



**Farr
Primary and ELC
Handbook
2023-2024**



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1 School Information

1.1 Welcome

Dear Parents and Carers,

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

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

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

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

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

Yours sincerely,

Mrs Katherine Van Voornveld
Head Teacher

1.2 School Contact Details

Farr Primary School
Bettyhill
Sutherland
KW14 7SS

Telephone number: 01847 80 70 11
Website: <https://farrsutherland.wordpress.com/>

E-mail: farr.primary@highland.gov.uk

1.3 Staff List

Head Teacher	Mrs Katherine Van Voornveld
Depute Head Teachers	Mrs Veronica Nicol (Primary) Mrs Jane MacKintosh (ELC)
Principal Teacher	Mrs Audrey Robson
Principle Teacher - Support for Learning	Mrs Renata Ilska
P1-3 Class Teacher	Mrs Audrey Robson & Miss Lynsey Munro
P4-7 Class Teachers	Miss Eilidh Munro
Support for Learning Tacher	Mrs Margaret Campbell
Early Years Practitioners	Mrs Alison Mackay Mrs Magdalena Mackay
Support Worker	Mrs Nicky Jappy
Pupil Support Assistants	Miss Katrina Geddes Mrs Donna Blackman Mrs Frances Macintosh Mr Hamish Whittle Mrs Nicky Jappy Mr Lyndon Sinclair
School Clerical	Miss Susan Mackay Miss Fiona Morrison Mrs Annette Mackay
Cook Assistant Cooks	Mrs Anne Henderson Mrs Patsy Sutherland Mrs Angela Logue
School Janitor	Mr George Henderson
Active Schools Co-ordinator	Ms Rhoda Kennedy

1.4 Visiting Specialist Teachers

Physical Education

Miss Shona Comrie

1.5 Instrumental Instructors

Viola / Violin / Cello
Guitar/Ukulele

Mr Neil Layburn
Mr Andy Macleod

1.6 Designated Child Protection Officer

Mrs Katherine Van Voornveld

katherine.wood@highland.gov.uk

1.7 Parent Council Chair Person

Mr Fraser Mackay farnorth.primary@highlandpc.co.uk

1.8 Farr Primary School

Farr Primary School & ELC comprises one pre-school nursery class and two primary classes. We have one P1–3 class & one P4–7 class. Pupils and staff have access to the school gymnasium, lunch hall, music room, an extensive playing field, outdoor classroom, all-weather pitch, trim trail and school garden, all of which are extremely valuable resources which help aid and support the teaching and learning for pupils.



The primary school shares a campus with Farr High School. This enhances opportunities, knowledge and resources for all staff & pupils. Children who join our nursery at 3 years of age complete their primary education and transfer smoothly to their secondary education.

Campus

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

Current School Roll

Nursery

7 Pupils

Primaries 1 – 3

12 Pupils

Primaries 4 - 7

15 Pupils

1.9 The School Day

Nursery Sessions	Monday – Thursday	8.45am – 3:30pm
	Friday	8.45am - 11.45pm
Nursery Lunch	Monday – Thursday	11.45am - 12.15pm
Primary 1-3	Monday – Thursday	8.50am – 2.45pm
Primary 4-7	Monday – Thursday	8.50am – 3.30pm
Primary 1-7	Friday	8.50am – 12.00pm
Primary Break	Monday – Friday	10.15 – 10.30am
Primary Lunch	Monday – Thursday	12.00 – 12.50pm

1.10 Pupils' Supervision

Teachers can neither guarantee nor practically provide supervision before and after the normal school day. We would therefore ask that pupils do not arrive at school more than 10 minutes before starting time. Pupils transported to school by bus arrive at school no more than 20 minutes before starting time. This is in agreement with the education authority.

1.11 School Aims

“Working together to inspire learning and achievement of all within our learning community”

Farr Primary School has supportive and approachable staff who are committed to achieving excellence. Everyone’s achievements and hard work is recognised, with individuals’ opinions considered and valued. Our Achievement Wall shows pupil group and individual achievements, and these are also shared with home on our Seesaw Profiles and celebrated at assemblies. Staff recognise the value of a happy, safe and secure environment where children feel challenged in their learning, knowing it can be fun and with the understanding that it is ok to ask questions and make mistakes. All those involved with the school work as a team, offering support, openness and honesty. Children are encouraged to be active participants in their

learning and in the life of the school, taking responsibility for themselves, their learning, and for various day-to-day aspects of school life. At Farr Primary we provide a curriculum which promotes ownership of entrepreneurial learning, developing a sense of risk and confidence in our pupils and staff. We continue to place literacy, numeracy and health & well-being at the heart of pupils' learning. Our assessment and reporting procedures are supported by an effective system of record keeping and profiling.



We are currently working with all members of our school community to review our school vision, values and aims and hope to have these updated for next session.

At Farr Primary School we aim to make sure every child is:

- **G**uaranteed to be protected from abuse, neglect or harm.
- **I**ncluded as part of the school community and given support to overcome any inequalities.
- **R**espected and responsible - listened to and involved in decisions that affect them. Our pupils are given active and responsible roles and opportunities to boost confidence and self-esteem with appropriate guidance as required.
- **F**ulfilled as an individual and provided with opportunities to take part in play, recreation and sport.
- **E**nsured a nurtured place to live in; supported and guided in their learning and development of their skills.
- **C**onfident and supported in learning to make healthy and safe decisions.

1.12 Protection of Children

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse. In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

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

Copies of Child Protection Guidelines are available from Mrs Nicol or Mrs MacKintosh or online at

1.13 Policies

School policies can be found on our school website. These are developed with our pupils, staff, parents and other stakeholders. Highland council policies can be found here: [Authority Policies](#)

2 Parents/Guardians/Carers as Partners

2.1 Parents/Guardians/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.

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

- Parents' evenings
- Progress report cards
- Target Setting
- School open afternoons or assemblies
- Seesaw Profiles
- Emails, letters or phone calls

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

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

Parental information is obtained from questionnaires issued regularly at Parents evenings and through Parent Forums.

The Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting the Chair of the Parent Council, Fraser Mackay.

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

Families may find times challenging. Further guidance, which may be of assistance, can be found here:

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

2.2 School Uniform

Pupils must wear school uniform for the following reasons:

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



The school uniform consists of the following items:

- pale blue polo shirt
- black trousers, skirt or pinafore dress
- navy cardigan, sweatshirt or fleece
- black shoes
- indoor shoes

The school gym kit consists of the following items:

- shorts or jogging bottoms
- t-shirt
- suitable footwear.

Clothing grants can be claimed in certain circumstances, for information and an application form please see: http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

2.3 Lunchtime

School Meals

The school lunches provided by the school catering service are designed to be well balanced, with a good selection of vegetables and fruit available: therefore healthy choices are very much in evidence in all menus. The current price of a meal is £2.30 for pupils. Pupils within P1-5 now receive free school meals as part of a Scottish Government Initiative. If a pupil has special dietary needs, please inform the school.

Packed Lunches

We also cater for pupils taking packed lunches by providing seating for them. Should children prefer packed lunches; parents can make these healthy by providing well-balanced alternatives to chocolate biscuits, sugary drinks and sweets.

When providing fillings for sandwiches parents should bear in mind that lunch boxes will be stored in the warmth of the school during the morning and may prefer to avoid meat fillings or pack the lunch in a cool bag or include an ice pack in the box.

Free meals can be claimed in certain circumstances, for information and an application form please see: http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

Application forms are available from the school reception. Pupils receive credit on their account that they can use during break and lunchtime in the canteen. The Highland Council operates a 'Cashless catering' system which utilises pupils' NEC cards. For further details please see: http://www.highland.gov.uk/info/878/schools/9/school_meals/2

2.4 Health Promoting School

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

2.5 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 helpful information and support <https://www.highland.gov.uk/info/886/schools - additional support needs/833/armed forces - support for families and schools>

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

3 Curriculum

3.1 Curriculum for Excellence

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



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

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

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

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



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

All experiences, outcomes and opportunities provided for our pupils are designed to build on pupils' skills for learning, life and work. We regularly hold learning conversations with our pupils to help enhance and aid the understanding that these skills are transferrable across the curriculum and within their wider world. In order to engage learners many subject areas are planned and organised in consultation with pupils. This gives them a sense of ownership and responsibility.



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

Our Church of Scotland Minister and other church community members provide opportunities for religious engagement throughout the school year.

Our school has two composite classes. Primary 1-3 and Primary 4-7. Children learn at the appropriate level for them throughout the curriculum. Topic work and some subjects will be whole class lessons but there is still differentiation to account for the different levels within each class.

More information about Curriculum for Excellence can be found at:

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

3.2 Languages

At Farr Primary, pupils learn Gaelic as their first additional language from Primary 1. From primary 4, the children are introduced to their second additional language, French.

3.3 Support for Learning

Class teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with additional support needs. 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

Sometimes a Children's Support Worker will be involved in supporting a child. A Children's Support 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. If you feel your child may benefit from additional support, please contact the school. Additional information can be found here: <http://enquire.org.uk/>

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

3.4 Progress

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to contact the school office to arrange an appointment with their child's class teacher, in the first instance. All parents will be invited to have a Parent evening twice yearly and will be given a report on their child's progress during the summer term. Throughout the year, parents can view their child's profile at any time online.



3.5 Health and Wellbeing

Relationships, sexual health, parenthood and drug awareness form part of our health & wellbeing curriculum. Due to the sensitive nature of these issues parents will be informed via letter that these will form part of the curriculum during particular stages of school.

3.6 Educational Visits/Excursions

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

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

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

3.7 Assessment & Reporting

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

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress 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 through pupil reports, parent evenings, and target setting information.

Key Assessment Tasks form part of each child's profile which is updated with targets and achievements throughout the year. These can be viewed by parents at any time on Seesaw and time will be given also during Open Days.

3.8 Homework

All children receive work to be carried out at home.

At Farr Primary School, homework will be given for the following reasons:

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

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

3.9 Specialists

Within Highland, we are fortunate to have the services of various professionals who are contacted for advice and additional support. These include health visitors, educational psychologists, speech and Language therapists, occupational therapists, pupil support workers, etc.

When necessary the school will contact the Educational Psychology Service. Parents will be asked permission, should it be necessary, to undertake a psychological assessment of a pupil.

3.10 Transitions

Transitions are the moves children and young people make from nursery to school, from stage to stage and through Curriculum for Excellence levels. Then from primary onto secondary school.

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

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

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

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

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

Planning for transitions start at the beginning of the child's last year in nursery. The more complex a child's additional support needs the more time is needed for

planning and preparation. Each young person is individual and thus the solutions will be individual.

The transition process begins with the P1 teacher visiting the nursery pupils early in the final year of nursery. Following this the pupils begin to visit the school on a weekly basis steadily increasing the length of time spent in the school and classroom.

Throughout the transition process pupils are provided with a variety of Maths, Literacy and Interdisciplinary activities within a play context. We also allow the pupils to experience, breaks, lunch, and opportunities to meet and experience learning with our specialist teachers such as PE. There is an opportunity for parents to visit the P1 teacher in the summer term before their child starts P1 so they can see the classroom. This will also be an opportunity for the teacher to answer any questions new parents may have.

Our primary 7 pupils benefit from a robust transition to Farr High School. Transition may begin earlier for some pupils who need additional time. Visits with parents, curricular days and timetabled days and a transition residential trip all ensure a smooth transition for our oldest pupils moving on to their new school.

3.11 Health and Wellbeing

Additional visitors to school include the dental hygienist, school nurse and the health visitor. The school nurse examines each child when they start school and again before they leave. Parents will be notified in advance. Checks on sight and hearing are made in the intervening years so that any concerns can be followed up.



3.12 Mental Health and Wellbeing



Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [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 from Scottish Counselling: <https://scottishcounsellingservices.org.uk/> Please contact Mrs Nicol if you would like further information. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed at: <https://www.kooth.com/>

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

3.13 Committees

Our pupils have the opportunity to represent their class in the Pupil Council and Eco Committee. Older children may also get the chance to be Junior Road Safety Officers. (JSRO)

Our Pupil Council has raised money for charity and organised events for the other children in the school to take part in.

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

Our JRSOs work to ensure all the children know how to be careful near our busy roads and how to be seen during the winter months.

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

3.14 Religious Observance

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

4 Additional Information

4.1 Term Dates

2023 holidays

- February break - 20 February and 21 February
- In service day - 22 February
- Easter holidays - 3 April to 14 April
- May Day - 1 May
- In service day - 5 June
- Summer holidays - 30 June to 11 August
- In-service day - 14 August
- In-service day - 11 September and 12 September
- October holidays - 9 October to 20 October
- Christmas and New Year break - 25 December to 5 January

2024 holidays

- February break - 19 February and 20 February
- In service day - 21 February
- Easter holidays - 29 March to 12 April
- In-service day - 2 May
- May Day - 6 May
- Summer holidays - starts 28 June

Please note that these dates may change during the year.
Please read all newsletters during the year, as changes will be noted in writing.

4.2 School Discipline and Positive Behaviour

Discipline is essential to good learning situations. The aim of the school is to provide an atmosphere of mutual respect and collective responsibility. At Farr we promote positive behaviour and good relationships. Pupils, parents and teachers all have an important part to play in achieving this. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

We hope to work in partnership with parents on concerns regarding discipline. The school is a community, which exists to promote the education of all its pupils. **Everyone** has to abide by certain guidelines and standards of behaviour if the school is to operate efficiently.

We try to teach discipline by **example** and **encouragement**. However, persistent and repeated misbehaviour will not be tolerated. Under these circumstances a pupil will be given a **clear and adequate warning** beforehand that there will be sanctions should such behaviour continue. Parents will be contacted when the Head Teacher takes disciplinary action.

In extreme cases, exclusion may be the final option. There are detailed procedures to be followed in such cases, and parents are involved at almost every stage. In these circumstances, parents will be advised well in advance, unless the pupil's actions have been severe enough to warrant instant exclusion from the school.

Our Positive Behaviour Policies can be viewed on the school website.

Highland Council's anti-bullying policy can be found here:

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

4.3 Code of Conduct

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

General

- When on outings and visits, pupils should conduct themselves in the same manner as employed in school, remembering that they are representatives of the school.

- Consistently inappropriate behaviour or a serious incident in school (especially during sports or games) may result in an individual not then being allowed to represent the school as a member of a particular school team, for example; basketball or football. Pupils should be demonstrating good sportsmanship consistently if they intend to represent the school as team players.



- Pupils should not be in school during lunchtimes or interval unless under supervision by a member of staff.
- Pupils should not take toys/belongings to school, or large sums of money.

Playground

- Pupils should not climb on walls, fences or trees surrounding the school.
- Pupils should ensure that they store any equipment and games away correctly when they have finished with the items, especially when they have been using them outdoors.
- Pupils should put litter in the bins provided.

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

4.4 Attendance/Absence

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on the school number 01847 80 70 11. When returning to school after an absence, the parent or guardian must give written reason for the time absent.

If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from their 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 will be contacted for them to collect their child, therefore it is essential that we have up to date day time contact numbers and emergency contact numbers for all pupils.

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

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

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;

- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

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

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

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

4.5 School Improvement

Our school continuously works to improve the provision we give. We are currently in the first of a three-year programme. The following table sets out our current focus areas:

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

Self evaluation is an ongoing process at Farr. This is done in-line with council procedures and against the How Good is Our School 4 Quality Indicators.

Farr Primary's Standard and Quality Report, which reviews progress from the previous session, is detailed below:

Our Improvement Journey Headlines Session 2021/22

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

Improvement Project 1:

Primary focus: School and ELC improvement

Year of Project: 2

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

Progress and impact:

Content:

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

Next steps:

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

Improvement Project 2:

Primary focus: Performance Information

Year of Project: 2

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

Progress and impact:

Content:

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

Next steps:

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

Improvement Project 3:

Primary focus: Performance Information

Year of Project: 2

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

Progress and impact:

Content:

- ✓ Members of SMT completed modules on use of data & all class teachers completed SNSA training which raised some staff confidence. Staff routinely use class assessment results to inform next steps. Staff meetings are used as a vehicle to discuss progress and next steps. Moderation was the focus of all CCMs throughout the year where writing within Early, First and Second were discussed.

- ✓ Tracking meetings took place in November, February and May between SMT and teaching staff. All pupils were discussed and levels updated as necessary. Staff know where to find the tracking document and can access at any time.
- ✓ An Early Years working group, led by SMT, took place throughout the session. All P1 and EYP staff participated. Transitions were discussed and some progress made.

Next steps:

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

4.6 Administration of Medicines

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with a pupil is simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered out-with the school day, ie in the morning and evening. Should your child need to take medicine during the school day, please contact the school office who will give you the form that needs to be completed in order for this to happen.

4.7 Minor injuries

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured 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. Our Injury Policy can be viewed on the school website

4.8 Adverse Weather

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

Farr Primary and ELC :

0800 564 2272 PIN: 04 1030

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

You can also access the highland school closure website on:

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

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

4.9 After School Clubs

Our Active School Co-ordinator runs an afterschool club for the children, within the school grounds, one day a week. There are also after school activities in the village available at Farr Edge.

5 New Pupils

5.1 Delineated Area

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

Any parent resident out with the area who wishes to enroll a pupil must submit a placing request - 5.5 Placing Requests, below.

5.2 Pre-School Enrolments

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

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

5.3 Associated Secondary School

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

5.4 New entrants

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

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

5.5 Placing Request – Parental Choice

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

Placing request applications are made online at:

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

5.6 Transport

Transportation for pupils living within catchment and out with a reasonable walking distance is provided by Highland Council. 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 Farr Primary School they can contact Mrs Nicol to discuss.

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.

5.7 Visits of Prospective Parents

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

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

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

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

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

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

6 Pupils with Additional Support Needs

6.1 Pupils with Disabilities

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

6.2 Additional Support Needs – Authority Policy

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

More information about meeting individual needs can be found here:

[Support for Learners Website](#)

More information can be found about the Highland Council model for support and child's plans at:

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

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

Information about the 2009 Additional Support for Learning Act - Legal information

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

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

Further information and support for parents of children and young people with ASN are available from the following organisations:

Enquire – the Scottish advice and information service for additional support for learning <https://enquire.org.uk/>

My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs <https://myrightsmysay.scot/>

Scottish Child Law Centre, an organisation providing free legal advice to young people <https://sclc.org.uk/>

6.3 Equality and Inclusion

For up-to-date information please see:

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

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

Eliminate unlawful discrimination and advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity. Our Equality and Diversity policy is available to view on our school website.

7 Complaints and Requests for Service

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

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 Ms Annika Janssen, Education & Learning Manager.

8 Data Protection

8.1 Access to Pupil Records

The Pupils' Educational Records (Scotland) Regulations 2003 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

8.2 Data Protection Act 1998

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>

8.3 Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

8.4 Data policy

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

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

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

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

Why do we need your data?

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

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

8.5 Your data protection rights

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

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

8.6 Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

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.