



Tongue Primary & ELC

Handbook

2022-23



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.

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.



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Welcome

Dear Parents and Carers,

I would like to take this opportunity to welcome your child to Tongue Primary School. We recognise that a child's years at school are among the most important of her or his life. At Tongue 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 Tongue 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.

Tongue 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,

Mrs Katherine Wood
Head Teacher

School Contact Details

The Tongue Primary Community

Contact Us:

Tongue Primary School
Tongue
By Lairg
Sutherland
IV27 4XL

Telephone: 01847 611208
Email: tongue.primary@highland.gov.uk
Website: <https://tongueprimary.wordpress.com/about-2/>
Head Teacher: Katherine.wood@highland.gov.uk

Staff:

Head Teacher	Mrs Katherine Wood
Depute Head Teachers, Primary	Mrs Jane MacKintosh, Mrs Veronica Nicol
Depute Head Teacher, Secondary	Mrs Amanda Moseley
Principal Teacher	Mrs Veronica Nicol, Miss Dee Roberts
P1-3 Class Teacher	Miss Dee Roberts, Ms Hilary Wilson
P3-5 Class Teacher	Mrs Christine Stokes
Pupil Support Assistants	Miss Deborah McDonald
School Clerical	Miss Deborah McDonald
Principal Teacher Support for Learning	Mrs Renata Ilska
Tongue ELC Staff	
EYP	Miss Michelle MacKay
EYP	Mrs Eva Jackson-Hamilton
Speech & Language Therapist	Ms Fiona Gibson
Active Schools Co-ordinator	Ms Rhoda Kennedy
Cook	Mrs Isobel Macleod
School Janitor/Cleaner	Mrs Gez Sutherland
Visiting Specialist	
Physical Education	Miss Shona Comrie
Child Protection Officer	Mrs Katherine Wood, Mrs Veronica Nicol
Parent Council Chair	Mr Andrew Gordon varrich@gmail.com
Parent Council Secretary	Unfilled position

Tongue Primary School

Tongue Primary School comprises two primary classes and an ELC.

In the primary building, we currently have one P1-3 class & one P4-7 class.

In addition to the two classrooms, pupils and staff have access to the school hall/lunch hall, our multi-purpose 'middle room', extensive grounds and Tongue Village Hall, all of which are extremely valuable resources which help aid and support the teaching and learning for pupils.



Our ELC is a new, purpose built establishment with a playroom, kitchen, cloak area, office, disabled toilet and children's toilet & changing area. The ELC has an enclosed outdoor play area.

Campus

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

School Roll

ELC	9 Pupils
Primary 1-3	11 Pupils
Primary 4-6	10 Pupils

Associated Secondary School

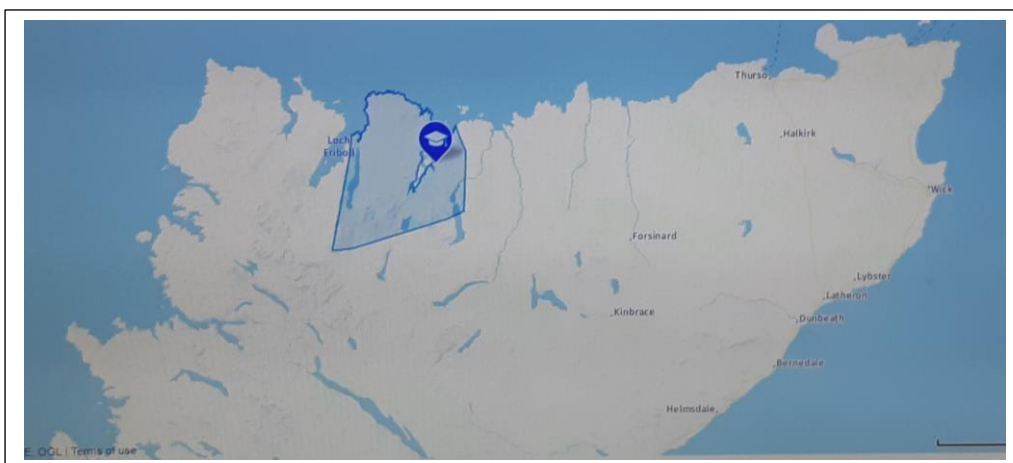
All pupils who attend Tongue Primary School will progress onto their secondary education at Farr High School.

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 out with the area who wishes to enroll a pupil must submit a placing request form available from the School Office. Further information can be found within the miscellaneous section of the handbook.

Delineated Area Map



New entrants

New entrants and their parents are welcome to visit the school or ELC. Parents of new ELC and P1 entrants have the opportunity to attend a meeting prior to pupils commencing school and pupils will have the opportunity to participate in transition events.

The School Day

ELC

Monday – Thursday
8.50am – 3.25pm

Friday
8.50am – 12.30pm

P1-3

Monday – Thursday
9.00am – 2.55pm

Friday
9.00am – 12.30pm

Morning Break:

10.45am – 11.00am

Lunch Break:

12.25pm – 1.15pm (Friday 12.30am)

P4-7

Monday – Thursday
9.00am – 3.33pm

Friday
9.00am – 12.30pm

Morning Break:

10.45am – 11.00am

Lunch Break:

12.25pm – 1.15pm (Friday 12.30pm)

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.

Children in the infant class who are not entitled to school transport, or who attend as a placing request, are expected to be picked up at 2.55pm with the exception of Friday (see above). Children in the infant class who are transported by school bus will be supervised until their bus departs at 3.33pm.



Some of our ELC pupils having fun
in the playground

Visions, Values and Aims

Tongue Primary School aims to provide, in partnership with parents and the wider community, a quality education so that all pupils are able to reach their full potential within a caring, secure and friendly environment.

School Values

- ✓ To provide a safe and welcoming place for all where everyone is...

Kind - Forgiving – Honest & Sincere – Successful – Creative
and, above all, Happy.

School Aims

- ✓ To provide a secure, stimulating and varied environment for learning.
- ✓ To enable all children to develop their capacities as Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors through CfE.
- ✓ To be aware of and respond to individual differences, linguistic backgrounds, experiences, interests and talents.
- ✓ To encourage social skills, co-operation and tolerance throughout the school.
- ✓ To work closely with parents for the benefit of our pupils.
- ✓ To promote an ethos where children's successes are recognized and applauded
- ✓ To promote an ethos where all want to be responsible for our school, the community and the local environment.
- ✓ To ensure the school is an integral part of the community by inviting people into school and by going out into the community.
- ✓ To ensure all staff have opportunities for continuing professional development.
- ✓ To actively promote good health through the curriculum and the whole school ethos.

Tongue Primary School has supportive and approachable staff who are committed to achieving excellence. The achievements and hard work of all are recognised, with individuals' opinions considered and valued. Staff recognise the value of a happy, safe and secure environment where children feel challenged in their learning, knowing it can be fun and with the understanding that it is good to ask questions and make mistakes. Staff and other professionals work as a team, offering support, openness and honesty. Children are encouraged to be active participants in their learning and in the life of the school, taking responsibility for themselves, their learning, and for various day-to-day aspects of school life. At Tongue Primary we provide a curriculum which promotes ownership of entrepreneurial learning, developing a sense of risk and a confidence in peers, self and staff. We continue to place literacy, numeracy and health & well-being at the heart of learning and we ensure there is an effective and appropriate assessment and reporting procedure which is supported by an effective system of record keeping and profiling.

Protection of Children

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

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

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from Mrs Nicol/Mrs Wood or online at

http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

Parents/Guardians/Carers as Partners

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

At Tongue Primary School, we see ourselves in partnership with parents in the education of their children, working together to help each child to develop 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 choices.

Our school works very hard to keep parents informed with regards to their child's progress and key decisions being made about their education. This includes:

- ✓ Twice Yearly Parent Consultation Evenings
- ✓ Annual Progress Reports
- ✓ Termly Target Setting
- ✓ Regular Open Events (Covid permitting)
- ✓ Class Dojo
- ✓ Fortnightly Newsletters

Newsletters or other letters often include a tear-off section which we would ask parents to complete and return to school as soon as possible and certainly by the date indicated on each letter.

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning.

Homework diaries help parents to know what their children have been learning at school and how to support their learning at home. We encourage parents to sign their section but it is also very useful if parents comment to let us know how they feel their child got on with the homework. The school always seeks to involve parents in any key decisions about their child's education and to keep parents informed about progress.

Parental voice is obtained from questionnaires issued regularly at Parents evenings and through Parent Forums. Every parent is a member of the Parent Forum.

The Parent Council is a group of parents selected to represent all parents of children at the school and ELC. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting the Chair of the Parent Council, Andrew Gordon. All parents are invited to attend Parent Council meetings and we would encourage you to get involved, even if you do not wish to be an official office bearer.

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/>

You may also find the following Parentline link useful:

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

School Uniform

Pupils must 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
- A uniform generates pride in personal appearance, encourages tidiness and discipline and improves the image of the school in the community.
- A uniform 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.

The school uniform consists of the following items:

- pale blue or white polo shirt
- Black, grey or navy trousers, skirt or pinafore
- Blue gingham dress for summer wear
- Navy cardigan, sweatshirt or fleece
- Suitable outdoor shoes
- indoor shoes

The school gym kit consists of the following items:

- shorts or jogging bottoms
- t-shirt
- suitable footwear which are not day to day outdoor shoes.



Proudly modelling our school uniform

Lunchtime

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 £2.40 for pupils. Funded ELC pupils and pupils within P1-4 receive free school meals as part of a Scottish Government Initiative. If a pupil has special dietary needs, please inform the school.

Free meals and clothing grants can be claimed in certain circumstances, for information and an application form please see:

[http://www.highland.gov.uk/info/899/schools -
grants and benefits/10/free school meals and assistance with clothing](http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

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.

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, pack the lunch in a cool bag or include an ice pack in the box.

The Highland Council operates a 'Cashless catering' system which utilises pupils' NEC cards. For further details please see:

http://www.highland.gov.uk/info/878/schools/9/school_meals/2

However, Tongue Primary will not have this system installed as it is anticipated that all pupils will receive free school meals within the next two years.

Health Promoting School

As a Health Promoting School we promote and encourage, staff, pupils and parents to think about healthier lifestyles. We encourage healthy eating and would appreciate your continued support with this. Healthy snacks are available each day in the canteen during morning break time.

Our pupils are encouraged to be active during breaktimes. We do this by providing fun, energetic equipment and activities for their use.

Sometimes, our pupils prefer calm play during their breaks. Our pupil council select indoor toys to be used out of doors each break time. These are construction toys such as lego or stickle bricks, jigsaws and even colouring in when the wind is not too strong!

Curriculum

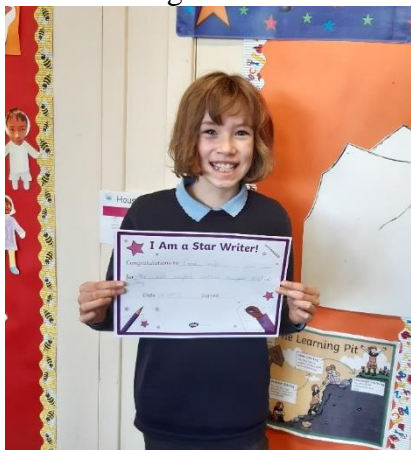
Curriculum for Excellence

The Curriculum for Excellence sets out values, purposes and principles for the 3-18 curriculum for all children and young people. It places children and young people at the heart of Scottish Education. The curriculum at Tongue Primary aims to ensure that our pupils become: successful learners, confident individuals, responsible citizens and effective contributors – the four capacities.

The curricular framework in which your child learns is arranged in the following way. There are six curricular levels:

Early:	The pre-school years and P1, but later for some
First:	P2, P3 and P4, but earlier or later for some
Second:	P5, P6 and P7, but earlier or later for some
Third and Fourth:	S1 to S3, but earlier for some
Senior Phase:	S4 to S6 in school/college/other type of study until the age of 18

The curriculum is made up of experiences and outcomes necessary to pupils' development within the following areas:



Recognising achievements

- Literacy & English
- Numeracy & Mathematics
- Health and Wellbeing
- Social Studies
- Science
- Technologies
- Religious and Moral Education
- Expressive Arts



Learning rhyming songs together

Benchmarks are offered within all areas which provide a guide for planning experiences for the children.

All experiences, outcomes and opportunities provided for our pupils are designed to build on pupils' skills for learning, life and work. We regularly hold learning conversations with our pupils to help enhance and aid the understanding that these skills are transferrable across the curriculum and within their wider world. In order to engage learners many subject areas are planned and organised in consultation with pupils. This gives them a sense of ownership and responsibility.

Tongue Primary School has a range of partners who help to deliver our curriculum and offer a range of experiences for our pupils which extend beyond the classroom. These partners include the Countryside Ranger, North Coast Leisure Pool, Flow Country Project, Highlife Highland and Wildland.

Religious Observance - Withdrawal

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

Progress

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to contact the school office to arrange an appointment with their child's class teacher, in the first instance.

Support for Learning

Class teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with additional support needs. The needs of such pupils are generally catered for within the mainstream curriculum but with specialist advice and support as required.

Sometimes children simply require a little additional support to master skills and their Support for Learning input will be short lived.

At other times, Support for Learning can be a longer term plan which is continually reviewed and updated to meet the needs of your child.

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.

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

Sometimes a Children's Support Worker will be involved in supporting a child. A Children's Support Worker may visit the school or hold virtual sessions and will generally focus on more social and emotional needs rather than issues around 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

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 (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:

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

Health and Wellbeing

Our current concern is the positive mental health of all in our establishment, be they pupils, parents/carers or staff. With this in mind, our restorative, solution focussed and nurturing approaches to promoting positive relationships ensures we are thinking of what is best for every member of our community.

Relationships, sexual health, parenthood and drug awareness form part of our health & wellbeing curriculum. Due to the sensitive nature of these issues parents will be informed via letter that these will form part of the curriculum during particular stages of school.

Educational Visits/Excursions

Throughout their time at Tongue 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 themes our pupils are studying.

Parents/carers may be asked to contribute toward a school trip, to a maximum specified amount. Vehicles with seatbelts are used for school trips and all pupils and staff must wear them.

Where possible, during their year in P7, pupils will be offered the opportunity to take part in an outdoor residential trip which forms part of their transition.

Assessment & Reporting

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

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

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

Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting information.

Key Assessment Tasks form part of each child's Profile, which is updated with targets and achievements throughout the year. These can be viewed by parents at any time and specifically at Parent Consultation Evenings and Open days. Class Dojo is now being used as a means of informing parents of pupil successes, targets and next steps.

Homework

All children receive work to be carried out at home.

At Tongue 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 each 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. Please

Speak to your child's class teacher if you would like further information on how to support your child with their homework.

We are currently updating our school homework policy and will consult with our Parent Council, Parent Forum and Pupil Council before finalising this.

Specialists

Within Highland, we are fortunate to have the services of various professionals who are contacted for advice and additional support. These include Health Visitors, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Pupil Support Workers, and more.

When necessary the school will contact the Educational Psychology Service.

Parents will be asked permission, should it be necessary, to undertake a psychological assessment of a pupil. The Educational Psychologist may visit the school and is available for consultation with staff and parents.

Transitions

Transitions are the moves children and young people make from nursery to school, from stage to stage, from P7 to S1 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 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 nursery. 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 nursery pupils early in the final year of nursery. Following this, the pupils begin to visit the school on a weekly basis and steadily increasing the length of time spent in the school grounds and classroom with their new peers.

Throughout the transition process pupils are provided with a variety of Numeracy, Literacy, H&WB 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.

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.

Health & Wellbeing

Additional visitors to school include the dental hygienist and school nurse.

The dental hygienist visits every term and all pupils participate in a daily tooth-brushing programme.

The school nurse examines each child when they start school and again before they leave. Parents will be notified in advance. Checks on sight and hearing are made in the intervening years so that any concerns can be followed up. P1 and P7 pupils also receive an examination from the dentist. Again, parents will be notified in advance and a record of the examination sent home on the day.



Taking part in our campus cross country event.

Mental Health & Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. School have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Committees

As we are a small school, everyone in Tongue Primary is a member of our Pupil Council and our Eco-Committee. This means that everyone is actively involved in shaping our school.

Pupil Council

Shaping our school through the vehicle of the Pupil Council might take the form of discussing, creating, voting and more. We have recently been involved in activities such as:

Fundraising where Tongue Primary Scarfers made and sold fleece scarves.

Decision Making where we designed our new library – The Hope Library

Making Changes where we wrote to all parents to request that we be allowed to wear our own clothes on Fridays

Creating where we wrote to CLB in Thurso and SSE requesting pallets and poles. These are being used to create our own furniture for outdoor play and learning.



We currently have four Pupil Council Reps. These are Magnus, P4, Evie, P5, Connie P6 and Ruairidh, P6.



Casting our votes in our Polling Station.

Eco-Committee

Our Eco-Committee work towards making our school a more environmentally friendly place, encouraging recycling and litter picking.

We have recently been involved in composting and in growing vegetables. The group have chosen their areas to work on as they aim for the coveted Eco Flag. These areas are Water, Biodiversity and Litter.

The group even worked together to create an Eco song.

More information on either group can be seen in our school newsletters on the school website.

School Calendar

Session 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 9 January 2023

Mid Term Break 20 & 21 February 2023

Spring Term ends 31 March 2023

Summer

Summer Term starts 17 April 2023

Summer Term ends 29 June 2023

Public holidays

- May Day – 1 May 2023

In Service Days

- 15 August 2023
- 12 & 13 September 2023
- 22 February 2023
- 5 June 2023

Please note that these dates may change during the year.

Please read all newsletters during the year, as changes will be noted within these.

School Discipline and Positive Behaviour

Discipline is essential to good learning situations. The aim of the school is to provide an atmosphere of mutual respect and collective responsibility. At Tongue we promote positive behaviour and good relationships. Pupils, parents and teachers all have an important part to play in achieving 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. Our 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 a **clear and adequate warning** beforehand that there will be sanctions should such behaviour continue. Parents will be contacted when the Depute 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 in advance, unless the pupil's actions have been severe enough to warrant instant exclusion from the school.

We have recently updated our Promoting Positive Relationships Policy, in consultation with our Parent Council, Parent Forum and pupils. All pupils took an active part in updating our rules and expectations which are shown below.

Indoor Rules

Rule	What it will look like if everyone is following the rule
People making good choices in their behaviour	Being sensible, doing what you are asked to do
People being kind to and respecting one another	People smiling, people helping, letting people join in
Letting people talk	Making eye contact, listening while others speak
People working hard – doing their best	heads down, silence if it is a quiet task; everyone discussing, people working in a team if it is group work.
Being polite	People saying 'please', 'thank you', 'you're welcome', 'well done'.
Respecting Property	Tidy away when you have finished with something
Walking feet in the school	People moving around the school sensibly

Good behaviour choices in specific areas such as cloakrooms/toilets will be reinforced by, for example, pupil created posters as well as specific focus assemblies.

Playground Rules

Rule	What it will look like if everyone is following the rule
Everyone being respectful towards staff.	Everyone listening to staff and following instructions.
Everyone being sensible in the playground.	Everyone taking care of the toys and using them the way they are supposed to be used.
All games should be 'non-contact'	Everyone keeping all body parts to themselves.
Everyone letting everyone else play.	Everyone being allowed to join in.
Everyone being kind to everyone else.	Everyone speaking to each other nicely, body parts being kept to selves, everyone allowed to join in.
Everyone playing nicely together.	Everyone joining in games, everyone smiling and having fun, everyone sharing, everyone taking turns, everyone being patient.
Everyone letting everyone else speak.	Everyone listening to each other.
Everyone looking out for one another.	If someone is hurt, others should help them up, comfort them and take them to see a member of staff.
Everyone tidying up the playground	Everyone putting things away when they are finished with them.

The above rules are supported by rewards.

The 'Catch Them Doing It Right' approach will involve some of the following:

- ✓ House Points
- ✓ Roll of Honour wall where worthy behaviours are recorded (these move into individual's Profiles at the end of each term)
- ✓ Special Mention, a sticker and a house point presented at weekly Celebrating Success Assembly.
- ✓ Congratulations Letter posted home following 20 Special Mentions for good behaviour choices in assembly. A copy will be included in Profile.
- ✓ Extended Interval – Mrs Nicol to oversee playground supervision in such instances.

In addition, the following is a link to the Highland Council's anti-bullying policy:

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

All incidences of bullying are logged on the system which helps us track any patterns, such as targeting specific individuals or groups. We take bullying very seriously.

Code of Conduct

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

General

- 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 indoors 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.

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.
- Children may bring their bicycle and scooters to school but must wear a safety helmet when using them. In consideration of their own safety children should only use their own equipment and remain in delineated areas.

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).

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 email Mrs Nicol on

veronica.nicol@highland.gov.uk

or phone the school on the first day of absence on the school number 01847 611208. If phoning, the parent or guardian must give a written reason for the time absent on their child's return to school.

Permission to leave during the school day: If a pupil needs to leave during the school day for example for an appointment, pupils need to bring with them a note from parent/carer or an email should be sent in advance to the above email address. Pupils must report to the school office to 'sign out' when leaving. If returning the same day, they must report again to the office and 'sign in'. Where at all possible, medical and dental appointments should be made out with school hours.

If pupils fall ill during the day, parents are contacted for them to collect their child, 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:

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

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

School Improvement

This year, because of the ongoing pandemic, all schools in Highland are continuing to focus on certain key priorities as followings:

1. Health and wellbeing
2. Recovery of learning, teaching and assessment
3. Attainment in session 2020/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Tongue Primary & ELC is committed to self-evaluation to ensure self-improvement. We do this in line with council procedures and against the How Good is Our School 4 Quality Indicators for primary and How Good is Our Early Learning and Childcare Centre for nursery.

Tongue Primary's Standard and Quality Report is available from the Primary/Early Years Depute Head Teacher or Head Teacher should you request it.

Administration of Medicines

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible parents are requested to ask for GP prescriptions, which can be administered out-with the school day i.e. in the morning and evening.

Minor injuries

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. Where older pupils are involved, the pupil will be encouraged to apply their own plasters.

Adverse Weather

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

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

You can also access the Highland School Closure Website for school closure information on:

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

Our school closures are also added to our campus Facebook page – unless there has been a power cut affecting wifi connectivity.

Placing Request – 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 Education and Learning Manager, Alison Donald.

Placing request applications are made online at:

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

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

If pupils live out-with the school catchment area and their parents wish them to attend Tongue Primary School they can contact the Depute Head Teacher to discuss and 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.

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 to primary 1 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.

A transition programme is in place so prospective P1 pupils can join the infant class for a period of time prior to the summer break. This means that children are already familiar with their new surroundings before starting in August.

Pupils with Additional Support Needs

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.

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

Information about the 2009 Additional Support for Learning Act

Legal information

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and it came into force on 14 November 2010.

If you have any questions about the 2009 Act then please contact the Enquire Helpline on 0845 123 2303 or by email on

info@enquire.org.uk

Further information and support for parents of children and young people with ASN are available 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

Equality and Inclusion

For up-to-date information please see:

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

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

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

Complaints and Requests for Service

If a parent has any concerns they should contact their child's Named Person in the first instance, Mrs Katherine Wood.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Education and Learning Manager, Mrs Alison Donald.

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.

Data Protection

Access to Pupil Records

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 application to the Head Teacher.

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. The following information explains why we need this information, how we use it and what we do to protect the information supplied to us.

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 the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website:

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

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and out with Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support

Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.