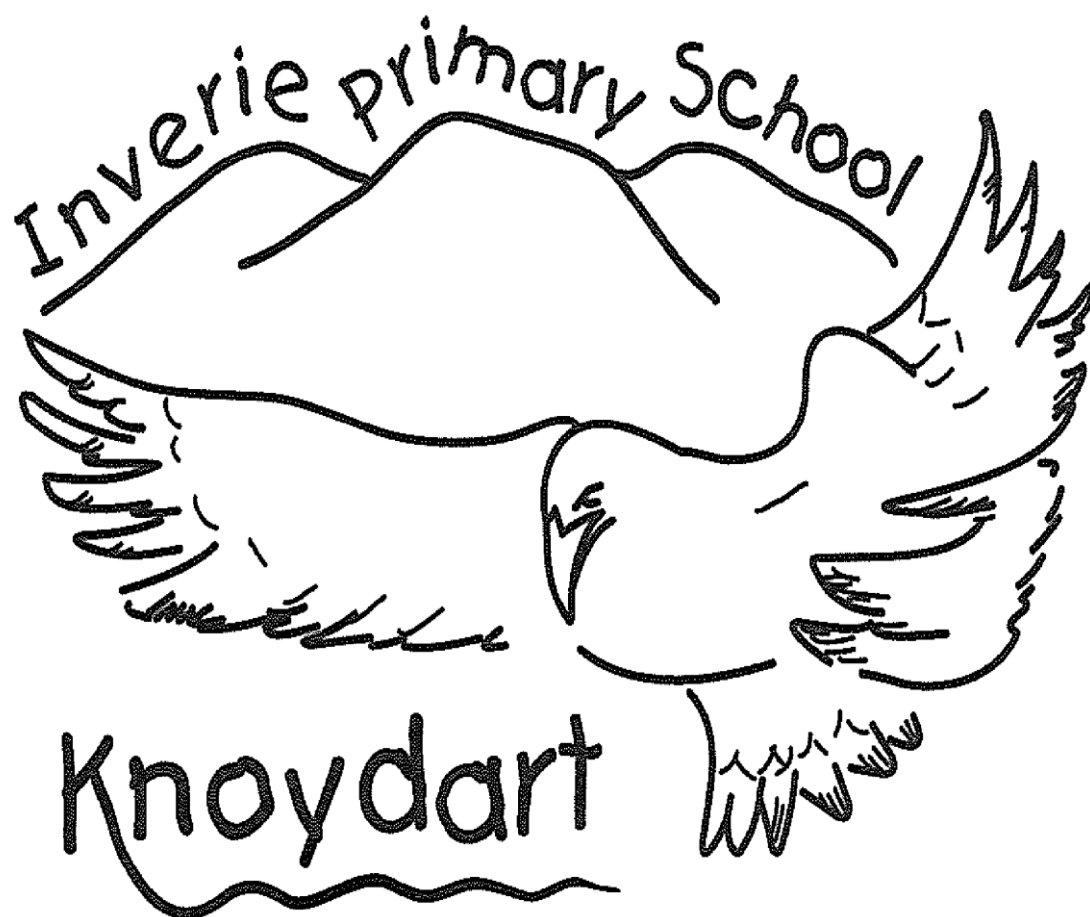


Inverie Primary School & Nursery

2022-23 Handbook



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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.](#)

Welcome to Inverie Primary School

The aim of this handbook is to provide you with some general information which should help you build up a picture of the school environment and organisation. There are sure to be many more questions and issues – please feel free to contact me to find out more. As we believe that a child's education is the joint responsibility of the parents and the teacher, we value the interest and involvement of parents and look forward to working with your children with your support.



The School

Inverie Primary School, approximately 5 minutes walk from the centre of the village, overlooks Loch Nevis, and the hills of Mallaig and Morar.

In autumn 2002, the school building was renovated and enlarged. To the original 7m x 5m classroom, (with a stock cupboard and the toilets to the rear) an office, store room and nursery classroom with its own entrance hall, toilet and store was added.

Outside, a sloped grassed playing area and a tarred play area is for the use of the primary children. Leading out from the nursery, a separate fenced play area is surfaced with safeplay slabs for the pre-school children.

In autumn 2003, the stone outhouse buildings to the rear of the school were upgraded, providing shelter, play possibilities and storage in both the primary and nursery playground. There is also a willow dome and a small adventure course at the foot of the grassed area.

As the play areas are unsuitable for many PE activities, the local community hall is used for this purpose. We are happy that we have had the use of this again from 2021.

In September 2015 Inverie Primary School was inspected and copies of the report are available in the school but are no longer available online.

The inspection found the following strengths:

- Warm and nurturing ethos throughout the school.
- The strong relationships formed between school staff, children and parents.
- The links made with the local community to extend children's learning.
- The school's efforts to ensure children have access to a wide range of opportunities despite the remoteness of the school.

Copies of Inverie Primary School's Standard and Quality report, which outlines recent successes, along with our full School Improvement Plan, are available on request from the head teacher, Mr Newnham. A summary poster of the School Improvement Plan from 21-22 is available at the end of the handbook.

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. **Updated November 2021.**

Inverie Primary aims to assist all children to become

**successful learners with
an enjoyment of learning
an inquisitive curiosity about the world around them
a willingness to think for themselves**

We shall do this by:

presenting learning experiences in meaningful and enjoyable contexts
matching teaching processes to pupils' learning needs
ensuring curricular breadth and progression by working within the framework set out in the Curriculum for Excellence and by adhering to regional and national guidelines making full use of the local environment as a rich educational resource

**confident individuals who
are independent, secure and ambitious
fulfil their potential intellectually, physically, emotionally, aesthetically and
spiritually develop and communicate their beliefs and views**

We shall do this by :

providing within the school a secure, happy and stimulating environment
promoting partnership with parents, the community and local agencies and enlisting their support in the children's education
upholding the values of the Health Promoting School
valuing each individual's strengths and ensuring equal opportunities for all
promoting good health, personal morality, self-awareness and esteem

**responsible citizens who
consider and respect the needs of others
appreciate and take responsibility for their environment, culture and
community**

We shall do this by:

establishing an ethos of encouragement, care, respect and non-violent resolution of conflict contributing to the life of the community promoting links with other schools

**effective contributors with
an enterprising attitude
the skills, attitudes and expectations necessary to prosper in a changing society
the self-awareness to work effectively in partnership and in teams**

We shall do this by:

encouraging a sense of pride and identity in the school
teaching thinking skills and involving the pupils in self- and peer-evaluation
providing both sound education in the basic skills as well as creative, hands-on activities and real-life contexts
promoting a "can do" ethos in the whole school

**Inverie Primary aims to support effective learning and teaching by
managing resources, facilities and finance responsibly and efficiently, in consultation with the
Parent Council and with regard to the priorities of the development plan**

School Information

Address:	Inverie Primary School Inverie Knoydart PH41 4PL
Telephone:	01687 462226
E-mail:	inverie.primary@highland.gov.uk
Website:	https://www.mallaighigh.org/
Head Teacher:	Mr Jeremy Newnham
Depute Head Teacher:	Mrs Deirdre Beck
Class Teacher: Monday-Thursday Friday	Mrs Aaran Watson Ms Clare Wood
CCR Teacher:	Mrs Morag Fothergill
Early Years Practitioner:	Miss Freya Holroyd
Nursery Manager:	Mrs Deirdre Beck
Clerical Assistant:	Mrs Kristy Brown
Facilities Management:	Mrs Hannah Bowyer Mr Tim Bowyer
Parent Council:	inverie.primary@highlandpc.co.uk Chairperson: Mrs Audrey Dunn Secretary: Mrs Kristy Brown Treasurer: Miss Anna Wilson
Area Education Staff:	Area Care & Learning Manager: Mr Don Esson Quality Improvement Manager: Mr Steven Hamilton (until December 2021)

School Roll

For 2021-2022 the school roll is 4 pupils.
The projected school roll for 2022-2023 is 4 pupils.

The nursery roll:

For 2021-2022 the nursery roll is 2 pupils
The projected nursery roll for 2022-2023 is 2 pupils.

School hours

Week Day	P1-7 Start	P1-3 Finish	P4-7 Finish
Monday – Friday	0845	1415	1445

Morning break 1030 -1045

Lunch Break 1230-1315

This works out at the statutory 22.5 hours for P1-3 and 25 hours for P4-7

Nursery hours:

Nursery provision of up to 1140 hours a year is offered. This equates to six hours a day on school days. Parents may negotiate mutually acceptable times with the EYP.

It may be necessary, on occasion, to maintain an element of flexibility in arrangements.

Term times and holiday dates 2022-23

Year & Term	First school day	Last school day
2022 – Autumn Term	16 th August 2022	7 th October 2022
2022 – Winter Term	24 th October 2022	22 nd December 2022
2023 – Spring Term	9 th January 2023	31 st March 2023
	Mid Term Break 20 th & 21 st February 2023	
2023 – Summer Term	17 th April 2023	29 th June 2023

Extra closure days:

Public Holidays	
May Day	2nd May 2022
In-Service Days	
15 th August 2022	
12 th & 13 th September 2022	
22nd February 2023	
5 th June 2022	

Emergency Procedures

Parents will be informed by telephone if the school has to close for any reason. Contact numbers for parents as well as the name, address and phone number of a friend or relative who may be contacted if they themselves are unavailable are listed in the school and in the Area Education Office. Please help by keeping these records up to date.

Attendance & Absence Management

Parents should inform the school as soon as possible if their child is absent from school or nursery.

- **Internal procedures to identify absent pupils**

Parents phone in before 9am if a child is to be absent. Should a child be absent and no phone call or email has been received then there may be a call placed to the home. The Class Teacher and EYP are class committed, the Head Teacher based on the mainland and the clerical assistant is only part time, so it is essential that parents inform the school as soon as possible.

- **Who is responsible to act**

The Class Teacher will notify the HT/Clerical assistant if a child is absent and they wish an explanation. Overall responsibility lies with the Head Teacher.

- **The point at which a decision is reached to contact the parent/emergency contact**

If there is no answer at home then a phone call to the emergency number will be made.

- **How quickly this happens**

Contact to home/emergency number will be dependent on who is available to carry this out. Usually the Class Teacher/Head Teacher may try between 9.00 – 9.30am. If there is no response they will try again at 10.45am. The clerical assistant will try to make contact between 9 – 12 noon

- **Actions taken if parents/emergency contacts cannot be contacted**

When parents/emergency numbers/mobile numbers don't answer then a neighbour could be contacted. If this fails then the police would be contacted.

- **Any improvements to systems that would make contact more effective**

Parents may wish to give a second emergency number

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.

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

When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;

- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;
- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering: https://www.highland.gov.uk/info/878/schools/32/school_term_dates

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

School Transport

Whilst school transport is not arranged for pupils, there may be transport funding available for pupils living more than 3 miles from the school (more than 2 miles for children under 8). Eligible families should apply to the Care and Learning Office, Camaghael Hostel, Fort William, PH33 7ND (Tel. 01397 707375)

Starting School

New entrants should be enrolled in February. The appropriate forms will be distributed to parents from the local Nursery or can be requested from the school. Details are always advertised in the local press.

Children who reach the age of 5 years before 1st March of the following year are eligible for enrolment for the primary class beginning in August each year. Further information can be obtained from the school clerical assistant.

Children who live in the catchment area of a particular school are required to enrol at that school. The school can provide details of which addresses are in our catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school.

Placing request forms can be obtained from:

https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

Starting Nursery

Parents have the option of 2 pre-school years for their child. If a child is not 5 at the start of the school term in August, parents have the right to an additional, fully funded year in Nursery.

Children aged between 3 and 4 years old:

Born Between:	Commence In:
1 st March – 31 st August	August - Autumn Term
1 st September – 31 st December	January - Spring Term
1 st January – 28 th February	March or April - Summer Term

Small Isles and Knoydart Week

The “Small Isles” week gives the P5-P7 children the chance to meet their classmates from the island schools and to work in the larger group with specialist teachers. This is a residential week, which helps prepare the pupils for the boarding experience of secondary school.

Transferring to Secondary

Children from Inverie transfer to Mallaig High School – the prospectus is sent to families of P7 pupils. Mallaig High School, Mallaig, PH41 4QX, 01687 462107, Head Teacher: Jeremy Newnham.

To help the child settle well into the new school, opportunities are created for P7s to visit Mallaig High, and P7’s will meet Secondary teachers. Primary and secondary staff liaise over curriculum coverage. There are several planned occasions to join in with P7 pupils from other feeder primaries, including an Activity Weekend at an Outdoor Centre. The Small Isles and Knoydart Weeks (for P5 - P7) with the Small Isles schools also help prepare the children by giving them the chance to build friendships with other children in similar circumstances and by introducing them to hostel life while still having the security of their own teacher and school-mates.

As there is no daily transport the children stay in the hostel in Mallaig from Monday to Friday. A school boat is provided to take the children over to Mallaig on Monday morning and bring them home on Friday afternoon.

Staff

Since the clustering of the local schools, the head teacher is based at the High School and the Primary Depute Head makes weekly visits to the school and Nursery. The class teachers have a fulltime class commitment, and between them are responsible for teaching the whole curriculum. There is an allocation of class contact reduction time of 2.5 hours per week. This is covered by a class contact reduction teacher. There are times when extra cover is required to allow staff to attend courses etc. For this, supply teachers, usually well known to the pupils, relieve the teacher. They may bring with them additional skills and are often subject specialists. This adds variety to the curriculum.

If the class teacher is absent, it may be necessary to close the school until supply can be sent out from the mainland. It may be necessary to ask parents to volunteer, to allow all children to remain in school.

Some Curriculum Information

All children in Scotland should be:

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

Scottish schools are currently delivering the Curriculum for Excellence which has involved us in a gradual re-writing of our school programme of learning. By following the Highland Council and National recommendations we are confident that we provide both breadth and progression in learning.

All age ranges are together in one classroom. Collaborative learning is a strong feature of the small school. Through working as a team with clearly defined roles, children actually learn self confidence and independence. While each child works to his / her own ability and is treated as an individual regarding performance, wherever possible, in order to strengthen the social group, projects are worked on together across the age range, with each child contributing at his / her level.

Opportunities are provided for the pupils of Inverie Primary School to join up with their peers in Mallaig Primary School for workshops, shows and sporting activities, as well as co-operative learning in class where appropriate.

Curricular Areas

The Curriculum for Excellence includes:

- ◆ Language (including an introduction to French & Gaelic)
- ◆ Mathematics and Numeracy
- ◆ Health and Well-being (including Physical Education)
- ◆ Expressive Arts (Music, Art & Design, Drama, Dance)
- ◆ Science (Our living world, our physical world, our material world)
- ◆ Social Studies (People, past events & societies; People, place and environment; People in society, economy and business)
- ◆ Religious and Moral Education (Christianity, Other World Faiths, Beliefs & Values)
- ◆ Technologies (including ICT)

Withdrawal from Religious Education and Religious Observance

In accordance with the Education (Scotland) Act 1980 (c.44), Part 1, paragraphs 9-11, parents have the right to remove their child from the teaching of Religious Education and/or from Religious Observation.

Please inform the Head Teacher, in writing, if you wish to do so.

Gaelic Language

In Inverie Primary School our pupils develop an understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world.

SUMMARY OF SCHOOLS IMPROVEMENT PLAN 2021/2022

MALLAIG

3 – 18

RECOVERY

[HIC Link](#)

RSHP: <https://rshp.scot/>

The Compassionate & Connected Classroom: <https://education.gov.scot/learning/learning-resources/compassionate-and-connected-classroom/>
 Healthy Schools programme: <https://healthyschools.scot/>

Co-ordination of Support & HWB : <https://highlandcouncil.hsharepoint.com/sites/SchoolHub/SitePages/Health-52-6-Wellbeing.aspx>

QI 3.1

PROJECT 1

Promote GM and GAELIC
 (All Schools)

Embed Gaelic as L3 in all
 Primaries
 Introduce Gaelic for all pu-
 pils in S1 and ensure pro-
 gression route in Gaelic
 from S2

Increase the time spent in
 Gaelic medium for Sec-
 ondary pupils
 Promote Gaelic culture in-
 cluding sport, music and
 art in all schools

<https://education.gov.scot/learning/learning-resources/compassionate-and-connected-classroom/>
<https://www.gaelic.gov.scot/>
<https://www.gaelic.gov.scot/learning/learning-resources/compassionate-and-connected-classroom/>
<https://www.gaelic.gov.scot/learning/learning-resources/compassionate-and-connected-classroom/>
<https://www.gaelic.gov.scot/learning/learning-resources/compassionate-and-connected-classroom/>
<https://www.gaelic.gov.scot/learning/learning-resources/compassionate-and-connected-classroom/>

QI 2.2

PROJECT 2

STUDENT INVOLVEMENT
 & LEADERSHIP
 (High School +)

Choice within classes
 Identifiable influence on
 the operation of the
 school

Identifiable recognition of
 pupil feedback to lessons

<https://www.gaelic.gov.scot/learning/learning-resources/compassionate-and-connected-classroom/>
<https://www.gaelic.gov.scot/learning/learning-resources/compassionate-and-connected-classroom/>
<https://www.gaelic.gov.scot/learning/learning-resources/compassionate-and-connected-classroom/>
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<https://www.gaelic.gov.scot/learning/learning-resources/compassionate-and-connected-classroom/>
<https://www.gaelic.gov.scot/learning/learning-resources/compassionate-and-connected-classroom/>

QI 2.3

PROJECT 3

LITERACY
 (All Schools)

Embed Emerging Literacy
 Phonics approach—
 celebrate success

Continue to develop
 Phonics approach—
 celebrate success

Continue to develop Read-
 ing for enjoyment <https://www.gaelic.gov.scot/learning/learning-resources/compassionate-and-connected-classroom/>
 Develop subject based ap-
 proaches to Literacy

QI 3.2

PROJECT 4

NUMERACY
 (All Schools)

Continue to embed High-
 land Numeracy Progres-
 sion

Continue to develop
 teaching for understand-
 ing

Develop subject based ap-
 proaches to Numeracy

QI 3.2

PROJECT 5

Outdoor and Extended
 Learning
 (All Schools)

Outdoor Learning

Pupil Voice Driven

Parent Voice Contribution

Staff Voice Contribution

Wider skills

DYW

Climate Change

Accreditation of Learning:

DoE John Muir RYA,BCU
 etc



Quality Indicators

QI 2.2 Curriculum

QI 2.3 Learning, teaching and
 assessment

QI 2.4 Personalised support

QI 3.1 Ensuring wellbeing,
 equality and inclusion

QI 3.2 Raising attainment and
 achievement/ Ensuring chil-
 dren's progress

Responsibility, Respect & Resilience

Creativity, Curiosity & Compassion

Pupil Voice

A Pupil Council operates in school. Pupils are encouraged to take responsibility for fund raising for our chosen charities by planning and organising events.

Our Eco Committee is responsible for taking forward Eco School initiatives and developing projects related to maintaining Green Flag status.

Target Levels

Each of the curricular areas is divided into levels set by the Scottish Office Education Department. These set out a progression in skills and understanding and indicate what a child should be able to do or know at different stages.

As a general guideline:

Early Level is covered in **Nursery and P1**

First Level is covered between **P2 and P4**

Second Level between **P5 and P7**

Assessment & Reporting

Arrangements for tracking and assessing pupil progress and planning future learning comprises of the following:

Pupils are assessed by both formal tests and informal observation and activity methods on an ongoing basis to enable effective planning and evaluation of teaching and learning. Assessment takes place within the normal classroom situation, thus allowing pupils to perform to the best of their ability. Pupil profiles allow both pupils and staff access to individual targets in Numeracy and Literacy.

We have re-introduced Standardised Diagnostic Tests from P2 in Mathematics, English Language – Reading, Spelling and Comprehension and Developed Ability. The tests provide evidence of attainment and any areas for development, which may need consolidation. We also use information from the SNSA assessments which are administered at P1, P4 and P7.

In Primary 1 pupils undertake the Emerging Literacy Assessment in the first term. Pupils' progress is regularly monitored and assessed to inform the next stages. Most of this is undertaken informally by observation, discussion and noting performance in daily class-work to provide evidence of the standard achieved.

Online updates in Class Dojo or the school's closed Facebook page share learning and experiences with parents and families.

Learning Support

We aim to assist each child to progress from his/her current level of ability, regardless of age or class stage. "Getting It Right For Every Child" (GIRFEC) is a Highland Pathfinder programme that aims to improve outcomes for all children and young people by promoting a shared approach that builds solutions with and around children and families. It enables children to get the help they need when they need it; supports a positive shift in culture, systems and practice; involves working together to

make things better. The school follows Highland Council's staged approach procedures to ensure that appropriate provision is available to all pupils and where necessary individualised educational programmes are introduced.

With such small numbers, we are also able to consider the different pace and preferred style of learning of each child and adjust lessons accordingly. Although no ASN teacher is available at present for consultation the Depute Head Teacher is undertaking this role and regularly consults with the class teacher and EYP and we work closely with professionals such as the speech therapist, school psychologist, Early Years Support Officer and the High School staff.

School/Parent Liaison

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.

Being such a small school, it is easy for parents to pop in before and after school and so most parent/teacher communication is direct and informal. Information notes are generally sent out by e-mail or to the Facebook group rather than hard copy.

Two formal meetings are usually held in November and June, providing opportunity for parents/guardians to discuss their child's progress and developmental needs with their class teacher. Reporting is in the form of continuous reporting and profiling using the online platform Class Dojo. An overview report is issued at the end of the year.

It is in the interests of the child that both parents and teachers work alongside each other in an open, trusting, respectful atmosphere where ideas and approaches can be shared and explained. We also actively encourage families to share the development and experiences of their child outside school through the Portfolio section for their child on Dojo.

How can parents help their child?

Considering that your child is likely to spend 10 –14 years in school, it makes good sense to make this a happy experience and to think and talk positively about school!

Be a receptive and appreciative audience to your child's work, achievements and enthusiasm – and don't forget to share your child's out of school successes with the school staff! Children usually love to share their satisfaction in acquiring new skills and knowledge. This can be done through the Dojo Portfolio for your child also.

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:

www.parentzone.gov.uk

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
- Information on Class Dojo and the school's closed Facebook page

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practising 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 at Parents evenings and from Parent Forums.

Parent Council is a group of parents selected to represent all parents of children at the school.

Homework

Homework is issued weekly with daily activities as appropriate. This helps pupils learn to manage their work on a weekly basis, making decisions in planning and organisation.

No homework is given over the weekend. We have introduced a homework diary with extra target setting pages which encourage the children to think about their own learning needs and successes. It also serves as a home/school communication diary.

Generally, and increasingly so up the school, the child should be able to complete the homework tasks independently. Sometimes your support might be necessary - e.g. spelling practice and games or number games will need a suitable partner. Always, it is an opportunity to encourage and engage with your child, whilst gaining a meaningful insight into his/her work at school and progress.

In **P1 – P4** homework will generally be reading and spelling, a number-work task or game, and occasionally a topic related task.

In **P5 – P7** homework will continue to cover reading, spelling, maths or practising a musical instrument, but opportunities for research, collecting information and problem solving activities within other areas of the curriculum e.g. Social Studies might be called for.

In the early stages homework should take only about 15 minutes of both pupil and parent's time each week night.

By P5/7, the time may be extended, given the type of tasks, but should never take longer than 30 minutes each week night.

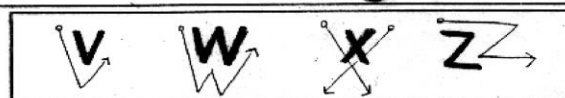
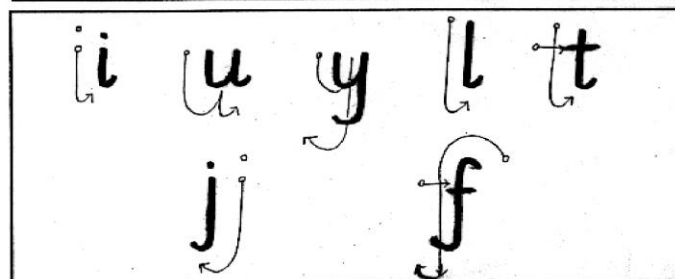
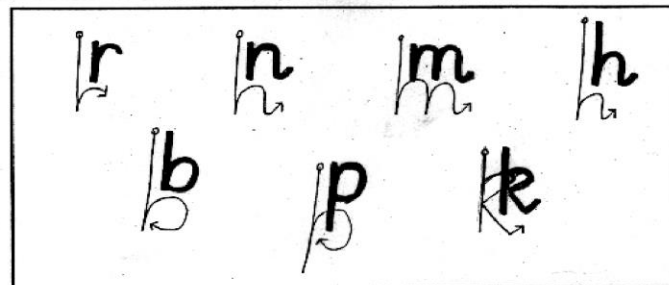
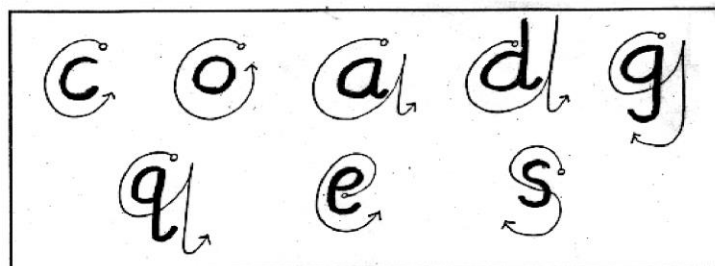
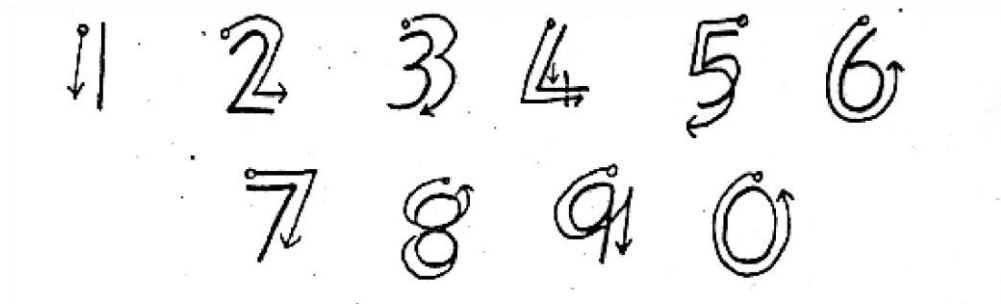
Shared Reading

Reading should be a nightly occurrence and parents are asked to share and enjoy books (fiction and fact) with their children. This may involve reading to them, listening to their reading, sharing and discussing the story or simply showing interest and giving encouragement. P1-3 pupils are given reading books to go home. P4-7 can choose their own books, from home, public or school library.

For its size, Inverie Primary has an impressively well-stocked library (about 1500 books) and parents are encouraged to come in and help their children select suitable fiction and nonfiction books.

Supporting emergent writing at home

Encourage your pre-school or P1 child to scribble, draw and colour with crayons, pencils or felt tipped pens. These activities help in pencil control and strengthen finger and hand muscles. Some children are keen to write and it will avoid your child being confused if you use the same letter formation as at school. In the following chart you can see where to start each letter and in which direction it is drawn. If you write your child's name please use a capital letter **only for the first letter**.



School Rules and Discipline

There is a strong emphasis on honest, caring and considerate behaviour at all times. Children are encouraged to consider their actions and to make amends for hurts or wrong-doings.

The pupils themselves are involved in drawing up and reviewing a code of conduct and in discussing appropriate action if these rules are broken. Please refer to the High Councils Anti-Bullying Policy https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

It is vital that parents fully understand and support the school's commitment to these policies. Parents should also be aware that all incidents of Drugs Misuse will be reported and dealt with in line with Highland Council Policy.

School Clothing

A school sweatshirt, polo shirt and fleece are available with the school logo. The only clothing requirements are a gym kit (shorts, t-shirt and gym shoes) and indoor footwear for the school building. A man's shirt is also useful as a painting smock.

Please make sure that your child comes to school adequately protected from the vagaries of Knoydart weather so that he or she can play comfortably outside at break time.

A clothing grant is available for families on Income Support. Details are available from the Care and Learning Office, Camaghael Hostel, Fort William, PH33 7ND (Tel. 01397 707375).

Lunch & snack time

There is no tuck-shop and no school meal provision, therefore children have to bring their own snacks and packed lunch. As a health promoting school, we are keen to teach the children about the value of healthy eating and so appreciate your support in providing healthy snacks in preference to sweets and sugary drinks.

At lunch, the children sit together while eating and are responsible for tidying up their own lunch box and table and washing their own cups.

Children may go home for lunch. However notification of this must be given to the teacher from the parent or adult in charge.

Families who would be eligible for free school meals with children in Nursery to P4, and those in receipt of Income Support or Income Based Job Seekers Allowance, can apply to the Care and Learning Office in Fort William for a packed lunch grant.

Health Care

The school comes under the auspices of the Community Medical Service. The district nurse visits to test eyesight and hearing. Medical examinations are carried out on specific age groups by the Schools Medical Officer. Parents are invited to be present. Regular dental inspections are offered to all children.

Parents and carers are expected to inform the head teacher of any medical conditions their child may have - asthma, allergies etc - or of the need to administer medication to their child. The head teacher will need to agree with parents or carers exactly what support the school can provide for a child with health care needs. Where there is concern about whether the school can meet a pupil's health care needs, or where it may not be possible to meet parents' or carers' expectations, the head teacher will seek advice from NHS staff and, if appropriate, from the education authority.

Any medication to be administered in school must be clearly marked with the pupil's name, be brought to school by the parent/guardian and be delivered to the head teacher together with a signed consent. Please refer to our policy on Administration of Medicine if you would like further information.

In the event of illness occurring or an accident taking place during school hours, parents, or the emergency contact, will be informed as soon as possible. If we are unable to reach you, appropriate medical advice will be sought from the local GP.

Infection Control

We would like to ask you to follow the recommendations issued by Highland Council and keep your child off school for 48 hours after any bout of diarrhoea or vomiting. The child should be excluded from the swimming pool for 2 weeks following the last episode of diarrhoea. In the case of chickenpox, measles, rubella or mumps, your child should remain away from school for 5 days after the appearance of the rash or swelling.

Verrucae must be covered in swimming pools, gyms and changing rooms.

School & Council Policies

Hard copies of policies are available in school and all new and updated policies are available through the website:

https://www.highland.gov.uk/info/893/schools_general_information/29/school_policies_procedures_and_guidelines

Child Protection

The Highland Council wishes parents to know that any incident occurring within the school setting which might indicate that a pupil is suffering some form of abuse must be reported to Social Work Services. This can lead to a joint Social Work/Police investigation.

School Security

Entrances are locked while classes are in progress and access is gained by ringing the bell at the Main Entrance. All doors can be opened quickly and easily from the inside.

Data Protection

In compliance with Data Protection legislation, any information gathered from or about pupils will be used only for the purpose for which it was provided and any relevant procedures following from this. This data will be maintained in accordance with the Act and will not be passed onto any other organisation without your prior approval unless this is a legal requirement. *(See Appendix for more information.)*

Complaints and Requests for Service

The school strives to provide the highest standards of care and education for your child. However, if you have any concerns, you should please raise these in the first place with their child's Named Person in the first instance, Jeremy Newnham (Head Teacher) or the Senior Management Team for more serious issues.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Care & Learning Manager: Mr Don Esson, Care and Learning Manager, The Fingal Centre, Viewfield Road, Portree Tel: 01478 613697.

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.

Community Involvement

Additional help is greatly appreciated in school, especially for practical activities like cooking, crafts or on outings. The Knoydart community has many talents and skills and we welcome the sharing of these with the children.

Pupils, though, are encouraged not just to take from the community, but to contribute positively themselves. Special events such as end of term productions or assemblies are generally greatly enjoyed by the community and pupils are helped to contribute actively to community events.

School Funds

Our Parent Forum works with great enthusiasm and energy to organise fund-raising events. All support from parents, family and friends as well as fund raising ideas are very welcome. Accounts are carefully kept and audited. Money raised is used for transport costs, outings, visits etc.

Personal Property

Highland Council does not provide cover for the loss of private property.

Scottish Executive Statistics

Data on the school's performance can be found at:

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

Appendix

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 unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

Minor injuries

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

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. School have access to Highland Council's Primary Mental Health Worker Service and

consultation and advice may be sought if there are concerns that might require more targeted support. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Adverse Weather

Schools now have a dial-in service if there is risk of closure due to adverse weather. This allows parents to listen to a recorded message from the head teacher.

It is an enhancement to the present service and does not replace existing methods of giving out information, such as radio broadcasts, described in the schools Adverse Weather Guidelines.

You can also access the highland school closure website on:

www.highland.gov.uk/schoolclosures

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 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

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 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.

Equality and Inclusion

For up-to-date information please see:

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

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

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

Protection of Children

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

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

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available online at http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

Military Families

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

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

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

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