

# Drakies Primary School & Early Learning and Childcare Centre (ELCC)



## School Handbook 2023-2024

Highland Council - Care and Learning  
Comhairle na Gaidhealtachd

Address: Drumossie Avenue, Inverness. IV2 3SG.

Telephone: School: 01463 236032 ELCC (Nursery): 01463 259885

School Email: [drakies.primary@highland.gov.uk](mailto:drakies.primary@highland.gov.uk)

Twitter: @DrakiesPS and @DrakiesELCC

Website: <https://sites.google.com/millburnacademy.org.uk/drakiesprimary>

Parent Council: [drakies.primary@highlandpc.co.uk](mailto:drakies.primary@highlandpc.co.uk)

School Roll (Dec 2022) School: 227 ELCC (Nursery): 48

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Dear Parents/Carers,

On behalf of Drakies Primary School and the Early Learning & Childcare Class (ELCC) I would like to extend a very warm welcome to you and your child. Drakies Primary School and ELCC is a non-denominational establishment which aims to provide a nurturing and safe environment in which your child can develop and learn. We pride ourselves on providing excellent opportunities for all our children.

This handbook has been compiled to answer some of the queries that you may have about the school and ELCC. It contains important statements of school policy as well as practical information. Please consider the booklet, therefore, as a source of reference. This document is not intended to replace personal contact between school and home. We are very much aware of the importance of the parental role in the child's education. We will endeavour to promote an excellent working partnership between school and home and seek your views on matters that concern your child. To this end, please feel free to contact us on 01463 236032 with any questions, suggestions or concerns that you may have.

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. If you require clarification about any aspect of this handbook, please don't hesitate to get in touch with me.

It has been a pleasure to take on the role of Head Teacher at Drakies over the past four years and I look forward to continuing the strong work that has taken place previously. As a parent myself, I understand that your child is your world. To this end, please catch me at the gate in the morning, pick up the phone or come to see me should you have any questions, suggestions or concerns relating to your child's learning and/or wellbeing. I look forward to working closely with you to ensure that your child develops skills for learning, work and life.

Kind regards,



Mr. Scott Callander  
Head Teacher

Email address: [scott.callander@highland.gov.uk](mailto:scott.callander@highland.gov.uk)

## **DRAKIES PRIMARY STATEMENT OF VISION**

At Drakies Primary School we promote well-being and respect for all. Our vision is to develop pupils who are successful learners, confident individuals, responsible citizens and effective contributors and to create a culture of ambition and achievement for all at the school.

## **DRAKIES PRIMARY SCHOOL VALUES**

- Respect
- Kindness
- Safety
- Determination
- Inclusion
- Teamwork

Our values were created after significant consultation with our community (including local businesses), parents/carers, staff and children. They were launched in November 2019 and underpin all that we do at Drakies.

## **CURRICULUM RATIONALE**

(To be revisited during 2023 & 2024)

**The curriculum will:**

- Allow children to contribute to the ethos and life of the school community.
- Provide opportunities for personal achievement and supports all learners in developing skills for learning, life and work.
- Have a continuous focus on literacy, numeracy and health and well-being with all staff having a responsibility to develop, reinforce and extend learning in these areas.
- Provide opportunities for whole school learning which is interest-based, coherent and relevant.
- Place the emphasis of our curriculum on breadth, challenge and depth and on the entitlements of learners rather than subject based content.
- Provide a broad general education including all the experiences and outcomes.
- Provide progression through the experiences and outcomes that is consistent with their learning needs and prior achievement.
- Allow learning to be organised more flexibly to take into account personalisation and choice.
- Be assessed by children, staff and peers in order in order to monitor progress across the curriculum.



## Our Ethos

We are committed to celebrating diversity and equality at Drakies. We have a very strong focus on positive relationships and positive behaviour. Staff truly understand that relationships are everything and we promote positive behaviour and good relationships throughout all aspects of our school work. We pride ourselves on being a nurturing setting, in which all children are included and celebrated. We hope that all children are excited to be part of our environment at Drakies and we regularly seek the views of our children to ensure that 'Pupil Voice' is heard, understood and acted upon. The [UNCRC](#) and our strong values of respect, kindness, safety, inclusion, determination and teamwork are understood and lived at Drakies and underpin all that we do. We aim to ensure that all of our children are safe, healthy, active, nurtured, achieving, respected, responsible and included in all aspects of their life.

We celebrate children's achievements in class and at assembly each week. We also reward children who go 'above and beyond' and who display our school values with 'House tokens'. These tokens are counted towards our weekly and yearly 'House Points Tally'. This aims to promote a feeling of belonging, pride and collective responsibility at Drakies.

We value and utilise a restorative approach to conflict resolution and aim to repair relationships, as opposed to attributing blame or allowing labels such as "bully" to be attributed to any child. We do believe that bullying is unacceptable and when it arises we have procedures for dealing with it. We try to be proactive and discuss effects of bullying with the children through class discussions and at school assemblies. We also make children aware of cyber-bullying which is becoming more prevalent through social networking sites/texting etc. which many children access from home. We ask parents/carers to be mindful of cyber-bullying at home too.

For more information about how we promote positive relationships and behaviour please click [here](#).

Our work towards being recognised as a 'Rights Respecting School' is important to us. We want to spread the word about children's rights within our ELCC, school, local community and wider community. We are in receipt of our Silver UNICEF Rights Respecting Schools Award and are currently working towards our Gold Award. A world in which all children have access to their rights is a world in which all adults can be proud of. For more information about the United Convention on the Rights of the Child, please click [here](#).

We understand the importance of playing an active role in our local and wider community. To this end, our P7 children lead 'Community Cafes' regularly during each session and invite elderly members of our community to come along. We are committed to combating loneliness in our community and this is one of the ways that we address this.

We are also committed to promoting sustainable living within our community. Our active Eco-Schools group is in receipt of 5 Green Eco-Flags and continue to think of ways to make our school and community more sustainable. Mostly recently we have installed a 'Polycrub' to grow our own produce and are developing our outdoor space to include more habitats for wildlife to thrive.

Although we are a non-denominational setting, we have good links with Inshes Church of Scotland. Mr David Scott occasionally visits our assemblies and we attend Inshes Church for a Harvest Service each session. We are respectful of all faiths and beliefs and children will learn about a variety of faiths and beliefs during their time at Drakies.

## **DRAKIES PRIMARY SCHOOL STAFF**

### **LEADERSHIP TEAM**

Head Teacher	Mr S. Callander
Depute Head Teacher	Mr D. Mackenzie
Principal Teacher	Mrs C. Gray (Wed - Fri)

### **TEACHING STAFF**

P1	Mrs F. Henstridge (Mon - Thur) and Mrs C. Gray (Fri)
P1/2	Miss J.Barclay (Mon, Wed, Thur + Fri) and Miss A.Bochel (Tue)
P2/3	Miss A. Graham
P3/4	Miss C. McIvor
P4/5	Mrs J. Cameron
P5	Mrs G. Manson (Mon, Wed, Thur + Fri) and Mrs. E. Stephen (Tue)
P6	Mr C. Knox
P6/7	Mrs S. Rashid (Tue - Fri) and Mrs E. Stephen (Mon)
P7	Mrs A. MacLean (Mon - Wed) and Mr D. Mackenzie (Thur + Fri)

Additional Support for Learning Remit	Mr D. Mackenzie
Class Contact Reduction Teachers	Miss L. MacLeod (P.E - Mon) Mrs A. MacLean (Drama/French - Thur)
Currently on maternity leave	Miss K. McColm Ms. A O'Shea

### **ELCC STAFF**

Senior Early Years Practitioner	Miss A. Kelman
Early Years Practitioner	Mrs G. Bodie
Early Years Practitioner	Mrs N. Bruce
Early Years Practitioner	Mrs L. Cowie
Early Years Practitioner	Ms. C. Graham
Early Years Practitioner	Miss D. Asher
Early Years Practitioner	Miss J. Owens
Early Years Practitioner	Miss E. Watson
Early Years Support Worker	Miss L. Mackenzie
Early Years Support Worker	Miss K. MacRae

### **SUPPORT STAFF AND VISITING SPECIALISTS**

Pupil Support Assistants	Mrs Y. Buchanan Mrs H. Douglas Mrs L. Harrison Miss K. MacLeod Mrs S. MacLeod Mrs A. Scott	
Clerical Assistants	Mrs L. McMurphy	Ms F. MacGregor
Facilities Management Assistant	Mr R. Alsop	
Strings Instructor	Ms. R. Porter	
Cook in Charge	Mrs C. Hardie	
Crossing Patroller	Mr. M. Gilmartin	
School Nurse	Miss K. MacDonald	
School Chaplain	Mr D. Scott (Inshes Church)	
Educational Psychologist	Mrs H. O' Donohue	

## The School Day:

<u>Class</u>	<u>Morning Session</u>	<u>Afternoon Session</u>
ELCC (Nursery)	Flexible (8am - 6pm)	Flexible (8am - 6pm)
Primary 1-3	9.00 am - 12.30 pm	1.30 pm - 2.45 pm
Primary 4-7	9.00 am - 12.45 pm	1.30 pm - 3.00 pm

*Morning break for Primary 1-7 classes is from 10.45 am until 11.00 am.*

Please note that our school gates are not opened until 8.45am in the mornings and there is no adult supervision until this time. We ask that children try not to arrive before this time.

## School Term and Holiday Dates 2023-2024:

*NB: These dates were correct at the time of writing this handbook. Please click [here](#) to check the latest holiday dates on The Highland Council website.*

SCHOOL OPENS	SCHOOL CLOSES
Tuesday 15th August 2023	Friday 6th October 2023
Monday 23rd October 2023	Friday 22nd December 2023
Monday 8th January 2024	Thursday 28th March 2024
Monday 15th April 2024	Thursday 27th June 2024

## Other closures:

### Staff In- Service Days

Monday 11<sup>th</sup> and Tuesday 12<sup>th</sup> September 2023  
Wednesday 21st February 2024  
Thursday 2nd May 2024

### Mid-term/ bank holiday closures

Monday 19th and Tuesday 20th February 2024  
Monday 6th May 2024

## Our school catchment area:

Our catchment area covers Drakies and MacKenzie Park estates, extending from Old Edinburgh Road in the west to Old Perth Road in the east and Culcabock Road in the north. Please click [here](#) to establish which school catchment area your house falls within.

## Pupil Enrolment:

If you live in the Drakies Primary School catchment area, you are entitled to a place for your child. If you move into the area mid-session and we do not have a space for your child, we will make plans to make space for your child after the summer holiday.

Enrolment forms and other relevant paperwork are available on The Highland Council website or by clicking [here](#). We would encourage you to arrange a visit to meet us and to see around the school prior to enrolling your child. Just send us an email or give us a call and we can arrange a time for you to visit.

Children who are due to begin ELCC and Primary 1 in August are usually enrolled in January, prior to them starting with us in August. A notice in the local press and on the Highland Council Twitter account ([@HighlandCouncil](#)) will let you know which week in January you should enrol



your child. You should also keep your eye on the enrolment page on The Highland Council website, which is available by clicking [here](#).

### **Placing requests- Parental choice**

As noted above, 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. If you wish to make a placing request for your child to attend a school outwith your catchment area, you must complete a 'placing request'. The online form can be found [here](#). It is important to note that if your placing request is granted, transportation to and from school is your responsibility; The Highland Council will not fund transport in this instance.

It is also important to note that attendance at our ELCC **does not** guarantee your child a place in primary 1 at Drakies and attendance at Drakies Primary **does not** guarantee your child a place at Millburn Academy if you live outwith the catchment areas. Parents/Carers would still need to complete a placing request for their child in these cases.

Parents/Carers of children with additional support needs (including those who have Co-ordinated Support Plans) can make placing requests to any school in Scotland, including schools outside the local authority that they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

### **School Layout:**

Drakies Primary School is accommodated in four separate buildings:

- (1) The Administration Block - Containing Gym/Assembly Hall, Head Teacher's Office, School Office, Library /Music room, DHT/PT Office, Medical Room, Janitor's Office, Staffroom, Dining Area and Kitchen.
- (2) Infant Block - 2 classrooms and 2 ELCC (nursery) rooms
- (3) Junior Block - containing 3 classrooms and our 'LAB', which we use for our breakfast club, 'Out of school care' and our ELCC lunches.
- (4) Senior Block - Ground Floor - Two classrooms, Nurture Room and Resource Centre.  
Upper Floor - Four classrooms.

Each teaching block has its own toilet facilities. There is an attractive and extensive grassed area around the school with the main school playing field at the rear of the building. Our children and staff continue to develop the outdoor area into an effective space for outdoor learning. We also have a newly installed 'Polycrub' which provides us with an area to grow produce and an area for children to relax in.

Playground facilities include an outdoor basketball court and a variety of play materials such as balls, tyres, skipping ropes, bats and stilts etc.. We have an undeveloped area at the front of our school which will be turned into a 'Garden of Remembrance and Mindfulness' and another undeveloped area at the back of our school which will be turned into an area for nature.

### **Early Learning and Childcare Centre (ELCC) - Formerly known as 'nursery'.**

We have a fantastic ELCC provision at Drakies, with 2 bright and engaging playrooms, an excellent outdoor environment and a dedicated and nurturing team. We cater for the needs of children from 3 years old until school age and pride ourselves on the quality of experiences available, including our free-flow approach to the outdoors and 'risky-play' provision. There is provision from 8am - 6pm every day, with up to 1140 funded hours per school year available. In September 2022 we were inspected by The Care Inspectorate. We were delighted with the

findings of the inspection, which can be found [here](#). For more information about our ELCC or to arrange a visit, please contact Amy Kelman, our Senior Early Years Practitioner, at [amy.kelman@highland.gov.uk](mailto:amy.kelman@highland.gov.uk)

### **Transition from ELCC into Primary 1.**

Children who attend our ELCC have very good transition arrangements with Primary 1. Staff in the ELCC and Primary 1 promote opportunities for the children to work together throughout the school year. Our Primary 1 teacher administers 'Phonological Awareness Assessments' at the end of the ELCC session and uses this information to plan activities to support each child's literacy journey in August. ELCC children have the opportunity to experience activities between the ELCC and P1 in "free flow" sessions from March and in May and June there are more planned activities for the children to experience within the P1 learning environment.

Our staff members conduct visits to other ELCC settings to meet children who are not in our ELCC to support their transition and children outwith our ELCC are invited to planned transition events in May and June.

Parents have an opportunity to meet with staff where procedures for starting school are discussed in June. Parents also receive an information booklet that is a useful guide for parents preparing their child for starting school.

### **Transition from P7 to Secondary School**

On completion of Primary Education, Drakies pupils normally transfer to Millburn Academy for their Secondary Education. There is a transition programme in place to enhance smooth transition into Millburn Academy. Primary 7 pupils visit Millburn Academy on a number of occasions prior to transferring in August.

Normally, in the June prior to transfer the Primary 7 pupils attend the secondary for three whole days, following a secondary school curriculum. Millburn Guidance and Additional Support for Learning staff also visit the school during the third term to talk to pupils and teachers. Information about each child is transferred to the academy to ensure a smooth transition in learning, teaching and assessment to ensure the pupils needs' are met after transition. A number of transition events take place throughout primary 7 e.g. Christmas Ceilidh, secondary teachers visiting primary 7, primary 7 pupils visiting classes in Millburn, Millburn pupils visiting primary 7 classes and curricular project links between primary and secondary.

#### **Contact for Millburn Academy is:**

Mr J Croall (Rector)  
Millburn Academy  
Diriebught Road  
INVERNESS  
IV2 3QS Tel: 01463 233573

Please note that if you live outside the Drakies Primary catchment area your child is likely to be placed at the secondary school for your home address catchment area. We have good links with other secondary schools in the Inverness area (Inverness Royal Academy, Culloden Academy, etc) so if your child is transferring to their catchment secondary school we can support their transition.

### **Enhanced Transition for children who require additional support for learning.**

We ensure that there are enhanced transition arrangements for pupils who require additional support for learning. Enhanced transition arrangements may include additional Child's Plan meetings, working alongside other professionals, additional visits to the new establishment in small groups and facilitating meetings between current staff and new staff. Our aim is to make any transition as smooth as possible. If you are concerned about your child's transition, please don't hesitate to contact us at your earliest convenience.

## **Attendance/Absence**

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent/carer should phone the school on the first day of absence, on 01463 236032 before 9.15am.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from parent or guardian. Pupils must report to the school reception and 'sign out', if returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made outwith school hours.

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

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

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](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.

### **Parents/Carers as partners**

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

We communicate with parents in a number of ways through - Twitter, Learning Discussions, regular newsletters, concerts, classroom visits/open days, e-mail, text, [website](#), phone calls and letters.

Drakies Primary has an 'open door' policy and parents/carers are encouraged to come in to discuss any matters regarding their child. We will endeavour to be responsive to any approaches within 24 hours but certainly within 5 days of issues being raised. If a parent wishes to see a

member of staff they should contact the school office to arrange a mutually convenient time. Parents/adults are not to enter the playground areas at any time, even when the gates are open, without firstly reporting to the school office or to a member of staff at the gate. School policies are available [here](#). We ask for parents' views by issuing parent questionnaires, asking for comments at Learning Discussions and through discussing any issues with the Parent Council (Friends of Drakies Primary School).

Information on school events etc. can also be viewed on our active Twitter account. Class Teachers will issue parents with a 'termly letter' that indicates the main learning and teaching activities that your child will encounter during that term.

Parents will be involved in setting targets with their child and the class teacher 3 times per session. These targets will act as the 'written report' and will be stored in the child's 'Learning Folder' accompanied by evidence of progress towards the targets. Parents who have concerns about their child's progress may of course contact the school at any time during the session. Parents are welcome to participate in school life e.g. supporting learning in class, playing games in classes, helping to develop our outdoor space, helping on class outings, contributing towards concert preparations, helping in the school library and sharing skills and interests. Please let us know if you are interested in becoming involved. All parents working regularly with children are required to undertake checks by Disclosure Scotland.

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at:

<https://education.gov.scot/parentzone/>

#### **Parent Council (Friends of Drakies Primary School)**

The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning by modernising and strengthening the framework for supporting parental involvement in school education. We have a very active Parent Council at the school. The group aims to help parents to be involved with their child's education and learning and are welcomed as an active participant in the life of the school. They are encouraged to express their views on school education generally and participate in fund-raising and social activities. The Parent Council meets regularly with the Head Teacher to discuss school and educational issues.

Part of the function of the Parent Council is to undertake fund-raising for the school. A number of events are organised throughout the year which apart from raising funds for the school add a social dimension to be enjoyed by all. When such events are run, they tend to be well-supported and many parents willingly lend a hand. To date this money has provided the school with a range of activities and resources e.g. 'Polycrub', 'wet weather day' games for the classrooms, basketball stands for an outdoor court, playground games, theatre productions at the school, library books, costs for school trips, school sports and strips/tracksuits. If you wish to find out more about the Parent Council you can contact Eilidh MacKay (Chairperson) at

<http://drakies.primary@highlandpc.co.uk>



## School Uniform

We encourage pupils to wear the official uniform. As part of our Eco Schools commitment, we would encourage you to use our school uniform bank instead of buying new uniform. Please pop into our front porch and help yourself to any items of uniform in our uniform bank or contact [drakies.primary@highlandpc.co.uk](mailto:drakies.primary@highlandpc.co.uk) if you are unable to pop in. If you require financial support with the cost of school uniform, please click [here](#).

The school colours are maroon and grey.

Basic uniform for primary pupils includes:

- Grey/black skirt or trousers (no jeans)
- White polo-shirt
- Maroon Sweatshirt
- Outdoor shoes (suitable for all weather conditions)
- Indoor shoes (such as gym plimsolls)
- Our primary 7 pupils wear **black** sweatshirts as recognition of their roles of responsibilities in their final primary school year.

Uniform for ELCC (Nursery) children:

- We do have blue polo shirts and maroon sweatshirts for nursery children but this is optional

Sweatshirts, polo-shirts and fleeces embroidered with the school badge can be ordered through the school or directly from <https://macgregorschoolwear.co.uk/>

Pupils representing the school in inter-school events or on public occasions are expected to wear school uniform.

## Footwear in School

In order to keep the school buildings as clean and hygienic as possible, all pupils are required to change from outdoor to indoor footwear which should be kept at school. Each child should possess a pair of non-marking gym shoes/trainers for use in the school hall - in most cases this will be the same pair as their regular indoor shoes.

We would please ask parents to periodically check the condition of their child's indoor shoes.

## Clothing for Physical Education (PE)

All pupils should come to school with shorts/leggings/tracksuit bottoms and a T-shirt for use on PE days. Pupils who require to be excused from PE must have a note from their parent/carer to explain the reason for this. For safety reasons, longer hair must be tied back prior to any P.E. lesson and all jewellery must be removed.

## Personal Property

Children frequently lose articles of clothing at school. All clothing including jackets, sweatshirts, footwear, PE kit, etc. should be **clearly marked with your child's name** so that we can return items to the correct child as soon as it is found. It is also helpful to have names on packed lunches and other personal items. Unnamed lost property is gathered at the end of each week and photos will be posted on the Parent Council [Facebook page](#).

## Money and Valuables

Pupils should not carry large sums of money or valuables during school hours. If an occasion arises where they have to do so, the money or valuables should be handed to the school office for safe keeping during the day.

Any money that is brought into school to pay for lunches or trips etc. should be put in an envelope clearly marked with your child's name, class, amount and what the money is for. There is also a 'drop off box' at the front door that money and letters can be posted into to save children carrying it in their bags.

## **Jewellery**

Children are discouraged from wearing jewellery to school. Hooped and dangling ear-rings should not be worn at any time for health and safety reasons. Please do not send children to school wearing expensive rings, bracelets and necklaces. Children should not wear jewellery to school on days when they have Physical Education (P.E.). If they do they will be asked to remove it for health and safety.

## **Mobile phones/electronic devices/games**

Pupils **should not** take the above into school unless they have permission from the Head Teacher. This is to ensure that there is no misuse of these within the school grounds. If a child has to get in touch with a parent unexpectedly, we will contact you via the school office. If your child must bring a mobile phone to school, we ask that they hand it into the school office in the morning for safe keeping.

## **Lunch Arrangements**

All ELCC - P5 children are entitled to a free school meal. For P6 and P7 pupils, school meals cost £2.30. If a pupil has special dietary needs, a special dietary form should be completed to allow the school kitchen to prepare alternative meals for your child. The form can be found [here](#).

Free school meals can be claimed in certain circumstances. For information and an application form please see [here](#).

Parents can find the lunch menus online [here](#) so they can discuss what is available with their child. Pupils are not allowed out of the school grounds during the lunch break unless written permission is given by parents.

## **Morning Interval - Snack**

We encourage our children to bring a snack with them for morning interval. As a Health Promoting School, we encourage children to bring a healthy snack to school. Fruit will be available free of charge for children who forget to bring a snack to school.

## **Internet Safety**

With an increasing number of primary children accessing and using mobile phones and using social networking sites, there are growing concerns about child safety and child protection issues. We undertake lessons to highlight and encourage the safe use of internet etc. with upper school pupils on the dangers they can expose themselves to and what they should do if they feel unsafe. We welcome the support of parents in educating their children about the above issues and remind all parents to be mindful of the recommended/legal age requirements to access social media platforms and to play specific video games.

## **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 unopened, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

### **Illness or minor injuries at school**

We will only deal with minor cuts and bruises that arise at school. 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. Parents/Carers should ensure that the school is kept informed regarding changes of emergency contact, address, telephone number, workplace etc..

### **Supervision at Intervals**

Children will be encouraged to play outside in our extensive and engaging school grounds during all intervals, unless it is unsafe to do so due to high winds or ice. At morning break and lunch time intervals the playground is supervised by Pupil Support Assistants. Some staff are trained in 'playground games' and organise games outside as well as pupils who have been trained as 'Playground Leaders'. When the weather makes it unsafe for children to play outside, staff supervise the pupils inside the school with help from P7 monitors. A variety of wet-weather games and activities are available in each classroom to occupy pupils.

Please ensure that your child comes to school with suitable outdoor clothing and footwear **every day**, especially in the winter months.

### **Extra-curricular activities**

We provide a variety of extra-curricular opportunities for our children. Some of our extra-curricular opportunities over the years have included:

- Gymnastics (P4-7) - school staff
- Hockey - School staff
- Shinty - run by a local coach
- Football (P3 - 7) - run by parents, evenings and weekend
- Athletics (P6/7) - school staff
- Cross Country Training (P6/7) - school staff
- Basketball (P6/7) - school staff
- Badminton (P5 - 7) - school staff

### **Breakfast Club**

We have a breakfast club at the school. Breakfast will be available from 8.00am and pupils will be supervised thereafter until children are released into the playground to meet their friends at 8.45am. It currently costs **£4.40** for each breakfast club session.

### **After school Club (also referred to as 'Out of School Care')**

We have an after-school club for P1-P7 pupils that runs from **2.45 - 6.00pm** every school day and also during most of the school holidays. This provision is operated by Care and Learning Alliance (CALA). For more information about this provision, please visit CALA's website by clicking [here](#).

### **Information about Head Lice**

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

If you find a living louse, ask your local pharmacist, school nurse, health visitor or GP for advice regarding treatment.

### **Unexpected closure of school/Adverse Weather**

Parents will normally be notified if departure from normal school hours is to occur.

Should the school be closed due to severe weather, heating failure etc. parents can access information about school closures on the school's telephone messaging service by phoning **0800 564 2272 followed by 041900**. Parents can also access information on school closures via the website at the following web address: <http://www.highland.gov.uk/schoolclosures> . We will also send an email to all parents informing them of the closure. An announcement may also be made on the local radio station Moray Firth Radio. It is important that parents instruct pupils on the procedure to follow should there be an unexpected early closure. If the school has to close during the day, we will verify that there is someone at home or at an emergency contact address before sending any child home.

### **Security and Safety of Pupils and Staff**

We have an 'electronic security system' at our front door. In order to gain entry to the school during the school day you should follow the following instructions. When you arrive at the inner front door you will see a keypad on the left hand side. Please press the 'visitor' button and stand in front of the small camera lens which you will see at the top of the panel. This will allow the office staff to see and hear who is at the door before they give you access.

We have security fencing around the perimeter of the school. The following security measures are currently being practised:-



- (1) All visitors - parents, work contractors, sales reps etc must report to Reception in the foyer area before entering the school building or playground. Parents who wish to speak to a member of staff must arrange an appointment with the school office prior to approaching the staff member.
- (2) Where parents have come to collect their children for dental appointments etc, they will meet them at the Reception area at the arranged time.  
Parents, or any other adult, coming into school during the school day on other business will likewise require a 'Visitor badge' should their business involve moving beyond the Reception Area.
- (3) During the school day, gates around the school will be locked. Gates open at 8.45am in the morning and are closed at 9.00am. Children going home for lunch will have to go out of school **by the front door** and must have parental consent to do so. Teachers will accompany their class to the gate at the end of the school day.

### **Additional Support for Learning**

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

[http://www.highland.gov.uk/downloads/file/230/highland\\_practice\\_model\\_-\\_delivering\\_additional\\_support\\_for\\_learners](http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)

[http://www.highland.gov.uk/download/downloads/id/11/co-ordinated\\_support\\_plan](http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan)

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

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

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

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

[http://www.highland.gov.uk/info/886/schools\\_additional\\_support\\_needs/1/support\\_for\\_learners](http://www.highland.gov.uk/info/886/schools_additional_support_needs/1/support_for_learners)

Websites/Organisations which can provide further advice, information and support to parents/carers of children and young people with additional support needs are listed below:

(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

### **Organisation of classes**

The organisation of classes is dependent on a number of factors. This means that frequently we need to create composite classes at school. This is where we have two stages in the same class: for example, in a primary 5/6 class we may have ten primary 5 and thirteen primary 6 pupils. There is a maximum of 25 pupils in a composite class. The number of pupils in each grouping within the composite class will depend on the composition of the other classes in the school. Parents sometimes get anxious about their child being put in a composite class and fear that their child will be disadvantaged. Pupils are not held back by being put into a composite class and will be given classwork appropriate to their stage and/or ability whatever class they are in. There is also the advantage that the class size is usually smaller in numbers. We try to arrange opportunities for pupils at the same stage to have opportunities to mix socially with each other.

To aid effective teaching and learning we may use 'setting' in some curricular areas. This means that pupils working at the same level may be taught together although they are in different classes. This is made possible by blocking time where classes involved are teaching numeracy or literacy together, and children can move from one class to another. 'Setting' may also be used by Additional Support for Learning staff to group children from different classes who would benefit from similar activities.

### **School Curriculum**

All schools in Scotland work with the framework of the 'Curriculum for Excellence'. This embraces a wider definition of how and what children should learn and experience in their journey through their education. It sets out values, purposes and principles for a new 3 - 18 year old curriculum.

*"The curriculum needs to promote learning across a wide range of contexts and experiences. It should equip young people with high levels of literacy, numeracy and thinking skills and support development of their health and wellbeing. It should enable every child to develop his or her potential through a broad range of challenging; well- planned experiences which will help them develop qualities of citizenship, enterprise and creativity."* (Quote from 'Curriculum for Excellence' document)

The Curriculum for Excellence aims to create *successful learners, confident individuals, responsible citizens and effective contributors*.

The curriculum covers the ages of 3-18 and is broken down into 'Experiences and outcomes' for the different curricular areas.

#### **Levels**

**Early**

**First**

**Second**

**Third**

**Fourth**

**Senior**

#### **Experiences and outcomes for most children**

in pre-school and in primary 1

by end of P. 4, but earlier for some

by end of P. 7, but earlier for some

In Secondary 1- 3, but earlier for some

Fourth level broadly equates to SCQF level 4

In secondary 4- 6, but earlier for some

The range of experiences and outcomes for the learning outcomes for the Curriculum for Excellence are grouped into following areas:

- Health and Well-being (to include personal and social development, health, physical education and activity)
- Languages (to include modern languages/Gaelic/classics)
- Mathematics and numeracy
- Sciences (to include biological, physical, chemical and environmental contexts)
- Social Studies (people, past events and societies; people, place and environment and people in society, economy and business)
- Expressive Arts (drama, dance, music and art)
- Technologies (craft, design technology, graphics, computing and home economics)
- Religious and moral education

Wherever possible we aim to develop relevant skills for learning, life and work through planning interdisciplinary learning activities with the development of literacy, numeracy and health and wellbeing being at the core of all we do. We track the progress through the experiences and outcomes within each level within our forward planning format.

#### Attainment Data (Session: 2021 -2022)

Stage	Curricular Area	% of children who attained the nationally expected level.
Primary 1	Reading Writing Listening & Talking Numeracy	75% 75% 100% 79%
Primary 4	Reading Writing Listening & Talking Numeracy	74% 66% 89% 80%
Primary 7	Reading Writing Listening & Talking Numeracy	81% 78% 84% 84%

#### Health and Wellbeing

Learning in health and well-being ensures that children and young people develop the knowledge and understanding, skills, capacities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

It enables children to apply their mental, emotional, social and physical skills to pursue a healthy lifestyle which will be continued into adult life.

Drakies is a Health Promoting School and we aim to uphold this by engaging the pupils in a variety of healthy experiences. We enhance our health and well-being programme with a variety of additional experiences e.g. sports, yoga, playground games, after school activities, cycling training, dancing and other physical activities. We are supported by our Active School's Co-ordinator in arranging a wide range of physical activities throughout the school year. We invite other agencies to share their expertise with pupils e.g. police, ambulance service, emergency services, school nurses, disability groups, charities. Parents are informed of about sensitive aspects of learning e.g. relationships, sexual health, drugs awareness etc.

All pupils have opportunities to go on school trips and our primary 7 pupils have a four day residential trip at an outdoor centre.

In all aspects of school life we are concerned with developing personal and social skills such as the ability to work independently, coping with emotions, making informed decisions, showing respect and tolerance for others.

As a Health Promoting school we encourage pupils, staff and parents to think about healthier lifestyles. Healthy living is a regular topic in classes. We have a School Travel Plan which promotes safe and healthy routes to school and we are recipients of the 'Cycle Friendly School' award. Staff take part in health promotion activities and we value all the activities that make up a healthy and happy community.

We utilise the ['Relationships, Sexual Health and Parenthood'](#) resource to teach children about their bodies and about healthy relationships. In Primary 6 and Primary 7 we use the resource to teach children about changes in their body during puberty and about human reproduction. You will receive written notification before we teach children about puberty or reproduction.

### **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 Head Teacher. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be found [here](#). 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. Information on your school's service can be accessed from Mr Mackenzie or Mr Callander. Alternatively, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#). Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

### **Literacy and English**

Literacy & English is at the heart of children's learning across the curriculum and is regarded as one of the core subjects within the Curriculum for Excellence. Through language they receive much of their knowledge and acquire many of their skills. Language enables children to communicate effectively with others for a variety of purposes, and to examine their own and other's experiences, feelings and ideas, giving them order and meaning. The development of literacy and English skills i.e. listening, talking, reading and writing is integrated into all areas of the curriculum and pupils are taught to make links between the reading and writing. Foreign languages are included within the language area. We currently teach French at all stages at Drakies and Gaelic at P5, P6 and P7 at Drakies Primary.

### **Numeracy and Mathematics**

Pupils enter school as active thinkers, having already experienced mathematics informally through play and in everyday activities such as dressing, eating, shopping and travelling. Being numerate and having an understanding of numeracy and mathematics helps us to function responsibly in everyday life and contribute effectively to society. Wherever possible the pupils will actively engage with learning experiences that will enable them to be equipped with the skills, the concepts, the facts and techniques required to deal with numbers and maths in the real world.

### **Sciences**

Through learning in the sciences, pupils develop their interest in, and understanding of, the living, material and physical world. The main areas covered in sciences are planet Earth, forces, electricity and waves, biological systems, materials and understanding some of the current issues



of science. Most science will be integrated into other topics being studied e.g. if studying 'Weather' the pupils will look at aspects of water science, but some aspects will be taught separately.

### **Social Studies**

Through Social studies, pupils develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of their environment and how it has been shaped. This includes for example, understanding principles of democracy, history, heritage and culture of Scotland, engaging in activities which encourage enterprising attitudes.

A topic or theme approach is normally used to integrate the various aspects of the curriculum and make it meaningful for the pupils.

### **Expressive Arts**

Expressive Arts play an important role in enabling the pupils to enhance their creative talent and develop their artistic skills. By engaging in experiences within expressive arts the pupils will recognise and represent feelings and emotions, both their own and those of others. Whilst our CCR teacher has a particular input with the primary 4 - 7 pupils in drama and art, the classroom teachers at all stages are responsible for implementing aspects of Expressive Arts. Outside bodies like Feis Ros (Traditional Music) and the National Music Initiative all play a part in the implementation of the Expressive Arts programme. Drama is taught by class teachers or outside bodies e.g. Eden Court Drama workers. We present annual concerts/shows to parents and take part in the Inverness Music Festival. Pupils in primary 4 upwards have an opportunity for strings tuition.

### **Religious, Social & Moral Education**

Religious and moral education is a process where pupils and young people engage in a search for meaning, value and purpose in life. The pupils will learn about and from beliefs, values, practices and traditions of Christianity, the world religions and views which are independent of religious belief. They will develop respect for others and an understanding and tolerance of beliefs and practices which are different from their own. The teaching of Religious and Moral Education aids the development of the understanding of religion as a significant area of human experience. Further information on the Curriculum for Excellence can be found on following links:

[www.highland.gov.uk/learninghere/curriculumforexcellence](http://www.highland.gov.uk/learninghere/curriculumforexcellence)

[www.educationscotland.gov.uk/curriculumforexcellence](http://www.educationscotland.gov.uk/curriculumforexcellence)

### **Technologies**

Learning in this area of the curriculum enables pupils to gain the skills and knowledge to use technologies now and in the future, at home, at work and in the wider community. Learning in the technologies provides a strong foundation for the development of life skills that are recognised as being important for success in the world of work. This enables pupils to develop a better understanding of the role and impact of technologies in changing society. This involves the skills of computing science, researching, problem solving and exploration of materials and applied technologies.

Drakies is fortunate to have a large number of Chromebooks which are becoming embedded across the curriculum. All P6 and P7 pupils are provided with a Chromebook that can be taken home each evening. We are also delighted to be in receipt of our Digital Schools Award since 2020.

### **School Assemblies**

We hold weekly assemblies, most of which are non-denominational and focus on moral and social topics. We sometimes have speakers from organisations/ charities in to talk to the pupils during the assemblies and pupils taking the assemblies. We also present 'Star Awards' where pupils are presented with certificates for achievements. Our local chaplain Mr Scott from Inshes Church will normally attend assemblies once a term. As Religious Education is required by statute to be included in the curriculum, parents who wish to exercise their right to withdraw their children from religious activities should inform the school of this in writing. Arrangements are put in place to carry out alternative activities for pupils who are withdrawn from the above.

### **Homework**

The school views homework as an introduction to a regular period of private study and a valuable discipline for the future. It provides an opportunity for reinforcement of work covered in school time, provides structured opportunities for parental involvement and trains pupils to plan and organise their time. Homework will not involve skills that have not been previously taught in class. Homework in core areas will match individual abilities and requirements.

Homework should take up to 15 minutes a night for P1 - P3, up to 25 minutes for P4 - 5 and up to 35 minutes for P4 - P7 to complete. Written homework is usually given out on a Monday and handed in by Thursday.

### **Educational Excursions**

Educational excursions are an important part of the school curriculum for they enable pupils to gain first hand experience of their environment and carry out practical investigations in a meaningful context. They will vary from local visits which can be made on foot to more ambitious outings which will require considerable preparation and planning. Details of excursions are sent to parents before the event. All trips out with the school boundaries are risk assessed.

### **Pupil Council/Pupil Groups**

We have a Pupil Council (known as our Rights Respecting Schools Reps) with representatives from P1 to P7 classes. We also have 8 House Captains. The council meets with the Head Teacher and other members of staff to discuss school issues and developments. Members bring requests and suggestions from their fellow pupils to be discussed at meetings. Once the minutes of the meetings have been drawn up they report back to their individual classes. They carry out tasks around the school.

We have an Eco Group consisting of pupils, parents and staff. We also have Pupil Steering Groups at the school e.g. Digital Leaders, Eco Schools Reps etc where all the pupils from P. 1 - 7 have an opportunity to shape the direction of our school.

### **Road Safety**

Road Safety is an important part of our Health and Safety curriculum and supports safe walking and cycling to school but ultimately parents are responsible for pupils walking and cycling to school. We encourage children to walk and cycle to school and works in partnership with outside agencies involved in road safety, including the police, the school crossing patroller and local road safety officer. We take part in the annual 'Walk to School Week' and are recognised as a 'Cycle Friendly School'.

Cycling proficiency training ('Bikeability') is run by staff/parents for upper school pupils. All children cycling to school are required to wear a helmet.

## Assessment and reporting

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

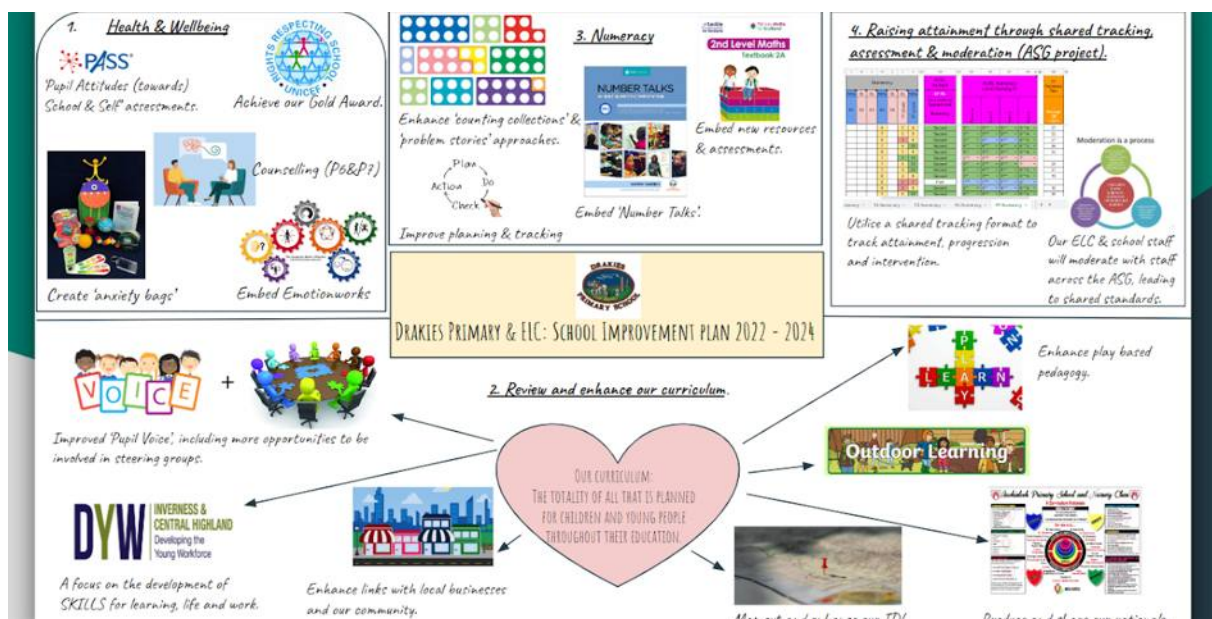
Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

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

Parents will receive feedback on their son or daughter's progress during 2 Learning Discussions and an open afternoon over the course of the session.

Parents wishing to enquire about a pupil's progress are invited to get in touch with their child's class teacher.

Education Scotland has produced some guidance for parents about assessment and achievement in schools. Click [here](#) to access this.



## School Improvement

We are committed to and passionate about all aspects of 'School Improvement' at Drakies ELCC and Primary. Our priorities for 2023-2024 are:

1. Health & Wellbeing
2. Review and enhance our curriculum.
3. Numeracy
4. Raising attainment

Our detailed improvement plan can be found [here](#). You can also view a pictorial version of our improvement plan [here](#) or on our front fence. Please catch a member of the leadership team at the gate in the morning if you'd like to find out more!

Our 'Standards & Quality Report' provides you with an evaluative and honest report about how we are doing at Drakies. You can find a copy of our latest report [here](#).

School staff will work closely with parents to ensure that progress towards our key priorities is evident. Surveys may be issued, various parental workshops will take place and parents will be invited in to share their skills/expertise in a variety of curricular areas.

We have been on a rapid and focused improvement journey in our ELCC and we were delighted that our significant strengths were recognised by The Care Inspectorate when they visited in September 2022. Please click [here](#) to read this report.

Our main improvements over recent years have included:

- Good progress was made in improving health and wellbeing of our children.
- Good progress was made in our recovery of teaching and learning since the pandemic.
- Attainment in literacy and numeracy has improved and has returned to pre-covid19 levels.
- Our curriculum has been enhanced, with large improvements noted in our play-based approach in the younger years and in our approach to outdoor learning.
- Our tracking of attainment and achievement is now consistent across our 'Associated Schools Group' which has led to more focused moderation and a better shared understanding of achievement of a level in literacy and numeracy.

We are aware that poverty may be a barrier to attainment and achievement for approximately 8.2% of our children and we utilise our Pupil Equity Funding in an attempt to remove this barrier. Over the past couple of years we have used this funding to employ an additional full-time PSA and have invested in literacy and numeracy resources to identify gaps in learning and then to support children who require it.

### **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 Legislation**

Information on pupils, parent and carers 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 legislation 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 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](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:

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

### **Your data protection rights**

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

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](mailto: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.



### **Comments and complaints procedures**

We hope you will enjoy your child's time at Drakies Primary School and welcome comments or suggestions, which could help us to improve our service. We are aware that difficulties can occur from time to time and if you feel you have reason to complain or raise a concern, then please contact your child's teacher or key worker in the first instance, or the Senior Management Team for more serious issues. We will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact Fiona Shearer, Area Education Manager, at [fiona.shearer@highland.gov.uk](mailto:fiona.shearer@highland.gov.uk)

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](mailto:public.transport@highland.gov.uk). The following websites can be accessed for more advice.  
[www.highland.gov.uk/yourcouncil/contact](http://www.highland.gov.uk/yourcouncil/contact) or [www.children1st.org.uk/parentline](http://www.children1st.org.uk/parentline)

### **Equality and Inclusion**

For up-to-date information please see:

[http://www.highland.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/313/equal\\_opportunities](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.

### **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

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

### **Child Protection**

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

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

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available online at:

[http://www.highland.gov.uk/info/1361/childcare\\_and\\_family\\_care/438/child\\_protection](http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection)

### **Fire Drills/Emergency Evacuation**

The school has an Emergency Incident Plan and this includes procedures for dealing with emergencies and evacuation of the school. Information on evacuation of the school, for example fire drills, is displayed in classrooms etc. We carry out termly fire drills. In the event of a full-scale evacuation, pupils and staff will assemble at Inshes Church.

### **Car Parking**

Parents are **not permitted** to use the school car park between **7.00am and 4.00pm**. as parking is limited and more importantly it is unsafe for children to be taken in and out of cars while other vehicles are moving around them particularly in the morning and at the end of the school day when staff are coming in or out of the car park. The obvious exceptions are where a child is unwell or injured and needs to be taken home by a parent or relative, disabled persons with a disability permit or if the Head Teacher has given permission for a specific reason. Parents and children should not walk through the car access route into the staff car park at any time for reasons mentioned above. Please use the foot path provided.

Parents need to be aware of the traffic congestion problems that can arise around the school and we would ask you to try and not park on Drumossie Avenue as the road is used by service buses. Parents are asked to drop off primary children on either Inshes Crescent or Drakies Avenue to ease traffic congestion in front of the school. The school is opposed to all acts of illegal and inconsiderate parking of vehicles - close to road junctions, on footways or blocking private driveways. We will work with the appropriate agencies to ensure that the safety of our pupils is not compromised in any way when travelling to and from school. The police do spot checks on parking around the school and can issue parking tickets if cars are parked illegally.

### **Policies**

We adhere to Highland Council policies. These can be found at:

[https://www.highland.gov.uk/info/893/schools - general information/29/school\\_policies\\_procedures\\_and\\_guidelines](https://www.highland.gov.uk/info/893/schools - general information/29/school_policies_procedures_and_guidelines)