



Eigg Primary School
And
Nursery
Handbook
2023/2024

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Head Teacher's Welcome

Dear Families,

We are very proud of our primary school and nursery on the Isle of Eigg, a small Hebridean Island about 10 miles off the West Coast of Scotland, and I am delighted as the Head of Eigg Primary and Nursery to welcome you to our school handbook.

The whole school community is committed to building positive relationships and creating a warm, caring atmosphere where children are encouraged to develop a growth mind-set and take ownership of their learning journey. The present role for the primary school is six children, and they are taught in one multi-composite class. This means that there are lots of opportunities for the older children to develop their skills through teaching the younger members of the class, as well as carefully planned learning experiences that allow individuals to progress and be the best they can. The nursery, at present, has two children who are provided with rich play based learning opportunities.

Our school building consists of one primary classroom, a nursery and an office. There is a community Learning Centre attached to the school and we use the community hall for P.E. The school grounds have plenty of room for the children to use their imaginations whilst playing. There is a mud kitchen, an outside classroom, a large grass area and a school garden with a poly tunnel, where the children grow fruits and vegetables.

Having the opportunity to learn outdoors is very important at Eigg Primary and Nursery and there is an area for our Forest School, with a second, new space being developed. As well as being creative outside, the school community is also very aware of the local and global problems that are affecting the beautiful world in which we live, play and work. We have five Eco-School Green Flags and are working to incorporate the Sustainable Development Goals into our curriculum.

Every member of staff works hard to make our school an exciting place to learn by providing rich, relevant and enjoyable learning experiences that challenge and motivate all learners. I hope that this handbook will help give you a taste of what it is like to be part of Eigg Primary School and Nursery, but if you would like any more information or would like to visit the school please get in touch.

Kind Regards,

Louise Taylor

Head Teacher, Eigg Primary School and Nursery.

School Information

Contact Details

Eigg Primary School
Isle of Eigg
Inverness-shire
PH42 4RL

Phone Number: 01687 482424

Email: eigg.primary1@highland.gov.uk

Website: eiggprimary.com

School Staff:

Head Teacher: Louise Taylor

Class Teachers: Martin Merrick and Louise Taylor

Early Years Practitioners: Angie Softley and Babette Apma

Clerical Assistant: Anna Merrick

Cleaner: Catherine MacKinnon

Janitor: Richard Mowat Moulton

Parent Council:

Chair: Tamsin McCarthy (email tamsinmccarthy@hotmail.com)

Treasurer: Amanda Moulton

Secretary: Annabelle Scott-Moncrieff

Primary School

Present Roll: 6

School Hours: 9am - 10:30am

11am - 12:30pm

P1-3: 1.30pm - 3.00pm

P4-7: 1.30pm - 3.30pm

Nursery

Present Roll: 2

Nursery Hours: 9am - 3.00pm

Denominational Status: Non-denominational

Cluster: Eigg Primary School and Nursery shares a head teacher with Muck Primary School and Nursery, Isle of Muck.

Ethos of the School

At Eigg Primary School and Nursery we all work together to create a place of learning and fun, on an island of nature and adventure!

Aims

We challenge every learner to reach their full potential by -

- **building** positive relationships and creating a learning environment where every learner is safe, healthy, achieving, nurtured, active, responsible, respected and included.
- **providing** high quality learning and teaching experiences which foster curiosity, creativity and a desire to learn.
- **equipping** children with skills for learning, life and work, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.
- **creating** a child led curriculum that is balanced, engaging and relevant.

Values

The whole school community worked together to find four values that they felt all members of the Eigg Primary and Nursery community should aspire to be:

- **Creative**
- **Active**
- **Respectful**
- **Resilient**

Curriculum Drivers

Sustainability

Pupil voice

Community

Inclusion

Curriculum drivers help shape our curriculum, and we are aiming for all elements of learning and teaching to reflect one or more of these in some way. Here are some examples of how we already do this -

- **Sustainability:** eco-schools, growing and using our own food, forest school, outdoor learning, learning about the world around us and the global problems we face, creativity and critical thinking skills.
- **Pupil voice:** pupil council, child led learning, discussions, learning dialogues and eco-schools
- **Community:** being involved in the things that are important to Eigg, fundraising, inviting in visitors, Christmas play, trips to places on Eigg, the larger Small Isle community (e.g. trips to Muck and Rum) and trips to Mallaig.
- **Inclusion:** making the curriculum accessible to all, involving all members of the school community in the decision making process, SHANARRI and 'Getting it Right for Every Child' and beginning the Rights Respecting School Award journey.

Curriculum Rationale and Design

'Growing Our School Together'



At Eigg Primary School and Nursery we work together, continually making our school an even better place to work and learn. The 'Growing Our School Together' display demonstrates how we aim to achieve this.

Flowers - At the heart of the display are the learners who are growing into *successful learners, confident individuals, responsible citizens* and *effective contributors*. They need key elements to help them grow - nutrients from the soil, light and warmth from the sun and water in the form of rain.

Soil - The *worms* are the curricular areas. There are *eight curriculum areas*: expressive arts, health and wellbeing, languages (literacy and modern languages), mathematics, religious and moral studies, sciences, social studies and technologies.





Sometimes these areas are taught discreetly but often learning may span a number of curriculum areas at once. This is called interdisciplinary learning or **IDL**.

Play forms an important part of learning for all children, especially at Early Level (nursery and P1), and it is through play that our learners will begin to explore these curricular areas.

Sun - We want every child in our care to be and learn how to stay *safe, healthy, achieving, nurtured, active, responsible, respected* and *included* (SHANARRI).

Rain - Everyone in our school community is learning, reflecting and setting next steps, whether they are children or adults. The **clouds** highlight the three priorities that our school community will be working on this session - numeracy; health and wellbeing; learning pathways and reporting. The rain drops represent the different ways in which we will do this.

Insects - Underpinning everything that we do are our **curriculum drivers**. The children have chosen different insects to represent these -

<p>Sustainability</p> 	<p>A butterfly because Eigg has lots of flowers they can use and people on Eigg look after them.</p>	<p>Community</p> 	<p>A bee because they protect each other, work together and they all share honey.</p>
<p>A ladybird because you give them time, they get your attention and you respect them.</p>	<p>Pupil Voice</p> 	<p>An ant because they help each other and work together.</p>	<p>Inclusion</p> 

Rainbow - stretching between the hills is a rainbow with the four school values that we aspire to at all times - **creative, active, respectful** and **resilient**.

As we grow as a school we record any changes, successes or new challenges on our display. No-one at Eigg Primary and Nursery ever 'stands still'; we are continuously striving for excellence.

- A link to this session's Quality Improvement Report and School Improvement Plan can be found on the school website eiggprimary.com. A hard copy can be obtained by contacting the school.

Curriculum for Excellence

In Scotland we use the Curriculum for Excellence (CfE) to help us deliver a well-balanced, coherent and challenging curriculum that will help our learners from 3 to 18, gain the knowledge, skills and attributes they need to succeed in learning, life and work. The term curriculum is understood to mean everything that is planned for children and young people throughout their education, not just what happens in the classroom.

The Curriculum for Excellence includes **four contexts** for learning:

- *Curriculum areas and subjects*
- *Interdisciplinary learning*
- *Ethos and life of the school*
- *Opportunities for personal achievement*

The **Four Capacities**

These are the skills and attributes that we are helping our learners to develop.

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

The **Seven Principles**

These are taken in to consideration at every stage of the learning journey:

- *Challenge and enjoyment*
- *Breadth*
- *Progression*
- *Depth*
- *Personalisation and choice*
- *Coherence*
- *Relevance.*

The Eight **Curriculum Areas**:

Expressive Arts - Art, Drama, Music and Dance

Health and Wellbeing (HWB) - personal, social and mental health. P.E is included in this curriculum area.

Languages - listening and talking, reading, writing and modern languages.

Numeracy and Mathematics - Number, Shape, Information Handling and Problem Solving.

Religious and Moral Education - Religions, Values and Beliefs

Sciences - Understanding the living, material and physical world.

Social Studies - Understanding our Past. Understanding our Environment. Understanding Society, Economy and Business

Technologies - Food, Design and the Digital World

Learning and Teaching

Curriculum for Excellence

At Eigg Primary and Nursery we think carefully about how we organise and plan for deep, sustained learning which meet the needs of all our learners. Sometimes curriculum areas will be taught discreetly, with the expectation that the learners will be given the opportunity to transfer any skills or knowledge that they have developed or gained to another situation at a later date. Revisiting a concept or skill from different perspectives deepens understanding and can make the curriculum more coherent and meaningful for learners. At other times learning may span a number of curriculum areas at once. This is called interdisciplinary learning or **IDL**. It is a method of planning and teaching that can lead to a better, more rounded understanding of important ideas and to an increased competence in using knowledge and skills in transferable ways.

Curriculum Levels

There are three levels within the primary school. They are Early, First and Second. There is no fixed age or stage for completing the levels but they are roughly Early-P1, First P2-P4 and Second P5-P7. Our learners progress through these levels at their own pace and we aim to meet the learning needs of all children.

Developing Skills for Learning, Life and Work

Developing skills for learning, work and life plays an integral part of curriculum design at Eigg Primary and Nursery. Every member of staff works to provide a wide range of meaningful and relevant learning contexts where learners can develop new skills or strengthen existing ones.

Community Links

The school is an integral part of life on Eigg, making a positive social and environmental contribution to island life. The pupils organise and participate in community events, including social evenings and beach clean-ups. We enjoy welcoming visitors in to our school and hearing about their skills and jobs.

Pupil Voice

Pupil Voice is one of our curriculum drivers and children are given opportunities to shape the direction of the school through the Pupil Council and the Eco-School Committee. Their interests' and learning styles help direct the way in which the curriculum is designed and accessed.

Outdoor Learning

We are very lucky to work, learn and live on a beautiful island and believe in making the most of the natural environment. Our learners already have many learning opportunities outside through the outdoor classroom, forest school, and poly tunnel and school garden.

This year our nursery is leading the challenge to extend these opportunities even further by developing our outdoor areas around seven 'Nature Design Principles' (Childhood and Nature: Design Principles for Educators: David Sobel: 2008) -

- Adventure
- Fantasy and Imagination
- Animal Allies
- Maps and Paths
- Small Worlds
- Hunting and Gathering

Trip and Visitors

Visitors to the school and trips, both on and off Eigg, help to create a rich, broad and relevant curriculum for our learners.

Assessment is for Learning (AifL)

Assessment is the essential to excellent learning and teaching and it is important that information about children's progress is collected systematically and used for appropriate action. We assess to ensure that progress is actually being made, that what has been taught has been learned, to identify strengths and areas for improvement and to use all this information to plan for the next stage of development. There are many different types of assessment that happen every day (these are types of formative assessment) e.g. observing, questioning, listening, correcting work and preparing tasks. Pupils are actively encouraged to assess their own work and that of their peers, acting on feedback to identify their next steps. At certain times of the year and/or particular stages more formal (summative) assessments may take place, including

- Highland Numeracy Diagnostic Assessments
- Scottish National Standardised Assessments in P1, P4 and P7.

More information about tracking and assessment can be found at -

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

Supporting Pupils

We work hard to ensure that all learners can access the curriculum. Sometimes learners will need additional support to ensure that they are making the best progress they can. The needs of these learners 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/Carers and learners will always be involved in discussions about any proposed additional support.

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

Support for Learners Website

Additional support can be found at:

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

Reporting

We consider that contact with parents/carers is invaluable to the smooth running of the 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 aim to have an 'open door' policy and will endeavour to respond to an queries or requests within 24 hours.

We also report to parents about the progress of their child throughout the year in various ways, including -

- Online Learning Journals or Reflection Jotters
- Snapshot Jotters
- Showcasing events
- Shared Learning events
- Parents' Evenings (October and June)
- End of year Report

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

What the Curriculum Looks Like at Eigg Primary and Nursery

Curriculum Area	Possible Learning Experiences
<p>Expressive Arts</p> <ul style="list-style-type: none"> • Participation in performances and presentations • Art and Design • Dance • Drama • Music 	<ul style="list-style-type: none"> • Christmas play • visiting theatre groups • Feis funding • Youth Music Initiative • discrete art projects and those linked to other areas of the curriculum • Young Leadership Award - creating dance routines
<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Mental, emotional, social and physical wellbeing • Planning for choices and change • Physical education, Physical Activity and Sport • Food and Health • Substance Misuse • Relationships, Sexual Health and Parenthood 	<ul style="list-style-type: none"> • Resilient Kids programme • SHANARRI activities • Developing a growth mind-set • beginning Rights Respecting School Award journey • using the Community Hall for P.E • after school opportunities • cooking and baking using produce from the school garden/community orchard • Circle Time • Forest School • Outdoor learning whenever possible <p>How parents are informed about sensitive aspects of learning: Outlines of sensitive aspects of learning such as relationships, sexual health, parenthood, stranger danger and drugs awareness will be first communicated to parents in the form of letters, emails or previews of materials to be used, so that parents are aware of the content beforehand.</p>

<p>Languages</p> <p>Literacy and English</p> <ul style="list-style-type: none"> • Listening and Talking • Reading • Writing <p>Modern Languages</p> <ul style="list-style-type: none"> • Listening and Talking • Reading • Writing 	<ul style="list-style-type: none"> • Emerging Literacy • Jolly Phonics • 'Talk for Writing' • research and note taking skills • opportunities to present a topic of interest to an audience • reading for enjoyment • First Minister's Reading Challenge • Non-fiction and fiction writing • Literacy opportunities across the curriculum <ul style="list-style-type: none"> • A languages strategy called '1+2 Languages' is in place across Scotland. At Eigg Primary we are learning Gaelic and French.
<p>Mathematics</p> <ul style="list-style-type: none"> • Number, Money and Measure • Shape, Position and Movement • Information Handling 	<ul style="list-style-type: none"> • Problem solving and real-life challenges e.g. <ul style="list-style-type: none"> ○ fundraising ○ making plum jam ○ cooking lunch in the nursery ○ estimating the amount of apples collected from the orchard ○ measuring wood to make a bin for the playground ○ comparing and sorting sticks into size and thickness before building a fire ○ making a bar chart to see which possible 'school value' got the most votes ○ mapping the local environment
<p>Religious and Moral Education</p> <ul style="list-style-type: none"> • Christianity • World religions • Development of Beliefs and Values 	<ul style="list-style-type: none"> • learning about the main world religions • developing an awareness and respect for the beliefs and values of others • developing their own beliefs and values <p><u>Religious Observance</u></p> <ul style="list-style-type: none"> • Eigg Primary is a non-denominational school. • The school chaplain (Church of Scotland) and the Catholic priest visit when on the island. • Parents can request the withdrawal of their child from religious observance

<p>Sciences</p> <ul style="list-style-type: none"> • Planet Earth • Forces, Electricity and Waves • Biological Systems • Materials • Topical Science 	<ul style="list-style-type: none"> • Generation Science workshops • Forest School • Eco-Schools • a wealth of visitors to the school • developing the skills of observation, investigation, exploring and recording • opportunities to their knowledge and experiences of the world around them
<p>Social Studies</p> <ul style="list-style-type: none"> • People, Past Events and Societies • People, Place and Environment • People in Society, Economy and Business 	<ul style="list-style-type: none"> • developing the skills that we need to explore the past • learning about our place in the community and the world - past future and present • learning about the different types of society and economy • developing an understanding of how business work and the different roles available • developing skills for work • fundraising • enterprise projects • Eco-School • beginning Rights Respecting School Award journey
<p>Technologies</p> <ul style="list-style-type: none"> • Digital Literacy • Food and Textiles Technology • Technological Developments in Society and Business • Craft, Design, Engineering and Graphics • Computing Science 	<ul style="list-style-type: none"> • becoming familiar with, and utilising desktop and laptop computers, Chromebooks, interactive whiteboard, printers, digital camera and iPads • developing research skills • interviewing engineers • identifying problem and solutions • planning, designing and making something e.g. bin for the playground • preparing food • baking and cooking

More information about the Curriculum for Excellence can be found at:

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

Named person

As part of the national *Getting right for every child (GIRFEC)* approach children and young people from birth to 18 and their parents will have access to a **Named Person** to help them get the support they need. Before a child starts school their named person is the health visitor, in primary schools it is the Head Teacher, and when they move onto Secondary School, Principal Guidance Teachers usually become the Named Person.

The Named Person will be the single point of contact for children and young people, their parents/carers and the professionals who work with the child or young person.

Should you have anything you would like to discuss regarding a child's wellbeing, please do not hesitate to contact your Named Person by phone, email or alternatively a letter marked for the attention of your Named Person.

Named Person: Nursery: Health Visitor team

Tel: 01349 781410

Named Person: Primary: Louise Taylor (Head Teacher)

Louise.Taylor@highland.gov.uk

Tel: 01687 482424 (Eigg Primary School) or 01687 462367 (Muck Primary School)

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 online at

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

Supporting Positive Behaviour

At Eigg Primary School and Nursery we believe that it is vital to support children in learning to deal with their emotions as this helps them grow into resilient people who have good mental, social and physical health. Our approach to supporting children in managing their behaviour helps them develop techniques to deal with the world and themselves.

Our kindness agreement illustrates what we expect behaviour to look, sound and feel like in our school:

At Eigg Primary and
Nursery we use

KIND HANDS,

KIND FEET

AND

KIND WORDS



Sometimes, and for many different reasons, a child/children may need support with their behaviour.

Our first aim is to ensure that all children are safe and healthy; therefore if a child is in danger, hurt or in an unsafe situation, we will always react immediately by approaching the child and calmly communicating the message that what they are doing is unsafe. We will then explore with the child how to make things safer. If a child is hurt, the setting's first aid procedures will be followed.

If the child/children are safe and demonstrating unwanted behaviour then the following procedure will be used to support the child/children in learning to manage their own behaviour and emotions.

1. Praise

- a. We continuously praise positive behaviour using our *kindness agreement* and tactically ignore unwanted behaviour.
- b. Adults model positive behaviour.

2. Express interest/ offer to help

- a. "I really want to speak to you about this, so that I can help you/ understand what happened. Let's chat over here." and/or "I know it is hard and I would like to help you sort this out."

3. Express understanding/ acknowledge

- a. This can't always be immediate in a classroom/nursery situation but it is important to acknowledge that it will be revisited later. "It will be really exciting when we do this later on! We could do x y z." and/or "I am busy at the moment, but let's take time to talk later."
- b. "I can see that you are finding this hard/ don't want to stop what you're doing/ are frustrated."
- c. It is important to talk to the child/children away from others (now or later).
- d. If a child refuses to communicate: "You can speak to me when you're ready." Any attention seeking behaviour/ extreme emotional outbursts will be tactically ignored, providing that it does not cause safety concerns.
- e. The adult remains calm, neutral, (poker face, only show emotions such as disappointment when something keeps happening continuously)

4. Restorative Conversation

Restorative conversations are a process in which a child or children can give their point of view about why something happened. If more than one child has been involved in a situation, each child should be allowed to put forward their point of view without interruption. This helps the child feel that they are being listened to and not simple 'told off'. It can also provide the adult supporting the conversation valuable information about why something happened, the 'ins and outs' of what exactly happened, and any underlying reasons. At the end of a restorative conversation an agreement should be made about what the next steps are going to be. If this approach is being used continuously children will learn to reflect on a situation, become more open, consider other points of view and learn to manage their own behaviour.

We want children to experience these meetings as something positive and see the adult in a supportive role, but not the person who is going to 'sort everything out'.

- a. Questions that the adult may explore with the child/children depending on the child's age/ stamina are:
 - i. What happened?
 - ii. How did you feel?
 - iii. How did this make others feel?
 - iv. What can we do now?
 - v. How can we do things differently in the future?
- b. Explain that "I can't let one child hurt another" (instead of "stop hurting X") or "I am worried about someone getting hurt"

- c. Thank the child/children for their co-operation and move on to the agreed next step, for example apology (support if needed).

5. **Speaking to parents**

We believe that it is important for the children in our care to learn to reflect on and find solutions to any problems that may arise, and every member of staff is committed to supporting them through this journey. Sometimes, it will be necessary to involve parents in this process, especially if the unwanted behaviour was unsafe or if the same type of situation has occurred on three or more different occasions. If this happens, we will invite the child's/children's parent/s into school so that we can work together in finding a way to move forward.

Anti-Bullying, Equality and Diversity

- At Eigg Primary School, we operate a zero tolerance policy towards bullying. Bullying behaviour is defined as deliberate repeated incidents of harmful words or actions against an individual. Bullying can be extremely damaging to a child's social and emotional wellbeing, and as such, can't be accepted at any level in school. For more on the Council's anti-bullying policy go to - https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

Equality and Inclusion

We work with the children and parents to we eliminate unlawful discrimination, advance equality of opportunity and promote good relations. We ensure that activities do not discriminate against any of the following 'protected characteristics': age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

For more information please see:

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

Transition

It can be very scary being away from your parents for the first time, joining a new class, or moving onto secondary school, and we aim to provide opportunities to make these transitions as smooth and reassuring as possible for our learners.

Starting Nursery

There are opportunities during the week for pre-nursery aged children to attend nursery with a parent. In the month leading up to them starting nursery we provide opportunities for them become more familiar with nursery routines and stay for longer periods of time.

Nursery to P1

We are very lucky to have the nursery and the primary classroom in the same building which means there are lots of occasions where the nursery children have the chance to interact with the older children e.g. playtime. There are also planned opportunities where the primary children will come into the nursery to work with the younger children e.g. read a story or lead an activity that they have planned. At Eigg Primary and Nursery we believe that play-based learning is very important so we plan weekly activities which enable the younger primary children and nursery children to explore the world around them together.

In the terms leading up to the transition from Nursery to Primary we provide a wealth of opportunities for the nursery children to go into the primary classroom and experience some of the different kinds of things they do there.

Moving up

Eigg Primary is a single class school, so the challenges that we face when children move from one primary stage to another differs from many other schools. Their teacher tends to stay the same and therefore knows where the child is with their learning, the interests that they have and any challenges that they face.

Primary into Secondary

Children from the Small Isles (Eigg, Muck, Rum and Canna) and Knoydart usually go to Mallaig High School in Mallaig. This is a big step as it means that they have to stay away from home. They stay at the Mallaig High School residence during the school week returning home every second weekend. Pupils are cared for by a team currently led by Karen MacDonald, who liaises between parents, pupils and the school, and organises activities for pupils outside of school time.

In preparation for this there are number of activities organised between the islands of the Small Isles. Throughout their time at Eigg Primary they will have numerous opportunities to visit the other islands and the mainland, building up a wider group of friends and experiencing being away from home. During the summer term there is a Small Isles Week for P5-P7 pupils, when the children, if numbers allow, stay in the residence, visit the school and take part in a wealth of different activities.

Health and Safety

Administration of Medicines

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government. <https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools>

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning.

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances.

We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

- The name of the medicine, the quantity of the medicine to be given, the time it has to be given.
- As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

Minor injuries

The 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.**

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. School 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.

Attendance/Absence

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on 01687 482 424. When returning to school after an absence, the parent or guardian must give written reason for the time absent.

If the pupil has been ill with vomiting and diarrhoea, they should remain at home until 48 hours after the last display of symptoms.

If a pupil needs to leave during the school day for an *appointment* etc., staff need to be informed by email or phone call from parent or guardian. Where at all possible, medical and dental appointments should be made out with school hours.

If a *child falls ill* during the day, parents will be contacted and asked to collect their child. It is therefore essential that we have up to date day time contact numbers and emergency contact numbers on Eigg 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, and 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.

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

Details of term dates and holidays can be found at -

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

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

School Uniform



The school uniform consists of a navy blue polo shirt and a red sweatshirt. Both have the school logo on.

Children are asked to bring an inside pair of shoes with them to wear within the school building

As a lot of the learning in both the primary class and nursery takes place outdoors, children should bring suitable waterproof clothing and footwear with them to school. Pupils should also keep a gym kit (t-shirt, comfy trousers and indoor trainers) in school.



The nursery children are asked to have a spare set of clothes within the school.

School Lunches

Nursery children who attend nursery for at least four hours a day are entitled to free lunches. Children in P1 to P4 are also automatically entitled to a free school meal. In Eigg Primary/nursery, parents will be reimbursed the cost of providing a school meal for P1 to P4s at the end of each term. Information and how to apply for free school meals for children from P5 to P7 and for assistance with school clothing for all age groups can be found at -

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

School Transport

Your child may be eligible for free school transport if they are:

- Under 8 and live more than 2 miles from school
- 8 or over and live more than 3 miles from school
- Have a medical condition or additional support needs
- Would have to walk a route which is considered by us to be unsafe for children to walk, even when accompanied by an adult

You can apply for school transport at

https://www.highland.gov.uk/info/878/schools/12/school_transport

Information about the Highland Council's school transport can be found at -

https://www.highland.gov.uk/downloads/file/209/school_transport_policy

Enrolment

Enrolment week for prospective Primary 1 and Nursery pupils is held in January/February each year, and parents who are resident on the island will be informed beforehand. Prior to enrolment of their child, parents are encouraged to make an appointment to visit the school to discuss their child's needs and requirements with the Head Teacher (Louise Taylor - Tel: 01687 482424 email: Louise.Taylor@highland.gov.uk).

Placing Requests – Parental Choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Education and Learning Manager: Mhairi.MacDonald3@highland.gov.uk placing request forms can be obtained from http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

Transportation to and from school, for placing request pupils, is a parental responsibility.

If pupils live out with the school catchment area and their parents wish them to attend Eigg Primary School and Nursery they can contact the head teacher (Louise Taylor - Tel: 01687 482424 or email: Louise.Taylor@highland.gov.uk) to arrange a visit

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.

Additional information for parents seeking a place for their child in the school, including arrangements for visiting the school can be found by following this link -

[Arrangements for parents](#)

Complaints and Requests for Service

If a parent has any concerns they should contact their child's Named Person/Head Teacher in the first instance, Louise.Taylor@highland.gov.uk. Parents of nursery children may wish to contact the head teacher or the Health Visitor team Tel: 01349 781410.

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 -

Mhairi Macdonald (West Area)

Fingal Centre

Viewfield Road

Portree, Skye

01478 613697

Mhairi.MacDonald3@highland.gov.uk

More information can be found by following this link - [Complaints procedure](#).

Additional support can be found at <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or public.transport@highland.gov.uk.

Data Protection

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.

Data Protection Legislation

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 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 about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here:

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

Data policy

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

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

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

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

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

Why do we need your data?

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

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with 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 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.

Employment of Children

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

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

Education Maintenance Allowances (EMA)

An EMA is a weekly payment worth up to £30 for pupils who are planning to stay on at school after their leaving age. They must complete a learning agreement at school for a minimum of 21 learning hours per week.

In session 2022/2023 pupils born between 1 March 2003 and 30 September 2006 can receive payments from August 2022. Pupils born between 1 October 2006 and 28 February 2007 can receive payments from January 2023. Further information on full eligibility criteria and the online application process can be obtained from the school.

[http://www.highland.gov.uk/info/899/schools -
_grants_and_benefits/14/education_maintenance_allowance](http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/14/education_maintenance_allowance)

Adverse Weather

You can access the highland school closure website for school closure information at - <http://www.highland.gov.uk/schoolclosures>

Policies

A list of Highland Council's policies can be found here - [Authority Policies](#)

School Term Dates

A list of Highland Council's school term dates can be found here -

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

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.