

INVER PRIMARY SCHOOL



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

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INVER PRIMARY SCHOOL

Head Teacher's Letter



Dear Parent / Guardian

Let me extend to you a warm welcome to Inver Primary School. The information contained in this handbook is aimed at introducing you to the school, its educational provision and any information you require for the welfare of your child at school.

In the event of you still being uncertain about anything regarding the school please don't hesitate to contact the secretary who will be more than willing to answer any of your questions. The secretary is available Monday - Friday, mornings only and full policy statements are available from the school. [Authority Policies](#)

Finally, thank you for taking the time to read this brochure. The school staff look forward to a happy and successful partnership in the future with you and your child.

The Standards and Quality Report and School Improvement plan are available on request, from the school office, although a parent friendly copy has been shared.

If you should have any concerns, please do not hesitate to contact me at the email address below.

Yours Sincerely

Jane Mackay

Head Teacher

(Jane.Mackay2@highland.gov.uk)

INVER PRIMARY SCHOOL

School Information

General School Information

Inver Primary School

Inver

IV20 1RX

Telephone (01862) 871431

School Email Id: inver.primary@highland.gov.uk

Office: Louise.Cochran@highland.gov.uk

School Website: <https://sites.google.com/taimroyalacademy.net/inver/home>

School Roll for Session 2020-2021

P1 - 6

P2 - 0

P3 - 4

P4 - 4

P5 - 7

P6 - 7

P7 - 8

INVER PRIMARY SCHOOL

School Hours

9.00am - 12.30pm

12.30pm - 1.10pm (lunch)

1.10pm - 2.30pm P1 - 3

1.10pm - 3.00pm P4 - 7

In the event of an early closure, you will be notified in advance by letter/email. In the event of an emergency you will be contacted by telephone.

If you are not available at the time your 'emergency contact' number will be used.

School Uniform

The policy of the school is that children are expected to wear school uniform as it promotes a feeling of school unity and discourages bullying on account of designer labels.

Inver Primary School colours are:

Sweatshirts and cardigans	Navy
Trousers and skirts	Navy/Black
Polo Shirts / Blouses	White

School sweatshirts & polo shirts with an embroidered logo are available from Macgregors Schoolwear based in Inverness, Highland Embroidery and Fiona Jupp based in Tain. You will find Fiona on Facebook under Tain Print and Embroidery.

Their contact details are:

Macgregor Schoolwear

Highland Embroidery

INVER PRIMARY SCHOOL

15-17 Henderson Road,

Windy Heights

Longman Industrial Estate,

Tomich

Inverness,

Lairg

IV1 1SN

IV27 4DQ

01463 277755

01549 402 707

www.macgregorschoolwear.co.uk

www.highland-embroidery.co.uk

School Calendar

School Closes

Friday 8th October

Wednesday 22nd December

Friday 1st April

Thursday 30th June

School Re-opens

Monday 25th October

Thursday 6th January 2022

Tuesday 19th April 2022

INVER PRIMARY SCHOOL

Staff In-Service Days

Monday 16th August 2021

Monday 13th & Tuesday 14th September 2021

Wednesday 23rd February 2022

Thursday 5th June 2022

Casual Holidays

Monday 21st and Tuesday 22nd February 2022

Monday 2nd May 2022

INVER PRIMARY SCHOOL



Staff

Head Teacher	Jane Mackay
Principal Teacher	Mhairi Miller
P1-4 Teacher	Mhairi Miller/Sarah McNair
P5-7	Katie Lowe
ASN teacher/Acting Depute	Greg Humble
Secretary	Louise Cochran
P.S.A	Sharon Innes
General Auxillary	Sara Hutcheson
Music Instructor	Debbie Ross
Janitor (Part time)	Alan Mohan
Dining Attendant	Sylvia Dieguno

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ATTENDANCE/ABSENCE

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on either the school message number: 0800 564 2272 (PIN is required) or the school number <insert number>. When returning to school after an absence, the parent or guardian must give written reason for the time absent.

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

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

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

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

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;

Under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

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

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

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

COMPLAINTS AND REQUESTS FOR SERVICE

If a parent has any concerns they should contact their child's Named Person in the first instance, <contact details> (this will usually be the Head Teacher in a primary school and Guidance Teacher in a secondary school) or the Senior Management Team for more serious issues.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Manager, Derek Martin by emailing Derek.Martin@highland.gov.uk

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

SCHOOL 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. Applications are made to the Area Education and Learning Manager Derek Martin..

Placing request applications are made online at:

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

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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 Inver Primary School they can contact Louise Cochran, in the office, 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.

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.



We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

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

- Parents' evenings
- Progress checks
- Target Setting
- Course choice/ Options evenings
- Information on the school website

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.

The school always seeks to involve parents in any key decisions about their child's education and keep parents informed about progress.

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Parental information is obtained from questionnaires issued regularly at Parents evenings and from Parent Forums.

Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting Hazel Morrison, Chair of the Parent Council by emailing her at inver.primary@highlandpc.co.uk

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone: <https://education.gov.scot/parentzone/>

Our Vision Statement

Inver

Motto

Of Inver we are Proud

(Inclusive, Nurturing, Versatile, Enthusiastic, Responsible)

Together these things make Inver great - freedom to be who you want to be!

Vision

At Inver Primary School we will create a welcoming ethos where everyone feels happy, included and part of Inver Primary's family. Every child will have opportunities to learn and find success by being supported and challenged appropriately, to allow them to do so in a safe and nurturing environment.

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Values

To be respectful

To be honest

To have an enthusiasm for learning

To enjoy learning

To have the confidence to accept a challenge

To make the most of all opportunities

To be **'Happy to be yourself'**

Aims

Ensure in our pupils the ability to be effective learners and take ownership of their learning

To work as a team and have the confidence to contribute

Ensure children have the confidence to take risks in their education

Develop a sense of personal responsibility and encourage high standards of behaviour

Help children learn to celebrate their achievements, recognise individual success and develop resilience

Celebrate and nurture the children's diversity, provide equality of opportunities and ensure they are aware of their rights and responsibilities

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School Improvement

This year, because of the pandemic, all schools in Highland are focusing on certain key priorities as follows:

1. Health and well-being
2. Recovery of learning, teaching and assessment
3. Attainment in session 2021/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

The Standards and Quality report and school improvement plan are available from the school office on request. A parent friendly version has been shared.

In the past year we have worked on improvement projects designed to help us to address the priorities listed above. Our School Improvement Plan for session 21/22 contains details of what we planned to do. This included the way that we used resources such as the Pupil Equity Fund to close the deprivation-linked attainment gap. Our plans were well underway, and some were nearing completion, but the school closures in response to Covid-19 means that we have been unable to complete all of our projects, or to evaluate their effectiveness in terms of outcomes for our school community.

Useful resources and information for parents

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

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

Our Standard and Quality Report from last session is available on the school website...

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Homework

Homework is an aspect of children's work, which helps to foster links between home and school, which in turn develops the partnership between parents and teachers. This partnership is very important in raising children's attainment. The school issues a guide to homework yearly. If class work is unfinished pupils may be expected to take it home and complete it there.

Specific Purposes of Homework

- Ø Allows practise and consolidation of work done in class.
- Ø Training for pupils in planning and organising time.
- Ø Encourages ownership and responsibility for learning.
- Ø Provides opportunities for individualised work.
- Ø Allows preparation for future class work.

Types of Homework

- Ø Reading
- Ø Tables Practise.
- Ø Maths work associated with class work.
- Ø Basic Number Work.
- Ø Writing
- Ø Spelling
- Ø Research work for theme.

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Practicing Fine/Gross Motor Skills

Playing and taking turns

Amount of Homework

At Early Stages a child should spend about 10 minutes each week night on some form of reading activity and by Pr. 6 - 7 a child would be expected to spend about 30 minutes each week night on a variety of tasks.

Homework would not usually be issued over the weekend.

Role of Parents

It is expected that parents will supervise and assist the children in their homework activities as and when appropriate because this gives parents a greater understanding of what, and how well, their children are doing. This may involve working through your child's Snapshots with them while they complete their homework. This is an excellent way of keeping everyone informed about progress being made. Parents should always sign homework.

Parents' Meetings

Parents are kept up-to-date with events both in and out of school with a termly newsletter and other notes when required.

Parents are invited to the school for Parents' Evenings twice a year.

Appointments are made with parents and members of staff to discuss pupil progress at these times. Parents are also welcome to make appointments with staff at any time if they wish to discuss any particular problem.

Parents will also receive a learning snapshot in terms 1, 2 and 3 and an overview report in Term 4.

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Additional Support Needs

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

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

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

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

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

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

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone out with the school. Should you have any concerns

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that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Head Teacher <contact details>. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

[http://www.highland.gov.uk/info/886/schools - additional support needs/1/suport for learners](http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/suport_for_learners)

Progress

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

Useful websites.

Support for Learners Website

<http://enquire.org.uk/>

<http://forhighlandchildren.org/>

Multi-Cultural and Anti-Racist Education

The school:

Ø is opposed to all forms of prejudice and discrimination;

Ø provides equality of opportunity through its ethos and working practices;

Ø provides a safe and secure environment for all children and staff;

Ø promotes understanding and respect for other people's cultural identity and beliefs;

Ø aligns itself with the Education Service's "Anti-racist and Multi-cultural Guidelines for Primary Schools' (2005) and has an appointed Race Equality Co-ordinator.

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The Curriculum

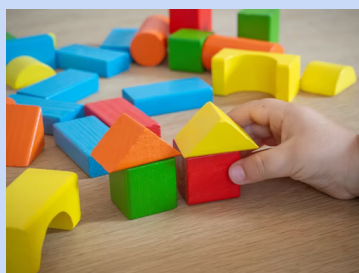
Since 2010 schools across Scotland have begun to implement Curriculum for Excellence (CfE) and the new curriculum has eight areas (Expressive Arts, Health and Wellbeing, Language, Mathematics, Religious and Moral Education, Sciences, Social Studies, and Technologies) which broadly reflect the previous 5-14 curricular areas. However, there are new levels which most children are expected to achieve:

Early level - The pre-school years and P1, or later for some.

Level 1 - To the end of P4, but earlier or later for some.

Level 2 - To the end of P7, but earlier or later for some.

Level 3 and 4 - S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.



Level 4 experiences and outcomes are means of study intended to provide possibilities for choice and young peoples' programmes will not include all of the fourth level outcomes.

Senior Phase - S4 to S6, and college or other

Each curricular area comes with experiences and outcomes which teachers plan to, and will, assess pupils against. There is the expectation that learning experiences for children will be 'richer' and more interactive, with pupils being

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engaged in their own learning to a higher degree. There will also be more crossovers amongst curricular areas to achieve outcomes so that connections can be made between different areas of learning.

Numeracy, Literacy and Health and wellbeing over arch all experiences and outcomes planned for children.

Also included in CfE are:

7 Principles:

Challenge, breadth, progression, depth, personalisation and choice, coherence and relevance.

4 Values:

Wisdom, justice, compassion and integrity.

4 Capacities:

Successful learners, confident individuals, responsible citizens and effective contributors.

4 Cross Cutting Themes: sustainability, enterprise, creativity and citizenship.

4 Aspects/Contexts: interdisciplinary learning, life and ethos of school in community, opportunities for personal achievement, curriculum, creation and subjects

At Inver teachers' planning now reflects the new curriculum and pupils are more actively involved in their own learning; setting their own success criteria for many lessons then peer and self assessing the work undertaken.

Pupils are actively encouraged to participate and take responsibility in the life of the school through the Pupil Council, School Nutrition Action Group, Eco Committee and becoming Junior Road Safety Officers. Pupil views are also sought when reviewing and updating school policies.

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For many years the school has been very involved in Enterprise Education which is not only cross curricular, but provides a rich learning context using real life skills. Citizenship is also promoted in Inver with pupils engaging in fundraising for many charities.

The school ethos of being supportive, showing mutual respect, valuing every individual and honesty is consistent with the 4 values of CfE.

Language

Language is the principle medium of learning and instrument of thought and is basic and essential to all other areas of the curriculum. During their years at Inver Primary pupils are given frequent opportunities for oral expression through the use of poetry, drama, debating, informal discussion and storytelling and all pupils are encouraged to produce quality writing in a variety of forms - diary, note taking, reporting, letter writing, storytelling etc. through a structured writing programme.

Reading is carried out in line with the 'Highland Literacy Project' method which involves the children in seeing the reading writing connection a lot earlier and places more emphasis on reading for pleasure as well as information. The core reading materials at the lower stages of the school are Oxford Reading Tree. Later Collins 'Big Cats' are introduced and chapter books/novels by the upper stages. The school has an extensive library which the children use to select their own personal reading from.

In line with government policy French is taught to pupils from Primary 1 right through to Primary 7. Simple phrases, basic vocabulary and numbers are introduced. Some written work is undertaken, but the emphasis is on the spoken language and pronunciation. Games, songs and drama are used to make learning a foreign language an enjoyable experience and so giving a positive attitude for later development. Two members of staff are trained to deliver this. Pupils from P4 upwards will also be introduced to some basic French vocabulary.

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Children will be introduced to Scots through its place in the culture and heritage of Scotland with opportunities to explore and try it out.

Mathematics



Numeracy (being skilled with numbers and maths and their application to life) as well as being taught systematically through a Maths programme is also embedded in learning activities where math skills are paramount such as in a finance project. To encourage numerical thought, Problem Solving is taught at all stages of the school weekly with pupils actively engaged in reflection and dialogue in solving a variety of problems. Real life problems are encountered in many of the enterprise activities undertaken.

Health and Wellbeing

Health and wellbeing include such areas as physical education, food, health, substance misuse, parenthood, sexual health, social and life skills. These topics are taught at an appropriate age and stage of a pupil's development through a variety of mediums including discussion, video, thematic work, visitors to school, drama and across all curricular areas.

The school endeavours to give each child 2 hours physical education a week in line with government expectations. Some pupils also have swimming lessons at Tain Royal Academy. The school participates in all the local sporting events such as cross country, football tournaments, county sports etc. The school is supported in PE with specialist input.

Technologies

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The school is very well equipped to provide ICT (information communications technology) with a number of chrome books and I Pads already in the school. Pupils use various pieces of IT across the curriculum for recording progress in reading and assessment of collaborative work, the internet for research, powerpoint for presentation of work and graphic programmes for data handling in Maths. Technologies also involve the children in the changing world, product design, ethical issues, energy and sustainability.

Social Studies

This involves the pupils in learning about other people and their values. Broadly this covers people: past events and societies, place and environment and people in society, economy and business. These are taught through a thematic approach and pupils' own interests and the questions they bring to school.

Science

Central to science is the development of an enquiring mind into the physical and material world around, and how science works and influences the world we live in. At present the pupils at Inver follow Highland Council's Programme for Science where it covers the experiences and outcomes of CfE. The Programme is delivered through a topic approach with the pupils engaged in a wide range of activities enabling them to grasp the language of science and its impact on society.

Religious and Moral Education

Inver Primary School undertakes its legal requirement to provide religious Education. A whole school assembly is held weekly and led by one of the local chaplains from the various denominations in the surrounding area or the Head Teacher. A joint Christmas service is held in the Parish Church with the other schools in the nearby town of Tain.

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The Religious and Moral Education curriculum can be defined in three broad areas: Christianity, Other World Religions and Developments of Beliefs and Values. The aims of Religious and Moral Education are to help pupils to:

- Ø develop a knowledge and understanding of Christianity and other world religions and to recognise religion as an important expression of human experience;
- Ø appropriate moral values such as honesty, liberty, justice, fairness and concern for others;
- Ø investigate and understand the questions and answers that religions can offer about the nature and meaning of life;
- Ø develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

Parents have the right to withdraw their children from religious education if they so wish.

Expressive Arts

Within CfE, Expressive Arts covers the four main areas of music, dance, art and design and drama.



Music

_Pupils have the opportunity to participate in music in a variety of ways within school allowing them to experience the inspiration and power of sound whether it's in the music from the shows, African drumming or simple rhythm and rhyme in the early stages.

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The school works closely with Feis Rois to provide Gaelic and voice singing, penny whistle and instrumental music for the upper stages. The younger pupils have regular sessions throughout the year with the Kodaly vocal skills tutor. Strings tuition is also available for older children - unfortunately, in line with Highland Council policy, this has to be paid for. The school also enjoys a range of visiting musicians to the school such as Gizzen Briggs, Jazz Band and members of Scottish Orchestra when undertaking school outreach work. Pupils have the opportunity to write and perform their own songs and raps. Singing and music are included in many of the themes and topics undertaken by the children such as World War 2 and in school performances.

Dance

Traditional Scottish dancing is taught to all senior pupils and the younger classes enjoy movement within their classroom lessons.

Art and design

Art, in a variety of forms and mediums, is undertaken by all class teachers and pupils all have the opportunity to see their work displayed around the school. Included in this is investigating how their artistic styles are reflected in manufacturing and industry.

Assessment and Record Keeping

Assessment is geared towards establishing what the pupils have achieved individually, and informing the next steps of their education. The evidence to provide these assessments is collected formally (summative assessment) and informally (formative assessment) over a period of time. Assessment activities are identified at the planning stage of a block of work and may involve oral work, written work, observation of practical activities and self-assessment. All these methods of assessment may be carried out during the year and records kept to focus on what the pupil can do as well as establishing weaker areas. Through these



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various methods of assessment teachers and pupils diagnose strengths and weaknesses, and so are able to match work to the child's developments and needs.

Pupils' individual next steps are recorded in their profiles. These provide assessment information on individual pupils and allows everyone involved (pupil, teacher, and parent) to be fully informed allowing support or challenge where necessary.

Pupil reports are issued at the end of the year and relate to all aspects of the child's education as recommended by the Highland Council for all Highland Schools.

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 an 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. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

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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

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 the 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, the Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by the 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 the Scottish Government.

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

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 the 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 this 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 the 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

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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.

School Meals

School meals are available to all children. P1-4 children will be entitled to a free school meal. Lunches are cooked in Tarbat Old Primary School and are delivered daily to the school. The children can pre order their meals for the week using the google form sent out, by email, each week.



Dinner money is paid every Monday morning, and costs £2.30 per day. The meals may be paid either in cash or by cheque made payable to, *Highland Council*

Regardless of the method of payment, money must be sent to the school in a sealed envelope with your child's name and the amount of money enclosed clearly written on the envelope. We would also very much appreciate the correct amount of money being sent.

The arrangements for school meals, eligibility criteria for free school meals, how to apply. https://www.highland.gov.uk/info/878/schools/9/school_meals. NEW LINK

You could also provide details of breakfast clubs and after school care

- **The arrangements for school meals, eligibility criteria for free school meals, how to apply.**

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



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Administration of Medicines

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government.

<https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

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

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

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

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

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

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

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

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

Minor injuries

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

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. Schools 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.

A Decider Skills Programme is used throughout the whole school to promote resilience and support the well-being of the whole school community.

Adverse Weather Conditions/School Closure

There may be occasions when the school will have to have an emergency closure, e.g. in severe bad weather or because of electricity/water failure. Parents are asked to ensure that the school is kept up to date with telephone numbers and emergency contacts - addresses of relatives/friends to whom their child will be sent if they are unavailable. Every attempt will be made to contact parents but this may not always be possible therefore, if the school has to close early, children will be sent home or to their emergency contact.



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Please make certain they know who their contacts are. If the school does not open on a particular morning e.g. due to snow, electricity failure then Moray Firth Radio will be contacted and a bulletin about the school's closure will be made. The 0800 Schools Information line will also be used on these occasions.

Telephone Information Service - Guidance for Parents

Schools now have a dial-in service if there is a risk of closure due to adverse weather. This allows parents to listen to a recorded message from the Head Teacher. When severe weather warnings are received your school will endeavour to keep the system updated. It is an enhancement to the present service and does not replace existing methods of giving out information, such as radio broadcasts, described in the schools Adverse Weather Guidelines.

There are other features of this service which may be available for your school. These are described below.

How to use the service.

Dial Highland Council's access number - 0800 564 2272

Now enter your own school's pin number 04 2240

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

You will now hear the school's name.

Ensure that this is correct before going on.

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

Press 1 to hear your school's message about the adverse weather for example whether or not the school is to close or if transport arrangements have been affected.

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Press 4 to enter the pin number for another school within the authority.

Parents may have children who attend different schools. This option allows you to move from one school's messaging service to another without having to dial in again. Other services whereby parents can leave a message for the school are not being used at present.

Complaints & Requests for Service

If a parent has any concerns they should contact their child's Class Teacher in the first instance, or the Head Teacher for more serious issues.

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

Derek Martin

Area Education Manager

Derek.Martin@highland.gov.uk

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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