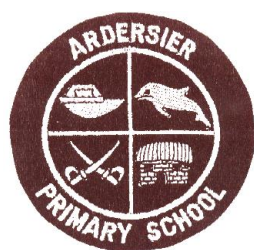


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# Ardersier Primary School Prospectus

## Session 2022-23



The ongoing pandemic continues to affect the normal running of schools in many ways. This Handbook reflects the way the school *usually* runs but does not cover all of the changes that we have made because of the pandemic. Our arrangements have changed in many ways since March 2020, and may well change again, depending on how the pandemic develops. For the most up-to-date information about any aspect of the work of the school, please make contact and we will be able to tell you about our current arrangements. For the latest information about how the pandemic affects children, young people and families across Scotland, please visit the Scottish Government website, which has helpful information [about Coronavirus and its impact on education and children.](#)

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## Welcome

Date: November 2021

Welcome to Ardersier Primary School - a school that takes great pride in its reputation within our local community and strives for excellence and achievement for all.

This is a modern school, built in 1988 and attractively situated in the village of Ardersier on the shores of the Moray Firth. The school is part of the Culloden Associated Schools Group, with P7 pupils going on to Secondary Education at Culloden Academy, Keppoch Road, Culloden, Inverness (01463 790851). The school has excellent links with Culloden Academy and supports children as they move to secondary school through enhanced, curricular and pastoral transition activities.

Ardersier Primary is a single story building with two blocks of classrooms linked by a hall/dining area. There is also a purpose built Early Learning Centre which opened in October 2000 and was refurbished in 2021. Links are made with other Early Learning Centres and Partner Centres to ensure children have a smooth transition to Primary 1.

The roll presently stands at 122 pupils in the school and 21 pupils in the nursery. There are six primary classes and a nursery both offering equal opportunities education to all pupils in accordance with current educational thinking and Highland Council Policy. We are a non-denominational school.

Any prospective parents and pupils are most welcome to visit in order to look round the school and discuss our methods and educational aims.

We encourage our children to show leadership, develop creativity and raise their ambitions to achieve what they really want in life.

Our school encourages positive citizenship at all times and celebrates success at weekly assemblies. The pupils have a strong sense of identity and are

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actively encouraged to work with staff and parents to improve and develop our school.

Our attainment in educational standards continues to rise and we excel in extra-curricular areas too e.g. running club, football, etc. We have a dedicated team of adults who lead our children to explore new ground with energy, flair and determination.

I'm sure that your child will enjoy all that Ardersier Primary has to offer. Your views and comments on our provision are much appreciated, and welcomed.

#### Placing Requests-Parental Choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Care and Learning Manager, Fiona Shearer [fiona.shearer@highland.gov.uk](mailto:fiona.shearer@highland.gov.uk)

Placing request applications are made online at:

[https://www.highland.gov.uk/info/878/schools/887/enrol\\_your\\_child\\_for\\_school/2](https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2)

Currently applications for placing requests must be made by 15<sup>th</sup> March and a decision will be made by 30<sup>th</sup> April.

Transportation to and from school, for placing request pupils, is a parental responsibility. If pupils live out with the school catchment area and their parents wish them to attend Ardersier Primary they can contact the head teacher to arrange a visit.

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

Please feel free to contact the school on 01667 462344 or at Ardersier Primary School, Cameron Drive, Ardersier, Inverness IV2 7SW.

Ms Karen MacMaster  
Head Teacher

[karen.macmaster@highland.gov.uk](mailto:karen.macmaster@highland.gov.uk)

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## Curricular Aims and School Ethos

At Ardersier 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 have recently updated our vision, values and aims with the whole school community.

**Our School Motto is:**

*#TeamArdersier*

**Our Aim is**

for the children of Ardersier Primary to feel Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included as a member of the school and wider community.

**Our School values are**

Caring, Supportive and Confident

**Our School Vision**

In Ardersier Primary we persevere to be hard working, resilient and brave. We are loving, confident and value everyone with respect, helping us to be happy, honest and enthusiastic. #TeamArdersier

We promote positive behaviour, good relationships and motivate pupils by focussing on health and wellbeing as a core part of our daily interactions. All pupils are supported using nurturing approaches. We aim to be solution focussed, and restorative conversations allow us to support individual need. The Highland Council Additional Support Needs page will provide you with more information [Support for Learners Website](#)

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**Staff**

Head Teacher	Ms K MacMaster
Secretary	Ms L Hudson
Principal Teacher	Mrs S Moore
Class Teachers	P1 Mrs S Moore
	P2/3 Mrs E Urquhart/Miss R Sharp
	P3/4 Miss M Wallace
	P4/5 Mr P MacKelvie
	P5/6 Ms K Cideris/Mrs J Gardiner
	P6/7 Mrs K Mathie
Support for Learning Teacher	Mrs L Folly
Children's Service Worker	Mrs A Murphy Miss M Boyle
Early Years Practitioners	Mrs M Balzanelli Mrs J Tennent Vacancy
Pupil Support Assistants	Mrs A Boyd Mrs F Gardiner Mrs D Mackenzie Mrs M Pottie Mrs K Young Vacancy x 2
FMA	Mrs K Calder
Active Schools Coordinator	Mrs L Fraser
Cook	Mrs. F. Wardrop
Assistant Cooks	Ms V Chalmers & Mrs K Calder
Cleaners	Ms L Crosbie Ms Pang Sharman

**SCHOOL CHAPLAINS**

The school welcomes visits from a variety of denominations. These have mostly been from the Ardiersier Parish Minister, Rev Cleland.

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### **OTHER PROFESSIONALS ASSOCIATED WITH THE SCHOOL**

School Nurse	Mrs E Watson
Educational Psychologist	Miss E Rait
Speech & Language Therapist	Mrs A Birrell

### **Parent Council Office Bearers**

Chairperson	Miss L Smith
Secretary	Mrs R Saunders
Treasurer	Mr K Reid

The email address for the Parent Council is  
[ardersier.primary@highlandpc.co.uk](mailto:ardersier.primary@highlandpc.co.uk)

We also have regular visitors to the school to support curricular activities, and aim to increase this post pandemic. Currently Ross County Football Club work across the school one day a week sponsored by Springfield Homes.

### **SCHOOL HOURS**

P1-3	9.00am	-	2.30pm
P4-7	9.00am	-	3.00pm

All children have a 15 minute morning break and 45 minute lunch break.

### **Pupil Absence**

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school a parent or guardian should phone the school office on 01667 462344 on the first day of absence. When returning to school after

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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 please inform the school beforehand. Where at all possible, medical and dental appointments should be made outwith school hours.

If pupils fall ill during the day, parents are contacted for them to collect their child, therefore it is essential that we have up to date day time contact numbers and emergency contact numbers for all pupils.

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day and 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 any holidays they may be considering.

[https://www.highland.gov.uk/info/878/schools/32/school\\_term\\_dates](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.

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### **School Lunches**

School Meals cost £2.30 for pupils and just keep getting better, with good quality food, healthier meals, larger portion sizes and more and better choices. If a pupil has special dietary needs, please inform the school. Free meals can be claimed in certain circumstances; for information and an application form please see

[https://www.highland.gov.uk/info/878/schools/9/school\\_meals](https://www.highland.gov.uk/info/878/schools/9/school_meals)

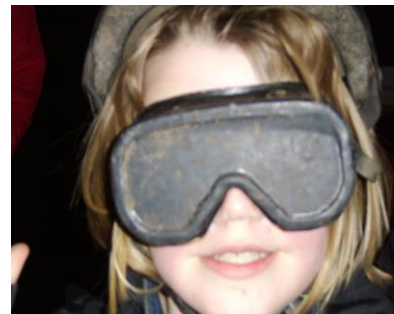
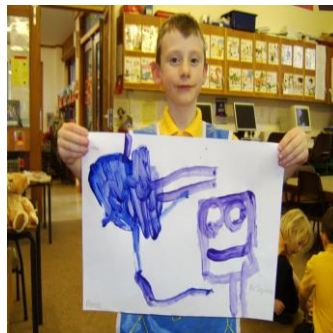
**NB All pupils in P1-4 are eligible for free school lunch**

Parents are responsible for children who leave the school grounds for Home Lunches.

## The Curriculum in Practice

These are the four capacities that lie at the heart of Scottish Education and in the life of Ardersier Primary School

- Successful Learners
- Responsible Citizens
- Confident Individuals
- Effective Contributors





## Curricular Principles

Taking each of the seven principles of curricular design as defined by the Scottish Government's Curriculum for Excellence, the following principles apply in the delivery of our Curriculum for Excellence:

- Challenge and enjoyment

Our curriculum meets the needs and interests of our learners by being exciting and challenging. This is done by engaging our learners and setting high standards for both social and educational targets. Cooperative methods of teaching and learning help to keep learning fun, active and also challenging. We encourage maximum effort to reach new levels of understanding and development as well as helping to create situations where individuals can further their confidence and competence.

- Breadth

An Integrated Topic Approach ensures that a wide range of curricular experiences cross-cut and knit together a wealth of new knowledge, applied skills, and learned processes. Through integration several topics can be explored simultaneously and offer a rich network and background to children's learning.

- Progression

It is important to build on prior learning for each child at his/her level. Mathematical experiences are enriched through a structured programme of clear progression of skills and aptitudes. Language too follows a learning programme of progressive skills. There are many opportunities for literacy and numeracy skills to be applied across the curriculum through our Integrated Topic Approach.

Progression of knowledge, skills and experiences comes through clear recording of planned learning utilising the Scottish Government's Curriculum For Excellence Curricular experiences and outcomes.

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- Depth

Real depth in learning occurs with opportunities to develop integrated topics. Flexibility in teaching outwith time constraints can allow children to develop rich experiences in directions of their choice.

Through working collaboratively children divide their tasks and multiply their success.

Children are given the opportunity to;

- Question their learning in a formative way
- Self-assess
- Teach others their newly learned skills and knowledge
- Demonstrate their success and report back their progress to others.

- Personalisation and Choice

Through planning the curriculum together teachers and children develop a real interest and motivation to succeed.

Integrated Topics allow teachers and children starter ideas to develop a wide range of agreed targets across a range of chosen subjects.

Children bring to school a wealth of experiences and this should always be utilised to enhance learning.

Flexibility in the curriculum is encouraged to maximise the children's learning potential as needs arise. Sufficient flexibility is allowed in the curriculum to allow depth as well as opportunities to pursue personal, group and class choices.

There is a suggested ratio of;

Time in percent	Subject	Time in hours
10%	P.E.	2hrs
25%	Literacy	6.25hrs
20%	Numeracy	5hrs
39%	Integrated Topic/RME/Science	9.75 hrs
6%	Cross-age developments Including Assembly etc.	1.5hrs

- For Religious and Moral Education, parents can ask to see our framework and have the right to withdraw from any aspect of Religious Instruction/Observance. In these instances, alternative arrangements will be made.

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- Parents will be informed prior to any sensitive aspects of learning (such as Sex Education) and will have an opportunity to discuss or view teaching content.
  
- Coherence

Encouraging opportunities that draw together different curricular areas requires a coherent structure. We aim to have planning that is:

- Manageable and meaningful
- Simple, concise, informative and easily understood
- Requires minimal time for completion thus reducing bureaucracy and freeing more time for practical preparation of active resourcing and innovative and inspiring teaching.

- Relevance

Through collaborative planning experiences the curriculum becomes relevant to the needs of each class. Children will continue to be able to show *their* learning initiatives to help make learning connections clear and relevant. Use of the local environment enhances teaching and learning experiences for the children. Contexts can be used throughout the school using our rich local environment as a context for learning eg, The airport, Fort George, The Cheese Farm and Ardersier Foreshore.

All classes are responsible for leading an enterprise during the school year allowing pupils to develop the relevant skills for life and work.

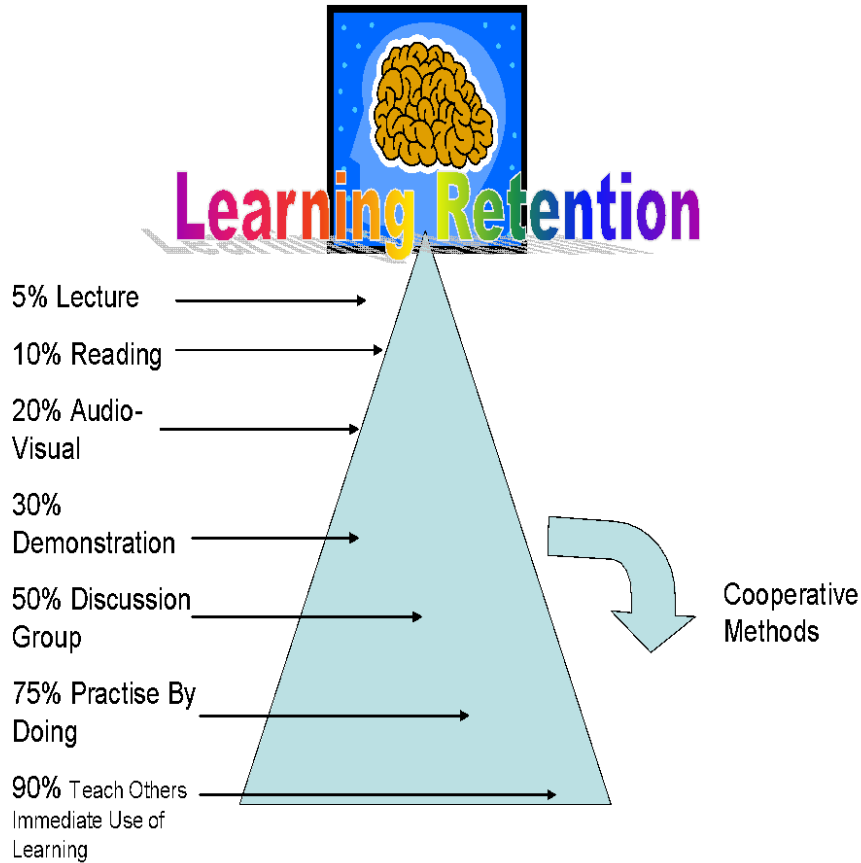
### **Emphasis on learning how to learn**

Ardersier's curriculum involves;

- Learning together using cooperative methodology
- Children learning how to demonstrate their learning; in particular opportunities to teach others and to display their new understanding in a variety of ways
- Being active in their learning
- Developing social as well as educational skills
- Giving children opportunities to develop quality dialogue and thinking skills

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Cognisance is also taken of the Learning Retention Triangle where children in Ardersier will have increased opportunities of higher percentage retention methods.



Assessment methods vary and it is important that children are aware of their next steps in learning and of how to get there. Children will often monitor their own learning through formative assessment methods with the teacher employing a variety of quality feedback during lessons. Sharing learning intentions and success criteria remains a high focus in teaching as well as quality plenary sessions.

Teachers and the Head Teacher also have rich data to monitor the children's progress.

The school tracks the children's learning as they move between classes and levels. The school regularly monitors each child's progress through Curriculum for Excellence levels and teachers record this information twice per school year.

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**Students and teachers see each other as people not as roles**

Collaborative Methodology requires more pupil interaction and talk, and less teacher instruction (aim towards 20% teacher /80% pupil talk). Through the teacher being a facilitator of learning as opposed to an expositor of learning, the relationship between the teacher and pupil becomes one with a mutual collaborative purpose.

**Integration of age groupings/Learning not age specific**

Opportunities to create cross stage opportunities are to be encouraged. It is suggested that 6% of the curricular week is devoted to such ventures i.e. 1 ½ hrs per week (this includes assembly time, eco-meetings, pupil council, house days, and Inter Disciplinary Learning).

These ventures allow children to develop the four capacities across a wider range of applied skills. Working together cooperatively in this setting allows children to act as role models and to initiate, lead and teach new learning experiences across all ages within the school. Older children have opportunities to demonstrate, lead, and inspire our younger learners. Children from all stages can learn from each other and work collaboratively on given topics.

**Reporting Progress**

The current pandemic has affected the way in which we are able to engage with parents, and this may change further depending on how the pandemic progresses. For the latest information, please contact the school.

Ardersier Primary school will report on the four capacities as part of integral assessment procedures and also to parents at the end of each session. There are parent interviews in February each year and throughout the school session Personal Profiles are updated which show the children's progress in all areas of the curriculum.

In June, the yearly report to parents also includes pupil statements of achievement and progress. Pupils and parents will also reflect on progress, achievement and best work in Learning Journeys and Profiles. We are

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developing Profiles and Key Assessment Tasks as part of our ongoing reporting to parents.

More information for parents can be found here -

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

and

[Highland Curriculum for Excellence information](#)

**Divergent thinking encouraged as part of the creative process.**

Creativity is to be encouraged through;

- Collective planning between teacher and children
- Enterprising Ventures
- Opportunities to solve problems through a wide variety of settings (Technology, ICT, Art & Design etc )
- Decision making through participation in Pupil Council. Playground Friends, Eco Committee meetings and House Teams.

**Teacher as learner too, learning from the pupils.**

Teachers are given opportunities to observe each other and engage in professional dialogue to help question and continually adapt to meet the needs of the 21<sup>st</sup> Century Learner. CPD opportunities are encouraged and reviewed annually to encourage a fine balance between professional and personal development.

Within class too, there are opportunities for formative assessment techniques employed to give true feedback on pupil progress so that teaching and learning can be adapted to suit purpose.

Pupils and Teachers together will have opportunities to evaluate their progress at the end of topics.

## Extra curricular activities

We aim to offer as wide a range of extra curricular activities as possible. These activities may change throughout the year depending on pupils' interests, pending events and staff/ pupil/ volunteer availability.

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As of November 2021 we have Running Club continuing to run on a weekly basis.

## Links to School Improvement

**This year, because of the ongoing pandemic, all schools in Highland are continuing to focus on certain key priorities as followings:**

- 1. Health and wellbeing**
- 2. Recovery of learning, teaching and assessment**
- 3. Attainment in session 2020/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)**

Ardersier Primary has a school Facebook and Twitter account which provides details of school events and up to date information. We also have a website which has been upgraded to include a school blog for parents and pupils to follow. There are links to newsletters and important documents such as our latest Standards and Quality report and School Improvement Plan. Please note that hard copies of these documents are also available from the school office.

Here is the link to our website <https://ardersierprimary.wordpress.com/>  
Further information can also be found on the Highland Council website [Authority Policies](#)

Ardersier Primary Equality and Diversity Policy is currently being updated.

*If you wish information about the school at local and National Level please visit:*

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

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

## Child Protection and Getting It Right For Every Child

### PROTECTION OF CHILDREN

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

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

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available online at  
[http://www.highland.gov.uk/info/1361/childcare\\_and\\_family\\_care/438/child\\_protection](http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection)

## Support for Learning

### **Information about the 2009 Additional Support for Learning Act**

#### **Legal information**

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

#### **What does this mean for pupils and parents?**

The Act doesn't change the basic purpose of the 2004 Act - it aims to strengthen some duties under the Act and clarify parts that have been confusing.

Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to



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check whether these children require a Co-ordinated Support Plan (CSP) or not.

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

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- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

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

**If you have any questions about the 2009 Act**

Please contact the Enquire Helpline on 0845 123 2303 or by email on [info@enquire.org.uk](mailto:info@enquire.org.uk)

We believe that it is everyone's responsibility to ask the following questions regarding Children's Care, Welfare and Development;

1. What is getting in the way of this child achieving their potential
2. What can I do to help this child?
3. What can my agency do to help this child?
4. Do I need to share or seek any further information to construct a plan
5. Does the child need any help from any other agency?

In the first instance any concerns are dealt with on an ongoing day to day basis by the class teacher. If the strategies put in place are not having the desired effect, the school's SFL teacher will be included to look at any developmental issues to put a plan in place to best meet the needs of the individual child. If problems become more complex, then help is sought from other agencies. In each step of the process, parents are kept informed. If you wish to discuss any issue about your child's development, please contact the school.

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. If you have a concern about your child please contact your child's named person. This will be the Headteacher in a primary school or Principal teacher Guidance/Pupil Support in a secondary school. Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress. Pupils may need additional support during transitions which will be planned with staff from both schools with parental and child input.

The Highland Practice model can be accessed at:

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### [Support for Learners Website](#)

<http://forhighlandschildren.org/> also provides information and is a gateway to services across Highland.

Please get in touch with your child’s named person or the Head Teacher if you have any concerns.

### **Further Additional Support Needs Information**

There are organisations that are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (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

### **Military Families**

Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservists.

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

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality and equity for your children and young people in their education.

Visit the Highland Council Armed Forces Website for lots of helpful information and support

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[https://www  
.highland.gov.uk/info/886/schools -  
additional\\_support\\_needs/833/armed\\_forces -  
support\\_for\\_families\\_and\\_schools](https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools)

## School Uniform

School uniform can be purchased from

[www.schoolwearmadeeasy.com](http://www.schoolwearmadeeasy.com)

There is also a shop at 57 Harbour Road, Inverness, IV1 1UF  
The uniform for Ardersier Primary is a yellow polo shirt and black  
sweatshirt/ cardigan. There are also various fleeces, jackets, hats etc  
available to purchase.

Primary 7 pupils wear the same uniform but their sweatshirt is red. We have  
found that this raises the profile of our most senior pupils and encourages  
them to continue to wear school uniform.

In the warmer weather some of the girls choose to wear yellow and white  
checked summer dresses.

Some pupils like to wear a white shirt and tie especially when representing  
the school on special occasions ( eg music festival). Ties are available from  
the school office priced at £2.50

You may be entitled to assistance if you are in receipt of certain benefits.  
This link will provide you with further information

[https://www.highland.gov.uk/info/899/schools -  
grants\\_and\\_benefits/10/free\\_school\\_meals\\_and\\_assistance\\_with\\_clothing](https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

## Parent Helpers and Volunteers

In order to support our active and interactive curriculum we encourage  
parents/ carers to help in class. This has been beneficial to all and our  
parents really enjoy the opportunities to be actively involved in the learning  
process. We are always keen to welcome any new parents/ carers.  
In addition, maybe you have a skill, talent or just the time to get involved in  
extra- curricular activities.

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If you would like more information please discuss with your child’s teacher or make an appointment with the head teacher.

We also have a very active Parent Council (APPP) with regular meetings open to all parents/carers. Information on our Parent council can be found on the school website.

Useful information for parents and how to get involved in your child’s education, how to support the school and information on curriculum developments can all be found at Parentzone:

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

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

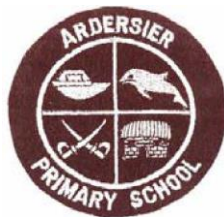
## Anti- Bullying

Our Playground Friends Committee worked closely with staff to write our anti-bullying policy.

At Ardersier primary school everyone can feel safe, be happy and learn. Everyone at our school is equal and acts with respect and kindness towards each other. Our school is a bully free place.

What is bullying?

Bullying is when a person is hurtful or unkind to someone else, on purpose and more than once.



## SEVERAL TIMES ON PURPOSE

Bullying can be:

- Hitting or saying you are going to hit someone.
- Calling someone names, teasing, using rude language or saying nasty things
- Stealing or damaging someone else’s belongings.
- Sending hurtful or unkind messages, texts or emails.

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### Why does bullying happen?

Although it doesn't happen very much at our school it might happen. Bullies can be older or younger than you, bigger or smaller than you. Bullies sometimes pick on people who may be different in some way and try to make them feel worse about themselves. Remember it is never your fault.

### Where does bullying happen?

Bullying can happen at school, out of school and online.

### What should I do if I think someone is being bullied?

Talk to the person, ask if they are ok. Ask if you can help them to talk to a member of staff or an adult they trust.

### What should I do if I am being bullied?

Tell an adult you trust at school

Tell a friend or a playground friend

Tell an adult at home

Write a note for the worry box

You can also phone **ChildLine** at any time for free on **0800 1111**

Telling an adult will never make the bullying worse.

[https://www.highland.gov.uk/downloads/file/19358/anti\\_bullying\\_-\\_guidance\\_for\\_schools](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools)

## **Equality and Inclusion**

For up-to-date information please see:

[http://www.highland.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/313/equal\\_opportunities](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 and 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.

Parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood, drugs awareness.

## **Religious Observance**

Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

## Confidentiality and Data Protection

### **Access to Pupil Records**

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

### **Data Protection Act 1998**

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the data Protection Act 1998 and may only be disclosed in accordance with the codes of practice.

### **Transferring Educational data about pupils**

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Further information can be obtained from [www.scotxed.net](http://www.scotxed.net).

### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

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### **Data policy**

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

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

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

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here: [https://www.highland.gov.uk/directory\\_record/1095920/enrol\\_your\\_child\\_at\\_a\\_school](https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school)

### **Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>



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

**Concerns**

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at [ScotXed@scotland.gsi.gov.uk](mailto:ScotXed@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

## Whole School Tooth brushing

As part of our Oral Health Programme all pupils are given the opportunity to engage in daily tooth brushing. Historically our dental statistics were very poor but this has been redressed and they are now classified as favourable. To this end we are committed to continuing with this programme and encourage parents/guardians to complete a permission form when enrolling their child.

## Medication

### **Administration of Medicines**

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

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

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

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

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

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

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

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

- The name of the medicine, the quantity of the medicine to be given, the time it has to be given.

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

### **Minor injuries**

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

### **Mental Health and Wellbeing**

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. School have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

## Positive Behaviour

A high standard of behaviour on the part of all pupils is expected. This includes showing consideration to others and being well mannered and respectful toward peers and staff. Staff members are also expected to show care, respect and tolerance towards pupils. Many visitors to the school comment on our welcoming ethos and polite pupils.

By focusing on good behaviour we are clearly signalling our expectations and standards and children who display good behaviour are recognised and made to feel valued. Our school motto is -

In school, there are a number of whole school reward systems which are used to promote, recognise and reward positive behaviour.

To help encourage self discipline a **House System** is operated with each pupil being allocated to one of four houses - **Seaforth**, **Cromal**, **Moray** and **Cawdor**. House points are awarded for responsible and helpful conduct as well as for hard work. A trophy is awarded annually to the winning house.

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We have a Pupil Council and Eco Committee made up of representatives from each year group, with nursery represented by a designated P7 pupil. The committees meet regularly to discuss issues directly relating to all pupils, concerns that they may have and suggestions for improvement.

Various trophies are awarded at the annual end of term prize-giving ceremony to pupils for citizenship and for academic achievement.

Should your child's behaviour give cause for concern you will be informed at an early stage in the hope that through co-operation between home and school the problem can be solved.

We actively seek your support in ensuring that your child conducts himself/herself in a responsible way which will not hinder either their own progress or that of their classmates.

### TRAVELLING TO SCHOOL DURING ADVERSE WEATHER

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Education Authority encourages full attendance at school but in severe weather conditions the safety of pupils is much more important.

- Please ring **0800 564 2272** will and enter Ardersier's pin number **04 400** to listen to any updated information regarding the school.

The Council's website <http://www.highland.gov.uk/schoolclosures> will also be updated with information for individual schools.

- **Local radio stations** issue news and weather bulletins on traffic conditions and school closures Parents are advised to remain "tuned in" to school information updates.

Normally hourly news bulletins and half-hourly summaries will carry local information on weather, roads and conditions affecting schools. In severe

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conditions normal programmes will be interrupted more frequently to carry emergency bulletins.

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

**For pupils using school transport**

- Parents should note that the final decision on whether it is safe to operate rests with the driver of the school transport vehicle. Therefore there may be occasions on which a school is open but some routes, or parts of routes, are unable to operate.
- Parents should advise their children on how long they should wait at the pick-up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal "pick-up" time.
- Morning journeys may be delayed by an hour if road conditions are unsafe at the normal journey time but have improved within the hour. Before pupils return to a pick up point parents should check the schools telephone information line for updated messages from their schools Head teacher. Please note that for some routes the transport operator may contact the parent directly.
- Drivers are advised not to drop off children where there is a risk that they may not safely reach home or other place of shelter. This may involve children being taken to an alternative place of safety, agreed in consultation with the school.
- Where parents are concerned about weather conditions at "drop-off" points, they should contact the school as early as possible.



## Homework

We recognise that in its broadest sense Homework is any kind of learning which takes place out with school. However for our purposes we will consider homework to be

- work set by teachers and completed at home in a given time
- work which reflects or develops class work
- work which is set with clear expectations about standards

### **Through setting Homework we aim to**

- reinforce work set in school and thereby raise attainment levels
- encourage the development of independent learning
- encourage parental involvement in children's learning

### **In addition homework provides opportunities for:**

- pupils to utilise resources not available at school
- individualised work
- extra means of assessment of progress
- evidence for evaluation of teaching
- developing good habits and self discipline
- encouraging ownership and responsibility for learning

### **MAIN FEATURES OF HOMEWORK TASKS**

The type of task set will vary from stage to stage and at different times throughout the session within each stage but generally Homework should always be

- a task appropriate to the pupil's level of ability
- clearly understood by the pupil and linked to class work
- marked promptly with feedback given
- able to be completed without specialised resources
- reflect a variety of activities

Parents will have an opportunity to discuss their child's Homework tasks and the teacher's expectations in relation to these at Annual Information Meetings at the beginning of each session as well as on Consultation Evenings during the year.

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**AT THE EARLY STAGES** likely tasks will be:

- discussion using pre-reading books
- reinforcing new words learned in school for reading
- practising pages of reading
- reinforcing sounds learned in school
- practising writing
- maths
- finding out something for a class activity

**MIDDLE STAGES:**

- practising words and reading
- reading library books
- maths
- research
- spelling

**UPPER STAGES:**

- written follow up work from all curricular areas
- maths
- reading library book
- research
- spelling

**FREQUENCY AND LENGTH OF TASKS**

The school sets homework which in the form of a grid highlighting core activities for the week, and a varied selection of activities linking to all the curricular areas which can be completed throughout the month. The activities focus on individual and family learning and the children are encouraged to bring in examples which are displayed for others to see.

Extra work may also be given, with the pupil or parent agreement, if a child has been off school for some time and is anxious to catch up.

**HOW PARENTS CAN MONITOR HOMEWORK**

We expect that parents will want to support the school in the implementation of this policy:

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- By ensuring that homework is done while your child is alert.
- By trying to provide a place with a calm atmosphere and as few distractions as possible.
- By ensuring that written work is done at a table or desk to encourage neatness.
- By looking at the finished work and signing it.
- By working along with the child. This will be essential in the early years.
- By extending the work, perhaps by supplying a relevant book, visiting the library or a place of interest connected with the work.
- By generally showing an interest and praising good work.
- By discussing any problems arising from homework with the teacher.

We consider Homework to be important and therefore expect it to be taken seriously by pupils. The reasons for giving homework and our expectations of standards and presentation will be fully discussed with pupils by class teachers.

If home circumstances occasionally make it impossible for work to be done please write a brief explanation to the teacher.

### **COMPLAINTS PROCEDURE**

If a parent has any concerns they should contact the head teacher in the first instance.

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 Fiona Shearer Area Care and Learning Manager on 01463 702074.

Please note that transport is not a school responsibility and any queries should be addressed to the Local Transport Officer, Transport Office, [http://www.highland.gov.uk/info/878/schools/12/school\\_transport](http://www.highland.gov.uk/info/878/schools/12/school_transport)

A useful website to look at if you have any concerns is **Parentline:** <https://www.children1st.org.uk/help-for-families/parentline-scotland/>



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I hope you have found this information helpful. If I have omitted something important or if you have any suggestions on how this hand book could be improved please contact the school office.

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

Kind regards  
Karen MacMaster  
(Head Teacher)