

Gairloch Primary School

Bun-sgoil Gheàrrloch



Handbook

Leabhran

2023-2024

CONTENTS:

Introduction to our School	3
Vision, Values, Aims	4-5
Staff List & Contact Details	6
School Floor Plan	7
School Day and Term Dates	8
Enrolment & School Policies	9-13
Parents/Carers as Partners	13-16
Learning & Teaching at Gairloch Primary	16-17
The Curriculum	17-21
School Improvement	22
Assessment	22-23
Homework	23-24
Additional Support Needs	25

APPENDIX

Child Protection	26
Health Care	26-28
Access to Records	28-29
Equality & Inclusion	30-31
2009 Additional Support for Learning Act	31-32
Complaints Procedure and Request for Service	32

Gairloch Primary School

Gairloch Primary School and nurseries cater for primary and nursery aged children. At the end of 2022, there were 48 primary school pupils and 13 children in the English and Gaelic nurseries. The school catchment area is extensive, stretching as far as Red Point and Rua Reidh.

The school is set in a central location in the picturesque village of Gairloch, next to the High School and with a pleasant outlook over the loch. The school has a school hall, a library, a garden with vegetable beds, playgrounds with soft surfaces and tarmac, as well as access to the Gairloch High School playing field. There is no kitchen, but children eat lunch in the High School canteen.

We are the only school in our area to offer Gaelic Medium Education, total immersion from the age of 3. Children from anywhere within the Gairloch High School catchment area may attend Gaelic Medium Education at Gairloch. Transport is provided for these children from Primary 1.

We hope your child enjoys their time at Gairloch Primary.

Bun-sgoil Gheàrrloch

Tha Bun-sgoil agus sgoiltean-àraich Gheàrrloch solair do chlann a tha aois sgoile agus sgoil-àraich. An-dràsta, tha 48 sgoilear againn agus 13 pàiste anns na sgoiltean-àraich Beurla agus Gàidhlig. Tha sgìre-ghlacaidh na sgoile farsaing, cho fada a-mach ri Rubha Dearg agus Rubha Rèidh.

Tha an sgoil suidhichte ann an meadhann baile Gheàrrloch, ri taobh an Àrd-sgoil le sealladh meallach den loch. A' measg na goireasan tha talla, leabharlann, raointean—cluiche, gàrradh glasraich agus cothrom achadh an Àrd-sgoil a' chleachdadh. Chan eil cidsin againn, ach tha a' chlann ag ithe lòn ann an ionad-bìdh an Àrd-sgoil.

Is sinne an aon sgoil anns an sgìre a tha a' tamhainn Foghlam tro Mheadhan na Gàidhlig, le làn-bhogadh bho aois 3. 'S urrainn do phàiste bho àite sam bith san sgìre a' dhol tro Foghlam tro Mheadhan na Gàidhlig ann an Geàrrloch. Tha goireas-siubhail ann airson na sgoilearan seo nuair a thòisicheas iad 's an sgoil.

Tha sinn an dòchas gun còrd Bun-sgoil Gheàrrloch ri do phàiste.

GAIRLOCH PRIMARY SCHOOL VISION, VALUES AND AIMS

OUR VISION – Brilliance in Every Child

OUR VALUES – We are:

- **Honest**
- **Caring**
- **Respectful**
- **Determined**
- **Ambitious**
- **Responsible**

OUR AIMS –

- **Create a positive and energetic ethos**
Demonstrate a shared and recognised set of values against which we continually measure our actions.
- **Take responsibility for our own learning**
Understand why we learn and how to improve.
- **Set high expectations and work towards them in stimulating surroundings**
Collaborate to devise imaginative and interesting challenges to meet the needs of all learners.
- **Forge and strengthen partnerships beyond our school boundaries**
With parents, other schools, the local community, as well as the wider world.
- **Celebrate effort and achievement in English and Gaelic**
Share and take pride in every success, both in and out of school.
- **Reach our potential in an inclusive, respectful and nurturing environment**
Work and play in safety in an atmosphere of tolerance to develop confident, imaginative and adventurous children.
- **Celebrate the languages and cultures of Scotland**
Promote and embed into teaching and learning across the school.

BUN-SGOIL GHEÀRRLOCH LÈIRSINN, LUCHAN AGUS AMASAN

AR LÈIRSINN – Sàr-mhathas anns a h-uile pàiste

AR LUACHAN – tha sinn:

- Onarach
- Coibhneil
- Urramach
- Coileireach
- Àrd-amasach
- Dleastanach

AR AMASAN –

- **Dealbhaich ethos posataibh agus sgairteil**
Seall luachan air a bheil sinn uile eòlach, agus is urrainn dhuinn leantainn anns a h-uile gnìomh.
- **Gabh dleastanas na ar ionnsachadh fhèin**
Tuig carson a tha sinn ag ionnsachadh agus ciamar a nì sinn adhartas.
- **A bhith an dùil math a’ dhèanamh ann an suidheachadh bhrosnachail**
Cò-obrach airson dùbhlain mìneachail agus ùidheil a’ chruthachadh airson coileanas a thoirt do gach sgoilear.
- **Tòisich agus neartaich com-pàirteachas a-mach as an sgoil**
Le pàrantan, sgoiltean eile, an coimhearsnachd, agus nas fhaide a-mach.
- **Comharraich oidhirp agus coileanas ann am Beurla agus Gàidhlig.**
Co-roinn agus bi moiteal anns gach buaidh, anns agus a-mach as an sgoil.
- **Ruig ar comas ann an àrainneachd a tha in-ghabhalach, urramach agus altramach**
Obraich agus cluich ann an sàbhailteas le fulangas airson clann a bhith earbsach, mac-meanbhnach agus dàna.
- **Glèidh na cànan agus cultaran aig Alba**
Brosnaich agus cleachd ann an teagaisg agus ionnsachadh tron sgoil air fad.

**GAIRLOCH PRIMARY SCHOOL
BUN-SGOIL GHEÀRRLOCH**

Achtercairn
Gairloch
Ross-shire
IV21 2BP

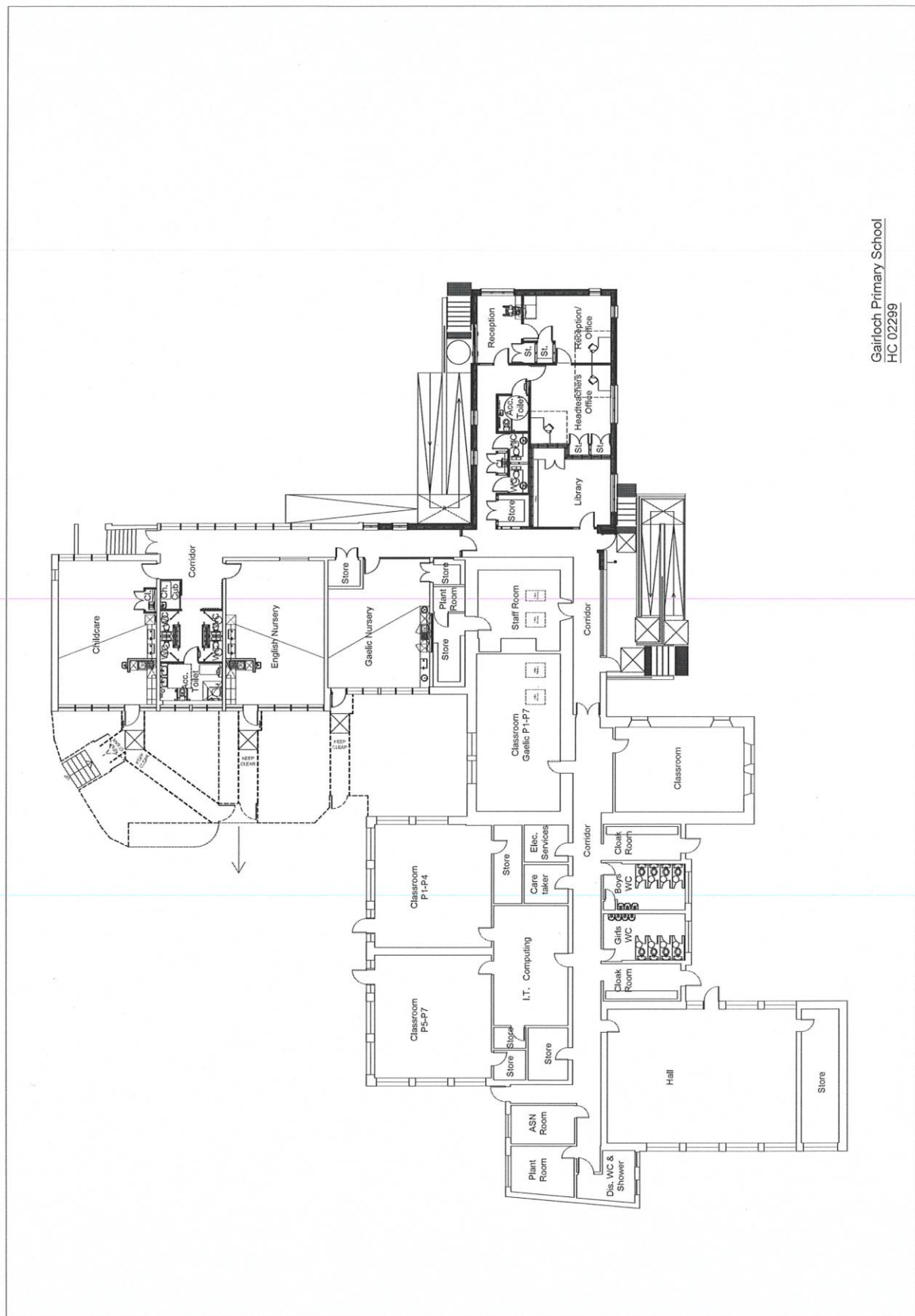
Tel: 01445 712165

Email: gairloch.primary@highland.gov.uk

Website: <https://sites.google.com/highlandschools.net/gairlochprimary/home>

Head teacher / Ceannard	Mr S McDonagh
Class Teacher P1-4 / Tidsear P1-4	Miss C Fay
Class Teacher P5-7 /Tidsear P5-7	Miss J Harrison / Mr S McDonagh
Gaelic Medium Teacher /Tidsear P1-7	Mrs M MacKenzie
ASN teacher (part time) / Tidsear ASN pàirt-ùine)	Mrs A Wyatt
Office / Oifis	Ms A Grove
Pupil Support / Taic Sgoilear	Miss A Cleary Mrs A Maclean Mrs F Hall
Nursery / Sgoil-àraich	Mrs W Shepherd Mrs M McNeil Mrs C Grant
Cleaning / Glanadh	Mrs S Lee Miss K Mackenzie
Facilities / Goireasan	Mr K Lee Mr J Schneider

GAIRLOCH PRIMARY FLOOR PLAN



Gairloch Primary School
HC 02299

SCHOOL DAY / LATHA NA SGOILE

SCHOOL:

Mon–Thur: 8:50 am – 3:30 pm

Friday: 8:50 am – 1:15 pm

On Fridays, parents may (by arrangement) pick up before lunch at 12.15 pm.

Morning break 10.30 am – 10.50 am

Lunch break (P1 – 3) 12.10 pm - 1.15 pm

(P4 – 7) 12.25 pm – 1.15 pm

Afternoon break (P1 – 3 only) 2.15 pm - 2.35 pm

NURSERIES – GAELIC & ENGLISH:

Mon-Thur: 9:00 am - 3.30 pm

Friday 9:00 am - 1:00 pm

TERM DATES / SAOR-LAITHEAN 2023/24

https://www.highland.gov.uk/downloads/file/24301/highland_school_calendar_2023_to_2024

Autumn term starts – 15 August 2023

Autumn term ends – 6 October 2023

Winter term starts - 23 October 2023

Winter term ends - 22 December 2023

Spring term starts - 8 January 2024

Mid term break – 19 & 20 February 2024

Spring term ends – 28 March 2024

Summer term begins – 15 April 2024

Summer term ends – 27 June 2024

Casual Holidays and Staff In-Service Training

14 August 2023

11 & 12 September 2023

21 February 2024

2 May 2024

6 May 2024

ENROLMENT

Annual enrolment into P1 and Nursery takes place in January/February and is advertised locally.

We welcome pupils at any time of year and parents who would like to enrol during the session should contact the Head Teacher.

You are encouraged to enrol your child online at: www.highland.gov.uk/schoolenrolment

Nursery pupil start dates will vary in line with the age of your child.

Arrangements are made for P1 induction in June.

PLACING REQUESTS – PARENTAL CHOICE

Parents may specify the school they would like their child to attend even if they live outside the school's catchment area. It should be noted that children who live within the school catchment area take priority. Enrolment should be into the catchment school and a Placing Request may then be submitted to the Area Education Office. Placing request forms may be completed here:

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

Pupils living outside the school catchment whose parents wish them to attend Gairloch primary may contact the Head Teacher to arrange a visit.

Transportation to and from school for pupils enrolled following a placing request is the responsibility of parents/carers.

Parents of children with additional support needs, (including those that have Coordinated Support Plans) may make placing requests to any school in Scotland. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

GAELIC MEDIUM EDUCATION / FOGHLAM TRO MHEADHAN NA GÀIDHLIG

Our Gaelic medium classes offer the same curriculum as the rest of the school, taught through the medium of Gaelic. Pupils are immersed in Gaelic during Primary 1, 2 and 3 to develop fluency. Reading and writing in English begins in Primary 4. By Primary 7, pupils in Gaelic medium classes are equally fluent in English and Gaelic, including reading and writing. Almost all children in our Gaelic medium classes come from non-Gaelic speaking homes, so do not worry if you don't speak any Gaelic – your child may still access Gaelic Medium Education. Some of the benefits of bilingualism and much more information can be found on the Highland Council website:

https://www.highland.gov.uk/downloads/download/17/gaelic_medium_education

As it is advantageous for children to hear some Gaelic in the home, it is helpful if parents learn some basic Gaelic phrases. Please ask to visit our Gaelic classes where you can see the classes in action and speak to our staff. We are also happy to introduce you to other parents who can tell you about their experience of Gaelic Medium education.

PUPIL VOICE

The school and nurseries are divided into three clans – Foxes, Stags and Pine Martens. Each is headed by clan chiefs, elected by the whole school. Pupils regularly come together in their clan groups to take part in a variety of activities. Clan points promote achievement

and reward effort in all aspects of school life. At the end of the school year, points are totalled and medals awarded to members of the winning clan.

Pupils are encouraged to express their views and ideas for the school both formally via the Pupil Council and on a day to day basis. Assemblies are regularly led by pupils in the upper school. Clan chiefs and the other senior pupils also organise whole school activities including parties, charitable fund raising events and school open days. A classroom economy is operated in the P5-7 class, run entirely by the pupils.

ATTENDANCE / ABSENCE

Good attendance is vital if pupils are to achieve their full potential. Every parent of school age children has a duty to ensure that their child attends school regularly. Attendance is recorded twice a day. Levels of attendance and lateness are monitored and parents are informed where levels of absence/lateness are causing concern.

If a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on 01445 712165. If we have not received notification before 9.15am, the school will phone to check the child is safe at home. Parents should continue to notify the school on subsequent days of absence.

If a pupil leaves during the school day for an appointment etc, the school should be informed in advance. Pupils must sign out of school and in again if returning the same day. Wherever possible, medical and dental appointments should be made outwith school hours.

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

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

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Under guidance issued at a national level, most family holidays will be coded as unauthorised absence. Should parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Head Teacher.

DISCIPLINE

Effective learning and teaching are dependent on a positive relationship established at school and classroom level through interactions between staff and pupil and between pupils themselves. Positive behaviour is achieved in two ways:

- Prevention – preventative strategies which encourage each pupil to develop a sense of personal self-discipline
- Management – when negative behaviour occurs we need to be able to respond positively and effectively.

It is the responsibility of pupils, parents and staff to ensure that standards of behaviour are met within the school.

SCHOOL UNIFORM

All pupils are actively encouraged to wear school uniform to assist in identifying positively with their school. Uniforms embroidered with the school badge (designed by pupils) are

available online at www.myclothing.com The school receives a 5% cash donation on every purchase. School ties are available from the school office.

The Parent Council supports the following policy:

Pupils should wear school uniform on a daily basis. The uniform is designed to be smart, yet practical and economical. It comprises a combination of the following:

- Navy blue school sweatshirt with embroidered badge
- Dark trousers/skirt/pinafore
- White shirt and school tie
- Sturdy school shoes

Pupils will also require a pair of indoor gym shoes.

PE kit consists of a change of T-shirt - the school polo shirt, shorts and trainers or gym shoes.

Please label ALL school uniform with your child's name.

Clothing grants are available towards the cost of school uniform.

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

LUNCH

School Lunch

Gairloch Primary School children take lunch in the High School canteen. A wide choice of meals is offered over a three week menu. Currently, the cost of a meal is £2.30 for P6-7 pupils. P1-5 pupils receive lunches free of charge. The Highland Council operates a 'Cashless Catering' system. For further details, see:

http://www.highland.gov.uk/info/878/schools/9/school_meals/2

Free school meals are available depending on family circumstances:

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

If your child requires a special diet to allow for allergies, intolerances, diabetes etc, you should complete a Special Diet Request Form, available from the school office. The request will be considered in consultation with the school meals service and where appropriate advice will be sought from a dietician. If you are requesting a diet for health reasons but this has not been prescribed by a dietician or doctor, we recommend that you inform your GP so that they may provide any necessary supervision or advice.

Packed Lunches

Pupils taking packed lunch are supervised in the High School dining hall. The Education Authority has issued advice regarding packed lunches:

- All food to be carried in a semi-rigid container with a secure lid and separated from school books, Chromebooks etc.
- Glass bottles or containers and vacuum flasks containing hot food or liquid or fizzy drinks are not permissible in school.

TRANSPORT

Children under 8 years are eligible for free transport to and from school if they live 2 or more miles from their designated school. This distance is increased to 3 or more miles when the child is aged 8 or over. Transport is also available for pupils with medical or additional support needs, or those who would have to walk a route considered to be unsafe. An application form for transport is available from:

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

Pupils must carry a bus pass on school transport. A pupil whose home address changes must reapply for school transport.

Concessionary places for those not entitled to free transport may be available on application.

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.

EMERGENCY CLOSURE / ADVERSE WEATHER

In exceptional circumstances, for example severe weather, a power or water failure, it may be necessary to send children home early. When parents cannot be reached at home, the school will telephone the emergency contact supplied by parents to arrange pick up of their children. In the event that no contact is made with either the parents or emergency contact, the child will be kept in school until he/she is collected. This is not a desirable outcome and parents are strongly advised to ensure that the names of emergency contacts are kept up to date.

If there is risk of closure due to adverse weather, parents may telephone the Highland Council emergency closure number to hear a recorded message from the head teacher.

Emergency Closure Number: 0800 564 2272

School's Pin number: 042080

www.highland.gov.uk/schoolclosures

SCHOOL POLICIES

The full documents for the following policies may be found on the Highland Council website: Teaching and Assessment Policy, Respecting Confidentiality, Child Protection, Promoting Positive Behaviour, Race Equality, Anti Bully Policy, Transition Policy, Intimate Personal Care, Quality Assurance, Monitoring and Evaluation Policy, Administration of Medicines, Homework Policy.

https://www.highland.gov.uk/info/893/schools_-_general_information/29/school_policies_procedures_and_guidelines

HIGH SCHOOL

Pupils usually transfer to Gairloch High School at the end of Primary 7. The High School and Primary Schools collaborate on a transition programme during which P7 pupils meet their peers throughout the Area Schools Group and become familiar with the High School. There is a staged transition process for children with additional support needs to provide whatever extra support is needed for a successful transition.

Gairloch Primary is situated next door to the High School and we share some facilities. The High School can be contacted on 01445 712275. <https://gairlochhigh.org.uk/>

PARENTS/CARERS AS PARTNERS

Much of the strength of our 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. The school works very hard to keep parents informed regarding their child's progress and any key decisions about their education. We communicate regularly via newsletters, open days, parents' evenings, plus regular posts on our Facebook page.

The support of parents in their children's education is key to success. Taking time with them, discussing work, practising 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 key decisions about their child's education and to keep parents informed about progress. To ensure parental input, the school works closely with the Parent Forum and the Parent Council.

We operate an open door policy at Gairloch Primary, where parents are welcome to call at the school and visit the Head Teacher to discuss any problems, complaints etc.

Reporting to Parents

Pupil progress is reported verbally to parents as considered appropriate, or as requested by them. Parents are invited to see or discuss their child's work 3 times a year.

- In autumn term, usually November, parent interviews are held to update you on how your child is settling in and performing in the new session. Another update is given in February/March.
- In June, children invite parents to an Open Afternoon where they share their work, giving an opportunity to self-evaluate and talk about what they feel has improved over the last two terms.
- Before your child is due to move into a new school year or is transferring to High School, a written report is sent home with a feedback form for parents.
- Learning logs are also shared with parents throughout the year.

Parents wishing to enquire about their child's progress are invited to get in touch with the class teacher and arrange a time to visit or call outside teaching hours.

Parent Council

Every parent is a member of the Parent Forum which elects a Parent Council each year. Gairloch Primary has an active Parent Council, which represents the views of parents and supports the school in providing valuable educational experiences for the children.

Current office bearers are:

Chair	-	Luciana MacLean
Secretary	-	Fiona Tippet, Janet Miles (Minutes)
Treasurer	-	Lynne Whall

The Gairloch Primary Parent Council meets once or twice a term. Meetings are held in the evenings so that the majority of parents can attend.

The objectives of the Parent Council are:

- To promote partnership between the school, pupils and all parents
- To develop and engage in activities which support the education and welfare of pupils
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils
- To raise funds, apply for and receive grants and accept gifts for the benefit of the school.
- The Parent Council is accountable to the Parent Forum and minutes are sent to all parents. The Annual General Meeting is usually held in the summer term of each year.

Any parent who wishes to raise an issue for the Parent Council to consider may do so by contacting gairlochprimarypc@gmail.com

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

Community

Gairloch is a close-knit community with strong links to the Primary School. Members of the community enrich the pupils' experience by offering their time and skills as well as substantial support for our fundraising activities. The success of the school is integral to the life of the community and pupils and members of the community all benefit from shared cultural and intergenerational activities.

How Parents/Carers Can Support the School

Our school values and welcomes the help of parents and family members.

Can you help on a regular basis during the day?

- With art or drama activities
- With the school library
- Helping with computers
- Running a lunchtime club
- Transport for swimming lessons
- General help in the class for example with reading

Do you have a skill to share?

- Gardening in the school grounds
- Painting, for example scenery for a school play or help with a frieze or sculpture
- Storytelling either to a whole group or one to one
- Cooking for special occasions or life skills
- Sports to further develop skills and abilities or just for fun

Could you talk about your life or work?

- Languages – teach the children a few words in another language, tell them about another culture
- Older members of the community can talk about their experiences growing up - the children would love to interview you
- Talk about your work, how you use numeracy and literacy and what other skills did you develop to make you successful in your role

Just be there!

- For school trips
- Support special events
- Help to supervise and be an extra pair of hands

Whatever you can do and at whatever level you would like to get involved, we would like to welcome you to our school.

Supporting Your Children at Home

There are many ways to support children's learning at home and this is by no means an exhaustive list. Please meet with your child's teacher if you would like further ideas about how to support your child.

Numeracy

Numeracy is a vital skill and is important in everyday life. Families can support children by providing them with opportunities and experiences which allow them to apply their skills.

Time – Encourage your child to use a watch or clock both analogue and digital. Younger children can use rhymes for days of the week, seasons and months of the year. When a little older, children can read timetables and TV schedules. Ask them to work out durations, length of programmes. Encourage your child to use a calendar. Ask them how many days are in a month, or how many weeks until their birthday etc.

Money – Let your children become familiar with coins, or add using money. Older children can think about best deals and budgeting.

Estimating – encourage familiarity with metric measurements and for older children, the equivalences in imperial measurements. Ask them to estimate how long something is, how much time something will take or how much something holds. For example, what length of paper to wrap a present, or how many cups will this bottle fill?

Logical thinking – ask your child to explain their thinking, consider consequences, draw conclusions, sequence actions. Use newspapers, activities, magazines, TV or Internet as stimulus for discussion.

Literacy

Your child is developing skills to be able to read and write accurately, to listen carefully and to talk clearly about ideas. You play a crucial role in this development.

- Read to your children every day. If your child is in the upper school read a book that is slightly more difficult to develop listening skills, increase vocabulary and fire the imagination. Encourage children to read a wide variety of material – books, blogs, papers or magazines, the back of the cereal packet. Discuss with your child what they are reading; ask them questions about their thoughts on a character and why they think that way. What they think might happen next.
- Teach your child nursery rhymes, rhyming poems and stories so that they recognise the patterns in language.
- Make sure they form their letters correctly, that capitals are in the correct place, encourage them to join their letters. Ask them to keep a holiday diary, write a letter or email to a friend or relative, make an invitation, review a computer game.
- Encourage them to discuss topics which come up in the family or from the news. Ask them to offer opinions and justify them.

LEARNING AND TEACHING AT GAIRLOCH PRIMARY

Each learner should feel safe, healthy, achieving, nurtured, active, respected, responsible and included. The teacher has a central role to play and should develop and maintain good working relationships with pupils, as a class and as individuals if successful learning is to take place. They should engage with the key principles below to inform learning and teaching:

Engagement

Learners need motivation. Children should feel positive about being involved and although learning brings its own emotional and intellectual rewards, sometimes learners require an external incentive or recognition such as certificates.

Participation

Learners should be active and take as much responsibility as possible for their own learning. They should lead whenever possible. They should be aware of their learning styles and confident enough to seek help, whatever form it takes.

Learners should talk through their learning regularly with their teachers and peers. We have a regular review of learning through Learning Logs every Friday morning.

Thinking

Learners should be positively critical: questioning, investigating, testing, seeking after the truth about themselves, others and the world in which they live.

An excellent learning experience will include many aspects of the following:

- People welcoming other people, enjoying each other's company and having fun through challenge and hard work.
- Learners reviewing prior work, making choices and agreeing what needs to be done, how it is to be done, where and when and using appropriate resources.
- Learners leading – asking each other meaningful questions which require thought, engaging in dialogue as a class and in groups, modelling processes and demonstrating knowledge and skills to each other and audiences.

- Learners understanding and sharing of standards, self and peer assessing, receiving meaningful feedback about what has been achieved and agreeing next steps to improve.

We sincerely wish your child to enjoy their learning experience in our school.

THE CURRICULUM

The Curriculum for Excellence (3-18 year olds) has an emphasis on seeing the whole child and recognising achievement both in and out of school. It has been introduced to raise standards in learning and teaching and to help improve our children's life chances.

A Curriculum For Excellence

It aims to provide:

- Greater choice and opportunity for pupils
- A single coherent curriculum for all young people aged 3-18.
- More freedom for teachers

Curriculum for Excellence challenges us to think differently about the curriculum. It encourages those working in education to plan and act in new ways.

The implementation of Curriculum for Excellence goes beyond the provision of guidance on curriculum content. It has implications for the way teaching is approached, the organisation of the curriculum, attainment levels and the qualifications system and the recognition of wider achievement.

Curriculum For Excellence aims to:

- Focus classroom practice upon the child and around the four capacities of education:
 - successful learners
 - confident individuals
 - responsible citizens
 - effective contributors
- simplify and prioritise the current curriculum
- encourage more learning through experiences
- create a single framework for the curriculum and assessment 3-18

The intention is to alter the balance between a curriculum that is heavily dependent on content, to one where we have learning and teaching approaches that improve pupils' understanding of what is being taught and to make learning active.

Principles for Curriculum Design

We focus on the following principles as we try to take the curriculum forward:

Challenge and Enjoyment - Children should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in

their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children to sustain their efforts.

Breadth - All children should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

Progression - Children and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their needs and aptitudes and keep options open so that routes are not closed off too early.

Depth - There should be opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.

Personalisation and Choice - The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child increasing opportunities for exercising responsible personal choice as they move through their school career. Once they have achieved suitable levels of attainment across a wide range of areas of learning the choice should become as open as possible. There should be safeguards to ensure that choices are soundly based and lead to successful outcomes.

Coherence - Taken as a whole, children's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of children's learning, including opportunities for extended activities which draw different strands of learning together.

Relevance - Children should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

Curriculum Breakdown

The following information breaks down the curriculum and gives a brief outline of our current practice. We review the curricular areas on a regular basis to help us aim towards best practice.

Language

Language covers: Listening and Talking, Reading, Writing and Modern Languages. To provide learning experiences in these areas, teachers use a wide range of methods and contexts. At times skills may be taught separately or integrated through other curricular areas; writing reports is a necessary part of a science project, discussing books, experiences or news and media develops talking and listening skills, taking part in music, art, drama helps to develop listening skills.

Writing

This involves imaginative writing, personal writing, functional writing and poetry. In writing we use a variety of approaches supported by schemes and initiatives such as 'Write to the Top' and the 'Highland Literacy Approach' which links reading and writing skills. Writing is also shared at class level or at assembly.

Reading

We try to provide a full range of purposeful reading tasks in as meaningful a context as possible. In the Nursery classes the children are encouraged to become familiar with books through listening to stories, role play and the provision of story sacks. The school uses the Oxford Reading Tree scheme and novels at the upper stages. In Primary 1 your child will begin by bringing home a storybook and extended version of the same story for the parent to read to the child. Once children have the mechanics of reading the emphasis is then on higher order reading skills, for example, selecting the main idea, inference, and prediction, skimming and scanning. The children are also helped to use reference material in books, posters, tables and from the internet. Children are given many opportunities to read for pleasure. We aim to foster a love of books. All children visit the Community Library on a regular basis. Responsibility for books borrowed from the Community Library rests with the parents.

Talking and Listening

Talking and listening is encouraged through the curriculum. Younger children are encouraged to talk about their experiences, while older children are asked to present prepared talks to their classmates and to debate and discuss ideas and issues in class. The children are encouraged to put forward their views and opinions on varied topics and issues and are given opportunities to question other speakers.

Modern Languages

In Gairloch Primary a new initiative means that French is introduced at P1 in English classes and from P5 in Gaelic classes. The children will concentrate on simple conversation covering topics such as the weather, birthdays, naming everyday objects etc.

Mathematics

The school has recently reviewed its maths programme.

We use a variety of resources to support the teaching of maths from ICT based materials, Scottish Heinemann Maths, Maths in Action, Active Maths and NZ Maths approaches. Most concepts are developed through practical activity and interactive lessons. Every attempt is made to ensure that pupils are given work appropriate to their needs. To this end, other schemes such as 'Maths Made Easy' or 'Maths Connections' are used.

Interactive mental maths and problem solving is integral to our approach to maths.

Environmental Studies

Environmental Studies includes History, Geography and Modern Studies, Science, ICT and Technology.

Gairloch Primary has developed a cyclic plan, which provides a progression of skills, and a balance of topics which develop knowledge and understanding and concepts. Children are required to gather information about our environment through various activities: by

measuring, tape recording, reading weather recording equipment, and by interviewing. They are required to record, interpret and discuss the information they discover. They have opportunities to become aware of local, national and international issues.

ICT

ICT is a cross-curricular resource and the children become familiar with its use through discrete lessons as well as applying this knowledge to access information and to display results. There is a SMART board in each class and all pupils have access to Chromebooks. More information on these devices can be found in the Homework section of this handbook.

Health and Wellbeing

Health and Wellbeing is a core curricular area. Physical, emotional and social health are all covered. The school makes good use of the packs offered to schools on safety and drugs education.

An effective programme of education about Relationships and Sexual Health is best built on parents and school working in partnership and assuming shared responsibilities. We aim to keep parents informed about the nature and purpose of the learning programme their children will follow. Parents will be offered a chance to preview the programme of work if they wish.

In Personal and Social Education, the children will consider the relationships within the school. It is important in creating a happy and caring atmosphere in the school. The children are helped to acquire self-discipline, self-efficacy, self esteem and consideration of others. We expect to give children increasing responsibility, as they get older to help develop a positive and responsible attitude towards their work, peers, school and the community.

Religious and Moral Education

The multicultural nature of the world is examined in stories and project work and every effort is made to help the children to understand different cultures and the needs of people in different parts of the world, as well as covering Christian education. The children also investigate and understand the responses which religious and non religious views can offer to questions about the nature and meaning of life.

The concept of equal opportunities is acted upon in Gairloch Primary and gender and race stereotyping is avoided. Children are helped to develop moral values such as honesty, justice, freedom and fairness for others and involvement with charities.

Assembly

Assemblies are held on a weekly basis. They provide a valuable opportunity for the whole school and nurseries to meet and to share in news of events going on in and around the school. Star Pupil awards are presented to pupils from each class as a celebration of achievement. Pupils are encouraged to share out of school successes at assembly for example swimming badges or certificates or a new tune they have learned to play on their instruments.

On occasion, local faith groups may attend assemblies to share stories from the Bible. Parents have the legal right to withdraw children from religious observances if they wish. Parents must inform the head teacher in writing. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

Expressive Arts

In the Primary School, expressive arts fall into four categories, music, art and craft design, physical education and drama. The school aims to give pupils as wide an opportunity as possible to experience and explore these areas of creativity.

Music

Children are given opportunities to sing, listen, compose, learn tunes on tuned and un-tuned percussion and give an opinion on music.

Highlife Highland offers additional instrumental tuition on a variety of instruments, now free of charge. Currently, tuition is available on strings, piping and pipe band drumming at Gairloch Primary. Further information at www.highlifehighland.com/music

Art and Design

The main areas for development are drawing, painting, collage and three-dimensional work. Learning experiences in the use of different techniques and the appreciation of the work of others is encouraged.

PE

Class teachers provide a well-balanced range of activities for all pupils. Children have a block of swimming lessons at our local pool. The school also has a school sports day and takes part in local and county sports events. Every class has two hours of PE each week.

Drama

The school offers regular opportunity to take part in drama activities. These activities help to develop self-confidence and audience awareness. They help children through role play and exploring emotions and situations. As well as class drama sessions, the school performs an annual show or concert at Christmas.

Visits Outwith School

To broaden children's experiences and to support learning, the children may be taken out of school on trips. These trips will enhance areas of the curriculum such as social studies, science or PE, or allow for competition. Some trips are purely for the enjoyment of the children such as the Beach Day in the summer term, where we encourage the children to interact and mix socially. We do not require parental permission for all local trips. All trips further afield require parental permission, which is obtained in writing.

SCHOOL IMPROVEMENT

This year's key priorities for the school are

1. Assessment and Moderation
2. Health and Wellbeing
3. Curriculum and Community engagement

Gairloch Primary School Inspection Report may be found here:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=2666>

ASSESSMENT / LEVELS

'Building the Curriculum 5' states that, 'Assessment approaches should help learners to show their progress through levels and enable them to demonstrate their achievements in a range of ways which are appropriate to learning'.

We aim to do this by showing a breadth of learning, showing children can meet the challenges set out in the experiences and outcomes and can apply what they learn in new situations.

The expectations about progression through the curriculum levels are shown in the table below

Early	The pre-school years and P1 or later for some
First	The end of P4, but earlier or later for some
Second	The end of P7, but earlier or later for some
Third/Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to SCQF level 4
Senior	S4-S6 and college or other means of study

Assessment

The levels used to describe pupil achievement are arrived at by teacher observation rather than formal tests. The latter are used to help validate these judgements. This focuses children's attention on what they are learning and why and encourages them to share ideas. It allows children to be open about which aspects of their learning they find easy or difficult and opens up dialogue between the child and teacher about possible next steps, offering opportunities for children to self and peer assess.

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 and inform next steps for the improvement of their own learning.

We also use summative assessment in the form of end of topic tests and maths/spelling tests when appropriate. We follow the Highland Council policy and implement benchmark testing using Sottish National Standardised Assessments at P1, P4 and P7 in English medium and P4 and P7 in Gaelic classes.

Highland Schools have systems in place, which assure the quality of their summative assessment. All staff involved in teaching share standards at regular meetings throughout the year. They meet to discuss and cross mark children's work; they build examples from pupils who carry out work with no support or a minimum of teacher support. This gives a truer picture of the child's attainment. They compare these examples anonymously with examples from other schools within the Gairloch school group and national examples, which are provided for teachers online. <https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

HOMEWORK

Homework is a very important part of a child's education and can add much to a child's development. The Government made clear its commitment to homework in the 1997 White Paper, 'Excellence in Schools', where homework was seen as 'an essential part of good education'.

Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interest and talents to the full only when parents encourage them to make maximum use of the experiences and opportunities that are available outside school.

Homework – Aims and Objectives

- To enable pupils to make maximum progress in their academic and social development
- To help pupils develop the skills of an independent learner
- To promote a partnership between home and school in supporting each child's learning
- To enable all aspects of the curriculum to be covered in sufficient depth
- To provide educational experiences not possible in school
- To consolidate and reinforce learning done in school and to allow children to practise skills taught in lessons
- To help children develop good work habits for the future

We set a variety of homework activities. Older readers may choose their own books to encourage a love of reading. In P1-3, children will learn to read and will take words, extended stories and reading books home to consolidate their skills. We also ask children to

learn spellings usually through games, or mathematical tables. Occasionally, maths activities and sheets are sent home to help consolidate the work done in school. Children will be asked to research for a class or personal topic or have some other activity related to the topic of study in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young and, if possible, to bring examples into school to show the class. When we ask children to study a topic or to research a particular subject, we encourage them to use the school and local libraries, the Internet and CD-ROMs. We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child. If a child has additional support needs, we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework for pupils who have specific needs, we refer to the Individual Education Plans (IEP).

Chromebook Devices

As part of the Highland Council ICT Strategy, primary school pupils are provided with Chromebook devices. These devices are used in the classroom and at home, enabling the children to complete homework tasks, access their school work, and use ICT. Pupils and parents must sign an agreement on the use of the Chromebooks before a device may be taken home.

Since their introduction, the use of Chromebooks has enhanced the children's learning and allowed older children to access ICT at home as well as at school. We would emphasise that more and more of the children's work will be carried out on the Chromebooks, so it is therefore very important that these are brought to school, fully charged, each day. Members of staff do not have access to the children's log in details / passwords, it is therefore the child's and parents' responsibility to ensure that these machines are used responsibly at home.

If you would like to find out more about the Chromebook roll-out and digital learning within the Highland Council please visit: <http://www.digilearnhighland.co.uk/>

Where should children do their homework?

Individual children have their preferences, but in general the following conditions are thought best:

- In a warm, well lit area of the house.
- On a flat surface, preferably a table/desk for all written activities.
- For reading find a comfortable chair.
- Away from distractions like TV, pets or other family members who are not involved in homework.
- From P1-P7, parents should check their child's work is of a suitable standard and where appropriate sign their homework diary.

ADDITIONAL SUPPORT NEEDS

Class teachers, in conjunction with an Additional Support Needs Teacher monitor the progress of pupils requiring additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a Child's Plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews. More information can be found 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

Sometimes a Children's Service Worker will be involved in supporting a child. A Children's Service Worker 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 need identified within the school and any additional support suggested for their child. Highland Council seeks to work in partnership with parents at all times, but sometimes you may have a concern that you don't feel is being addressed, or may want to talk to someone outwith the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance. This is the Head Teacher for primary school pupils and the Health Visitor for nursery pupils.

If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at: http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners

Parents wishing to enquire or who have concerns about a pupil's progress are invited to get in touch with their class teacher or the Head Teacher.

Parents of pupils with additional support needs may find the following links useful:

- Support for learners on the Highland Council website: https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners
- 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 <https://www.siaa.org.uk/>
- Scottish Child Law Centre, an organisation providing free legal advice to young people <https://sclc.org.uk/>

Information about the 2009 Additional Support for Learning Act may be found in the Appendix to this document.

APPENDIX

CHILD PROTECTION

From time to time incidents can occur within the school setting, which cause concern about a child's safety. Under Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff have a duty to report such incidents to Social Work Services and this can lead to a joint social work/police investigation. All agencies involved in child protection regard the welfare of the child as paramount. Copies of Child Protection Policy Guidelines are available from school or online at:

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

HEALTH CARE

School Nurse

A school nurse and other health professionals visit the school on a regular basis to carry out health screening and health promotion. The school nurse provides a link between children, parents, teachers, GPs, and a variety of other health care professionals.

With parental consent, all P1 pupils are offered health screening in the second or third term. This includes recording, weight, height, hearing, vision and sometimes a few simple fine and gross motor skill exercises. Parents are very welcome to attend these sessions. If a referral is required, this will be in discussion with and with the consent of the child's parent or carer. P7 Children are usually assessed in P7 or S1. This may include issues around transition, and general health screening. Screening is not necessarily repeated unless requested by parents, pupils or teachers. Please do not hesitate to make contact if you have any concerns about aspects of your child's health.

Health Promotion is provided depending on the level of need/as requested.

School Nurses follow strict guidelines in order to provide a confidential service.

Child Protection: School Nurses follow strict guidelines and work closely with the multiagency team in order to protect children.

Periodically, the school nurse role is reviewed, therefore there may be changes to the above.

The School Nurse can be contacted by writing, to Unit 1, Achtercairn, Gairloch, IV21 2BP, or by telephone on 01349 781574.

Illness

Pupils feeling unwell should not be sent to school. Following sickness or diarrhoea, pupils should wait 48 hours before returning to school. If a pupil becomes ill during the school day, the parent will be contacted and the child sent home or into the care of the emergency contact. The school must be informed of any medical condition that may put the pupil at risk during any school activity.

First Aid

Minor cuts and bruises, bleeding noses or upsets through squabbles between pupils will be dealt with by a member of staff, but where an injury causes greater concern, parents/carers are immediately contacted. In certain cases, a member of staff will take the child to the doctor without the parents present if it is deemed necessary for the safety of the child.

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 any reasonable adjustments that children and young people with healthcare needs might 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. Assistance with intimate care may be needed by children in any school and this will be provided to promptly support these needs 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, and dosage quantity, time and frequency.**
- **As far as possible prescriptive medication should be given at home by parents/carers. If it must be given in school, medication should be clearly marked with directions from the pharmacist and administered as part of an agreed medical protocol.**

Head Lice

Head Lice are a common problem in school aged children. They cannot be prevented, but we ask you to check your child's head at least once a week during hair washing. You need your usual shampoo, conditioner, and a detection comb – which can be obtained from the Pharmacy. Remember that you are looking for living moving lice, the only evidence that your child is infected. If you find a living louse, ask your local pharmacist, school nurse, health visitor or GP for advice regarding treatment. Treatment will only work when lice are present. They will not prevent them. Close contacts will also need their hair checked – siblings, parents/carers etc. Please do not automatically treat the whole family, only those with head lice. If your child has head lice, please inform the 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. The school has access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 may ask for support themselves.

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/>

ACCESS TO RECORDS

Access to Pupil Records

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

Data Protection Act 1998

Information on pupils, parents 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 <https://www.gov.scot/collections/scottish-exchange-of-data-scotxed/>

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.

Why do we need your data?

In order to make 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

Data policy

Information about pupils' education is collected through 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 action 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.

Your data protection rights

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

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 this 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.

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

EQUALITY AND INCLUSION

For up-to-date information please see: <http://www.highland.gov.uk/info/751/equality>

In summary, our activities in school should ensure that we eliminate unlawful discrimination, advance equality of opportunity, and promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

Racism

Racism is the belief that some 'races' are superior to others – based on the false idea that different physical characteristics (like skin colour) or ethnic background make some people inferior/superior to others. Racial discrimination occurs when someone is treated less favourably because of his/her racial, national or ethnic origins/background.

Anti-Bullying / Anti-Racist Policy

We are aware that various forms of bullying can take place. All adults working with pupils need to challenge behaviour and attitudes which lead to bullying, before incidents arise. When incidents do arise, it is important there are proper procedures in place to ensure the appropriate action is taken. Gairloch Primary follows the guidelines issued by Highland Council, Care and Learning Service to all schools in Highland

Bullying

Bullying is an unacceptable form of behaviour through which an individual or group of individuals are or feel threatened, abused or undermined by another individual or group of individuals. Bullying can be expressed through physical verbal or intimidating behaviour or in the form of marginalisation.

Bullying can be subtle or it can be overt.

It can cause short-term suffering for the victim or it can have long-term effects.

It is always damaging and it must always be taken seriously and addressed.

All incidents will be investigated and action taken.

Parents will be informed and incidents will be recorded and a copy of the form will be sent to Highland Council.

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

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

Military Families

Our school welcomes and supports families, their children and young people from Forces families, serving, veteran and reservists.

We understand 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 has proudly committed to the Armed Forces Covenant and as such supports our veteran and reservist families as well as those currently serving. There is a

dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality and equity for your children and young people in their education. Visit the Highland Council Armed Forces Website for lots of helpful information and support https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools
Please get in touch with your child's named person or the Head Teacher if you have any concerns.

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.

What does this mean for pupils and parents?

The new Act doesn't change the basic purpose of the 2004 Act – it aims to strengthen some duties under the Act and clarify parts that have been confusing.

Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP).
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.
- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) 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 (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically for children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points.

Further information at <https://enquire.org.uk/>

More information about the 2009 Additional Support for Learning Act can be found at: <http://www.legislation.gov.uk/asp/2009/7/contents>

COMPLAINTS PROCEDURE AND REQUEST FOR SERVICE

If a parent has any concerns, they should contact their child's class teacher in the first instance, or the Headteacher for more serious issues.

The School will always endeavour to resolve issues by listening to parents and seeking solutions in partnership with the Area Education & Learning Manager, who can be contacted at Elgin Hostel, Portree on 01478 640237.

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.
--