

HANDBOOK AND INFORMATION

Lochinver
Primary
School

2023/2024





Lochinver Primary School
LOCHINVER
Sutherland
IV27 4LH

Tel: 01571 844235

Email: colin.masterson@highland.gov.uk

Dear Parents/ Carers

Welcome to Lochinver Primary School. I hope that this Handbook will provide the necessary information to ensure that the time your child spends in this school will be happy and of educational value. This School aims to provide a safe, happy, well-equipped environment where all pupils can learn effectively and have a voice in decisions, where staff enjoy working and parents and visitors feel welcome. This ethos, combined with a wide ranging curriculum, excellent pastoral care and all the benefits that a small school can offer, should ensure that our pupils develop to their full potential, leaving primary school as confident, well prepared and self-motivated individuals.

It is very important that you involve yourself in the education of your child from the beginning, and the school promotes a working partnership between pupils, parents and staff. The Parent Council is a useful link between the school and parents and you are welcome to attend meetings and put forward your view or concerns.

I mention in various places in the brochure that you should contact me if you have any worries about your child, educational or emotional problems, and this is sincerely meant. We are as concerned about the happiness and welfare of your child as you are.

I look forward to your interest, support and assistance.

Yours sincerely

Colin Masterson
Head teacher Lochinver and Achiltibuie

SCHOOL VISION & AIMS

Our vision at Lochinver Primary School is a school where every child is valued and where, in partnership with parents and the wider community, a balanced primary curriculum is provided that will nurture successful learners, confident individuals, responsible citizens and effective contributors.

The School Values are:

KIND

HAPPY

INCLUSIVE

Our vision and values includes our aims where we hope:

- ✓ To help children to develop confidence, promote their self-esteem and ambition to achieve their full potential. We aim to encourage positive attitudes to self and others and develop independence skills, which involve pupils in taking more responsibility for raising their attainment and achievement, attendance, homework and good behaviour.
- ✓ To review and implement the curriculum outlined in the Curriculum for Excellence guidance. We aim to use appropriate learning and teaching methods to provide a broad curriculum for a range of abilities. Assessment and monitoring will provide records of progress and achievement that will be reported regularly to parents.
- ✓ To promote responsibility for their school, community and the environment and develop caring attitudes. Pupils will be taught through health promotion, to enjoy a safer lifestyle, be active citizens, considerate and aware of the needs and feelings of others. Parents will be encouraged to be partners in their children's role in the school and community.
- ✓ To develop a moral and religious tolerance of other people, promote equality and fairness and ensure awareness of other cultures and races is promoted within the school.
- ✓ To foster liaison with associated Primaries, Partner Centres, Nurseries, Community secondary school and other agencies to ensure a smooth transition from nursery or partner centre to primary and then onto secondary education.
- ✓ We aim to ensure the staff have opportunities to continue their own professional development, taking advantage of training opportunities to promote planning and teamwork in reviewing areas of the curriculum.

GENERAL INFORMATION

SCHOOL NAME: Lochinver Primary School

ADDRESS: Lochinver, Sutherland IV27 4LH

TELEPHONE: 01571 844235

E MAIL Lochinver.primary@highland.gov.uk

Website <https://sites.google.com/ullapoolhigh.org.uk/lps/home>

STAGES: P. 1 - P. 7

PRESENT ROLL: 32 Primary pupils

HEAD TEACHER

Mr Colin Masterson

CLASS TEACHER P4-7 MRS SANDRA MACLEOD
CLASS TEACHER P1-3MRS JACKIE MACASKILL/MISS KATY BOOTH

Additional Support Needs Teacher INPUT FROM Mr Anthony O'Flaherty UHS
CLASS CONTACT REDUCTION (0.1) MR D LEES

ASSISTANTS

PUPIL SUPPORT ASSISTANTS MRS SHEILA MATHESON
MR OLIVER APPLEBY

CLERICAL ASSISTANT Part time MRS AMANDA MACRAE

FACILITIES MANAGEMENT /
DRIVER / CLEANER

MRS MARY KELLY

INSTRUCTORS

DRUMMING MR DAVID JOHN MACINTOSH
CHANTER TUTOR MR CAMERON MACDOUGALL
FEIS MUSIC YMI TUTOR
STRINGS MR JON MILLAR
KODALY MUSIC MRS HEATHER MUIR
ORAL HEALTH ED. Ms DONNA MACKAY
SPEECH ASSISTANT Mrs SANDRA ARMS- HARRIS
ASG SCHOOL CO-ORDINATOR Mr BEN BRUCE

SCHOOL COOK MRS SIOBHAN TEMPLETON

PARENT COUNCIL

Chairperson: Mr Robert Kinnaird Treasurer: Mrs Kirsty MacLeod Secretary: Mr James Macaskill

School Hours:

MORNING 8.45 am to 12.30pm
INTERVAL 10.30am to 10.50 am
LUNCH BREAK 12.30 pm to 1.15 pm
AFTERNOON P4-7 1.30 pm to 3.15 pm
Friday school closes 12:45

HISTORY OF THE SCHOOL

Lochinver Primary School is housed in the old village school built originally in 1875 in Culag. The school building has been extended over years. It has 2 classrooms, a GP Room, a library, a First Aid/GP room, an office, staffroom and dining/canteen. There are extensive tarred playgrounds and some grassy and wildlife areas. Within the grounds of the school is the Lochinver Early learning Centre, where 3-5 year olds provided for by staff operating the facility as a Centre.



Loch
the
small

are
Partner

CATCHMENT AREA & SECONDARY SCHOOL

Lochinver Primary School is situated in a rural area on the west coast of Sutherland. It serves the village of Lochinver as well as the outlying areas of Drumbeg to the north and Inverkirkaig to the south.

Children from this area may continue their education at the following secondary school:

ULLAPOOL HIGH SCHOOL

Mill Street, Ullapool

Tel: 01854 612078

Head Teacher: Ms Caroline Boyd

SCHOOL POLICY & THE CURRICULUM

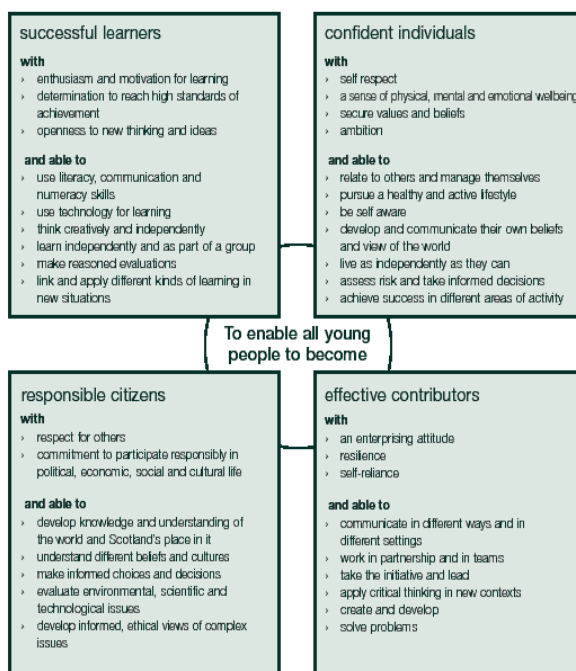
A Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated.

In Lochinver Primary we follow national guidance on what we teach. This has at its heart the belief that children learn best when they are motivated, challenged and can see the relevance in what they are learning. The Curriculum for Excellence has eight distinct subject areas but there is an expectation that subject material will be delivered in a cross-curricular manner where this is appropriate. Your child will therefore encounter some subject matter being taught in a discreet way, whilst other material may form part of a topic that covers a range of subjects.

We aim to develop our pupils into **successful learners, confident individuals, responsible citizens and effective contributors**. The Curriculum offers experiences within stages and those concerned with the primary sector are:

Early Level Preschool and P1 First Level P2 - P4 Second Level P5 - P7

Early Years Education is also available in the Partner Centre adjacent to the school for pre-school age children



LEARNING & TEACHING

Every school day is different depending on the activities and events happening that week. However we use the Curriculum for Excellence for planning our lessons and strive to be successful teachers by using the following the principles from young people within the Highland council, all teachers aim to be respectful, open, aspirational, assertive, encouraging, enthusiastic and humorous.

Teachers work with a mixture of groups and individuals on a day to day basis. Each term we use inter-disciplinary topic planning to ensure the children partake in a range of experiences and are engaged.

Further information on the curriculum can be found at www.educationscotland.gov.uk

Mathematics and Numeracy

The teaching of mathematics includes number, pattern, shape and problem solving. It should provide a base of knowledge, skills and understanding which will support learning in other areas of the curriculum. All stages from P1 to P7 are introduced to Mathematics through practical activities in the following areas; Number, money & measurement; Information handling; Shape, position and movement. Problem solving activities are included in each of these areas integrating the methodology of the Curriculum for Excellence. Pupils work through a variety of activities from the Early Years and become familiar with appropriate mathematical language terms. Mental Maths has been given appropriate emphasis and has been introduced from the early stages and calculators are only used occasionally. Several internet websites are used to reinforce mathematical concepts. Financial education is one of our priorities and real money is used in class activities.

We ensure that our practice is up to date by working closely with the numeracy development officers and participating in appropriate training. We use the Highland Numeracy assessments and follow their progressions.

Language and Literacy

Throughout the school language skills are practised continually in a variety of situations. Pupils are given the opportunity to experience and use the four basic skills – listening& watching, talking, reading and writing.

In the early years and for children working at Early Level we ensure we follow the approaches advocated by the Highland Emerging Literacy programme. This is followed in all of our early years settings, including the nursery and some of the practices are used with children who have literacy difficulties.

Reading skills are given a high priority and the teachers are using a number of strategies to ensure pupils are progressing in both their reading ability and comprehension skills. Pupils also use real novels / short stories/ plays over the session. Reading is also a focus in our topic work and the children are given lots of opportunities to read in different contexts.

In our writing programmes we follow some elements of Big Writing and class teachers may focus on specific aspects through other curricular areas.

We constantly assess and observe the children across the curriculum and now have a number of programmes in place to assist children if they are struggling in this area.

Modern Languages

Learning another language allows pupils to explore other cultures and to extend their

global citizenship. Some staff have been through the MLP Programme and training has been offered to all staff through the CPD calendar. All stages are involved and work at their own level. This is reinforced by simple songs, games, practical activities and online programmes. In line with the 1 + 2 languages initiative children are learning French from primary one upwards and the class teacher tries to deliver classroom instructions in French frequently.

Gaelic

Regular Gaelic Instruction is not available but some tutoring in songs, poems etc may be provided in blocks.

Health and Wellbeing

The health and wellbeing curriculum is split and focused on covering Mental, emotional, social and physical wellbeing. Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and characteristics which they need for mental, emotional, social and physical wellbeing now and in the future.

Pupils enthusiastically participate in their weekly sessions of PE with the CCR teacher and some sessions are run by the class teacher.

We try to follow the plans as suggested by the Highland council for the relationship aspect of the programme. We also ensure we try to take a nurturing approach in the school and involve the children in a wide range of activities to teach them how to keep themselves and others safe.

An annual Sports Day is organised in the summer term and senior pupils represent the school at various Inter -School Sports events. We are able to provide swimming lessons for all pupils at the pool in Ullapool each year. This will be in blocks of up to five lessons, supplemented where possible

Social Studies

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Learning about social studies will enable pupils to develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world .The immediate environment is regularly used to aid topic work and the local Rangers and others in the community are used, when appropriate to help the pupils understand aspects of Social Studies work. Regular visits out of school are of great value to their understanding.

Science

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society. Scotland has a long tradition of scientific discovery, of innovation in the application of scientific discovery, and of the application of science in the protection and enhancement of the natural and built environment. Children and young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and the health of the environment. The main areas covered in sciences are Planet Earth, Forces, Electricity and waves, Biological systems, Materials and understanding some of the current issues of science in the world around us. Most science will be integrated into other topics with skills for learning, life and work.

Technologies

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

This school is fortunate to be well-equipped in ICT with access to the Internet, computers, whiteboard, digital cameras equipment and access to games and software that enhances the learning and teaching at the school. The children have equal opportunities for cooking and baking as well as in design and craft technology.

Outdoor Learning

Learning need not take place solely within educational buildings. The outdoor environment has massive potential for learning. We are extremely fortunate to have such rich rural environments on our doorsteps and our children and young people's learning experiences can be enhanced by maximising the potential of the outdoors. This is done in a combination of ways with teachers delivering the curriculum outdoors where possible and regular Outdoor Learning sessions lead by High Life Highland Rangers and supported by the Head Teacher.

Expressive Arts The Expressive Arts include experiences in art and design, drama, dance and music.

Music: All pupils are encouraged to enjoy listening, creating and performing music. Pupils may use the school instruments or bring in their own. Throughout the year we have music input from an instructor, provided by Feis Rios, this is part of the Youth Music Initiative. The infants also get the opportunity to take part in Kodaly- both in blocks throughout the year. Pupils will be given opportunities to play instruments from P1. Practice in school and particularly at home is to be encouraged. We try to link musical activities into our classwork. We also plan musical / dramatic presentations within our annual programme.

Chanter, drumming and strings instruction is offered weekly to pupils from P4 upwards. Pupils have a record sheet to aid regular practise.

Art and Design: pupils work within the school's curricular programmes incorporating aspects of Art & Design within the levels. Planned opportunities are provided for pupils to work with a variety of materials and techniques. The main aim is that pupils can express their ideas freely.

Drama: Pupils are encouraged to link up their learning experiences by free expression through imaginative play acting, miming, debating or just dressing up. Older pupils may choose to write short plays within topic or language work then having the opportunity to stage it for the other pupils. ICT equipment is available for interviews etc. Pupils also stage an annual Christmas Play/Musical. Drama Outreach workers are used when the budget permits. P1-7 also participates in drama and dance workshops provided by external funding.

RELIGIOUS & MORAL EDUCATION

Pupils will learn about the wide range of beliefs in Scotland, they will also study the major world religions as well as beliefs that lie out with religious traditions. Within this process, pupils will engage in the search for meaning, value and purpose in life. The teaching of RE is accomplished through regular bible stories, songs, hymns, discussion aided by personal research and textbooks. A cyclic programme is available to provide a variety of topics. Christian festivals are included when a programme of work is planned. Festivals & Celebrations from the six main religions are integrated into topic work where appropriate. We hope to give pupils an awareness and understanding of the beliefs, values and practices of Christianity and in particular the life and work of Jesus. Tolerance and understanding of the diversity of other faiths and their beliefs will assist in counteracting prejudice and discrimination in our society. *Religious and Moral Education is therefore an essential part of every child or young person's educational experience. RM Education has a statutory position in Scottish Education.*

There are no visiting ministers for Assembly time each term. *Pupils may be withdrawn from Religious Observance at their parents' request.*

Curriculum Enrichment

We are very pleased that our pupils can access a wide range of additional opportunities for children in and out of the classroom. We believe that the range of opportunities provided help to stimulate and motivate the children, and provide them with skills for life. Over the past years these opportunities have included:

- ✓ Annual residential trips for P7 pupils
- ✓ Drama/ dance workshops – some out of school and weekend events
- ✓ Save a Life lessons from the Scottish Ambulance Service / P7s Safe Highlanders
- ✓ Green gym + Forest school events
- ✓ ASG P7 Mountain climb
- ✓ Weekly access to the HC library service at the Community hall
- ✓ After school club run jointly between the Parent Council and the Active Schools Co-ordinator
- ✓ Pottery Plate painting for P6/7s
- ✓ Kodaly and Youth Music Initiative sessions + access to Feis Ross events

- ✓ Music workshops
- ✓ Instrumental tuition – chanter/ocarina
- ✓ Visits to the Macphail Centre and Eden Court Theatre

EXTRA-CURRICULAR GROUPS/CLUBS available to pupils

Pupils usually attend after-school events at Assynt Leisure. Some pupils attend activities further afield. Lochinver school kayak club runs from Easter to October, term time, once a week.

Homework

Taking into account the views of staff, parents and pupils we aim to give pupils weekly homework that incorporates reading, spelling and maths. This is tailored to each pupils ability and understanding. Parents can offer support to their child by listening to or discussing their reading, checking their work, testing mental recall in tables etc, discussing the task in hand, so that pupils realise the importance of working on their homework – please ensure that a suitable time and space is available.

The tasks set reflect the work covered in school and should always be within the ability of the child. It is quality of work presented that is important rather than the quantity. All pupils need encouragement and your support will be the best help you can give.

Please note that homework may change depending on the time of year and what else is happening in school.

Assessment and Reporting to parents

Continuous assessment is carried out throughout the school year on class work in order to identify strengths and needs and to give support and feedback to pupils. This is supplemented by worksheets and simple tests, observations, video clips and photographic evidence. Samples of the pupils' work can be found in their jotters, displayed on the walls and on Seesaw.

In our school we participate in SNSA – National Assessments for P1,4 and P7s, this takes place after January. Other methods of recording pupil's progress are on-going. One main report form is usually sent out early in the summer term. This will identify the CfE Level your child is working at and include a Personal Statement from your child.

During the school year we enjoy two consultation times, usually mid- session and end of year, where your child's work and progress can be discussed and the children enjoy sharing their work and projects. We are always happy to make alternative arrangements for parents who cannot attend at this time. If you are concerned about any aspect of your child's schooling please do not hesitate to contact the school. Here is a useful link.

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

We encourage you to be active in your child's education and will invite parents in every second term for a sharing session. This is to allow you to see what is happening in the classroom and as an informal way of reporting to you.

The class teacher also uses Seesaw to allow parents to keep up to date with what your child is doing in class to make quick and easy contact with the Head teacher or Class Teacher.

Access to Pupil records

The school pupil 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.

Additional Support Needs

Class/Subject teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress.

Parents and pupils will be involved in these procedures and in reviews.

More information can be found about the Highland Council model for support and child's plans at: [Support for Learners Website](#)

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

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

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school. Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone outside 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 and/or 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:

http://www.highland.gov.uk/info/886/schools_additional_support_needs/1/support_for_learners

Progress Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with the head teacher.

Equality and Inclusion

Pupils in this school are offered equal opportunities to learn and equal access to the Curriculum. Tasks are differentiated to accommodate differing interests and skills as well as ability. . We promote equality of access and opportunity regardless of their age, race, gender, culture, special educational needs.

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

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

All staff are encouraged to uphold this policy.

For up-to-date information please see:

Anti- Racist/ Multi-cultural Programme

This school follows the advice and procedures outlined in the Highland Council's Race Equality Education Services' Anti- racist and Multi- Cultural Guidelines for Primary and Nursery Schools and continues to assure anti-racist ideas are embedded in the school. The school is opposed to all forms of prejudice and discrimination and provides a strong sense of fairness, tolerance and sensitivity to the particular needs of individuals and societies and take steps to prevent discrimination on any grounds but particularly with regard to race, gender and disability. It provides equality of opportunity through ethos and working practices and promotes understanding and respect for other people's cultural identity and beliefs. Opportunities will arise within the Religious and Moral Education & Anti-Bullying programmes to discuss incidents and encourage positive attitudes to others.

All teaching materials will be checked for anti-racist images or text and the Head Teacher will decide what is or is not appropriate for class use. Resources will be accessed each session to assist the school in promoting an Anti - Racist /Multi- Cultural ethos.

Promoting Positive Behaviour

In school and in the playground children are encouraged to show consideration and respect for others at all times, including when representing their school at other events etc. Staff use stickers, certificates and discussions to praise children and to encourage them in their learning.

Sometimes the school may have behaviour concerns and this will be reported to parents, good co-operation between school and home ensures that these problems are speedily resolved. We would ask parents to inform the school of any circumstance which may affect a child's behaviour.

Anti-Bullying

This school is fully committed to eliminating any bullying which takes place. Staff in this school attempt to foster in children, both through teaching and in social situations, the value of fairness and respect and the idea that the feelings and wishes of every child are of equal importance. Bullying can be defined as a wilful, conscious desire to hurt, threaten or frighten someone else. If bullying occurs, the incident will be taken very seriously and action will be immediate. Pupils and parents are encouraged to let staff know immediately a problem occurs.

We emphasise the importance and success of early intervention.

PARENTS & THE SCHOOL

Supporting your child at School

There are many ways you can support your child at school:

- ✓ Children attending Nursery or Pre-School will have already developed individual skills e.g. Fastening zips & buttons, changing into gym kit (slip on trainers are preferable)

for infants) through the Early Years Curriculum and will be already independent pupils.

- ✓ Once they start school, encourage and help with reading by listening to them and practice new words, do not move on but choose other books they might enjoy at home. Use games which require instructions to be read or listened to and then followed.
- ✓ Encourage your child to use money when shopping, develop a sense of time, and revise tables regularly once they are introduced at school. Baking is ideal for practising measuring and weighing. Allow time and space for instruments to be played. Practice is important! Listen to what they have to say and discuss news items suitable for school.
- ✓ We are lucky to have a rich resource of both a coastal and mountain environments on our doorstep and the school strives to make the most of this advantage through field trips and visits.
- ✓ Parents are invited to help out e.g. on school trips .Supporting Eco, JRSO or fundraising events or volunteering skills which would add to the work of the school would be greatly appreciated.

Finally, we hope parents are aware of the importance of attending Parents Meetings and individual consultations to discuss ways of supporting your child in and out of school.

Parent Council

All parents can be members of the Parent Forum unless they have opted out. The Council can have one co-opted member from the wider community.

There is an active Parent Council who meet each term to discuss issues of importance eg. Staffing, school, curriculum issues. The purpose of the Council is to promote the school, ensure liaison with present parents, as well as the wider community and form links with the pupil council. A folder of the work, and how you can participate in the Parent Council, is available from the school. All parents and staff are welcome to attend. There is also a Parents' Association mainly involved with providing extra social activities. They organise a variety of activities throughout the year to raise funds. They are very supportive of the school in many ways and make donations to the school fund to enhance the curriculum.

School improvement

The school continues to strive to show improvement in Literacy, numeracy a& health & well-being- with the support of parents. Lochinver Standard and Quality report is available on our website at: <https://sites.google.com/ullapoolhigh.org.uk/lps/home> . A parent friendly leaflet and PowerPoint are available on request following the creation of our new School Improvement plan. More information about school performance is available at <https://education.gov.scot/inspection-reports/highland>

School Fund

Our school fund is used mainly to provide extra-curricular activities, events and to buy extra activities for the classroom and for the children. This extra income is raised mainly by fundraising, sponsored events and donations as well as voluntary contributions towards trips etc. We are supported by the local community and the Parents Association. All parents have access to see the accounts, which are audited annually.

Transition P7 to UHS

The transition process with Ullapool High School involves the children attending timetabled activities within the High School building. The children will meet their teachers during this time, and will also have a chance to become familiar with the P7 children from the other

primary schools within the Ullapool Associated schools during this week the children will be able to travel on the High School bus.

In addition to Induction Week, Ullapool High School offer information sessions for parents during the term prior to entry into High School. During each school session, a range of transition projects are planned between the primary and secondary schools, some of which involve the Active Schools Co-ordinator. In the past these have included visits to the Maths department, Literacy sessions at the High School, mountain biking events and basketball festivals. A residential trip to Fairburn is available to all P7s at Summer term to encourage friendships across the schools.

Nursery Education

A small Nursery has been built within the school grounds but is run by CALA. Pre-school children can access up to 30 hours a week following January 2020. Children may commence Nursery Education starting from the term after their 3rd birthday. The Nursery presently has two members of staff. The Early Year Practitioner will carry out planned activities with support from the Early Years support officer. Links with the nearest Partner Centre and other Nurseries are important to embed social and community interaction. Visits can be planned on a termly basis. Small groups of Primary pupils are invited into Nursery each session for snack and/or activities in and out of nursery. Please contact them independently for more information. Some places are available now for 2 year olds that meet entry requirements.

Communications

This school encourages regular communications to and from parents. The school newsletter is usually sent each term and parents can request this by email. Paper copies are also available and the previous newsletters are displayed on the School Noticeboard. We strive to respond to any queries left by email or on answer-phone as soon as possible, but certainly within 24 hours.

The class teacher also uses Seesaw to allow parents to keep up to date with what your child is doing in class to make quick and easy contact with the Head teacher or Class Teacher.

Confidentiality Policy

The school will recognise that children and parents have a right to expect that confidentiality be maintained. To ensure that all those working in school can do so with confidence, we will respect confidentiality in the following ways:-

Parents will have ready access to the files and records of their own children but will not have access to information about any other child.

* Staff will not discuss individual children, other than for the purposes of curriculum planning, with people other than the parents or carers of the child.

* Information given by parents/carers to staff at the school will not be passed on to other adults without permission.

* Issues relating to the employment of staff will remain confidential to the people directly involved with making personnel decisions.

* Any anxieties or evidence relating to a child's personal safety will be kept in a confidential file at the Head Teacher's discretion.

* Students on courses involving visits to the school will be advised of the confidentiality policy and will be required to respect it.

* Parents must be consulted before referral to other agencies if there are concerns about a child's development.

Concerning issues of child protection, confidentiality cannot be promised to children or adults/carers. For further clarification please see child protection policy.

Comments and Complaints Policy

We hope you will enjoy your child's time at our school and we welcome comments or suggestions which could help us to improve our service. However, we are aware that difficulties can occur from time to time and if you feel you have reason to complain, please follow the procedure outlined below.

Please use the school's open door policy and speak to the person in charge of the class. Regarding these issues, an appointment can be made to speak to the Class Teacher in private. It will then, in consultation with the parents/carers, be decided if the matter needs to be taken further, in which case, the Head Teacher will be informed and a meeting arranged.

From here, if necessary, the matter will be brought to the attention of the Area Education Manager who will decide what the next steps should be. Parents/Carers will be kept fully informed at each stage and will be invited to attend any meetings being held. We would hope to resolve problems and issues within 28 days.

Should you feel unable to speak to the person in charge of the class, please make an appointment to speak directly with the Head Teacher.

- If necessary, the Area Education Manager can be contacted at: Area Education Office
- **Mhairi MacDonald 01478 613697**

Here is a link to 'Parentline'. This is a national, confidential helpline providing advice and support to anyone caring for or concerned about a child.

<http://www.children1st.org.uk/what-we-do/our-services/search-our-services/parentline-scotland/>

Tel: 08000 28 22 33

CARE & WELFARE OF PUPILS

General enquiries can be made by phoning or calling at the school. Parents/carers seeking a place for their child in the school are welcome to visit the school by appointment. Parents/carers are encouraged to contact the school about welfare issues and anything that is important for the well-being of the pupils. A copy of our complaints policy is displayed at the school entrance.

Attendance and Absence

Parents have a legal requirement to ensure their child's regular attendance at school. Please notify the school immediately if your child is absent by 9.30am, as we are required to investigate unexplained absences. On return to school, pupils must have a signed and dated note explaining the reason for the absence, this can be an email instead if easier. The school should be informed of any planned absences for medical appointments as soon as possible for our records and planning.

Children, who are unwell, should be kept at home until they are fully recovered and ready to return. Guidance, regarding infections and periods of recommended absence before returning to school after illness, is at the back of this handbook.

Apart from illness, absence from school should be kept to a minimum and parents/carers should not, in normal circumstances, take a child away from school for holiday and social purposes. Any holiday absence will be noted as an unauthorised absence.

Health and Medical Information

It is important that the school has up-to-date information relating to the individual health of pupils. This keeps staff informed of any relevant pupil ailments/problems that they should be aware of and the appropriate action that should be taken where necessary.

Parents should inform the Head teacher if there are any changes to medical records.

Where staff is asked to administer emergency first aid, as in the use of an 'epi-pen', a signed authorisation form (obtainable from school) is required from parents.

Should a pupil require medicine during the school day, parents will be asked to complete a form giving permission for this to take place. Staff cannot be asked to administer medication for minor complaints.

Health Care:

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. Information on your school's service can be accessed from your child's guidance teacher. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#). Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Administration of Medicines

Staff will only administer medication when there is clear written guidance from the parents on:

The name of the medicine, the quantity of the medicine to be given, the time it has to be given. All parents will have to fill in a form if they want their child to be administered medicine during school time.

Illness or Injury during School

If a child is unwell at school, parents are contacted and asked to collect them. We have guidelines regarding infections and periods of absence recommended for infectious diseases which recommend how long your child should stay absent from school – a copy is available to parents and displayed in school on noticeboards.

First Aid equipment is available if necessary. In cases where a doctor's opinion or help is thought to be necessary, extensive efforts are made to contact parents so that they can make appropriate decisions and arrangements for medical assistance

Emergency contacts/ early closure

Each parent/carer is asked for an emergency contact telephone number, in case of illness, accident or early closure through electricity/water interruptions to the school. This must be someone who can come to the school to collect your child.

Please warn the SCHOOL of any change of arrangements.

If there was any reason for school to close early, perhaps due to severe weather or a power cut, parents would be notified as soon as possible. It is vital that pupils should not be sent to school first thing if conditions are not suitable. School drivers will take into consideration the safety of pupils and decide whether or not to attempt the journey in adverse weather conditions. The information should also be available on local radio, Lochbroom FM. Please note new telephone information service **0800 564 2272** Enter code **041330** or use the **website:**

http://www.highland.gov.uk/downloads/file/4653/telephone_pins_for_checking_if_a_school_is_closed

Pupil Learning Council

Due to our reducing numbers, our pupil council, JRSO & Eco groups have amalgamated and will include be the Pupil Council. Often the Pupils meet with the Head Teacher to discuss school issues and developments. Members bring requests and suggestions to put forward. The group also decides on the limited amount of charities that can be supported by such a small group and make plans for fundraising for this as well as supporting the School. Minutes of the meetings can be sent out to parents and a report can be sent to the Parent Council meeting.

The council meets with the Head Teacher to discuss school issues and developments. Members bring requests and suggestions from their fellow pupils to be discussed at meetings. Once an action plan is in place and the minutes of the meetings have been drawn up they report back to their peers, the Parent Council as well as the wider community. Schools receive many requesting from charities and the Pupil Council make the final decisions of which ones should be supported and by what method.

School dress code/ property

School dress code is important to the school and encourages the children to take pride in their appearance as well as pride in the school. We have a school sweatshirt and they can be purchased online- please contact the school for further details. The children are encouraged to wear a white polo shirt underneath and black or grey trousers or skirt or dress. We encourage the children to wear suitable clothing for P.E. this should be brought to school on PE days so the children can get changed. The children should have shorts/T-Shirt and trainers for their PE days. It would be appreciated if pupils kept a pair of soft shoes, spare socks etc. in their peg bag for wearing indoors, particularly for wet weather.

Children should be discouraged from wearing or taking valuables to school unless pre-arranged, as we cannot take responsibility if they are lost or damaged.

School Meals and Snacks

School meals which meet the requirements of the Schools Nutritional Food Act are freshly prepared and cooked in the school canteen and are available free of charge for primary one to three children and at a charge of **£2.30** per day for primary four to seven children. Lunch money for the week is payable in advance and should be sent in on Mondays in a sealed envelope marked with the child's name. Cheques should be made out to Highland Council. Due to the school roll, the pupils are offered a single choice menu with

alternatives to fish being made available. A four weekly menu plan is now in place. A sample menu, planned to appropriate nutritional levels, can be found on the Highland Council's website. If your child is eligible for free meals an **FM1 form** is available on-line on the Highland council website [School Meals](#) or from the school- please contact us if you need help with this. It should be sent to the identified office as soon as possible.

If packed lunches are to be taken instead, guidelines for healthy choices and maintaining health and safety standards are sent out to parents. Water is always available to all pupils.

Catering services also offer a snack service, we try to encourage healthy eating and good lifestyle choices to all children so please do not send sweets etc into school.

School Transport

The children who qualify for free transport are:

Children under 8 years who live more than 2 miles from the school.

Children over 8 years who live more than 3 miles from the school.

Children who do not come into these categories will make their own way to school.

Please note that children on the transport lists must return to their home address unless the Headteacher is notified. The school driver must, of course, be warned in advance as well. Good behaviour is expected from all pupils travelling on school transport. Seat belts must be worn by children at all times. Booster seats must be used by pupils under 135cms in height. A Guide for Parents & Pupils using School Transport is available from Highland Council. It is important that parents are responsible for seeing that pupils arrive and board the bus safely at both ends of the journey. In adverse weather parents picking up pupils should accompany them from the school door to their transport. The school wishes to uphold its Health Promoting Status and any pupil over 8 years old should be regularly participating in the Walk/ Cycle to School programme (with parental permission).

School Excursions

We endeavour to provide a variety of education excursions for our pupils to gain valuable experiences of the local environment and beyond. We try to provide the children with transport however we may ask parents to assist with transport but only to carry pupils requiring no booster seats.

School staff/ teachers only provide transport on a voluntary basis and will have checked their own insurance provides the correct cover. School Drivers are only paid to transport pupils to school and back home again and cannot provide transport out with their contract.

All outings must be Risk Assessed through the online Evolve system and Adventurous Activities are required to be authorised by the Area Manager.

Although we try to keep costs down for school trips there may be some instances where children have to contribute towards the school trip.

Major Incident Plan

This school is updating its Major Incident Plan which will be put in place in the event of an emergency situation on the premises- please contact the school if you would like access to this.

HIGHLAND COUNCIL GUIDELINES ON CHILD PROTECTION POLICY

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 have to report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation. All agencies involved in Child Protection regard the welfare of children as paramount and this will be their priority. More information about Child Protection Procedures within Highland and COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from Colin Masterson or online at

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

Lochinver School Child Protection Officer- Mr Colin Masterson

If not available please contact

Mrs Mhairi MacDonald

AREA EDUCATION MANAGER

01478 613697

APPENDIX 1

~~~ Major Incident Plan ~~~

IN THE EVENT OF A MAJOR EMERGENCY ON SCHOOL PREMISES

SCHOOL ACTION PLAN

*In the event of a major emergency on school premises, the **HEADTEACHER / TEACHER IN CHARGE** will:*

Sound the alarm to evacuate the building

Telephone - **Emergency Services: Ambulance, Police, Fire 999**

Emergency Planning Officer - 01463 713479

Evacuate all pupils and staff from the building. Lead the group out the school gates and assemble alongside the fence in the carpark.

Check staff and pupils lists against those present at primary assembly point.

Proceed to the designated temporary accommodation –

Carry out any instructions given by Fire and Police Officers present.

Disperse pupils/staff only on given Police permission and taking into account any effects of the incident.

Ensure that all concerned understand all press enquiries must be dealt with by the **COUNCIL PRESS OFFICER**.

TO CARRY OUT THE ACTION PLAN EFFECTIVELY, THE HEADTEACHER WILL ENSURE THE FOLLOWING STEPS HAVE BEEN TAKEN:

Ensure all pupils/staff understand fire procedures including leaving from different exits.

Update School Emergency Plan annually as well as class/staff lists and emergency contact tel nos.

Display Emergency Planning Officer's Tel No. prominently beside each telephone and ensure class/staff lists are easily located beside both exits.

Inform parents of the procedure for dealing with a major incident through the School Handbook.

Identify the main reception area and notify all parties of any change to the designated assembly point.

Familiarise all staff with Call Out System and Emergency Plan procedures e.g. responsibilities of Emergency Planning Officer, Police Officer, Head Teacher, Class Teachers, Visiting support staff; Assistants and Catering Staff

APPENDIX 2

Termly dates

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

APPENDIX 3

OUTSIDE AGENCIES

AGENCY	CONTACT	Tel No	BASE
SCHOOL NURSE + PRE-SCHOOL	Shona Goldby	01349 781574	HEALTH CENTRE Gairloch
EDUCATION PSYCHOLOGIST	LIZ FIRTH	CONTACT SCHOOL	11-13 CULCABOCK AVENUE INVERNESS
CHILD PROTECTION ADVISER	GILLIAN PINCOCK	01599 530930 07747 627969	KYLE OF LOCHALSH

SPEECH & LANGUAGE THERAPY	Sharon Philip	01408 635283	HC Drummuie
ORAL HEALTH EDUCATOR	DONNA MORRISON	CONTACT SCHOOL	KINLOCHBERVIE

Appendix 4

Guidance on Attendance affecting Illness

Highland NHS Board recommendations on exclusion from nurseries, schools and workplace due to infectious illness are listed below:



➤ **CHICKENPOX**

Keep at home for 5 days from onset of rash.

➤ **COLDS**

It is only necessary to exclude children with a temperature or a severe cough or sore throat.

➤ **CONJUNCTIVITIS**

Exclusion is unnecessary unless there is a lot of pus being produced in which case keep at home until 3 days of treatment has been completed.

➤ **VOMITING AND/ OR DIARRHOEA**

Keep at home until there have been no symptoms for 48 hours.

➤ **IMPETIGO**

Children should be excluded until the lesions have crusted over or until they have been receiving antibiotics for 48 hours.

➤ **HEADLICE**

Children may return after treatment.

➤ **THREADWORM**

Children may return after treatment.

Appendix 5

TRANSFERRING DATA

Education authorities and Scottish Government have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within Scottish Government itself.

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 Careers 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.

DATA POLICY The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services. A subset of this information is passed to Scottish Government for research and 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 published by Scottish Government. The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information. 33

YOUR DATA PROTECTION RIGHTS The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). 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 message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net). Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions and organisations to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which 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.

CONCERNS If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, 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.

WANT MORE INFORMATION? Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions' at:

<https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

This handbook contains information which is correct at the time of publishing, however there may be changes affecting a matter dealt with in this document.

