



# Elgol Primary School



Handbook 2022-2023

*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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**HIGHLAND COUNCIL**  
**ELGOL PRIMARY SCHOOL**  
**ISLE OF SKYE**

**GENERAL INFORMATION**

Address	:	Elgol, Isle of Skye, IV49 9BJ
Telephone Number	:	01471 866234
Email	:	<a href="mailto:elgol.primary@highland.gov.uk">elgol.primary@highland.gov.uk</a>
Present Roll	:	5
Stages Covered	:	Primary 1 – Primary 7
Acting Head Teacher	:	Mr Iain Murray MSc, PGCE
Class Teacher	:	Mrs Kirsten Wilson, BA, PGCE
Visiting Piping Instructor	:	Mr Ian Ruari Finlayson
Clerical Assistant	:	Ms Ailsa Hutton
Parent Council Email Address	:	<a href="mailto:elgol.primary@highlandpc.co.uk">elgol.primary@highlandpc.co.uk</a>
School Website	:	<a href="#">Elgol Primary</a>

**HISTORY OF SCHOOL**

The school, situated on the shores of Loch Scavaig, was built in 1876 to cater for the educational needs of children living in the Elgol and Glasnakille areas. The roll was then around the sixty mark.

In the nineteen forties, following the closure of Strathaird Side School in 1947, the catchment area was extended to include Drinan village and Strathaird Estate.

During the nineteen seventies, the school roll was around 26, and two teachers were in employment. The school roll then gradually decreased, and the school reverted to being a one-teacher school. The Acting Head Teacher is Mr Iain Murray. There are 5 pupils; with a teaching Head Teacher, and 0.4 class teacher (who provides the Head Teacher's management cover).

You can contact the school by telephone, e-mail ([elgol.primary@highland.gov.uk](mailto:elgol.primary@highland.gov.uk)) or through our website.

## Elgol Primary

Elgol primary school is a very important part of its community of approximately 100 residents. The local community supports the school in many ways by:

- Attending the various events like the school play and fundraisers,
- Volunteering in the school by sharing knowledge and expertise with the pupils e.g. yoga, science, outdoor activities like kayaking, climbing and caving, baking, crafts, football and other sports.
- Set design for the yearly school play.
- Providing local and historical knowledge to staff and pupils.
- Gardening: the care of the school grounds including the poly tunnel where a variety of fruit and vegetables are grown.

## VISION AND VALUES

### Vision

At Elgol Primary School, we believe ...

*Together makes learning better!*

### Values

At Elgol Primary School, we are ...

- Happy, respected, valued and safe.
- Challenged to do our best, inside and outside the classroom.
- Encouraged to live active and healthy lives.
- Learning a wide range of knowledge and skills that will help us in the future.

### Aims

At Elgol Primary School, we are ...

- Building strong partnerships for learning.
- Responsible for our learning, we know what success looks like and the steps we need to achieve it.
- Learning through a challenging, engaging and relevant curriculum.
- Developing our knowledge, skills and confidence so we are prepared for life beyond our small, rural primary school!

## GOLDEN RULES

Do be gentle – don't hurt anybody

Do be kind – don't hurt people's feelings

Do be honest – don't cover up the truth

Do work hard – don't waste time (yours or anybody else's)

Do listen – don't interrupt

Do look after property – don't damage it

Play the game – and "play fair"



## ORGANISATION OF THE SCHOOL DAY

School opens	8.45 am
Teaching begins	9.00 am
Interval	10.45 – 11.00 am
Lunch	12.30 – 1.15 pm
Dismissal (Mon-Thu)	Primary 1 – 3: 2.55 pm Primary 4 – 7: 3.30 pm
Dismissal Friday	12.15 pm

Information regarding school holidays and term dates can be found at [Highland Council term dates](#)

## AFTER SCHOOL & LUNCHTIME ACTIVITIES

Pupils have the following opportunities:

- After School Club on Friday – variety of activities run by members of the community or parents- such as kayaking, rock climbing, and caving.
- Highland Dancing on Tuesdays after school
- Shinty at lunchtime
- After School Club on Mondays in the Winter – a variety of activities run by members of the community, parents and teachers. Some examples are – crafts, pizza making, animation, football, song writing, felting, badminton, and shinty

## LEARNING COUNCIL

All pupils take part in feedback sessions where their views and ideas are discussed,

Pupils also take part in Highlife Highlands young leaders' scheme. [Leadership Programme - Sport](#)



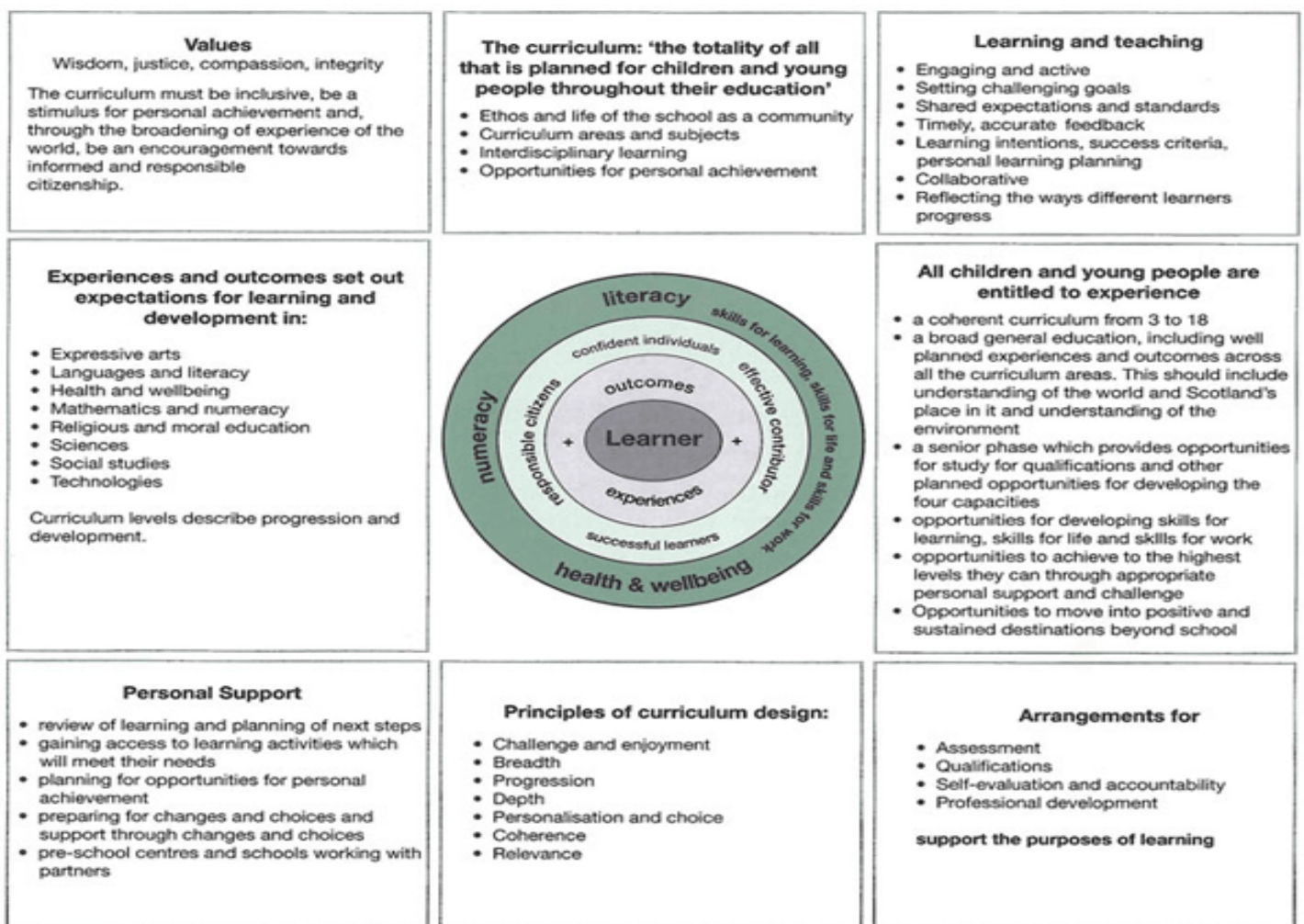
## HOMEWORK

As part of the Highland Literacy Project, all pupils have reading homework daily. Maths and Spelling homework complements the work currently being undertaken at school, which is a useful home/school link. Parental help is welcomed. Early primary pupils are given homework or home packs which help to reinforce the work being undertaken at school. To support confidence in digital learning homework tasks are often given using google classrooms. Pupils take home their own chromebook each night and are responsible for completing and submitting homework tasks online.



## CURRICULUM

The development and design of our school curriculum is based on the principles and capacities of a Curriculum for Excellence, as outlined below.



The following policy statements outline briefly the main curricular areas, and should parents require further details, the full policies may be obtained from the school.

## Language and Literacy

Language and literacy are central to children's learning and permeates all areas of the curriculum. The school builds on the language and literacy experiences which children have acquired in the home/pre-school environment, and recognises that children's language will vary accordingly.

### The school aims

- to develop children's language skills in order that they may realise their full potential
- to aid children through language in their personal, intellectual, emotional, aesthetic and moral development
- to assist them in forming a positive attitude towards their own language development.

The school must therefore provide a variety of experiences whereby children will

- become aware of the importance of language
- develop communication skills
- derive pleasure from their own use of language
- develop an appreciation of the language of others, especially those who are bilingual
- enjoy learning in a variety of contexts.



The language arts may be classified under four main headings, although they are all involved with each other and are interrelated. These four main components are **listening, talking, reading** and **writing**. We are involved in the Highland Literacy Project as a basis for the teaching of reading. We make use of Oxford Reading Tree in the infant classes and then move on to using a mixture of novels and New Ginn 360.

As a whole school we aim:

- to develop and promote a whole school approach to the teaching of reading
- to heighten motivation by providing an environment conducive to reading
- to promote pupils' success through training in self and peer assessment and in identifying their next steps in learning

We aim:

- to equip children with the necessary skills to become independent readers
- to value and to build on each pupil's prior learning
- to raise pupils' levels of attainment/achievement in reading throughout the school
- to include all pupils
- to teach pupils the skills of interpreting an author's craft and to reflect on the content
- to enable the pupils to locate and use relevant information
- to encourage pupils to make and utilise the link between reading, writing, talking and listening
- to allow pupils to appreciate, through reading, the feelings and cultural experiences of others
- to develop children's understanding of different types of texts and genres

In partnership with parents we aim:

- to value and promote parental involvement in supporting their children in reading at home in a range of contexts, including reading for enjoyment and reading for information.

## Gaelic and French - 1 + 2 Languages

Provision is made for the non-Gaelic speaker to acquire an elementary grounding of the spoken word, with some Gaelic music, history and folklore. The mobile library calls occasionally and pupils may borrow books in English and Gaelic. Gaelic is also supported by Feis tutors.

The Scottish Government's policy, **Language Learning in Scotland: A 1+2 Approach**, is aimed at ensuring that every child has the opportunity to learn two additional languages in the primary school. Second language (L2) acquisition begins from P1 onwards. A third language (L3) is then introduced by the time pupils are in P5. More information on this policy can be found on the Education Scotland website [A 1+2 approach to modern languages | Learning resources | National Improvement Hub](#)

Research shows that younger learners are at a stage in their development where they are receptive to learning another language. Their motivation and enthusiasm are high, while their levels of inhibition are typically lower than at later stages. These factors mean that younger children often find it easier to mimic correct pronunciation and experiment with new words and phrases in an unfamiliar language. Teachers will build on children's natural curiosity for sounds and words, and their strong desire to communicate.

At our school we have decided that Gaelic will be our first additional language (L2), where the children have daily opportunities to use the language, and French will be our second additional language (L3), where the learning is topic based.

Mr Murray will be responsible for implementing Gaelic within the curriculum.

Mrs Wilson has undertaken training in order to deliver the programme. Currently, pupils have a regular lesson in French.

## Mathematics and Numeracy



Mathematics plays a key role in everyday life. The teaching of mathematics reflects this, and provides children with opportunities to explore, discover, discuss and analyse their findings. Mathematics, as a problem-solving activity, is supported by a body of knowledge which helps children to understand and come to terms with the world around them.

Aspects of mathematics, in general terms, include:

- problem-solving and enquiry – pupils will be presented with a task to explore, will decide on strategies to reach a conclusion, and will report on the task
- information handling – pupils will be engaged in collecting, classifying, displaying and interpreting information (graphs, diagrams, tally sheet, database, pie chart etc.)
- number, money and measurement – activities to support addition, subtraction, multiplication and division; fractions, decimals, percentages; money-handling; measurement and time
- shape, position and movement – pupils will investigate the range of shapes, including 3D; following directions; using co-ordinates; symmetry; angles

- mental arithmetic – daily activities will take place to enhance mental agility

We have a range of ICT materials to support the maths programme.

## Health and Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

### Extra opportunities

- In the school grounds is a poly tunnel where pupils grow a variety of fruit and vegetables.

### Highland Practice Model

Children's wellbeing is at the heart of Getting it right for every child and our approach to Health and Wellbeing at the school uses the wellbeing indicators identified in the Highland Practice Model. To achieve the aspirations for all Highland's children to develop into confident individuals, effective contributors, successful learners and responsible citizens, every child and young person needs to be:

- Safe
- Healthy
- Achieving
- Nurtured

- Active
- Respected and Responsible
- Included

## Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Following recent training the school have implemented the [Decider life skills](#), which are designed to help us to be more resilient, resourceful, responsible, robust and respectful. 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 always be involved in discussions beforehand and this step would only be taken with full consent from parents and (where appropriate) the pupil themselves.

## Physical Education

At Elgol Primary School we aim:

- to provide all pupils with opportunities to develop a wide range of physical skills, knowledge and understanding of the concepts involved and the ability to apply these in a variety of contexts;
- to help all pupils to develop self-awareness, confidence and skills of co-operation with others;
- to develop pupils' appreciation of fair play and good sportsmanship;
- to promote participation in team games involving various numbers of players, of varying ability and ages in a small school situation, and also in inter-school activities;
- to motivate pupils so that they will develop a lifelong interest in pursuing a healthy lifestyle.

In Elgol Primary School, Physical Education is an important curricular area, with input from class teachers, Active Schools Co-ordinators, parents and volunteers. (Adequate) resources in the community hall are in place to support the PE programme. The hall is available for our use, and during fine weather, PE activities may also take place within the school grounds.

Pupils should be equipped with t-shirt, shorts and gym shoes/trainers on PE days. Jewellery should not be worn during PE, and long hair should be tied back. In line with our health promotion aims, we do not permit pupils to wear PE clothing which advertises alcohol or tobacco products. We have Elgol team strips available for inter-school tournaments. These were donated by Elgol Gala Committee.

One of our school aims is “to prepare each pupil educationally and socially for a future beyond our small rural primary school.” To support this aim, we encourage upper primary pupils to take part in a number of activities, linking up with a range of local schools including reciprocal class visits. This can include such activities as:

Shinty tournaments

Social Dance

Basketball Fun Day

Cross-Country Race



We also have weekly swimming lessons in Kyle (April - June) and a 2 week block of lessons in Portree at the start of term 2.

### Extra opportunities

- a member of the local community provides Highland Dancing tuition after school on Tuesdays
- Mr Murray provides shinty coaching at lunchtime on Wednesdays
- A community member provides yoga classes on a Tuesday morning.
- As part of the winter afterschool club badminton, shinty and football are all provided.
- On a Friday afternoon in the summer a range of outdoor activities are provided such as caving, kayaking and rock climbing.
- A trained yoga teacher and member of the local community provides class Yoga sessions.
- In the warmer months the school take part in the [daily mile](#) where pupils start their day by running a mile next to the school and shore.

## Social Studies

Through Social Studies children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their

understanding of their environment and of how it has been shaped. As they mature, children and young peoples' experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland.

The experiences and outcomes for Social Subjects are:

- People, past events and societies
- People, place and environment
- People in society, economy and business

The necessity to look after the environment is stressed, with our school grounds as an on-going project. We are currently involved in the Eco-Schools Award scheme, having become, in February 2008, the first school in Highland to be awarded permanent status with a 4<sup>th</sup> Green Flag. This status is now reviewed bi-annually and we were rewarded with our 6<sup>th</sup> Green Flag in February 2015. We are currently in the process of applying for our 7<sup>th</sup> Green Flag.

## Technologies

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens. The technologies framework has been organised to offer opportunities for personalisation and choice using diverse contexts for learning. The curriculum has been divided into six areas:

- technological developments in society
- ICT to enhance learning
- business
- computing science
- food and textiles
- craft, design, engineering and graphics.
- Pupils have access to Chrome books to assist there studies
- Google for Education is used for providing a smooth transition to IT once pupils go to high school.



## Sciences

Through learning in the sciences, children and young people develop their interest in and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

Components of the Sciences curriculum are:

- Biodiversity and Interdependence
- Energy Sources and sustainability
- Processes of the Planet
- Space
- Forces
- Electricity
- Vibrations and Waves
- Body Systems and Cells
- Inheritance
- Properties and Uses of Substances
- Earth's Materials
- Chemical Changes
- Topical Science



### Extra Opportunities

- Also within our community is a retired secondary school science teacher who teaches science on a voluntary basis to our pupils.

## Expressive Arts

The expressive arts encompass: **Art & Design, Drama, Music and Dance.** In Elgol Primary School, we aim to ensure that all pupils participate in the widest possible expressive arts experiences. Our remote location in many ways is an advantage in terms of an inspirational environment, although it may also be a disadvantage in terms of a lack of facilities – we have no art gallery, cinema or theatre on our doorstep.

Learning in, through and about the expressive arts enables children and young people to:

- Be creative and express themselves in different ways
- Experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- Develop important skills, both those specific to the expressive arts and those which are transferable
- Develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.



In Elgol Primary School, our annual drama event takes place at Christmas, when all pupils present a play with a Christmas theme. The Music and Art curriculum are currently being covered by class teachers. Sound is explored and a wide repertoire of songs taught. Children are taught to invent music individually and in groups, using percussion instruments. There is a balance and variety in the programme of work. Music also overflows into drama work.

### Extra Opportunities

- Pupils have the opportunity to participate in art activities run at "Room 13, Torrin"
- We also make excursions to drama productions.
- Workshops, eg, Kodály, Youth Music Initiative
- School excursions
- Piping tuition from HC piping instructor
- Strings tuition at Broadford Primary
- Accordion tuition can also be arranged with a teacher in Broadford

## Religious and Moral Education

Religious education is a vital element of every child's education and is concerned with the development of the whole person in relation to self-awareness, in relation to others and in relation to the world around.

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

The main elements of the programme are

- Christianity
- World religions selected for study
- Development of beliefs and values

Christian Religious Observation is supported by visits from local Church of Scotland ministers and outreach workers.

## SCHOOL IMPROVEMENTS

*This year, because of the pandemic, all schools in Highland are focusing 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)*

You can request a parent copy of our **School Improvement Report and Plan (SIRP)** from the primary school or by emailing: [elgol.primary@highland.gov.uk](mailto:elgol.primary@highland.gov.uk)

*This report details:*

- *How the school has improved standards in relation to literacy, numeracy and health and well-being.*
- *Plans for improvement of the school's performance over the next three years, including how the school will involve parents in that improvement.*

## ACHIEVEMENTS

- [Silver Sports Award](#)
- [Gold School sport Flag](#)
- Highly commended for our [entry](#) in the – ‘What Scotland means to me’ Film competition for the National Library for Scotland
- [Shinty \(girls\) P7 and under National Qualifying Tournament](#)
- Winner Dewar Shield 2019 (girls) Shinty
- Bikeability Training - Our pupils worked hard to achieve the Level 2 Bikeability Award with our Active Schools Coordinator, Sarah Ross.
- Sumdog Challenge Winner
- Sustrans Big Pedal Challenge - Elgol Primary School came 3rd out of thousands of entries in the UK Competition run by the Active Travel Charity - Sustrans. This fantastic achievement was due to the combined efforts of pupils, parents and staff to promote and participate within active travel during the competition.

## ASSESSMENT AND REPORTING

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment.

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms, to inform next steps for the improvement of their own learning.

Parents will receive feedback on their child's progress through pupil reports, Learning Snapshots, 3 way conferences and target setting information. Parents will also be invited to view their child's work during Open Afternoons to be held through the school session.

Pupils will reflect on their progress, achievement and best work in their personal Learning Profiles.

Pupils, parents and staff will take part in 3 way conferences to be held twice a year to reflect on progress and determine further personal goal setting.

More information on Assessment and Achievement can be found here:

[Assessment and achievement | Learning in Scotland | Parent Zone](#)

## SCHOOL FUND EXPENDITURE

The School Fund is financed mainly by fund-raising activities and local donations. The Parent Council usually helps in one or two fund-raising activities per session. The fund is used mainly to provide transport for swimming and extra-curricular activities, an annual educational excursion, and maintaining our school garden.

## LIAISON WITH PARENTS

*The ongoing pandemic has affected the way in which we are able to engage with parents. For the latest information, please contact the school.*

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
- Target Setting
- Course choice/ Options evenings
- Information on the school website

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 seeks 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 at Parents evenings and from Parent Forums.

Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting [elgol.primary@highlandpc.co.uk](mailto:elgol.primary@highlandpc.co.uk)

## FAMILY LEARNING

Elgol Primary is part of the Northern Alliance Family Learning which is launching resources to help parents support their children learning languages at home.

### [Family Learning](#)

- Our courses are stimulating, challenging, relevant and enjoyable.
- Families are fully engaged and participate in designing and delivering content.
- We consult with families to ensure we are meeting their needs in relation to literacy, numeracy, health and wellbeing and wider family learning outcomes.
- Learning outcomes support families through changes and choices.

- We actively promote lifelong learning, both in families, and as individual learners.
- As a result of our family learning classes, families have increased aspirations as individuals and as a family.
- They have a sense of achievement and successes are recorded and celebrated.

## COMPLAINTS PROCEDURE

From time to time parents may wish to make a formal complaint about a particular issue.

This should be done via the Head Teacher either by letter or by making an appointment to discuss the issue.

When the complaint is made the following action will be taken by the school:

- Any investigation will be carried out or evidence gathered immediately.
- The Class Teacher will be informed if the issue relates to a specific class.
- The school's response will be relayed to the parent either by letter, by a telephone call or by a further appointment with the Head Teacher, Class Teacher and parents and pupils.
- Formal documentation will be kept of each complaint and its resolution.

We want to reassure parents that we take any complaints seriously and endeavour to resolve them as expeditiously as possible. If need be then subsequent meetings will be arranged in an effort to resolve the situation to everyone's satisfaction.

It is hoped that parents will have little or no reason to complain about either the standard of the education offered or the manner in which it is taught. On occasions parents may feel that they would like to discuss some matter regarding their child's education more thoroughly with either the class teacher or the Head Teacher. Parents are always welcome to make an appointment - please contact the school in order that a suitable time may be found for both parties. In the unlikely case of a failure to solve a problem, parents have the right to pursue the matter by **contacting:**

## Acting Care and Learning Manager – Ross, Skye and Lochaber

Don Esson

Fingal Centre

Viewfield Road

PORTREE

Isle of Skye

IV51 9ET Tel: 01478 613697

## PARENTAL SUPPORT

Our aim is to continue the positive and supportive relationships between school and home.

There is an Open Door policy in school which means that you may contact school at any time if you have any concerns or worries.

Parents' newsletters will be issued monthly either through email or a paper copy. Apart from being a means of conveying necessary information to parents, the newsletters are intended to give a picture of the on-going life of the school.

Each year parental questionnaires are distributed and the results are conveyed to parents.

Elgol has an active Parent Council which plans activities and events for the children and fundraises.

Parents are also welcome to help in various areas of school life.

The Parent Council addresses many issues of importance to the school. Whilst any issues relating to the staff and children should be addressed by the Head Teacher directly, the Parent Council has an important role to play in promoting home/school links.

*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.*

All parents are invited to become members of the Parent Council. The Council meets generally once each term, and supports the school in many ways. Funds are raised to permit extra-curricular activities, eg Christmas Party, theatre trips, Primary 7 trip, school trip, etc. The Council also has a role in discussing school policies and developments.

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:

[Parentzone Scotland | Parent Zone](#)

Other support for parents can be found at:

## Parentline:

[Children 1st Parentline - Parenting Help, Advice & Support](#)

## ABSENCE OR SICKNESS PROCEDURES

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 by **9:15 am on the first day of absence and each subsequent day of absence** thereafter. 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, parents should contact the school by email or phone to inform staff of appointment arrangements. Where at all possible, medical and dental appointments should be made out with school hours.

If pupils fall ill during the day, parents are contacted for them to collect their child. If the school is unable to reach the parent or guardian, the pupil's emergency contact will be contacted. It is, therefore, 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.

Please be advised that to stop the spread of sickness bugs, pupils are expected to remain off school for 48 hours after their last bout of vomiting or diarrhoea.

## UNEXPLAINED ABSENCE OF PUPILS

Parents must phone the school by 9.15am to confirm that their child is absent.

**This must be done on each day of absence.**

If a child's absence remains unexplained, we are obliged to take action in the following way:

**DAY 1: First day of unexplained absence of pupil**

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

**DAY 2: Second day of unexplained absence of pupil**

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

**DAY 3: Third day of unexplained absence of pupil**

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

**ABSENCE DUE TO FAMILY HOLIDAY**

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.

*During the current pandemic we may need to amend our approaches to recording attendance, for example if it becomes necessary for pupils to work from home. For more details please contact the school.*

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

[School term dates | School term dates | The Highland Council](#)

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

## DISCIPLINE AND SCHOOL RULES

### PROMOTING POSITIVE BEHAVIOUR POLICY

#### Rationale

The establishment of a sound learning environment at school and classroom level is key to effective learning and teaching. Effective learning and teaching depend on positive relationships established at school and classroom level through interaction between staff and pupil and between pupils themselves. The development of a positive ethos within schools is the foundation for better learning as is highlighted in the Discipline Task group report – ‘Better Behaviour- Better Learning’.

In managing positive behaviour, Elgol Primary School aims:

- to create an atmosphere of mutual respect, trust and corporate responsibility
- to promote a positive school ethos through positive behaviour strategies and celebrations of success
- to raise standards of attainment, behaviour and attendance for all pupils
- to involve parents, pupils and staff in setting standards of behaviour within the school
- to encourage pupils to manage their own behaviour effectively while respecting the rights of others
- to develop social and Citizenship skills through a variety of school contexts

Policies within the school contribute to achieving the above, and have been shared with parents. Policies include Equal Opportunities Policy, Personal and Social Development Policy, Anti-Bullying Policy and Health Policy, as well as a set of Golden Rules drawn up by pupils. Parents are invited to view/review these policies.

[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)

Our basic school rules are set by the pupils and staff and are common sense ones which allow us to work in harmony with one another and ensure safety and wellbeing for all within the school community.

### *Managing positive behaviour*

Positive behaviour is achieved in two ways:

1. Prevention – Preventative strategies which encourage each pupil to develop a sense of personality and self-discipline.
2. Management – When negative behaviour occurs we need to be able to respond positively and effectively.

We try to do both by employing positive behaviour strategies through a number of initiatives and school policies and imposing understood sanctions when negative behaviour arises.

### *School expectations:*

- All members of the school community are expected to respect each other
- Pupils are expected to take care of and value school property and equipment
- Pupils are expected to conduct themselves in an orderly manner at all times while under the jurisdiction of the school
- Pupils are not allowed to bring any potentially dangerous objects to school that could harm themselves or others, or electronic objects such as mobile phones.
- Parents must provide an explanation for every absence
- Pupils are not allowed to leave the school grounds during the normal school hours without first having obtained permission from the school

### *Responsibilities:*

**Staff:** The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing school policy on positive behaviour. The Head Teacher has overall responsibility for ensuring positive behaviour.

**Parents:** Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour.

**Pupils:** Pupils are encouraged to be responsible for their own positive behaviour and meet the expectations set out by the school by means of our Golden Rules.

Children are forbidden to play out-with the school playground area.

## Promoting Equality and Diversity

### Policy statement

Our children and young people live in a diverse society in 21st century Scotland. Elgol Primary School is committed to creating an environment for the whole school community that demonstrates shared values of inclusion, equality, fairness and respect.

Our school recognises and celebrates difference within a culture of respect and fairness, and aims to meet the needs of every child in line with the principles of Getting it Right for Every Child (GIRFEC).

We work together with our children and young people, families and staff to ensure that inclusion and equality are part of all our activities.

Our policy aims to:

- 📄 Promote positive attitudes and behaviours towards equality and diversity
- 📄 Promote understanding of equality and diversity through the school curriculum and ethos
- 📄 Help the school to meet these aims and fulfil our legal obligations

## TRANSPORT

Free transport is provided by the Education Authority for children who live more than 3 miles from the school. Children up to the age of eight years, who live more than 2 miles from the school, also qualify for free transport. Transport forms are available at the school for qualifying children. Please note that transport is not a school responsibility and any enquiries should be addressed to **Local Transport Officer, R&T Depot, Fort William**

## SCHOOL MEALS

School meals are not available at the school, but financial support would be available for families who qualify for free school meals. All Primary 1-4 children are entitled to a free school meal.



This Scottish Government funded initiative entitles all Primary 1 to 3 children to a free school meal at lunch time only. Parents of children P1 to 3 receive an economic reimbursement equivalent to the cost of a meal monthly via a cheque. Facilities for the consumption of packed lunches are provided in the school. We request that parents support our aim to maintain/improve pupil health and fitness by providing a healthy packed lunch. Please note that sweets and fizzy drinks are not permitted in school. For more info -

[School meals | School meals | The Highland Council](#).

## SCHOOL POLICY ON CLOTHING

Pupils must have indoor shoes, as they are required to remove outdoor shoes before entering the classroom. Many pupils have black gym shoes or sandals as indoor shoes.

Sweatshirts with the school logo are available, and may be purchased from the school. Most pupils wear dark coloured trousers, skirts or pinafores. Pupils should not wear jeans. **Please ensure that all school sweatshirts, t-shirts, PE kit and indoor/gym shoes are clearly marked with the pupil's name.**

Pupils will be asked to remove watches and jewellery for PE, and must bring shorts, t-shirt and trainers/gym shoes on PE days, and for lunchtime and after school PE activities. Hair longer than shoulder length should be tied back. In line with our health promotion policy, **team strips and clothing advertising alcohol or tobacco products are not acceptable.**

Clothing Grant and Free School Meal Application Form-

[Free school meals and assistance with clothing | Free school meals and assistance with clothing | The Highland Council](#)

## EMERGENCY AND SCHOOL CLOSURE

When known in advance, parents will be informed of planned early closures. Should an emergency closure become necessary you will be contacted to ensure that someone will be at home to await your child. An emergency contact number must be left with the school.

### *Adverse Weather Conditions*

Please refer to the circular issued from Highland Council on Advice to parents in Adverse Weather Conditions. We issue this annually to parents around November time each year. Should the weather be severe, we will delay opening the school until roads have been gritted etc.

You may telephone 0800 564 2272 (local rate), (school pin number: 042010) for up to date guidance as regards the school. We also operate a local contact system.

You may also access this information through the Highland Council Website. Details are issued in November each year.

### *Major Incident in the School*

If a major incident occurred in the School (e.g. a fire) the children will be evacuated from the building and taken to Elgol Hall to await collection by an adult. The Education Office would endeavour to contact parents by telephone. Hopefully we shall not have to face such an event.

### *Fire Precautions*

Fire Drill Notices are displayed throughout the building and Fire Drill Practices are held at least once a term. Fire alarms and fire exits are checked on a regular basis.

## HEALTH CARE



Under the auspices of the Highland Communities NHS Trust, a routine medical inspection may be carried out for entrants and Primary 7 pupils. We also have occasional visits from the Dental service and take part in a tooth-brushing scheme.

### *Administration of Medicines*

Highland Council has a policy for the safe administration of medicines in schools. Pupils should not have any medication in their possession without prior agreement between parents and school.

Staff will only administer medication when there is clear written guidance from the parents on: The name of the medicine, the quantity of the medicine to be given, the time it has to be given. Prescriptive medication should be given at home by parents.

Mr Iain Murray, Acting Head Teacher, and Mrs Kirsten Wilson, Class Teacher, hold Emergency First Aid at Work Certificates.

## 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 is the head teacher.

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/info/886/schools\\_-\\_additional\\_support\\_needs/1/support\\_for\\_learners](http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners)

or at:

[Schools - additional support needs | The Highland Council](#)

### **Support for Learners Website**

The following organisations have been highlighted by Scottish Ministers to provide advice, further information and support of learning:

(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



## 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.

More information about Child Protection procedures within Highland may be obtained from the *Child Protection Development Officer, Highland Council Child Protection Committee, Kinmylies Building, Leachkin Road, Inverness IV3 8NN – telephone 0800 0938 100 (office hours); 0845 6014 813 (emergency out of hours).*

[Child protection | Child protection | The Highland Council](#)

## PLACING REQUESTS

Elgol Primary School serves the communities of Elgol, Glasnakille, Drinan, Strathaird, Kilmarie and Faoilean. Parents do have the right, however, to specify the school in which they wish to place their child. Transportation to and from school, for placing request pupils, is a parental responsibility. Applications for Placing Requests must be made to the Area Education Manager. Further information regarding placing requests can be obtained from

[http://www.highland.gov.uk/downloads/file/78/school\\_placement\\_request\\_-\\_guidance](http://www.highland.gov.uk/downloads/file/78/school_placement_request_-_guidance)

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)

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.

## TRANSITION

When children are moving from Nursery to P1 or from P7 to the High School there are rigorous meetings to ensure smooth transition. These meetings involve parents, partners, children and school staff.

The High School requests various information about the child and from the child and there are visits from the High School and to the High School.

### TRANSFER TO SECONDARY EDUCATION

At the end of Primary 7, children transfer to Portree High School to begin their secondary education. During the summer term a guidance teacher from the High School will visit the school to speak with the P7 children transferring to secondary school the following August. He/she will follow them throughout from secondary one to secondary six. P7 children will visit the High School in June for three days. Most pupils opt to stay in the School Hostel from Monday to Friday. To help with the transition we ensure P7 pupils have opportunities to work with pupils from Sleat and other associated primary schools whose pupils will also be staying in the Hostel. For example last year P7 pupils took part in an outdoor activity camp on the Isle of Raasay, this allowed pupils to experience staying away from home and also working with the same pupils from surrounding schools that they would be staying with in the Hostel.

Head Teacher: Mr Tony Breen

Telephone Number: 01478 614810

## TRANSFERRING EDUCATIONAL DATA

### *Transferring Educational Data about Pupils*

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA 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

## 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 is used for statistical and research purposes only.

## Your data protection rights

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

Scottish Government works with a range of partners including HM Inspectorate of Education, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving our education system, we may make individual data available to partners 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.

### *Transferring data about school staff*

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

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

In order to make the best decisions about how to improve our education service, Scottish Government, Education Authorities and other partners such as HMIE, GTC Scotland and teaching unions need accurate, up-to-date data about our teachers. In particular individual level staff data is vital for use by Scottish Government in education workforce planning. As a consequence of receiving this information, Scottish Government will be better able to

- 📊 plan more accurately the number of new staff to be trained each year,
- 📊 identify shortages in particular sectors and subjects
- 📊 monitor movements in and out of the profession at a national level.
- 📊 better understand the factors affecting education
- 📊 share good practice

### *Data Policy*

Information about school staff is collected through our statistical surveys in partnership between 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. Scottish Government will not make publicly available any information that allows individual members of staff to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. No information on individual members of staff can or would be published by Scottish Government. Providing sensitive information such as national identity and ethnic background data is entirely voluntary. The staff census is supported by teachers' unions who helped draw up the list of data collected.

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

### *Your data protection rights*

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998), the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data relating to individuals. 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 the uses of staff data, including the published data, can be found on the ScotXed website: [Scottish Exchange of Data \(ScotXed\) - gov.scot](https://gov.scot/ScotXed)

Scottish Government works with a range of partners including HM Inspectorate of Education, GTC Scotland and the SQA. On occasion, in order to help meet our aim of improving our education system, we may make individual data available to partners 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 individual's 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.

## HIGHLAND COUNCIL POLICIES

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: [Privacy notices - Enrol your child in school or Early Learning and Childcare setting | The Highland Council](#)

Access to further Highland Council policies can be found here:

[Search policies and guidance | School policies, procedures and guidelines | The Highland Council](#)

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.