



Melvich Primary School



Handbook 2022/23

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The current pandemic has affected 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 this session, 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.

Head Teacher's Letter

Dear Parents and Carers,

I would like to take this opportunity to welcome your child to Melvich Primary School. We recognise that a child's years at school are among the most important of her or his life. At Melvich Primary School, we provide education of the highest quality, inspiring children to reach their full potential.

The whole school experience, in and out of the classroom, helps shape a child's future. We celebrate diversity of talent, background, ability and ambition. We aim to promote and maintain a positive ethos at this school and are confident that your child will be happy, safe and stimulated during their time here.

Relationships are very important at Melvich and parents play a critical role in supporting their children with their learning. We endeavor to establish a meaningful partnership with parents and pupils based on an atmosphere of mutual trust and respect. Home, school and community are powerful influences and by working together we can ensure that your child is given a well-balanced, varied and sound education. You, as parents, are invited to play an active role in your child's education and in the life of the school.

Melvich Primary teachers and staff are active in raising standards across the curriculum; we use a broad range of strategies and resources to promote continued success.

The purpose of this handbook is to give you as much information as possible about the school. It is however by no means exhaustive, so should you have any queries, please do not hesitate to contact us. Please feel that you can phone at any time to make an appointment to visit the school. You will be made very welcome.

Yours sincerely,

Katherine

Katherine Wood
Head Teacher

SECTION ONE – GENERAL INFORMATION

School Details

Melvich Primary School
MELVICH
By Thurso
Caithness
KW14 7YL

Telephone:
01641 531200

E-mail : melvich.primary@highland.gov.uk
School website : <https://melvichprimary.wordpress.com>

Address of Education Department

Telephone number:

Director of Education
The Highland Council,
Glenurquhart Road,
INVERNESS,
IV3 5NX

Tel: 01463 702801

Present School Roll:

Primaries 1 – 7
Early Learning Centre

38 Pupils
4 Pupils

Melvich Primary School

Melvich Primary School & Early Learning Centre comprises of 3 classrooms: ELC, P1-3 and P4-7. Pupils and staff have access to the school hall, dining area and Rainbow Room (an additional general purpose learning room).

We work hard to ensure there is a good transition for nursery pupils into primary, between lower and upper primary and for pupils in the upper primary who are moving onto Melvich High School, which is the secondary school our pupils will attend.

The staff at Melvich Primary School work hard to provide a happy and safe environment for our pupils. It is the aim of the school to meet not only the children's educational needs but also their social and emotional needs. Our staff provide a motivating and stimulating curriculum which provides pupils with the skills and knowledge they need to become responsible citizens of the future. All pupils are expected to work hard, respect each other, the staff and the school environment. We have a positive discipline policy which was produced by staff, pupils and with the agreement of parents. We enjoy a very positive partnership between home, school and the wider community and the school is well supported by an active Parent Council. There are currently 30 pupils in P1-7 with a further 5 pupils in the ELC. The school has three teaching staff, one PSA, two Early Years Practitioners and an ELC Support Worker.

Campus

Melvich is part of the North Coast 3-18 Campus, along with Tongue and Farr Primary Schools and Farr Secondary School. As such, pupils are able to access a range of experiences and receive specialist teaching input from a number of specialist staff. We are currently working on developing our campus vision and identity. While part of the campus, Melvich Primary School continues to maintain its own unique identity and is a core part of the local community.

Associated Secondary School:

- Farr High School

Delineated Area

Each school within Highland Region serves a particular area known as the delineated area of the school. Children whose homes are located in the delineated area of a school will have priority in being allocated a place at the school.

Any parent resident outwith the area who wishes to enroll a pupil must submit a placing request form available online.

School Aims

At Melvich Primary School we aim:

- To promote and raise achievement in order that pupils can develop skills and attitudes which allow them to become successful learners, confident individuals, responsible citizens and effective contributors.
- To provide a happy, safe, stimulating and inclusive environment in which all children can learn and develop socially and educationally.
- To provide an appropriate and challenging curriculum which takes full account of "Curriculum for Excellence".
- To ensure there is an effective and appropriate assessment and reporting procedure and to maintain effective systems of record keeping and profiling.
- To enhance professionalism of staff through teamwork and planned continuous development.
- To ensure satisfactory communication between pupils, staff and parents and to encourage links and effective working between the school and the community.
- To ensure the effective transition of all pupils at key points in their learning.



Organisation of the School Day

Nursery

| | |
|---------------|---------|
| Mon - Thurs | Friday |
| 8.50am-3.35pm | 11.50am |

P1-3

| | |
|-----------------|-------------------|
| Mon - Thurs | Friday |
| 8.50am – 2.50pm | 8.50am – 12.00 pm |

P4-7

| | |
|-----------------|------------------|
| Mon - Thurs | Friday |
| 8.50am – 3.25pm | 8.50am- 12.00 pm |

Children should not arrive in school more than 10 minutes before a session begins. Pupils arriving by school transport will arrive no earlier than 15 minutes before the start of the morning session.

Security

To help ensure the safety of pupils and staff the following arrangements are in force. All visitors, parents included, must sign in when they enter the school. On leaving you are required to sign out again. As the door will be kept locked visitors can attract the attention of the secretary by ringing the doorbell. Parents and carers are requested to collect their child from the school playground, following his or her release from class.

School Diary

Term times, holiday dates, closure days (for teachers' In-Service Training), issue dates of reports and parents' evenings are given as an Appendix.

Specific dates of events such as school trips, assemblies, concerts etc., are communicated to parents throughout the term through newsletters, emails and letters..

Attendance

Parents are legally obliged to ensure that their children attend school regularly. The school records attendance rates and the rates of authorised and unauthorised absences, as this is a statutory requirement.

Authorised absence is identified as - bereavement; education in another establishment; exemption; judicial purposes; sickness/ill health (including visits to doctor, dentist, optician, therapists); sporting/artistic events/dancing exams; study leave; visits abroad through exchange (despite not being accompanied by teacher); work experience.

Unauthorised absence is identified as - any absence not falling into the above category, e.g. children on holiday during term time.

It is the duty of every parent to ensure that their children attend school, unless there is a good reason for absence. In particular, it is hoped that parents will not take family holidays during term time.

If your child is to be absent from school for any reason, please notify us as soon as possible either by phone or by letter. Failure to do so may make the absence qualify as unauthorised absence.

Every effort is made to ensure that children who are absent have an opportunity to catch up with work that has been missed. Should you wish additional homework for your child, please contact the class teacher.

Parents wishing to remove pupils from their education during term time should do so by writing to the Head Teacher. Parents will be sent an acknowledgement of this correspondence.

The information relating to absence targets and attendances for Melvich School appear in the appendix section of this brochure.

Absences

Children being taken from school during the day (for example, a dental visit) must be collected from and returned to the school office. Those collecting the child must sign in the pupil book to indicate that they are taking them out of school. Pupils will not be released to be collected at the gates or waiting cars at the roadside. In the interests of safety, children arriving late should be taken directly to the school office. When a child has been absent from school a note is required from the parent giving reasons for the absence.

Visits of Prospective Parents

Parents are invited to enrol pupils in the school in the catchment area in which they reside. Any parent wishing to request a school place out-with their place of residence will need to fill in a placing request and places will be granted if they are available when children within the school catchment area have been accommodated.

Highland Council places an advertisement in the local press giving information regarding enrolment, usually in January, for new primary one entrants for the following August.

Any prospective parent should feel free to phone the school and arrange a time to visit the school for a conducted tour. Details of the Parents' Charter with regard to admission and choice of school may be obtained from the school or Education Office.

Highland Council's policy is to admit pupils at the first entry after they reach the age of four years and six months (i.e. children entering school in August of any year should reach the age of five by the end of February of the following year).

Parents should note, however, that there is no obligation to enrol pupils until the August following their fifth birthday.

In order to introduce children to school in a sensitive manner, we arrange for P1 pupils to attend mornings only during their first four weeks. Primary One full time attendance is to commence on the second Monday in September of each year. This is in accordance with Highland Council Policy.

Pre-School Enrolments.

Parents are invited to enrol pre-school children in the ELC in the catchment area in which they reside. Any parents wishing to request an ELC place out-with their place of residence will need to fill in a placing request and places will be granted if they are available when children within the ELC catchment area have been accommodated.

New entrants.

New entrants and their parents are welcome to visit the school and the ELC. Parents of new entrants of P1 and ELC children will have the opportunity to attend a meeting prior to pupils entering the school, and the children may spend a brief period of time in school prior to starting school. Any parent wishing to enrol a pupil should make contact with the school office during school hours.

Placing Requests – Parental Choice

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. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Care and Learning Manager Jacqueline Jenet - placing request forms can be obtained from http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

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 Melvich Primary School they can contact 01641 531 200 to arrange a visit.

Parents of children with additional support needs, (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

Appointments to see Teachers

Any parent wishing to make an appointment to see a teacher should contact the school office. Should teachers have any concern regarding a pupil during the session, parents would be advised immediately, and asked to contact the school in person. Similarly, if there appears to be a specific problem, we would appreciate being informed as soon as possible so that a mutual time to consult can be arranged. Teaching Staff are normally available for consultation out-with teaching time. In the interests of teaching commitments and confidentiality, appointments should normally be made outside school hours wherever possible.

Appointments to see The Head Teacher

Any parent wishing to make an appointment to see the Head Teacher should contact the school office.

Transitions

Transitions are the moves children and young people make from the ELC to school, from stage to stage and through Curriculum for Excellence levels.

When transitions work well they help children and young people to develop confidence and acquire skills to manage future changes in their lives.

The vast majority of children and young people look forward to moving on in learning. For some children transitions can be challenging and support from parents and staff at school can help the transitions go more smoothly.

Some children may need particular help perhaps including some other agencies to ensure that they feel confident about the transitions. It helps children at all transitions if staff and parents:

- ❖ Talk with them about what is going to happen
- ❖ Encourage them to talk about any concerns or anxieties
- ❖ Listen carefully to their concerns and consider sharing them with other relevant people
- ❖ Help them become familiar with the new setting and what will be expected of them.

Scottish Government Curriculum for Excellence Fact-file – Transitions June 2011

Planning for transitions start at the beginning of the child's last year in the ELC. The more complex a child's additional support needs the more time is needed for planning and preparation. Each young person is individual and thus the solutions will be individual.

The transition process begins with the P1 teacher visiting the ELC pupils early in the final year of the ELC. Following this the pupils begin to visit the school on a weekly basis steadily increasing the length of time spent in the school and classroom. Throughout the transition process pupils are provided with a variety of Maths, Literacy and Interdisciplinary activities within a play context. We also allow the pupils to experience, breaks, lunch, and opportunities to meet and experience learning with our specialist teachers such as PE, French and Art & Design. We also complete a Resilient Kids Programme in the latter part of the transition period. Resilient Kids to School' aims to help children make a successful transition into primary school by building a trusting relationship with their teacher and a sense of belonging with their peers as well as teaching them some of the skills they will need to maximise their learning potential.

The final part of the transition allows the pupils to attend school for a week steadily increasing the length of time spent each day. This usually takes place around the middle of June.

Transfer to Secondary School

Pupils normally transfer from P7 to Farr High School although some parents also choose to send their children to Thurso High School.

| | | |
|-------------------|--|---|
| Address: | Farr High School, Bettyhill, Sutherland. KW14 7SS | Thurso High School, Thurso, Caithness |
| Telephone: | 01847 807010 | 01847 893822 |
| E-mail: | Farr.high@highland.gov.uk | Thurso.high@ highland.gov.uk |

Pupils normally transfer to Secondary School in August following completion of their P7 year. Parents will be asked to complete a form indicating or confirming the school you wish your child to attend.

Secondary schools have their own arrangements for meetings with prospective parents, and parents will receive details of these at the appropriate time. We have a strong transition programme with Farr High School which takes place throughout primary 7. Details of this are shared with parents of pupils moving up to the high school.

Parents who wish to transfer their children to a school other than that proposed by the Education Authority must submit a written placement request by mid February.

Placing Request forms are available from the Head Teacher or Education Department:

Education Department
Alison Donald
Area Care & Learning Manager
The Highland Council,
Glenurquhart Road,
INVERNESS,
IV3 5NX

Request forms can also be obtained from

http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2



SECTION TWO –

A Curriculum for Excellence

A Curriculum for Excellence sets out values, purposes and principles for the curriculum 3 to 18 for all children and young people.

The curriculum is made up of experiences and activities necessary to pupils' development.

- ***Languages and Literacy***
- ***Mathematics and Numeracy***
- ***Social Subjects***
- ***Sciences***
- ***Health and Wellbeing***
- ***Technologies***
- ***Religious and Moral Education***
- ***Expressive Arts***

LANGUAGES AND LITERACY

An understanding of English language is essential if pupils are to make satisfactory progress in school. Language is also a key skill outside the school environment and in later life.

English Language consists of ***Reading, Writing, Talking*** and ***Listening*** and these are closely linked in the learning process. Children are encouraged to make progress at school in each of these aspects of language.

Children will be encouraged to listen carefully and effectively, talk confidently and fluently, read with understanding and enthusiasm, and write with expression and accuracy. In this way, they will become familiar with the principles of language, its structure and use.

It is important that children learn to present their written work in a way that can be readily understood, paying attention to punctuation, grammar, handwriting and spelling.

The French curriculum is delivered by class teachers in accordance with “1+2 Languages” curriculum, as part of Curriculum for Excellence. We are also starting to develop our understanding of Gaelic language and culture within the school and are supported in this by Feis Ros.

MATHEMATICS AND NUMERACY

Mathematics is used in everyday situations including science, business and technology. A solid foundation in mathematics is therefore very important to children.

The three components of mathematics to which special attention is paid are:

- ***Information Handling*** or the gathering, organising, display and interpretation of data.
- ***Number, Money And Measurement*** in which children learn to add, subtract, multiply and divide, as well as work with time, length, weight, area and volume.
- ***Shape Position And Movement*** in which children learn about the properties of two and three-dimensional shapes, and to comprehend position and movement.

In each of these aspects, children will develop ***Problem Solving and Enquiry Skills***.

SOCIAL STUDIES

The central aim of Social Studies is to provide the children with experiences through which they can achieve knowledge and understanding of the environment, develop positive attitudes to it, and acquire skills which will enable them to interact effectively.

The environment past and present, near and far, provides an invaluable resource. From this resource, pupils can develop their knowledge, skills and attitudes.

Social Studies include the following curricular areas:

- People, Past Events and Societies.
- People, Place and Environment.
- People in Society, Economy and Business.

SCIENCES

The world the child knows is the basis for his/her learning and, as such, provides a natural starting point for scientific investigations. Through topics, pupils are encouraged to learn from and about the environment and to care for and to be responsive to it, and use it as a focal point for appreciation, conservation and improvement. As pupils progress through the school, their skills are developed and extended to enable full benefit from these studies.

Through work under the following headings, children and young people develop their interest in, and understanding of, the living, material and physical world:

- Planet Earth
- Energy In The Environment
- Communication
- Forces and Motion
- Life and Cells
- Materials
- Topical Science

As part of a topic, children may be involved in out of school visits. Parents are kept fully informed of these visits and their permission is sought.

Members of the local community, who have a particular expertise to offer, are encouraged to contribute to projects whenever they can.

HEALTH AND WELLBEING

It is recognised that good health and wellbeing is central to effective learning and preparation for successful independent living. The following themes give an indication of the focus, at appropriate stages, for health and wellbeing in the curriculum:

- Emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

The school has outdoor sports areas and a multi-purpose hall that is used for a variety of sports, music, dance and drama activities.

For safety reasons, all jewellery should be removed prior to each P.E. lessons. It may be necessary to tape over ear studs in newly pierced ears. In circumstances where jewellery cannot be removed, it may be necessary for the pupil to abstain from the activity. Long hair should be tied back to prevent it obscuring pupils' vision or becoming entangled during physical activity. Gym shoes or trainers should be properly tied.

All children are given the opportunity to learn to swim through the provision of swimming lessons during terms 1 and 4.

TECHNOLOGIES

Within *Curriculum for Excellence*, the technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. Opportunities to develop technology skills are regular provided through work in craft, design, engineering, graphics, food, textile and information technologies.

RELIGIOUS & MORAL EDUCATION

Education is about the development of the whole person. Religious and Moral Education deals with the development of the person in relation to self-awareness, relationships with others, the world which provides the context for personal living and realms of beliefs, values, attitudes and practices which, for many, are characterised by religion. As such, it makes an important contribution to the personal and social development of the pupils.

The three components of Religious and Moral Education are:

- Christianity
- Other World Religions
- Development of Beliefs and Values

The Programme for Religious Education aims to help pupils learn about Christianity and other major World Religions and to recognise religion as an important expression of human experience.

Pupils are also encouraged to learn from religions in helping them develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

Religious Observance is delivered to all classes by the local Minister and the children take an active part in school assemblies regularly.

Parents not wishing their children to participate in Religious Education or Observance may request their withdrawal by writing to the Head Teacher.

Spiritual, Moral, Social and Cultural Values, And Equal Opportunities

The Development of Pupils' Values

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice.

It is a fundamental principle of our school that all who are involved in the life of our school, both have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

We implement the Highland Council policy for Equal Opportunities and also have our own Equalities and Diversity Policy which seeks to ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

EXPRESSIVE ARTS

The expressive arts foster imagination and creativity, and provide opportunities for children and young people to develop a wide range of technical, presentational and performance skills, to think creatively and be proactive and enterprising within meaningful and relevant contexts.

Through experiences in art and design, dance, drama and music, children and young people will learn to:

- express themselves in different ways and be creative
- experience enjoyment (and contribute to other people's enjoyment) through creative and expressive performance and presentation
- develop important skills specific to the expressive arts and also transferable skills
- develop an appreciation of aesthetic and cultural values, identities and ideas
- and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.'

Instrumental Tuition

Selection for lessons is made when vacancies in various classes occur. This normally happens at the P4 or P5 stage, although can sometimes be earlier. Notices of the vacancies are circulated to parents who can then ask for their child to be tested if they wish to have instrumental lessons. Final selection to study an instrument is made by the appropriate instructor.

School Improvement Plan

Schools within Highland Council complete a School Plan which is approved by the Education Office prior to circulation to Parent Councils, parents and the wider community.

Our Standards and Quality Report is published each year and reviews our progress with the identified priorities from the previous year. Below is a summary of our report for last session:

| | WHAT WE ARE DOING WELL | HOW DO WE KNOW THIS | NEXT STEPS |
|----------------------------------|--|--|---|
| Leadership of Change | <ul style="list-style-type: none"> • We work closely with our local communities to enhance learning opportunities • Pupils take an active role in shaping their own learning • Pupils have a range of opportunities to take on additional responsibilities within our schools • Our new management structure works well | <ul style="list-style-type: none"> • Planning documents • Notice boards & press coverage • Learning conversations • Profiles • SMT timetables | <ul style="list-style-type: none"> • This year we are going to focus on recovery from the extended school closure (see above) and will carry forward incomplete projects from our 2019/20 Improvement Plan if we have capacity to do so. |
| Learning, Teaching & Assessment | <ul style="list-style-type: none"> • All our schools are well resourced • We are increasingly able to use data to help us identify gaps and track progress • We are increasingly using outdoor learning opportunities • Learning intentions & success criteria are used within the majority of lessons • Peer and self-assessment are used as part of our teaching tools | <ul style="list-style-type: none"> • Inventories • Monitoring & tracking sheets, assessment information • Teaching plans • Observation records | |
| Wellbeing, Equality & Inclusion | <ul style="list-style-type: none"> • Staff are very aware of the Wellbeing Indicators and support the principles behind GIRFEC • Pupil issues are regularly discussed at staff meetings • We have a comprehensive transition programme in place for all stages • We work with a range of partners to support our children as required • We have a high level of PSA support within our classrooms | <ul style="list-style-type: none"> • School displays • Child Plans • Meeting minutes • Transition programme • Timetables | |
| Raising Attainment & Achievement | <ul style="list-style-type: none"> • Pupil choice is used to shape learning • We know our pupils well which helps us support them as required • Pupil profiles are increasingly used to celebrate success • We work hard to overcome any barriers our children face • We are starting to use data to inform our practice and | <ul style="list-style-type: none"> • Teacher plans • Meeting minutes • Pupil Profiles • Monitoring & tracking documents • Sparkly books | |

| | | | |
|--------------|--|---|--|
| | next steps | | |
| Curriculum | <ul style="list-style-type: none"> • Our Curriculum Rationale was rewritten in collaboration with our stakeholders to ensure it is relevant and up to date • Staff use Benchmarks and Es and Os to underpin planning • We are well supported by a range of partners • Pupil voice is encouraged and used to shape learning | <ul style="list-style-type: none"> • Curriculum Rationale • Teacher plans • Profiles • School displays • Sparkly books | |
| Partnerships | <ul style="list-style-type: none"> • The use profiles encourages parents to take a more active role in their child's learning • We work closely with our Parent Councils who support our schools well • We work closely with outside agencies to support our pupils | <ul style="list-style-type: none"> • Profiles • Parent Council Minutes • GIRFEC minutes • Child Plans | |

Our School Improvement Plan sets out our priorities for this coming year. These are our priorities for 2021-22:

| Improvement Priority Title | What exactly are we going to do? |
|--|--|
| Recovery from Covid-19 School Closures: <ol style="list-style-type: none"> 1) Health and wellbeing 2) Recovery of learning, teaching and assessment 3) Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation) | <ul style="list-style-type: none"> • Provide individualised support for pupils whose health and wellbeing has been impacted by Covid-19. • Identify and implement a health and wellbeing progression • Provide additional support within class and for teachers where need is identified. • Ensure Literacy, Numeracy and Health & Wellbeing underpin all aspects of our provision. • Further develop our use of technology to support on-line learning • Identify pupils whose attainment is lower than predicted and identify measures to address their gaps |

.The following websites contain further information on school progress and attainment:

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

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

Assessment and Reporting to Parents

Pupils are assessed continuously by their teachers and records are kept on each individual pupil's progress. Each child has a Profile which records their learning progress.

School reports are issued annually and these show how your child has progressed. Parents are also invited to discuss their child's progress at Parents' Evenings, which are usually held in Term 2 and Term 4.

EDUCATION (DISABILITY STRATEGIES AND PUPILS' EDUCATIONAL RECORDS) (SCOTLAND) ACT 2002

The Disability Strategy addresses three specific aspects:

- Access to the Curriculum
- Access to the Physical Environmental Skills
- Improving Communication and Delivering of School Information

The Accessibility Strategy ensures that the school has put in place, or is in the process of putting in place, strategies to ensure that the above aspects are being met and monitored effectively.

The Act defines a disability as a physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.

Pupils with Disabilities

Children with disabilities are catered for in the school according to Highland Council Education Department's Support for Learners Policy. This endorses the principle that children with disabilities should be educated as locally as is possible, consistent with meeting their needs effectively. The process of admitting a child with disabilities to the school will involve discussion with parents, child, school, Education Department staff and other specialist agencies as appropriate.

Additional Support Needs

Authority Policy

- Children with Special Educational needs are integrated into mainstream provision and supported in their local school wherever possible.
- For pupils with particular needs which cannot be met by their local school, there is the option of attending another Highland school where specialist staff are available. In these cases the Education Department, working with the child's parents, will make arrangements for the child to attend the appropriate establishment.
- For most children who require additional support for their learning, their support will be planned and monitored using an individualised education programme.
- A multi-agency approach is used to ensure that children with special needs, and their families, receive appropriate support.
- The needs of gifted pupils may be addressed by making specific arrangements in specialised areas, such as music, dance and drama.
- If the authority judges that a child had additional support needs, which are long term and significant and which require co-ordinated support, the authority must, by law, consider whether to compile a co-ordinated support plan.

Work within each class is organised to ensure that each pupil is given work appropriate to his or her ability.

School Policy

The school's policy is to support pupils with additional support needs alongside their peer group, in the normal classroom setting. The class teacher and learning support staff normally provide

individually targeted work, at a level accessible to the child and designed to support their learning progress. Where appropriate, pupils may also be given individualised support outwith the classroom – for example in small reading groups.

Additional Support Needs

In conjunction with the class teacher, the Additional Support Needs Teacher devises and implements plans of work for individuals and groups, as well as testing individuals in order to identify specific learning difficulties.

Some pupils may require support throughout their time in school while others may need only short-term help in order to overcome an isolated difficulty.

Support may also be given to pupils studying a particular subject in order to enrich the learning experience of all pupils in the class.

Should you feel that your child has a particular special educational need, please contact the Head Teacher to discuss how the school might best accommodate these.

Parents who feel that their child may require additional support for learning are advised to contact staff at their child's school in the first instance. Parents can also contact the Highland Council Psychological Service to discuss their concerns. Further information about Support for Learning, co-ordinated support plans and the Highland Council Psychological Service can be obtained from the Support for Learning website: www.highlandschools-virtualib.org.uk/sfl, from the voluntary organisation CHIP+ (Tel: 01463 711189) and from the area education office.

Psychological Service: 11-13 Culcabock Avenue
INVERNESS
IV2 3RG

There are a range of organisations which provide advice, further information and support to parents of children and young people with additional support needs.

These include:

- (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

Extra Curricular Activities

A number of school clubs and additional activities are provided for the interest, development and well-being of the children.

Additional Sports and other Activities may include:

- Badminton
- Football
- Rugby
- Sports Day
- Swimming
- Scripture Union



SECTION THREE - Additional Information

Educational Visits/Excursions

Throughout their time at Melvich Primary School, pupils will be provided with the opportunity to visit places which are of particular educational value. Often these visits will be linked to the theme which the pupils are studying.

Pupils may be asked to contribute toward a school trip, to a maximum specified amount. Vehicles with seatbelts are used for school trips.

Where possible, during their year in P7, pupils will be offered the opportunity to take part on an Outdoor Adventure Trip.



Primary 7 pupils join pupils from other campus primary schools enjoying a challenging weekend at Fairburn. Outdoor Adventure Centre around May each year.

Achievements

Class teachers may award house points and certificates to pupils who have shown effort in work and behaviour. Photographs of achievements both in and out with school are displayed on the “Achievement Board” in the school hall. These achievements are then shared during assemblies. A Sports Day shield is awarded to the winning House, at the end of year assembly each year.

Homework

All children receive work to be carried out at home.

At Melvich Primary School, homework will be given for the following reasons:

- To encourage each child to become more responsible for his or her own learning.
- To raise your child's level of attainment.
- To practise and extend work done in school.
- To enable parents to see what their child is doing in school.
- To give parents the opportunity to become involved in their child's learning.

Homework can be a useful link between home and school and can help parents understand the work of the class and the skills and abilities of their child. Parental supervision and involvement with homework is expected and has been proved to be beneficial to the child's progress.

Parental supervision and involvement with homework is expected and has been proved to be beneficial to the child's progress.

Pupils will never be asked to initiate a new concept at home without already having been taught the appropriate skills, or having performed similar tasks with teacher supervision and guidance. Consequently, homework consists mainly of consolidation and preparation work and gives pupils a chance to develop study techniques.

At various times throughout the year teachers will identify individuals or groups of children who would benefit from additional work. A homework diary will be issued to each child in the Second Level Class at the beginning of each session to help with planning.

Your help with homework makes an important contribution to your child's progress and your involvement can help to improve his or her confidence in learning both in and out of school.

Please contact the school if you have any questions regarding homework.

School Discipline and Positive Behaviour

Discipline is essential to good learning situations. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and teachers all have an important part to play in producing this. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

We hope to work in partnership with parents on concerns regarding discipline. The school is a community, which exists to promote the education of all its pupils. **Everyone** has to abide by certain guidelines and standards of behaviour if the school is to operate efficiently.

We try to teach discipline by **example** and **encouragement**. However, persistent and repeated misbehaviour will not be tolerated. Under these circumstances a pupil will be given **clear and adequate warning** beforehand that there will be sanctions should such behaviour continue. Parents will be contacted when the Head Teacher takes disciplinary action.

In extreme cases, exclusion may be the final option. There are detailed procedures to be followed in such cases, and parents are involved at almost every stage. In these circumstances, parents will be advised well in advance, unless the pupil's actions have been severe enough to warrant instant exclusion from the school.

Our Anti-Bullying and Positive Behaviour Policies are currently being reviewed. Please contact the school office for further information. The council's anti-bullying policy can be found at: https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

Code of Conduct.

Certain standards of behaviour are expected from all members of the school community.

General

- Since pupils are encouraged to visit the toilets during the interval and lunchtime, they should not be visiting the toilets or waiting around for other pupils in the toilet areas.
- When on outings and visits, pupils should conduct themselves in the same manner as employed in school, remembering that they are representatives of the school.
- Consistently inappropriate behaviour, or a serious incident in school (especially during sports or games) may result in an individual not then being allowed to represent the school as a member of a particular school team, for example; basketball or football. Pupils should be demonstrating good sportsmanship consistently if they intend to represent the school as team players.
- Pupils should not be in school during lunchtimes or interval unless under supervision by a member of staff.
- Pupils should not take expensive toys/belongings to school, or large sums of money. (See the School Brochure section on Personal Property)

Behaviour in school and class.

- Pupils should behave towards each other in the same way, as they would like to be treated by others.
- Pupils should be polite and courteous to each other, members of staff, any member of the school community, and to any visitors.
- Pupils should carry out all instructions given by members of staff. Pupils should accept that teachers are trying to help the individual and class to learn, and should therefore co-operate with the staff.
- Pupils should not run within the school building for reasons of safety to themselves and others.
- Pupils should never be standing or climbing above floor level during the school day, unless under a teacher's direct supervision.
- Care should be taken of all books, equipment, buildings and grounds so that everyone obtains benefit from their use. Pupils should report any loss, damage or malfunction of equipment to a member of staff.
- Pupils should not remove/replace equipment from the school unless asked to do so by a teacher/support staff member.
- Pupils must endeavour to keep their work areas tidy and litter free. Pupils should tidy up quickly and correctly when given time to do so

Arriving and leaving the school grounds

- A proper standard of behaviour is expected from pupils on all modes of transport or when walking to and from school.
- Punctuality and good attendance is expected, although the occasional late arrival for lessons may be excusable if given suitable explanation by the pupil and/or parent(s) concerned.

Pupils leaving during school hours

- Pupils may not leave the building or the school grounds during the school day without the deputy head teacher's knowledge and permission.
- Parents who have written (or telephoned) requesting their child to leave the school during the day should collect their child from the school office reception desk and MUST sign the designated book.

Inclement weather – arrangements within school

- The Head Teacher or teaching staff decide whether pupils are allowed outside, or remain indoors at interval and lunchtimes depending upon the weather situation.
- The Head Teacher or teaching staff will decide whether or not pupils are allowed access to the field, or other areas of the school grounds.

Playground

- Pupils should not climb on walls, fences or trees surrounding the school.
- Pupils should ensure that they store any equipment and games away correctly when they have finished with the items, especially when they have been using them outdoors.
- Pupils should put litter in the bins provided. Should litter become a problem in school, we may ask that certain items (for example, crisps) are not taken to school.
- In the Spring and Summer Terms the children may bring their bicycles and scooters to school to ride them during playtimes, they MUST wear a safety helmet and only ride their own equipment for matters of safety.

N.B. Parents will be contacted immediately if a pupil is rude or uses inappropriate language or gestures towards any member of staff or towards other pupils, or is involved in fighting/bullying (physical or verbal).

The School Rules can be found as an Appendix.

It would be appreciated if parents could contribute to the development and review of the school rules, and support both their children and the school staff in their efforts to secure conformance with the rules. It is also hoped that parents will support the school staff in their efforts to deal fairly with children.

Please try to support children as objectively as possible (children do not always perceive events in the same way as adults, and parents can help them to see things – for example – from the teacher's point of view).

Whilst we recognise that mobile telephones do provide security for individuals, they are not permitted within the class areas. Pupils should leave their telephones in the office during school hours.

When paying large sums of money for items such as bus trips, book club, sweatshirts etc. in cash, parents are asked to ensure that money is sent to school in an appropriate package. Cheques should be made payable to **Melvich School Fund** for the above.

Parents wishing to pay by cheque for school meals and music tuition should make the cheque payable to *Highland Council*.

Pupils need only take as much money as they need for the tuck shop.

In the event of a pupil causing damage to any part of the school, a contribution towards its repair may be requested.

Lost Property

Items will be held in the main office until claimed. All items of clothing and accessories such as hats, schoolbags, PE kits, packed lunch boxes etc. **MUST** be marked with the pupil's name to avoid property going missing.

Canteen

Healthy snacks are available each day during morning break time. We promote healthy eating at all times and would appreciate your continued support with this. We would therefore ask pupils not to bring lollipops, hard-boiled sweets in to school as they can lead to choking.

See Appendix 9 for list of Snacks and prices.

School Meals

The school lunches provided by the school catering service are designed to be well balanced, with a good selection of vegetables and fruit available: therefore healthy choices are very much in evidence in all menus. The current price of a meal is £2.30.

A choice of hot dishes and sweets are offered daily. A menu is issued at the beginning of each term so that pupils and parents can see what is on offer.

Parents should be aware that they could request a special diet for their children if there are medical or religious reasons for doing so. Parents of pupils with special dietary requirements are asked to contact the head teacher so that arrangements can be made with the School Cook. A vegetarian menu is also available from the school office.

Free School Meals

Free school meals are available to all P1-P3 pupils and those whose parents are in receipt of Income Support and/or Job Seekers Allowance (income based) or Tax Credits (if you receive Child Tax Credits only and annual income is less than £16,040 – as assessed by the Inland Revenue) or if you are an asylum seeker receiving support under part v1 of the Immigration and Asylum Act 1999. Application forms are available from the school office or the Highland Council.

Guidance notes for Specific Types of Diet

Severe Food Allergies

Some food allergies can be serious or even fatal. Nut allergy is the best known, but it can apply to any food in a particular case. Some parents may wish to send their child to school with a nutritious food that is a known allergen to another child. Schools should allow children to do this. For example, nuts are a good source of unsaturated fats, soluble fibre and vitamin E, all nutrients associated with a decreased risk of degenerative diseases. In schools where there is a child with a severe food allergy, it is unlikely that it is practical to make the school an “Allergy free zone”. This would give false re-assurance that cannot be guaranteed in practice. For example, schools can not guarantee that every cereal bar in every packed lunch is nut free. The child with a severe allergy must be taught by parents and the school staff not to swap food with other children. The school should discuss with parents appropriate ways of reducing the chances of exposure to the offending substance (e.g. cleaning protocol).

Packed Lunches

We also cater for pupils taking packed lunches by providing seating for them. Should children prefer packed lunches, parents can make these healthy by providing well balanced alternatives to chocolate biscuits, sugary drinks and sweets such as dates, yoghurt, raisins, fruit, cherry tomatoes, carrot sticks, pure fruit drinks or mineral water.

When providing fillings for sandwiches parents should bear in mind that lunch boxes will be stored in the warmth of the school during the morning and may prefer to avoid meat fillings or pack the lunch in a cool bag or include an ice pack in the box. Cheese, salad, pizza and pasta in sauce are less likely to be affected by bacteria in warm conditions.

School Uniform

Pupils in the school are encouraged to wear school uniform for the following reasons:

- A uniform creates a level playing field, a sense of identity and common purpose.
- A uniform reduces some differences between pupils, thereby reducing some of the causes of isolation and bullying.
- A uniform improves the self-esteem of particular groups of pupils
- It generates pride in personal appearance, encourages tidiness and discipline and improves the image of the school in the community.
- It ensures that pupils are not under pressure to wear the latest fashions.
- A uniform improves security by making it easier to identify who does and who does not belong to the school.

Pupils attending primary and nursery school will be expected to wear school uniform.

The school uniform consists of the following items:

- turquoise polo shirt
- black trousers, skirt or pinafore dress
- black cardigan, sweatshirt or fleece
- black sweatshirt/fleece
- black shoes

Gym Kit

- black shorts
- white t-shirt
- suitable footwear

Items can be purchased from **Highland Work Wear** www.highlandworkwear.com with the school logo already embroidered onto them.

All parents are asked to remember that the only acceptable logo is that of the school badge.

Children will be expected to wear 'indoor' shoes in the classroom.

Parents are requested to ensure that every item of clothing is clearly labelled with the pupil's name and class to prevent items going missing.

Pupils' Supervision

Teachers can neither guarantee nor practically provide supervision before and after the normal school day. We would therefore ask that pupils do not arrive at school more than 10 minutes before starting time. Pupils transported to school by bus arrive at school no more than 15 minutes before starting time. This is in agreement with the education authority.

Administration of Medicines

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning.

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances.

We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

- The name of the medicine, the quantity of the medicine to be given, the time it has to be given.

- As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopened, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

Minor injuries

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

Health Care

The school health team, working in partnership with parents and teacher, carries out assessments to attain the best level of health for all school children.

Head Lice

Should any pupil at school be identified as having head lice, the parents of the specific child will be contacted immediately and advised to obtain medication from the chemist for use at home. All parents are advised to check their child's hair regularly and use a comb specially designed for the removal of head lice. This procedure is in line with Highland Council Policy.

Drugs Education

In accordance with the Scottish Executive guidelines and Highland Council Education Department policy and practice and in common with all Highland schools, this school has in place procedures for dealing safely and effectively with drug-related incidents.

Parents of pupils involved will be informed whenever an incident occurs which involves possessing, using or selling illegal or controlled drugs or volatile substances:

- In or around the school premises
- During school lunchtime or after-hours' activities including visits and excursions
- On vehicles contracted by Highland council for transporting school pupils to and from school or school activities.

Parents should note that the local police will be involved in all instances where the drug(s) in question are illegal or controlled substances not prescribed to the possessor.

The attention of parents is also drawn to our school policy on Drugs Education and Procedures for dealing with specific incidents.

Further information can be obtained by contacting the Head Teacher.

Sex Education

Our Health Education Programme relates to all stages within the school, and is based on national guidelines. It incorporates advice on Sex Education and the purpose of this part of the Health Education Programme is to provide knowledge and understanding of the nature of sexuality and the processes of human reproduction, within the context of relationships based on love and respect.

Certain key features permeate our programme, including:

- Coping with Feelings
- Respect for Others
- Making Informed Choices

- Ways of Keeping Safe

How will parents be consulted?

An effective programme of education about Sex and Relationships is best built on parents and schools working in partnership and assuming shared responsibilities. We aim to keep parents informed about the nature and purpose of the learning programme their children will follow, and to seek parents' views at appropriate times. Any parents who do have any questions or concerns should contact the Head Teacher directly.

Fire Precautions

Every pupil and member of staff should be conversant with Fire Drill procedure. Visiting Specialist Teachers are advised when they first arrive in school. Pupils are instructed on how to react in the event of fire, which route to take to leave any part of the building and where to assemble in the playground. Consequently, in order to keep aware of these instructions, fire drills are held at least once per term. Fire Drill procedure notices are posted throughout the school.

Child Protection And Abuse

Authority Policy

Given ongoing public concern on the subject of child abuse and recent changes in the law, schools are now required to report if they think a child has come to harm as a consequence of possible abuse.

A member of staff in this school has been appointed to be responsible for Child Protection matters and special training has been given to these people. Should you wish further advice about Child Protection and the safety of children, please feel free to contact the school.

As a school we have good contacts with School Medical Officers, Social Workers and Police, any or all of who may become involved if abuse is suspected.

We will always ensure that parents are informed and participate in any action regarding your child. Where there is the possibility that a child could be at risk of abuse or neglect, the school is required to refer the child to Social Work, The Police or the Reporter and, under these circumstances, the parent would not normally be consulted first.

Parental Access to Records

The School Pupil Records (Scotland) Regulations 1990

The School Pupil Records (Scotland) Regulations 1990 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 an application to the Head Teacher for a copy of such a record. Further details in relation to the main content of the regulations can be obtained from Highland Council.

Data Protection Act 1998

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 the data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

Data policy

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

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

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

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

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Your data protection rights

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

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

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical

analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Equal Opportunities

It is a fundamental aim of the school to recognise the value and worth of each individual. All pupils have access to a range of educational experiences intended to encourage each child to achieve his/her potential.

We are committed to the Highland Policy for Equality of Opportunity in Education and the elimination of discrimination on the grounds of race, social status, religion, gender or disability.

Disability Discrimination Act (1995)

1. Under the terms of the Act, a disability is defined as a physical or mental impairment, which has a long-term adverse effect on the ability to carry out normal day to day activities.

2. Due to the specific exclusion of Education from the main provisions of the Act, the significant implication for schools lies in the duty under Part IV of the Act to publish information under three headings.

- (i) Arrangements for disabled pupils.*
- (ii) Steps taken to prevent discrimination against disabled pupils.*
- (iii) Facilities provided to assist access for disabled pupils.*

EDUCATION (DISABILITY STRATEGIES AND PUPILS' EDUCATIONAL RECORDS) (SCOTLAND) ACT 2002

A Statement from the Authority

An Accessibility Strategy has been developed in order to ensure that the Council and schools can address and meet their legal obligations in particular under the Standards in Schools Act 2000 and the Special Educational Needs and Disability Act 2001 – Schools.

The two key duties placed upon Education Authorities are:

- Not to treat disabled people less favourably
- To take reasonable steps to avoid putting disabled people at substantial disadvantage
- The Disability Strategy addresses three specific aspects:
- Access to the Curriculum
- Access to the Physical Environmental Skills
- Improving Communication and Delivering of School Information

The Accessibility Strategy covers a time period from 1 April 2003 – 31 March 2006. The school has put in place, or is in the process of putting in place, strategies to ensure that the above aspects are being met and monitored effectively.

The Act defines a disability as a physical or mental impairment which has a substantial and long term adverse effect on the ability to carry out normal day-to-day activities.

Pupils with Disabilities

Children with disabilities are catered for in the school according to Highland Education Department's policy. This endorses the principle that children with disabilities should be educated as locally as possible consistent with meeting their needs effectively. The central element of the process of admitting a child with disabilities to the school is a case conference involving parents, child, school, Education Department staff and other specialist agencies as appropriate.

Parental Partnership

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.

At Melvich Primary School, we see ourselves in partnership with parents in the education of their children, working together to develop a child to the best of his/her potential.

The school welcomes the opportunity to develop close links with parents to encourage in each pupil a respectful and caring attitude towards others, a determination to achieve excellence in all areas of the curriculum and responsibility for their own good behaviour.

Notes and bulletins are sent home with pupils on a regular basis and sometimes include a tear-off section which we would ask parents to complete and return to school as soon as possible. It is hoped that all parents will take an active interest in their children's education.

Parental assistance with excursions, evening events, concerts and fund raising is both desirable and valued.

We recognise and are obliged to emphasise the necessity for complete confidentiality in matters regarding pupils, parents and school.

It would be appreciated if parents could encourage their children in practical ways to get to school on time and take responsibility for the safety of their children to and from school.

We hope that parents will support their children by discussing their progress – for example, through speaking about homework, listening to children talking about their learning, showing supportive interest in children's progress reports from school.

Parents' interviews are held twice per session, the second of which comes after the issue of the written Progress Report on each pupil. This allows parents the opportunity to discuss details contained within the report for the current year. Parents are advised of appointment times well in advance.

The school maintains an open door policy towards parents at all times. The normal procedures for discussing a concern relating to your child, or more specifically the school are as follows:

1. Discuss the issue with your child's class teacher, by making an appointment either directly or through the office.
2. Should you remain dissatisfied as a result of your conversation with the class teacher, you should make an arrangement to discuss the matter with the head teacher.

It must be stressed that an issue should never be left unresolved. Staff in the school are always available to discuss an issue that is important to you. They are there to help when they can.

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: <http://www.educationscotland.gov.uk/parentzone/>

School And Community Links

The school has close links with the community as follows;

The school and its grounds are available for local groups outwith school hours. This can be arranged through Highland Council's Letting Procedures. Individuals or groups should contact the school office for details and be given the necessary forms, which have to be completed.

Work experience pupils from Melvich and Thurso High Schools assist in school as part of their education.

Parents are invited to assist in various ways within the school and on Educational Visits.

Parent Council

This school has a Parent Council and all parents are members of the wider Parent Forum.

The Education Department maintains an electoral roll of parents for each school in Highland. It should be noted that entry on the register is automatic. All parents are automatically members of the school Parent Forum.

The list of current Parent Council members, and how to make contact with them, can be found in Appendix.

Notification of meetings and the subsequent minutes are on the school notice board.

Transport

Authority Policy

Children under eight years of age may be expected to walk up to two miles to school and children of eight years and over may be expected to walk up to three miles. Children out-with these distances are entitled to free conveyance to and from school and parents should apply accordingly by means of the appropriate form which may be obtained from the school office.

Bus passes are issued to pupils where suitable public transport exists, and contract transport is arranged where there is no suitable public transport. Vacant seats on contract transport may be allocated to pupils on a concessionary basis, although there are no available seats at the present time.

Where a parent who resides less than two miles from the delineated area school considers that on the grounds of safety the journey to school is unreasonable for his/her child to undertake, she/he may apply to the Director of Education for consideration to be given to the provision of transport. This applies only where no suitable public transport is available.

Application forms are available from Highland Council Education Department and are also available on line. Otherwise, parents can contact the school office.

Emergency Closures

In the event of the school having to close due to an emergency e.g. adverse weather conditions putting pupils at risk, heating failure, etc., the procedures are as follows

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 the priority.

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

- **parents** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies.
- **the school** will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather.
- **the school** will establish a system of communication with parents and transport operators and ensure that parents are fully informed of the arrangements. This may include an 0870 telephone information service, details of which will be issued separately.

When weather conditions are poor:-

In the event of school-closure, a dial-in service is available: 0800 564 2272. You will be prompted to enter the pin number: 042590. Parents may use this for information if there is a risk of adverse weather. The winter weather website is:

www.winter.highlandschools.org.uk

We will also update the school website and campus facebook page with any information regarding closures.

For pupils using school transport

- Parents should advise their children on how long they should wait at the pick up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal “pick-up” time.
- Parents should note differences between **contract** vehicles and **public service** vehicles. Drivers of **contract** vehicles are advised not to drop off children where there is any doubt that they may not safely reach home or other place of shelter. Drivers of **public service** vehicles must travel their normal routes and cannot make special provision for the individual pupils.
- Where parents are concerned about weather conditions at “drop-off” points, they should contact the school as early as possible.

When weather conditions are poor, parents should arrange to have children met at the “drop-off” point, especially where public service transport is used.

Pupil Council

A Pupil Council is set up at school to provide a platform for pupil representatives to discuss certain aspects of life and work at Melvich Primary School. All children from P1 to P7, vote for representatives. The Council meets regularly during Committee Time and considers ideas for the good of the school community. The Melvich Pupil Council is pro – active and has a high profile in the school. House Captains and Vice Captains are also elected and have delegated responsibilities throughout the school year.



Appendix: 1

Melvich School Staffing Session 2020-2021

| | |
|--|---|
| Head Teacher | Mrs Katherine Wood |
| Depute Head Teacher | Mrs Jane MacKintosh/ Mrs Veronica Nicol |
| Principal Teacher | Mrs Amanda Mackay |
| P1-3 Teacher | Mrs Carol-Anne Farquhar |
| P4-7 | Miss Amanda Mackay |
| Principal Teacher ASN | Mrs Renata Ilska |
| Early Years Practitioners | Mrs Jayne Gordon Ms Ansley Ogg |
| Nursery Support Worker | Vacant Post |
| Clerical Assistant | Mrs Valerie Mackay |
| PSA | Ms Katrina Geddes |
| Cook | Mrs Helen Mackay |
| Visiting Specialist Teachers | |
| Physical Education | Miss Shona Comrie |
| Art Teacher | Mrs Anne Munro |
| Instrumental Instructor | Mr Neil Laybourne |
| Guitar Tutor | Mr Andy Macleod |
| Janitor | Miss Jennifer Ogg |
| Designated Child Protection Officer | Mrs Katherine Wood |
| School Chaplin | Rev. David McCartney |

Appendix 2: **Parent Council** **Session 2021 – 2022**

Chairperson

Miss Audrey Sutherland

Vice Chair

Mrs Jo Ellis

Treasurer

Mrs Jo Wyke

Secretary

Vacancy

Contact: Melvich.Primary@highlandpc.co.uk

Benefits of the Parent Council

- To promote contact between the school, parents and the wider community
- To promote involvement of parents in their children's education
- To promote a good flow of information between the education authority and the whole school community
- To provide a formal mechanism for collective parental views to be made known to the school and to the education authority

As members of the Parent Forum, all parents are invited to attend Parent Council Meetings.



School Terms and Holidays

Please check newsletters for the most up-to-date information

Highland School calendar 2021/22

Please note - Dates may be subject to change

| August 2021 | | | | | | |
|-------------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 31 | | | | | | 1 |
| 32 | 2 | 3 | 4 | 5 | 6 | 7 8 |
| 33 | 9 | 10 | 11 | 12 | 13 | 14 15 |
| 34 | 16 | 17 | 18 | 19 | 20 | 21 22 |
| 35 | 23 | 24 | 25 | 26 | 27 | 28 29 |
| 36 | 30 | 31 | | | | |

| September 2021 | | | | | | |
|----------------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 36 | | | 1 | 2 | 3 | 4 5 |
| 37 | 6 | 7 | 8 | 9 | 10 | 11 12 |
| 38 | 13 | 14 | 15 | 16 | 17 | 18 19 |
| 39 | 20 | 21 | 22 | 23 | 24 | 25 26 |
| 40 | 27 | 28 | 29 | 30 | | |

| October 2021 | | | | | | |
|--------------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 40 | | | | | 1 | 2 3 |
| 41 | 4 | 5 | 6 | 7 | 8 | 9 10 |
| 42 | 11 | 12 | 13 | 14 | 15 | 16 17 |
| 43 | 18 | 19 | 20 | 21 | 22 | 23 24 |
| 44 | 25 | 26 | 27 | 28 | 29 | 30 31 |

| November 2021 | | | | | | |
|---------------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 45 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 46 | 8 | 9 | 10 | 11 | 12 | 13 14 |
| 47 | 15 | 16 | 17 | 18 | 19 | 20 21 |
| 48 | 22 | 23 | 24 | 25 | 26 | 27 28 |
| 49 | 29 | 30 | | | | |

| December 2021 | | | | | | |
|---------------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 49 | | | 1 | 2 | 3 | 4 5 |
| 50 | 6 | 7 | 8 | 9 | 10 | 11 12 |
| 51 | 13 | 14 | 15 | 16 | 17 | 18 19 |
| 52 | 20 | 21 | 22 | 23 | 24 | 25 26 |
| 1 | 27 | 28 | 29 | 30 | 31 | |

| January 2022 | | | | | | |
|--------------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 1 | | | | | | 1 2 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 9 |
| 3 | 10 | 11 | 12 | 13 | 14 | 15 16 |
| 4 | 17 | 18 | 19 | 20 | 21 | 22 23 |
| 5 | 24 | 25 | 26 | 27 | 28 | 29 30 |
| 6 | 31 | | | | | |

| February 2022 | | | | | | |
|---------------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 6 | | 1 | 2 | 3 | 4 | 5 6 |
| 7 | 7 | 8 | 9 | 10 | 11 | 12 13 |
| 8 | 14 | 15 | 16 | 17 | 18 | 19 20 |
| 9 | 21 | 22 | 23 | 24 | 25 | 26 27 |
| 10 | 28 | | | | | |

| March 2022 | | | | | | |
|------------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 10 | | 1 | 2 | 3 | 4 | 5 6 |
| 11 | 7 | 8 | 9 | 10 | 11 | 12 13 |
| 12 | 14 | 15 | 16 | 17 | 18 | 19 20 |
| 13 | 21 | 22 | 23 | 24 | 25 | 26 27 |
| 14 | 28 | 29 | 30 | 31 | | |

| April 2022 | | | | | | |
|------------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 14 | | | | | 1 | 2 3 |
| 15 | 4 | 5 | 6 | 7 | 8 | 9 10 |
| 16 | 11 | 12 | 13 | 14 | 15 | 16 17 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 24 |
| 18 | 25 | 26 | 27 | 28 | 29 | 30 |

| May 2022 | | | | | | |
|----------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 18 | | | | | | 1 |
| 19 | 2 | 3 | 4 | 5 | 6 | 7 8 |
| 20 | 9 | 10 | 11 | 12 | 13 | 14 15 |
| 21 | 16 | 17 | 18 | 19 | 20 | 21 22 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 29 |
| 23 | 30 | 31 | | | | |

| June 2022 | | | | | | |
|-----------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 23 | | | 1 | 2 | 3* | 4 5 |
| 24 | 6 | 7 | 8 | 9 | 10 | 11 12 |
| 25 | 13 | 14 | 15 | 16 | 17 | 18 19 |
| 26 | 20 | 21 | 22 | 23 | 24 | 25 26 |
| 27 | 27 | 28 | 29 | 30 | | |

| July 2022 | | | | | | |
|-----------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 27 | | | | | 1 | 2 3 |
| 28 | 4 | 5 | 6 | 7 | 8 | 9 10 |
| 29 | 11 | 12 | 13 | 14 | 15 | 16 17 |
| 30 | 18 | 19 | 20 | 21 | 22 | 23 24 |
| 31 | 25 | 26 | 27 | 28 | 29 | 30 31 |

School holidays
In-service days

School days
* Queen's Platinum Jubilee

Highland School calendar 2022/23

Please note - Dates may be subject to change

| August 2022 | | | | | | |
|-------------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 31 | | | | | | |
| 32 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 33 | 8 | 9 | 10 | 11 | 12 | 13 14 |
| 34 | 15 | 16 | 17 | 18 | 19 | 20 21 |
| 35 | 22 | 23 | 24 | 25 | 26 | 27 28 |
| 36 | 29 | 30 | 31 | | | |

| September 2022 | | | | | | |
|----------------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 36 | | | 1 | 2 | 3 | 4 |
| 37 | 5 | 6 | 7 | 8 | 9 | 10 11 |
| 38 | 12 | 13 | 14 | 15 | 16 | 17 18 |
| 39 | 19 | 20 | 21 | 22 | 23 | 24 25 |
| 40 | 26 | 27 | 28 | 29 | 30 | |

| October 2022 | | | | | | |
|--------------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 40 | | | | | 1 | 2 |
| 41 | 3 | 4 | 5 | 6 | 7 | 8 9 |
| 42 | 10 | 11 | 12 | 13 | 14 | 15 16 |
| 43 | 17 | 18 | 19 | 20 | 21 | 22 23 |
| 44 | 24 | 25 | 26 | 27 | 28 | 29 30 |
| 45 | 31 | | | | | |

| November 2022 | | | | | | |
|---------------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 45 | | 1 | 2 | 3 | 4 | 5 6 |
| 46 | 7 | 8 | 9 | 10 | 11 | 12 13 |
| 47 | 14 | 15 | 16 | 17 | 18 | 19 20 |
| 48 | 21 | 22 | 23 | 24 | 25 | 26 27 |
| 49 | 28 | 29 | 30 | | | |

| December 2022 | | | | | | |
|---------------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 49 | | | | 1 | 2 | 3 4 |
| 50 | 5 | 6 | 7 | 8 | 9 | 10 11 |
| 51 | 12 | 13 | 14 | 15 | 16 | 17 18 |
| 52 | 19 | 20 | 21 | 22 | 23 | 24 25 |
| 1 | 26 | 27 | 28 | 29 | 30 | 31 |

| January 2023 | | | | | | |
|--------------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 1 | | | | | | 1 |
| 2 | 2 | 3 | 4 | 5 | 6 | 7 8 |
| 3 | 9 | 10 | 11 | 12 | 13 | 14 15 |
| 4 | 16 | 17 | 18 | 19 | 20 | 21 22 |
| 5 | 23 | 24 | 25 | 26 | 27 | 28 29 |
| 6 | 30 | 31 | | | | |

| February 2023 | | | | | | |
|---------------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 6 | | | 1 | 2 | 3 | 4 5 |
| 7 | 6 | 7 | 8 | 9 | 10 | 11 12 |
| 8 | 13 | 14 | 15 | 16 | 17 | 18 19 |
| 9 | 20 | 21 | 22 | 23 | 24 | 25 26 |
| 10 | 27 | 28 | | | | |

| March 2023 | | | | | | |
|------------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 10 | | | 1 | 2 | 3 | 4 5 |
| 11 | 6 | 7 | 8 | 9 | 10 | 11 12 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 19 |
| 13 | 20 | 21 | 22 | 23 | 24 | 25 26 |
| 14 | 27 | 28 | 29 | 30 | 31 | |

| April 2023 | | | | | | |
|------------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 14 | | | | | 1 | 2 |
| 15 | 3 | 4 | 5 | 6 | 7 | 8 9 |
| 16 | 10 | 11 | 12 | 13 | 14 | 15 16 |
| 17 | 17 | 18 | 19 | 20 | 21 | 22 23 |
| 18 | 24 | 25 | 26 | 27 | 28 | 29 30 |

| May 2023 | | | | | | |
|----------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 19 | 1 | 2 | 3 | 4 | 5 | 6 7 |
| 20 | 8 | 9 | 10 | 11 | 12 | 13 14 |
| 21 | 15 | 16 | 17 | 18 | 19 | 20 21 |
| 22 | 22 | 23 | 24 | 25 | 26 | 27 28 |
| 23 | 29 | 30 | 31 | | | |

| June 2023 | | | | | | |
|-----------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 23 | | | | 1 | 2 | 3 4 |
| 24 | 5 | 6 | 7 | 8 | 9 | 10 11 |
| 25 | 12 | 13 | 14 | 15 | 16 | 17 18 |
| 26 | 19 | 20 | 21 | 22 | 23 | 24 25 |
| 27 | 26 | 27 | 28 | 29 | 30 | |

| July 2023 | | | | | | |
|-----------|----|----|----|----|----|-------|
| WK | Mo | Tu | We | Th | Fr | Sa Su |
| 27 | | | | | 1 | 2 |
| 28 | 3 | 4 | 5 | 6 | 7 | 8 9 |
| 29 | 10 | 11 | 12 | 13 | 14 | 15 16 |
| 30 | 17 | 18 | 19 | 20 | 21 | 22 23 |
| 31 | 24 | 25 | 26 | 27 | 28 | 29 30 |
| 32 | 31 | | | | | |

School holidays
In-service days

School days

Appendix 4:

Melvich Primary School Rules

We will work hard and do our best.

We will walk in school.

We will take care of property.

We will keep hands and feet to ourselves.

We will be kind and helpful.

We will be quiet in school.

We will listen.

We will come to school on time.

We will include everyone.



Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.