



# Caol Primary School

## School Handbook

### 2022 – 2023



Caol Primary School,  
Glenkingie Street,  
Caol  
Fort William  
PH33 7DP

☎ 01397 703366

✉ [caol.primary@highland.gov.uk](mailto:caol.primary@highland.gov.uk)

🌐 <https://caolprimary.wordpress.com/>

@Caol\_Primary



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Caol,  
Fort William  
PH33 7DP  
Tel 01397 703366

December 2021

Dear Parents/Guardians,

Welcome to our school community! We are delighted that you have chosen to enrol your child in Caol Primary School.

This handbook has been written in consultation with pupils, staff and parents. We hope it will be a useful source of general information for parents of new entrants to Caol Primary School. It is, however, by no means exhaustive and if you have any queries you feel this booklet fails to cover, do not hesitate to contact me. Parents who wish to visit the school can do so by making an appointment.

Whilst every care has been taken to ensure that information in this handbook is up to date, changes made after printing may affect pupils and parents. In these cases, pupils will be informed by separate communication.

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 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.](#)

Kind regards,

Mrs. Sharon MacDonald

*Acting Head Teacher*

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## FREQUENTLY ASKED QUESTIONS

- **Are there helpers / monitors in the playground?**

Yes – there are staff in the playground to assist pupils.

- **Can pupils bring a mobile phone?**

Please note that the school policy on handheld devices (mobile phones) is a complete ban for reasons of safety and security. Teachers may allow children, through prior arrangement, to bring them in for an afternoon as part of reward.

- **Can my child come home for lunch?**

Yes – pupils can go home. They must use the crossing patrollers if going home alone. They can come back at any time to join in with playground games. It is important that they tell their teacher what they are doing in the morning and that parents tell them clearly what they are to do at lunchtime. Teachers cannot check on individual children's arrangements so we trust they know what they are doing.

- **What gym kit is required?**

T-shirt, shorts and gym shoes are required and the kit stays in school unless taking home to be washed.

- **Where is the best place to park when dropping off children?**

Please park in the large car park which is shared with the Community Centre; there is a drop off area there too. Please do not park near the crossing patroller, in front of the school or in St Columba's smaller car park.

- **Are there helpers / monitors in the canteen?**

Yes – there are several adults on duty.

- **What clubs are available at lunchtime and after school?**

We are fortunate to have volunteers to run a variety of clubs. At lunchtime we have: Choir for P3-7, a P7 Fitness Club, a Reading Club for all, Homework Club for all and Scripture Union for P5-7. Room 13 is also open to all some lunchtimes. After school we have Ukulele for P4-7, Dance Platform for P4-7, Shinty for all, Football for all ages and Netball for P5-7. It is important to remember that these clubs are run by volunteers and can be cancelled due to work or personal commitments at times. We are also dependent on volunteers for the types of clubs offered and therefore they can change over time.

- **Does the school have assembly?**

The whole school comes together for an Assembly every Friday. These are taken by the Head Teacher and local clergy on a rotational basis. The last Assembly every month is our Certificate Assembly where pupils are rewarded for good work and effort with certificates. Pupils receive tokens for good work and at the certificate assembly some of these are drawn and small prizes won.

- **Are there school trips?**

We have school trips every year. These are worked on a rota basis. Every third year we have a whole school trip. In the alternate years we have locally organised trips around Lochaber. These local visits are related to topic work in class and are equally as enjoyable for the children as the 'big' tri-annual whole school trip.

## **ENROLMENT**

Children who are due to begin school in August are enrolled the previous February. Enrolment week is advertised in advance in the local press, and we also pin up posters in the local area. Parents who are considering enrolling their children are most welcome to visit the campus to meet the Head Teacher and tour the school. An appointment can be arranged by telephoning the school.

## **INDUCTION**

Our 4-year-old children who attend Nursery start the induction process in January-February of each year. The Primary 1 teachers visit nursery regularly and get to know the children. They liaise closely with nursery staff and during the term the nursery children visit the Primary 1 class regularly in small groups. During the summer term a visit to the Primary 1 class is organised for all new entrants and their parents. The children spend some time in the classroom while their parents have an opportunity for an informal chat with the head teacher. Prior to this visit, the Primary 1 teacher will have visited any children from other nurseries/settings in order to meet the children in a setting which is familiar to them.

## **SCHOOL ADDRESS**

The school address is:

Caol Primary School  
Glenkingie Street,  
Caol,  
Fort William  
PH33 7DP

## STAFF

Acting Head Teacher	Mrs Sharon MacDonald
Acting Depute Headteacher	Mrs Kerry Lamont
Principal Teacher	Mrs Lynne Smith

Teaching staff are presently deployed as follows:

Primary 1	Mrs Caroline Haines	
Primary 2	Miss Jennifer Easson	
Primary 2/3	Miss Katie Mackay & Miss Anna Marshall	
Primary 3	Miss Ann Stewart	
Primary 4	Mrs Annette Carabine & Mrs Kerry Lamont	
Primary 4/5	Miss Sophie Ashdown	
Primary 5	Mrs Lynne Smith & Mrs Kerry Lamont	
Primary 5/6	Miss Suzie McAllister	
Primary 6	Mr. William Stephen	
Primary 7	Miss Fiona Wilson	
CCR/Management Cover	Miss Marshall & Mrs Donnelly	
ASN Teacher:	Vacancy	
Pupil Support Assistants	Miss Amy Birrell	Mrs Tanya Gillespie
	Miss Amy Callison	Miss Becky McCook
	Miss Anne Campbell	Mrs Linda McGhee
	Mrs Ilene Duncan	Mrs Nicola Michie
	Mrs Siobhan Duncan	Mrs Wilma Moynihan
	Mrs Coney Ford	Mrs Maureen Robertson
Nursery Senior EYP	Mrs Susan Gillespie	Mrs Catherine Sanderson
EYPs	Mrs Sandra McElmury	
	Mrs Aimee Luxton	Miss Kimberlee McAllister
	Mrs Claire MacDonald	Mrs Pamela Moan
	Mrs Shona MacGillivray	Miss Katyann Watson
Support Worker	Mrs Maryann MacIsaac, Mrs Codie Fraser	
PEF Funded Staff	Miss Alicia Goncalves (Numeracy) Miss Andrea Macdonald (CSW) Mrs Lucy Tedham (Literacy)	
Office Staff	Mrs Leonie Robertson	
Janitor/FM	Mr. Joe Laverty	
Canteen Staff	Mrs Margaret Stewart	Mrs Anne MacKenzie
	Mrs Fiona Ismail	Mrs Isobel Macrae
	Miss Janine Hunter	Mrs Moira Sinclair
	Miss Ruksane Ismail	
Cleaning Staff	Mrs Roberta Atkinson	Mr. Michael MacInnes
	Miss Ruksane Ismail	Miss Sehnaz Yildiz
	Vacancy	
Crossing Patrollers	Mr. Willie Anderson	Mrs Roberta Atkinson
		Mr. Robert Rae

## THE SCHOOL DAY

Teaching commences	5 classes start at 9:00am and 5 classes at 9:15am
Morning Break	2 breaks at 10:30-10:45am and 10:50-11:05am
Lunch	2 lunch settings at 12:00-12:45pm and 12:45-1.30pm
Teaching ends	Infant classes finish at 2:30 or 2:45pm Upper classes finish at 3:00 or 3:15 pm

## THE SCHOOL CALENDAR

2021-2022	
SCHOOL OPENS	SCHOOL CLOSES
Tuesday 17 <sup>th</sup> August 2021	Friday 8 <sup>th</sup> October 2021
Monday 25 <sup>th</sup> October 2021	Wednesday 22 <sup>nd</sup> December 2021
Thursday 6 <sup>th</sup> January 2022	Friday 18 <sup>th</sup> February 2022
Thursday 24 <sup>th</sup> February 2022	Friday 1 <sup>st</sup> April 2022
Tuesday 19 <sup>th</sup> April 2022	Thursday 30 <sup>th</sup> June 2022
In-Service Dates – 13 <sup>th</sup> & 14 <sup>th</sup> September 2021, 23 <sup>rd</sup> February 2022, and 5 <sup>th</sup> May 2022 May Day Holiday: Monday 2 <sup>nd</sup> May 2022	

2022-2023	
SCHOOL OPENS	SCHOOL CLOSES
Tuesday 16 <sup>th</sup> August 2022	Friday 7 <sup>th</sup> October 2022
Monday 24 <sup>th</sup> October 2022	Thursday 22 <sup>nd</sup> December 2022
Monday 9 <sup>th</sup> January 2023	Friday 17 <sup>th</sup> February 2023
Thursday 23 <sup>rd</sup> February 2023	Friday 31 <sup>st</sup> March 2023
Monday 17 <sup>th</sup> April 2023	Thursday 29 <sup>th</sup> June 2023
In-Service Dates – 12 <sup>th</sup> & 13 <sup>th</sup> September 2022, 22 <sup>nd</sup> February 2023, and 5 <sup>th</sup> June 2023 May Day Holiday: Monday 1 <sup>st</sup> May 2023	



## CAOL PRIMARY SCHOOL VISION, AIMS & VALUES

The vision of Scotland's Ministers for all Scottish Children is that they be safe, nurtured, healthy, achieving, active, included, respected and responsible.

**Our vision statement:** Team Caol is always Safe, Respectful & Ready!



In order to achieve this, we will continue to build upon our positive working relationships with parents. Pupils and staff share a sense of belonging and a firm commitment to the school and we now want to extend this to the wider community.

After extensive consultation with staff, pupils, parents and the community we have a shared purpose which we have translated into our current school aims:

**The aims** of Caol Primary School are to:

1. *Ensure that school is a safe, happy place where all members are proud to be part of the team; everyone has fun, is helpful and is respectful towards each other.*
2. *Continue to evaluate and improve our curriculum, teaching and resources using our Curriculum Plan and the School Improvement Plan.*
3. *Promote Learning for Sustainability through Health Promotion, Eco-Schools, Rights Respecting Schools, Global Citizenship and Outdoor Learning.*
4. *Involve children actively in lessons and employ a variety of strategies which promote the framework of skills we have in place for Learning, Life, Work and Social Skills.*
5. *Continue to implement A Curriculum for Excellence striving for excellence in what we say, write, do and make.*
6. *Raise attainment by enabling our learners to be reflective and successful while we recognise and celebrate achievements in and out of school.*

Right	<u>C</u>	hoices
Fun	<u>A</u>	ctivities
Many	<u>O</u>	pportunities
Everyone	<u>L</u>	earning

We value the partnership between school, parents and community partners and the part it plays in realising our vision. This statement therefore applies to everyone who has a role to play in the provision of education in our school.

## THE CURRICULUM

We aim to maximize standards of attainment by

- Providing a broad and balanced curriculum
- Ensuring a coherent and progressive approach to teaching and learning
- Regular monitoring of progress and achievement

The Scottish Curriculum is currently going through a national review of A Curriculum for Excellence with the aim of developing a streamlined curriculum for 3–18-year-olds and implementing new approaches to assessment.

In Caol School, our overall aim is to ensure that the curriculum considers the different learning styles of pupils so that they meet the four capacities of A Curriculum for Excellence.

We aim to enable pupils to become

Successful learners

Confident individuals

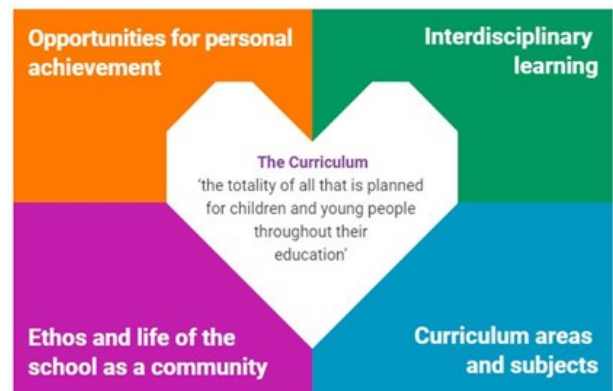
Responsible citizens

Effective contributors

The current curriculum areas and subjects have been grouped into eight new curriculum areas and will be refreshed and re-focused in accordance with the purposes of the curriculum., the principles underlying the curriculum, and an emphasis on cross curricular activities.

The curriculum areas are

- Expressive arts
- Health and wellbeing
- Languages & Literacy
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies



The **EXPRESSIVE ARTS** encompass a range of activities and experiences – art and craft, music, movement, drama and dance. In each of these areas, the children experience a broad range of activities to ensure the progression of skills and the opportunity to be creative. We benefit from having Room 13 located nearby on campus. The artist in residence, Richard Bracken, works with class teachers to deliver art lessons and the room has a management team made up of pupils. Pupils from all classes are able to access Room 13 during lunchtimes.

**HEALTH AND WELLBEING** is central in ensuring our young people develop physically, emotionally, socially and mentally.

**Physical Health** explores physical factors in relation to our health and looking after ourselves e.g. exploring changes in the body, identifying ways of crossing the road safely and recognizing the harmful effects of smoking, alcohol, solvents and illegal drugs.

**Emotional Health** explores emotions, feelings and relationships and how they affect our mental well-being e.g. learning to share and care for others and reflecting on experiences and ways of dealing with problems, e.g. change, loss, bullying, conflict.

**Social Health** explores the interaction of the individual, the community and the environment in relation to health and safety e.g. dealing with litter, practising personal safety strategies and exploring ways of helping the school to be a health promoting school.

**Physical Education** is vital to ensure all pupils are active and know what their body needs to be fit, mobile and agile. All pupils receive a minimum of two hours PE lessons per week. This is through an hour's PE session and 2 x 30 minutes Fit Kids sessions per week. The children experience a balanced programme of gymnastics, games, athletics, movement and dance. Our P6 pupils benefit from swimming sessions in the Spring term and P7 pupils have the opportunity to participate in snow sports.

**LANGUAGES & LITERACY** experiences consist of Talking, Listening, Reading and Writing and they are central to all learning.

**Talking** experiences include exploring sounds, patterns, rhythm, rhyme in order to be able to communicate effectively with others. This includes taking turns to talk and being able to respond to others.

**Listening** experiences include the development of listening and attention skills, phonological awareness, listening for information and to follow instructions.

**Reading** consists of core reading sessions 3-4 times per week, reading for enjoyment, reading for information and the sharing of class novels, poems and short stories to develop a love of literacy and extend vocabulary.

Reading resources used include ORT books, Floppy's Phonics books, Group Novels, Non-Fiction texts, Graphic Novels and Poetry books.

**Writing** is a current focus for improvement through the implementation of Talk for Writing across the school. Handwriting begins with mark-making and when ready, letter formations are taught. From P3, the children are taught to join their handwriting. Spelling is a current focus, with the introduction of Wraparound Spelling.

**Modern Languages** we teach include French from P1-P7 and Gaelic in P5-7. We teach through a wide range of activities including songs, games, role-play and direct teaching of simple vocabulary and language structures.

**MATHEMATICS** experiences and outcomes link to the following organisers:

- Estimation and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Data and analysis
- Ideas of chance and uncertainty

We use TeeJay Maths, supplemented by an extensive bank of teacher-prepared materials which relate to real life situations. The main aim in mathematics is to encourage enthusiasm, confidence, understanding and accuracy in dealing with mathematical ideas and processes. There is a particular emphasis on problem solving and mental calculation.

**RELIGIOUS AND MORAL EDUCATION** is taught throughout the school and there are opportunities for Religious Observance at weekly assemblies for Primaries 1-7. A whole school assembly is held monthly and we visit church at Easter and Christmas. Parents who wish their children to be withdrawn from religious education are requested to call in at the school to discuss alternative arrangements. Experiences in religious and moral education encompass three areas:

- Christianity
- World Religions
- Development of beliefs and values

**SCIENCES, SOCIAL STUDIES** and **TECHNOLOGIES** - Much of this work will be approached through topics and will be taught in an integrated way. In all such studies, we are concerned not only with factual content but also with the development of skills, ideas and attitudes through which real understanding is achieved and which will form the basis for future study. We aim to develop enterprising attitudes and skills and we encourage curiosity, independent thinking and positive attitudes to entrepreneurship.

More details on the curriculum are available from the Head Teacher. It is not normal policy to charge for equipment, books or materials.

Within the Curriculum for Excellence there are three broad levels:

Early Level – Nursery 3-year-olds, 4-year-olds and Primary 1

First Level – Primary 2, Primary 3 and Primary 4

Second Level – Primary 5, Primary 6 and Primary 7

## SOCIAL SKILLS

The school is organised into ten houses. The children are awarded tokens for good work, respectful behaviour, kind deeds and they collect these for their house. Points are then counted during the year and added to the points won on Sports Day to see which House has performed the best.

On Friday afternoons the school splits up into the ten House Colours and works on a variety of subjects. This involves groups of pupils in Primary 1 to 7 helping one another and learning from each other. Activities include Arts & Crafts, Team Challenges, Puzzles, Team Sports, Games, Music, STEM, Reading and Gardening activities and are reviewed in consultation with the children and staff. The groups rotate through each activity on approximately a monthly basis.

Our Houses are as follows:

Arkaig Green	Eil Grey	Lochy Brown	Morar Blue	Ness Pink
Arkaig Purple	Eil White	Lochy Orange	Morar Yellow	Ness Red

## SCHOOL COMMITTEES

Each child nominates three committees they would like to sit on. Staff then start the process of organising the committee groups with preferences being taken into account as much as possible.

Committees are led by pupils with a staff member coordinating each group. Each committee will always have representatives from each class.

Eco Committee
Rights Respecters
Fairtrade Friends
Caol Radio
Health Promoters including Safe & Active Travel
Green Gardeners
Caol's Creatives
Digital Citizens
Caol Musicians
Pupil Council

## REPORTING & ASSESSMENT

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.

Written reports are issued in June each year and parents are invited to Parents' Meetings during the year to discuss their child's progress. The reports will give parents information on their child's performance in all aspects of the curriculum and will also contain suggestions as to what the next steps in learning should be. An Open Evening for families is held in June and this is always very well attended. Examples of Maths, Literacy and Health and Wellbeing work are sent home three times a session as part of the continuous assessment process in school. This gives parents the chance to see what their children are working on and the progress they are making.

The pupils work on their own personal learning plan throughout the year. Nursery pupils' work is shared in digital 'Learning Profiles' in partnership with parents while each pupil in school has Literacy, Numeracy and Health and Wellbeing Profiles which contain targets and snapshots of learning.

The Head Teacher meets with class teachers during the session to discuss the progress of every individual pupil, discussing targets and next steps.

## HOMEWORK

Homework provides an opportunity for parents to support and encourage their children with their schoolwork as well as providing the parents with an insight into some aspects of the curriculum. It is of great practical necessity for certain kinds of activity – memorization of number facts, practice of spelling, organisation, etc. Reading, Maths and Research all feature regularly in homework tasks. While we regard homework as important, it is important that it should not become burdensome, and it is anticipated that tasks should take no longer than 10-15 minutes each evening. Each child is issued with a Homework Task Sheet each week and there is space for communication between home and school.

## ACHIEVEMENT

The school celebrates achievement in several ways. Once a month we have a 'Certificate Assembly.' At this, teachers nominate a pupil in their class in each of five categories. The certificates are: Successful Learner, Confident Individual, Effective Contributor, Confident Individual and Caol's Kindness Award. The pupils also select their own Pupils' Pupil of the Month.

The tokens handed out to pupils for being Ready, Safe and Respectful are put in a box, approximately 20 are drawn every month and the children receive a small prize from the school as a reward.

In classes, teachers give out weekly 'Star Writer' certificates to some pupils and stickers are used to show that something has been achieved. These are visual reminders that give parents the chance to discuss the day's events with their children. We love to acknowledge wider achievements outside school, and we have a TV display in school for noting these and our Facebook Page is consistently used for celebrating achievement. We promote our school vision through issuing Caol Class Credit Cards for working hard, being ready and organised to learn, being kind to others, being safe and respectful in the canteen, being respectful in the corridors and for looking after our classrooms, resources, and breakout spaces. The class with the most cards each month wins an extra playtime on Friday afternoons for the month.



## SCHOOL SUCCESSES

Through our Curriculum for Excellence, we aim to support our young people to develop four capacities. We have outlined below some of the activities undertaken by pupils throughout the year that have helped to do this.

### Developing Successful Learners

- ★ Participation in the Christmas Concert
- ★ Nevis Radio recording the school singing & reading
- ★ Learning and participating via Social Skills
- ★ Poetry competition entries
- ★ Art competition entries
- ★ Entering local gardening and agriculture shows
- ★ Local Spelling Bee and Maths Competition
- ★ Presenting to families in Open Afternoons

### Developing Confident Individuals

- ⊙ Membership of a Committee
- ⊙ Learning drumming skills with Drumfun & performing with musical instruments
- ⊙ Indoor Climbing at the Ice Factor
- ⊙ Outdoor adventure at Glencoe Outdoor Centre
- ⊙ Playing shinty, football & netball for the school team
- ⊙ Rugby & Basketball Festivals with other school groups
- ⊙ Cross Country races against other schools
- ⊙ Taking part in the Dance Platform

### Developing Responsible Citizens

- Rag Bag collection for charity
- Collecting for the Blythswood Charity Shoe Box Appeal
- Spring Fundraiser
- Participation in Summer Trips to a variety of venues

The Four Capacities





- Participation in a residential trip to Ardgour
- Buddying younger pupils - P7 with P1, P6 with Nursery
- Taking on responsibilities in class and around the school
- Community litter picks

### **Developing Effective Contributors**

- ⊕ Participating in The Lochaber Music Festival & Local & National Mods
- ⊕ Participating in local charity events and competitions
- ⊕ Participating in outdoor activities at Ardgour/Nevis Range/Glencoe
- ⊕ Running lunchtime clubs
- ⊕ Representing the class in a committee
- ⊕ Presenting at assemblies
- ⊕ Engaging in problem solving, STEM and team challenges
- ⊕ Performing in shows, concerts and plays

### **ABSENCE FROM SCHOOL**

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone the school on the first day of absence. 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 their parent or guardian. Pupils must report to the school office and sign out, if returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made 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 daytime contact numbers and emergency contact numbers for all pupils.

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

### **HOLIDAYS TAKEN DURING TERM TIME**

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](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.

## SCHOOL MEALS

As of January 2022, all Primary children are entitled to a free school meal. This Scottish Government funded initiative will entitle all Primary children to a free school meal at lunch time only – you will still need to provide your child with money for any other service provision in school such as morning break. The meal is completely optional, and all the choices provided are healthy and nutritious and meet all the requirements of the Scottish School's Health Promotion and Nutrition Act.

There is no application form involved for a child in Primary 1-3 to have a school meal however you will still need to apply for clothing grants where applicable. If your child has a medically confirmed special diet an application form (available on request from school) must be completed and returned to the Head Teacher.

Pupils may bring packed lunches, but no hot liquids (or glass bottles) should be brought to school. Please do not allow children to bring fizzy drinks to school as these have, on occasions, caused messy accidents.

Children can also go home for their lunch. Pupils tell their teacher in the morning if they are a home lunch. It is the child's and parent's responsibility to know what they are doing for lunch and we trust that the pupils are clear on their choice.

The canteen also sells some drinks and snacks at break.

## SCHOOL UNIFORM

Pupils attending Caol Primary School are encouraged to wear a school uniform.

- White, yellow, or blue polo shirt
- Blue school jumper, cardigan, hooded top, or fleece
- Grey or black school trousers, skirt, or shorts
- Sensible shoes



Wearing uniform:

- improves school security by making it easier to identify intruders
- builds a sense of identity and belonging to the school
- gives pupils an equality of appearance thereby discouraging competition
- is cheaper to buy than other clothing which pupils may wish to wear
- encourages school discipline and a work ethic amongst pupils

Uniform can be ordered and purchased from our school office. School sweatshirts are ordered in May for the following session.

We recommend that all school uniform clothing is labelled with the pupil's name.

PE kit consists of t-shirt, shorts and gym shoes/trainers. PE kit is kept in class and sent home regularly for washing. Gym or swimming bags and water bottles are also available from school office.

### **Clothing Grants**

Free school meals and assistance with school clothing can be claimed if you are receiving any one of the following:

- Income Support
- Universal Credit (where the monthly earned income does not exceed £610).
- Income-based Job Seekers Allowance
- Any income related element of Employment and Support Allowance
- Child Tax Credit, but not in receipt of Working Tax Credit, and your income is less than £16,105 (as assessed by the HMRC)
- Child Tax Credit and Working Tax Credit and an income below £6,420 (as assessed by the HMRC)
- If you are 16 to 18 yrs old and receive any of these benefits in your own right then you can claim for yourself
- If you are an asylum seeker receiving support

A copy of the 'Free School Meals and Assistance with School Clothing' form is available from the

school office or can be downloaded from:

[http://www.highland.gov.uk/info/899/schools\\_grants\\_and\\_benefits/10/free\\_school\\_meals\\_and\\_assistance\\_with\\_clothing](http://www.highland.gov.uk/info/899/schools_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

## **FRIENDS OF CAOL SCHOOL**

Every parent of a child in this school is a member of our Parent Council. The decision of the Council was to form a representative group which would be called 'Friends of Caol School.' The group is another channel for parents to communicate with the school. Fund raising, social and educational events are organised by the committee members. They are very keen to encourage more parents to become involved in their activities and any ideas for fundraising would be welcomed.

The Annual General Meeting is usually held at the end of September and new members are elected at this point.

The recently elected Parent Council are as follows:

Members: -

Chairperson – Rachel Tonks

Secretary – Samantha Scheepers

Treasurer – Lynsey Bergin

Advisor – Sharon MacDonald, Acting Head Teacher

Staff Rep – Kerry Lamont (Acting DHT) and Fiona Wilson (Class Teacher)

Thereafter, meetings are generally once per term alongside several fundraising events which take place over the course of the year.

Meeting minutes will be posted to our school website.

Contacting the Parent Council

Please remember if you need to contact the parent council you can speak with any member you see in/around school, email [caolprimary@highlandpc.co.uk](mailto:caolprimary@highlandpc.co.uk) or drop a note into school for the attention of the Chairperson who will contact you. If your query is specifically related to your child, the Parent Council encourages dialogue with the school initially, however if you think it is a widespread issue, please do not hesitate to contact them directly.

## **PARENTS AS PARTNERS**

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

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

- Parents' evenings
- Progress checks through continuous reporting
- Consultations
- Child's Plan Meetings
- Target Setting through the Health & Wellbeing Profiles
- Information on the school website and on Facebook

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

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

Parental information is obtained from questionnaires issued regularly.

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

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

## **HEALTH CARE**

Pupils are looked after by the School Medical Officer and a team of nurses based at Fort William Health Centre. The nurse (Mrs MacEachan) makes regular visits to the school to check eyesight, hearing and personal hygiene. Each year more thorough medicals are given, if necessary, by the Community Pediatrician.

The school dentist calls regularly to conduct examinations and will inform parents if treatment is recommended. Tooth varnishing is undertaken with pupils twice a year.

Routine matters of first aid are attended to by the staff. For any more serious matter the child is taken to the out-patient dept. of the Belford Hospital.

If your child has any serious health problem, or one that you feel may affect his/her schooling, please contact the Head Teacher.

N.B. The school is a "Peanut Free Zone" because a number of children suffer from life threatening allergies. Even if your child does not have this problem, please do not allow him/her to bring peanuts to 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.

## **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

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 unopened, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol. Please see the clerical for the required paperwork.

## **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.

## **HEAD LICE**

Unfortunately, head lice are often a problem within the school and the wider community. Weekly wet combing is advisable for all children throughout their school years. If head lice are detected, pharmacists are able to advise. Please remember that children are entitled to free prescriptions and insecticide lotions and the “Bug Buster” Kit (a non-insecticide alternative) are both available on prescription. We would be grateful if you would contact us if your child has head lice. Children should be returned to school once treated. We will contact you personally by letter if we detect head lice and we will be able to give advice about treatment. Newsletters will contain any updated information with regards to head lice treatments.

## **ADDITIONAL SUPPORT NEEDS**

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

If you have a concern about your child in primary school please contact your child’s class teacher in the first instance or the ‘named person’, who will usually be the head teacher. In a secondary school, the named person will usually be the Principal Teacher Guidance / Pupil Support. Sometimes a Child’s Plan may be put in place to help organise, monitor, and regularly review your child’s progress.

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

[http://www.highland.gov.uk/downloads/file/230/highland\\_practice\\_model\\_-\\_delivering\\_additional\\_support\\_for\\_learners](http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)

[http://www.highland.gov.uk/download/downloads/id/11/co-ordinated\\_support\\_plan](http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan)

There are also Information sheets available at: [www.chipplus.org.uk](http://www.chipplus.org.uk) click on Education.

Further Information can also be found here:

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

We aim to make effective provision for pupils with Additional Support Needs by meeting pupils’ individual needs and assisting pupils to make optimum use of their abilities and educational opportunities.

Children who have additional support needs require sympathetic and thoughtful teaching. The Class Teacher, Additional Support Needs Teacher, Parents and School in general need to foster a sense of understanding, support and encouragement (and praise success rather than condemn failure.)

It is the policy of this school that parents of children with additional support needs will be consulted at an early stage in the consideration of their child's difficulty.

If the assessment of a child by the Psychological Service or Speech and Language Service is deemed necessary, then the parent will be consulted prior to referral.

We aim to encourage partnership with parents and the community to enhance the quality of pupils' learning and welfare by

- Recognising the rights of parents to be informed, consulted and involved in the education of their children
- Promoting opportunities for pupils to develop enterprising skills through links with members of the local community
- Maintaining co-operative relationships with the Parent Forum

## **CHILD PROTECTION**

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

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

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

Copies of Child Protection Policy guidelines are available from the Head Teacher or 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)

## **SOLUTION FOCUSED GROUP**

From time to time, a group meets to consider how best to support the needs of specific pupils/families. This group includes school staff, Educational Psychologist, Area Support for Learning Team Leader and representatives from Health, Police, Social Services, etc. as appropriate.

## PROMOTING POSITIVE BEHAVIOUR

Responsibility for promoting positive behaviour lies with all members of our school community including pupils, staff, parents and the wider community. Pupils, staff and parents are expected to model excellent behaviour and a positive attitude at all times. All members of staff are responsible for discipline. Minor matters are dealt with by the Class Teacher; more serious or persistent matters may require the child's name to be inserted into the 'incident log' and then referred to the Head Teacher. If a child's name appears two times in one term a letter will be sent home explaining the problem.

We aim for consistency when managing behaviour and follow five steps:

1. Reminder
2. Caution
3. Last chance
4. Time Out
5. Repair

A copy of our Promoting Positive Relationships Policy can be found here:

[https://docs.google.com/document/d/1\\_Gg1-PQd5Kn9RQX-cg-RL-tUQsOHkaVG/edit?usp=sharing&oid=102106678885706875795&rtpof=true&sd=true](https://docs.google.com/document/d/1_Gg1-PQd5Kn9RQX-cg-RL-tUQsOHkaVG/edit?usp=sharing&oid=102106678885706875795&rtpof=true&sd=true)

## BULLYING

The school appreciates and shares the concerns of parents regarding preventing bullying. Bullying affects everyone, not just bullies and victims. It also affects those other children who may witness violence and aggression and the distress of the victim. It may damage the atmosphere of a class and even the climate of a school. What is more, less aggressive pupils can be drawn into the taunting and tormenting of victims by group pressure and psychological factors.

Schools have a responsibility to create a secure and safe environment for pupils in which they can develop into confident individuals and responsible citizens. As a Rights Respecting School, young people and adults in our school learn how the values and principles of the UNCRC help to create a safe and healthy environment.

Everyone concerned; pupils, parents, and all school staff, must be in no doubt that bullying is completely unacceptable. It is the responsibility of all of us to help prevent bullying occurring, and to deal with it sensitively and effectively if it should arise.

What is bullying?

Bullying is something which happens in a relationship which involves some form of hurtful abuse of power. It may be:

- Verbal – as in name calling or making inappropriate personal comments
- Social – like not being spoken to or excluded from group activities
- Material – as when possessions are stolen or damaged



- Mental – as when extortion takes place
- Physical – as in physical assault

Caol Primary School adopts the following strategies for dealing with bullying:

- Sets the right ethos
- Encourages the reporting of the bullying
- Raises awareness
- Has links to the curriculum
- Supports bullied children
- Changes the bullying behaviour
- Deals with problem areas and times
- Communicates policy and strategy
- Monitors, evaluates and records

We follow the following guidance when dealing with allegations of bullying:

[https://www.highland.gov.uk/downloads/file/19361/positive\\_relationships\\_and\\_bullying\\_prevention\\_guidance\\_for\\_children\\_and\\_young\\_people\\_-\\_leaflet](https://www.highland.gov.uk/downloads/file/19361/positive_relationships_and_bullying_prevention_guidance_for_children_and_young_people_-_leaflet)

## EQUALITY & INCLUSION

For up-to-date information please see:

[http://www.highland.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/313/equality\\_of\\_opportunities](http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equality_of_opportunities)

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

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

## WET WEATHER ARRANGEMENTS

Unless the weather is unpleasant, the children will continue to use the playground during wet weather and therefore need to be dressed for the weather.

In severe weather, Primary 7 children will be deployed as monitors and a number of adults will also be on duty.

Children will be settled by Class Teachers with something quiet to do before break begins. The role of primary 7 children will be to alert the patrolling adults to any discipline and/or safety issues. They will NOT be expected to "issue orders" or become involved in discipline in any way.

It must be remembered that being allowed to remain indoors in inclement weather is a privilege and anyone who abuses the system (e.g. through bad behaviour or by putting

themselves or others at risk) will be sent to the office during breaks for the next 3 wet breaks.

## **SCHOOL'S DIAL-IN TELEPHONE SYSTEM**

This system allows parents to listen to a recorded message from school staff.

How to use the service:

- Dial Highland Council's Access Number – 0800 5642272
- Now enter Caol School's pin number – 04 1650

You will now hear the school's name and then be taken to a Main Menu where you will be given options including listening to the school's message about adverse weather and to hear general school information e.g. details of events, excursions etc.

## **ADVERSE WEATHER**

For some years now the school has used the above telephone system very successfully. There is also a website which will give up to date information on school closures. You can access this at <http://www.highland.gov.uk/schoolclosures> Please click on the relevant geographical area for local school closure information. Local radio stations also provide regular winter weather updates with regard to school closures.

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 Council encourages full attendance at school but in severe weather conditions the safety of pupils is much more important. Parents and pupils are often concerned that important examinations may be missed, but this should not override good judgement. Schools normally make alternative arrangements for missed examinations.

The school updates its procedures for adverse weather closure annually, therefore

- parents should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies
- the school will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather
- the school will establish a system of communication with parents and local transport operators and ensure that parents are fully informed of any revised arrangements. A telephone service is offered to provide parents with up-to-date information. Parents may call 0800 564 2272 to access your schools' information. Please note, you will need the unique pin number (04 1650 for Caol Primary) for your school which is available from your school or Highland Council website.

[http://www.highland.gov.uk/downloads/file/4653/telephone\\_pins\\_for\\_checking\\_if\\_a\\_school\\_is\\_closed](http://www.highland.gov.uk/downloads/file/4653/telephone_pins_for_checking_if_a_school_is_closed)

The Highland Council Website, Facebook and Twitter

- The Council's website <http://www.highland.gov.uk/schoolclosures> will be updated with information for individual schools
- The Council's Facebook page at <https://www.facebook.com/highlandcouncil> will show updated posts on the latest news of school closures and weather related problems
- The Council's Twitter page at <https://twitter.com/HighlandCouncil> will list Tweets of the latest news of school closures and weather-related problems

## **MAJOR SCHOOL EMERGENCY**

Procedures for evacuating the building are well established and practiced routinely during Fire Drills. In the event of a major school emergency children and staff will follow the usual routine and will then be evacuated to Kilmallie Free Church. We will be implementing Highland Council's Major School Emergency Procedures. All staff are aware of procedures to be followed and we would appreciate the co-operation of parents in following the instructions of the Emergency Services. It is essential that all emergency contact details are kept up to date.

## **FILMING AND PHOTOGRAPHY – SCHOOL EVENTS**

The safety and protection of children are key concerns. In line with Highland Council Guidelines, we ask parents to advise the school if they do not wish their child to be photographed or filmed by any spectator or member of an audience at a school event. If any parental objection is received, alternative arrangements will be made for these individual children.

## **SPORTS**

Through weekly PE Sessions, Active Schools events and outdoor learning experiences, our children have the opportunity to participate in a wide range of sports. Primary 5 children receive a 'taster' climbing lesson at the Ice Factor each year. Children participate in a series of swimming lessons in Primary 6. Primary 7 children spend 2 nights on a residential weekend with outdoor, adventurous activities. P4-7 children benefit from the services of our visiting P.E. teacher and during their time in primary, will cover gymnastics, games, dance, orienteering, badminton, basketball, athletics, etc.

The school participates in sporting events for primary schools organised within the Lochaber area. The school has a football team, shinty team and a netball team. Other extra curricular activities include junior football, shinty, athletics, gymnastics and dance. The school is indebted to the coaches for giving so generously of their time to enable the children to take part in these activities.

## **MUSIC**

We are very fortunate to have visiting music instructors to the school each week. We are able to offer music tuition in Brass, Chanter/Pipes, Drumming, Strings and Woodwind. We also have a school choir.

## **TRANSITIONS**

Pupils normally transfer to Lochaber High School, Camaghael, Fort William. The Head Teacher is Mr. Scott Steele and the telephone no. is 702512. In preparation for transfer to High School, the pupils are invited to visit during the summer term. They are introduced to staff members and shown around various departments. They then spend a whole week in High School following a typical timetable and participating in a range of events. Throughout the year, members of staff from the High School visit the Primary 7 classroom. This all helps to ensure that the transfer is achieved smoothly.

Pupils requiring extra support with transitions are offered an enhanced transition involving extra visits and extra support.

Composite Classes are formed by the Head Teacher in consultation with teaching staff, using key characteristics such as educational development, attainment levels, Additional Support Needs, personal and social development & gender (to ensure a reasonable balance in the class where possible). There is a Composite Classes Policy available from the school if required.

## **SCHOOL TRANSPORT**

The Education Authority does not normally provide transport for pupils who live in the delineated area of another school. For children who live within the delineated area of Caol Primary School but out with two miles, the following policy will be pursued:

Transport will be provided for children-

- (a) who are under eight years old and live two or more miles from school
- (b) who are over eight years of age and live more than three miles from school

## **CONTINUING PROFESSIONAL DEVELOPMENT**

We aim to enhance professionalism of staff by

- Ensuring that all staff have opportunities for Continuing Professional Development
- Undertaking staff development courses which respond to individual needs and school priorities
- Liaising with colleagues and staff in other schools to share good practice

## **MILITARY FAMILIES**

Our school welcomes and supports families, their children and young people from Forces families: serving, veterans 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

[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)

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

## COMPLAINTS PROCEDURE

If a parent has any concerns they should contact their child's class teacher or their Named Person, Sharon MacDonald (01397 703366).

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Education and Learning Manager, Don Esson ([don.esson@highland.gov.uk](mailto:don.esson@highland.gov.uk)).

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

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

## CAMPUS

The Caol Campus encompasses Caol School, St Columba's RC Primary School, a Community Centre, a Youth Centre and a Library.

The school has two 'wings' with Caol School in one and the St Columba's School in the other. We have shared gym and canteen facilities. Caol School staff, name and uniform remain unchanged.

The new school is a lovely, open, modern building with spacious classrooms and working areas. There is provision for ASN pupils and a large playground for all to enjoy.

## CAOL PRIMARY SCHOOL POLICIES

Please see list of our school policies which are available upon request




1. General Information for Supply Teachers
2. Major Emergency Procedures
3. Wet Weather Arrangements
4. Closure Due to Adverse Weather
5. Administration of Medicines
6. Multi-cultural, Anti-Racist & Cyberbullying Policy
7. Equal Opportunities Policy
8. Guidelines for Drug Related Incidents
9. Child Protection
10. Looked After Children
11. Health and Safety
12. Road Safety
13. Partnership with Parents
14. Promoting Positive Behaviour
15. Discipline / Bullying Policy
16. Induction for New Staff
17. Probationer Teacher Policy
18. Learning Policy
19. Quality Assurance & Raising Attainment
20. Annual Professional Review
21. Forward Planning
22. Pupil Induction & Transition
23. Reporting to Parents
24. Intimate Care
25. Volunteering Policy
26. Bereavement
27. Technologies
28. Complaints Procedure
29. Staff Use of Social Media
30. Autism
31. Minibus
32. Staffing Arrangements

- A. Numeracy
- B. Literacy
- C. Homework
- D. Health & Wellbeing
- E. Social Studies
- F. Science
- G. Technologies
- H. Expressive Arts
- I. Religious and Moral Education
- J. Support for Learning inc. ASN
- K. Learning for Sustainability
- L. MLPS
- M. Living Policy
- N. Outdoor Learning

## SCHOOL IMPROVEMENT

The school has a School Improvement Plan and publishes a Standards and Quality Report every session in line with Highland Council guidance.

In the current plan we are focusing on the following projects:

Recovery of Health & Wellbeing	Recovery of Learning, Teaching & Assessment	Raising Attainment
		
<ul style="list-style-type: none"> <li>We will promote physical health through Fit Kids, PE sessions, outdoor learning experiences, outdoor play, and adventure days with local partners.</li> <li>Our children's emotional and mental health will be supported through our whole school nurturing approach with targeted groups supported in Nurture Sessions and individuals supported by our Children's Service Worker.</li> <li>We will promote staff wellbeing through the establishment of a staff wellbeing team.</li> </ul>	<ul style="list-style-type: none"> <li>We will focus on identifying children with gaps in their learning and provide targeted literacy/numeracy support through PEF-funded Literacy PSA and Numeracy PSA interventions.</li> <li>Condensed frameworks will be used at all stages to focus teaching and learning experiences at every stage and to ensure there is progression.</li> <li>We will implement Talk for Writing pedagogies to motivate and support our children to be proficient writers.</li> <li>Pupil Support Assistants will be trained to deliver targeted phonics interventions.</li> <li>We will audit and review our Homework Policy to ensure pupil voice is central and parents are consulted.</li> </ul>	<ul style="list-style-type: none"> <li>We will identify and utilise assessment tools as a baseline for aspects of Literacy and Numeracy.</li> <li>We will utilise tracking systems to monitor progress.</li> <li>We will discuss each child's progress at Progress Meetings with SMT, nursery EYPs and P1-7 class teachers.</li> <li>We will analyse data termly to plan next steps in learning.</li> </ul>

If you would like a copy of the School Improvement Report & Plan which evaluates the work done each session, please contact the school.

Details of where information regarding the school's performance at local and national level can be obtained through these links:

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

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

## COMMENTS FROM PUPILS

*Cool School is a lovely place  
to learn and make friends.  
Kirsten*

*The teachers are kind and  
caring.  
Maisy*

*Our playground is great. It  
has friendship benches if  
you're lonely.  
Josh*

*In Cool School everybody  
is Ready, Respectful &  
Safe.  
Matthew*

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.

## DATA POLICY

### Access to Pupil Records

The Pupils' Educational Records (Scotland) Regulations 2003 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 Legislation

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

### Transferring Educational data about pupils

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



to us. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here:

<http://hi-hope.org/directory/listing/16plus-planning>

## **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)

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

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils

- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

## **Your data protection rights**

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

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

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of 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.