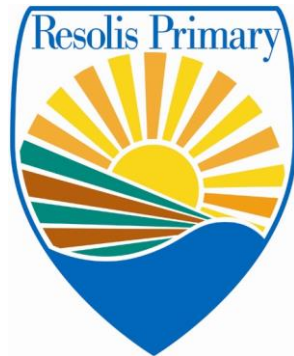


RESOLIS PRIMARY SCHOOL, BALBLAIR, DINGWALL, ROSS-SHIRE, IV7 8LJ.

Telephone No: 01381 622600

E mail: resolis.primary@highland.gov.uk

Website: <https://resolisprimaryschool.wordpress.com>



A very warm welcome.

At Resolis Primary School we aim to provide a safe, happy and exciting learning environment for all our children.

Our school catchment area includes the communities of Culbo, Kinbeachie, Cullicudden, Wester Brae, Newhall, Mount High with the villages of Balblair and Jemimaville, and the surrounding farms.

In our Nursery children make an excellent start to their school career, having lots of fun but learning lots as well.

Once in school our children have many exciting opportunities for learning. They also play an active role in decision making within Resolis and are all included in one or more of our Citizenship groups: Pupil Council, S.N.A.G, Eco-Council, JRSOs or Librarians. We have a lively and hardworking Parent Council who make a fantastic contribution to school life.

This handbook is designed to give you important information about Resolis Primary School. If there is anything within this booklet which you feel needs further explanation, or if you require any additional information please contact the school and we will be very pleased to help.

Jane Bentley
Head Teacher

Notes added in blue are as required from HC in response to Covid 19

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

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Resolis Primary School Aims



Everyone happy



Ready to change the World



Understand and like ourselves and others



Do things the Resolis Way



Have a love for learning



Everyone is equal



All welcome



Learn from your mistakes



Always aim high

Reviewed September 2017

2. STAFF

We are a three teacher school with 64 children currently on roll. Our nursery has a roll of 9 with three nursery staff.

Teaching Staff

Primary 1/2/3	Mrs E. Brown
Primary 3/4/5	Ms J. Bentley(<i>Head teacher</i>)/ Mrs D Agnew(<i>Management time teacher</i>)
Primary 5/6/7	Mrs K. Edgar
CCR teachers	Ms E. McCallum/Mrs D Angew
Recovery Teacher	M. R MacLennan

Nursery Staff

Early Years Practitioner	Ms K. Macdonald
Early Years Practitioner	Mrs T. Consterdine
Early Years Practitioner	Mrs K Macdonald

Visiting staff

Art	Mrs L. Dumitrescu
P.E.	Mr C. McIntosh
Strings	Ms J. Anderson
Woodwind:	Mr C.Delmonte
Chanter:	Mr D. Campbell
School Nurse	Mrs L Harper

Pupil Support Assistants

Ms. P. Hoyle
Ms. S. Jackson

Catering Staff

Cook	Mrs E Pocock
Assistant Cook	Vacany

Secretary

Ms C. Edees

Facilities Management Assistants

Mr R. Keen
Mr D.

3. SCHOOL DAY

P1 – P7 **9.00 a.m. - 10.40 a.m.**
 10.40 a.m. - 11.00 a.m. - Interval
 11.00 a.m. - 12.30 p.m. (Tuesdays 11.00am-12.00pm)
 12.30 a.m. - 1.25 p.m. - Lunch break (Tuesdays 12.00pm-12.55pm)
 1.25 p.m. - 3.15 p.m. (Tuesdays 12.55pm-3.15pm)

Nursery 9.00am - 3.00pm Monday-Friday

Many of our children **come to school on the bus**. These buses are not supervised by adult, other than the driver, so we expect our children to behave well whilst travelling and have an agreement for all children and parents to sign. **(Appendix 1.)**

We ask that children bring **indoor shoes** to keep at school, these can be trainers or pumps which can then double as indoor PE shoes.

4. COMMUNICATION AND PARENTAL INVOLVEMENT

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

At Resolis we believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. We aim to nurture these relationships by a healthy exchange of information between teachers and pupils, between home and school. Whatever the nature of any issue, you can be assured of our support.

The support of parents in their children's education is key to the success of our young people. Taking time with them, discussing work, helping them manage their homework and encouraging responsibility are important ways in which you can support your child's learning. The school always seeks to involve parents in any key decisions about their child's education and to keep parents informed about progress.

Useful information for parents about how to get involved with and support in your child's education, can be found at: <https://education.gov.scot/parentzone/>

We work hard to keep parents up to date with everything going on in our busy school. Our main methods of communication are the **Home/School Diary** and **bi-weekly Newsletter**.

These are available each week /every other week with a timetable including PE times, music tuition times and any specialist teaching etc. **The Home/School Diary** is also a very important channel of communication for individual class teachers to parents and vice versa. **We ask that parents look at it weekly with their child and sign it once homework has been seen and completed.** Parents are encouraged to update it with any important information eg: being collected by someone else/early etc. The **Newsletter**, issued every two weeks, shows the two weekly programme of school and after school activities, lists important dates such as Parent Council meetings and social events. It also reports briefly on what the children have been up to most recently.

The school holds **Parents' Evenings in November and March** when parents are invited to discuss their child's progress with the class teacher on an appointment basis. However, should any parent wish

to discuss their child's progress at any other time they should contact the school to arrange a suitable time with the teacher and/or the Head Teacher. Such discussions are valued and always welcome.

Curriculum afternoons are held regularly. These are informal invitations to families to come into school and try out some of the activities the children may have been involved in, see displays etc of children's work perhaps join a service or see a performance.

Each term your children will bring pieces of work to share with you in Language, Maths, Health and Wellbeing and one other subject. These pieces aim to give you, not only an idea of what your child is learning but also the progress they are making. The work will be accompanied by a sheet explaining the task and its context, what makes the work successful as well as a comment from both your child and their teacher, with next steps and how you can support your child at home to make progress.

There is a place for your comments also. This builds up over their school career into your child's **Learning Journey** as a record of progress made.

Towards the end of each session, parents receive a short **annual report** with a summary of your child's progress over the year.

If the class teacher is **concerned about any aspect of your child's progress** she will contact you to arrange a convenient time for a discussion to take place. These discussions are informal and are designed to find out how school and home can work together to help your child. Likewise, if you have a concern you are encouraged to contact school and arrange a time to talk with your child's class teacher. We have a range of policies that cover the way we treat each other in school; the main two being our Equality and Diversity Policy and our Positive Relationships and behaviour policy. These are available using the links below.

From time to time the school will hold **afternoon/ evening meetings or workshops** to explain various aspects of school work to which all parents are invited. The aim of these is to let parents know of any changes to the curriculum and give parents a better understanding of how we work with children in school and how to best support your child at home.

The school website <https://resolisprimaryschool.wordpress.com> is also a source of information for parents. It has the Newsletter, copies of Minutes from Parent Council meetings, the Annual School Report and Plan.

We are always very keen to gather parent opinion especially if we are introducing something new, to this end we often ask a question as part of parent's evening and all views are welcomed.

5. PARENT COUNCIL

One of the best ways to take an active part as a parent here at Resolis, is to become part of our Parent Council. Officers are elected each year and everyone is welcome to meetings. Parent Council meets once a term to discuss various issues connected with the school, the local community and to discuss fundraising. The minutes are displayed on the school website and in the area by the office where children are collected. This sessions officers are :

Chair:	Mrs Mel Phillips	mjphillipsconsultingltd@gmail.com
Vice Chair:	Mrs K Crawford	
Treasurer:	Mrs C Stewart	
Secretary:	Mrs J Watt	

Parent Council are a friendly and open group and always welcome new faces and new ideas. They

make a huge contribution to school life by fund raising, running family-friendly events and keeping everyone in touch with what's going on in and around school.

6. COMMUNITY INVOLVEMENT AND CITIZENSHIP

The school is an important part of our local community and we are keen to find out about our own area from the people within our community. We make use of the local environment where possible.

We try to involve the use of local ministers in our services such as Harvest, Christmas and Easter etc

We also encourage all our parents and wider family members to come into school on our open afternoons, for performances etc. These events all help to integrate the school into the community and enrich pupil experience.

We involve all pupils as widely as we can in the life of their school and local community.



*Commemorating
Armistice Day
2020*



*Our stall at the
Resolis Hall
Community Craft
Fair*



*Working with Cromarty Port Authority
on our annual beach clean*

To this end all Resolis Pupils are part of one of our Citizenship groups:

Pupil Council: Organise fund raising days within school, decide which local charities school will support through each session. They also organise the Christmas parties and encourage all pupils to make their views known on issues in school and promote pupil decision making.

Eco Council: Work hard to care for our school environment. They organise compost collection, make our environment look bright and colourful by planting and try and keep an eye on our energy use in school.

JRSO: Make sure we are safe on the roads. They organise competitions and give prizes as well as arranging 'wheelie days', road safety days and other good fun activities.

Librarians: Work in the Library area to teach all our children how to make best use of the library for work or pleasure.

Nature Detectives: This is the group made up of our youngest pupils in P1/2. They look after the grounds and make sure that we are all being environmentally friendly.



Our minibeast hotel

7. RESOLIS NURSERY AND TRANSITION TO P1

Resolis Nursery is an integral part of Resolis Primary School. The aim of the Nursery is to encourage

the early development of every child in as complete a manner as possible. To accomplish this the Staff provide varied and stimulating play and learning that is appropriate for the under fives, so that children can learn in their own way and develop as individuals at their own speed. Nursery staff always welcome parents into Nursery and arrange lots of opportunities for this including 'Stay and Play' sessions, planting sessions and parent workshops.

Children are entitled to a full year of Nursery education before they start primary school.

Therefore your child will begin a pre-school year in the August of the session during which he/she is four before the end of February.

Three year olds however, have three starting dates:-

- Children whose third birthday falls between 1st March and 31st August begin Nursery in Term 1 – August.
- Those whose third birthday falls between 1st September and 31st December begin Nursery in Term 3 – January.
- Those whose third birthday falls between 1st January and 28th February begin Nursery in Term 4 – March/April (After Easter)

Nursery Times: 9.00am - 3.00pm Monday-Friday

Early learning and childcare enrolment will take place week in February 2021



Before starting P1 parents will be invited to an **induction session** to let them know how we aim to introduce the Nursery children into P1. We try to follow similar approaches to Nursery in the first instance, but obviously school is different. A booklet will be given to parents about how they can help to prepare their children for Primary 1.

All the new P1 children have a P7 buddy who will help them initially with putting on and taking off shoes and coats at play and lunchtime. They will also engage our new children in games at play times. As part of transition the Nursery children spend time in the P1/2 classroom from Christmas onwards. Before that they will have had lots of informal times working and playing with their friends from P1/2. During our Transition Week in June the Nursery children spend their mornings in their new classroom, really getting to know new class mates, their teacher and new routines. Once children are settled in there will be a further meeting for new parents to answer any questions or queries you may have. P1 pupils are required to be in school full-time from the beginning of the session.

8. PRIMARY 1 ENROLMENT

P1 enrolment will take place in January 2023, (a specific date will be given when available) in preparation for commencement the following August. Parents of the children wishing to enrol are welcome to visit school. Further information about enrolment and relevant forms can be found at: http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

9. PLACING REQUESTS

Each school serves its own catchment area. **Pupils whose homes are located in our catchment will have priority in being allocated a place in the school.** However, parents have the right to specify the school in which they wish to place their child.

If pupils live outwith the school catchment area and parents wish them to attend Resolis Primary School, they can contact:

Jane Bentley,
Resolis Primary School,
Balblair,
Dingwall
IV7 8LJ

or phone: 01381 622600

or e mail: jane.bentley@highland.gov.uk in the first instance.

Applications are made to:
Area Care & Learning Manager
Highland Council Area Office,
84 High Street,
Dingwall,
Ross-shire.

Placing request forms can be obtained from:

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 with 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.

10. SECONDARY EDUCATION AND TRANSITION TO S1

Pupils from Resolis generally transfer to Fortrose Academy at the end of P7.

A number of events, during both P6 and P7, are designed to get children from all the Fortrose feeder primaries together. In the past these have included basketball, netball and football festivals, a P7/S1 disco, a ceilidh and fitness events. We also work very hard to build friendships through the P7 year such as the joint working with Cromarty and Culbokie Primaries on the annual Resilient Kids programme and a 4 day residential trip with Cromarty, Culbokie, N.Kessock, Munlochy and Tore Primary schools at Loch Insh Outdoor Activity Centre. All P7 pupils also attend '**Transition Week**'. This is a week spent at Fortrose Academy in June following their S1 timetable. During this week parents are invited to a Parent's Evening at Fortrose.

The Rector at Fortrose Academy is Mr G Maclean and can be contacted on 01381 620310

11. CURRICULUM AND ATTAINMENT

We aim to offer our children a wide programme of work through Curriculum for Excellence which acts as a secure foundation for future learning.

Further information on Curriculum for Excellence can be found on the Highland Schools' Website: [Highland Curriculum for Excellence information](#), and on Education Scotland's own website.

Curriculum for Excellence covers Literacy, Numeracy, Health and Well being, Expressive Arts, Social Studies, Technology, Religious and Moral Education, Science and Modern Languages.

12. LEARNING AND TEACHING

The teachers at Resolis will use a variety of methods when teaching. Sometimes they will teach the

children as a whole class or as individuals, but more likely the children will be in groups working on similar activities.

Teachers focus on active learning and teaching techniques which encourage pupils to become fully involved in their own development. Effective learning happens when there is active engagement. We encourage the children to discuss, do, think, experiment, make decisions and question. We aim for your child to develop a sense of responsibility for their own learning by reflecting, evaluating and giving and receiving quality feedback.

Pupils will work discreetly on most subjects across the year but some subjects will also be taught through an interdisciplinary approach. Subjects may be grouped together according to their relevance to a theme or topic to develop children's understanding of the links between and across subjects, to show how knowledge and skills can be transferred and to make learning more relevant and meaningful to pupils.

Children are given increasing opportunities, as they move through school to contribute to and take responsibility for their own learning. For example all children are involved in the planning of their interdisciplinary learning (topic) and older children take on increasing responsibility for the setting and reviewing of their learning targets.

Skills for Learning, Life and Work are an important element in the way we work and there is an increasing emphasis on ensuring that children recognise, not only the new knowledge they are acquiring, but also the skills which can then be applied across many areas and throughout life.

We try to make use of both outdoors and indoors when learning. Classes will make visits associated with their work and will be outdoors when appropriate. P1-3 have a Mucky Thursday each week developing resilience, confidence and problem solving. P7 children are able to go on a residential visit each year alongside other Fortrose Academy feeder primaries to encourage teamwork and promote new friendships leading into transition. P4-7 children are also given the opportunity to go skiing for two days every other year so developing new, or building on, skills; in sometimes testing conditions! All classes make use of the outdoors as a learning environment whenever possible.

Fun outdoors



13. MATHEMATICS

Mathematics plays a vital role in our everyday lives.

Within an active maths lesson our role is to:

- Assess learners and make constructive use of prior knowledge
- Choose appropriate challenges for learners
- Make the purposes of activities clear
- Welcome mistakes as learning opportunities rather than problems to avoid
- Challenge learners through effective questioning
- Help learners to make connections between their ideas
- Give feedback that moves the learning on
- Construct activities which enable staff and children to evaluate the learning that has taken place

Pupils are also encouraged to memorise their number bonds to 20 and multiplication tables as early as possible as this knowledge greatly assists with work throughout their school career. Much of the work to gain this basic knowledge is done through homework, which will require your support and encouragement.

We use the Curriculum for Excellence in Maths guidelines, Highland Numeracy Progression and Fortrose ASG Maths Continuum to plan and assess your child's work. These documents are available from school should you wish to see them.



How many ways can you count?



14. LANGUAGE

The ability to talk, listen, read and write are fundamental skills which will be used every day in all areas of the curriculum and daily throughout your child's life. Our goal is to nurture these skills through our day to day cross curricular activities as well as planning for specific outcomes. Again we make use of Curriculum for Excellence, Fortrose ASG Language Continuum and Emerging Literacy guidance to plan and assess. P6/7 children have the opportunity to develop an understanding of Gaelic – both the language and, through Feis who come into school for two blocks of 6 weeks each year, some idea of the cultural importance of Gaelic through songs and music. We also try to take advantage of any chances to have Gaelic performances etc in school.

Talking and listening

Talking and listening skills begin to develop before we are even born and are vital to all areas of communication and learning.

We encourage the children to develop these skills through group/class discussions and activities and by giving pupils a variety of opportunities to develop their individual skills through drama, class talks and school events. The children collaborate in planning activities and their own learning and are encouraged to ask questions, listen closely to answers given and respond appropriately. **Talking, singing, rhyming with to your child, modelling speech and engaging in conversation are absolutely vital in giving your child the best start you can.**

Reading

We use a range of materials to teach children to read, to promote fluency and understanding of their reading and to develop a love of reading that will be life-long.

Children read in small groups, based on their reading ability. They will read a wide range of genres over their time in Resolis including fiction and non-fiction, poetry and plays.

The youngest children and those who need more support will do reading activities daily with the class teacher or a trained support assistant.

All children read or work on reading based activities at least three times a week with their teacher or another adult. These activities will promote fluency, understanding and independence in reading.

If your child's teacher feels there may be a need for increased support in reading it will be discussed with you first of all. Then, with your agreement your child will spend time with our Teacher for Learning Support who may suggest the appropriate intervention if needed.

The very best way for children to become readers is for them to get the 'reading bug'. This largely happens at home, before children even arrive in school. **Children need to want to read; developing a love of books, having had books shared with them at home, is the best start.** Once in school children will bring a reading book home and they need to practice this book, as directed by your child's class teacher. When they do not have a book from school they still need to read, so having books on the go all the time at home is essential, even it is the same book over and over again!



Writing

The school teaches writing in a range of ways, always trying to link talking, reading and writing very closely. As one of our youngest pupils your child will be encouraged to 'write' on a daily basis. There will be particular tasks each week that all classes are set with writing eg: news or 15 minute writing tasks, as well as writing which is planned as part of interdisciplinary learning. As your child develops writing stamina so the length and complexity of these tasks will increase.

The children have spellings to learn each week, which will form part of their homework. There are activities planned around the spellings to teach them how to use their new words correctly within sentences, so grammar is taught in this way as well.

15. HEALTH and WELLBEING

Schools have a responsibility to help each child to develop personally, socially and emotionally. This is an aspect of Health and Wellbeing education which we believe to be extremely important.

Through our health education programme we will encourage children to think about their physical, emotional, social and mental health. The children will study a range of issues e.g. diet, fitness, hygiene, dental health, personal and interpersonal skills, mental health, sexual health, drug education, road safety, etc.

We hope that the children will:

- have a positive regard for the needs of themselves and others.
- develop skills to enable them to participate effectively and safely in society and take increasing responsibility for their own lives.
- identify and evaluate the values they and society hold and recognise that these affect thoughts and actions.

We try to develop each child's self-esteem which is so important if pupils are to benefit fully from their time in school. To achieve this we are positive with the children and praising their efforts and achievements and giving them next steps.

The children are encouraged to take a pride in themselves and their work and recognise the importance of relationships with others.

Our aim is also to develop knowledge and understanding of the wide range of health related issues so

that each child will be equipped to make informed decisions beyond school. From time to time people from outwith the school will be invited in to discuss some of the issues of health education with the pupils. These people may include :-

School nurse/doctor, Community dentist, Community police officer, Fire officer, Charity workers eg: S.S.P.C.C.

In P5/6/7 children cover Relationships and Sex Education through the RSHP program. This program includes discussion of relationships, sexual health, parenthood, gender and drugs awareness as well as issues such as cyber bullying and internet safety. Parents will be informed before this work begins and any materials used will be available for parents to see. Parents also have the opportunity to withdraw their children if they wish. Please contact school if this is the case.

16. SCIENCE, SOCIAL STUDIES AND TECHNOLOGIES

Science, the Social Studies of Geography and History and Technology activities will be taught discreetly and as part of interdisciplinary learning through topic work, in line with Curriculum for Excellence guidelines. Teaching staff ensure, through collaborative forward planning, that pupils cover a wide range of topics throughout the year and over the course of their time in Resolis.

We aim to use the local area and people within it as much as possible to emphasise the importance of learning about our own and other communities. It also gives lots of opportunities for pupils to see the kinds of careers available within and outwith the Black Isle so helping them to recognise the importance of education to their futures.



Testing our parachutes

Computer technologies are integral to the way we work in school. The children will use PCs, laptops, whiteboards and chrome-books as part of their everyday learning. They will use a range of programs and applications for research, presentations, to access reading material and for control applications. The children will use photography and video for recording theirs and the work of others, and will learn which programs and applications are most appropriate for given tasks.

17. EXPRESSIVE ARTS

The Expressive Arts are Art and Design, Drama, Music and P.E. Through Expressive Arts the school aims to develop pupils' creative abilities which are very important for a child's all round development. Through these subjects children can express their feelings and emotions and develop different skills than those offered by other curriculum areas. They will also learn to appreciate their own work, that of others and of experts. Specialist teachers are used to help to teach some of these subjects.

***We rock at
J Rock***

18. MODERN
Children at



LANGUAGES
Resolis begin to learn

French in Nursery and continue through to P7. In school, the initial stages involve very simple spoken vocabulary including greetings and responding to instructional language eg: sit down please. As children move through the school they will be answering simple questions, singing French songs and running through role playing situations in order to practise their French knowledge. Once in P6/7 the children will be writing simple French phrases and reading simple texts. At Resolis we also teach British Sign Language from Nursery through to P7.

19. RELIGIOUS AND MORAL EDUCATION

In Religious and Moral Education we aim to offer the children opportunities to develop a knowledge and understanding of various religions, investigate and understand the questions and answers that religions can offer about the nature and meaning of life and develop their own beliefs, attitudes and moral values.

As the culture and heritage of our society is traditionally Christian we aim to give children a secure understanding of Christianity whilst also making them increasingly aware that they live in a multi-religious, multi-cultural world. We will therefore spend time studying other world religions so helping children to understand why different peoples do things differently. By adopting this approach we hope that children will form their own beliefs but be tolerant and respectful of others.

Running along side this the children are engaged in a range of activities which help them to appreciate moral values such as honesty, liberty, justice, fairness and concern for others.

We try to include visits from faith communities through the year, and currently have visits from the Mr McLeod the Minister at Resolis Free Church and from Becky Richmond who works with Open The Book and is attached to Culbokie Church

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

20. 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. Further information about assessment and achievement can be found at:

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

At transition from Nursery to P1 the **Four Year Old Overview** is discussed and then passed onto to your child's P1 teacher, this will have been shared with you in a Parent Interview by Nursery staff. There is also a great deal of on-going discussion between Nursery and school staff before the new P1 children come into school.

As parents you will receive feedback on your child's progress through **Learning Journey Folders, school performances, curriculum afternoons, pupil reports and parent evenings.**

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress; it will also inform learning and teaching approaches, next steps and pupil targets. Assessments also help us decide on the best form of support that can be given to a child who may require it. If, at any time, you would like to enquire further about your child's progress please just contact school to make an appointment with your child's teacher.



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

Pupils will reflect on their progress, achievement and best work in their **Learning Journey Folder** each term and through Learning Conversations with their teacher. Their folder will contain a

piece of Language, Maths, Health and Wellbeing. There will also be work covering other curriculum areas depending on the Interdisciplinary Learning theme that term.

Children in P1,4, and 7 will undertake Scottish National Standardised Assessments (SNSA) each year. These are computer based tests. They aim to provide schools with comparative data about performance across the whole of Scotland and very specific data from our school. We will use this data alongside other assessments, to ensure all children are making appropriate progress and, where children are identified as needing support, we will put this in place.

21. SUPPORT FOR LEARNERS

All children need support to help them learn. Some children require more help than others at some points, or in some curricular areas. We follow **The Highland Practice Model** staged approach to assess, identify and support additional support needs. In this model every child has a 'named person' who is responsible for making sure that the child has the right help to support his/her development and well-being. **The named person at Resolis Primary is Ms Bentley – Head teacher.** Further information on the Highland Practice Model can be found at:

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

If class teachers think a child may need additional support we have access to a **Teacher for Learning Support** who is able to carry out assessments if appropriate. We liaise with outside professional agencies e.g. educational psychological services, speech therapy, etc. to enable all pupils to reach their potential. These agencies provide school staff with the information they need to differentiate work or put intervention programs in place to meet each child's needs.

Pupil Support Assistants work with the class teacher to carry out the agreed learning program for the pupils with specific learning difficulties.

The Support for Learning team's aim at all times is to work in partnership with class teachers, parents and pupils to facilitate successful learning.

Sometimes a **Child's Plan** may be put in place to help organise, monitor and regularly review your child's progress. Beyond this, for a child with complex and/or multiple needs, a **Co-ordinated Support Plan** may be required.

Further information about Child Plans and Co-ordinated Support Plans is available from:

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

and

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

If you wish to find out more about The Highland Practice Model, the Child's Plan or if you think our child may have additional support needs you can also access more information at **Support for Learners Website**: <http://enquire.org.uk/> and <http://forhighlandschildren.org/>

Sometimes a Children's Service Worker will be involved in supporting a child. A **Children's Service Worker** is often based within the local secondary school and will generally focus on 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 may have a concern that you don't feel is being addressed, or you may 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:

Ms Jane Bentley,
Resolis Primary School,
Balblair,
Dingwall
IV7 8LJ
01381 622600.

If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

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

Further information and support to parents of children with additional support needs is available at:

(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

At Transition to Secondary the P7 teacher meets with a member of staff from the support team in Fortrose Academy to go through, in some detail, the strategies that have made your child successful at Resolis. Together they will discuss the best ways in which to support your child on transition and through the first few terms at their new school. There will be lots of opportunities for all children to build positive relationships with pupils from other schools through the transition work detailed earlier. For children with additional needs we also ensure that they are able to make 'scouting visits' to Fortrose so they can get to know the building and meet some members of staff before they start. As a parent of a child with additional needs you would also be encouraged to visit the Academy yourself and meet with one of the Deputes and the support staff.

22. HOMEWORK

It is school policy to issue **homework appropriate to the age and ability of the pupil**. Not only does homework provide a disciplined approach to study, it also gives the parents an insight into the work being covered in school.

Homework allows children to practise and consolidate work that they have covered in class. It encourages them to take responsibility for their own learning, to put into practise some of the skills they have learned at school and to plan their time accordingly.

At Primary 1, 2 and 3 a child should spend between 10 and 15 minutes each school night on their homework in short bursts. By the time they reach **P6-7 most children should spend about half-an-hour** each school night. Parents are asked to supervise the work and to encourage the children to take a pride in their work. If it is not correct or neat the child should be asked to do it again. **Once completed parents are asked to sign the home/school diary to confirm that they have seen their**

child's homework.

23. POSITIVE BEHAVIOUR AND DISCIPLINE

A vital part of a happy and productive school are clear and agreed **Positive Behaviour and Anti-bullying Policies**. These are available on the school website or please ask at the school office).

At Resolis we try to support your child in a number of ways. We have assemblies every other week which look at an aspect of behaviour that will make us into people other's want to spend time with. These are our **Resolis Way Assemblies**, the children discuss these further in class and are encouraged to share them at home through their Home/School Diary. Certificates are given to those showing how to put the targets set into practice. We have a code of conduct for behaviour on the school buses as children travel unsupervised. (**Appendix 1**)



We are constantly striving to promote positive relationships within school and have implemented **Highland Council's Equality and Diversity and Anti-bullying policies** which can be found on the school website. See also Highland Council website for further Highland wide guidance on link below:

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

24. EXTRA-CURRICULAR ACTIVITIES

Although we are a small school, we offer a number of after-school clubs. This year these have included:

Football Practice on Mondays with Ms. Edees

Netball on Tuesdays and Thursdays with Ms. Hoyle

Hockey on Wednesdays with parent volunteers

On alternate years pupils in P4/5/6/7 have the opportunity to go on a two day ski/snowboarding trip. P7 have the chance to attend a four day residential visit to alongside other Fortrose Academy feeder Primaries. This promotes smooth transition and gives all pupils the opportunity to undertake high quality outdoor education.

25. SCHOOL IMPROVEMENT

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

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

The School Improvement Plan and Report provides a record of the school's achievements over the year as do the school newsletters and website, which are also a record of pupils' wider achievements. This document is available for parents on the school website:

<https://resolisprimaryschool.wordpress.com>

Alternatively a copy can be made available from the school office.

This document is also accompanied by a **Standards and Quality Report** which details the improvements made through the School Improvement Priorities over the year, again this is available via the School website. It is also a standing agenda item at Parent Council meetings, so regular updates are available through the Parent Council minutes which are emailed directly to parents.

Information regarding our school's performance at local and national level can be obtained from:

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

The school was inspected in October 2017 and the report is available via the web link above.

Further information about school performance can be obtained through the link below

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

The school makes good use of **Pupil Equity Funding** to put in place programmes and resources aimed at narrowing the attainment gap between pupils who may be less advantaged than others. In the past session we have purchased Phonic based reading materials to support readers across the whole school, practical maths resources. We are currently working with our Numeracy Development Officer to embed different approaches to learning Maths, which although aimed at narrowing the attainment gap will be disseminated across the school as all teachers will be trained in using all new strategies.

26. SCHOOL AND AUTHORITY POLICIES

School Policies are available on request from the school office and are currently being uploaded on the school website for easier access.

A list of Highland Council Policies is available from:

[Authority Policies](#)

27. SCHOOL TRANSPORT

Please note that **transport is not a school responsibility**.

Any queries should be addressed to the

Transport Development Officer,

Highland Council,

Glenurquhart Road,

Inverness

IV3 5NX

or

public.transport@highland.gov.uk

At Resolis there is an expectation that children will behave appropriately whilst on the bus and there is an agreement that is signed by both children and parents. **(Appendix 1)**

28. ATTENDANCE/ABSENCE

Good attendance is vital if pupils are to achieve their full potential. **If a pupil is absent from school, a parent or guardian should phone the school before 9.30 a.m. on the first day of absence, on 01381 622600.** When returning to school after an absence, the parent or guardian must give written reason for the time absent.

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.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment parents must notify school and arrange for child to be collected at the appropriate time. Where at all possible, medical and dental appointments should be made outwith school hours.

If pupils fall ill during the day parents will be contacted and asked 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.

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

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

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

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

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

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

29. SCHOOL CLOSURE / ADVERSE WEATHER

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. Full attendance at school is expected but in severe weather conditions the safety of pupils is much more important.

The school updates its procedures for adverse weather closure annually, therefore:-

- **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.
- **A telephone service 0800 564 2272 will be updated for parents to access if the weather is inclement.** Resolis Primary School PIN number is **04 3300**, this must be entered when prompted. You will be given a message with regard to the impact of severe weather conditions on the school.
- The Council's website will also be updated with information for individual schools:

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

When the weather becomes threatening the buses generally leave early. Resolis Primary children who travel on these buses are allowed to return on them only if we have managed to contact each child's home. If parents cannot be contacted the child is kept in school until collected.

30. MAJOR INCIDENT

The school has plans for all types of emergency, a range of responses will be needed. These may include evacuation **to Resolis Free Church** or children to be held within school securely, depending on the type and level of emergency.

Fire practices are held at regular intervals.

31. 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. Under Highland Child Protection Committee Inter-agency Protection Guidelines, Education professionals must report such incidents to Social Work Services, which can lead to a joint Social Work/Police investigation. All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education service staff.

Copies of child protection policy guidelines are available from:

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

32. SCHOOL HEALTH CARE

The school health service sends out medical questionnaires to all P1 and P7 children.

Any parent who wishes to talk to a school nurse at other times can make an appointment. A school nurse calls on an annual basis to undertake hearing and sight tests.

Oral hygiene - a school dental inspection is carried out (with parents permission) for P1 and P7 pupils.

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. School has access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Parents would always be involved in discussions beforehand and this step would only be taken with full consent from parents and (where appropriate) the pupil themselves.

33. SCHOOL MEALS

As a Health Promoting school we encourage pupils, staff and parents to think about healthy lifestyles. Healthy living is a regular topic in classes. We value all the activities that make up a healthy and happy community.

For more information on school meals and to view school meal menus please visit:

[School Meals](#)

School Meals are free for P1-5 pupils and cost £2.30 for P 6/7 pupils. Free meals can be claimed for P4-7 children in certain circumstances, for information and application form see:

http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

At Resolis we provide a **healthy snack at break time** for those children who wish at a cost of 38p per day. This would normally be toast and fruit with a drink of milk, juice or water.

Children are welcome to bring a **packed lunch** to school but we ask that these **do not contain nuts, hot or fizzy drinks** and are in a separate carrier from your child's school bag.

If your child has a specific dietary need or in case of allergies please contact the school.

34. SCHOOL UNIFORM

A range of school uniform is available through the school. Order forms are sent out to parents annually. **The school uniform consists of a blue sweatshirt/fleece and a white polo shirt and grey or black trousers or skirt.** If ordered through school these items will bear the Resolis School logo. Each child should bring to school a change of footwear for indoors. Please label all sweatshirts, coats and shoes for ease of recognition. Children should have appropriate dress for PE: a pair of gym

shoes/trainers; a pair of shorts; a tee-shirt, which should all be labelled.

Please follow the link below if you think that you may qualify for assistance with costs of purchasing school uniform.

http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

35. COMMENTS AND COMPLAINTS

We hope you and your child will enjoy their time at Resolis and we welcome your comments or suggestions. General advice can be found on Parentline: <https://www.children1st.org.uk/help-for-families/parentline-scotland/>. However, we are aware that difficulties can occur from time to time and if you feel you have reason to complain then please follow the procedure outlined below.

You should **contact your child's named person, Ms Jane Bentley, by letter, telephone or e mail,** outlining your concern.

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:

Mr Derek Martin

Area Care and Learning Manager
Highland Council Area Office,
84 High Street,
Dingwall.
Tel no: 01349 868603.

Parents will be kept fully informed at each stage and will be invited to attend any meetings being held.

Disclaimer

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

For the most up to date information please see relevant websites and /or contact the school directly.

School Term Dates 2021-22

Dates may be subject to change

Autumn

- Autumn term starts – 17 August 2021
- Autumn term ends - 08 October 2021

Winter

- Winter term starts - 25 October 2021
- Winter term ends - 22 December 2021

Spring

- Spring term starts - 06 January 2022
- Mid term break - 21 and 22 February 2022
- Spring term ends - 01 April 2022

Summer

- Summer term begins - 19 April 2022
- Summer term ends – 30 Ju 2022

Public holidays

- Good Friday - 08 April 2022
- Easter Monday - 11 April 2022
- May Day - 02 May 2022

In-service days

- 16 August 2021
- 13 & 14 September 2021
- 23 February 2022
- 05 May 2022

Bus Contract

We expect that the behaviour of Resolis Primary children on the bus will be good, as I am sure you do. All the children know how to behave and we are not expecting perfection at the very beginning and end of a day, especially when no adults can be present to supervise. In order to try and ensure a safe and comfortable bus journey for all our children we have a bus behaviour contract.

This has been put together with the involvement of the older children who travel on the bus. All the children who use school transport will go through this with me to ensure they understand it and then will sign it to show they recognise the importance of good behaviour whilst travelling to and from school. The children will bring it home and share it with you. If you would then also sign it to show that you are supporting your child with their behaviour then return it to school please.

We will then have a system of rewarding the good behaviour and if children do behave inappropriately a letter will come home letting you know, your child will be spoken to in school and a sanction eg: stay in for some of break or a cut in golden time will be used. If the inappropriate behaviour persists we will ask that you come into school to discuss this with us.

We also have a system of 'Bus Buddies' – these are generally drawn from the P5,6,7. They monitor bus behaviour and may ask children to do the right thing but do not intervene otherwise with inappropriate behaviour, they come and tell someone in school who will then talk to those involved.

Resolis Primary School Bus Behaviour Contract

I travel on the bus to and from school each day with my friends, some of them are younger than me, some of them older but they all deserve a good bus journey. Our bus drivers also work hard to drive carefully and keep us safe and I need to help them to do that.

On the bus each I need to:

- Stay seated with my feet on the floor and my seat belt on until the bus stops to let me off.
- Talk quietly to the people closest to me and not shut up and down the bus.
- Treat people as I would like to be treated.
- Not to eat or drink on the bus as this usually leaves a mess for the driver to clear up.
- Be respectful to the bus driver and my friends.
- Encourage everyone on the bus to do these things.

Signed _____

I have shared this with my parents and they are supporting me to do my best.

Signed by parent _____

Appendix 2

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.

For ease please find form below detailing all the information needed and use this if your child needs medicine in school

MEDICATION IN SCHOOLS FOR PUPILS

Describe condition and give details of pupil's individual symptoms: _____

Medication: _____

Details of dose: _____

Method and time of administration: _____

Daily care requirements (e.g. before sport, dietary, therapy, nursing needs) : _____

Action to be taken in an emergency: _____

Follow up care: _____

Members of staff trained to administer medication for this child *(school will complete this area)*

I agree that the medical information contained in this form may be shared with individuals involved with the care and education of

(name of child)

Signed _____ **Date** _____
Parent or Guardian (or pupil if above age of legal capacity)

Highland Council Appendices

Employment of Children

The employment of children byelaws regulate the types of occupation in which children under school leaving age may be employed and other conditions of employment. For further information please see:

http://www.highland.gov.uk/downloads/download/19/employment_of_children

Highland Council Pupil Information and Data Policy

Access to Pupil Records

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

Data Protection Act 1998

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

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>

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland.

Further information about 16+ Data can be found here:

<http://hi-hope.org/directory/listing/16plus-planning>

Data policy

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

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

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

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here: https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

Why do we need your data?

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

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

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

Equality and Inclusion

For up-to-date information please see:

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

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

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

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.