

Lochardil Primary School

School Handbook

Session 2022 - 2023



Lochardil Road

Lochardil

IV2 4LB

Head Teacher: Mrs Audrey Kellacher

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Email: lochardil.primary@highland.gov.uk

School Blog:

<https://sites.google.com/invernessroyalacademy.org.uk/lochardilprimaryschool/home>

<http://lochardilprimary.org.uk> (archived Blog)

Twitter: @LochardilPS

Stages taught: ELC and P1-P7

School roll: 404 (325 P1-P7 & 79 Early Learning and Childcare)

COVID PANDEMIC

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](#).

- **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)**

PARENTS/GUARDIANS/CARERS AS PARTNERS

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

We believe that much of the strength of our 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.

Purpose of the Handbook

The purpose of the handbook is to:

- communicate the ethos of the school and provide a welcome for parents to the school
- help parents to choose a school
- prepare their child for school
- act as a reference tool while their child is at the school.

On request, schools must make available to parents a hard copy and, if they want one, a version in an alternative format e.g. Braille, or translated into a community language other than English. Please contact the school for further information.

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1. THE VISION, VALUES and AIMS of the SCHOOL

Our vision, values and aims

Vision Statement (agreed June 2016):

Lochardil Primary School strives to equip all learners with a variety of experiences for lifelong learning in a fun, stimulating, challenging and rewarding environment. We share a sense of pride and encourage each other to be the best we can be, where everyone feels safe, included, valued, respected, and able to contribute equally within the world.

Motto (agreed March 2009):

Share, care, work and learn.

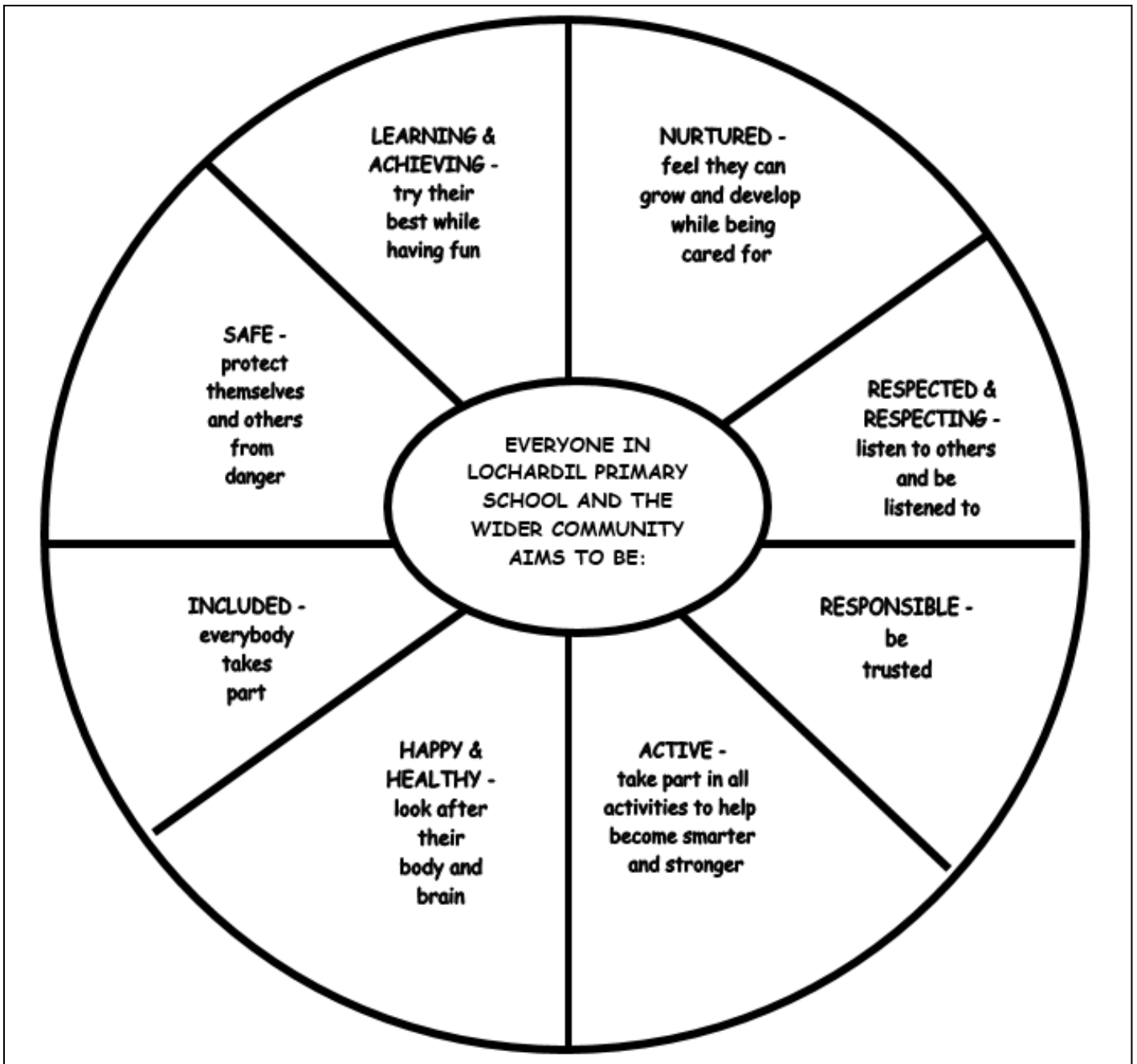
Core Values (renewed October 2016):

Pride, Respect, Responsibility, Confidence & Love

Additional values that support our core values – based on the word Lochardil (agreed June 2016)

- L** – Learning & Loving
- O** – Open minded & Optimistic
- C** – Caring & Confident
- H** – Hardworking & Helpful
- A** – Ambitious & Achieving
- R** – Responsible & Respectful
- D** – Determined & dependable
- I** – Intelligent and Inclusive
- L** – Listening & Loyal





These aims were reviewed during December 2009 by a working party made up of pupils, parents, carers and a cross section of staff.

**LOCHARDIL PRIMARY SCHOOL
SESSION 2022-23**

School roll, Classes & School Staff

The roll of the school is 325 pupils in 13 classes. We offer flexible hours for Early Learning and Childcare provision for 3 & 4 year olds, and have capacity for up to 75 children at any one time. Our provision is open from 8am-5.45pm offering a breakfast club and after school care provision known as Out of School Care (OoSC).

Meet Our Team

Leadership Team

Head Teacher Mrs A Kellacher

Depute Head Teacher Miss O Melville

Principal Teachers Mrs M Murray, Mrs P MacIver, Mrs J Munro, Miss C MacDonald

Peripatetic Childcare Manager Miss C MacKenzie

Class Teachers

P1A	Miss P MacIver	P3/4	Mrs C Gray (Miss L McLean - maternity leave)	P6	Miss D MacArthur
P1/2	Miss S Ross	P4A	Mrs J Wilson/Mrs K MacLelland	P7A	Mrs M Murray/ Mrs J Munro
P2	Mrs A McArthur/ Mrs C Sutherland	P4B	Miss O Melville/ Mrs C Sutherland	P7B	Mrs J Scotson
P3A	Mrs H Fraser/ Mrs L Beattie	P5	Mrs A Prentice		
P3B	Miss R Sutherland	P5/6	Miss C MacDonald		

Additional Support for Learning Teacher – Miss A Sutherland

Class contact reduction (CCR) teacher - Miss G Munro

Management cover – Mrs C Sutherland (P4B), Mrs J Gardiner (P1, P7A & P6/5)

Secondment cover until March 2022 – Mrs E Donsophon (P6/5 & P7B)

Pupil Support Assistants (PSAs) Mrs L Anfield, Mrs M Irving, Mrs J MacDonald, Mrs L Cuthbert, Mrs C Mahlitz, Mrs R MacDonald, Mrs F Hilferty, Mrs W Kelman

Early Learning and Childcare

ELC Peripatetic Childcare Manager Miss C Mackenzie

Early Years Practitioners (EYPs)

Miss A Kelman, Mrs N Lowe, Mrs M Mackintosh, Miss L Paul, Miss S Nicholson, Mrs K Macpherson, Mrs K Scobie, Mrs A MacInnes, Mrs H Young, Miss K Wylie, Mrs J Duncan, Mrs J Philip and Miss S McNeil

Out of School Care

Assistant - Mrs W Wolczyk,

Auxiliaries - Miss E Macleod, Mrs J Duncan, Mrs S Cowie

Clerical Assistants

Mrs A Fraser & Mrs R MacDonald

Facilities Management Assistant (FMA)

Mr K Grant

Specialist Teachers & Instructors

P.E. Ms S Barclay, Mr I Dunbar

Piping Instructor Mr C Melville

Strings Instructor Miss M Mackinnon

Drums Mr M O'Parka

Ukulele/ Guitar Mr M Simpson

Kitchen Staff

Cook - Mrs K Richardson **Assistant cooks** - Mrs T Fairweather, Mrs A Gray, Mrs M MacKintosh, Mrs A Hamkalo and Mrs M Poziomecka

Cleaning Team

Area Supervisor Mrs Linda Morrison

Parent Council Representatives

Chairperson Mrs A Carter

Vice-Chairperson/ Secretary Mrs D Grant

Treasurer Mrs J Forbes

Contact via lochardil.primary@highland.gov.uk FAO the Parent Council or school blog Parent Council page.

2. GENERAL INFORMATION

2.1 THE SCHOOL FACILITIES

Lochardil Primary School was built in 1964, at the same time as the Lochardil housing area was developed.

The school is situated in spacious grounds with a sports field, grass and tarmac play area, a MUGA (Multi-use Games Area), garden and sensory/ quiet area garden, and shelters. A security system is in place and all visitors must report to the front office on arrival. Pupils and staff going between buildings use a fob key. We encourage parents/ carers and visitors to ensure the school gate is always kept closed.

There are eight classrooms in the main building, two extension buildings comprising of 6 classrooms, 3 of which are our Early Learning and Childcare provision, and a modular unit comprising of 2 classrooms. The ELC outdoor area has also been redeveloped with the partnership and assistance of parents/carers and local businesses. We make use of the outdoors and local forest area regularly as part of our learning environment. We have an outdoor learning polytunnel, a Trim Trail, climbing wall and a quiet garden area. Our school field and playground allow further learning opportunities.

All rooms are well equipped and have open outlooks. Areas are set aside for class libraries, and additional teaching resources are stored in several locations in the school. There is an excellent hall with a wide range of PE equipment, a stage with curtains and spotlights, and a sound system. We have a separate dining hall that has been extended to accommodate our increasing school roll and Scottish Government free school meals for primary school children.

The school is equipped with laptop computers, iPads and chrome books and is expanding its use of portable devices. In addition, P6&7 children are issued with individual chrome books. We also have a Smartboard in classes ELC - P7.



We offer a range of experiences and activities to widen pupils learning and achievement including sports, languages, and many more. Details of what is on offer can be viewed on our school blog and Twitter.



2.2 THE SCHOOL ETHOS and UNIFORM

We aim to develop our young people to be global citizens, able to equally take up their place in the world, contribute to it confidently, successfully and effectively, and have an understanding of their rights and responsibilities to live, learn and work happily. We aim to ensure we build confident, responsible citizens who are equipped with the knowledge and skills, values, informed attitudes and commitment, to engage with and take action to improve our community and society. We all have a vested interest in making sure our education establishment is the heart of our learning community, to ensure every child's needs are met, and mutually beneficial partnerships are sustained.

We have a positive reputation within our local community. We provide a caring, happy, safe, nurturing and stimulating environment for the children to thrive, and model positive behaviours and high expectations. We encourage a value and rights based whole school approach where pupil, staff and parent/carer views are very much valued and every voice is heard. A wide range of experiences are offered during the school session and achievements are celebrated on a regular basis both in class and at whole school level.



We recommend and encourage the wearing of school uniform by all pupils. We believe it promotes equality, gives a sense of identity and pride in our school and that it is smart and economical. This adds to the sense of community within the school and reduces the need for unnecessary expenditure by parents. Our uniform is a purple Lochardil School sweatshirt or cardigan and white or purple polo tops with the school logo, which are available from the school: However, there is also, standard low-cost school wear available through most retailers (without the logo). The guidance for parents on uniform is as follows: *Black/Grey trousers, skirt or pinafore, white/purple polo shirt with purple sweatshirt or cardigan, black shoes/boots or all black trainers. (In addition: Gingham dresses, kilts; shirts and ties are also acceptable wear.)* We hold a pre-loved uniform stall at points throughout the year, and now offer a free uniform recycle thanks to parental and pupil leadership support.



As we engage in a range of learning experiences, we ask pupils to have a change of clothes for PE i.e. shorts, t-shirt, non-marking shoes for indoor use and appropriate footwear for outdoor activities. Please ensure pupils are dressed suitable for all weathers as learning takes place both indoors and out so pupils should be equipped to participate.

To maintain a high standard of appearance and to reduce the undue influence of fashion trends, it is recommended that designer sweatshirts, sports and football wear should not be worn to school. The school will continue to encourage uniform and ask pupils to wear uniform for all representational events.



2.3 CATCHMENT AREA AND SECONDARY SCHOOL. PLACING REQUESTS – PARENTAL CHOICE

Each school serves its own particular catchment area. Our school is capped and has been for the past 7 years to manage the increasing school roll and capacity of the building and grounds. Pupils whose homes are located in that area will have priority in being allocated a place in the school. Parents have the right to specify the school in which they wish to place their child.

Application must be made to the Area Care and Learning Manager.

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.

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.

Enrolment dates -

P1 enrolment will take place week beginning Monday 31st January 2022

Early Learning and Childcare enrolment will take place week beginning Monday 14th February 2022

At the end of the primary stage of education, pupils from the Lochardil catchment area transfer to **Inverness Royal Academy, Culduthel Road, Inverness, IV2 6RE. (01463) 67800.**

Parents/carers of pupils who currently live outside the catchment area of the Inverness Royal Academy are required to make a placing request to the Care & Learning Manager if they wish their child to transfer to the Inverness Royal Academy.

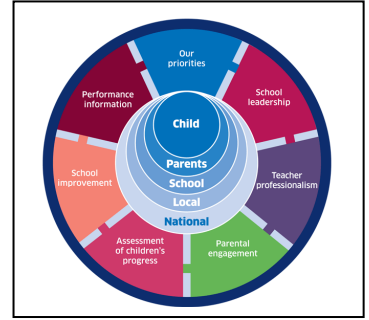
CARE & LEARNING MANAGER, GLENURQUHART ROAD, INVERNESS. (01463) 702 811

3. EDUCATIONAL POLICY OF THE SCHOOL

3.1 THE PURPOSES OF THE CURRICULUM

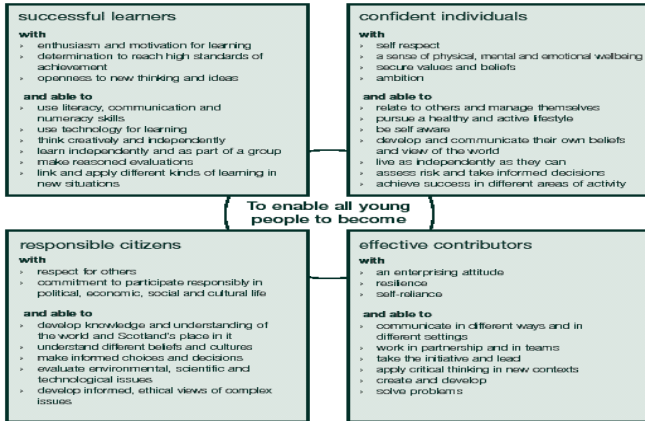
The purpose of the Curriculum is outlined in the Scottish Government document 'Curriculum for Excellence (2004)':

We continue to build and develop our curriculum, using the National Improvement Framework and How Good Is Our School 4 guidance to underpin our planning and developments. We are developing our progression pathways through our curricular areas to ensure we engage in a curriculum that achieves excellence and equity for all. What makes our curriculum unique is our mutually beneficial partnership approach with our community to offer our pupils opportunities and experiences to learn, develop and enhance skills for learning, life and work. Our school improvement plan sets out where we will build on our existing strengths and identifies our priorities for change.



Our curriculum plan illustrates our proposed journey to show what the school will look like in time. Please see appendices 1a, b, c, & d.

We aspire 'To enable all young people to become Successful Learners; Confident Learners; Responsible Citizens and Effective Contributors'



Through Curriculum for Excellence: -

8 curricular areas -

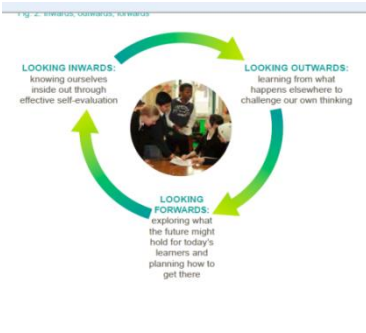
and

7 Design Principles -

- Expressive Arts
- Health & Wellbeing
- Language
- Mathematics
- Religious and Moral Education
- Science
- Social Subjects
- Technology

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and Choice
- Coherence
- Relevance

All underpinned by Learning for Sustainability to ensure we develop our global citizens to actively engage in their world through looking 'Inwards, Outwards and Forwards.'



3.2 TEACHING METHODS

Learning & Teaching
should be
Inclusive and Enjoyable

Challenge should be an important element of that enjoyment. We are more likely to learn when we are motivated, feel valued and see the relevance of what is being taught.

Learning & Teaching
should meet the needs of the
Whole Learner

Our emotional wellbeing is closely linked to our ability to learn effectively. We should also encourage the ability to read and be sensitive to other people's feelings. We should encourage the development of three emotional competences: emotional awareness; accurate self-assessment; self-esteem.

Learning & Teaching
should take account of
Multiple Intelligence

There is no such thing as a single, fixed, general intelligence. We all have much greater potential for learning than is commonly recognised. We should nurture and celebrate the many types of intelligences, for example, visual/spatial; verbal/linguistic; logical/mathematical; bodily/kinaesthetic; musical/rhythmic; interpersonal; spiritual.

Learning & Teaching
should be
Flexible

It is both an individual and a social activity. We acquire, process and use information in different ways and at different rates. As individuals, we all have preferred learning styles. There are three main types: visual, auditory, tactile/kinaesthetic

Learning & Teaching
should create
Lifelong Learners who are
Active Citizens

People take responsibility for their own learning and the school will provide various opportunities afforded by digital technologies. In lifelong learning, school staff and our community should be role models.

We recognise and value each and every individual. Each child has different educational strengths and needs. Effective learning and teaching, and classroom organisation has, therefore, to be flexible and varied to extend the abilities of all the pupils and meet everyone's needs.

3.3 LITERACY AND ENGLISH

Language and literacy are of personal, social and economic importance. Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of *Curriculum for Excellence*.



The Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The framework provides for learners, parents and teachers, broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy, creativity, and knowledge and appreciation of literature and culture.

We use a personalised model of 'The Highland Literacy Project' focussing on the methodologies employed in the teaching of Literacy. We are engaging with the 'Emerging Literacy' approach at Early level and are implementing a synthetic phonics approach, in a bid to close the gap and raise attainment in Literacy. A focus for our development is on Digital Literacy and using this to engage and enthuse our learners. All aspects of literacy are intertwined; reading and writing are firmly connected and are underpinned by structured talking and listening and the use of collaborative strategies. The development of literacy skills plays an important role in all learning.

Our Lochardil pupils will develop and extend literacy skills when they have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain their literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop their understanding of what is special, vibrant and valuable about their own and other cultures and their languages
- explore the richness and diversity of language, how it can affect them, and the wide range of ways in which they and others can be creative

Children and parents/carers have the opportunity to choose to buy books through the Travelling Book Company and Scholastic Book Fairs which run in November and March.

3.4 MODERN LANGUAGES

At Lochardil Primary we aim to enable children and young people to study two languages in addition to their mother tongue as part of the implementation of the 1+2 languages approach. All pupils from P1-P7 learn French (L2) and P5 – P7 pupils are learning BSL (L3). Our children in ELC are learning French (L2), Gaelic, Makaton and some BSL. We have a large number of teachers trained to deliver French and BSL, and are fortunate to benefit from some of our native Gaelic speaking staff members also. Some classes also learn other languages such as basic Mandarin as part of their topic. Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens. We aim to offer experience of French in practical ways which can be enjoyed. We have a school partnership link with an Ecole Les Sources, in Linas, Versailles, France and have already hosted a teacher from the school on a partnership visit to us, and two of our teachers visited on an exchange programme to the French school. We are engaging in a British Council 'Connecting Classrooms' partnership with ourselves, our local secondary school, Inverness Royal Academy and our Area Group Schools Cluster linking to a primary and secondary school in Malawi. The Malawian schools are Mwenje Primary school & Mpatawamilonde Community Day Secondary School, both situated in Linthipe, Dedza, Malawi. They speak Chichewa and French also.

3.5 NUMERACY AND MATHEMATICS

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. We follow the Highland Numeracy Progression across all stages in the school and we are influenced by the positive aspects of Numeracy work and assessment used in the New Zealand Maths approach. Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests. Mathematics is rich and stimulating; it engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols which allows us to communicate ideas in a concise, unambiguous and rigorous way. To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.



Learning in mathematics enables our Lochardil pupils to:

- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- engage with more abstract mathematical concepts and develop important new kinds of thinking
- understand the application of mathematics, its impact on our society past and present, and its potential for the future Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all
- develop essential numeracy skills which will allow them to participate fully in society
- establish firm foundations for further specialist learning
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.

3.6 HEALTH AND WELLBEING

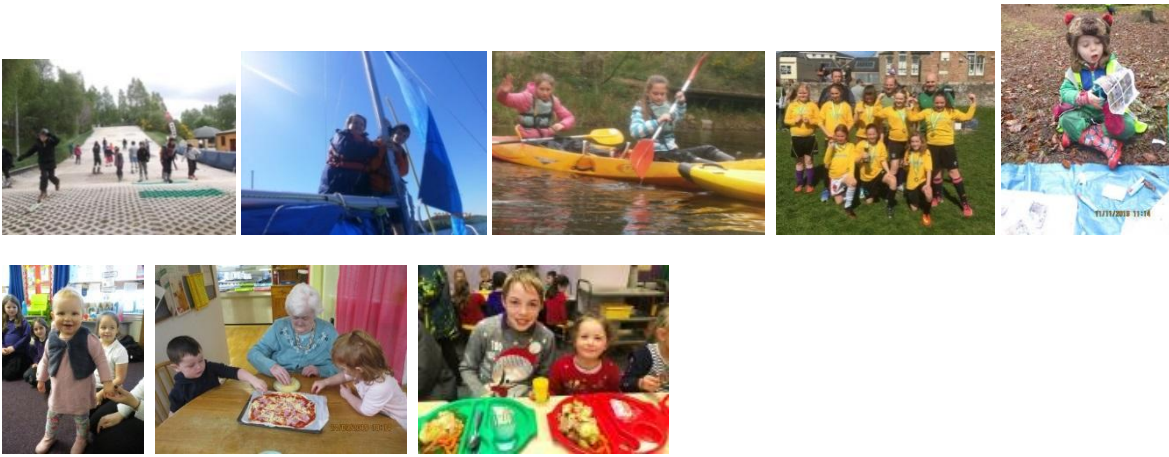
Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and characteristics which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to: make informed decisions in order to improve their mental, emotional, social

- and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.
- It also enables some to perform at high levels in sport or prepare for careers within the health and leisure industries



Mental Health and Wellbeing

All staff have completed Mental Health Champion training by Place2Be, and Emotion Works training. 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 i.e. Head Teacher. School have access to Highland Council professionals for consultation and advice should any concerns require more targeted support. Parents/carers would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.



We strive to be an emotionally literate and resilient school where our whole school community needs are met. We focus on positive mental health where we use the *Emotion Works* resource to develop emotional literacy and encourage learners to share, regulate and understand emotions and feelings. We recognise the importance of activity and fitness and support the 2 hour recommendation for physical activity for our children. Our facilities and supportive parent forum contacts encourage us to benefit from expert coaching in a range of sports and disciplines, which often leads to our sporting success when competing. We promote and model a healthy workplace that aims to support Fairtrade and ethical trading. We promote the use of ethical brands within the staffroom, in Breakfast club, at school events, and where possible across the school. From P3 onwards our pupils participate in SHaRE (Sexual Health & Relationship Education) details of the content and timing will be issued to relevant classes during the year. We pride ourselves on our connections and partnerships with the local community and in particular with the local residential care home for senior citizens. Our ELC pupils regularly spend time learning together with the residents. Also, our classes are very active in the community and regularly visit different businesses, residential care homes, singing for the locals, working on joint projects e.g. Inverness Caledonian Thistle FC and the Alzheimer's UK charity etc. We aim to look after the wellbeing of our whole school community including adults and young people and are beginning to implement aspects of Mindfulness practice.

3.7 SCIENCES

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society. Scotland has a long tradition of scientific discovery, of innovation in the application of scientific discovery, and of the application of science in the protection and enhancement of the natural and built environment. Children and young people are fascinated by new discoveries and technologies; they become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and the health of the environment.

The science framework provides a range of different contexts for learning which draw on important aspects of everyday life and work. Learning in the sciences will enable our Lochardil pupils to:



- develop curiosity and understanding of the environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop the skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- apply safety measures and take necessary action to control risk and hazards
- recognise the impact the sciences make on their life, the lives of others, the environment and on society
- recognise the role of creativity and inventiveness in the development of the sciences
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as a scientifically-literate citizen with a lifelong interest in the sciences
- establish the foundation for more advanced learning and future careers in the sciences and the technologies.



We have formed a positive partnership with University of the Highlands and Islands (UHI) and our pupils benefit from learning from the STEM (Science, Technology, Engineering and Mathematics) department areas.

3.8 SOCIAL STUDIES

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Learning in the social studies will enable the Lochardil pupil to:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop their understanding of the principles of democracy and citizenship through experiences of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- engage in intergenerational partnership working at various levels
- establish firm foundations for lifelong learning and for further specialised study and careers.



We promote opportunities for Developing the Young Workforce and have established links with local businesses. Our Primary 6/7 & 7 pupils participate in World of Work activities. ELC – P7 learners have the opportunity to develop skills to become active participants in the workplace and their community. The school aim to promote all pupils have a focus for positive destination from the earliest level. The World of Work is website:

<http://www.myworldofwork.co.uk/> useful to browse with pupils and discuss such with them at all ages and stages.



3.9 RELIGIOUS AND MORAL EDUCATION

Religious and moral education has a statutory position in Scottish Education. It enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their own values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly.

Children and young people must become aware that beliefs and values are fundamental to families and to the fabric of society in communities, local and global. It is essential that when learning about religion as well as learning from religion, children and young people develop their understanding of diversity in our society and their own roles in it. The skills of reflection and critical thinking and an enhanced understanding of the beliefs and values of others are all crucial in assisting in this process.

Learning through religious and moral education enables the Lochardil pupil to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context and wider world
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life

We engage in religious observance at times e.g. through assemblies or events in the Christian calendar. We have a long standing link with Christian Culduthel Centre & Rev. Alasdair MacLeod, St Stephen's Church & Rev Peter Nimmo, and St Columba Church of Scotland & Rev Scott McRoberts. We welcome leaders from other faiths and have an annual calendar of visitors to the school to provide a range of viewpoints and beliefs. We are currently exploring working with providers to include Humanist perspectives/ involvement in our varied programme.



- ❖ **Please Note: All pupils participate in Religious & Moral Education. However, parents have the right to have their children excused from Religious Observance on written notification to the Head Teacher, if they wish.** Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

3.10 THE EXPRESSIVE ARTS

The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills. Our experiences are enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. They also play an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and internationally.

Expressive arts are rich and stimulating, and experiences in such involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding. Learning in, through and about the expressive arts:

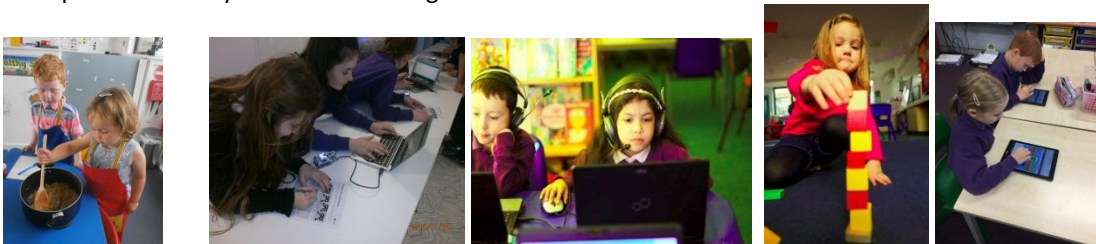
- enables the Lochardil pupil to experience the inspiration and power of the arts
- recognises and nurtures their creative and aesthetic talents
- allows the Lochardil pupil to develop skills and techniques that are relevant to specific art forms and across the four capacities
- provides opportunities for them to deepen their understanding of culture in Scotland and the wider world



3.11 TECHNOLOGIES

Learning in the technologies enables children and young people to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:

- develop understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- gain the skills and confidence to embrace and use technologies now and in the future, at home, at work and in the wider community
- become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
- experience work-related learning, establish firm foundations for lifelong learning and, for some, for specialised study and a diverse range of careers.



3.12 HOMEWORK/ HOME LEARNING

We use Google Classrooms (ELC to P7) for home learning tasks to continue to support the educational and personal progress of our children. The School has a policy of giving homework to pupils. The content and timescales are individual to each class and teacher and these have been informed from our feedback gathered to ensure the best from the task set. The aim is to encourage regular study habits, consolidate skills, to give parents/carers an insight into school work as well developing vital home/school links.

Parents, carers and other family members can and do make a real difference to children's education. When parents and schools work together, children do better. For example, showing an interest in their homework and talking to them about it really helps them to learn. With support and encouragement, children find it easier to get into the homework habit.

Homework helps your child to:

- learn how to organise and manage their time
- take more responsibility for their own learning
- practise and build on what they have learned at school
- develop confidence to deal with frustrations, overcome difficulties and solve problems
- learn and work independently in the future.

Homework helps teachers to check your child's understanding of classwork and keep track of their progress. It lets you find out what your child is doing at school and get involved in their learning. For many reasons, parents/carers can find it difficult to support their children when they have homework.

Homework arrangements work well when the parents/carers, the child and the teacher understand the roles they play.

The school can explain how you as a parent can:

- let the school know what you expect
- know what the school expects from your child
- know what the school expects from you
- contact the class teacher if you want more information or are concerned about homework.

So, if you are unsure about anything, get in touch with the class teacher.

It is quality that matters, not quantity - the kind of homework your child does is often more important than the amount. Even if you have little time, or don't know much about the subject or level your child is studying, you can still be involved. It's not your time or ability, but a positive and encouraging attitude to your child's learning that really matters. Homework is for children to do, not for parents/carers. How we learn is as unique as our fingerprint so every child might well approach homework differently. In addition to any home learning experiences set from school, we also encourage your child to enjoy the benefits of the outdoors through play, pursue personal interests by attending clubs, build and extend their social group with play dates, and spend time as/ with family.

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

Did you know?

- When schools and families work together, children do better.
- Children learn something well when they talk about it or explain it to someone else, so asking your child about their homework really helps them.
- Children who do homework regularly throughout their time at school benefit from the equivalent of roughly an extra year's schooling.
- Between the ages of 5 and 16, children spend only 15% of their lives in school so supporting them at home really improves their chances of success.
- Parents and families are by far the most important influences on children's lives.

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. We participate in Scottish National Standardised Assessments annually and will use data gathered to inform practice for improvement. 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.

We use a continuous profiling system known as the Lochardil Learning Pathway. These are shared with parents/carers termly and allow pupils and their family to reflect on their progress and achievements. Parents/Carers are also given the opportunities to share learning through termly open learning sessions.

Parents will also receive formal feedback on their son or daughter's progress through an end of year summative report, with Key Assessment Tasks collated, this forming the Learning Pathway, and through parent/teacher meetings annually and also informal regular communications.

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>
Education Scotland website. [Highland Curriculum for Excellence information](#)

3.13 EQUAL OPPORTUNITIES



Equality and Inclusion

For up-to-date information please see:

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.

Our school believes that every child should be given equal opportunity to perform to the best of their ability in all areas of the curriculum. We seek to extend choice and opportunity for all pupils without discrimination. We are opposed to all forms of prejudice and provide a strong sense of fairness, tolerance and sensitivity to the particular needs of individuals and societies and take steps to prevent discrimination on any grounds but particularly with regard to race, gender and disability. It provides equality of opportunity through ethos and working practices and promotes understanding and respect for other people's cultural identity and beliefs. The school aligns itself with the Highland Council Education Service's "Anti-racist and Multi-cultural" Guidelines for Primary and Nursery Schools" (May 1997) and continues to assure anti-racist ideas are embedded in the school. Our work in Equalities, Diversity and Children's Rights as a school aims to address the Equalities Act (2010). A copy of our 'Equalities and Diversity' policy is available on request.

Equalities and Diversity

The Equality Act 2010 (the Act) replaces previous separate equality legislation in the U.K. with a single Act. The Act provides a modern and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society. 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
- sexual orientation.



- *Age and marriage and civil partnership are not protected characteristics for the schools provision. However, in general, the Act applies across all the protected characteristics in a consistent way.
- The school endorses the authority's 'Promoting Equality and Diversity' and 'Positive Relationships and Bullying Prevention' guidance.

POLICY FOR EQUAL OPPORTUNITIES

Rationale

The school is required to conform to the wishes of the Equal Opportunities Commission that opposes all forms of discrimination and states that schools should provide equal opportunities for all children and staff. The philosophy of 'inclusion' encompasses equal opportunities for all.

Aims

- To endorse the principle of inclusion for all at our school
- To provide equality of opportunity for all children and staff whatever their age, ability, disability, gender, religion, race, background or culture
- To work to ensure that our expectations, attitudes and practices are in line with inclusion for all
- To provide equality of opportunity through its ethos and working practices
- To implement the advice and procedures outlined in the Highland Council's Race Equality policy we aim to

provide equality of opportunity for all children whatever their age, ability, gender, race, background or culture. We want all our children to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes, and practices do not prevent any child from reaching their potential.

As a school we work to employ certain strategies to ensure that the cross curricular dimension of equal opportunity permeates all the life and work of the school. We recognise that a child's self-perception can be influenced by his/her environment and so the school aims to enhance the children's self-esteem and self-confidence by positively working to reduce any bias or stereotyping and promote equality of opportunity.

Gender

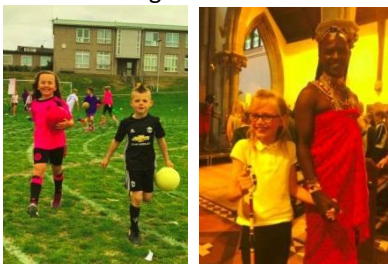
We are aware that as children mature and their relationships with peers of both sexes develop their perception of gender roles alters. We also recognise that such perceptions are influenced by other factors including home, peer group and the media.

Teaching and other groupings, queuing, classroom seating and playground areas are organised on the basis of criteria other than gender, for example, age, ability, friendship.

Equality between the sexes is recognised when giving/delegating responsibility and noting the achievements of both staff and children.

Any differences involving gender which arise inside or outside the classroom are dealt with sensitively and are discussed with the children.

We will ensure that no staff member is discriminated against because of his or her gender.



Race or cultural background

Under the amended 'Race Relations Act' (2001) it is unlawful to discriminate someone because of their race.

Through implementation of the Highland Councils Race Equality Policy we will ensure that children/parents/staff from different ethnic groups, cultures, religions and background are provided equality of opportunity and are not discriminated against either openly or covertly.

Through our teaching we take positive steps to promote mutual understanding and respect for people from different backgrounds. (Refer to Highland Councils revised Race Equality Policy.)

Age

We make efforts to ensure that children of different ages are provided with appropriate activities and that children are not excluded from activities solely on the grounds of their age. We will ensure that all staff are given equal opportunities within the school regardless of age.

Ability

We want all the children to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes and practices do not prevent any child from reaching their potential whatever their ability. We will make efforts to ensure that all children receive equality in teaching time and support.

For further information on how pupils are supported throughout their learning and how individual needs are met.

[Support for Learners Website](#)

Disability

"Anyone with a physical or mental impairment which has a substantial and long term adverse effect upon his or her ability to carry out normal day-to-day activities is stated to be disabled."(Quote from Disability Rights Commission).

Disability is not about wheelchair users only; it includes dyslexia, epilepsy, dyspraxia, diabetes, ADHD, sensory impairment, cancer and debilitating conditions.

The Special Educational Needs and Disability Discrimination Act 2001 places new duties on all schools to avoid discrimination against disabled children. It also makes it unlawful to be discriminated against because of a disability in areas of employment or access to goods, facilities and services.

We will endeavour to provide appropriate access both physically and through the curriculum, for all children with disabilities with the appropriate support when required, from the local authorities and outside agencies. Staff with disabilities will be afforded the same support.

Equal opportunities for all children

We will:

- Ensure all children will have equal opportunity within and equal access to, all areas of the whole school curriculum. This includes full engagement with Curriculum for Excellence and other areas such as extra-curricular activities.
- Take account of pupils' cultural backgrounds, language needs and different learning styles in learning and teaching.
- Encourage all children to participate equally in the full range of activities both inside and outside the classroom.
- Make efforts to ensure that children in different localities, rural or urban have access to the same opportunities.
- Ensure all learning materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and overt or covert discrimination.
- Ensure teacher time, specialist support, attention and all resources are given equally to all children.
- Encourage all children to work and play freely with each other.
- Ensure discipline procedures – notably rewards and sanctions – are the same for all children.
- Encourage all children and staff to value each other, build up and maintain co-operative working relationships both within school and in the community, based on mutual respect for each other.
- Ensure that each parent/carer is treated in a manner which ensures that they have full and equal access to support, information and resources.

For up-to-date information please see:

- www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

3.15 ADDITIONAL SUPPORT NEEDS - GIRFEC – Getting it Right for Every Child

Getting it right for every child is a programme that aims to improve outcomes for all children and young people. We follow the Highland Practice Model staged approach to assess, identify and support additional needs. All children have a 'Named Person' who is responsible for ensuring that child has the right help to support his/ her development and wellbeing.

- **Support for Learners Website;** <http://enquire.org.uk/>

It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need, when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

Class teachers, in conjunction with the 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 outwith the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Head Teacher, Audrey Kellacher. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

Other useful information can be sourced from -

- (a) Enquire – the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>
- (b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <http://enquire.org.uk/myrightsmysay/>
- (c) Scottish Independent Advocacy Alliance, an advocacy service to support parents and children
- (d) Scottish Child Law Centre, an organisation providing free legal advice to young people

OUTCOMES FOR CHILDREN

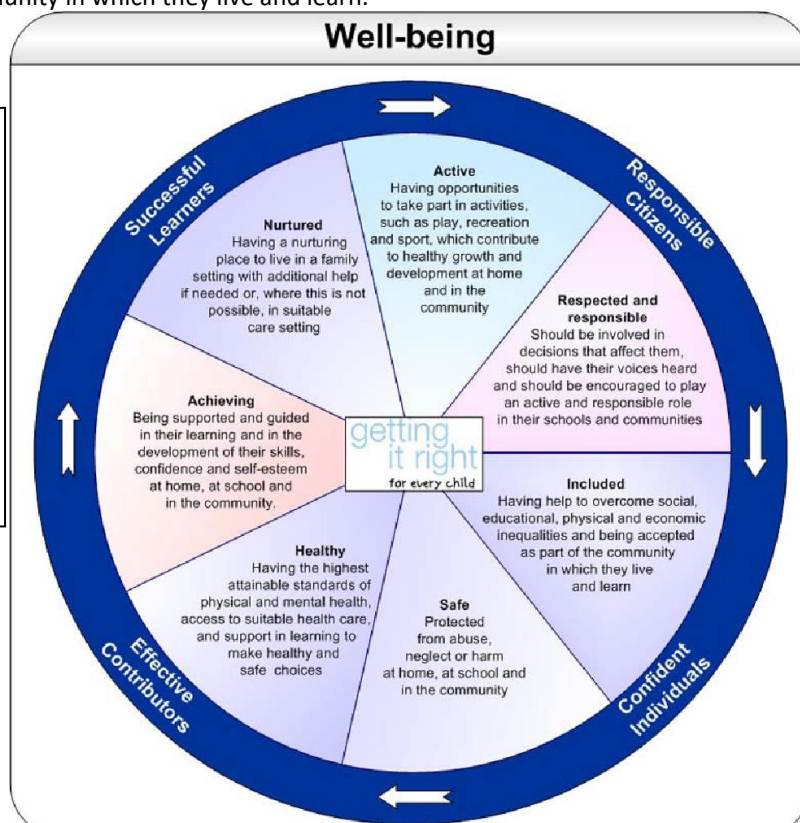
All children in Scotland should be:

- Confident Individuals
- Effective Contributors
- Successful Learners
- Responsible Citizens

To achieve this, every child and young person needs to be:

S.H.A.N.A.R.R.I.

- **SAFE:** protected from abuse, neglect or harm at home, at school and in the community.
- **HEALTHY:** having the highest attainable standards of physical and mental health, access to suitable healthcare and support in learning to make healthy and safe choices.
- **ACHIEVING:** being supported and guided in their learning and in the development of their skills, confidence and self-esteem at home, at school and in the community.
- **NURTURED:** having a nurturing place to live in a family setting with additional help if needed or, where this is not possible, in a suitable care setting.
- **ACTIVE:** having opportunities to take part in activities, such as play, recreation and sport which contribute to healthy growth and development at home and in the community.
- **RESPECTED AND RESPONSIBLE:** should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their schools and communities.
- **INCLUDED:** having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.



Some pupils require use of a Child's Plan to ensure needs are fully met. More information on Getting it right for every child policy and practice can be found at <http://forhighlandchildren.org/5-practiceguidance/high-pract-model.pdf>

If you wish to find out more about The Highland Practice Model or the Child's Plan you can access more information at: Support for Learners Website There are also Information sheets available at: www.chipplus.org.uk

Lochardil Primary School will ensure that all pupils leaving school have positive transitions to their next school and works closely with the Secondary School to ensure a positive destination is reached for school leavers. Parents should spend time with their child looking at the World of Work website <http://www.myworldofwork.co.uk/> to begin early conversations.

Inclusive Provision

Lochardil Primary School is an inclusive mainstream school that endeavours to meet all our learners needs.

At Lochardil we have high expectations for all of our pupils and support them to achieve their full potential. Inclusive education relies on us working in partnership with others, our aim to support and develop the whole child. Schooling should be seen as just one part of a much more extensive process of life-long learning for individuals.

Information about the 2009 Additional Support for Learning Act

Legal information

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

What does this mean for pupils and parents?

The new Act doesn't change the basic purpose of the 2004 Act – it aims to strengthen some duties under the Act and clarify parts that have been confusing. Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.
- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) 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 (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points. Throughout the summer Enquire will be changing all their guides and fact sheets to take account of the 2009 Act.

If you have any questions about the 2009 Act

Please contact the Enquire Helpline on 0845 123 2303 or by email on info@enquire.org.uk

Further information and support to parents of children and young people with ASN: These organisations 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
<http://www.siaa.org.uk/>

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741
<http://www.sclc.org.uk/>

4. SOCIAL AND CULTURAL EDUCATION

4.1 RIGHTS AND RESPONSIBILITIES



THE GLOBAL GOALS
For Sustainable Development



We should have the right to	So we need to remember to ...
A safe place to learn and play	<ul style="list-style-type: none"> ➤ Look after school equipment ➤ Pick up litter ➤ Never be a bully ➤ Walk quietly in the corridors
Be treated fairly, equally and with respect	<ul style="list-style-type: none"> ➤ Be polite to each other ➤ Share and be kind ➤ Never hurt anyone ➤ Help and encourage each other
A healthy school to work and play	<ul style="list-style-type: none"> ➤ Eat healthy food and drink water ➤ Enjoy indoor and outdoor play ➤ Be a good friend ➤ Behave sensibly
Feel included in all aspects of school life	<ul style="list-style-type: none"> ➤ Discuss our opinions ➤ Listen to others ➤ Know who to ask for help ➤ Always try our best

Agreed by all classes, staff and the Parent Council November 2011

We are proud to fly our Eco Schools 6th Green Flag, and have achieved our UNCRC (United Nations Convention on the Rights of the Child) UNICEF Rights Respecting School Gold Award status. As part of our Learning for Sustainability work we focus on the Global Goals incorporating whole school Rights per term and embed these across and within learning and teaching, and the school ethos. We use class and playground charters as part of our positive relationships strategy.



We have a Sustainable Schools Strategy in place where we focus on the 6 Gateways including 1. Food & Drink 2. Energy & Water 3. Traffic & Travel 4. Purchasing & Waste 5. Buildings & Grounds 6. Social Justice Sustainable development is essential to ensure a good quality of life for everyone without causing irreversible damage to the planet for future generations. We, as a whole school community, are increasingly aware of our responsibility to promote and practise sustainable development, and actively promote the inclusion and participation of our whole school community to work together to participate in school life, welcome diversity, and challenge injustice. At Lochardil Primary School we aim to provide our learners with a provision where we prepare our children for a lifetime of sustainable living and identify such through the '6 Gateways to a Sustainable School' as mentioned above.

4.2 DISCIPLINE POLICY

As a school we promote the Rights Respecting Schools (RRS) policy underpinned by Global Goals and Learning for Sustainability. A positive, restorative approach to behaviour is practised, with dialogue and appropriate sanctions used to encourage positive choices and decisions to be made and undesirable actions to be reflected on. We adhere to our Positive Relationships Policy and use RRS Charters to establish common rules. Positive, desirable behaviour is recognised and rewarded, personalised and tailored to suit each individual class. Teacher, Parent/carer partnership is vital and the use of regular communication and joint support is valued. Star Pupil of the Month is celebrated through certificates at our monthly celebration assembly and praise postcards are sent home to parents/ carers from the Headteacher.

4.3 ANTI-BULLYING POLICY

The recently published **2019 National Improvement Framework and Improvement Plan** has made the improvement in children and young people's health and wellbeing a key priority. As part of this it states (pg.12):

"No child or young person should feel excluded and isolated because of who they are. No child or young person should be bullied for being who they are."

'Positive Relationships and Bullying Prevention Policy and Guidance', June 2018, is the first Care and Learning Policy which has been developed by young people across Highland from initial consultation through to its launch. The policy and guidance has been developed to support those working with children and young people in developing their approaches to developing positive relationships and responding to bullying behaviours. For Early Learning and Childcare (ELC) settings and schools, and sits alongside our Equality, Diversity and Children's rights policy.

Bullying is taken very seriously. While it is not in any way prevalent in this school, we wish to explicitly address this subject and provide clear guidance for pupils, parents/carers and staff on what to do if a situation should arise:

What counts as bullying?

Bullying can take many forms. e.g. physical harassment i.e. kicking or hitting, or less visible, but no less distressing, are name calling, cyber bullying, exclusion from playground games, or taunting. Bullying is the deliberate hurting, threatening or frightening of an individual or group by another individual or group. It is distinct from the spontaneous upsets and disagreements which may happen among children from time to time. Note: The victim of bullying may show signs of being unhappy, unduly quiet or weepy, play separately, feel 'ill', and/or not wish to go to school. If these symptoms occur frequently then the question of bullying should be considered.

Reacting to bullying incidents

If parents/carers see, or are told about bullying taking place, they should ensure that someone at the school knows about it. Situations are made far worse, when bullying continues over a period of time without the school being aware of what is happening. On the other hand, bullying is quickly stopped when addressed at its onset and restorative practices implemented.

If your child is involved in bullying, you should reassure him or her and talk about the full scenario. Try to ascertain the facts of the incident and contact someone at the school as soon as possible. Do not wait to see if the matter resolves itself. If pupils see or hear about bullying taking place, they should speak up and come forward to establish the truth and end the unpleasantness. To have knowledge of bullying and not to speak up is to condone this behaviour.

If the school is told about an incident of bullying, we will address the matter seriously and sensitively and in co-operation with the parents/carers. We will seek to reassure the victim, encourage all voices are heard to ensure fairness, and make clear that the bully's behaviour is unacceptable. The bully will be encouraged to see the victim's point of view and engage in restorative practices and solution focused approaches where appropriate. Our close partnership with parents/ carers supports early intervention to support any individuals involved.

We follow the Highland Council Anti-Bullying policy and guidance

https://highland.gov.uk/download/downloads/id/19358/anti_bullying_-_guidance_for_schools.pdf

5. PARENTS/CARERS Involvement

5.1 PARENTS/CARERS/GUARDIANS AS PARTNERS IN LEARNING

What does parental involvement in children's learning mean?

There are three main ways parents/carers can get involved in supporting their children's learning:

Learning at home: Parents/carers are the first and on-going educators of their own children and, as such, should receive information and support to help develop their child's learning at home, in the community and at school. Through individual class planned home learning activities/ experiences appropriate for the class age and stage, this is an opportunity to reinforce previous learning or at times support preparation for new learning planned. We use Google Classrooms to support home learning activities.

Home/School partnership: We encourage the involvement of parents/carers in the work we do and we consider ways of providing information that helps parents engage with school and their children's education. Our classes share their termly overviews on the Blog to share the learning and experiences planned for the term ahead and ways to support or become involved.

Family Learning Opportunities: We thoroughly enjoy welcoming our parents/carers as partners in the learning and wider success of our school journey. We provide 'Open' sessions each term that are planned for a different day of the week and time across the year (see annual calendar for parents/carers for dates) to ensure we are accessible for all parents/carers and there is an opportunity to visit classes and work with your child. The 'Open mornings/afternoons or after school' sessions are planned in conjunction with the Key Assessment Tasks for that term and have a curricular area focus to enjoy.



Parental representation: The Scottish Schools (Parental Involvement) Act 2006 provides a framework for ensuring that parents/carers have the opportunity to express their views and have these taken into account on policy matters affecting the education of their children. It makes provision for parents to be a member of the Parents Forum at Lochardil School and to have their views represented to the school, education authority and others through a representative Parent Council for the school.

What are the benefits of parents/carers getting involved?

The benefits for the children are:

- It is easier for children to learn when they get encouragement at home
- They will do better and achieve more when their parents are involved
- Children get access to more activities in and out of school when there are more adults to help
- Their concerns can be sorted out quicker when their parents have a positive relationship with school staff
- They are happy when their parents are enjoying events in the school.

The benefits for parents/carers are:

- Their children do better when they are involved
- They are better able to help and encourage their children
- They have more information about their children's education
- Parents/carers can build their own confidence and skills
- Where there is a positive relationship between parents and their child's school there are benefits all round
- Parents/carers get reassurance that their children are receiving a good education.

The benefits for the school are:

- Parents/carers bring skills which complement teachers' skills and expertise
- Parents/carers contribute their time, so together parents and teachers are able to do more activities with pupils than teachers can do on their own
- Pupils' attainment and behaviour improve
- Parents/carers have ideas about how the school can best support the children
- Teachers have people with whom they can talk over ideas and get help when developing plans for the school
- Parents/carers can give advice and help around reaching other parents.

The benefits for the education authority are:

- The ideas and experience of a wider pool of people lead to a better strategy which will support participation for more parents
- The education authority gets information on how its policies and education provision are working out in practice
- The education authority is able to discuss plans and ideas for education developments with a wide range of parents/carers
- Parents/carers who are involved in other representative groups help make sure the education policies link in well with the other policies and provision for people living in that area.

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at Parentzone: <https://education.gov.scot/parentzone/>
<https://www.children1st.org.uk/help-for-families/parentline-scotland/>

Parents/carers also contribute to the success of the school through voluntary activities:

- Contributing to our pupil groups.
- Helping with an educational outing or visit - volunteers are asked, if required, from parents/carers of the class involved.
- Contributing to the educational life of the school - by talking or showing something of interest to the pupils in the classrooms, at assembly or other extra-curricular activities e.g. sport and drama. Please contact the school if you have something of interest to offer or skills for learning, life and work to share!!
- Organising fundraising and social events for the school and the pupils – parents/carers meet from time to time through the Lochardil Parent Council and Parent Forum to organise various social and fund raising activities. All parents/carers and staff are welcome to participate.
- Participation in Parent Focus groups to lead and develop aspects across the ELC & School where required.

5.2 LOCHARDIL SCHOOL PARENT FORUM/COUNCIL – appendix 2

All parents/carers of pupils at Lochardil School belong to the Lochardil School Parent Forum. Established in the school is a representative group of parents/carers, who have been elected and nominated by the Forum, and who meet regularly and are called the Lochardil School Parent Council. The purpose of the School Parents Council is to establish close links between schools and parents/carers, to represent parents'/carers' views and to organise social and fund raising events on behalf of the parents/carers e.g. the Councils' duties and functions include:

- Keeping in touch with parents'/carers' views and reporting to parents/carers;
- Encouraging links between the school and parents/carers;
- Receiving reports from the Head Teacher and the education authority and making representations to them;
- Taking part in the appointment of senior staff;

The names and telephone numbers of Parent Council Members are included in the information sheet at the end of this handbook. Meetings are open to the public, and dates, times, agenda of meetings and Minutes are available on the school Blog or through school bag mail on request. Correspondence should be sent to the Clerk of the School Parent Council, c/o Lochardil Primary School.

5.3 SCHOOL FUND

The Highland Council allocates an allowance to the school for everyday expenditure on books, jotters, stationery and supplies. The School Fund helps to meet the cost of additional expenses, equipment and activities that normally cannot be met by the local authority's funding.

Most income for School Funds comes indirectly from parents/carers. The main sources are, photograph sales, fund-raising events and family contributions for extra-curricular visits and events. School Funds subsidise the cost of a range of additional activities and resources to support Learning and Teaching.

We at Lochardil Primary also invite parent/ carer contributions at the start of each school year i.e. August, as a means of a one off contribution to avoid regularly asking for funds throughout the school year. This was reviewed with and agreed to continue by Parent Council.

School Funds are audited annually.

School Improvement

School Improvement and Report Plan

Lochardil Primary School report is available on request at reception and on our Blog at <http://lochardilprimary.org.uk>

Our priorities are summarised and displayed throughout the school building. We welcome regular opportunities to engage with parents/ carers, usually through the model of exit polls, dialogue, and questionnaires, and with our community on our progress and development.

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

A list of local authority policies be accessed e.g. on the school's website. [Authority Policies](#)

6. PUPIL WELFARE

6.1 INFORMATION, ENQUIRIES AND VISITS TO THE SCHOOL

The school Blog <http://lochardilprimary.org.uk> , official Facebook page 'Lochardil Primary School', school newsletter, and school bag mail are our main modes of communication. These are a response to the needs and wishes from our parent forum. We also operate a group email and a text service.

The Blog contains comprehensive information about the school including the prospectus, term dates, forthcoming events and school meal menus.

The school telephone information service, accessed by dialling the Highland Council number **0800 564 2272** and entering the school's access code 04 2500, gives up to date information on times of forthcoming events and holiday dates. Notice will also be given on this service about closure of the school because of adverse weather conditions, and the status of events like Sports Day.

In addition, general enquiries can be made by phoning or calling at the school office. Parents/carers seeking a place for their child in the school are welcome to visit the school by appointment. Parents/carers are encouraged to contact the school about welfare issues and anything that is important for the wellbeing of the pupils. Class teachers will share their preferred method for contact with you to ensure positive partnerships and open communication is in place. A member of the senior management team can be contacted if you feel you need further support, where a telephone appointment or meeting can be arranged with the relevant person.

Complaints Procedure

In the first instance, if a parent has any concerns they should contact the class teacher, then a member of the leadership team or Head Teacher. 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 our Care & Learning Manager (South) Fiona Shearer on 01463 702074

Care & Learning Office

The Highland Council

Headquarters

Glenurquhart Road

Inverness

IV3-5NX

Complaints will be investigated and any recommendations or requirements will be communicated with the Head Teacher.

- **Parentline:** <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 Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or public.transport@highland.gov.uk.

6.2 SCHOOL TIMES – TERM DATES are noted on appendix 2

The school day:

Early Learning and Childcare (Nursery) 8am – 5.45pm

(Government funded 1400 hours per year or 30 hours per week are offered as parental choice in partnership with our centre capacity, with the option to self-fund additional hours if available)

Primary 1 - 3	9.00am - 2.45pm	Break 10.25am-10.45am	Lunch	12:15pm – 1:10pm
Primary 4 - 7	8:50am – 3pm	Break 10.30am-10.45am	Lunch	12:25pm – 1:20pm



We currently offer flexible provision of hours for Early Learning and Childcare for 3 & 4 year olds and eligible 5 year olds, as per Highland Council recommendation and guidance. We offer care (Breakfast) for pupils from ELC to P7 from 8am, and aftercare until 5.45pm. Costs for this currently are as per Highland Council policy i.e. £4.70 for Breakfast, £4.70 per hour for any ELC hours in addition to the funded 30 hours for 3 & 4 year olds, £4.70 per hour for P1-P7 pupils attending OoSC, or £12.47 for over 2 hours OoSC. Please note these prices are subject to change for next session so please check before booking.

6.3 ATTENDANCE AND ABSENCE

Contacting and accessing the school & ELC

Telephoning the school

The telephone system will have 3 options to choose from:-

Option 1 – Report an absence. Please leave your child’s full name, class, your relationship to the pupil and the reason for absence (sickness, cold etc.)

Option 2 – Speak to a member of staff in Early Learning & Childcare

Option 3 – Speak to the school office

If you wish to speak to someone in the canteen regarding lunches, payments etc, please contact the School canteen direct on 01463 714931.

Access to Early Learning & Childcare (ELC)

The security gate now has two buttons – one for the school and one for access to ELC after 4.30pm. Monday to Thursday and after 3.30 p.m. on a Friday.

Good attendance is vital if pupils are to achieve their full potential. Registration takes place twice daily, morning and again after lunch, electronically using a system called SEEMiS. If your child is absent it is important to **contact the school** by phone, (01463) 230250, on a daily basis **before 9.15am** to inform us. In line with Highland Council Policy, if we do not have any prior reason for a child to be absent from school, the school’s ‘Three Day’ policy for unexplained absences will be deployed. This means that the following procedures will be very strictly followed:

DAY 1: First day of unexplained absence of pupil

The school will endeavour to make contact by telephone with 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 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. 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, we 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. If a decision has been made to contact the police, our Area Education Manager will be notified.

A note, explaining the reasons for absence should also be given to the class teacher on return. Forewarning of absence for medical appointments is appreciated. Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc., pupils need to bring with them a note from parent or guardian. Pupils must report to the school reception, be collected by an adult and ‘sign out’. If returning the same day, they must report again to the reception and ‘sign in’. Medical and dental appointments should be made out with school hours where possible.

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.

Apart from illness, absence from school should be kept to a minimum and parents/carers should not, in normal circumstances, take a child away from school for holiday and social purposes. Any holiday absence will be noted as an unauthorised absence. As per Highland Council policy, we strongly advise not to holiday within term time.

We follow the Highland Council advice on all illnesses. Children, who are unwell, should be kept at home until they are fully recovered and ready to cope with school again. A copy of the NHS Guidelines on Infectious Diseases and recommended return timescales can be found in appendix 5. We strictly adhere to the 48 hour return rule following any vomiting or diarrhoea related illnesses.

EMERGENCY CONTACTS – It is vitally important that the emergency contacts for each pupil are kept up to date in the event of a child having to be sent home due to illness or accident in school or school closure. The school will request updated information at the beginning of every school session and may ask that you check details again during terms 2 & 3 when winter weather can cause school closures – see sections 6.8 Illness or accident in school and 6.14 Adverse Weather Conditions and School Closures.

6.4 CHILDREN’S POSSESSIONS AND LOST PROPERTY

All property **MUST** be **clearly marked with the child’s name** - otherwise they are unlikely to be identified if lost. Please note that the school cannot be held responsible for money or valuables that are brought into school. We therefore ask that valuable personal possessions are left at home. Children should bring any money in an envelope, marked with the purpose and the child’s name and class, and hand it over to the teacher when they come in to school in the morning. Any lost property which can be identified will be returned to the child before the end of the school day. Lost property can be located in the front reception area (down the ramp) and in clearly labelled category boxes.

6.5 SCHOOL MEALS AND MORNING SNACK

As a Health Promoting school we encourage pupils, staff and parents to think about healthier lifestyles. Healthy living is a regular theme in classes. We aim to achieve our 2 hour P.E. provision and have an active JRSO continuing to work on a School Travel Plan to promote safe and healthy routes to school. Staff and pupils participate in health promotion activities and we use our Rights as a focus to encourage a healthy and happy community. A daily, Healthy Morning Snack of milk (or water), fruit and toast is available at break. As part of health promotion all our pupils are offered this at a cost.

School Meals **cost £2.30** for ELC pupils and P4-P7 and should be paid online in advance using your child's unique code which is available from the school, http://www.highland.gov.uk/info/878/schools/9/school_meals/2 Printed dinner envelopes can be collected and posted at the main reception door, if you have to pay by cash on occasion. All ELC - P4 children are entitled to a free school meal. This Scottish Government funded initiative will entitle all Primary 1 to 4 children to a free school meal at lunch time only –you will still need to provide your child with money for any other service provision in school. The meal is completely optional and all the choices provided are healthy and nutritious and meet all the requirements of the Scottish School's Health Promotion and Nutrition Act. A termly meal planner is issued and this can be found on our blog and through the Highland Council website. It is subject to change at times which you will be informed on.

As part of promoting health, the menus are balanced and varied with plenty of healthy options. Every day there is also a choice of vegetables and salad, yoghurt, milk or water, fruit and bread.

Special diet, food allergies – If your child requires a special diet for health reasons, please complete the Special Diet Food Allergy form available from the school office. This will be considered by the Head Teacher and cook, and needs best met.

Children of families receiving benefits may qualify for free meals.

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

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

Application forms are available from the school and should be submitted to the Inverness **Area Education Office, Headquarters, Glenurquhart Road, Inverness.**

6.6 PACKED LUNCHES IN SCHOOL

The Highland Council has drawn up a set of guidelines in order that certain standards of health, hygiene and safety are maintained.

1. All food must be carried in a semi-rigid container with a secure lid. e.g. Tupperware, ice-cream containers or similar. Containers should be clearly marked with the name of the pupil,
Packed meals must be consumed in the area allocated within the school building
2. Glass bottles or containers are not permitted under the Health & Safety Regulations.
3. Vacuum flasks containing hot liquid are not permitted because of the danger of scalding.
4. Fizzy drinks in cans or bottles are not permissible because of the obvious dangers these present.
5. Water jugs will be available in all dining areas.

In addition, the school has drawn up suggestions for packed lunches based on advice from the School Meals Nutritionist. We also ask you to adhere to our NO NUTS policy due to a number of our pupils and staff having severe nut allergies. We aim to minimise risk, and by avoiding nut and nut products, we hope to keep all our pupils safe.

Any child wishing to go home for school lunches should indicate this to their class teacher during registration in the morning. They then sign out at the front office when leaving for home lunch and must sign back in on return. P1 & P2 pupils must be accompanied by an adult during these times.

6.7 NHS Dental School Team

A dental team visits the school to carry out dental checks for P1 & P7 pupils. They can offer support to pupils and parents/ carers on the importance of dental hygiene. Childsmile support ELC and P1 pupils.

6.8 ILLNESS OR ACCIDENT IN SCHOOL

If a child becomes unwell in school or is seriously injured, the parents/carers are immediately contacted. It is, therefore, very important that parents/carers keep the school informed of their emergency contact arrangements for such eventualities – see section 6.3 Attendance & Absence at school. **Please note that pupils should not attend school for 48 hours after the last bout of sickness or diarrhoea.** Our First Aid trained PSAs will also send home a short note if your child has received first aid, just for information.

All national guidance on Covid-19 is adhered to and our risk assessment is in line with the latest Highland council position statement. If your child displays any of the Covid-19 symptoms you will be contacted immediately.

6.9 HEALTH AND MEDICAL ARRANGEMENTS

The School Nurse team visit the school and advise on the health of the children.

Parents/carers are asked to keep the school informed of any relevant details concerning their child's health.

The School Nurse is available for advice on health problems and can arrange, if required, a home visit. She can be contacted by phoning 01463 702296.

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.

Minor injuries

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

6.10 SAFER ROUTES TO SCHOOL

The school promotes the "Safer Routes to School" initiative and we encourage pupils and families to walk and cycle to and from school. The school supports the work of the Junior Road Safety Officers and promotes "safer routes" by Road Safety instruction and Bikeability courses, the improvement of facilities for bicycles in school, and the improvement of safe routes to school through the community. This also includes the **practice of safe parking in and around the school. The car park is for staff use only with the exception of blue badge holders. Parking permits are available for special circumstances at the Head Teacher's discretion if required. Please ask at reception for details. Parents/carers should park safely away from the school entrance.**

Cycling to and from school: - It is, of course, the responsibility of parents/carers to see that their child's bicycle is safe and to decide whether their child is mature enough to cycle on the open road. In making a judgement about this, parents/carers should take into account the fact that children under the age of nine have not fully developed their perceptive abilities, are unable to properly judge the speed of traffic and to recognise potentially dangerous situations. It is for this reason that Road Safety Officers do not consider any child of nine years of age "ready" for cycling proficiency instruction and to be fully competent to cycle on roads with traffic. Those pupils, who do cycle to school, are asked to be particularly careful when arriving and leaving the school. Cycle helmets must be worn at all times.

6.11 PROTECTION OF CHILDREN

The Child Protection Co-ordinator here is Mrs A. Kellacher or Ms O. Melville in her absence.

At Lochardil Primary we take the care, welfare and protection of our children very seriously. All children have the right to feel safe, within a nurturing environment that promotes inclusion and achievement.

Copies of Child Protection policies are available from our front reception or online at http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/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.

A copy of our Child Protection handbook is also available.

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

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

Data policy

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

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

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

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here:

https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

Why do we need your data?

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

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

Your data protection rights

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

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

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us. Further information can be obtained from

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

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.

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.

Access to Pupil Records

The Pupils' Educational Records (Scotland) Regulations 2003 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.

6.12 TECHNOLOGY IN SCHOOL

ICT refers to forms of technology that are used to transmit, store, create, display, share or exchange information by electronic means. This broad definition of ICT currently includes such technologies as media, telecommunications, and computer hardware and software; it also includes equipment and services associated with these technologies, such as videoconferencing, email and blogs

Being skilled in using ICT is essential if children and young people are to be effective contributors able to communicate and interact on a global scale. Across the curriculum, skills in ICT will be developed in the context of the learning and teaching as appropriate to the child or young person's maturity. All teachers, in all sectors, in all departments and in all settings, have opportunities to apply, reinforce and extend ICT skills within and across curriculum areas to equip children and young people with the learning and employability skills required for the 21st century.

Guidance on Mobile Phone Safety

Owning a mobile phone for the first time can be very exciting and be seen as a step towards independence. As newer mobile phones become highly developed and internet accessible, they are more akin to a personal handheld computer which is constantly online, think about the same kinds of risks you would talk about with your child as if you had purchased a mini computer with integrated webcam.

Research reported by the BBC has indicated that there is an alarming increase of instances of young people receiving unwanted images / texts or sending inappropriate images of themselves. Using phones in this way has become known as 'sexting', which is defined as 'the act of sending sexually explicit images, videos or messages electronically'. There are also future implications for young people who may not know that they could be breaking the law by receiving or sending such images. They also may be unaware that images may be circulated far and wide without their permission or knowledge.

Reference – BBC Reported News Research www.bbc.co.uk/blogs/technology/2009/12/sexting_teens.html

What can I do to keep my child safe?

In purchasing a mobile phone, discuss firstly what your family boundaries might be, financially, insurance, theft and appropriate usage. This also may include not sharing their number with strangers or posting it on social networking site

profiles. All parents and carers should be aware of the following: **In order to be eligible to sign up for Facebook and other social networking sites, users must be thirteen (13) years of age or older**

Keep lines of communication open with your child to ensure that they are not afraid to tell you if they have received an image or are being pressurised to send any inappropriate photos of themselves. Remind them to report any images they receive to yourself or an adult they can trust. The Child Exploitation and Online Protection Centre (CEOP) Report Abuse Button is a way of them finding out about how to report concerns too. The CEOP Report Abuse button can be found at www.thinkuknow.co.uk and on many social networking sites.

Remind them to switch off location devices such as Bluetooth® and maps that automatically update where they are. However, some parents may wish, at certain times, for these devices to be kept switched on so that a young person could be located in emergency situations. Keeping Bluetooth® switched off keeps the device safe from receiving unsolicited images or videos. To prevent unauthorised use it may be advisable to use a password pin to unlock the phone to activate.

Remind them of the future consequences of pictures or text messages that can be widely distributed without permission or knowledge only to embarrassingly re-surface at a later date!

Mobile phone theft is often opportunistic and it is wise to remind them that they should not leave their phone in full view unattended. Each Highland secondary school will also have a policy on using mobile phones and this should be adhered to.

Remind them of street safety; it is important to be extra careful when walking, running, crossing roads or riding a bike whilst using music players on mobile phones, browsing the internet, chatting or texting.

What is the law regarding images and 'sexting'?

The future costs for children who find themselves the subject of a Police investigation are potentially severe. They may find themselves charged with offences under the Civic Government (Scotland) Act 1982 in relation to making, possession and distribution of indecent images of children.

Ultimately this may lead to them finding themselves convicted of a serious sexual offence and placed on the Sex Offender's Register.

What about Cyberbullying?

Being targeted by Cyberbullying, which is the use of mobile phones or technology to deliberately upset someone can be very distressing. If your child receives abusive calls or messages, it is important that they do not respond. They should report this to a parent / carer, trusted adult or teacher rather than delete the message so that evidence is kept. Cyberbullying may also involve recording/videoing events without permission and uploading them to the internet, videoing events on mobile phones may also be a good discussion point with your child.

Where can I find further help or advice?

The Child Exploitation and Online Protection Centre (CEOP) has a dedicated website that is for all children, young people, professionals, parents and carers. www.thinkuknow.co.uk

Childnet International www.childnet.com advice and guidance and a specific section called 'Know it All' advice for Parents and Carers.

General mobile phone advice and safety www.mobilephonesandsafety.co.uk

Also, check with your preferred mobile phone service provider, they may have further advice and guidance on specific networks and internet access.

What should I do if I am concerned about a child?

Tell someone what your concerns are - speak to a teacher, a doctor, a social worker, a police officer or school nurse.

Emergency Child Protection Line - telephone 01463 703488

Parentline <https://www.children1st.org.uk/>

6.13 PHOTOGRAPHY IN SCHOOL

Photography in school has an important place to record events for sharing, and providing parents/carers and the school with mementos and records of occasions. We follow Highland Council photography guidelines (available on request).

In seeking to achieve a balance between the wishes of our families to have a record of their children performing in such events as school concerts and concerns over the potential misuse of images of children and young people, the following practices will be adhered to in Lochardil Primary: -

- Where practical, arrangements will allow photographs to be taken by parents and other guests attending school sports, concerts and similar events. Parents are not required to comply with the Data Protection Act when taking photographs of their own children, for their private use, at an organised event. We do ask images including children other than your own are not shared on social media.
- We will write to parents seeking confirmation that they agree to the filming or photographing of their children for school related projects and activities. This will be in the form of a permission slip for each school year.

- The use of recording equipment during shows is disruptive and we will arrange for an official record to be made of activities/events which are considered appropriate and practical for recording purposes. A copy of this official record will be made available to parents if appropriate and we may charge for copies. In these circumstances “unofficial” filming/photography is discouraged.
- Where parents refuse permission for filming/photography, pupils should still have the opportunity if they wish of being involved in the event/activity for example through having a “backstage” role in a school production. Where pupils do not wish to be involved then an alternative activity will be identified.
- When adding pupil photographs to school internet sites we follow Highland Council guidance and ensure appropriate parental consent in place. http://ntintra1/educ/ict_unit/internet_e-mail/internet_e-mail.htm
- A professional school photographer (Tempest) will photograph the children each session (with parent/carer permission) – either individually/family groupings or class.

6.14 ADVERSE WEATHER CONDITIONS AND SCHOOL CLOSURES

Parents/carers should advise the school of an alternative address which may be used by their children in such emergencies.

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Education Authority encourages full attendance at school but in severe weather conditions the safety of pupils is much more important. Parents and pupils are often concerned that important examinations may be missed, but this should not over-ride good judgement. Schools normally make alternative arrangements for missed examinations.

The school updates its procedures for adverse weather closure annually. Procedures for informing parents of school closure -

- **parents** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies.
- **the school** will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather.
- **the school** will post on the school blog any relevant information and also leave a voicemail message on our weather line.
Adverse Weather Phone line - 0800 564 2272 Lochardil Primary Pin No – 04 2500

The school closures website will also be updated with information for individual schools.

www.schoolclosures.highlandschools.org.uk

When weather conditions are poor: -

Local radio stations issue news and weather bulletins on traffic conditions and school closures. Transmissions may not cover all households and may be subject to re-scheduling but should be helpful. Parents are advised to remain “tuned in” to ongoing road weather, or school information updates.

Moray Firth Radio - www.mfr.co.uk

Morning bulletins will be at **7.10, 7.40, 8.10 & 8.40am** and will also include local information on weather, roads and conditions affecting schools. In severe conditions normal programmes will be interrupted more frequently to carry emergency bulletins.

BBC Radio Highland

Update Bulletins 6.30 am 7.30 am 8.30 am 12.30 pm 4.30 pm 5.30 pm

In extreme conditions, Radio Highland will interrupt Radio Scotland transmissions (usually on the hour), to carry emergency bulletins.

Please do not telephone local Radio for advice but listen to appropriate broadcasts.

The Highland Council Website, Facebook and Twitter

The Council’s **Facebook** page at <https://www.facebook.com/highlandcouncil> will show updated posts on the latest news of school closures and weather related problems

The Council’s **Twitter** page at <https://twitter.com/HighlandCouncil> will list Tweets of the latest news of school closures and weather related problems

For pupils using school transport

- Parents should note that the final decision on whether it is safe to operate rests with the driver of the school transport vehicle. Therefore, there may be occasions on which a school is open but some routes, or parts of routes, are unable to operate.
- Parents should advise their children on how long they should wait at the pick up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal “pick-up” time.
- Morning journeys may be delayed by an hour if road conditions are unsafe at the normal journey time but have improved within the hour. Before pupils return to a pick up point parents should check the schools telephone information line for

updated messages from the Head teacher. Please note that for some routes the transport operator may contact the parent directly.

- Drivers are advised not to drop off children where there is a risk that they may not safely reach home or other place of shelter. This may involve children being taken to an alternative place of safety, agreed in consultation with the school.

Lochardil Primary School



We look forward to welcoming you and your child/children to Lochardil Primary and hope you all enjoy being part of our school community.

We hope this handbook will be useful to you as you look to enrol your child in school.

We continue to improve the content and appearance of our handbook with the aim to convey our information in a user friendly and appealing way.

We very much appreciate your views on any content you feel should be included to ensure your child gets the best start and that you as a parent/ carer are fully informed. Please do not hesitate to get in touch if you have any further queries or comments, we will be delighted to talk them through.

Thank you.

Mrs A. Kellacher Head Teacher

** Whilst information in this handbook is considered to be true and correct at the date of publication – November 2021, changes in circumstances after the time of publication may impact on the accuracy of the information. **

Appendix 1

Term Dates

Session 2021 - 22

Autumn

Autumn term starts – 17th August 2021

Autumn term ends – 8th October 2021

Winter

Winter term starts – 25th October 2021

Winter term ends – 22nd December 2021

Spring

Spring term starts – 6th January 2022

Mid Term – 21st & 22nd February 2022

Spring term ends – 1st April 2022

Summer

Summer term starts – 19th April 2022

Summer term ends – 30th June 2022

Public Holidays

May Day – 2nd May 2022

Queen's Platinum Jubilee - 3rd June 2022

In-service days

16th August 2021

13th September 2021

14th September 2021

23rd February 2022

5th May 2022

Session 2022 - 23

Autumn

Autumn Term starts – 16th August 2022

Autumn Term ends – 7th October 2022

Winter

Winter Term starts – 24th October 2022

Winter term ends – 22nd December 2022

Spring

Spring term starts – 9th January 2023

Mid Term – 21st & 22nd February 2023

Spring term ends – 31st March 2023

Summer

Summer term starts – 17th April 2023

Summer term ends – 29th June 2023

Public Holidays

May Day – 1st May 2023

In-service days

15th August 2022

12th September 2022

13th September 2022

22nd February 2023

Appendix 2

Parent Council

Parent Forum and the Parent Council

The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parental representation in all schools. Since August 2007, all parents are automatically members of the Parent Forum for their school and they have a right to establish a Parent Council to represent them.

The membership of the Parent Forum is made up of all parents who have a child at an education authority school. Membership of the Parent Forum allows parents to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents. One of the ways parents in the Parent Forum will be able to express their views will be through the Parent Council.

The Parent Council is a group of parents selected by members of the Parent Forum to represent all the parents of children at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views.

The types of things a Parent Council could get involved in include:

- Supporting the work of the school
- Gathering and representing parents' views to the Head Teacher, education authority and HMIE
- Promoting contact between the school, parents, pupils and the local community
- Involvement in the appointment of senior school staff

Parent Council

Parent Councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect children's education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response. We would encourage any parents to get involved in the life of our school, become a member of the Parent Council and help our school be the best it can be.

Generally, members of the Parent Council must be parents of children who attend the school and the chairperson must have a child in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them.

Members of the Parent Council will bring knowledge from their own experience and personal views.

However, as parent representatives, they must also consider how they can ensure that the Parent Council presents a co-ordinated, collective voice through consultation with other members of the Parent Forum.

More information about the Lochardil Parent Council can be found under 'Parent Council' on the school blog. Check out the Education Scotland Parent Zone site for additional information:

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

We are also very fortunate to have parents within the Parent Council who volunteer to lead fundraising opportunities and experiences to foster community spirit i.e. fun events throughout the school year. Again, you can find out about their work and how to get involved by visiting the school blog. To donate to our school to raise funds all year, please support through our Easy Fundraising page

www.easypfundraising.org.uk/causes/lochardilpc where we can benefit from your online shopping.

Pupil Learning Council

We have an active Pupil Learning Council this year with all classes from P1 - P7 represented and contributions from ELC pupils. Their views and opinions are sought through meetings and help make a difference to various areas within the school. They work in line with our UNIkids group and Eco Committee to ensure the best for our school and young people. We value the voice of our young people and the power of their supportive actions for change to strive for improvement at all levels.

Appendix 3 – Exclusion criteria for childcare and childminding settings

Main points:

- Any child who is unwell should not attend regardless of whether they have a confirmed infection
- Children with diarrhoea and/or vomiting should be excluded until they have no symptoms for 48 hours following their last episode
- Children with unexplained rashes should be considered infectious until assessed by a doctor
- Contact a member of the HPT if required for advice and always if an outbreak is expected

Infection or symptoms	Recommended Exclusion	Comments
	1. Rashes/ skin infections	
Athletes foot.	None.	Not serious infection child should be treated.
Chickenpox (Varicella Zoster).	Until all vesicles have crusted over (usually 5 days).	Pregnant staff should seek advice from their GP if they have no history of having the illness.
Cold sores (herpes simplex).	None.	Avoid kissing and contact with the sore.
German measles (rubella).	7 days before rash and 7 days after.	Preventable by vaccination (MMR x 2 doses). Pregnant staff should seek prompt advice from their GP.
Hand Foot and Mouth (coxsackie).	None.	If a large number of children affected contact HPT. Exclusion may be considered in some circumstances.
Impetigo (Streptococcal Group A skin infection).	Until lesions are crusted or healed or 48 hours after starting antibiotics.	Antibiotics reduce the infectious period.
Measles.	4 days from onset of rash.	Preventable by immunisation. (MMR x 2 doses). Pregnant staff should seek prompt advice from their GP.
Ringworm.	Not usually required unless extensive.	Treatment is required.
Scabies.	Until first treatment has been completed.	2 treatments are required including treatment for household and close contacts.
Scarlet fever.	Child can return 24 hours after starting appropriate antibiotic treatment.	Antibiotic treatment is recommended for the affected child.
Slapped cheek/fifth disease. Parvovirus B19.	None (once rash has developed).	Pregnant contacts of a case should consult their GP.
Shingles.	Exclude only if rash is weeping and cannot be covered.	Can cause chickenpox in those who are not immune, i.e. have not had chickenpox. It is spread by very close contact and touch.
Warts and verrucae.	None.	Verrucae should be covered in swimming pools, gymnasiums and changing rooms.

<https://www.hps.scot.nhs.uk/resourcedocument.aspx?id=6606> for further information.