



Tongue Primary & ELC

Handbook

2023-24



CONTENTS

1. School Information

- 1.1 Welcome
- 1.2 School Contact Details
- 1.3 Staff list
- 1.4 Visiting Specialist Teachers
- 1.5 Instrumental Instructors
- 1.6 Designated Child Protection Officer
- 1.7 Parent Council Chairperson contact details
- 1.8 Tongue Primary School
- 1.9 School Day
- 1.10 Pupils' Supervision
- 1.11 School Aims
- 1.12 Protection of Children
- 1.13 Policies

2. Parents/Guardians/Carers as Partners

- 2.1 Parents/Guardians/Carers as Partners
- 2.2 School Uniform
- 2.3 Lunch times
- 2.4 School Meals
- 2.5 Packed Lunches
- 2.6 Health Promoting School

3. Curriculum

- 3.1 Curriculum for Excellence
- 3.2 Religious Observance
- 3.3 Support for Learning
- 3.4 Progress
- 3.5 Health and Wellbeing
- 3.6 mental Health and Wellbeing
- 3.7 Educational Visits/Excursions
- 3.8 Assessment & Reporting
- 3.9 Homework
- 3.10 Specialists
- 3.11 Transitions
- 3.12 Committees

4. Additional Information

- 4.1 Term Dates
- 4.2 School Discipline and Positive Behaviour
- 4.3 Code of Conduct
- 4.4 Attendance /Absence
- 4.5 School Improvement
- 4.6 Administration of medicines
- 4.7 Minor injuries
- 4.8 Adverse Weather

5. New Pupils

- 5.1 New Entrants
- 5.2 Pre-school Enrolments
- 5.3 Placing Request – Parental Choice
- 5.4 School Transport/Placing Request Transport

6. Pupils with Additional Support Needs

- 6.1 Pupils with Disabilities
- 6.2 Additional Support Needs – Authority Policy
- 6.3 Equality and Inclusion

7. Military families

8. Complaints and Requests for Service

9. Data Protection

- 9.1 Access to Pupil Records
- 9.2 Data Protection Act 1998
- 9.3 Transferring Educational data about pupils
- 9.4 Data policy
- 9.5 Your data protection rights
- 9.6 Concerns

1. School Information

1.1 Welcome

Dear Parents and Carers,

I should like to take this opportunity to welcome your child to Tongue Primary School. We recognise that a child's years at school are among the most important of her or his life. At Tongue Primary School, we provide education of the highest quality, inspiring children to reach their full potential.

The whole school experience, in and out of the classroom, helps shape a child's future. We celebrate diversity of talent, background, ability and ambition. We aim to promote and maintain a positive ethos at this school and are confident that your child will be happy, safe and stimulated during their time here.

Relationships are very important at Tongue and parents play a critical role in supporting their children with their learning. We endeavor to establish a meaningful partnership with parents and pupils based on an atmosphere of mutual trust and respect. Home, school and community are powerful influences and by working together we can ensure that your child is given a well-balanced, varied and sound education. You, as parents, are invited to play an active role in your child's education and in the life of the school.

Tongue Primary teachers and staff are active in raising standards across the curriculum; we use a broad range of strategies and resources to promote continued success.

The purpose of this handbook is to give you as much information as possible about the school. It is however by no means exhaustive, so should you have any queries, please do not hesitate to contact us. Please feel that you can phone at any time to make an appointment to visit the school. You will be made very welcome.

Yours sincerely,

Mrs Katherine Van Voornveld
Head Teacher

2 School Contact Details

The Tongue Primary Community

Contact Us: Tongue Primary School Tongue By Lairg Sutherland IV27 4XL	Telephone: 01847 611208 Email: tongue.primary@highland.gov.uk Website: https://tongueprimary.wordpress.com/about-2/ Head Teacher: Katherine Van Voornveld Telephone: 01847 807010 Email: katherine.wood@highland.gov.uk Depute Head Teacher: Veronica Nicol Telephone: 01847 611208 Email: veronica.nicol@highland.gov.uk
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1.3 Staff:

Head Teacher	Mrs Katherine Van Voornveld
Depute Head Teacher, Primary	Mrs Veronica Nicol
Principal Teacher	Mrs Veronica Nicol, Miss Dee Roberts
P2-4 Class Teacher	Miss Dee Roberts, Ms Hilary Wilson
P5-7 Class Teacher	Ms Wendy Barclay (supply) Ms Hilary Wilson
Pupil Support Assistant	Mr Lyndon Sinclair
EYP	Miss Michelle MacKay
EYP	Miss Kaitie Nicol
Support Worker	Mrs Moira Ross
School Clerical	Ms Fiona Morrison
Principal Teacher Support for Learning	Mrs Renata Ilska
Cook	Mrs Isobel Macleod
School Janitor/Cleaner	Mrs Gez Sutherland
Active Schools Coordinator	Ms Rhoda Kennedy

1.4 Visiting Specialist Teachers

Physical Education	Miss Shona Comrie
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1.5 Instrumental Instructors

Unfortunately, we have no visiting Instrumental Instructors in Tongue Primary at present.

1.6 Designated Child Protection Officer

Mrs Katherine Van Voornveld
Mrs Veronica Nicol

katherine.wood@highland.gov.uk
veronica.nicol@highland.gov.uk

1.7 Parent Council Chairperson

Parent Council Chair
Parent Council Secretary

Mr Andrew Gordon varrich@gmail.com
Ms Wendy Wright

1.8 Tongue Primary School

Tongue Primary School comprises two primary classes and an ELC.

In the primary building, we currently have one P2-4 class & one P5-7 class.

In addition to the two classrooms, pupils and staff have access to the school hall/lunch hall, our multi-purpose 'middle room', extensive grounds and Tongue Village Hall, all of which are extremely valuable resources which help aid and support the teaching and learning for pupils.



Our ELC is a new, purpose built establishment with a playroom, kitchen, cloak area, office, disabled toilet and children's toilet & changing area. The ELC has their own enclosed outdoor play area. Pupils and staff also enjoy the use of the school grounds.

Campus

Tongue Primary & ELC is part of the North Coast 3-18 Campus, along with Farr and Melvich Primary Schools, ELCs and Farr Secondary School. As such, pupils are able to access a range of experiences and receive teaching input from specialist staff. While part of the cluster, Tongue Primary School continues to maintain its own unique identity and it is a core part of the local community.

Current School Roll

ELC	13 Pupils
Primary 2-4	14 Pupils
Primary 5-7	11 Pupils

Associated Secondary School

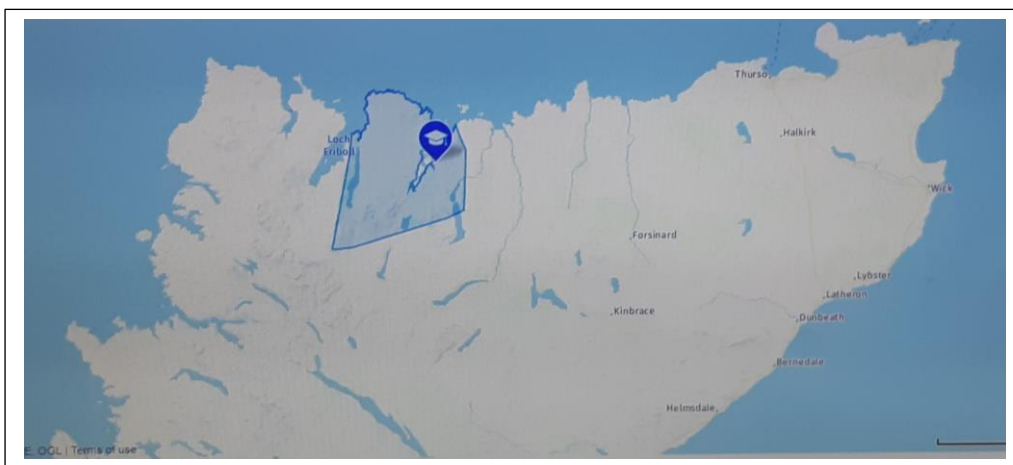
All pupils who attend Tongue Primary School will progress onto their secondary education at Farr High School.

Delineated Area

Each school within Highland Region serves a particular area known as the delineated area of the school. Children whose homes are located in the delineated area of a school will have priority in being allocated a place at the school.

Any parent resident out with the area who wishes to enroll a pupil must submit a placing request form available from the School Office or online. Further information can be found within the miscellaneous section of the handbook.

Delineated Area Map



New entrants

New entrants and their parents are welcome to visit the school or ELC. Parents of new ELC and P1 entrants have the opportunity to attend a meeting prior to pupils commencing school and pupils will have the opportunity to participate in transition events.

1.9 The School Day

ELC

Monday – Thursday
8.50am – 3.25pm

Friday
8.50am – 12.30pm

P1-3

Monday – Thursday
9.00am – 2.55pm

Friday
9.00am – 12.30pm

Morning Break:

10.45am – 11.00am

Lunch Break:

12.25pm – 1.15pm (Friday 12.30am)

P4-7

Monday – Thursday
9.00am – 3.33pm

Friday
9.00am – 12.30pm

Morning Break:

10.45am – 11.00am

Lunch Break:

12.25pm – 1.15pm (Friday 12.30pm)

1.10 Pupils' Supervision

Teachers can neither guarantee nor practically provide supervision before and after the normal school day. We would therefore ask that pupils do not arrive at school more than 10 minutes before starting time. Pupils transported to school by bus arrive at school no more than 15 minutes before starting time. This is in agreement with the education authority.

Children in the infant class who are not entitled to school transport, or who attend as a placing request, are expected to be picked up at 2.55pm, with the exception of Fridays (see above).

Children in the infant class who are transported by school bus will be supervised until their bus departs at 3.33pm.

Schools with a role of less than 50 pupils are not entitled to a playground supervisor. However, in Tongue Primary we strive to ensure that there is an adult outside during the mid-morning break and at the lunch break. Generally, this role is taken on by Mrs Nicol or, in her absence, our PSA. On rare occasions, it is simply not possible to have a staff member in the playground. In such instances, children are expected to continue to behave in a responsible manner but to let staff know immediately if something has gone wrong.



1.11 School Aims

Staff are currently revisiting our visions, values and aims with our pupils in conjunction with those of the other primaries within our campus. Following this, all parents/carers will be consulted which will allow ownership by all. Following this process, the Visions, Values and Aims shown below will be updated.

Our School Vision, Values and Aims

Within the North Coast Campus Primary Schools we strive to work together to create a safe and caring environment where all are valued & challenge and success go hand in hand.

Our Aims:

- To provide a safe, nurturing and happy learning environment where everybody feels welcomed
- To promote a love of learning through providing a range of fun and stimulating experiences and opportunities which help our young people develop enquiring minds and life-long skills
- To achieve the best outcomes for each of our children through working in partnership with our pupils, parents, staff and our wider community
- To ensure that everybody is included and given equal opportunities to join in
- To foster of sense of achievement in all that we do
- To celebrate cultural and social diversity so that everyone feels valued and respected
- To promote our children to take responsibility and to make informed choices
- To ensure the school community observes the rights of children, as set out in the UNCRC
- To foster an ethos of distributive leadership at all levels
- To behave in an environmentally responsible manner

What makes our schools special?

- We are all small schools with our own badges and uniforms
- We are part of a campus and sometimes staff from the high school come to work with us
- Our classes are small and multi-stage
- We get swimming lessons in the North Coast Leisure Centre
- Our schools are important within our communities
- Pupils and staff are always kind and help each other
- Everybody knows each other
- We have lots of special assemblies
- We feel safe
- Sometimes we get to choose what we learn
- Our teachers help us learn and are proud of us
- We are proud of who we are
- Our pupils are well-behaved when we go to places
- We are lucky to live in a beautiful part of the world with beaches, mountains and forests – lots of places to explore.

We will be reviewing our Vision, Values and Aims in session 22/23

Tongue Primary School has supportive and approachable staff who are committed to achieving excellence. The achievements and hard work of all are recognised, with individuals' opinions considered and valued. Staff recognise the value of a happy, safe and secure environment where children feel challenged in their learning, knowing it can be fun and with the understanding that it is good to ask questions and make mistakes. Staff and other professionals work as a team, offering support, openness and honesty. Children are encouraged to be active participants in their learning and in the life of the school, taking responsibility for themselves, their learning, and for various day-to-day aspects of school life. At Tongue Primary we provide a curriculum which promotes ownership of entrepreneurial learning, developing a sense of risk and a confidence in self, peers and staff. We continue to place literacy, numeracy and health & well-being at the heart of learning and we ensure there is an effective and appropriate assessment and reporting procedure which is supported by an effective system of record keeping and profiling.

1.12 Protection of Children

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

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

Copies of Child Protection Policy Guidelines are available from Mrs Nicol/Mrs Wood or online at http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

1.13 Policies

School policies can be found on our school website. These are developed with our pupils, staff, parents and other stakeholders.

The following link provides access to a number of Highland Council policies for schools which you may find useful: [Authority Policies](#)

2. Parents/Guardians/Carers as Partners

2.1 Parents/Guardians/Carers as Partners

In Tongue Primary School, we see ourselves as working in partnership with parents in the education of their children, working together to help each child to develop to the best of his/her potential.

The school welcomes the opportunity to develop close links with parents to encourage in each pupil a respectful and caring attitude towards others, a determination to achieve excellence in all areas of the curriculum and responsibility for their own good behaviour choices.

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

- ✓ Twice Yearly Parent Consultation Evenings
- ✓ Annual Progress Reports
- ✓ Termly Target Setting
- ✓ Regular Open Events (Covid permitting)
- ✓ Online profiles through Seesaw
- ✓ Monthly Newsletters

Newsletters or other letters often include a tear-off section or request an emailed response both of which we ask parents to carry out as soon as possible and certainly by the date indicated on each letter.

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

Homework diaries help parents to know what their children have been learning at school and how to support their learning at home. We encourage parents to sign the parent section but it is also very useful if parents comment to let us know how they feel their child got on with the homework.

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

Parental voice is obtained through questionnaires issued regularly. It is also gained at Parents evenings and through Parent Forums. Every parent is a member of the Parent Forum.

The Parent Council is a group of parents selected to represent all parents of children at the school and ELC. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting the Chair of the Parent Council, Andrew Gordon. All parents are invited to attend Parent Council meetings and we would encourage you to get involved, even if you do not wish to be an official office bearer.

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

You may also find the following Parentline link useful:

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

2.2 School Uniform

Pupils must wear school uniform for the following reasons:

- A uniform creates a level playing field, a sense of identity and common purpose.
- A uniform reduces some differences between pupils, thereby reducing some of the causes of isolation and bullying.
- A uniform improves the self-esteem of particular groups of pupils
- A uniform generates pride in personal appearance, encourages tidiness and discipline and improves the image of the school in the community.
- A uniform ensures that pupils are not under pressure to wear the latest fashions.
- A uniform improves security by making it easier to identify who does and who does not belong to the school, especially when out on trips.



The school uniform consists of the following items:

- Pale blue or white polo shirt
- Black, grey or navy trousers, skirt or pinafore
- Blue gingham dress for summer wear
- Navy cardigan, sweatshirt or fleece
- Suitable outdoor shoes
- Indoor shoes

Jumpers and polo shirts should contain the school logo and uniforms are available to buy online from the following website: www.highlandworkwear.com

Simply select 'Primary' then scroll down to Tongue Primary.

The school gym kit consists of the following items and all children are expected to wear their gym kit to all PE sessions:

- Black, grey or navy shorts or jogging bottoms
- White t-shirt
- Suitable footwear which are not day_outdoor shoes.

2.3 Lunchtime

The Highland Council generally operates a 'Cashless catering' system which utilises pupils' NEC cards. However, Tongue Primary will not have this system installed as it is anticipated that all pupils will receive free school meals within the next two years.

Once our pupils transition to Farr High School, they will become familiar with this system. For further details please see: http://www.highland.gov.uk/info/878/schools/9/school_meals/2

All primary pupils eat together in our canteen before enjoying free time in the playground. They have recently rewritten our canteen rules:

**Canteen Rules
Updated by P2-7
15th November 2022**

- 1. Wait quietly while Mrs Macleod calls people for their lunch.**
- 2. When we all have our lunch, everyone should remember to use their inside voice in the canteen.**
- 3. Finish your mouthful before you talk and chew with your mouth closed.**
- 4. No one will be dismissed from the canteen before 12.40pm.**
- 5. Pupils with a packed lunch should tidy away when finished and wait to be dismissed from the canteen by staff.**
- 6. Pupils having a school dinner should check with a member of staff before they put their dishes away and wait to be dismissed from the canteen by staff.**
- 7. All pupils should remember to push in their own chair when leaving the canteen.**

2.4 School Meals

The school lunches provided by the school catering service are designed to be well balanced, with a good selection of vegetables and fruit available: therefore, healthy choices are very much in evidence in all menus. The current price of a meal is £2.30 for pupils. Funded ELC pupils and pupils within P1-5 receive free school meals as part of a Scottish Government Initiative. If your child has special dietary needs, please inform the school. An online form will require to be completed before the school can begin to cater for your child. Until confirmation is received from the Highland Council, we would require that you provide your child with a packed lunch. The school will, of course, keep you up to date with progress of your application.

Free meals and clothing grants can be claimed in certain circumstances, for information and an application form please see:

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

2.5 Packed Lunches

We also cater for pupils taking packed lunches by providing seating and if required, a drink of water for them. Should children prefer packed lunches, we would ask parents to make these healthy by providing well balanced alternatives to chocolate biscuits, sugary drinks and sweets.

When providing fillings for sandwiches, parents should bear in mind that lunch boxes will be stored in the warmth of the school during the morning and may prefer to avoid meat fillings. Alternatively packing the lunch in a cool bag or including an ice pack in the box can help. Some children like to have

a warm, home cooked meal or bowl of soup. A good quality flask can ensure food is still piping hot at lunch time.

2.6 Health Promoting School

As a Health Promoting School we promote and encourage staff, pupils and parents to think about healthier lifestyles. We encourage healthy eating and would appreciate your continued support with this. Healthy snacks are available each day in the canteen during morning break time.

Our pupils are encouraged to be active during breaktimes. We do this by providing fun, energetic equipment and activities for their use.

Sometimes, our pupils prefer calm play during their breaks. Our pupil council select indoor toys to be used out of doors each break time. These include construction toys such as Lego or stickle bricks, jigsaws and even colouring in when the wind is not too strong! The outdoor classroom is an ideal place to relax while playing with these activities.

3. Curriculum

3.1 Curriculum for Excellence

The Curriculum for Excellence sets out values, purposes and principles for the 3-18 curriculum for all children and young people. It places children and young people at the heart of Scottish Education. The curriculum at Tongue Primary aims to ensure that our pupils become: successful learners, confident individuals, responsible citizens and effective contributors – the four capacities.

The curricular framework in which your child learns is arranged in the following way. There are six curricular levels:

Early:	The pre-school years and P1, but later for some
First:	P2, P3 and P4, but earlier or later for some
Second:	P5, P6 and P7, but earlier or later for some
Third and Fourth:	S1 to S3, but earlier for some
Senior Phase:	S4 to S6 in school/college/other type of study until the age of 18

The curriculum is made up of experiences and outcomes necessary to pupils' development within the following areas:

- Literacy & English
- Numeracy & Mathematics
- Health and Wellbeing
- Social Studies
- Science
- Technologies
- Religious and Moral Education
- Expressive Arts

Benchmarks are offered within all areas which provide a guide for planning experiences for the children.

All experiences, outcomes and opportunities provided for our pupils are designed to build on pupils' skills for learning, life and work. We regularly hold learning conversations with our pupils to help enhance and aid the understanding that these skills are transferrable across the curriculum and within

their wider world. In order to engage learners many subject areas are planned and organised in consultation with pupils. This gives them a sense of ownership and responsibility.

Tongue Primary School has a range of partners who help to deliver our curriculum and offer a range of experiences for our pupils which extend beyond the classroom. These partners include the Feis, Kodaly, the Countryside Ranger, North Coast Leisure Pool, Flow Country Project, Highlife Highland and Wildland.

3.2 Religious Observance

Occasionally, a local elder or visiting minister will deliver assemblies and we also visit the church in Bettyhill at Christmas to take part in a Christmas Service. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

3.3 Support for Learning

Class teachers, in conjunction with Additional Support Needs Principal Teacher monitor the progress of pupils with additional support needs. These needs are generally catered for within the mainstream curriculum but with specialist advice and support as required. Sometimes children simply require a little additional support to master skills and their Support for Learning input will be short lived. At other times, Support for Learning can be a longer term plan which is continually reviewed and updated to meet the needs of your child.

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.

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

Sometimes a Children's Support Worker will be involved in supporting a child. A Children's Support Worker may visit the school or hold virtual sessions and will generally focus on more social and emotional needs rather than issues around 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

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

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

3.4 Progress

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to contact the school office to arrange an appointment with their child's class teacher in the first instance. The following link may be useful in this respect:

[Highland Curriculum for Excellence information](#)

3.5 Health and Wellbeing

Our current concern is the positive mental health of all in our establishment, be they pupils, parents/carers or staff. With this in mind, our restorative, solution focussed and nurturing approaches to promoting positive relationships ensures we are thinking of what is best for every member of our community.

Relationships, sexual health, parenthood and drug awareness form part of our health & wellbeing curriculum. Due to the sensitive nature of these issues, parents will be consulted via letter or email when these will be introduced at particular stages in school.

Additional visitors to school include the dental hygienist and school nurse. The dental hygienist visits at least twice in the school year and all pupils participate in a daily tooth-brushing programme. The school nurse examines each child when they start school and again before the end of their P7 year. Parents will be notified in advance. Checks on sight and hearing are made in the intervening years so that any concerns can be followed up.

P1 and P7 pupils also receive an examination from the dentist. Again, parents will be notified in advance and a record of the examination sent home on the day.

3.6 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. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed below

<https://www.wellbeinghighland.co.uk/wsa-to-wellbeing>

Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Counselling is also available for all pupils from age 10 from Scottish Counselling: <https://scottishcounsellingservices.org.uk/> Information on your school's service can be accessed from Mrs Nicol. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed on: <https://www.kooth.com/>

Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

3.7 Educational Visits/Excursions

Throughout their time at Tongue Primary School, pupils will be provided with the opportunity to visit places which are of particular educational value. Often these visits will be linked to the themes our pupils are studying.

Parents/carers may be asked to contribute toward a school trip, to a maximum specified amount. Vehicles with seatbelts are used for school trips and all pupils and staff must wear them.

Where possible, during their year in P7, pupils will be offered the opportunity to take part in an outdoor residential trip which forms part of their transition.

3.8 Assessment & 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, as well as to inform learning and teaching approaches and pupil targets.

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

Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting information.

High Quality Assessments form part of each child's learning. These will be sent home to be shared with families and we would ask that parent voice is captured by discussing with your child, completing the parent section and returning to school no later than the date specified.

Seesaw is now being used as a means of informing parents of pupil successes, targets and next steps.

3.9 Homework

Tongue Primary is currently in consultation with parents about homework. Until all data has been analysed and shared and pupils consulted, all children will continue to receive work to be carried out at home.

In Tongue Primary School, homework will be given for the following reasons:

- To encourage each child to become more responsible for his or her own learning.
- To raise each child's level of attainment.
- To practise and extend work done in school.
- To enable parents to see what their child is doing in school.
- To give parents the opportunity to become involved in their child's learning.

Homework can be a useful link between home and school and can help parents understand the work of the class and the skills and abilities of their child. Parental supervision and involvement with homework is expected and has been proved to be beneficial to the child's progress. Please speak to your child's class teacher if you would like further information on how to support your child with their homework.

3.10 Specialists

Within Highland, we are fortunate to have the services of various professionals who are contacted for advice and additional support. These include Health Visitors, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Child Support Workers, and more.

When necessary, the school will contact the Educational Psychology Service. Parents will be asked permission, should it be necessary, to undertake a psychological assessment of a pupil. The Educational Psychologist may visit the school and is available for consultation with staff and parents.

3.11 Transitions

Transitions are the moves children and young people make from nursery to school, from stage to stage, from P7 to S1 and through Curriculum for Excellence levels.

When transitions work well, they help children and young people to develop confidence and acquire skills to manage future changes in their lives.

The vast majority of children and young people look forward to moving on in learning. However, for some children transitions can be challenging and support from parents and staff can help the transitions to be more smoothly.

Some children may need particular help perhaps including some other agencies to ensure that they feel confident about the transitions. It helps children at all transitions if staff and parents:

- ❖ Talk with them about what is going to happen
- ❖ Encourage them to talk about any concerns or anxieties
- ❖ Listen carefully to their concerns and consider sharing them with other relevant people
- ❖ Help them become familiar with the new setting and what will be expected of them.

Scottish Government Curriculum for Excellence Fact-file – Transitions June 2011

Planning for transitions start at the beginning of the child's last year in nursery. The more complex a child's additional support needs, the more time is needed for planning and preparation. Each young person is an individual and thus the solutions will be individual.

The transition process begins with the P1 teacher visiting the nursery pupils early in their final year of nursery as well as playing in the school playground with their nursery peers. Following this, the pupils begin to visit the school on a weekly basis, steadily increasing the length of time spent in the school grounds and primary classroom with their new peers.

Throughout the transition to P1 process pupils are provided with a variety of Numeracy, Literacy, H&WB and Interdisciplinary activities within a play context. We also allow the pupils to experience school breaks, lunch, and opportunities to meet and experience learning with our specialist PE teacher.

When our pupils are getting ready to transition to S1 in Farr High, a number of activities are put in place for them. These include:

- ✓ P6 & P7 parents' information session in the High School
- ✓ P7 themed High School visit

- ✓ P7 day at High School following what will be their new timetable
- ✓ Transition Roadshow where S1s visit the primary school to talk about life as a first year – what to expect, school rules etc
- ✓ Fairburn residential experience

Should you wish to speak to any of the High School staff about transitions, Mrs Amanda Mosely, DHT and Mrs Katherine Van Voornveld, HT are both available on 01847 807010.

Thinking further ahead, support for pupils leaving high school, including career guidance, financial advice, further education, post 16+ learning choices is offered at Farr High as well as how to access further information locally e.g. Jobcentre Plus. [16+ Learning Choices Information](#)

Opportunities for All is a commitment by Scottish Government to offer a place in learning or training to every 16-19 year old who is currently not in education, employment or training. Highland Council has a lead role in respect of Opportunities for All whilst young people are still in secondary education. The long-term aim is to enable all young people to access and progress in learning and to equip them with the skills to participate and progress, where possible into eventual employment.

3.12 Committees

As we are a small school, everyone in Tongue Primary is a member of our Pupil Council and our Eco-Committee. This means that everyone is actively involved in shaping our school.

Pupil Council

Shaping our school through the vehicle of the Pupil Council might take the form of discussing, creating, voting and more. We have recently been involved in activities such as:

Fundraising: our pupils made and sold Christmas cards and where our pupils organised and ran a raffle.

Decision Making: we designed our new seating for the outdoor classroom.

Making Changes: we recently wrote to all parents to request that we be allowed to wear our Christmas jumpers throughout the month of December, rather than just for one day. This helps us to get some wear out of the jumpers rather than outgrowing them before next Christmas comes around!

Creating: we will shortly begin the next stage of building our seating for the outdoor classroom



Every August all pupils cast their vote in a secret ballot to Elect new Pupil Council Reps



We currently have four Pupil Council Reps. These are Lucy, P4, Ruaridh, P5, Inga P6 and Ruairidh, P7.

Eco-Committee

Our Eco-Committee work towards making our school a more environmentally friendly place, encouraging recycling and litter picking.

We have once again been involved in composting and in growing vegetables. They have worked with local establishments to ensure anyone can refill their water bottle when passing through Tongue. They have also created dog poo bag dispensers which are strategically placed around Tongue. A recent toy swap saw pupils bringing in toys in good condition which are no longer played with at home. All children had the opportunity to choose an alternative toy from the stall. A small number of toys left over at the end of the event were taken to a local charity shop.



Through all these initiatives and many more, our Eco Group were recently thrilled to have achieved and received their first Eco Flag! A flagpole has been recently sourced and we are very excited by the sight of our flag proudly flying in front of our building.

More information on either group can be seen in our school newsletters on the school website.

4. Additional Information

4.1 Term Dates Session 2023-2024

Autumn

Autumn Term starts 15 August 2023

Autumn Term ends 6 October 2023

Winter

Winter Term starts 23 October 2023

Winter Term ends 22 December 2023

Spring

Spring Term starts 8 January 2024

Mid Term Break 19 & 20 February 2024

Spring Term ends 28 March 2024

Summer

Summer Term starts 15 April 2024

Summer Term ends 27 June 2024

Public holidays

- May Day – 6 May 2024

In Service Days

- 14 August 2023
- 11 & 12 September 2023
- 21 February 2024
- 2 May 2024

Please note that these dates may change during the year.

Please read all newsletters during the year, as changes will be noted within these.

4.2 School Discipline and Positive Behaviour

Discipline is essential to good learning situations. The aim of the school is to provide an atmosphere of mutual respect and collective responsibility. At Tongue we promote positive behaviour and good relationships. Pupils, parents and teachers all have an important part to play in achieving this. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned. We strive to work in partnership with parents on concerns regarding discipline. Our school is a community, which exists to promote the education of all its pupils. **Everyone** has to abide by certain guidelines and standards of behaviour if the school is to operate efficiently.

We try to teach discipline by **example** and **encouragement**. However, persistent and repeated misbehaviour will not be tolerated. Under these circumstances a pupil will be given a **clear and adequate warning** beforehand that there will be sanctions should such behaviour continue. Parents will be contacted when the Depute Head Teacher takes disciplinary action. In extreme cases, exclusion may be the final option. There are detailed procedures to be followed in such cases, and parents are involved at almost every stage. In these circumstances, parents will be advised in advance, unless the pupil's actions have been severe enough to warrant instant exclusion from the school.

Our Pupil Council are currently updating our Promoting Positive Relationships Policy. Following this we will consult with our Parent Council and Parent Forum, thus ensuring an ownership by all. All pupils took an active part in writing the previous rules and expectations which are shown below.

Indoor Rules

Rule	What it will look like if everyone is following the rule
People making good choices in their behaviour	Being sensible, doing what you are asked to do
People being kind to and respecting one another	People smiling, people helping, letting people join in
Letting people talk	Making eye contact, listening while others speak
People working hard – doing their best	heads down, silence if it is a quiet task; everyone discussing, people working in a team if it is group work.
Being polite	People saying 'please', 'thank you', 'you're welcome', 'well done'.
Respecting Property	Tidy away when you have finished with something
Walking feet in the school	People moving around the school sensibly

Good behaviour choices in specific areas such as cloakrooms/toilets are reinforced by displaying pupil created posters as well as specific focus assemblies.

Playground Rules

Rule	What it will look like if everyone is following the rule
Everyone being respectful towards staff.	Everyone listening to staff and following instructions.
Everyone being sensible in the playground.	Everyone taking care of the toys and using them the way they are supposed to be used.
All games should be 'non-contact'	Everyone keeping all body parts to themselves.
Everyone letting everyone else play.	Everyone being allowed to join in.
Everyone being kind to everyone else.	Everyone speaking to each other nicely, body parts being kept to selves, everyone allowed to join in.
Everyone playing nicely together.	Everyone joining in games, everyone smiling and having fun, everyone sharing, everyone taking turns, everyone being patient.
Everyone letting everyone else speak.	Everyone listening to each other.
Everyone looking out for one another.	If someone is hurt, others should help them up, comfort them and take them to see a member of staff.
Everyone tidying up the playground	Everyone putting things away when they are finished with them.

The above rules are supported by rewards.

The 'Catch Them Doing It Right' approach will involve some of the following:

- ✓ House Points
- ✓ Roll of Honour wall where worthy behaviours are recorded (these move into individual's Profiles at the end of each term)
- ✓ Special Mention, a sticker and a house point presented at weekly Celebrating Success Assembly.
- ✓ Congratulations Letter posted home following 10 Special Mentions for good behaviour choices in assembly – we call this the 'Roll of Honour'. A copy of the letter will be included in pupils' Profiles.
- ✓ Extended Interval – Mrs Nicol to oversee playground supervision in such instances.

Please see below for a link to the Highland Council's anti-bullying policy:

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

Any incidences of bullying are logged on the system which helps us track any patterns, such as targeting specific individuals or groups. We take bullying very seriously.

4.3 Code of Conduct

Certain standards of behaviour are expected from all members of the school community.

General

- When on outings and visits, pupils should conduct themselves in the same manner as employed in school, remembering that they are representatives of the school.
- Consistently inappropriate behaviour or a serious incident in school (especially during sports or games) may result in an individual not then being allowed to represent the school as a member of a particular school team, for example; basketball or football. Pupils should be demonstrating good sportsmanship consistently if they intend to represent the school as team players.
- Pupils should not be indoors during lunchtimes or interval unless under supervision by a member of staff.
- Pupils should not take expensive toys/belongings to school, or large sums of money.

Playground

- Pupils should not climb on walls, fences or trees surrounding the school.
- Pupils should ensure that they store any equipment and games away correctly when they have finished with the items, especially when they have been using them outdoors.
- Pupils should put litter in the bins provided.
- Children may bring their bicycle and scooters to school but must wear a safety helmet when using them. In consideration of their own safety children should only use their own equipment and remain in delineated areas.

N.B. Parents will be contacted immediately if a pupil is rude or uses inappropriate language or gestures towards any member of staff or towards other pupils, or is involved in fighting/bullying (physical or verbal).

4.4 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 email Mrs Nicol on

veronica.nicol@highland.gov.uk

or phone the school on the first day of absence no later than 9am on the school number 01847 611208. If phoning, the parent or guardian must provide a written reason for the time absent on their child's return to school.

Permission to leave during the school day: If a pupil needs to leave during the school day for example for an appointment, pupils need to bring with them a note from parent/carer or an email should be sent in advance to the above email address. Pupils must report to the school office to 'sign out' when leaving. If returning the same day, they must report again to the office and 'sign in'. Where at all possible, medical and dental appointments should be made out with school hours.

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

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

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

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

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 Depute Head Teacher or Head Teacher.

4.5 School Improvement

Our school continuously works to improve the provision we give. :We are currently in the first of a three-year programme where our key priorities are:

Improvement Priority Title	What exactly are we going to do?
Embedding Progressions	<ul style="list-style-type: none"> • Identify time within QA when ELC staff can come together across campus • Provide training on use of progressions • Visit other settings to see and discuss good practice • Provide opportunities for staff to consider completed progressions together • Begin to roll out Seesaw across the campus
Understanding & Improving Assessment & Moderation Strategies Within BGE	<ul style="list-style-type: none"> • Self-evaluation activities to understand baseline. • Identify leadership role within school and ASG. • Ongoing QAMSO networks • Collegiate assessment and Moderation activities - sampling. • Ongoing monitoring and evaluation. • Consultation event • Pupil Survey
Equity & Excellence	<ul style="list-style-type: none"> • SMT session on risk matrix • Analysis of data & sharing of findings • Collegiate sharing of information & planning of activities Parental consultation • Include pupils within target setting process which should be realistic but also challenging. • Develop opportunities for pupils to evaluate their progress within the targets set. • Staff are used effectively to help address gaps and to ensure progress and challenge

Tongue Primary & ELC is committed to self-evaluation to ensure self-improvement. We do this in line with council procedures and against the How Good is Our School 4 Quality Indicators for primary and How Good is Our Early Learning and Childcare Centre for the ELC. Tongue’s Standard and Quality Report reviews our progress from the previous year – please see below:

Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

Improvement Project 1:

Primary focus: School and ELC improvement

Year of Project: 2

Purpose: *To support pupil and staff health and wellbeing as we transitioned into a recovery phase from covid.*

Progress and impact:

Content:

- ✓ We have made some progress in identifying a health and wellbeing continuum & continue to work with the authority on this
- ✓ Wellbeing indicators are now embedded across our ELCs and Primary Schools & are recognised and used by our children.
- ✓ Our health and wellbeing wheel is used termly to consider our health and wellbeing and helps pupils and staff discuss and develop awareness of different aspects of health and wellbeing
- ✓ Health and wellbeing activities are shared regularly with parents through newsletters and social media posts

Next steps:

- **continue to explore best practice in monitoring and assessment of health and wellbeing, including identifying a continuum that is accessible**
- **integrate the health and wellbeing wheel within our electronic profiles**

Improvement Project 2:

Primary focus: Performance Information

Year of Project: 2

Purpose: **Recovery of learning, teaching and assessment.**

Progress and impact:

Content:

- ✓ Recovery phase funding was used to provide targeted support for children identified as having gaps in their learning. Data shows that this had a very positive effect.
- ✓ Members of SMT completed modules on use of data & all class teachers completed SNSA training
- ✓ PEF spend was targeted effectively and based on evidence from data along with teacher judgement and input

Next steps:

- **SMTs will target PSA allocation to ensure progress made within recovery with targeted pupils continues & is made according to need.**

Improvement Project 3:

Primary focus: Performance Information

Year of Project: 2

Purpose: **Attainment – identifying and addressing gaps**

Progress and impact:

Content:

- ✓ Members of SMT completed modules on use of data & all class teachers completed SNSA training which raised some staff confidence. Staff routinely use class assessment results to inform next steps. Staff meetings are used as a vehicle to discuss progress and next steps. Moderation was the focus of all CCMs throughout the year where writing within Early, First and Second were discussed.
- ✓ Tracking meetings took place in November, February and May between SMT and teaching staff. All pupils were discussed and levels updated as necessary. Staff know where to find the tracking document and can access at any time.

- ✓ An Early Years working group, led by SMT, took place throughout the session. All P1 and EYP staff participated. Transitions were discussed and some progress made.

Next steps:

- **Staff to continue to use data as well as benchmarks and progressions to inform judgement and next steps.**
- **Early Years working group focus will now include progressions.**

4.6 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/carers, 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.

4.7 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.

4.8 Adverse Weather

Schools now have a dial-in service if there is risk of closure due to adverse weather. This allows parents to listen to a recorded message from the head teacher.

Tongue Primary and ELC :
0800 564 2272 PIN: 04 3160

It is an enhancement to the present service and does not replace existing methods of giving out information, such as radio broadcasts, described in the schools Adverse Weather Guidelines.

You can also access the highland school closure website on:

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

Our school closures are also added to our school Facebook and Seesaw page – unless there has been a power cut affecting wifi connectivity.

5. New Pupils

5.1 New entrants

New entrants and their parents are welcome to visit our school. Parents of new entrants of P1 will have the opportunity to attend a meeting prior to pupils commencing school and pupils will have the opportunity to participate in transition events. Parents should enrol their child through the eform in the site below:

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

For pupils joining our school at any other time in their primary schooling, the above site should also be used for enrolment.

Highland Council places an advertisement in the local press giving information regarding enrolment, usually in January, for new primary one entrants for the following August.

Any prospective parent should feel free to phone the school and arrange a time to visit the school for a conducted tour. Details of the Parents' Charter with regard to admission and choice of school may be obtained from the school or Education Office.

Highland Council's policy is to admit pupils to primary 1 after they reach the age of four years and six months (i.e. children entering school in August of any year should reach the age of five by the end of February of the following year).

Parents should note, however, that there is no obligation to enrol pupils until the August following their fifth birthday.

A transition programme is in place so prospective P1 pupils can join the infant class for a period of time prior to the summer break. This means that children are already familiar with their new surroundings before starting in August.

5.2 Pre-School Enrolments

Parents are invited to enrol pre-school children in the nursery class in the catchment area in which they reside. Any parents wishing to request a nursery place out-with their place of residence will need to fill in a placing request and places will be granted if they are available when children within the nursery catchment area have been accommodated.

https://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

5.3 Placing Request – Parental Choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Education & Learning Manager (North), Annika Janssen annika.jansson@highland.gov.uk

Placing request applications are made online at:

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

Places will be granted if they are available when children within the school catchment area have been accommodated.

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.

5.4 School Transport/Placing Request Transport

Transportation for pupils living within catchment and out with a reasonable walking distance is provided by Highland Council.

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.

It is a parent's responsibility to provide daily transport to and from school for pupils who have joined our school on a placing request.

6. Pupils with Additional Support Needs

6.1 Pupils with Disabilities

Children with disabilities are catered for in the school according to Highland Council Education Department's Support for Learners Policy. This endorses the principle that children with disabilities should be educated as locally as is possible, consistent with meeting their needs effectively. The process of admitting a child with disabilities to the school will involve discussion with parents, child, school, Education Department staff and other specialist agencies as appropriate.

6.2 Additional Support Needs – Authority Policy

- Children with Special Educational needs are integrated into mainstream provision and supported in their local school wherever possible.
- For pupils with particular needs which cannot be met by their local school, there is the option of attending another Highland school where specialist staff are available. In these cases the Education Department, working with the child's parents, will make arrangements for the child to attend the appropriate establishment.
- For most children who require additional support for their learning, their support will be planned and monitored using an individualised education programme.
- A multi-agency approach is used to ensure that children with special needs, and their families, receive appropriate support.
- The needs of gifted pupils may be addressed by making specific arrangements in specialised areas, such as music, dance and drama.
- If the authority judges that a child had additional support needs, which are long term and significant and which require co-ordinated support, the authority must, by law, consider whether to compile a co-ordinated support plan.

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

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 came into force on 14 November 2010.

If you have any questions about the 2009 Act then please contact the Enquire Helpline on 0845 123 2303 or by email on info@enquire.org.uk

6.3 Equality and Inclusion

For up-to-date information please see:

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

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

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

6.4 Information on organisations specified by Scottish Ministers

The following sites provide advice, further information and support to parents of children and young people with ASN.

(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

7. 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.

8. Complaints and Requests for Service

If a parent has any concerns they should contact their child's Named Person in the first instance, Mrs Katherine Van Voornveld. katherine.wood@farrhigh.gov.uk

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

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.

9. Data Protection

9.1 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.

9.2 Data Protection Act 1998

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by

the data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>

9.3 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>.

9.4 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

9.5 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>

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.

9.6 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.