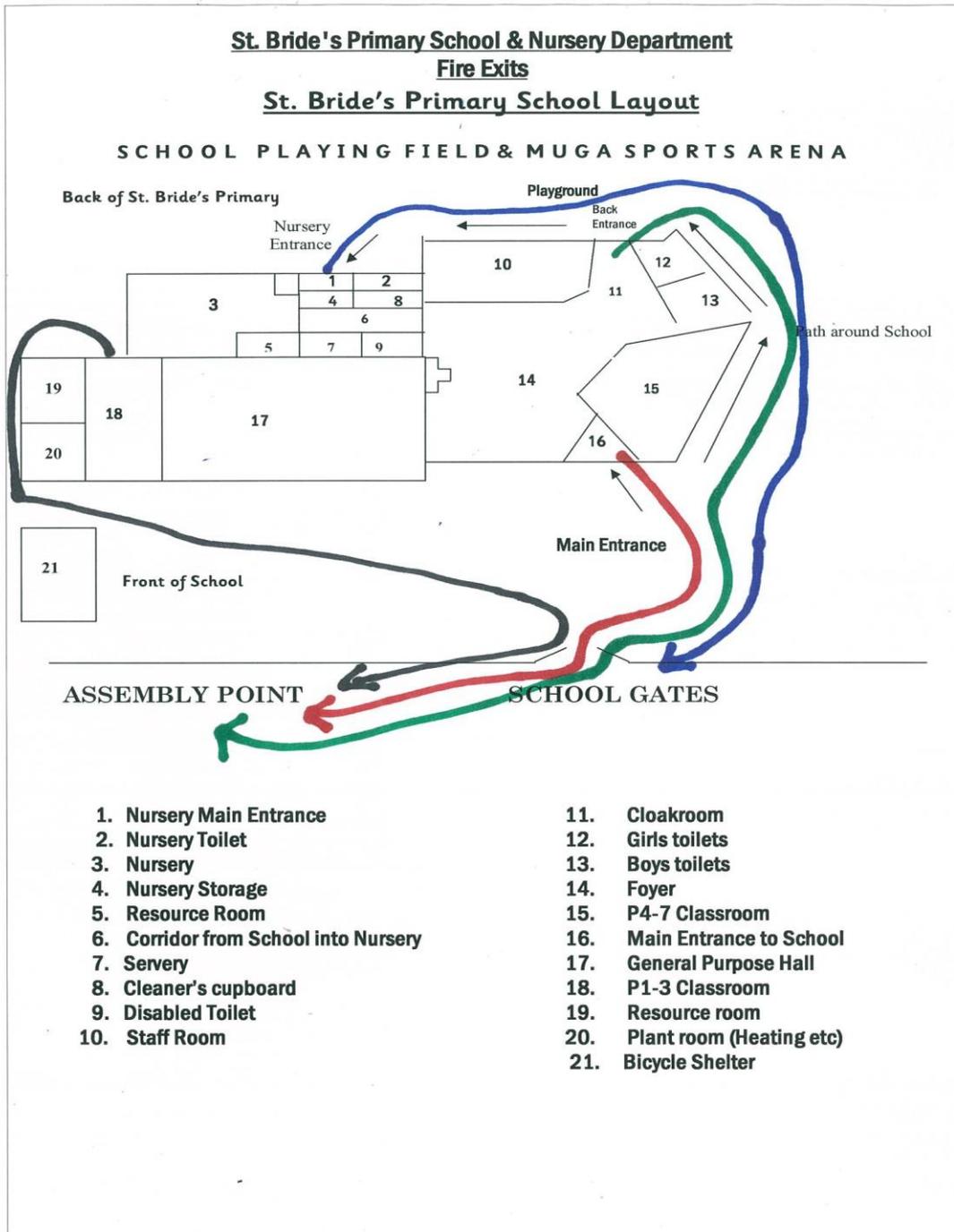
This system ensures that all physical management of children is in line with Child Protection and Health & Safety guidelines. Most physical management of pupils involves guiding them, or offering the reassurance of holding a pupil's hand as s/he moves to another part of the school.

Although it is very rare, a pupil may have a major outburst and when there is the risk of injury to him/her or others, trained staff members have a duty to intervene. They are aware that the intervention should be at the lowest level possible and that an important factor in supporting the pupils throughout such a situation is a calm and reassuring attitude.

When such an incident occurs, the parents of the child involved will be informed by letter. A description of the intervention will be included. A member of the senior management team will be available if parents wish to discuss the incident further.

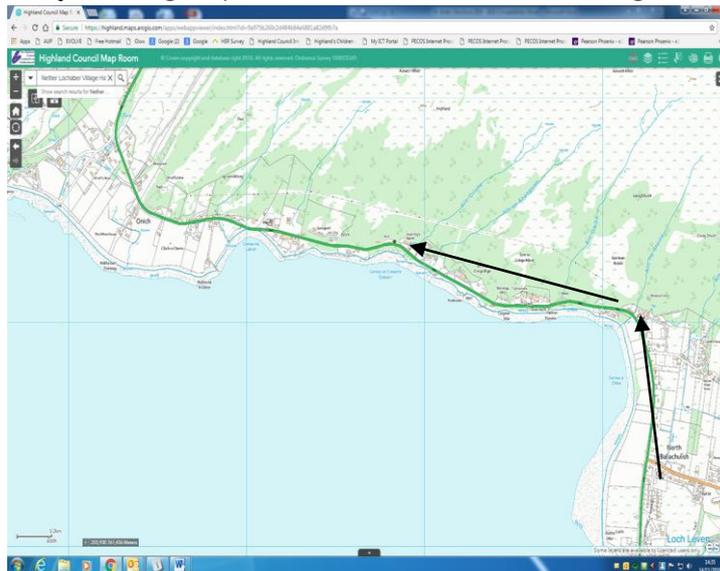
Parents are also encouraged to contact the school if they think that it is likely that an incident requiring significant intervention may arise in school in the future.

Should you wish any further information on the use of C.A.L.M techniques or if you wish to discuss their use, please contact the Head Teacher



Map of Location

St. Bride's Primary School Major emergency Route to Nether Lochaber Village Hall



Plan for Dealing with a Major Incident:

If the school remains unsafe or it is dangerous for pupils and staff to remain at the evacuation point, classes should walk to the Nether Lochaber village Hall and assemble inside there. Teachers should lead their classes and any additional school personnel should be distributed amongst pupils of highest needs and amongst classes. Similarly, a register must be taken at the Nether Lochaber Village Hall to ensure that all children and staff are accounted for. If the school needs to evacuate to the Nether Lochaber village Hall, you will be informed of this by either the Head Teacher or Principle Teacher.

Major Incident Plan

The school FIRE DRILL PROCEDURE will be put into action as our main method of evacuation. This procedure is known and understood by all Staff and Pupils. This procedure is practised on a regular termly basis.

FIRE DRILL/MAIN EVACUATION PROCEDURE

When the alarm sounds pupils and staff will evacuate the building in the practised method, following instructions which are displayed in each classroom, the Nursery Unit and other areas of the school including the hall, toilets and corridors.

Pupils and staff will assemble on the grass area opposite the main gate at the front of the school where a head count by the class Teachers and Nursery staff will take place. This will be checked against the class registers.

The Head Teacher/teacher will contact the Emergency Services and then the Emergency Planning Officer in Inverness.

**PARENTS SHOULD NOT ATTEMPT TO VISIT THE
SCHOOL, BUT PROCEED TO THE DISPERSAL POINT**

Parents can contact the Emergency Hotline at the Area Education office on 01397 702466 for information about the incident.

List of Useful Email and Website Addresses:

Transport Development Officer
Highland Council
Glenurquhart Road
INVERNESS
IV3 5NX

OR

public.transport@highland.gov.uk

Placing Requests applications to:

Area Care and Learning Manager
The Fingal Centre
Portree
Skye

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

Parents/Guardians/Carers as Partners

<http://www.educationscotland.gov.uk/parentzone/>

Support for Learners Website

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

Education Scotland Information

<http://www.educationscotland.gov.uk/supportinglearners/>

Curriculum

<http://www.educationscotland.gov.uk/parentzone/>

Highland Curriculum for Excellence Information

http://www.highland.gov.uk/info/878/schools/17/school_curriculum

Support arrangements for pupils including pastoral support arrangements

<http://forhighlandschildren.org/>

Support for Pupils - The Authority's Policy

http://www.highland.gov.uk/info/886/schools_additional_support_needs/1/support_for_learners/4

Children in Scotland

Working for Children and their Families, trading as "Enquire - the Scottish Advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527; <http://enquire.org.uk/>

Scottish Independent Advocacy Alliance

This is a charitable body registered in Scotland under registration number SC033576; and Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC01274.

Additional Support Needs

<http://www.legislation.gov.uk/asp/2009/7/contents>

http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

Form for applying Free School Meals & Clothing Grant

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

http://www.highland.gov.uk/info/899/schools_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing