

DUNBEATH PRIMARY SCHOOL HANDBOOK

2022 - 2023



'BE THE BEST YOU CAN BE'

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

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Welcome to Dunbeath Primary School

We wish to extend a very warm welcome to all pupils new to Dunbeath School, and to their families.

This school was opened in September 1990. As well as spacious classrooms, there is the Nursery room, the children's library and a large games/dining hall. The school is well equipped for all subjects and has spacious grounds for outdoor activities.

A small school like this has a lot to offer its pupils. It has a family atmosphere where the children know that everyone cares for them.

We hope that, with yourselves, we may develop a partnership taking equal responsibility in giving your child good educational experiences and ensuring that they reach their full potential.

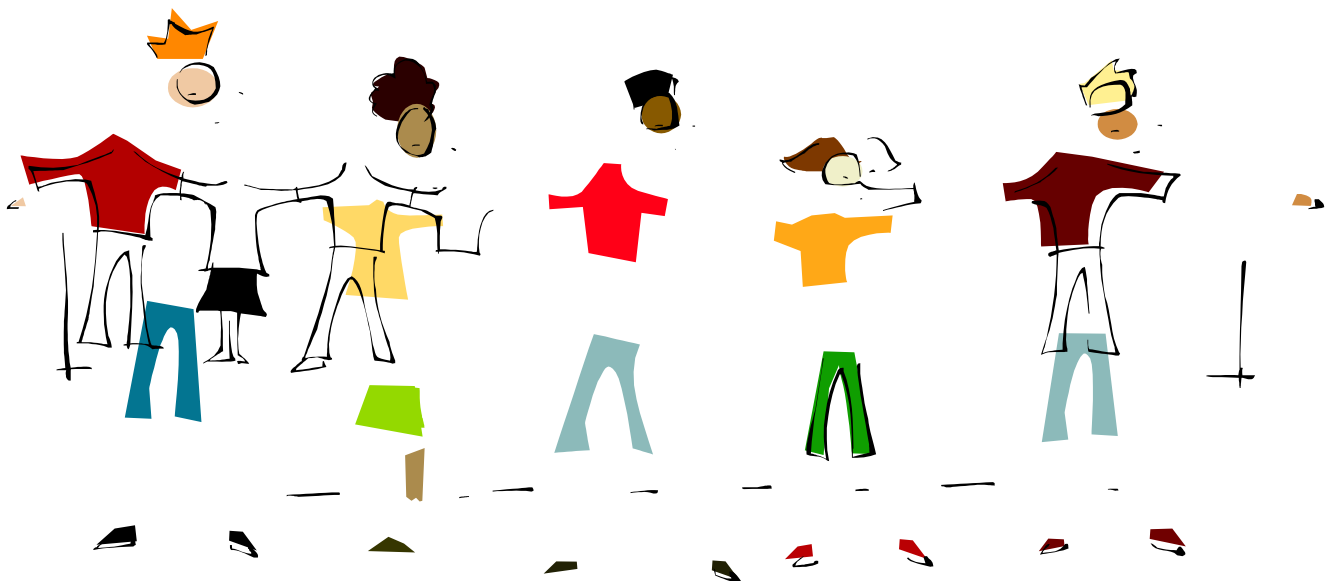
We will be pleased to show parents of prospective pupils around the school, discuss our policies, and give some idea of what life is like for the children.

This brochure provides important information about the curriculum and organisation of the school.

Should you have any further questions about these topics – or any other aspect of school life please do not hesitate to contact the school.

Mrs D Walsh

HEADTEACHER



DUNBEATH PRIMARY SCHOOL

ADDRESS	Dunbeath, Caithness, KW6 6ED		
TELEPHONE	Dunbeath (01593) 731286		
EMAIL	dunbeath.primary@highland.gov.uk		
WEBSITE	www.dunbeathprimary@wordpress.com		
LOCATION	On A9, 21 miles South of Wick		
SCHOOL HOURS	ELC	9.15am - 3.15pm	
	P1 – P3	9.30am - 12.30pm	1.30pm - 3.30pm
	P4 – P7	9.30am - 12.45pm	1.30pm - 3.30pm
STAGES COVERED	P1 - P7		
CURRENT YEAR ROLL	31		
HEAD TEACHER	Mrs D Walsh BA(hons) PGCE Dunbeath & Lybster Primary School Cluster		
TEACHING STAFF	Teacher	Miss L Swanson PT	P.5-7
	Teacher	Mrs S Aitken & Ms A. Mee	P.1-4
	Teacher	Mrs F Elder: CCR & Management cover	
ADDITIONAL SUPPORTS NEED	Teacher	Mrs A Moncrieff	Alternate Wednesday
VISITING SPECIALIST TEACHER	CCR-Art/Technology	Mr B Beaumont	Alternate Monday
Early Years Practitioners	Mrs S Bain & Mrs M Milne		
Early Years Support Worker	Mrs J MacDonald		
NON-TEACHING STAFF			
Pupil Support Assistants	Mrs S Hendry & Mrs R Polson (PEF)		
Clerical Assistant (Part Time)	Ms S Afford		
Cook	Ms L Forbes		
Cleaner/Facilities assistant	Mr R Jones		
SCHOOL CHAPLAIN	Church of Scotland	Mrs Heather Stewart	
NEAREST SECONDARY SCHOOL	Wick High School	Telephone: Wick (01955) 603333	

OUR SCHOOL VISION, VALUES & AIMS

Our vision is for our pupils to be **happy, confident and well-rounded individuals who aspire to be the best they can be**. As a school, we want to **guide and support our children** by giving them the **knowledge and skills to achieve their destiny**. We want all pupils to be **proud of themselves** and feel that they are **part of the school and wider community**. Dunbeath Primary is a school **where everyone is made to feel welcome**. There is a **happy, friendly atmosphere and everyone is caring and supportive** of each other. The children are **mannerly, respectful and understand the importance of keeping themselves safe**. We think the **teachers** are great and they **support us with our learning**. We all **work hard** and **staff encourage and help us to achieve success**. We experience a **wide range of activities and opportunities**, including outdoor learning and global citizenship. We have **fun** in our learning. We show **good sportsmanship** and **celebrate each other's achievements**. We work in **partnership** with our families and the wider community. They support us and we like to do things to help them. We **know our rights, show respect and are inclusive** which can be seen through our **positive attitudes and good behaviour**

Updated April 2020 [pupils, parents & staff]

DUNBEATH SCHOOL AIMS

We aim to provide a broad and varied curriculum in line with the Curriculum for Excellence through

- broad and balanced programmes of work based on the guidelines.
- provision of a curriculum related to the needs and interests of the children.
- timetables which give appropriate time and emphasis to each curricular area.

We aim to raise pupil's attainment and maintain high standards in attendance and behaviour through

- creating an ethos of achievement with high expectations of all.
- regular monitoring of progress and achievement.
- appropriate use of praise to motivate and give recognition.

We aim to ensure a coherent and progressive approach to learning and teaching through

- good planning, organisation and use of resources within the school and its surrounding area.
- the matching of teaching processes to pupils learning needs.
- provision of a variety of learning and teaching methods.
- regular assessment and reporting of children's progress.

We aim to encourage the children to become responsible well rounded citizens through

- promotion of good health, personal morality, self-awareness and esteem.
- development of friendships and relationships and inclusion of those with special needs.
- development of positive attitudes and beliefs.
- development of leisure and recreational interests, creativity and ambition.

We aim to provide a pleasant, friendly and secure environment in which learning can take place through

- encouraging pupils to have a sense of pride and identity in the school.
- promotion of good relationships between staff and pupils.
- effective links between the school, Parent Council, parents and the wider community.

We aim to make the best possible use of staff, accommodation and resources to benefit the children

- through encouraging professionalism of staff through team work, Staff Review and Development.
- through effective display, organisation and accessibility of resources.
- through encouraging the use of school facilities at all times.

We aim to provide effective management and leadership through

- efficient planning.
- continuous monitoring and self-evaluation.
- professional competence and commitment.

ENROLMENT OF PUPILS

Parents who have a child who will be 5 years old by the end of February 2022 should enrol on-line with Highland Council at www.highland.gov.uk/schoolenrolment in accordance with the dates advertised in the local press. Throughout the school year the P.1-4 class teacher will regularly liaise with the ELC staff and will get to know the pre-school children well during this time. During Terms 3 & 4 the children will make regular visits to the P.1-4 classroom so that they become familiar with the school setting. On other suitable occasions e.g. school sports, music festival rehearsals, or special events e.g. Christmas Nativity the ELC children are also given the opportunity to join with the main school.

Any families coming into the area who wish their children to be enrolled should contact the Head Teacher to arrange a visit to the school.

PLACING REQUESTS – PARENTAL CHOICE

Each school serves its own particular catchment area and pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Education Manager, Alison Donald: alison.donald@highland.gov.uk and placing request forms can be obtained from http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

N.B. Transportation to and from school, for placing request pupils, is a parental responsibility.

If pupils live outwith the school catchment area and their parents wish them to attend Dunbeath School, they can contact Mrs Walsh to arrange a visit

ATTENDANCE & ABSENCE

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone the school on the first day of absence. When returning to school after an absence, the parent or guardian must give a verbal written reason for the time absent.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from parent or guardian. Pupils must report to the school reception and 'sign out', if returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made outwith school hours.

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

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

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

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;
- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering

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

EARLY LEARNING AND CHILDCARE

Excellent nursery provision for 2, 3 and 4 year olds is available at Early Learning & Childcare setting within the school. This is open Monday to Friday from 9.15am -3.15pm and is led by Early Years Practitioners Susan Bain and Marina Milne and support worker Julie MacDonald. The group offers a wide range of play activities and learning experiences in each of the curricular areas laid down in the 'Curriculum for Excellence' Early Level. Further information is available in the ELC handbook.

PRIMARY 1

New entrants are admitted at the beginning of the autumn term and will attend full time from the start of session.

Where children have attended Nursery/ELC they will have experienced transition activities into Primary 1 whilst still in nursery. Children, generally, quickly adapt to the classroom situation. It is helpful at this stage if they can recognise their name, have had practice in drawing and colouring in, can go to the toilet unaccompanied, dress/undress themselves etc.

SCHOOL TRANSPORT

Free transport to school is available for children living within the delineated area of the school if they are under eight years of age and over two miles walking distance from the school, or are eight years of age and over three miles walking distance from the school office. However, they may be expected to walk part of the distance to meet the school transport at a convenient point. Applications for school transport can be made via the Highland Council website: https://www.highland.gov.uk/info/878/schools/12/school_transport

Any further information on details of the school transport system may be obtained from the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or public.transport@highland.gov.uk.

SCHOOL UNIFORM

Children are required to wear school uniform on a daily basis.

This consists of maroon sweatshirts and white/maroon/black polo shirt bearing the school logo. They can be ordered online from Image Scotland <http://dunbeathps.imagescotland.com> or from Highland Workwear.

Table showing garments available for both providers:

		Image Scotland		Highland Workwear	
		min	max	min	max
Sweat shirt		£7.95	£9.95	£9.95	£11.95
Poloshirt	white	£7.45	£9.15	£8.95	£10.95
	burgundy			£8.95	£10.95
	black			£8.95	£10.95
Full zip fleece		£12.40	£15.75	£13.95	£18.95

Children are required to change out of their outdoor footwear in the cloakrooms before proceeding to their classrooms. Light flexible gym shoes are preferable for indoor wear.

Gym shoes and shorts must be worn for P.E. Any jewellery must be removed for health and safety reasons. Children should also have robust outdoor clothing and footwear for outdoor learning activities and all weather play times.

All items of clothing should be labelled with your child's name as the school cannot be held responsible for clothing which goes missing.

Wearing of make-up and use of hair dye is not considered appropriate for primary age pupils.

School clothing grants may be available to parents who are on Income Support, Family Credit or Income Based Job Seekers Allowance. Forms are available on the council website link below.

http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

School Uniform items can now be ordered online all year round at: <http://dunbeath.imagescotland.com>

SCHOOL MEALS

An excellent choice of nutritionally balanced lunches are on offer each day, served along with a drink, choice of breads, vegetables, salad and fresh fruit.

These are FREE for all pupils in Primary 1, 2, 3, 4 and 5. Pupils in Primary 6 and 7 will pay the daily rate of £2.30. Lunches are ordered one week in advance and the menus rotate on a 3 weekly basis. The menus are changed twice yearly – the Spring / Summer menu runs from Easter until the October break and the Winter menu runs from the October break until Easter.

Where applicable, daily or weekly payments should be made to the cook, Miss L Forbes.

Pupils who are vegetarian or require a special diet can be catered for. Forms are available from the school office.

Free School Meals may be available for pupils in P5-7 where parents/guardians are in receipt of specific benefits – https://www.highland.gov.uk/info/878/schools/9/school_meals

Pupils bringing packed lunches are accommodated in the Dining Hall. Please ensure there is a balance of healthy nutritious items along with a drink of juice or water.

N.B. Fizzy drinks, glass bottles and sweets are not permitted.

Highland Council School Menus can be found at:

https://www.highland.gov.uk/downloads/download/9/school_menus

The school has a No Nut policy and nuts should not be brought into school.

SNACKS - At playtime a range of healthy snacks and drinks can be bought. e.g. fresh toast, scones, fruit or yogurt, fruit juice and milk shakes.

Our school Curriculum

The school curriculum is based on the Curriculum for Excellence and Highland Council's Curriculum Overview and Learning, Teaching & Assessment policy.

Curriculum for Excellence was introduced to all schools in Scotland to help raise standards of teaching and learning for all 3-18 year olds. It aims to bring life to learning and learning to life - helping prepare our children with the skills and knowledge they need to cope in an ever changing world.

More information about Curriculum for Excellence, curriculum developments, how to get involved in your child's education, how to support the school is available at <https://education.gov.scot/parentzone/>

The curriculum levels and stages of attainment have been set out below. It is evident that children will take some time to progress from one level to the next. Some may attain a level earlier than stated whilst others, for various reasons, will not attain the level within these years. As a parent it is important

to remember that children will progress at different rates at different times according to a number of factors e.g. age, ability, general development, level of support given at home etc.

<u>Level</u>	<u>Stage</u>
Early	the pre-school years and Primary 1.
First	P.2 to the end of P.4 but earlier or later for some.
Second	P.5 to the end of P.7 but earlier or later for some.
Third and fourth	S.1 to S.3 but earlier for some.
Senior phase	S4 - S6, and college or other means of study.

The curriculum itself, has subjects grouped into eight main areas and more detail on each of these is given below. A greater emphasis has been placed on **Literacy** and **Numeracy** and their relevance and inclusion across all curricular areas. The **Health and Wellbeing** of our children has also become the responsibility of all staff. The classroom teacher will collaborate with children when planning learning.

MATHEMATICS AND NUMERACY

In Mathematics, children will develop essential numeracy skills, an understanding of the concepts of Numeracy and knowledge of how to apply these in everyday life.

The 3 main areas have been identified as

- Number, Money and Measure
- Shape, Position and Movement
- Information Handling

The children's knowledge and understanding is developed through active learning i.e. structured activities and games, the use of ICT and real life applications. A thorough knowledge of number bonds, mental calculation strategies and times tables will continue to be an important part of the school's numeracy programme. We use the Leckie and TJ Maths scheme for written work and reinforcement.

LANGUAGES AND LITERACY

The 3 main areas which concern all our learners are **Reading; Writing; Listening & Talking.**

Reading

This is initially taught using a combination of sight vocabulary and phonics using the Jolly Phonics scheme. Children learn the sounds of our language and then use these to decode and read words. Lots of practise is essential at this early stage. Once they can read, the children will progress through the schools reading programme. This is based on the Highland Literacy Project and includes – core reading, reading for information, reading for pleasure and writers craft.

Various reading schemes are used - New Ginn 360, Oxford Reading Tree & Treetops, Rigby Star & Phonics, Project X and Four Corners. We also use a range of fiction and non-fiction books from the school library and library van.

Senior pupils also use the Accelerated Reading programme and are expected to read daily both in school and at home.

As reading is integral to most curricular areas, parents are asked to encourage their children to read as widely as possible – from sharing bedtime stories to looking at information on food packets; reading comics or newspaper articles to discussing signs by the roadside. Wherever there is print, share and discuss it with your children and help them discover the benefits and pleasure of reading.

Writing

On coming to school, children are initially taught how to write using the correct letter formation including size of letters, letters with tails, tall letters etc. before progressing to use a linked script. They also learn how to set down writing in words, to leave spaces between words – then progressing to write using sentences, paragraphs etc.

Personal, Functional and Imaginative writing in the form of e.g. stories, news reports, poetry, instructions or play scripts are developed using strategies from the Highland Literacy project and Big Writing programme. Handwriting, spelling and grammar are taught using a range of resources and activities according to the age and stage of development.

Listening and Talking

Children are taught to listen and respond to adults and other children on a daily basis e.g. through class discussion, collaborative activities, Circle Time or Show and tell, at assembly, when carrying out peer assessment or when viewing clips from the internet.

Their skills are further developed when preparing and presenting talks to the rest of the class, taking part in the Caithness Music Festival, school and community performances etc.

French

This is taught at all stages using the Highland Council MLPS (Modern Languages in the Primary School) and 1+2 Power Language programmes.

HEALTH & WELL BEING

The school continuously promotes a healthy and active lifestyle for all pupils and staff.

The Health & Wellbeing curriculum comprises - **Mental, emotional, social and physical wellbeing; Food and health; Substance misuse; Relationships, sexual health and parenthood; Physical education, physical activity and sport.**

This area is enhanced by support from e.g. the school nurse; Childsmile programme, Active Schools programme; Scottish Ambulance Service and Northern Constabulary's Safe Highlander scheme.

When topics of a sensitive nature e.g. sex education, drugs or alcohol education are being taught, parents will be informed in writing in advance.

In addition to their regular P.E; all pupils receive a block of swimming lessons at the Wick Pool and they take part in various sporting tournaments e.g. badminton, touch rugby, Highland Games, Rural School Sports.

SOCIAL STUDIES

This curricular area comprising: **People, past events and society; People, place and environment; People in society, economy and business** will be based on inter-disciplinary studies allowing the links in the children's learning and understanding to be made more naturally.

Through these topics they will learn about their own families, community and heritage; develop their understanding of the world by learning about people in other times, places and circumstances; learn about environmental issues and changes in society.

The class teachers discuss the key areas of learning to be covered with the children and then decide on a theme or topic which can facilitate this. We try to ensure there is breadth across the curriculum and allow for local and topical themes to be explored as and when appropriate.

Parents are given information at the start of each term on the key areas or themes to be covered.

EXPRESSIVE ARTS

The Expressive Arts comprises **Art and Design, Dance, Drama and Music**. Experiences in this area enable the children to be creative and express themselves; take part in and enjoy expressive performance; develop skills and an appreciation of the arts and culture.

Work in school will be enhanced by visits from e.g. Kodaly and Feis Rois music tutors, Out of Eden dance and drama workers and local arts and crafts experts.

RELIGIOUS AND MORAL EDUCATION

The elements covered in Religious and Moral Education are **Christianity, Other World Religions and Development of beliefs and values**. In addition to work being done in class, the school chaplain visits to conduct assemblies of a broadly Christian nature and special services are held at Christmas, Easter and at the end of session.

Whilst we are aware that not all families may share the Christian faith, it is an important part of the Highland heritage and should be given due place in the curriculum.

Parents do however have a right to withdraw their child from religious instruction and should contact the school if they wish to exercise this right.

SCIENCES

Science is an important part of our learning and we use its applications every day in our-lives at work, at leisure and in the home. The key concepts in this subject area have been organised under the following headings. **Planet Earth; Forces, electricity and waves; Biological systems; Materials; Topical science**.

Through learning in the sciences, children will develop their interest in, and understanding of the living, material and physical world. They will engage in a range of investigations and activities which will allow them to develop important skills e.g. planning and carrying out experiments; measuring, collecting and recording evidence; presenting and reporting findings.

TECHNOLOGIES

The Technologies framework comprises **Technological developments in society; ICT & Computing science; Food and Textiles; Craft and design; Business contexts**. This area will offer children challenging activities which involve research, problem solving, and exploration of new and unfamiliar concepts, skills and materials- which will in turn help develop their skills for today's technological lifestyle.

ASSESSMENT

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

Assessment of pupils can take a variety of formats and purposes and class teachers continuously assess pupils' progress as part of their daily routine. Assessment may take the form of class observation, marking and discussion of work; self and peer assessment - where the children themselves mark and comment on the work; short tests or check-ups to confirm whether work has been understood or information retained.

In **2018 SNSA / Scottish National Standardised Assessments** were introduced for pupils in **P.1, P.4 & P.7**. This is a computer generated assessment which is adaptive to the individual ability of each pupil and consists of tests in Numeracy, Literacy and Writing.

Parents will be informed in advance of when pupils will sit these tests.

These various forms of assessment provide important information for staff and pupils which is used to identify next steps in learning, track progress and adapt the curriculum as necessary to better meet the teaching and learning needs of all involved.

Parents will receive feedback on their child's progress through regular uploads to online pupil profiles, the sharing of Key Assessment Tasks and end of year reporting.

Further information is available at:

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

Further information about the Dunbeath Primary School curriculum can be found in the 'Curriculum Rationale' document on the school website.

More information about Curriculum for Excellence, curriculum developments, authority policies, school performance, how to get involved in your child's education, how to support the school is available at

- [Highland Curriculum for Excellence information](#)
- <https://education.gov.scot/parentzone/>
- <https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>
- <https://education.gov.scot/inspection-reports/highland>
- [Authority Policies](#)

Local/National Performance

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

Education Scotland inspection information for the school and to the **Education Scotland Parentzone School information Dashboard.**

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

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

HOME LEARNING

Home learning should be of a useful nature and relevant to what the child is currently working on in class.

In the early stages, children will have home learning related to reading, number work, phonics or spelling. Their Reading Record provides a useful means for school and parents to keep in touch so please feel free to make use of this.

In the upper school, home learning will cover a wider range of subjects and activities and serves to reinforce or extend work being done in school.

A positive, supportive approach will help to build your child's confidence and self-esteem. Good home/school communication is also vital if children are to gain maximum benefit from their education.

Helpful Homework Hints

- **Children should be able to work without distraction - and at a table for any written work.**
- **Work should be done neatly and with minimal assistance - but should be checked and initialled by a parent (or guardian) before returning.**
- **Parents should hear children reading on a regular basis - assisting with any unfamiliar words or pronunciation - and discussing texts to help develop understanding.**
- **Homework diaries should be signed or initialled to acknowledge parental involvement.**
- **All homework should be handed in on time.**

OUTDOOR AND EXTRA CURRICULAR ACTIVITIES

Outdoor games and activities are very much governed by the weather and pupils are more likely to be involved in these during the summer months.

We very much rely on the availability of staff and parents to help us run extra-curricular activities and are grateful to those who are able to give up their own time to do this. If any parent (or member of the community) has a particular skill and feels that he/she could run an after school activity, please do not hesitate to get in touch.

Classes are often taken out of school as part of their environmental studies work. In order to gain parental permission for this kind of activity, parents are asked to sign a covering letter for activities within *walking distance of the school* at the start of session.

Community Links

Children benefit from outdoor learning opportunities within the local environment. Throughout the year, High-Life Highland provide multi-sports clubs for the children, both in school time and out with. Children attend Wick Swimming Pool for swimming lessons (2 x 8 week blocks per year). Twice a year the children in Primary 1-3 take part in Kodaly music lessons and the P4-7 children experience Feis Rois. We work in collaboration with the Community Centre and utilise the Heritage Centre to support the learning experience of our children. Upper stages children attend the Newton Room where they learn take-part in Science based curricular activities throughout the year. Each March the Caithness Science festival explores Science, Technology, Engineering, Art and Maths with our children.

LIBRARY FACILITIES

The library van comes to the school every 3 weeks on Tuesday mornings when the children can borrow or return books.

The school also benefits from an excellent, well stocked library which children are free to use for pleasure or for reference.

ADDITIONAL SUPPORT NEEDS

Class/Subject teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found about the Highland Council model for support and child's plans at:

http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners

http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

Sometimes a Children's Service Worker will be involved in supporting a child. A **Children's Service Worker** is often based at the school and will generally focus on more social and emotional needs rather than issues about the curriculum or classroom learning. They:

- work in collaboration with the support team in school
- work to support families in their own communities
- work with individual pupils and small groups - offering a further level of support

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Head Teacher. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners

Further Support for Primary School Children (Enhanced Provision)

For young people with severe and complex needs, there are Enhanced Provisions for pre-school and primary aged pupils in Mount Pleasant Primary School in Thurso and Newton Park Primary School in Wick. Placements may be offered on a full or part-time basis.

For young people with neurodevelopmental/social communication difficulties, there are two SCOPE provisions (Social Communication Provision for Education); one in Miller Academy Primary School in Thurso and one in Noss Primary School in Wick. SCOPE offers support for primary-aged pupils through providing a 'split placement' with the young person's local mainstream school. Through providing targeted, individualised support, this enables young people to access education in their local school.

Applications for specialist provision can be made to the Admissions Group. Parents/Carers can speak with the Named Person or Lead Professional about making the application.

PROGRESS

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with the Head Teacher.

[Support for Learners Website](#)

http://www.highland.gov.uk/info/886/schools_additional_support_needs/1/support_for_learners

Information about the Highland Practice Model or the Child's Plan process can be found at:

http://www.highland.gov.uk/downloads/file/230/highland_practice_model_delivering_additional_support_for_learners

http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

Further information about additional support can be obtained from the following organisations:

(a) Enquire – the Scottish advice and information service for additional support for learning
<http://enquire.org.uk/>

(b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>

(c) Scottish Independent Advocacy Alliance, an advocacy service to support parents and children

(d) Scottish Child Law Centre, an organisation providing free legal advice to young people

There are also Information sheets available at: www.chipplus.org.uk click on Education.

HEALTH

The school continuously promotes a healthy and active lifestyle for all pupils and we work in partnership with various health practitioners to ensure the best level of health for all our children.

The school has occasional visits from the school nurse, Community Paediatrician, dental hygienist and Educational Psychologist amongst others.

Routine medical examinations are carried out in P.1 and P.7.

Parents are informed beforehand and invited to attend.

Minor accidents are dealt with on the premises and a note sent home if necessary. In the event of a more serious injury requiring further medical attention, every effort is made to contact the parents before the child is taken to the local Medical Centre or to Caithness General Hospital.

In the case of a child taking ill, the school will contact the parents or person nominated as an emergency contact and arrangements made to collect the child.

It is therefore important that parents keep the school informed of:

- any illness or medical conditions that a child may have.
- their nominated emergency contact person including address and phone number.

The school nurse can be contacted and a visit arranged if there are any health concerns from home or school.

In a **dental emergency** parents should contact the dentist that they are registered with, or, if unregistered, contact the Dental Helpline 0845 644 2271.

The school participates in the Childsmile Programme and instruction in Dental Hygiene is given by a visiting Oral Health Educator.

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupils wellbeing will be discussed with parents and advice or support may be requested from other agencies if necessary.

BEHAVIOUR MANAGEMENT

The school has a relaxed and pleasantly industrious atmosphere in which pupils are able to give of their best and work without undue pressure or fear.

We take a positive approach to behaviour and discipline, through praise, encouragement and recognition of setting a good example. Staff also use a range of incentives to encourage good work and behaviour.

In some circumstances, we may have to call on the support of parents in order to work together to resolve a problem. If the child sees that home and school intend to work in partnership, there is much more likely to be a positive response to any sanctions we may have to impose.

BULLYING: From time to time this can be a problem here, as in any establishment – and when instances do arise we treat them seriously and deal with them promptly - in line with procedures laid down by Highland Council. What is important is that **children must tell someone** if they feel they are being bullied in any way. It is also important that parents are aware of any signs or symptoms that their child may be being bullied and for them to pass their concerns on to the school.

For further information, a copy of the school's 'Anti-Bullying Policy' is available on the website.

https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

MULTI-CULTURAL AND ANTI-RACIST POLICY

Issues of multi-cultural and anti-racist education are of increasing relevance within education. Whilst it may be suggested that the Highland area has a lower incidence of racial intolerance than elsewhere in the country, it is certainly not true that our area is free from racial prejudice and discrimination. Racism can exist whether or not those who are the focus of discrimination are physically present in the community.

Schools have a special responsibility not only for combating racism but also for promoting mutual understanding and respect for other people's cultural identity and beliefs. In preparing our young people for life in a culturally diverse society, within Scotland and beyond, it is vitally important for them to recognise and acknowledge our common humanity.

Our school follows the Highland Council Anti-Racism procedures and has a 'Multi-Cultural and Anti-Racism' Policy and Equality and Diversity policy which are available on the school website.

Equality and Diversity

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

LIAISON WITH PARENTS

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

Parents are always made welcome at the school and are encouraged to take an interest and to play an active part in their child's education. ClassDojo and regular newsletters (available via email or in paper format) keep parents informed of any forthcoming events. Information is also available on the school website. Homework diaries can also be used for any general communications.

Each term there will usually be some parent/teacher contact. In Term 2 there will be Parents Evenings when each child's work will be discussed privately with the Class Teacher. Towards the end of Term 3 there will be an open afternoon where parents can view and discuss their child's work.

A written report will be issued towards the end of Term 4. Parents can respond to this through written feedback or request an additional appointment if they wish.

At other times there may be meetings to discuss e.g. new developments in Education, formulation of school policies, etc. We may also seek parent's views through questionnaires or written feedback on specific issues. Parents are sometimes asked to help supervise swimming and educational outings. They are also invited to end of term services at Christmas and Easter, to the Annual Sports Day in summer term and to the Prize Giving and Entertainment held at the end of session.

If you wish to contribute to or to be involved in any aspect of school life, please contact the school. Or

If you have concerns about any aspect of your child's progress or well-being at school, you should initially discuss this with their class teacher. If there are still concerns, you are welcome to arrange an appointment with Mrs Walsh. Any concerns will be noted and where appropriate will be recorded and kept on file for reference. Should we be unable to resolve a situation the Area Care & Learning manager can be contacted. Teaching staff are usually in school from 8.45am until 4.30pm and we would appreciate (where possible) if visits or appointments can be made outwith class teaching times.

Mrs Walsh is usually in school on a Monday, Wednesday and Friday (morning only).

Further advice can also be found at

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

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

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

COMPLAINTS

Parents and guardians are always made welcome and the Head Teacher and staff are available and willing to discuss any problems or worries they may have about their child's education.

If a parent has any concern's they should contact the Head Teacher.

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 Alison Donald, North Area Manager, Education and learning – alison.donald@highland.gov.uk

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

Further advice can also be found at

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

PUPIL COUNCIL

Dunbeath School has a Pupil Council, SNAG (School Nutrition Action Group), ECO committee and JRSO (Junior Road Safety Officers) committee which meet at least once each term with a staff member to discuss all sorts of issues related to school life. All pupils participate in this with senior pupils taking responsibility for chairing the meeting, writing up the minutes etc.

Details of meetings, minutes etc. are displayed on the school notice board.

HOUSE TEAMS

Knockglass, Knockinnon and Knockally are the school House Teams. All children will be allocated a team to represent. Throughout the year the children will work towards receiving house points for academic success, personal progress and team achievements. At the end of each academic year one team will be awarded the overall House Team of the Year Award.

Class Dojo Tool

In school we use the App 'Class Dojo' to share information with our Parents. The Application can be accessed online using a computer or via the Class Dojo App on a mobile device. Information on how to set up an parent account can be found at: <https://www.youtube.com/watch?v=pt6mVa4jPM>.

Once a parent account has been set up, the class teacher will give each child's parent a code to login into their child's learning classroom.

Class Dojo allows parents to read any school news that is put onto the news stream. Within each child's virtual class, parents will be able to see any class news and photographs that are put onto the main story page. There is also of a chat tool which allows parents to communicate directly with class teachers. For some children the teachers will use the Dojo tool to award children 'Dojo' points. There is also a personal profile section for each child that may be used to share individual learning directly with parents.

A full parent tutorial can be found at: https://www.youtube.com/watch?v=ZGskw_rXnJg

PARENTAL PHOTOGRAPHY

Where practical, arrangements should allow photographs to be taken by parents and other guests attending school sports, concerts and similar events. Parents are not required to comply with the Data Protection Act when taking photographs of their own children, for their private use, at an organised event.

Photography must not be allowed to upset the performance or smooth running of the event, affect the health and safety of pupils and others, or interfere with the opportunities for pupil participation.

Parents should be reminded they are only permitted to post photographs of their own children on social media.

(The full Photography procedures document is available on the school website).

GUIDANCE NOTES ON 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 or neglect.

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, incl. Care & Learning staff are obliged to make the welfare of children their paramount consideration.

More information about Child Protection Procedures within Highland can be obtained from *Resource Manager, Mrs Linda MacLennan- Shareef, Telephone: 0800 0938100.*

Or online at <http://www.highland.gov.uk/info/1361/childcareandfamily/438/childprotection>

TRANSITION TO HIGH SCHOOL

Pupils attending Dunbeath Primary School normally transfer to Wick High School at the end of Primary 7. The P.5-7 teacher, Head Teacher and the Support for Learning Teacher liaise closely with the Guidance and Support for Learning Staff at Wick High School to ensure that continuity of learning at this stage is achieved.

Primary 7 pupils visit the High School for two days in June when they meet the teachers and have an opportunity to familiarise themselves with the timetable routine and the layout of the building. A residential trip for all P.7 pupils from the rural schools is also arranged for Term 4.

Any specific needs for individual pupils are identified at an early stage and steps taken to ensure an appropriate level of support is provided during the transition period. E.g. extra visits to High School may be arranged.

Information about possible career paths is available at <http://www.myworldofwork.co.uk/>

School Improvement

SCHOOL IMPROVEMENT PLAN

Our school's Improvement Plan is available at on our website at:

<https://dunbeathprimary.wordpress.com/>

STANDARDS AND QUALITY REPORT

Our school's Standards and Quality Report is available at on our website at:

<https://dunbeathprimary.wordpress.com/>

Policies

Local Authority Policies can be found at: [https://www.highland.gov.uk/info/893/schools -
_general_information/29/school_policies_procedures_and_guidelines](https://www.highland.gov.uk/info/893/schools_-_general_information/29/school_policies_procedures_and_guidelines)

We are in the process of updating our School Policies but should you wish to access any please contact the school office.

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 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.

Links to Information;

Anti-Bullying Policy: https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

Support for Learners Website; <http://enquire.org.uk/>

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/>

School Closure Information

It is likely that the school *will only be closed* in extreme conditions e.g. - power or heating failure or severe weather conditions.

Parents now have several different means by which to receive school information particularly if there is a risk of closure due to adverse weather.

- ClassDojo message
- the schools telephone messaging service –see below.
- the Highland Council website www.highland.gov.uk/schoolclosures
- Moray Firth Radio and the MFR website www.mfr.co.uk

When severe weather warnings are received your school will endeavour to keep these systems updated.

How to use the schools telephone messaging service

- Dial Highland Council's access number – **0800 564 2272**
- Enter the school's pin number when prompted - **041930**. 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 now 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 your school's message about the adverse weather for example whether or not the school is to close or if transport arrangements have been affected.
- Press 2 to leave a non-urgent message
- Press 3 to hear a general information message.
- 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 again.

In the event of the school having an emergency e.g. a power cut, parents should ensure that the school knows exactly where the children should go should there be no-one at home. This is vital for the safety of the children. When possible, parents will be contacted by telephone first. If a storm arises, parents can help greatly by watching for the arrival of the school transport.

If conditions are such that the transport cannot complete the journey, pupils will remain with the driver and must obey his instructions at all times.

A register of emergency contacts is kept at school. This is most important, especially in the case of children who need transport to school. In the event of them being unable to get home, we must have an address within walking distance of the school where they can go. Non-transported pupils should be collected as soon as possible by a responsible adult.

EMERGENCY ARRANGEMENTS

A **MAJOR EMERGENCY** is defined as being an incident on school premises resulting in major structural damage, and may or may not involve loss of life.

Any major emergency is likely to involve pupils, school staff, parents, Area Education Office staff, Headquarters staff, Fire Brigade, Police, the Emergency Planning Officer and Press, as well as other services and public utilities.

RESPONSIBILITY OF THE HEAD TEACHER / TEACHER IN CHARGE

The primary responsibility of the Teacher in Charge is to evacuate all pupils and staff from the building and arrange for them to be taken to a place of safety. The Teacher in Charge will carry out any instruction given to him/her by both the Senior Fire and Police Officers present.

EMERGENCY PLANS FOR A MAJOR INCIDENT AT DUNBEATH PRIMARY

In the event of a major incident at Dunbeath School where children need to be evacuated, the procedure will be as follows.

1. The school will be evacuated with the children and staff assembling on the grass playing field adjoining the school.
2. The Emergency Services and Emergency Planning Officer will be contacted
3. Pupil and staff registers will be checked and any missing individuals noted.
4. Pupils will be accompanied to the car park area at Dunbeath Heritage Centre and then transported to the designated emergency centre, Dunbeath Community Centre.
5. Pupils will be dispersed once permission is received from the Police Officer in charge and arrangements have been confirmed with the Area Education Manager relating to emergency contacts.

Notes

- All children and staff are made aware of existing fire procedures through fire drills practised each term - including those where certain fire doors are (nominally) blocked.
- The Teacher in Charge is the member of staff designated to phone the Emergency Services and the Emergency Planning Officer - and in the event of her absence the relief teacher will officiate.
- A staff and pupil list, along with home and emergency contact telephone numbers, and the telephone number of the Emergency Planning Officer will be located in the classroom, the school office, Dunbeath Community Centre and the Area Education Office.
- The Teacher in Charge is also responsible for checking staff and pupil attendance at the designated assembly and transport embarkation points.
- Staff are aware the Press should be referred to the Council Press Officer.

PARENT COUNCIL/PARENT FORUM

All parents/guardians of children attending the school or in their pre-school year are members of the **Parent Forum**.

PRESENT COUNCIL MEMBERS are as follows: -

Vacant	(Chairperson)
	(Vice-Chairperson)
Mrs A. MacAuslan	(Secretary)
Miss Fiona Donn	(Treasurer)

The **Parent Council** is an elected committee who meet at least once per term to help promote the following objectives.

List of Objectives:

- To work in partnership with the school to create a welcoming school which is inclusive for all parents.
- To promote partnership between the school, it's pupils and all its parents.
- To develop and engage in activities which support the education and welfare of the pupils.
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.

Dates and times of meetings, and minutes of previous meetings are available on the school notice board, Chairperson or from the Head Teacher.

PTA Email - dunbeath.primary@highlandpc.co.uk

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>

SCHOOL CALENDAR 2022 – 2023

AUTUMN

- Autumn term starts - 16 August 2022
- Autumn term ends – 7 October 2022

WINTER

- Winter term starts - 24 October 2022
- Winter term ends – 22 December 2022

SPRING

- Spring term starts - 09 January 2023
- Mid term break – 20-21 February 2023
- Spring term ends – 31 March 2023

SUMMER

- Summer term begins – 17 April 2023
- Summer term ends – 29 June 2023

PUBLIC HOLIDAYS

- May Day – 01 May 2023

IN-SERVICE DAYS

- 15 August 2022
- 12 September 2022
- 13 September 2022
- 22 February 2023
- 05 June 2023

DISCLAIMER

Whilst the information provided in this handbook is considered to be correct at the time of publication - December 2021, it is possible that they may be changes made to the content during the course of the school year.

Mrs D Walsh, Head Teacher.