

Kinmylies Primary School



School Handbook 2022-23





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Kinmylies Primary School

Assynt Road

Inverness

IV3 8PB

(01463) 239720

Email: Kinmylies.primary@highland.gov.uk

Blog: www.kinmyliesprimaryschool.wordpress.com/



Dear Parents/Carers,

On behalf of the team at Kinmylies, I extend a warm welcome to you and your family. We look forward to getting to know you and your child/children and hope that you will enjoy your time with us over the years ahead. 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](#)

This is a rapidly growing community where the school role has almost doubled in the last 5 years.

At Kinmylies, we aim to provide a nurturing and caring environment in which every child's strengths and interests are fostered. We hope that your child will be motivated in their learning as they develop the required skills to thrive in our ever-changing society.

Partnerships with parents are central to the life of Kinmylies and we hope that you will find this handbook useful in developing your involvement with the school. If you would like any further help or guidance or would like to arrange a visit to the school, please do not hesitate to contact us using the information at the top of the page.

Yours sincerely,

Mrs Faye Lingard (Head Teacher)

Kinmylies Primary School

Kinmylies Primary School is situated on the outskirts of Inverness next to Charleston Academy and on the banks of the Caledonian Canal. The school first opened in 1977 and replaced the original Leachkin School.

Currently, there is a roll of 382 pupils including our Nursery pupils. There is a range of classes from P1 to P7 and a Nursery unit which caters for three and four year olds.

The school is a modern building of semi-open plan providing bright comfortable accommodation for pupils within the designated area, which includes

Assynt Road	Lawers Way
Balachan Drive	Leachkin Park
Bishop's View	Leachkin Road
Bowmore View	Lerwick Crescent
Brude's Hill	Lomand Gardens
Burnfoot/Canal Road	Lomond Way
Cairn Court	Mamore Terrace
Carn Gorm Terrace	Mile End Place
Castlebay Gardens	Millerton Avenue
Charleston View	Millerton View
Craig Dunain	Nevis Park
Creag Dhubh Terrace	Old Steading Road
Dunvegan Place	Polvanie View
Golf View Road	Portree Terrace
Golf View Terrace	Stornoway Drive
Kinmylies Cottages	Suilven Way
Kinmylies Way	Tarbert Place
Upper Leachkin	Tobermory Place

The atmosphere is friendly and provides a sense of belonging.

Kinmylies Primary School

Assynt Road

Inverness

IV3 8PB

Tel No (01463) 239720



The Team

Head Teacher - Mrs Faye Lingard
Depute Head Teacher - Mrs Julie Fraser
Principal Teacher - Mrs Jennifer Tyronney
Principal Teacher - Miss Jayne Shaw
Principal Teacher - Mrs Krista Munro
MrsTyronney/Miss MacInnes P1T
Mrs Blaikie /Miss MacInnes P1B
Ms McIntyre P2
Mrs Munro /Miss MacInnes P2/3
Mrs McLean/Mrs Lynch P3
Mrs Smith/Mrs MacAllister P3/4
Mrs Macalister-Hall/Mrs Fraser P4
Miss McGillivray/Miss MacInnes P5
Mrs MacDonald/ Mrs Lynch P5/6
Miss Shaw/Miss MacInnes P6
Mr Hendry P7SH
Mrs Hollingdale P7LH
Ms MacAlpine ASN
Mrs Simpson PEF Teacher

Class Contact Reduction Teachers

Charleston PE teachers, Mrs Elaine Lynch

Pupil Support Assistants

Ms Sarah Gibson	Mrs Helen Gladstone
Mrs Caroline Keiro-Kirk	Mrs Elaine Farah
Mrs Jennifer Duncan	Mrs Rachael Buchan
Mrs Amanda Fraser	Mrs Tina MacLean
Mrs Shona Brooman	Mrs Maureen Clay
Ms Rita O'Donohue	Mr Paul MacKay
Mrs Alison De Venny	

Miss S Hood	Secretary
Mrs A M Jobes	Secretary
Mr P Grech	Facilities Management Assistant

Instrumental Tutors

Mr D Hay - Strings Instructor	Mrs A Alders - Woodwind Instructor
Mr C Melville- Chanter Instructor	

SCHOOL DAY



School times are as follows: -

P1-P3 (22.5 hours)

Monday -Thursday 9.00 am - 12.15pm
1.15pm-3.30pm
Friday 9.00 am - 12.15pm
(Afternoon breaks daily 20mins)

P4-P7 (25 hours)

Monday -Thursday 9.00 am - 12.45pm
1.30pm - 3.30 pm
Friday 9.00 am - 12.15pm

It is essential that children arrive at school to begin at the appropriate times.

The School Year* (2022)

- February break - 21 and 22 February
- In service day - 23 February
- Easter holidays - 4 April to 18 April
- May Day - 2 May
- In-service day - 5 May
- Summer holidays - 1 July to 12 August
- In-service day - 15 August
- In-service day - 12 September and 13 September
- October holidays - 10 October to 21 October
- Christmas and New Year break - 23 December to 6 January

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

*correct at time of print and taken from Highland Council Website

Enrolment

Primary 1s join the school in August each year, but enrolment usually takes place in January/February on a date notified by local press advertisement to parents of prospective pupils who are resident within the school area.

In May/June, all children who have enrolled at Kinmylies Primary School will be given opportunities to be part of a typical morning/afternoon in Primary 1. Parents of new entrants will be invited to the school where they will meet with relevant staff, see the school and share a talk about our school/class organisation.

Parents and New Entrants to nursery will also be invited to meet staff and have an informal play session prior to beginning the nursery.

Placing requests

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. If a parent wishes their child to attend the school but does not live within the school catchment area, a placing request has to be made.

Placing request applications are made online at:

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

If a parent is successful in gaining a placing request for our primary school, this does not mean automatic placing in Charleston Academy. A further placing request will be necessary to gain entry to Charleston Academy. Transportation to and from school, for placing request pupils, is a parental responsibility.

Parents of children with Additional Support Needs, can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing request to special schools will be referred to the Additional Support Needs Tribunal.



Our Vision, Values and Aims

Our School Vision

The school provides a welcoming learning environment where all members of the school community feel valued and are inspired to fulfil their potential.

Our School values

- Ready
- Respectful
- Safe

We aim to:

- Provide high quality learning experiences which challenge and motivate learners

- Actively encourage parental involvement in the life of the school and their child's learning
- Provide a broad curriculum which is relevant and evolving to meet learners' needs and is reflective of best practice
- Foster partnerships with the wider community and through citizenship equip learners with appropriate life skills
- As a learning community we are reflective, evaluative and committed to continuous improvement by having high expectations of the whole school community
- Promote achievement and celebrate success by recognising skills, experiences, strengths and ambitions
- Engage in effective evaluation to provide progression and opportunities for personal choice
- To promote a healthy lifestyle and environmental awareness through health promotion and sustainability principles being embedded in school life.

Promoting positive behaviour

Children are expected to behave in a responsible manner, showing respect and tolerance towards others. They must show respect for their own belongings, other people's belongings and school property. We promote restorative, solution focused approaches which encourage pupils to focus on the impact of their actions and the importance of building positive relationships.

Three clear values have been introduced to pupils and they are encouraged to adhere to these. They are the moral values that inform and develop the ethos of the school. They are reinforced through Assemblies, Circle Time and discussion.

Ready Respectful Safe Anti-bullying policy

Bullying is "any deliberate, repeated behaviour which uses power to frighten, hurt or cause unhappiness in others".

In Kinmylies Primary School, we believe that bullying in any form is unacceptable and will not be tolerated. Anyone can be a victim. If bullying happens, it should be reported to a teacher, parent or known adult. When bullying does occur, it will be investigated, discussed and

resolved. Where necessary, support will be given. If incidents persist, active parental involvement will be strongly encouraged. It is vital that we work together.

Our Equality and Diversity Policy and our Promoting Positive Behaviour Policy can be found on our blog

<https://kinmyliesprimaryschool.wordpress.com/school-policies/>

Highland Council's anti-bullying policy can be found at

<https://www.highland.gov.uk/downloads/files/19358/antibullying-guidanceforschools>



Pupil Voice

Our Rights Respecting Pupil Council is an ideal opportunity for pupils to be involved in the way our school is run and gives pupils the opportunity to develop skills such as confidence, communication and negotiation. Our Council benefits the whole school. It provides the opportunity for pupils to communicate their feelings to teachers and staff as well as influence decisions that are made. Over the course of the school year, we also form focus groups to look at school improvement priorities and hear pupils' views on how we can make our school even better.

In addition to having an active Rights Respecting Pupil Council, we also have a highly successful Eco-Committee and have achieved 3 Eco Schools Green Flags. These systems have given pupils throughout the school a voice and more responsibility.

Senior Pupils are encouraged to run for election and become Captain/Vice Captain of their house team. Our house system is in operation within the school and encourages team working, with weekly updates, term competitions and an end of year trophy to be won. This helps the pupils to support and to promote the school rules.

All P6s buddy nursery children and this continues into P7 and P1 respectively. This is our second year of having a bike crew to support Iain Thomson our Sustrans officer on our journey to becoming an I Bike school.

We celebrate individual successes and achievements at our weekly assemblies and senior pupils support the HT/DHT in delivering these.

We encourage all pupils to nominate one another for citizenship awards and have two school mascots who visit the classrooms- Fred and Olive.

Parent Council

A note from Parent Council chairperson:

The Parent Council works in close partnership with the school & teachers to provide support and fund raising activities for improvements within the school, including school facilities and equipment. We also work in partnership with local councillors to promote the interests of the school and gain support for fund raising, school facility improvements, and health & safety initiatives.

Chairperson Justine McNicol
Treasurer Emma Mulraine
Secretary Anna Socha
Parent Council e mail address kinmyliesprimarypc@gmail.com



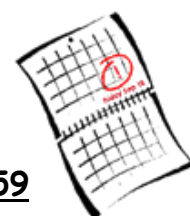
Community Involvement

We are really proud to be part of such an active community and enjoy strong links with various partners in the area. We take part in many local annual events such as The McRobert cup (cross country), The Kirking of the Council, Inter-school sports and many more. We have a very positive relationship with Kinmylies Parish Church who join us for monthly assemblies, church services and also help deliver aspects of the RME curriculum. We also regularly meet local senior citizens and join them for social events such as beetle drives and bingo.

Celebrating Success

At Kinmylies, we love sharing success! Children's successes and achievements are recognised on a daily basis through class rewards, best work walls and recognition boards. We have a weekly assembly in which we share successes and issue certificates. We make use of the school blog, Google Classroom and Twitter to share these with our community. Over the course of the year, each class will have two opportunities to share their learning through an assembly which they will lead.

Attendance



If your child is unwell please telephone the **school absence line 01463 257759** and leave a message stating your child's name and class and the reason they are absent. To maximise the opportunities we offer your child in school, it is essential that he/she attends school each day. Any absence from school, however short, has an adverse effect on teaching and learning.

Parents should inform the teacher/Head teacher in advance of any need to withdraw their child from school. This can usually be done quite simply by a note to the class teacher. A class register is required to be kept by law and any unauthorised absences will be actively pursued by the school.

Examples of **Authorised** absences include:

- bereavement
- education in another establishment
- judicial purposes - attendance at Child in Care review, a Children's Hearing

- sickness / ill health (including visits to doctor, dentist, optician, therapist, etc)
- sporting events
- school visits

In accordance with Highland Council Policy on attendance at school the following three-day rule for schools has been developed:

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 parents/carers or emergency contacts on the first day of absence, this will be noted by the school.

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 no contact is established, secondary schools and schools with support staff, will arrange a home visit to check the situation. If the child is not found and no satisfactory explanation is given for the absence, the police will be notified of the child's non-attendance. The police will treat this as a missing persons alert.

For these arrangements to work effectively it is essential for us to have your help with the following:

During the current pandemic we may need to amend our approaches to recording absences i.e. if pupils are required to self- isolate and work from home.

Steps for Parents

- Keep the school up to date with your telephone number, including mobile phone if you have one, and other details for emergency contacts.
- Inform the school or pre-school of your child's absence by 9.15am on the morning of the first day of absence. For afternoon sessions inform the school no later than half an hour into the afternoon session.

- Be responsible for the safety and wellbeing of your child/children whilst they are not in school.
- Inform the school of any pre-arranged absence, e.g. attendance at a hospital appointment or any other unavoidable event, prior to the absence taking place.
- Respond promptly to contacts from the school.

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

It is essential that we take all necessary precautions to ensure the safety of pupils.

Illness during the school day



If pupils feel ill in school, or are hurt at break time, we will contact the parents/carers immediately. If a pupil appears to require urgent medical treatment and we fail to contact the parent on emergency number, we will take the pupil to Raigmore Hospital Casualty Dept. Someone from school will accompany the child and the office will continue attempting to contact the parents. It is, therefore, very important that parents keep the school informed of their emergency contact details.

Unauthorised absence

Family holidays taken during term time are recorded as unauthorised absence and parents should inform the Head teacher in writing beforehand.

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 Uniform

We strongly promote the wearing of school uniform and welcome the support for our dress code by parents. This includes the following items:

- red sweatshirt
- white shirt/polo shirt
- plain black or grey trousers/tracksuit bottoms/skirt/pinafore

The children look smart in their uniform and it provides the children with a sense of identity and helps to prevent bullying. Casual wear such as T-shirts with slogans, football strips and jeans are not allowed in school. When children are going out on school trips uniform makes our pupils easily identifiable for any helpers and activity leaders.

The following items are available from Schoolwear Made Easy in Harbour Road, Inverness:
Red Sweatshirts, White Polo Shirts, Fleeces

It is essential that all items of clothing and indoor shoes are clearly named.

Indoor shoes and PE Kit

All children are expected to have a pair of indoor shoes which can be changed into for classroom use e.g. gym shoes. All children are expected to have a PE kit available in school during the week for their lessons. The PE kit should include shorts, t-shirt and gym shoes suitable for active sports and gymnastic activities. This is essential for hygiene and Health and Safety reasons when using gymnastic equipment. During the pandemic we will be outdoors in all but the very worst weather. Please make sure that children have warm, waterproof jackets and suitable clothing for being outdoors. This is currently more important than the wearing of school uniform.

It is essential that all items of clothing and indoor shoes are clearly named.

Jewellery

The school strongly advises against the wearing of any valuable jewellery at school. Jewellery can often be lost or broken during activities and playtime. If a child chooses to wear jewellery at school, it will be their responsibility to ensure its safekeeping. Jewellery should not be worn during PE lessons for Health and Safety reasons. Any child wearing jewellery at PE time will be asked to remove the item and will be responsible for its safe keeping.

School Meals



As of the August 2021 all Primary 1-4 children have been entitled to a free school meal. This will be extended to P5 children in January 2022.

This Scottish Government funded initiative will entitle all Primary 1 to 4 children to a free school meal at lunch time only. The meal is completely optional and all the choices provided are healthy and nutritious and meet all the requirements of the Scottish School's Health Promotion and Nutrition Act.

There is no application form involved for a child in Primary 1-4 to have a school meal however you will still need to apply for clothing grants where applicable. If your child has a medically confirmed special diet an application form (available on request from school) must be completed and returned to the Head Teacher.

Children in Primary 5 to 7 may be entitled to free school lunches. Clothing Grant and Free School Meal Application Form-

https://www.highland.gov.uk/info/878/schools/9/school_meals

Currently school lunches cost £2.55 per day. Kinmylies Primary School now pay online using IPayimpact - this means you can pay for your child's school meals online using their Unique Reference No to register.

(Note if your child previously went to another school piloting IPayimpact, then you will require to link them using their Unique Reference No to ensure payment goes to their Kinmylies Primary Account)

iPayimpact can be accessed via any internet enabled device - e.g. PC, tablet or smartphone, and links directly with the school meals system in the schools. There is no upper limit to the amount you can add to your child's account, and if you wish you can provide sufficient funds for weeks or even months in advance. Payments can of course still be made by cash or cheque directly at the school.

Benefits of the new system - called '**iPayimpact**' - include:

- Online payments reach the child's school meals account within 10 to 15 minutes
- Parents / carers will be able to see the up to date details of their child's school meals account, including:
 - Current balance of account
 - Account transaction history
 - Child's meal choices (whether or not the pupil pays for their meals)

- Payments can be made for children attending different schools in one transaction
- Details will be stored, so that there is no need to re-input details each time a payment is made
- Opportunity to set recurrent payments
- As with the current system, complete anonymity is provided for pupils entitled to free school meals

Packed lunches

Pupils who prefer a packed lunch are accommodated in the Dining Hall. In order that certain standards of health, hygiene and safety are maintained, the following recommendations have been issued by the Authority:

1. Containers and lids should be clearly marked with the name of the pupil. Glass bottles or containers are not permitted under the Health & Safety Regulations.
2. Vacuum flasks containing hot liquid are not permitted because of the danger of scalding. Vacuum flasks containing warm food is permitted
3. Aerated drinks in cans or bottles are not permissible because of the obvious dangers these present.
4. Packed meals must be consumed in the dining area.

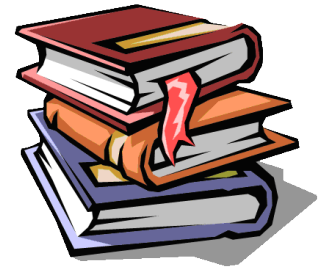
Break and Playtimes

Children are expected to spend as much of their break times as possible outside. Children are allowed access to the toilets at all times. All pupils are expected to come appropriately dressed to school in wet and wintry weather with a warm coat, hat or hood and suitable footwear for the conditions. The children are supervised by playground support staff.

After-school club facility

There is an after school club facility available, this is a paid service which is run separately from the school. For more information about prices and hours please contact Catherine 07747 847645.

The Curriculum



We endeavour to enable the children to become;

- **Successful learners**
- **Confident individuals**
- **Responsible citizens**
- **Effective contributors**

The Curriculum for Excellence develops **skills** for learning, life and work to help young people go on to further study, secure work and enjoy life and leisure. It makes learning relevant and helps young people apply lessons to their life beyond the classroom.

It links **knowledge** in one subject area to another, helping children and young people understand the world and make connections. It develops skills so that children can think for themselves, make sound judgments, challenge, enquire and find solutions. Every child is entitled to a broad and deep general education, whatever their level and ability. All staff will be responsible for **literacy** and **numeracy** - the language and numbers skills that unlock other subjects are vital to everyday life.

The curriculum framework sets out what a child or young person should be able to do and the experiences that contribute to their learning, rather than detailed definitions of content or prescribed hours of study.

The experiences and outcomes are grouped into five levels -

Curriculum Level Stage

- Early = Pre-school years and P1
- First = To the end of P4
- Second = To the end of P7
- Third / Fourth = S1 - S3
- Senior Phase = S4 - S6

The children in Kinmylies have the opportunity to learn in the following subjects:

- **Health and Wellbeing**
- **Literacy and Language**
- **Numeracy and Mathematics**



- **Expressive Arts**
- **RME** (special arrangements will be made for pupils whose parents do not wish them to participate in religious observance)
- **Sciences**
- **Social Studies**
- **Technologies**

Our Curriculum Rationale details how we have personalised our Curriculum for Kinmylies.

We organise our Curriculum Experiences under the 4 contexts for learning as highlighted by Education Scotland.

- **Curriculum areas and subjects**
- **Interdisciplinary learning**
- **Ethos and life of the school**
- **Opportunities for personal achievement.**

Literacy and Language; Language is the key to children's learning. It is through language where children learn many skills and acquire much of their knowledge. Therefore, from Nursery to P7, emphasis is placed on the four main components of language - the skills of listening, talking, reading, and writing. French is introduced from Nursery & Primary 1 in the form of games, songs and every day routines and Gaelic from P5.

Numeracy and Mathematics; Mathematics includes specific aspects of numeracy which will be developed both in mathematics and through activities in other areas of the curriculum. Whenever possible maths work is contextualised and designed to meet the needs of pupils. Interactive mental maths, practical activity, investigation, games and problem solving and enquiry should be key features of maths taught in all classes.

Sciences The most important goal for science education is to stimulate, nurture and sustain the curiosity, wonder and questioning of children and young people.

Young children have a natural sense of wonder and curiosity and are active and eager learners endeavoring to make sense of the world. They develop ideas through play, investigation, first-hand experience and discussion. As they grow older children ask searching questions based on their everyday observations and experiences of living things, the environment and the materials, objects and devices they interact with. Young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and of the environment.

Social Studies; It is important for children and young people to understand the place where they live and the heritage of their family and community. Through social studies children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. They learn about human achievements and to make sense of changes in society, conflicts and environmental issues. With greater understanding comes the opportunity to influence events by exercising informed and responsible citizenship.

Health and Wellbeing; Health and Wellbeing is encouraged through the whole school's approach to health promotion - physical activity and nutrition. Parents are invited to view resources and lesson plans that are used to support the aspects of learning such as relationships, sexual health and parenthood and P4-7 parents are issued with an overview of the lesson content before it is delivered.

Technologies; This curricular area includes creative, practical and work-related experiences and outcomes in craft, design, engineering, graphics, food, textile, and information technologies.

All staff use ICT to enrich teaching and support and motivate learning. Information technology is used to deliver the curriculum, with classrooms all having the use of interactive whiteboards, which aid collaborative learning and whole-class lessons. Each class has a google classroom for homework and sharing learning.

Expressive Arts; The expressive arts include experiences and outcomes in art and design, drama, dance and music. A child's physical development is as important as his/her mental development and through our PE and Sports we provide opportunities to encourage good co-ordination, teamwork, sportsmanship and a sense of wellbeing and health. Pupils receive opportunities to take part in music initiatives and take advantage of instrument instruction.

Religious and Moral Education; Religious and Moral Education includes learning about Christianity and other world religions, and supports the development of beliefs and values. It also includes aspects of philosophical enquiry.

The curriculum for RME is aimed at developing an understanding and respect for faiths, as this is a nondenominational school. A weekly assembly is held for all pupils with visitors invited to contribute within this area. Appropriate moral values and a sense of individual and collective responsibility is encouraged and developed. Activities in this area help pupils to appreciate values such as honesty, fairness, respect for others and to develop a personal code of behaviour. Parents may request exemption from RME for their children.

Inter disciplinary studies; In aiming to provide a dynamic and engaging curriculum, staff have been incorporating cross-cutting themes whenever possible and appropriate. Examples

of these are health and wellbeing, enterprise, sustainability, citizenship and culture and heritage.

Our curriculum enables learners to benefit from their education, supporting them in different ways to reach their potential. We aim to provide a range of experiences that promote active learning by making learners think. It must enable all of our pupils to build up a strong foundation of knowledge and promote a commitment to considered judgment and ethical action.

Extra-curricular Activities

Children will have the opportunity to engage in a range of after-school activities across the school year. These cover a variety of interests including sport, art and music. We are always looking for new experiences to offer our children - if you would be interested in supporting with an after-school activity, please contact the school office.



Assessment, recording and reporting procedures

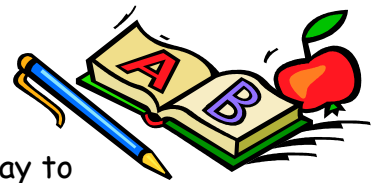
Assessment is the means of collecting information which allows teachers, pupils and parents to form a fairly accurate picture of what a child is actually achieving in relation to expectations of achievement. Conclusions for next step teaching will be drawn from this comparison. Teachers assess progress in a number of ways. These include watching pupils work, discussing their work with them, engaging them in dialogue regarding their learning targets as well as setting special tasks.

Reports on pupils' progress are an important part of communication between home and school. Organised parent engagements are as follows:

Term 1:	Meet the teacher & share profiles
Term 2:	1-1 parent/teacher meeting & share profiles
Term 3	Open afternoon/morning & share profiles
Term 4:	1-1 parent/teacher meeting & share profiles
	Written report

The formal parents' meetings allow parents/carers to discuss their child's progress with the class teacher. In addition, parents are welcome to make an appointment to visit the school to discuss any matter that is causing them concern.

Transition to Primary 1



In their final year of Nursery, our pupils take part in our "Rising 5s" transition programme. The programme is structured in such a way to give children short, focussed experiences which will prepare them for starting Primary School, and build their confidence regarding this as the programme progresses. It is hoped that through such staged transition, children will not find their August experience of starting school a daunting one, but simply a natural progression into the next stage of their learning. A copy of the full programme is issued to parents at the time of transition. An adapted version of the programme is offered to pupils joining us from other Early Years settings.

Secondary School and Transition

Charleston Academy

General Booth Road

Kinmylies

INVERNESS

IV3 8ET

(01463) 234 324

<http://www.charlestonacademy.co.uk/>



When the pupils finish in Primary 7, they normally transfer to Charleston Academy. A programme of transition activities is usually arranged during Primary 7 for the children to have opportunities to meet their peers from the other cluster primaries. Children are given opportunities to visit Charleston Academy on the transition days in June and Secondary Staff visit and liaise regularly with the P7 teacher prior to the P7 pupils transferring. An enhanced transition is offered to children with additional needs who may benefit from more regular visits and intense support with this transition.

As an ASG, our Primary 7s participate in a DYW (Developing the Young Workforce) programme which focuses on developing skills for learning, life and work. This is supported by the My World of Work website which parents can spend some time looking at with their child.

www.myworldofwork.co.uk

Partnership with Parents/Carers

The current pandemic has affected the way in which we are able to engage with parents/carers. This may change further depending on how the pandemic progresses. The school values parental co-operation and support, and we shall strive to continue strengthening relationships with parents by involving them as fully as possible in school life. Good communications between home and



school are vital in a child's education. We work very hard to keep parents informed regarding their child's progress through parents' evenings, open afternoons, termly target setting and an end of year report.

Parents may ask for an appointment to consult with teachers or promoted staff. Please try to make an appointment in advance. Workshops are organised for parents in a wide range of areas, newsletters are issued on a regular basis, keeping parents informed of the day to day life in school along with any official notes that may need to be distributed.

We actively seek parental opinion and engagement through questionnaires, steering groups and informal dialogue and welcome any suggestions on how things can be improved in this area.

We appreciate the support given by our Parent Council, plus the input by our parent helpers who assist us with extra-curricular activities, school trips and practical activities during the school day.

How Parents Can Help the School

If we are to succeed in enabling your child to fulfil their potential, we need your assistance and support.



You can help your child and us by: -

- ✓ Spending time talking to your child, discussing homework, learning targets.
- ✓ Encouraging your child to read for pleasure.
- ✓ Reading daily to young children.
- ✓ Providing your child at home with material to stimulate interests - e.g. books, paint, crayons, musical instruments, construction materials etc.
- ✓ Playing games with your child.
- ✓ Promoting good study habits at home.
- ✓ Taking your child to places of educational interest.
- ✓ Developing the skills involved in everyday tasks such as writing letters, shopping,

Useful information on how to get involved in your child's education can be found at Parentzone <https://education.gov.scot/parentzone>

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

Homework

Homework will consist of re-enforcing work which has already been done in school. Difficulties should be referred to the class teacher.

P1, 2 and 3: Children will be given homework issued by the teacher which will include a reading activity.

P4, 5, 6 and 7: Homework for the week will be issued on a Monday to be submitted later in the week. This can take a variety of forms e.g. reading activity, spelling, learning tables, researching an assignment, etc.

Most homework will be set on Google Classroom. We are very conscious that in the event of pupils/ classes having to self-isolate pupils and families having the skills to use this platform will be necessary to continue learning.

Support for Pupils

A child or young person may need additional support for a number of reasons, some of which may include:

- having learning difficulties
- being particularly talented
- being bereaved
- not attending school regularly
- requiring support from other agencies

Most of the time the class teacher is able to provide the help that many children and young people need. However, if additional help over and above this is needed, then there is a process that we follow to ensure the right help. 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 wellbeing. Effective

arrangements are in place to support pupils with additional needs to make successful transitions between classes/stages/schools.

If you have a concern about your child in the primary school please contact your child's class teacher in the first instance or the 'named person', who will be the Head Teacher. You can also get more information and advice from the Support for Learners Website; [Support for Learners Website](http://enquire.org.uk/)<http://enquire.org.uk/>

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

<http://www.highland.gov.uk/downloads/files/230/highlandpracticemodel-deliveringadditional-support-for-learners>

<http://www.highland.gov.uk/download/downloads/id/11/co-ordinated-support-plan>

There are also information sheets available at: www.chipplus.org.uk.

The main source of support in early years and in schools is the staff that through their normal practice is able to meet a diverse range of needs. With good quality teaching and learning and an appropriate curriculum most children are able to benefit appropriately from education without the need for additional support. Every teacher has the responsibility to support the learning of all pupils in their class but some children will require short or long term additional support from our Additional Support team. The type of support offered will vary according to the needs of pupils.

It is the aim of the school to ensure that all children reach their full potential in all areas of the school curriculum. Considerable time and resources are given to achieving this aim and at an early stage parents are involved should a learning difficulty be identified. If a parent considers that his or her child has additional support needs and wishes to make enquiries about this, they should contact the Depute Head Teacher or the Head Teacher.

2009 Additional Support for Learning Act:

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

Information about the 2009 Additional Support for Learning Act

Legal information

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



Education (Additional Support for Learning) (Scotland) Act 2009 and it comes into force on 14 November 2010.

What does this mean for pupils and parents?

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

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.
- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) can make placing requests to any school in Scotland including schools outside of the local authority area they live in.

- All appeals about placing requests to special schools (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points. Throughout the summer Enquire will be changing all their guides and fact sheets to take account of the 2009 Act.

If you have any questions about the 2009 Act, please contact the Enquire Helpline on 0845 123 2303 or by email on info@enquire.org.uk

Further information and support to parents of children and young people with ASN:

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

- (a) Children in Scotland: Working for Children and Their Families, trading as "Enquire - the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527 <http://enquire.org.uk/>
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576 <http://www.siaa.org.uk/>
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741 <http://www.sclc.org.uk/>

- **School Improvement**

- Every year, we publish a report outlining our main improvements for the previous session and highlight our key priorities for the year ahead. We also produce a pupil friendly improvement plan to ensure that our pupils know the focus for the year ahead. At the end of the year, we produce a Standards and Quality Report to outline our progress. This year, because of the ongoing pandemic, all schools in Highland are continuing to focus on certain key priorities as followings:
 1. Health and wellbeing
 2. Recovery of learning, teaching and assessment
 3. Attainment in session 2020/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

A detailed action plan of these priorities can be found on the school website
Our Standards and Qualities report is also available to read on the website

<https://kinmyliesprimaryschool.wordpress.com>

National inspection reports on all Scottish Schools can be found on the Education Scotland website. <https://education.gov.scot/inspection-reports/highland>

Kinmylies Primary School

Pupil Friendly Improvement Plan

2021/22

This year we are all going to work hard to ~



- make our school a happy and welcoming place to learn

- improve our understanding of how we feel and other people feel

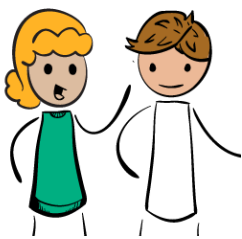


how

- make good progress in literacy and



numeracy



- learn about the rights of the child

- use our Google Classrooms at home and at school

School Policies / Frequently Asked Questions



Comments and complaints

We hope you will enjoy your child's time at Kinmylies Primary School and we welcome comments and suggestions which will improve our service. However, we are aware that difficulties can occur from time to time and if you feel you have a reason to complain then please follow the procedure outlined below.

- Parents who wish to discuss any concerns about their child's education or welfare are welcome to meet with their child's teacher. The best time to discuss things with the class teacher is before school starts or at the end of the school day. Please send a note with your child or phone the school office to make an appointment for a mutually agreeable time. If it is more convenient, parents are welcome to discuss matters over the phone with staff out with class teaching time. School Office 01463 239720
- If you have specific concerns regarding your Child's learning needs you may wish to discuss your concerns with the class teacher and our Additional Support Needs teacher, Mrs MacAlpine. Please phone the school office to make an appointment.
- If you still have concerns following discussion with the class teacher then please contact the school office to arrange an appointment with a member of the school management, Mrs Lingard, HT or Mrs Fraser DHT at a mutually agreeable time.
- If after speaking to the school and following an agreed length of time, you do not feel that the issue you raised has been dealt with correctly, you are at liberty to contact the Education Office for further advice: Fiona Shearer, Area Education and Learning Manager, Headquarters, Glenurquhart Road, IV3 5NX

The school follows Highland Council complaints procedures whereby we will acknowledge your concern within three working days and a reply within ten working days. If investigation of an issue is expected to take longer, then you would be informed of this.

Child Protection

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering from 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

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, has a head injury or becomes unwell during the school day you, or the emergency contact you have provided, will be contacted and you may be advised to collect your child from school. Please note that we will not make contact with parents for minor first aid, however a "Mr Bump" slip will be sent home in the child's bag.

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.

Access to Pupil Records

The Pupils' Educational Records (Scotland) Regulations 2003 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

Data Protection Legislation

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

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we

need this information, how we use it and what we do to protect the information supplied to us. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here: <http://hi-hope.org/directory/listing/16plus-planning>

Data policy

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

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

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

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here: https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

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 out with 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 from <contact details> or 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>

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



Lost Property

Any loss of property should be reported to the Class Teacher or any items found should be handed into the school office.

The School cannot accept responsibility for items lost unless they have been given to a member of staff for safe-keeping, but nevertheless, every effort will be made to trace any missing items. Please ensure all clothing is clearly named. We strongly discourage children from bringing toys or personal items from home which are of significant value. This is particularly important during the current pandemic.

Fire Precautions

All staff are familiar with evacuation procedures and will instruct the children accordingly. Fire practices are held once a term and the warning systems and emergency equipment are checked annually. Each class has a designated fire assembly point, which is in the school playground.



Parking / Road Safety

We need to ensure that each and every one of our children is safe. Those crossing General Booth Road should **always** use the underpass and never cross the main road. Pupils attending extra-curricular activities after school should be collected by a parent/representative or be aware of arrangements for going home.

Parking at the beginning and end of the school day is particularly busy. Parents are requested to park in the large car park by the shops to drop off and collect their child from school. There is also a parking area available at Kinnmylies Parish Church from which you are able to walk through the underpass and meet children at the school gate. Parking on Assynt Road along the school fence creates a danger to pedestrians trying to cross over. The staff car park is for staff/visitor use only, children are not allowed in the staff car park for safety reasons unless being collected/dropped off from an appointment during the school day.

Emergency Contacts

Parents are asked to provide details of two emergency contacts with whom we can get in contact if parents are not at home in the case of emergencies, illness or in bad weather. Please make the people you nominate as Emergency Contacts aware of your decision to nominate them.

Head Lice

Children are usually most affected by head lice due to close head to head contact. The best detection method is wet combing. Once a week after shampooing, apply conditioner, and use a normal comb to untangle the hair. Then switch to a fine toothed plastic detection comb (your pharmacist can recommend a suitable one.) Thoroughly comb through the whole of the head, you should check all family members at the same time and then arrange treatment. Advice can be sought from the pharmacist or the Health Visitor.

For further information:

<http://www.healthscotland.com/uploads/documents/headlice.pdf>

<http://www.nits.net/bugbusting>

Parents should advise the school of all cases of 'head lice' and pupils should not be returned to school until their hair has been treated (confidentiality is retained).

Adverse Weather Conditions

GUIDELINES FOR PARENTS OF PUPILS TRAVELLING TO SCHOOL IN ADVERSE WEATHER

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

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

- **parents** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies.
- **the school** will establish a system of communication with parents and ensure that parents are fully informed of the arrangements. This includes an 0870 telephone information service. (details below)

When weather conditions are poor: -

- **local radio stations** issue news and weather bulletins on traffic conditions and school closures. Transmissions may not cover all households and may be subject to re-

scheduling but should be helpful. Parents are advised to remain 'tuned in' to ongoing road, weather or school information updates.

Broadcast Times

BBC Radio Highland

6.30am 7.30am 8.30am
12.30pm 4.30pm 5.30pm

Moray Firth Radio

Normally, hourly news bulletins and half-hourly summaries will carry local information on weather, roads and conditions affecting schools. In severe conditions normal programmes will be interrupted more frequently to carry emergency bulletins.

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

Highland School Closures Website, Facebook and Twitter

<http://www.highland.gov.uk/schoolclosures>

<https://www.facebook.com/highlandcouncil>

<https://twitter.co?HighlandCouncil>

TELEPHONE INFORMATION-GUIDANCE FOR PARENTS

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

When severe weather warnings are received the school will endeavour to keep the system updated. 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 Adverse Weather Guidelines.

How to use the service

Dial Highland Council's access number - **0800 564 2272**

➤ Enter Kinmylies Primary School's pin number - 04 2400

You have two attempts to enter the pin number and you will be disconnected after a second failed attempt. If this happens, check the number and redial. If you still have a problem check with the school.

➤ You will hear the school's name. Ensure that this is correct before going on.

➤ You will now be taken to the MAIN MENU where you will be given 4 options:

Press 1 to hear the school message about the adverse weather

for example whether or not the school is to close or if transport arrangements have been affected.

Press 4 to enter the pin number for another school within the Authority. Parents may have children who attend different schools. This option allows you to move from one school's messaging service to another without having to dial in again.

