

Prospectus
2022-23



STRATHPEFFER PRIMARY SCHOOL
SCHOOL ROAD
STRATHPEFFER
ROSS-SHIRE
IV14 9AG
Tel: 01997 421824
E-mail: andrea.millar@highland.gov.uk
strathpeffer.primary@highland.gov.uk

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](#).

Dear Parent

We are very pleased that your child/children is/are coming to Strathpeffer Primary School.

You will naturally be keen to find out more about Strathpeffer Primary and this prospectus is designed to help answer as many of your questions as possible.

Please do not hesitate to contact us if there is anything else you wish to ask about.

We look forward to meeting you and your child/children soon.

Yours sincerely

Andrea Millar

Acting Head Teacher

WELCOME TO STRATHPEFFER PRIMARY SCHOOL

This prospectus has been compiled with the help of staff, parents and children of Strathpeffer Primary School. We do hope you will find that it answers some of your questions about our school. Please do not hesitate to call at the school or telephone if there is anything more you would like to know.

SCHOOL ADDRESS: Strathpeffer Primary School
School Road
STRATHPEFFER
Ross-shire, IV14 9AG

TELEPHONE: 01997 421824

E-MAIL: strathpeffer.primary@highland.gov.uk

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WEB SITE: www.strathpefferps.wordpress.com

TWITTER: @StrathpefferPS

SCHOOL ROLL 160 Primary Department
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STAFF



Head Teacher:

Mrs Sarah Wojtunik (On Maternity Leave)
Mrs Andrea Millar Acting Head Teacher

Teaching Staff:

Mr Nigel Spence
Mrs Andrea Millar
Ms Eilidh Thomson
Mrs Marianne Dransfield
Mrs Lorna MacDonald
Mr Craig Rodger
Miss Rose Nicholls
Mrs Melissa Booth
Mrs Lorraine Fyfe
Mrs Amanda Munro

Deputy Head Teacher
(Principal Teacher)

(Part-time .2)
(Part-time .8)

Nursery Staff:

Mrs Jolene McColl
Mrs Lisa Coli
Ms Susan Bryan
Mrs Tracy MacGregor
Mrs Catherine Hamilton
Mrs Sonya Grant
Mrs Ayeshah Macbeth

Support for Learning:

Mr Nigel Spence

Speech & Language Therapist:

Mrs Sarah Goudie
Ms Joanne Johnson

P.E. Specialist:

Miss Helen Bennie
Mrs Caroline Dunsmuir

Strings Instrumentalist:

Mrs Rachel Farmer

Piping Drumming Tutor:

Mr Martin Oparka

Brass Tutor:

Mr Mark Bell

Guitar Tutor:

Mr Mike Simpson

Clerical Assistant:

Ms Wendy Harrison

Pupil Support Assistants:

Mrs Jane MacDonald
Miss Debbie Steel
Mrs Margaret-Ann MacDonald
Mrs Isabel Fowler
Mrs Lesley Durdle
Mrs Linda Campbell (EYP)

Mrs Julia Macdonald

Canteen Cook: Mrs Gail MacLean

Canteen assistants: Mrs Kyrene MacDonald
Mrs Susan MacLennan
Mrs Norma MacLean

Road Crossing Patrol: Mrs Moira Gow

Parent Council Office Bearers:

Fiona Genney	Chair
Emily MacDonald	Secretary
Victoria Miller	Secretary
Selina Rennie	Treasurer
Maren Hagen	Treasurer

School Hall Management Committee:

Mr Peter Walling	Community Centre Chairman
Mrs Fiona Genney	Chairperson Parent Council
Ms Carol Mackenzie	Community Centre Coordinator
Mrs Sarah Wojtunik	Head Teacher of Strathpeffer Primary

History



The ground at Kinnettass was purchased from local farmer, Duncan MacGregor, in 1970 with the intention of building a replacement school for Fodderty. However, the new school did not come to fruition until 2000. Some time before it was built, Highland Council decided to close Contin School and relocate its pupils with the Fodderty pupils at Strathpeffer. Contin School existed from 1872 until 2000 and Fodderty from 1874 until 2000. Many traditions have come to the new school from both of these schools.

Strathpeffer School Today



Strathpeffer Primary School opened its doors to pupils on 22nd August, 2000. Our school badge is the stag's antlers, the crest of the Clan MacKenzie.

The school serves the communities of Strathpeffer itself, Brae, Fodderty, Blairninich, Achterneed, the Heights, Jamestown, Contin and Craigdarroch.

There are eight teachers, six full time and two part time. The Head Teacher is non-class committed. The children are usually in 7 classes from primary 1 to primary 7 but sometimes it is necessary to composite classes and this will be done in various ways to suit the circumstances, but usually by age groupings. Sometimes social groupings, academic groupings or random groupings may be used.

Access



Access to the school by road is off the main Strathpeffer/Contin road on to School Road.

There is also walking access from the Chisholm Trail, a local footpath from the Kinellan Housing Estate. Another footpath heading west from Kinettas Square accesses the back pedestrian entrance to the school.

There is a back commercial vehicle access to the Canteen and Bin Store.

There are car parking facilities at the front of the school and special parking for the buses.

Please do not park in the bus lane as this can be very dangerous and puts lives at risk.

Enrolment



Mrs Millar will be delighted to meet the parents of any prospective pupils at a mutually agreed time. Parents may telephone or call at the school to make such an appointment. Details of Infant/Nursery enrolment arrangements are published annually in the local press by the Highland Council.

Parents enrol New Entrants for Primary 1 in January/February. Parents will be invited to the school to meet the Class Teacher, prior to the admission of their children, during the 3 morning visits of the children to their P1 class before the end of the summer term.

During the first term parents are given an opportunity to come along to an informal evening meeting with the Class Teacher, Head Teacher, DHT and members of the Parent Council, to find out a little about how P1 works and to discuss how their child is settling in at school and any other issues.

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@highland.gov.uk. 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 Strathpeffer Primary School they can contact the head teacher 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.

Organisation of School Day



Primary 1-7	
School starts	9.00 am
Interval	10.30-10.45am
Lunch P1-3	12.15- 1.00 pm
P4-7	12.45 - 1.30 pm
Interval P1-3	2.10 - 2.40pm
School Closes P1-7	3.00 pm
Nursery Class	9.00am - 3.00pm

Please note that children should not be left unattended in the playground before 8.45am as we cannot guarantee that there will be a member of staff available to supervise, usually a member of staff is in the playground from 8.50am. School is open until approximately 5.30pm daily. The Staff are in school until 3.15pm at least every day, but are often here much, much later working in their classrooms and at Collective Time Meetings.

Times and Holiday Dates

2022 - 2023

Dates may be subject to change

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 and 21 February 2023
- Spring term ends - 31 March 2023

Summer

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

Public holidays

- May Day - 1 May 2023

In-service days

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

Out of School Care



After school care, 3.00pm-6.00pm, is provided by CALA but only operates on days that the school is open. If the school closes early due to adverse weather the club does not operate. Contact the club on 077654 01696 for further information. (At the time of writing this prospectus the club is not operating however we are looking at re-starting it in the future.)

For child minding information, please contact Highland Council.

Secondary Transfer



At the end of Primary 7, our pupils normally transfer to Dingwall Academy. The Rector there is Mrs Karen Cormack. The roll is approximately 1000.

Address: Dingwall Academy
Dingwall
Ross-shire,
IV15 9LT
Telephone: 01349 869860

To ensure a smooth transfer into secondary education, there is regular contact between Strathpeffer Primary and Dingwall Academy. The Head Teacher attends Liaison Meetings, along with the Head Teachers of other associated primary schools. The Rector, Deputy Head Teacher (Lower School) and Guidance Staff, visit Strathpeffer Primary to meet the P7 children during May and June. In June, the Head Teacher, Primary 7 Class Teacher and any Support Staff associated with a child in the class, accompany the P7 children for part of a visit to the Academy. Parents are invited to attend an Induction Evening at the Academy.

School Meals



Children in Primary 1-4 receive free school meals and they have a choice of three menus, two course meals freshly cooked in the School kitchen or sandwiches or they may choose to bring a packed lunch with them. All children eat together in the canteen in the Main Hall. Primary 5-7 have to pay for their lunches and money is collected every Monday morning by Mrs Gail MacLean (Cook). Money should be sent in a sealed envelope stating clearly the child's name. Where this is not possible, we will, of course, accept money on the day but we would like to point out that it does waste a considerable amount of time. Cheques should be made payable to **THE HIGHLAND COUNCIL**. Credits will be carried forward when the child is absent.

Parents in receipt of Income Support are entitled to free meals for their Primary 5-7 children. Application Forms for these may be obtained on the link below. This form (FM1) must be completed by the applicant and sent directly to the Divisional Education Officer in Dingwall. Applications must be accompanied by a letter from the Department of Health and Social Security. This is treated in a confidential manner by the school.

Free School Meal Application Form-

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

Water is available for the children to drink in the Canteen or from the water taps in the classrooms. Children may fill their own water bottles throughout the day.
N.B. Please do not allow your child to bring a drink in a glass bottle.

Snack Bar



There is also a snack bar available at morning break time between 10.30 -10.45 am where the children can purchase toast, fruit, milk and yogurt, prices range from 15p to 30p.

Diversity and Equal Opportunities



All our young people have a right to equal access to education and life opportunities and to be able to reach their full potential.

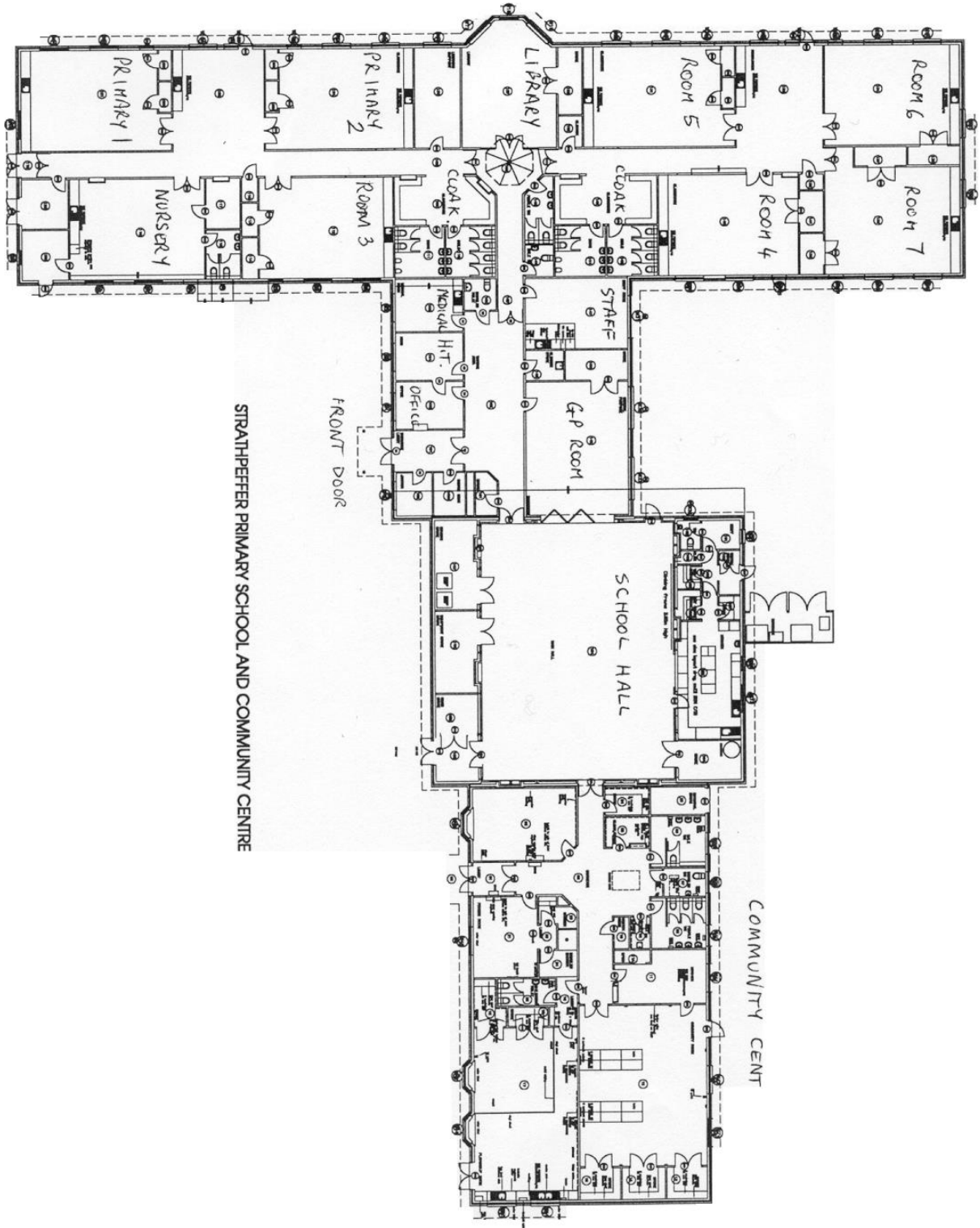
Equality is about creating a fairer society, where everyone can take part and where everyone has the opportunity to be all they can be. Equality of opportunity has a legal framework to ensure protected groups are not discriminated against.

The Act protects people from discrimination on the basis of the following protected characteristics:

Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, or belief, sex and sexual orientation.

Diversity is about recognising and valuing difference, where everyone is respected for who they are.

Plan of Strathpeffer Primary School



LIAISON WITH PARENTS AND COMMUNITY CONTACT

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

Communicating with the School

Mrs. Millar and the staff are always pleased to welcome any parent who has a particular worry, however small. It is helpful if you can telephone and make an appointment first but if that is not possible, the best time to come is immediately after the children go home.

Parents should always report to the school office to sign in before they go to the classrooms.

Mrs. Millar keeps the parents informed by monthly newsletters, telling them what is going on in the school. Newsletters and other important information will be emailed or can be found on the School Website using the link as follows:- <http://strathpefferps.wordpress.com>



Parent Council

There is an active Parent Council and they communicate regularly with parents.

All parents are members of the Parent Forum.

This is the constitution for Strathpeffer Primary & Nursery Parent Council (Parent Council).

The objectives of the Parent Council are:

- To encourage involvement with the school to create a welcoming school which is inclusive for all parents
- To promote partnership between the school, its pupils and all its parents
- To develop and engage in activities which support the education and welfare of pupils
- To raise funds, apply for and receive grants and accept gifts to support the pupils and the school
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils

The membership will be a minimum of three parents of children attending the school. The maximum size is 20. The Parent Council will be selected for a period of one year, after which they may put themselves forward for re-selection if they wish. Any parents of a child at the school can volunteer to be a member of the Parent Council. In the event that the number of volunteers exceeds the number of places set out in the constitution, members will be selected by putting all the names in a hat and pulling out the required number of names. Anyone not selected to be a member of the Parent Council may be offered the opportunity to be part of any sub-groups set up by the Council.

Two-thirds of the Parent Council will be made up of Parent Forum members and one-third of the membership will be reserved for other co-opted members including teaching and support staff in the school. The number of parent members on the Parent Council must always be greater than co-opted members. Co-opted members will be invited to serve for a period of one year, after which time the Parent Council will review and consider requirements for co-opted membership.

The Chair, Secretary and Treasurer of the Council will be agreed by the Parent Council members immediately following its formation. Office bearers will be re-selected by the Parent Council on an annual basis (at the annual meeting of the Parent Forum).

The Parent Council is accountable to the Parent Forum for Strathpeffer Primary School & Nursery School and will make a report to it at least once each year on its activities on behalf of all the parents.

If 10 members of the Parent Forum request a special general meeting to discuss issues falling within the Council's remit, the Parent Council shall arrange this. The Parent Council shall give all members of the Forum at least 2 weeks notice of the meeting and, at the same time, circulate notice of the matter, or matters, to be discussed at the meeting.

An Annual Meeting will be held each year. A notice of the meeting including date, time, and place will be placed on the school website at least 2 weeks in advance. The meeting will include:

- A report on the work of the Parent Council and its committee(s)
- Selection of the new Parent Council
- Discussion of issues that members of the Parent Forum may wish to raise
- Approval of the accounts and appointment of an independent examiner.

The Parent Council will meet at least once in every school term. Should a vote be necessary to make a decision, each parent member at the meeting will have one vote, with the Chair having a casting vote in the event of a tie. Any two members of the Parent Council can request that an additional meeting be held, and all members of the Parent Council will be given at least one week's notice of date, time and place of the meeting.

If a Parent Council member acts in a way that is considered by other members to undermine the objectives of the Parent Council, their membership of the Parent Council shall be terminated if the majority of parent members agree. Termination of membership would be confirmed in writing to the member.

Copies of the minutes of all meetings will be available to all parents of children at Strathpeffer Primary School & Nursery and to all teachers at the school. Copies will be available from the Secretary of the Parent Council/Clerk to the Parent Council and from the school office.

Meetings of the Parent Council shall be open to the public, unless the Parent Council is discussing an issue which it considers should be dealt with on a confidential basis. In such circumstances, only members of the Parent Council and the head teacher, or his or her representative, can attend.

The Treasurer will open a bank or building society account in the name of the Parent Council for all Parent Council funds. Withdrawals will require the signature of the Treasurer and one other Parent Council member. The Treasurer will keep an accurate record of all income and expenditure, and will provide a summary of this for each Parent Council meeting and a full account for the Annual Meeting. The Parent Council accounts will be presented for examination by an independent examiner appointed at the previous Annual Meeting. The Parent Council shall be responsible for ensuring that all monies are used in accordance with the objectives of the Parent Council.

The Parent Council may change its constitution after obtaining consent from members of the Parent Forum. Members of the Parent Forum will be sent a copy of any proposed amendment and given reasonable time to respond to the proposal.

Should the Parent Council cease to exist, any remaining funds will be passed to the education authority to be used for the benefit of the school, where this continues.

Parent/Teacher/School Contact



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 education and 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:

- Meet the teacher evening
- Parents' evenings
- Progress checks
- Folios
- School Reports
- Information on the school website
- Open afternoons
- Information events

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, 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.

Parental information is obtained from questionnaires and from Parent Forums. The 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 the Chair of the Parent Council. (see above)

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 online at Parentzone:

www.educationscotland.gov.uk/parentzone

Parents' Appointments (running over two days, after school and in the evenings) are usually held in November when an appointment system operates and each parent is allocated 10 minutes with his/her child's class teacher to discuss progress and any concerns which the parents or teachers may have. An Open Evening is held in May/June when children are able to share all the wonderful work they have done throughout the session with their parents. Parents are encouraged to help and support their child in his/her school work. We are part of the Highland Council Early Intervention Programme and we try to involve parents in their child's education. This begins in the early stages of school when parents come to an informal meeting during the first term and the rest of the school have an opportunity to meet the teacher at the beginning of each session. We welcome the help of parents in transporting pupils to sporting venues and on topic related visits. From time to time we invite parents with a particular knowledge or skill to come to talk to a class or group of children when this is relevant in a class topic. Occasionally, we seek the help of parents who can devote some time to coming into the school to assist with some special venture,

e.g. to read to the children, help with Golden Time or help with a particular project. If you have a skill or an interest and would like to share this with the children, don't be shy, please get in touch. The current pandemic has affected the way in which we are able to engage with parents, and this may change further depending on how the pandemic progresses. For the latest information, please contact the school.

Community Links



There is a very elderly population in Strathpeffer School's delineated area and many of them live in Eventide Homes. We invite our Senior Citizens to the school at least once per year to see something special we have been doing or to entertain them and to morning coffee/tea. A group of musicians and singers go to the eventide homes, Strathallan and Fodderty House at Christmas to entertain the residents. We often invite a member of the community to come and share a particular expertise with a class or group of children when it is related to a class topic.

The school has a firmly established liaison with the Museum of Childhood which is situated at the Old Station in Strathpeffer. The school often helps with projects being run at the Museum. The school has traditionally a close association with Caberfeidh Shinty Club. The Community Council is most supportive of the school, helping it in whatever way it can.

CURRICULUM AND ASSESSMENT

School Aims



At Strathpeffer Primary School we aim to:

create a learning situation in line with a Curriculum for Excellence that will develop to the full, the potential of pupils and equip them with the skills, knowledge and understanding required to help make them Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors enabling them to face future challenges in the world in which they live.

To achieve this, we strive to:

Develop and monitor learning experiences that will raise standards of achievement in all areas of the curriculum by:

- providing a balanced and broad curriculum based on a Curriculum for Excellence guidelines
- creating an ethos of achievement and establishing high standards of behaviour
- regular monitoring of pupils' needs

Promote a health conscious environment and to develop an appreciation of the benefits of healthy living, sustainability, hygiene, safety and regular physical fitness by:

- fostering mutual respect
- encouraging positive attitudes to self and others
- encouraging children to explore, appreciate and respect their environment
- offering the children healthy options and giving them choices

Build a safe, secure and welcoming environment for all pupils, staff, parents, and visitors, to enhance self-esteem and the ability to value each person's own worth by:

- Teaching the Golden Rules for the school, the classroom and the playground.
- Effective use of Circle Time
- Setting and fostering good examples of manners, respect and courtesy towards each other.

Develop positive relationships between home, school and the wider community by:

- developing and encouraging partnership with parents, carers and Parent Council members
- strengthening links with the Community Centre and encouraging the involvement of the community
- creating equal opportunities for all pupils
- valuing all children and responding to their diverse abilities, backgrounds, interests and needs
- developing good links with other agencies to provide all round care for the pupils

Promote professional staff development for all members of the team, in areas which are relevant to their own needs and the needs of the school by:

- enabling all staff to attend relevant development courses
- recognising, and where appropriate using, individual strengths to help all staff and pupils
- providing opportunities for staff development and review

These aims are reviewed annually.

Curriculum for Excellence



What is a school curriculum?

A school curriculum describes what children and young people do in school. In pre-school classes the curriculum promotes children's emotional, personal and social development as well as encouraging intellectual, physical and creative skills through play activities and learning by example. The primary school curriculum includes the areas which develop children's basic skills such as mathematics, language, expressive arts, social studies, religious/moral education, health and well being, science and technologies. Then, in secondary schools, the curriculum involves the subject areas, such as geography, history, foreign languages, etc, and the courses which lead to assessment and qualifications.

This is the way education has been defined for many years, with little variation. As times change education needs to change too, to prepare children and young people for future life and work. Our aspiration is to enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.

Through a Curriculum for Excellence, young people will be given the best possible chance to realise their potential for a successful future. Excellence in education means putting the child first and equipping every young person with the knowledge and skills most suited to their particular talents and aspirations. A strong emphasis will be placed on literacy, numeracy, citizenship, health and well-being and the essential skills for life and work. National Assessments Level A-F will no longer be used. The new curriculum is divided into the following levels.

Level	
early	In pre-school and in Primary 1
first	By end of P4, but earlier for some
second	By end of P7, but earlier for some
third	In S1-S3, but earlier for some
fourth	Fourth level broadly equates to SCQF level 4
senior	In S4-S6, but earlier for some

We hope that a Curriculum for Excellence will improve learning and teaching in our school and nursery and ensure that the children have the right qualifications, skills and experiences to prepare them for the challenges of a modern world.

Parents wishing more information on this or any other aspect of Scottish education, can log onto www.parentzonescotland.gov.uk and follow the links.

Language



Listening, Talking, Reading and Writing

We use the Highland Literacy Project and Big Writing which have proven to be successful in equipping pupils, of all abilities, with the skills and motivation necessary to become improved and more enthusiastic readers.

We use the Oxford Reading Tree reading scheme in P1-3 and Oxford Reading Tree, Tree Tops readers in P4-P7. Children also read "skinny" books and novels as part of their reading group activities as well as in personal reading time. We also use Ginn 360 and a variety of non-fiction reading books.

Jolly Phonics is used in Primary 1 and 2.

The library van calls at the school every three weeks for children to borrow books.

Primaries 4-7 Use wrap around spelling and Nelson Spelling. At various stages occasional use is made of Blackwells, Schonell, Schonell and Brown, and Charles Cripps. Spelling is also incorporated in the Nelson English.

In an endeavour to raise achievement in writing we use aspects of Big Writing, to improve writing across the classes. We also use techniques from Highland Literacy Project writing and the North Lanarkshire Writing pack as well to enhance the writing experience for the children.

French is taught to all pupils at Strathpeffer School and a second foreign language, Spanish, is taught to pupils in P5, 6 and 7.

Numeracy



Numeracy is taught in many different ways and we endeavour to embrace the active learning principals which underpin all our teaching and learning. We have introduced the Big Maths programme which concentrates on numeracy and the speedy recall of 'Learn Its' (2+3, 4+1, 5+2 etc.). This has been rolled out across the school.

We also use New Scottish Heinemann Mathematics and TJ Maths at Strathpeffer. At the earlier stages New Heinemann comprises of the use of some workbooks and at the later stages Textbooks, Workbooks, Topic & Activity books, Workcards, Interactive whiteboard activities, Computer Software and Progress Tests. Other Maths books are also widely used. Problem solving activities are undertaken at all stages and all classes engage in Mental Agility work every day.

As well as Numeracy (Arithmetic and Mental) the children are involved in many practical activities, dealing with shape, measurement, time, information handling and calculator work. These practical aspects develop the language of mathematics and aid the understanding of mathematical concepts. Computer programs and web sites are also used to reinforce mathematical skills and concepts. Problem Solving Strategies are taught at all stages.

Religious and Moral Education



Local ministers lead many of our weekly assemblies held usually every Wednesday morning in the Main Hall. (Parents should contact Mrs Millar if they do not wish their child/children to attend Assembly for religious reasons). Parents are welcome to join us at our assemblies if the wish. Sometimes during the session classes take a turn of leading an assembly. These child centred assemblies generally focus round another religion or special occasion, e.g. St. Andrew's Day, a special theme, e.g. Peace, or a class topic, e.g. "Conservation", etc. At Christmas and at the close of the session special assemblies are held. These are well supported by parents, grandparents and friends of the School.

Our aim is to familiarise the children with the Christian religion and also to make them aware of other religions and encourage healthy respect for them and so prepare them for life in our Highland community.

Religious and Moral Education is taught in all classes. We encourage honesty at all times and caring for each other and for the beautiful environment around us. We try to foster sharing and co-operation and a general respect for one another.

Expressive Arts



Art: This area is taught by both Mr Spence and the class teachers. Mr Spence works mainly with the children in P4-P7.



Music: A Kodaly tutor delivers music sessions to P3 at intervals throughout the year and this approach is being rolled out throughout the school as we no longer have a visiting music specialist.

There is a Strings Instructor, Mrs Rachel Farmer, who comes every Thursday afternoon and gives instruction to interested children in the upper school in violin, viola and cello. We also have Guitar tuition from Mike Simpson, Brass tuition from Mark Bell and Drums tuition from Martin Oparka. It is delightful to have musical contributions from the children on special occasions.



Drama: The children have the opportunity each session to perform at various events i.e. shows, concerts, music festivals, Burns night etc.



Dance: Scottish Country Dancing is encouraged at Strathpeffer and pupils from P1-7 do a little of it at some time during the school year, usually before the Christmas parties. They also are taught dance by the PE teacher as part of health and wellbeing studies.



Swimming: Strathpeffer Primary sends classes P4 and P5 to swimming lessons at Dingwall Leisure Centre Pool. It is our aim that all children learn to swim before they leave for the Academy. This however depends on us being allocated slots by Highland Council.



Shinty: Strathpeffer and Contin are well known shinty villages. Strathpeffer (Fodderty) is a well-known shinty school with many national successes to its credit. The school fosters the tradition of the game and is proud to have a close link with the Caberfeidh Club. Our teams have taken part in the annual competitions for the MacKay and Bank of Scotland Cups and played in a local league with some other primary schools. Shinty flourishes at Strathpeffer due to the hard work of the coaches who run an after school club on Fridays.



Netball: Parents run a netball club for boys and girls after school on a Monday and children from Primary 4-7 are all welcome.



Gymnastics: Mrs Munro currently runs a gymnastics club after school on a Thursday. Children from P4-7 are given an opportunity to take part at various times of the year. There are also two teams of pupils who train to take part in competitions.

Other Sports

Mr Nigel Spence and Mrs Lorna MacDonald hold badminton trials for all interested children in P7. From these trials children are then chosen to represent the school at the Badminton Tournament. They are then invited to attend training sessions after school on Tuesdays, October to April. Parent volunteers take cross-country running for the older children who are interested and teams take part in the Ross-Shire Schools annual championships. There is also a cross country event for P1-4 which the active school co-ordinators run. This has taken place here at Strathpeffer for the past couple of years.

We often send teams to Indoor Football, Shinty, Basketball, Hockey and Badminton Tournaments run by the R.S.S.A.

Mixed game sessions are held for P2-3, P4-5 and P6-7 during the week.

Taster Sessions



In an effort to improve fitness there are "Taster Sessions" in Handball, Rugby, Basketball, Golf, Tennis, Football, Skiing and Dance at various times throughout the session for the children of the upper school.

We are always on the lookout for volunteers to help run clubs and would welcome anyone who would like to run or help run a club, sporting or art and craft, to get in touch. The Active Schools service will be only too happy to help get the club up and running and will also help with training needs and risk assessments etc. The Active Schools co-ordinator for Strathpeffer Primary is Rory Cross and he can be contacted on 01349 862081.

Sports Houses



At Strathpeffer there are four Sports Houses: Coul, Kinellan, Castle Leod and Achterneed. House matches are held annually in Football, Hockey, Netball, Rounders and Cricket. A water race is also held! Points are awarded at these events. Our annual Sports Day is held in May/June when all the children participate and all parents are invited to attend. House points are awarded on Sports Day and at House Sports and trophies are awarded to the winning Houses.

Health and wellbeing - including PE



Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Working with partners, we hope to take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.

I can expect my learning environment to support me to:

- develop my self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build my resilience and confidence
- understand and develop my physical, mental and spiritual wellbeing and social skills
- understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on my strengths and skills to help me make informed choices when planning my next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

A specialist teacher visits the school on Monday and Tuesday mornings working with P4-P7. Children in P1-P3 have PE time with the class teacher. At Strathpeffer, we believe this is a very important part of education and we try to give the children as wide an experience as possible. We aim to encourage good sportsmanship and the attitude of "Sport for All". Parents and friends help us greatly with their support and with transport to sporting venues.

Our infant classes have regular music and movement lessons as well as gym work.

We adhere to Highland Council's Health Policy and much of the programme is based on Healthy Living. This incorporates Sex, Drugs and Alcohol education. At Strathpeffer School self-esteem is very important to us and we see fitness and health as contributory factors in this for each boy and girl. The three interconnected strands of Health Education are Physical Health, Emotional Health and Social Health.

Social studies



We aim to include topics which will ensure knowledge of our Scottish and Highland heritage and we use the rich, natural, local environment around us at Strathpeffer whenever possible. These studies are used as ways to increase children's knowledge, to reinforce extend/transfer skills taught in other areas of the curriculum. Parents and friends in the wider community are invited to assist by giving of their personal expertise or helping with class visits etc.

Science



We are using the Highland Science Framework to help deliver the outcomes for science. Teachers have received training in this and a great deal of Science equipment has been purchased for this.

Technology



All children in P6 & P7 have Chromebooks to use in their learning and we also have a class set for use in other classes. There are several lap tops which are very portable and can be used anywhere as we now have Wi-Fi.

Parents are asked for permission for their child to access the Internet. Ranger is installed to ensure security on the net.

Active learning and the four capacities



Active learning can support children's development of the four capacities in many ways. For example, they can develop as:

- successful learners through using their imagination and creativity, tackling new experiences and learning from them, and developing important skills including literacy and numeracy through exploring and investigating while following their own interests
- confident individuals through succeeding in their activities, having the satisfaction of a task accomplished, learning about bouncing back from setbacks, and dealing safely with risk
- responsible citizens through encountering different ways of seeing the world, learning to share and give and take, learning to respect themselves and others, and taking part in making decisions
- effective contributors through playing together in leading or supporting roles, tackling problems, extending communication skills, taking part in sustained talking and thinking, and respecting the opinions of others.

More information on Curriculum for Excellence and how we as a school are working within it can be found on our website. www.strathpeffer.highland.sch.uk

Assessment and 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 and 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 and Parent consultations.

Pupils will reflect on their progress, achievement and work in their Folios.

Reports are issued in May/June. There are Parents' Appointments usually in November and an Open Evening in May/June. Each child has a portfolio of work which is added to regularly. These are sent home once a term for children to share with their parents. Comments from both children and parents help to inform staff and the folios also keep parents informed and involved in their child's education.

The Scottish National Assessments (SNSA) are carried out with children in P1, P4 and P7. These assessments are computer based and help to provide school staff with extra information about the children's ability.

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

Additional Support Needs

All children need support to help them learn. Some children require more help than others. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. In this model every child has a 'named person' who is responsible for making sure that the child or young person has the right help to support his/her development and well-being.

If you have a concern about your child in primary school please contact your child's class teacher in the first instance or the 'named person', who will usually be the head teacher. In a secondary school, the named person will usually be the Principal Teacher Guidance/Pupil Support.

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

If you wish to find out more about The Highland Practice Model or the Child's Plan you can access more information at:

<http://www.highland.gov.uk/learninghere/supportforlearners/generalguidance/planning/>

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

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

Psychologist:

The Psychologist and the Head Teacher liaise closely about any child giving cause for concern at school or home. If the school wishes to refer a child to the Psychologist the parents will be consulted by the Head Teacher. Our educational psychologist is Liz firth.

Additional Support for Learning:

The Team Leader/Area Co-ordinator of Support for Learning, is Mr Robert Macpheson. Mr Nigel Spence is our Support for Learning teacher he consults with class teachers at the start of each term and suitable programmes of work and time-tables are set up. Children experiencing learning difficulties will have help in class from the class teacher, the Support for Learning Teacher and

the Pupil Support Assistants who work as a team. Alternatively, the child may be withdrawn from the class for learning support from the Specialist Teacher. However, Support for Learning is often given within a group of children in the class. Usually parents of children receiving specific learning support will be advised. The Support for Learning teacher reports regularly to the Head Teacher about all children receiving help. Occasionally, there might be a particularly gifted child in the school, parents will be kept informed about this and the child will be given suitable extension material after discussions have taken place with the Head Teacher, Class Teachers and Support for Learning teacher.

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

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

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

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

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

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

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

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

Speech and Language Therapy:

Our speech and language therapists are Sarah Goudie and Joanne Johnson. When there is concern about a child's speech or language development, the school, School Nurse or the School Doctor, Anne Forsyth, can consult her. If necessary, the child will be assessed and given speech therapy as required.

Homework



School policy is that homework, appropriate to the age and stage of the child in school, will be issued for most week nights but not normally at weekends. This work should take the child no more than 15-30 minutes to complete. Particularly at the learning to read stages, it is helpful if the parents go over the words and reading already done in school. Parents are encouraged to take an interest in the child's homework because this furthers the link between home and school. The Homework Policy was formed after taking careful account of the results of a Parents' Questionnaire issued some years ago and is due to be reviewed soon.

PUPIL CARE, WELFARE AND SAFETY

Health



Dr Anne Forsyth, our School Doctor and our School Nurse Lindsay Harper, visit Strathpeffer from time to time. The School dentist and dental hygienists also make visits to the school. Everyday cuts and bruises are attended to by Pupil Support Assistants, the Head Teacher, School Clerical Assistant, or Class teacher. If your child is injured, has a bad fall 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. Any serious injury will be reported to the parent as soon as possible and medical assistance sought immediately. Health records are kept on all children and parents must keep the school informed of any serious health problem, allergy, etc which their child suffers from.

Sex Education Guidelines are followed and the TV programme "Living and Growing" is carefully selected to teach about personal relationships and sex education before the children leave for secondary education (Primary 6 & 7). Parents are informed and they may discuss this with the Head Teacher/Teacher if they wish.

Head lice

Information about Head Lice



Head Lice are a common problem in school aged children. They can't be prevented, but regular checking ensures early detection and treatment if necessary. Parents and carers should check their children's head once a week during hair washing. You need your usual shampoo, conditioner, and a detection comb - ask your local pharmacists to recommend a suitable one. Remember that you are looking for living moving lice - the only evidence that your child is infected. If you find a living louse, ask your local pharmacist, school nurse, health visitor or GP for advice regarding treatment.

For further information visit: <http://www.healthscotland.com/uploads/documents/headlice.pdf> or <http://www.nits.net/bugbusting>

Illness / Accidents at School



When a child enrolls at Strathpeffer the parent is asked for an emergency contact's name, address and telephone numbers. We stress that accidents and illness often strike when we least expect it and every child **MUST** have someone we can contact in an emergency. We keep these addresses and phone numbers in the school office where they are always readily at hand. Children should be told by their parents who their emergency contact is so that they feel secure about going with them, if they take ill and a parent cannot be reached. It is important that parents keep us informed about their child's health and tell us about any problems they may have. This may seem unimportant but often, in a real emergency, little things can matter. Parents will be contacted by phone if their child is ill. The child should tell his/her class teacher, visiting teacher, Janitor, Pupil Support Assistant or Head Teacher if they feel ill, etc.

Parents are asked to sign an authorisation for the Head Teacher or her appointed nominee to act "in loco parentis" in an emergency if neither the parent nor the emergency contact can be reached. It must be stressed that every effort would be made to contact the parent or emergency contact before the Head Teacher would use the "in loco parentis" option.

All serious accidents are recorded in the Accident Book by the Head Teacher or other staff member and a note is sent home with the child. An Accident Report Form is completed for any serious accident requiring medical attention and is sent to HC Health and Safety Officer. A copy of the Report is retained in school.

Administration of Medicines



National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government. <https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

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

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

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

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

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

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

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

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

Holidays in term time



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

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

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering https://www.highland.gov.uk/info/878/schools/32/school_term_dates

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

Child Protection

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.

The designated person for this is Andrea Millar.

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.

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.

Absence



Good attendance is vital if pupils are to achieve their full potential. When a child is absent the **parents must telephone or e-mail the school explaining absence**. Below are the guidelines which Highland Council has set out to protect your children. 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 we need to know the whereabouts of absent pupils.

THREE DAY RULE FOR UNEXPLAINED ABSENCE OF PUPILS

DAY 1: First Day of unexplained absence of pupil

The school will endeavour to make contact by telephone or e-mail to parents, carers or emergency contacts informing them that the child is absent and requesting a reason for the absence. If no contact can be made with the parent/carers or emergency contacts on the first day of absence, this will be noted by the school. If the family is known to other agencies, because of possible concerns about his/her wellbeing, then contact will be made with these agencies.

DAY 2: Second day of unexplained absence of pupil

The school will make vigorous attempts to contact a carer or family member by telephone, text or e-mail. If no contact can be made on the second day of absence, this will be noted by the school.

DAY 3: Third day of unexplained absence of pupil

If no contact is established, secondary schools and schools with support staff will arrange a home visit to check the situation. If the child is not found and no satisfactory explanation is given for absence, the police will be notified of the child's non-attendance. The police will treat this as a missing persons alert. For small schools, the police may be involved to conduct visits where it is not possible for the school to do so.

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

Steps for Parents

- Keep the school up to date with your telephone number, including mobile phone if you have one, and other details for emergency contacts.
- Be responsible for the safety and well-being of your child/children whilst they are not in school.
- Inform the school or pre-school of any prearranged absence, e.g. attendance at a hospital appointment or other unavoidable event, prior to the absence taking place.
- Inform the school or Nursery of your child's absence by 9.15 am on the morning of the first day of absence. For afternoon sessions, inform the school no later than half an hour into the afternoon session.

- Respond promptly to contacts from the school.

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

Whilst cases of children going missing on the way to school are very infrequent, it is essential that we take all necessary precautions to ensure the safety of pupils.

If you know of any absence beforehand, it is customary to tell the Head Teacher about this and then she will inform the class teacher of it.

During the current pandemic we may need to amend our approaches to recording attendance, for example if it becomes necessary for pupils to work from home. For more details please contact the school

Appointments



There will be times when a child may have an appointment with the doctor, dentist, optician, etc. during school hours. Parents should inform the Head Teacher/school office of this in writing/e-mail. No child will be permitted to leave the school unless accompanied by a responsible adult.

Mental Health and Wellbeing



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

Positive Discipline Code



At Strathpeffer we encourage positive behaviour and to help achieve this we follow the golden rules.

The Golden Rules are:-

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest

- Do not hurt anybody
- Do not hurt people's feelings
- Do not waste your or other people's time
- Do not waste or damage things
- Do not interrupt
- Do not cover up the truth

Together with the school council, we have drawn up a discipline code for our school.

Discipline Code

- Children should stay in the school playground at interval and lunch time unless the school has permission from the parents for them to leave.
- Pupils should stay in the playground area allocated to them.
Weather permitting and with parental permission Primary 5, 6 and 7 children may also play on the grass pitch. (This also applies to P4 also after Easter)
- Pupils should walk inside the school building on the left-hand side.
- Children should walk into the Canteen.
- Children should queue sensibly for Tuck-shop and Canteen Lunches.
- Playing in the toilets is not allowed and pupils should behave well in the toilets at all times.
- Pupils should behave reasonably and sensibly on school buses and should go on and off them in an orderly manner and wear their seat belts.
- When snow is lying on the ground, snowballing is confined to the grass pitch area.
- Children and Adults should not swear or use bad language.
- Knives and any other sharp instruments should not be brought to school.
- Game Boys, Personal Stereos, MP 3 players, ipods and Mobile Phones used on the buses should be left in the Office for safe keeping.
- Litter should be put in bins provided.

The usual rules of safety and protection of property pertain and the enforcement of discipline is in line with the policy of the Highland Council. Parents will be notified of extreme behaviour by phone call and/or by letter from the Head Teacher. It is hoped all parents will assist the school in trying to prevent continual bad behaviour. Parents may wish to come to the school to discuss the problem with the Head Teacher and will be encouraged to do so. An incident book is kept as a way of recording any serious behaviour.

Exclusion Policy



The School has an Exclusion Policy (based on the H.C. advice) and agreed by the School Board. This Policy, usually, would only come into use in extreme cases.

Bullying Policy



BULLYING IS "a wilful conscious desire to hurt or threaten or frighten someone else". Bullying has always existed but now it is recognised that it needs to be brought out into the open, talked about honestly and dealt with effectively.

BULLYING IS not just an individual problem for the victim, or for the bully, but for families, the staff of the school and indeed for the whole school community.

BULLYING may be learned and the roots of that behaviour may lie in television, comics, videos, computer games, playground, classroom, in the street or even in the home.

STRATHPEFFER SCHOOL WILL NOT ACCEPT BULLYING BEHAVIOUR OF ANY KIND.

BULLYING HAS MANY FORMS and children are frightened, bewildered or threatened as a result of it.

- Physical assault which can involve hitting, kicking, pushing, nipping, pulling hair.
- Name calling, teasing and taunting.
- Ignoring or excluding someone.
- Rude gestures, intimidation and extortion.
- Cyberbullying is the use of technology to harass, threaten, embarrass, or target another person. By definition, it occurs among young people. Sometimes cyberbullying can be easy to spot — for example, if your child shows you a text message, tweet, or response to a status update on Facebook that is harsh, mean, or cruel. Other acts are less obvious, like impersonating a victim online or posting personal information, photos, or videos designed to hurt or embarrass another person. Some children report that a fake account, web page, or online persona has been created with the sole intention to harass and bully.

VICTIMS of bullying are often "different" in some sense, e.g. larger/smaller, hair colour, accent, etc. etc.

However, **BULLIES** will often **INVENT** differences and ascribe them to their victims as a way of legitimising bullying.

BUT - Any child can become a **VICTIM**.

Many **BULLIES** are also **VICTIMS** too and need help.

ACTION FOR STAFF/PARENTS/PUPILS

IF

- they witness an incident

- a child tells them he/she is being bullied
- a parent approaches them about bullying

They should remain calm.

They should take action as soon as possible and inform the Head Teacher.

They should reassure the victim and not allow them to feel inadequate or foolish.

They should make it clear to the bully that they disapprove of the BEHAVIOUR but NOT of him/her as a person.

They should encourage the bully to appreciate the victim's point of view by looking objectively at the behaviour.

If punishment is involved, staff should act according to normal disciplinary procedures and should explain why the punishment is being given.

The incident should NOT BE HIDDEN.

Where possible the victim should be encouraged to tell the bully how she/he felt and the bully should be encouraged to respond to this.

VICTIMS AND WITNESSES

Victims and witnesses should be encouraged to speak up and should feel supported.

PARENTS OF BULLIES AND VICTIMS

Parents will be notified by the Head Teacher.

Parents should feel able to approach the school whether they think their child is a bully or a victim.

MONITORING BULLYING

The staff of Strathpeffer School will endeavour to create a caring, co-operative ethos in the school through personal and social education linked to our Religious Education and Moral Education programme.

The use of Circle Time in each class is encouraged to enable all children to speak out and give opinions and help uncover any problems in the class/school.

Staff should keep the Head Teacher informed of all incidents of bullying.

Bullying will appear regularly on the Agenda of a Staff Meeting or Planned Activity Time.

The HEAD TEACHER and STAFF must make it obvious there is an ANTI-BULLYING campaign at Strathpeffer School.

This is link to the Council's anti-bullying policy

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

Military Families



Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservists.

We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your child/young person coming into or moving on from our school. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality and equity for your children and young people in their education.

Visit the Highland Council Armed Forces Website for lots of helpful information and support [https://www.highland.gov.uk/info/886/schools - additional support needs/833/armed forces - support for families and schools](https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools)

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

School Uniform



Strathpeffer School is very proud of its school uniform and in particular the badge of the MacKenzie Clan and the Sky Blue our sports' teams play in. While being unable to make the wearing of school uniform compulsory, we would like to recommend it as being smart, practical and relatively inexpensive. The wearing of uniform gives a sense of belonging to children and encourages equality.

School uniform options:

Navy blue or grey skirt/pinafore/trousers

White or pale blue blouse/shirt / polo shirt

Navy blue jumper or cardigan

School sweatshirt with badge (P1-6 Navy Blue - P7 Sky Blue)

Fleece

N.B. Sweatshirts, polo shirts, cardigans, and t-shirts can be ordered from:-

www.macgregorsupplies.co.uk MacGregor Industrial supplies Ltd., 15-17 Henderson Road, Longman Industrial Estate, Inverness IBV1 1SN Tel: 01463 717999

It would be appreciated if parents could help us keep a sensible dress code at Strathpeffer by not allowing their children to wear to school clothing carrying the names of Football Clubs, Drinks

Companies and other advertising, excess jewellery, e.g. long dangling earrings which can be very dangerous, high-heeled shoes and make-up.

Gym Kit



Shorts, T-shirt, Trainers or gym shoes. (No football tops please) Gym kit should be kept in school at all times and will normally only require to go home occasionally for washing. Soft shoes should be kept in school for classroom use.

Transport



The present contract to transport children to and from Strathpeffer Primary School is held by D & E Coaches (Tel: 01463 222444)

The Strathpeffer School bus times are:-

Achterneed / Heights Bus

MORNING

Achterneed Sawmill	0805
Dingwall Academy	0825
Drynie Farm	0840
Glencruich, Heights of Docharty	0843
Benwyvis Heights of Brae	0844
Davidson Croft Heights of Fodderty	0846
Old Glenburn Heights of Inchvannie	0848
Duran Croft Heights of Achterneed	0849
Achterneed Sawmill	0850
Strathpeffer Primary	0855

AFTERNOON

Strathpeffer Primary	1505
Achterneed Sawmill	1510
Duran Croft Heights of Achterneed	1511
Old Glenburn Heights of Inchvannie	1512
Davidson Croft Heights of Fodderty	1514
Benwyvis Heights of Brae	1516
Glencruich, Heights of Docharty	1517
Drynie Farm	1529
Dingwall Academy	1550
Achterneed Sawmill	1610

Fodderty Bus

MORNING

Fodderty	0845
Blairninich	0848
Strathpeffer Primary	0855

AFTERNOON

Strathpeffer Primary	1505
Blairninich	1510
Fodderty	1513

Contin / Jamestown Bus

MORNING

Contin, Opposite War Memorial	0836
Craigdarroch Road End	0839
Tarvie Services	0842
Contin, Turning Circle	0846
Jamestown	0852
Strathpeffer School	0855

AFTERNOON

Strathpeffer School	1505
Jamestown	1508
Contin, shop	1512
Contin, Turning Circle	1514
Craigdarroch	1516
Tarvie Services	1519

Pick up times are approximate and subject to change depending on the pick-ups required, roadworks and weather conditions.

All times are approximate and children should be at the stop at least 5mins before the times stated above; please check with coach provider if unsure. In times of adverse weather parents should listen to MFR for information re buses not operating. All pupils entitled to school transport will be issued with a bus pass which they must carry at all times.

The Crossing Patroller, Mrs Moira Gow is at the Bus Shelter, Park Terrace - 8.30-9.00am: 3.00-3.30pm daily

In cases of bad behaviour on a school bus the Head Teacher will notify the offender's parents by telephone and/or letter. Should the bad behaviour continue it may be necessary for the Bus Company and the Head Teacher to report the matter to the Area Education Manager. Parents must be warned that the right to travel freely on a school bus is conditional on the good behaviour of the child. **SEAT BELTS MUST BE WORN ON ALL BUSES.**

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

Emergency Closures



If an emergency arose, e.g. electricity failure or adverse weather where we have been unable to give advance notice of an early closure, pupils MAY have to be sent home or to an emergency contact (see note on Illness at School).

0870 NUMBER



The Guidelines for the 0870 system for Emergency Closures, etc. are issued to all parents. Parents should dial in on **0800 564 2272** and enter the school's pin number **04 3080**

when prompted. There is now also a website <http://highland.gov.uk/schoolclosures> where you can view details of emergency/winter weather closures. MFR the local radio will also broadcast information about buses and school closures.

School Fund



The pupils at Strathpeffer benefit greatly from the School Fund which enables us to buy things we need, provide transport for sporting venues and class trips, give Christmas parties, buy books, help pay for Theatre groups' visit and many other things too numerous to mention.

The Fund is controlled by the Head Teacher, Mr Spence and the school's clerical assistant and is audited annually. Copies of the audited accounts are sent to the Area Education Manager in Dingwall and to the Finance Department of Highland Council. A copy is available at the School Office on request.

Money comes to the School Fund mainly from donations, percentage discounts from the school photographer, sweatshirt manufacturer and Book Club sales and from other school events.

We are, of course, indebted to our Parents for all the fund-raising they do and for helping the School Fund on many occasions.

Nursery Fund



There is a separate Nursery Fund which is run purely for the benefit of the Nursery children. The Fund is controlled by the Head Teacher, Mr N. Spence and the school's clerical assistant Miss Wendy Harrison. It is also audited annually.

Standards and Quality Report



- 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)

Our Standard and Quality report is available on our website at:

www.strathpefferps.wordpress.com Here you will find details about our school improvement plans.

Data Protection



Any information you have supplied/any information gathered from or about pupils will be used only for the purpose for which it was provided and any relevant procedures following from this.

This data will be maintained in accordance with the Act and will not be passed onto any other organisation without your prior approval unless this is a legal requirement.

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

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

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

G.I.R.F.E.C.

getting
it right
for every child

Everyone has the right to life, to be heard, to feel safe, to an education, to be listened to and to be included, but sometimes things go wrong and young people can be deprived of these basic rights. Getting It right for every child is about ensuring the wellbeing of every child and young person in Scotland. Through the Getting it right for every child programme children and their carers are central to the process of finding

solutions and having their needs met. Everyone working with children is expected to use a constant, fair approach, actively sharing information to agreed protocols and working together to improve outcomes for children. Everyone needs to be clear about their personal responsibility to do the right thing for each child. Parents and children, together with schools, professionals and others working with young people will benefit from an approach which results in the development of one plan to meet all the child's or young person's needs.

The desired national outcomes for children and young people, from the Curriculum for Excellence, are that all children can be:

Confident Individuals
Responsible Citizens

Effective Contributors
Successful Learners

To achieve this all children need to be Safe, Healthy, Active, Nurtured, Achieving, Respected and Responsible and Included.

These are known as the 'wellbeing indicators' and are remembered by the acronym S.H.A.N.A.R.I.

The Getting it right for every child programme operates throughout the Highland area. It affects the working practices of all Integrated Children's Services (Health, Education, Social Work, Police, Children's Reporter and Voluntary Agencies) who work with children and families, including services to adults who are also parents.

The current responsibility to act if a child is at risk of harm does not change. However, there is now a wider responsibility to consider a child's wellbeing across the S.H.A.N.A.R.I. spectrum by everyone involved with children and young people.

Each child or young person has a Named Person in universal services (health and education) who is the point of contact for the child, parents, professionals and the community. This will be the midwife for the first few days of life followed by the family Health Visitor for pre-school children. The Head Teacher will take over as Named Person on starting primary school and a designated person, i.e. the Depute HT or a Principal Teacher with a Pastoral/Support role within the school for Secondary stage pupils. Each school will make its own arrangements for appointing a Named Person for every child or young person taking account the skills and experience of staff, size and location of the school. Children, young people, parents and carers should have clear information from the school about who is their child's Named Person.

In partnership with parents, child and, with consent, the Named Person will consider what additional support is needed to meet the child's needs. If there is a risk of harm to a child, information will be shared without seeking consent following Child Protection Guidelines.

Where a child's support needs require different agencies to work together, a Child's Plan will be developed. At this stage a Lead Professional will ensure the Child's Plan meets the identified needs and everyone is doing what they agreed. It must be clear to all involved in the Child's Plan what actions are to be taken and by whom, the desired outcomes for the child and the arrangements for reviewing the plan. This may be as simple as a particular strategy to ensure a child's inclusion in certain activities to a plan addressing more complex needs.

The Lead Professional will ensure the active involvement of a child and family and ensure the Child's Plan is reviewed with progress and challenges noted. Partners contributing to the plan may be asked to contribute to this review.

More information about the GIRFEC policy and practice can be found at the website: www.hvlc.org.uk/gir



To contact direct: Email: GIRFEC@highland.gov.uk

<http://www.highland.gov.uk/learninghere/schools/informationforparents/>

Complaints and Requests for Service



If a parent has any concerns they should contact their child's teacher 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 Education Manager, Derek Martin, on 01349 868588 for further advice.

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

Please note that transport is not a school responsibility and any queries should be addressed to the Local Transport Officer, Transport Office, on 01479 821992 or contact [www.highland.gov.uk/info/878/schools/12/school transport](http://www.highland.gov.uk/info/878/schools/12/school-transport)

Finally.....



We hope all your questions have been answered but if not, please feel free to telephone or drop in for a chat.

More information about the school, including our Standards and Quality Report, can be found by accessing our website. www.strathpefferps.wordpress.com

I look forward to meeting you and your child/children.

Andrea Millar

Andrea Millar
Acting Head Teacher

***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.**