

Bualnaluib Primary School



Handbook
2022-2023

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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School and Staff Details

BUALNALUIB PRIMARY

SESSION 2022-2023

Bualnaluib Primary

Bualnaluib

Ross-shire

IV22 2JH

Email: Bualnaluib.primary@highland.gov.uk

Phone: 01445 731 254

Website: www.spanglefish.com/bualnaluibprimaryschool

STAFF

POST

Mrs N. White	Head Teacher
Mrs J. MacIver	Principal Teacher
Miss E. Ross	Class Teacher
Mrs G. Smith	CCR
Mrs G. Smith	Clerical Assistant
Mrs G. Smith	Early Years Manager
Mrs G. Smith	Pupil Support Assistant
Mr D. Taylor	Pupil Support Assistant
Mrs K. MacRae	Pupil Support Assistant
Mrs F.Gorman	Pupil Support Assistant
Vacant	Piping Instructor
Mr D. McIntosh	Drumming Tutor
Ms C. MacNeill	Catering
Mrs B. Webber	Cleaner
Mr D. Holmes	Facilities Management

Present Roll 34

STAGES COVERED P1-7

Aultbea Nursery

Aultbea

Ross-shire

IV22 2JH

Email: Bualnaluib.primary@highland.gov.uk

Phone: 01445 731 052

Website: www.spanglefish.com/bualnaluibprimaryschool

STAFF

POST

Mrs P. Paterson

Early Year's Practitioner

Mrs O. MacLellan

Early Year's Practitioner

Present Roll 5

General Background Information

Bualnaluib Primary is situated overlooking the sea loch, Loch Ewe, and is approximately 1 mile from the village of Aultbea, on the shore road leading to Mellon Charles. The school building is in an ideal position with panoramic views of the loch, Isle of Ewe and the Torridon Mountains. It serves the villages of Aultbea and Laide and the surrounding area. Our Nursery is located in a purpose-built centre, which is off-campus, a mile away in the village of Aultbea.

Bualnaluib is a two-teacher school, and from August 2017 became part of a cluster arrangement with Poolewe Primary, 7 miles distant. Our school roll is 34, next session it will remain 34. Our teaching commitment is 2.0 and parents voted to change to the asymmetric working week of 4 full days and a half-day on Friday. Our Nursery is open all week, with a half day on Friday. Our Nursery roll is 5 and will 7 next session.

Free meals entitlement is low. Most families are homeowners and have parents in work.

The school comprises of the main building, which has two classrooms, a dining hall (meals cooked on the premises), toilets and staffroom. The toilets have recently been completely refurbished to a very high standard. New flooring in the main corridor has recently been replaced. The lower floor of the schoolhouse has been converted into to a small classroom and resource room. There is a varied selection of small play equipment for outdoor use and outside we have large play equipment such as our role play house, swing crossing and traverse wall. There is a wildlife garden and herb garden which we are continuously developing over the years.

We are located in the heart of a community with a strong sense of belonging which supports us in many ways. We have a long-established teaching team that is hard working, motivated and enthusiastic. We have a proactive Parent Council. The school provides a very caring and supportive environment for all learners. Our ethos promotes teamwork and creativity. The classroom promotes success and achievement by encouraging every child to develop the 4 capacities. There are high standards of behaviour based on our social skills and negotiated class rules.

Pupils participate in a wide variety of enriching experiences within school, taking advantage of our rural setting for outdoor learning as well as welcoming visitors to the school to deliver learning sessions (in person or online.) A significant number of our families have multicultural backgrounds, enriching the diversity of our school, 25% are EAL. Our attainment in literacy and numeracy is high.

We are revisiting our aims and values this session, exploring what they mean to pupils as part of our journey to becoming a Rights Respecting School.

The school was inspected by HMIE in March 2019 and received 'Very Good' for all 4 Quality Indicators: Leadership of Change; Learning, Teaching and Assessment; Ensuring Wellbeing, Equality and Inclusion and Raising Attainment and Achievement.

School Aims

Our school will be welcoming and inclusive to everyone.

We will promote a positive school ethos and culture where all partners work together to create a school we are all proud of.

We will provide a broad and balanced curriculum, which provides a continuous progression in learning, with a strong emphasis on achievement in Literacy, Numeracy, Health and Wellbeing.

Our curriculum will respond to individual needs, aptitudes and talents and gives each young person increasing opportunities for exercising responsible personal choice.

We will encourage pupils to have respect for themselves and others and the world they live in.

We will develop good relationships between home and school by establishing an open system of communication at all times. (Currently under review)

General Information

Enrolment

Parents seeking a place for their child in the school are most welcome to call or visit to find out more about our school. Please call to arrange a mutually convenient time.

Placing Requests – Parental Choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Education Manager Mr Don Esson, Care and Learning Service, The Fingal Centre, Portree, Isle of Skye. IV15 9ES

Placing request forms can be obtained from

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

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 Bualnaluib Primary they can contact the Head teacher to arrange a visit.

P1 Enrolment

P1 enrolment normally takes place in early February prior to the commencement of the new session in August. Our Nursery is situated in a new purpose built building 1 mile away from

the school in the village of Aultbea. It is managed by the Head teacher who visits the Nursery regularly and works with the Nursery staff. The nursery pupils visit the school for activity sessions so that the new entrants will be familiar with the staff, their classmates and the school building when they begin school in August.

Over the last term, in Nursery, arrangements are made for the children and parents to visit the school. A timetable is planned to enable children to participate in activities with their future class while parents attend an afternoon workshop where they are given an introduction to the reading scheme and other teaching materials and methods used with the P1 class. We also answer any questions on school life and the curriculum.

How To Help Prepare Your P1 child For School

- Encourage your child to dress him/herself, and to be able to use a knife and fork for eating.
- Read stories, nursery rhymes etc. encourage your child to talk about things that he/she has done or seen. It helps the school greatly if the child is used to tidying up his/her things at home.
- Construction toys, jigsaws, drawing with large crayons and using scissors are all excellent pre-school activities, which are a good preparation for when school begins.
- Try and give your child opportunities to spend time each week with a friend, away from you. School must never be the first parting from parents if at all possible.
- Although the school appreciates the excellence of many children's TV programmes, this is a very passive way of learning and it cannot replace stimulation a child receives through discussion and active interaction with parents, siblings and friends.
- Children coming into Primary 1 will have had the benefit of nursery provision and its induction process. This helps to ensure a confident and happy start after the summer as they will know the teacher, other children and be familiar with the classroom. There is particular emphasis on numeracy and children are encouraged to talk meaningfully about their play, and communicate with their Teacher and their classmates.
- Play is an important part of the beginning of learning. Children learn to co-operate and share with one another. Some toys encourage good hand control, some are creative, others introduce children to colour and shape and comparisons of size and counting activities.
- In P1 children are taught the sounds of letters, NOT their names. The correct formation of letters is very important. Once the sounds are known the children are taught to blend the sounds enabling them to tackle simple words from a very early stage. The Phonics scheme in use at present is Jolly Phonics.

The Curriculum

In Bualnaluib School, we aim to encourage positive attitudes to learning and personal fulfilment. We have developed new approaches to planning where pupils have a voice in what they learn and we aim to make the learning and teaching active, collaborative and evaluative.

We also aim to link together previously separate areas of learning to build interdisciplinary studies where the learning is rich and enjoyable and makes sense to the pupils.

The children learn amongst other things to read intelligently, to investigate and to record their findings in different ways. They develop their knowledge and skills in literacy, communication, numeracy and mathematical thinking.

Each child is helped to develop an independent attitude to performing tasks and time is spent in leading the children into learning by a problem solving approach. Each child is encouraged to have respect for themselves and others and to apply moral and social values to their dealings with others.

We, as teachers, aim to develop good relationships between the home and the school and try to involve the community in the school and vice versa. Every attempt is made to promote staff development and all members of staff keep abreast of new developments by attending courses and I.N.S.E.T. days. One of the main aims of the school is that children are taught the value of a healthy, happy lifestyle and to generally appreciate the world about them.

In both the early years and upper primary classes teaching is carried out in various ways. Sometimes children work as a group with their classmates, other times they will work together as a mixed age group and sometimes they will be taught individually on a particular topic where they need more support. It is not unusual for a child to be a member of one group for language and a member of a different group for numeracy. We aim to use collaborative ways of working as often as possible so children work in pairs or trios discussing, suggesting strategies and acting on their ideas.

The School aims to provide a balanced curriculum and appropriate education for each pupil. The main areas of study are: Literacy, Numeracy and Mathematics, Social Studies, Sciences, Technologies, Health and Wellbeing, Expressive Arts, and Religious & Moral Education. Children are encouraged to achieve their personal potential. Our curriculum is Curriculum for Excellence, which aims to develop pupils who are confident, responsible, successful and effective.

We aim to develop skills for learning, life and work by applying the skills learnt in the main areas of study to a range of activities both in and out of the classroom. We have established links with Milozi School in Malawi to promote and encourage global understanding and friendship.

Parents can access more information on the curriculum at local and national level by contacting the Head teacher or by accessing websites such as <https://education.gov.scot/education-scotland/> and <https://education.gov.scot/parentzone/>

We follow Curriculum for Excellence Guidelines. This takes the form of 3 levels which we break down into pupil targets for each area of the curriculum. These are:-

EARLY LEVEL : The pre-school years and P1 or later for some.

FIRST LEVEL: To the end of P4, but earlier for some.

SECOND LEVEL: To the end of P7, but earlier for some.

The levels will provide realistic expectations of how children might progress through the various areas of the curriculum. Since children learn at different rates, a child's progress will vary and may be uneven. By using various assessment procedures (ie. observation/discussion/ daily work - both written and spoken/specific tasks/targets/self and peer assessment) to enable the teacher to see if the pupils are attaining the appropriate level, we can therefore inform parents and pupils the stage of progress which has been reached and what the next appropriate steps might be.

Art

The Art teacher delivers a programme of art and craft activities. Pupils are taught a variety of appropriate skills and techniques and respond most positively.

Assembly

An Open the Book group from the Church of Scotland visits the school on a regular basis to present and share Bible stories. Moral values are explored and discussed throughout the school year. Religious, moral and global issues form the subject matter of whole school assemblies which are held most weeks. The Free Church Minister and Youth Worker visits the school and regularly contributes to our assemblies.

Digital Literacy

This is described as the ability to use digital technology, communication tools or networks to locate, evaluate, use and create information. Our curriculum is based on a progressive approach to learning called Digital Footsteps encompassing technical skills in addition to safe use of the Internet. Pupils have individual Chromebooks to support their work in this area.

Drama

Children are given opportunities to act and perform throughout the session. In the infant classes role play is a valuable experience giving rise to language and social skills. The whole

school gets involved in dramatic/musical productions to entertain parents and the wider community.

Literacy

Language work occupies a central role in our curriculum both written and spoken as it occurs throughout all aspects of a child's primary education. The main areas of language covered are:

Reading

We aim to enable the children to become fluent and effective readers and to foster and develop an enjoyment of reading at all stages. Reading involves Close Reading – Reading for Information, Reading Aloud and Reading for Enjoyment. The core infant reading scheme is Oxford Reading Tree and Oxford Phonics supplemented by Big Cat Readers with children progressing on to Kingscourt Literacy Plus and Oxford Treetops as they progress. These books are short novels and non fiction books which are much enjoyed by the children. The children also read books from a range of supplementary schemes and a variety of children's novels. They read from a variety of genre. The children read their books and are involved in discussion about characters, the plot, what will happen next etc. They are taught specific skills to enable them to extract information in research work.

Writing

We aim to enable the children to write with accuracy and vitality. Writing skills come under three main headings:

Functional: Record keeping, letters, posters and note taking, the ability to report and expand in an informative manner.

Personal: The ability to write about personal experiences using appropriate vocabulary to express thoughts and feelings.

Imaginative: The ability to write stories, poems, plays using interesting and imaginative vocabulary and structures. We have a structured approach to the teaching of writing which teaches the children strategies for planning, structuring, editing and redrafting their work in a way which encourages them to constantly evaluate and improve their writing skills. Some of the children's writing experiences are derived from their environmental studies topics which gives them a good foundation on which to base their work.

Handwriting, Spelling and Punctuation

These are taught in a systematic way enabling the children to acquire a confidence in all three areas. Handwriting follows the HAND FOR SPELLING (Charles Cripps) Scheme. Primary 1 is taught how to form the letters. Primary 2 are consolidating and extending the skills learnt in Primary 1 and beginning joined script. Most children will be using a fluent joined up script in Primary 4. Children who have difficulty controlling the pencil will take slightly

longer. The main aim is to help children to develop an easy flow, which will not hamper their train of thought when engaged in a writing task. Provision is made for left-handed children.

Grammar and punctuation are taught through Reading and Writing.

The school follows a phonics progression in the early stages of Spelling, moving onto Wraparound Spelling where children are taught to hear the sounds in the words and have a weekly word list focussing on a particular sound. They work on the words daily through a range of different activities.

Talking and Listening

We aim to help the children to develop as effective speakers and listeners and we spend a lot of time across the curriculum in achieving this aim.

Modern Languages

French

Learning French is woven into the weekly timetable in P1 - 7.

Both teachers have undertaken full French Training and one teacher is linked with a French School and undertook a full emersion week in Versailles. We follow the learning and teaching programme as described by the Highland Council, which ensures a steady progression and development through the language. A variety of approaches are employed which include whole class/group oral and written activities, games and craftwork. Basic vocabulary is introduced informally across the age range through:-

Learning French Songs

Playing Simple Games

Basic Classroom Language

Greetings

Daily Calendar Work

A structured progression is achieved through a topic-based approach. Topics covered include Greetings, Personal Information, Numbers 1-100, Weather, Family, Dates, Classroom objects, Classroom language, Food & drink, Parts of the body, Animals, Places in town, Colours, Clothes.

British Sign Language

Our second language is British Sign Language. Although this is targeted to the upper stages of Primary School, all pupils are given opportunities to be involved in weekly lessons. Topics covered include, Greetings, Personal Information, the Alphabet, Numbers 1-100, Weather, Families, Dates, Classroom objects, Classroom language, Food and Drink, Parts of the body, Animals, Colours and Clothes.

Music

The School aims to give each child the opportunity to create, perform and respond positively to music, and to encourage them to realise their musical potential. We work in conjunction with partners from the Youth Music Initiative and Kodaly Instructors to give the pupils opportunities to sing, use instruments, identify rhythms, learn about notation, create and listen to music.

Music Tuition

Music tuition is provided by a visiting instructor and are free of charge to all pupils from P4 upwards.

Currently pupils are given the opportunity to learn to play the chanter leading to the goose and finally the pipes, or drumming with tutor Mr David John McIntosh. Weekly in person lessons take place in school.

Numeracy and Mathematics

The aim of teaching mathematics is to equip children with the necessary number and mathematical skills which they will find relevant as they grow and take their place in the adult world.

We aim to make maths interactive and meaningful. Children know what aspect of maths they are learning each day and self-evaluate their progress with it.

Physical Education

The Scottish Government recommendation is for 2 hours of P.E. to be taught to all Primary School pupils on a weekly basis. The Class Teachers do this and we use our dining room, our playground, and our community sport's field for P.E. An additional block of six lessons is devoted to swimming at Poolewe Swimming Pool. Class teachers also lead short activity sessions with their classes at other times in the week. A mixture of skills, games, movement, dance and athletics are taught.

Religious and Moral Education

The school aims to encourage pupils to:

Think about their beliefs and values in the light of the beliefs and values of others, including religious traditions and values of the school community.

Develop knowledge and understanding of Christianity and other World Religions and to recognise religion as an important expression of human experience.

Develop moral values such as honesty, freedom and fairness for others through P.S.E. activities and involvement with charities.

If parents wish to exercise their right to withdraw their child from R.E. or Assembly periods a letter to this effect should be sent to the Head Teacher. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

Achievements

We regularly celebrate individual, class and whole school achievements at our weekly assemblies. We also operate an award's system where pupils earn individual points for success in class, effort in class, personal qualities such as kindness, helpfulness. Both classes also offer team points for a range of agreed targets.

Assessment and Reporting

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

Building the Curriculum 5' states that, 'Assessment approaches should help learners to show their progress through levels and enable them to demonstrate their achievements in a range of ways which are appropriate to learning'.

We aim to do this by showing a breadth of learning, showing that children can meet the challenges set out in the experiences and outcomes and can apply what they learn in new situations.

Children are regularly encouraged to self-assess their own work using success criteria for each activity and set themselves targets to work towards. Peer assessment also forms an integral part of classroom work and this provides valuable feedback to the learner.

Pupils in P1, P4 and P7 undertake Scottish National Standardised Assessments (SNSA) online testing in Literacy and Numeracy annually. The results inform the school of next steps in learning and are used to track individual progress across the school.

Teachers use a range of assessment procedures (ie. observation/discussion/ daily work - both written and spoken/specific tasks/targets/self and peer assessment/key assessment tasks) to evidence progress and achievement of a level. All staff involved in teaching share standards at regular meetings throughout the year. They meet to discuss and cross mark children's work; they build examples from pupils who carry out work with no support or a minimum of teacher support. This gives a truer picture of the child's attainment. They compare these examples anonymously with examples from other schools within the Gairloch Associated School Group (ASG) and national examples which are provided for teachers online

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, personal learning folders, and by sharing their child's key assessment tasks.

Pupils will reflect on their progress, achievement and best work in their Personal Learning Folders.

Parents wishing to enquire about a pupil's progress are invited to get in touch with the Head teacher.

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 required, a Child's Plan may be put in place to outline an action plan to help 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 child's plans at:

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

A Children's service worker is part of our team in school and:

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

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.

Further information and support for parents of children and young people with ASN are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

(a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527; <http://enquire.org.uk/>

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.”

Homework

P1-3 pupils are given reading and phonic practice homework 4 nights a week. P4-7 Homework is currently under review.

Visits

We arrange to take the children out on fieldwork during the school year. These visits are arranged to fit in with work being carried out in the classroom. Locally we use the Gairloch Heritage Museum, Inverewe Gardens, Highland Council Rangers, Laide Wood, Russian Arctic convoy Museum, Scottish National Heritage and Fisheries Research. We also make full use of the local environment – the beach, the woodlands, the moorlands, the rivers and burns.

Break time

We do not have a playground supervisor but we ensure that there is usually an adult available to support pupils at break times.

Parental Involvement

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.

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:

- Parent evenings/Open days
- Progress checks/Key Assessment Tasks
- Target Setting
- School website and Twitter account
- Annual school newspaper ‘What’s the Craic?’

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

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

Parents are always made welcome in the school. There are many opportunities to become involved in the school – joining our Parent Council, helping with school activities and/or after school clubs, fundraising, attendance at open afternoons. We hold forum afternoons and send out questionnaires to collect your ideas and gauge your responses to suggestions.

The school has an answer machine where you can leave messages when the phone is unattended. We check for messages regularly. You can also text the Head teacher on her mobile. The number is issued to all parents.

We have an open door policy and encourage parents to come in and see/hear about what we have been doing on a regular basis. If parents wish to engage in further discussion on their child's progress or have queries we are available for one to one meetings, just phone to ask for an appointment.

Children have reading diaries in P1-3.

We encourage parents to freely communicate with us regarding questions, personal achievements and needs of their children.

School Dress

The school uniform consists of Royal blue Sweatshirt or hoodie – with school logo and White or royal blue Polo Shirt, also with the school logo.

Dark Trousers or skirt

You can order uniform online from <https://macgregorschoolwear.co.uk/product-category/primary-schools/bualnaluib-primary/>

Clothing grants are available to help with the costs of school uniform. Application forms can be obtained from the following website:- [https://www.highland.gov.uk/info/899/schools - grants and benefits/10/free school meals and assistance with clothing](https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

During P.E. or games pupils require a plain T-shirt, shorts and a pair of black plimsolls or trainers with non marking soles, also a jogging suit is ideal for outdoor activities. These items are necessary for personal hygiene and safety reasons. **ALL ITEMS SHOULD BE CLEARLY MARKED WITH THE CHILD'S NAME**, including school uniform, jackets, and coats etc. In art and craft activities a small adult t- shirt makes an ideal smock to prevent spoiling their everyday clothes.

Jewellery

It would be appreciated if pupils were sent to school **not** wearing jewellery, including rings and earrings (especially pierced). Such items are dangerous if worn during P.E. and are a nuisance and a danger to pupils in their activities during the course of the school day. Also loss of favourite items causes distress. Makeup and nail polish must **not** be worn. Any personal belongings which may be of value, either monetary or sentimental (or both) should not be brought to school as its loss will cause distress.

Mobile Phones

Pupils are asked not to bring mobile phones to school. They may ask to use the school phone if they need to contact home for any reason.

Tidiness

Our aim is for children to be personally tidy i.e. in the way they dress and in the presentation of their everyday school work, also to instil in them that they have a responsibility for the general tidiness of their school both within and out with the school premises.

To reduce the amount of grass or dirt through the school, the children will be expected to wear black plimsolls or suitable indoor shoes. To accommodate their outdoor shoes, we have storage furniture at the cloakroom areas where the pupils hang their coats etc. The children will be encouraged to tidy up after activities involving art materials, general class work, games/puzzles and library books - not forgetting their own belongings.

Transport

Children under 8 years and living more than 2 miles from the school and older children more than 3 miles, are eligible for transport to and from school. If you think your child may be eligible to transport please contact your Head Teacher.

School Lunches

School Meals are free in P1-4 and cost £2.30 for pupils. The council offers a 2 choice option and a desert. Milk is offered daily. We do try to see that they have a balanced meal and they are encouraged to eat all that they ask for. Our school cook has very high standards and our school lunches are regularly complimented for their tastiness, healthy content and attractive presentation. Pupil's views are sought on choices of soup, veg etc and we strive to meet their requests. We will take note of any dislike or allergy your child may have. If a pupil has special dietary needs, please inform the school.

Application for free meals are available from

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

Lunch money should be brought on Mondays. Cheques should be made payable to Highland Council. Packed lunches are eaten in the dining room under supervision. The following notes of guidance, issued by the Education Authority take the form of strong recommendations designed for the safety and protection of pupils and parents are requested to carry out these instructions.

- All food must be carried in a semi-rigid container with a secure lid, e.g. Tupperware, ice cream containers or similar. Containers must be clearly marked with the name of the pupil,
- Glass bottles or containers are not permitted under Health and Safety rules.

- Aerated drinks in cans or bottles are not permitted because of the obvious danger they present.
- Water and beakers are available in the dining Hall.
- Reading books must not be carried in the same bag as food and drink.

Morning Snack

Morning snack is available Monday – Friday each week. We serve toast, milk, scones and fruit. Pupils order and pay daily and snack is served in the dining room.

Medical Welfare

Pupils are examined at regular intervals throughout their primary school life by the school doctor/nurse and dentist. Normally you will be notified in advance of any such visits. In the event of concern regarding your child's health, you will be informed immediately. If you are concerned about any aspects of your child's health, arrangements can be made to investigate the problem through the school doctor.

Staff will only administer medication when there is clear written guidance from the parents on:

- The name of the medicine, the quantity of the medicine to be given, the time it has to be given.
- Prescriptive medication should be given at home by parents.

Councils

Parent Council

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 Head teacher. 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: www.parentzone.gov.uk

We have a friendly and active Parent Council which meets at regular intervals in the school. If you wish to contact the chairperson please phone the Head teacher for contact details.

Pupil Council

We have an active Pupil Council which meets regularly and takes forward ideas and suggestions from the whole school. We hold an election at the beginning of each session to elect a new pupil council and there are places available to representatives from each class.

Eco Committee

We have an active Eco group who meet fortnightly to discuss, plan and lead Eco activities in school.

Global Guardians

The Global Guardians group meet fortnightly to discuss, plan and deliver activities across the school which focus on global actions. Each year they also choose a micro loan via Kiva.

Junior Road Safety Officers (JRSO)

JRSO's are responsible to deliver a range of competitions and safety focussed assemblies.

After School Clubs

We try very hard to source a range of after school clubs for our children. We rely on parental involvement to make them happen. In recent times we have had a prop making club for our school pantomime, a Christmas craft club, a badminton club, a tennis club and a mixed sports club.

Complaints / Enquiries Procedure

On occasions parents may feel that they would like to discuss some matter regarding their child's education more thoroughly with either the class teacher or the Head Teacher.

When a complaint is made the following action will be taken by the school:

- Any investigation will be carried out or evidence gathered immediately.
- The Class Teacher will be informed if the issue relates to a specific class.
- The school's response will be relayed to the parent either by letter, by email, by a telephone call or by a further appointment with the Head Teacher or Class Teacher.
- Formal documentation will be kept of each complaint and its resolution.

We want to reassure parents that we take seriously any complaints and endeavour to resolve them as expeditiously as possible. If need be then subsequent meetings will be arranged in an effort to resolve the situation to everyone's satisfaction. In the unlikely case of a failure to solve a problem, parents have the right to pursue the matter by contacting Mr Don Esson, the Area Education Manager at Care and Learning Service, The Fingal Centre, Portree, Isle of Skye. IV15 9ES

Please note that transport is not a school responsibility and any queries should be addressed to the Local Transport Officer, Transport Office,

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

Accidents/Illness

Every care is afforded your child but in the event of an accident or illness then the appropriate action and attention will be given as soon as possible as the school will only deal with minor cuts and bruises, these will be cleaned and a plaster applied.

With this in mind, it would be extremely helpful if you informed the school of an alternative contact (i.e. an emergency contact including their telephone number) in the event the school was unable to reach you personally. Each August every parent will receive a pupil

data form which collects personal information and also enables the school to keep up to date information regarding home phone number, emergency contacts and their phone numbers. Please inform the school of any changes to your circumstances such as change of address and/or phone number.

Emergency Situations

Parents are reminded that in emergency situations such as inclement weather/power cuts/disruption to water supply etc. pupils may be sent home without advanced warning. Pupils should be aware of where to go and what to do in these circumstances. Thus the need for an "emergency contact". The school will do all in its power to ensure that the children will manage home safely.

Highland Council schools now have a dial-in service if there is a risk of closure due to adverse weather which will allow you to listen to a recorded message from the Head Teacher. To use this service dial 0800 5642272 (Highland Council's access number) followed by 041610 (School's Pin number).

You can also access the highland school closure website on:
www.highland.gov.uk/learninghere/schools/schoolclosures/ for school closure information.

Early Closure Arrangements

If at any time the school has to be dismissed early, the following procedures will be put into action.

- Planned early closures. Parents are notified by letter.
- Unplanned early closure e.g. bad weather. Parents or emergency contacts are advised of the closure by telephone.

Please note that the decision as to whether a pupil should attempt to travel to school in adverse weather conditions, whether by transport or on foot, rests with the parents. While accepting that education should be interrupted as little as possible, the Education Authority wish that in severe weather conditions the safety of the pupils should come first.

School Organisation

Monday – Thursday

Morning 8.50am to 12.30pm

Afternoon 1.15pm to 3.15pm (3.10pm on Mondays)

Friday 8.50 -1.00 p.m.

School term dates and holidays for the forthcoming session will be sent home early in the session. Whenever special events are organised, a newsletter will be sent home to acquaint you with the forthcoming event.

The School Year 2022 – 2023

OPEN

2022 Monday 15th August (staff only)

2022 Tuesday 16th August

2022 Monday 24th October

2023 Monday 9th January

2023 Monday 17th April

CLOSE

Friday 7th October

Thursday 22nd December

Friday 31st March

Thursday 29th June

Mid-Term Break

20th and 21st February 2023

May-Day Holiday

5th May 2023

In-service Days

Monday 15th August 2022

Monday 12th September and Tuesday 13th September 2022

Wednesday 22nd February 2023

Monday 5th June 2023

Secondary Transfer

At the end of P7 all pupils will normally transfer to:

Gairloch High School, Achtercairn, Gairloch, Ross-shire.

Head Teacher: Mr. W. Chalmet (Phone 01445 712275)

P7 pupils will have an opportunity to visit and experience the secondary school several times during P7. Also Secondary staff visit the Primary over the session.

Attendance/Absence

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone the school on the school number **01445 731254** before 9.30a.m. on the first day of absence to inform us of the situation. If a pupil doesn't turn up and the school has had no notification from the parent/carer we will phone home to check the absence. If we receive no answer from home we will then phone the emergency contact numbers provided by the family. Should we receive no reply from the emergency contacts we are then required to contact the Education Services.

When returning to school after an absence, pupils must bring a note dated and signed by a parent or guardian given the 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, We ask that an email is sent to the school from pupils' parent or

guardian. , or the pupil could bring in a written note. 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.

Equality and Diversity

Bualnaluib Primary has adopted Highland Council's "Promoting Equality and Diversity" and ensures that the guidelines are implemented in the school. This policy is available to any parent who wishes to read it.

Promoting Positive Behaviour Policy

The establishment of a sound learning environment at school and classroom level is key to effective learning and teaching. Effective learning and teaching is dependent on positive relationships established at school and classroom level through inter-actions between staff and pupil and between pupils themselves. The development of a positive ethos within the school is of key importance in our school.

We have a number of policies within the school that contribute to achieving the above - these are our Equality and Diversity Policy, Positive Relationships and Preventing Bullying Policy and our Health and Wellbeing Policy. We have a Pupil Council and a number of school initiatives to promote positive behaviour.

Our basic school rules are set by the pupils and staff and are common sense ones, which allow us to work in harmony with one another and ensure safety and wellbeing for all within the school community.

Managing Positive Behaviour

Positive behaviour is achieved in two ways:

1. Prevention – Preventative strategies which encourage each pupil to develop a sense of personality and self discipline.
2. Management – When negative behaviour occurs we need to be able to respond positively and effectively. We employ restorative, solution focussed and nurturing approaches in our efforts to achieve this.

We try to do both by employing positive behaviour strategies through a number of initiatives and school policies and imposing understood consequences when negative behaviour arises.

Positive Relationships and Preventing Bullying Policy

Pupils in Bualnaluib Primary are encouraged to have a positive regard for each other and generally bullying is not a problem.

Our aims are:-

1. To create within our school community an ethos which values, respects and protects the right of each of its members to be within a friendly, safe and secure environment.
2. To foster trust amongst the members of the community so that bullying incidents can be reported, discussed and dealt with appropriate to their circumstances.
3. To encourage and foster active parental support.

The school follows a Positive Relationships and Preventing Bullying Policy and the topic is covered as part of the health and wellbeing curriculum. A copy of the full policy is available on request from the Head teacher as are all our other policies.

All adults working with children need to challenge behaviour and attitudes which lead to bullying before incidents arise. We follow Highland Council guidelines issued to all schools in Highland. The Council's anti-bullying policy can be found here:

[https://www.highland.gov.uk/downloads/file/19358/anti_bullying - guidance for schools](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools)

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.

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

Copies of Child Protection Policy guidelines are available from the Head teacher or online at

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

To comply with current guidance on the safety and protection of children and young people you must advise the school if you do not wish your child to be photographed or filmed by any spectator or member of an audience at a school event.

A Free Helpline, Email and Web-Chat Service, for anyone concerned about a child. Use the Parentline service to get free advice on a range of parenting topics:

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

Equality and Inclusion

Bualnaluib Primary is an “equal opportunities” school, with all pupils being afforded the same opportunities and facilities for learning.

For up to date information please see

<http://www.highland.gov.uk/info/751/equalitydiversityandcitizenship/313/equalopportunities>.

In summary, our activities in school should ensure that we eliminate unlawful discrimination, advance equality of opportunity and 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.

School and Community Links

Bualnaluib Primary is very much a vital part of the Community in which it is centred. We participate in many varied activities throughout the school year e.g.:-

Carol Concert or Christmas Drama Production.

School Ceilidhs

Singing to residents in local care home.

Community events, Litter tidy in village

Support Blythswood Shoebox Appeal

Participate in national fundraising U.N.I.C.E.F./ Buckets of pennies for Water Aid/Marie Curie Daffodil Appeal/Children in Need/Comic Relief

Host Community Coffee Mornings.

Participate in all local competitions eg. Local Mod, Sports Days and Museum activities.

Make the effort to attend many extra-curricular activities to extend the children's experiences (sometimes involving travelling distances.)

We have established enriching partnerships with a range of groups who work with the school to promote teaching and learning in a real life setting. Some of these groups are:

- Laide Community Woodland
- Inverewe Gardens(National Trust)
- Meur Loch Ewe (Local Mod Committee promoting Gaelic)
- Gairloch High School and Milozi school in Malawi
- Wester Ross Fisheries Trust
- Scottish National Heritage
- West Coast Arts

- Gairloch and District Show
- Eden Court Theatre, Inverness.

School Fund

The School fund is used to supplement the annual Education Authority Budget for this school by purchasing items of equipment and resources, and paying for the cost of transport to extra curricular activities such as Sport, Music etc., Parents are extremely supportive and help to raise funds for the school. The school fund accounts are audited annually and a copy of the audited accounts is sent each year to the Education HQ in Inverness.

School Improvement and Standards and Quality Report

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

1. Health and wellbeing
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)

Information on our main achievements, performance and our plans for improvement over the next three years are recorded in the Standards and Quality Report document which can be found on the school website.

School Policies

We have created policies for most aspects of our work. These can be seen on request to the Head teacher.

Access to Pupil Records

The school pupil records (Scotland) Regulations 1990 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

Data Protection Act 1998

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from www.scotxed.net.

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?

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

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

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 (www.scotxed.net).

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.

Data Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.