

Park Primary School
Booklet 2023- 24



'Hand in hand, together we can'

Head Teacher - Mrs Karen Cox

Depute Head - Mrs Nikki Campbell

Principal Teacher - Mrs Gillian Sproule

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Welcome

Dear Parent/Carer,

On behalf of the Leadership team at Park Primary School, I extend a warm welcome to you. Here at Park we pride ourselves in being a welcoming and nurturing school where you will find happy, settled and achieving children.

We aim to make starting school for the first time, or transferring from another school, as smooth as possible and we work hard to help the children settle into the routine of the class and school. We hope you will find this booklet interesting and informative; it contains information about the school and the work that we do. Please keep it for future reference. Any amendments and updates will be posted on our school website: www.parkprimary.wordpress.com

We also communicate with parents through our text messaging service, **Park Primary School Information Page** on Facebook and Twitter page **@parkprimarysch1**. Please sign up to follow us for regular updates.

We look forward to getting to know your family better over the coming months and years. Please do not hesitate to contact the school directly should you need further information or guidance.

Yours Sincerely,

Karen Cox
Head Teacher

About Park Primary- Our Team

Head Teacher	Mrs Karen Cox
Depute Head Teacher	Mrs Nikki Campbell
Principal Teacher	Mrs Gillian Sproule
Excellence & Equity Lead	Mrs Melanie Nicholson
Early Years Practitioners in Nursery	Mrs Rosie Hudson Mrs Yvonne Pietrzyk Miss Claire Henderson Ms Dee Banks Miss Joanne MacLeod Mrs Karen Anderson Mrs Dawn Taylor
Class Teachers	Mrs Gillian Sproule Miss Ellen McPhee Mrs Roslyn Keyes Mrs Yvonne Beaton/ Miss Lorraine Nicol Miss Darra Wood Mrs Fiona Polson-MacKenzie
Additional Support Needs Teacher	Mrs Susan Bryce
Management Time	Miss Nicol
CCR Cover	Miss Nicol and Mrs Yvonne Beaton
Children's Service Worker	Mrs Shirley Miller
Instrumental Instructors	Strings - Miss Rhona Sutherland Piping - Mr Neil Matheson Woodwind - Miss Lynsey Bolton
School Clericals	Miss Eilidh MacLeod & Ms Dee Banks (Fridays)
Janitor	Mr Ross Simpson
Pupil Support Assistants	Miss Holly Simpson Mrs Cherrie Fraser Mrs Tracey Hallas Mrs Maggie Ball Ms Marian Fraser Mrs Jackie Collins Mr Moses Choinka Mrs Jan Racionzer Mrs Frances Shearer

The School

The original school building was Invergordon Academy but then opened as a primary school in 1976. Since the school fire in February 2020, Park Primary School has relocated to accommodation within Invergordon Academy campus. From August 2021, our upper stage classrooms and The Pier are located in a self-contained first floor annex within Invergordon Academy along with a series of Modular units to the rear of the Academy building. Phase One of the modular units accommodates our Early Learning & Childcare Suite (ELC), Canteen/ Kitchen and P1 & P2 classrooms. Phase Two which was completed in October 2021 saw the arrival of more Modular Units to provide classrooms for P3 and P3/4, a library space, The Rainbow Room and offices for the Leadership team and a reception area.

We are experiencing a reduced roll of around 146 pupils and can have up to 40 children in our new Nursery building which offers flexible placements for 3 and 4 year old children between the hours of 8am and 6pm. We also provide a Breakfast Club and an Out of School Club. We will have six classes from August 2022 with some of these classes being very close to capacity. The school takes children from the ages of four and a half to twelve and a half in Primary 1 to Primary 7. It is non-denominational.

The catchment area of the school is the seaward area of Invergordon, (the area from the railway line to the shore), Inverbreakie Estate, Saltburn, Birchwood, Seaforth Crescent, Bermuda Road and Rosskeen. In 1971 an aluminium smelter was constructed in Invergordon and sparked a massive population explosion but also caused high unemployment when it shut down after just a decade. Various oil related industries operate in the town and surrounding area but employment is at the mercy of the fluctuating oil industry and much of the workforce is transient.

Most Park pupils, on completion of their primary education, go on to Invergordon Academy. Occasionally a few go to Alness Academy. There are close links with Invergordon Academy and, where possible, we arrange for Academy Staff to come to Park and work with the Primary 7 pupils to prepare for transition. We also have a transition programme of events, which includes a Residential Trip for P7 children from all Primary Schools feeding into Invergordon Academy.

Contacting us-

Our address was:

Park Primary School
Albany Road
Invergordon
IV18 0HA



However, due to a new school build we are currently residing at the Invergordon Academy site until August 2024:

c/o Invergordon Academy
Academy Road
Invergordon
IV18 0LD

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

Website: www.parkprimary.wordpress.com

Follow us on Twitter: @parkprimarysch1

Follow us on Facebook: Park Primary School Information Page

Tel: 01349 852037

If you need to speak with a teacher, please phone the office and make an appointment. We can normally see you before or after school. If you need to speak with Mrs Cox, Mrs Campbell or Mrs Sproule we have an open door policy and you may be able to see one of us, unless we are in class, or in a meeting etc. If we are not available, we will respond to you as quickly as possible.

Face to face communication with parents is valued highly. We also actively encourage parents to join in with end of term services, open afternoons, craft sessions and much more. We encourage parents to be involved in their child's learning and the life of the school.

We are also an eco-school and are working to reduce our paper use. Newsletters are sent via email and our Seesaw platform. Urgent communication is normally through phone or text, so please make sure your contact details are up to date. Keep an eye on our Facebook Page for any updates too!



Nursery and Childcare Provision

The Nursery is well equipped, colourful and stimulating, and the staff plan learning in line with the Curriculum for Excellence programme. (See separate Nursery Brochure).

The school offers Nursery Provision for 3 and 4-year-old children. Children are welcome to attend our Nursery following their 3rd birthday. From August 2016 we have extended our provision to offer a flexible model. Families will have choice in how they choose to organise their hours between 8am and 6pm. Children will be entitled to 1140 funded hours over a year. Should you require further information, please do not hesitate to contact the school and speak to Mrs Cox, Head Teacher. A separate nursery handbook is available on request. We also offer an Out of School Club (OOSC) at a cost of £12.47 per session and a breakfast Club at a cost of £4.70 for the hour. Please see the separate leaflet or speak to the School Office, who can provide further details.

Placing Requests for Enrolment

Enrolment for both school and Nursery is normally late January/ February. There will be releases in the press highlighting the exact date. There is no automatic progression from Nursery to Primary 1 if you live outwith our catchment area. Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, as a parent you have the right to request a placement in a particular school. Application must be made to the Area Education Manager:

Mr Derek Martin
County Buildings
Council Offices
High Street
Dingwall
IV15 9QN

Placing request forms can be obtained from:

<http://www.highland.gov.uk/info/878/schools/11/schoolenrolment/2>

Please note there is no guarantee that your placing request will be granted, transportation of children to and from school is the parental responsibility. Parents of children with additional support needs, (including those that have Co-ordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.



Park Primary School

Vision Statement

Welcome to Park Primary. At our school, we aim for everyone to feel included and nurtured. We encourage our pupils to be positive, resilient and respectful, whilst learning, achieving and having fun.

Our Values

Towards the end of 2018/2019, our Pupil Voice group consulted with parents, pupils and staff with the aim of reviewing and refreshing our school values as we felt there were too many to remember. During session 2019/2020 we have started to embed the values across the school through assemblies and whole school activities.

Positive: It is so important to have a positive mental attitude. We encourage all our pupils to be positive and find solutions to any problems that may occur.

Achieving: Supporting and guiding our children in the development of skills for learning, life and work to allow them to achieve their full potential.

Respect: We are respectful to everyone at Park Primary.

Kindness: We are trying to 'colour our school with kindness' by being kind to others.

Our School Motto reflects our vision & core values:

"Hand in hand, together we can"

September 2016



Vision Statement

Welcome to Park Early Learning and Childcare Suite, a caring and safe environment. At Park ELCS, everyone is included and nurtured, encouraged to be resilient and respectful, whilst learning, achieving and having fun.

Our Values P.L.A.Y.

Pals

We believe in building positive relationships.

Learning

We promote learning through play and first hand experiences.

Active

We promote health, well-being, confidence and resilience.

You

We value the uniqueness of each person, supporting and guiding our children to achieve their full potential.

Aims:

- To provide a safe, stimulating and welcoming environment where children are happy and secure and feel a sense of belonging.
- To value each child as an individual and encourage the development of confidence, self-esteem and respect for the feelings of themselves and others.
- To encourage and support all children to participate in the full range of learning experiences, indoors and outdoors.
- To plan activities to meet the needs of all children using the *Curriculum for Excellence and Building the Ambition*.
- To value all that children, learn outside nursery and to enable and encourage parents to share in their children's learning.
- To promote positive behaviour in the group using praise, encouragement, respect and positive role models.
- To ensure a smooth transition from home to nursery and from nursery to P1 through effective two-way communication.
- To establish positive working relationships with outside agencies to ensure that the individual needs of children are met effectively.
- To provide ongoing opportunities for staff training, leadership and development.
- To evaluate and improve our practice using the 'Building the Ambition' and 'How Good is our Early Learning and Childcare?' documents.

Promoting Positive Behaviour

The school's behaviour and discipline policy is based on praise and encouragement and in acknowledging good behaviour. House points, stickers and other rewards are used to promote this. Our traffic light system is used daily to promote good behaviour and phone calls or messaging through Seesaw is used to



communicate with parents. Children who have remained on GREEN all week can enjoy Masterclasses on a Friday. Sanctions include time out and loss of Masterclass. We operate a "straight to red" policy for physically hurting another child and for inappropriate language such as swearing.

When behaviour gives us cause for concern, we will always contact you to discuss your child's behaviour. Sometimes this will involve putting additional strategies in place to support an improvement in behaviour.

A full copy of our behaviour policy is available in the school office along with all other policies. Many of these are also available on our school website.

Pupils are encouraged to follow-

Park Primary Golden Rules

- ✓ We try our best and work hard.
- ✓ We are friendly, kind and helpful.
- ✓ We are honest.
- ✓ We are gentle and look after people.
- ✓ We listen to people.
- ✓ We look after property.
- ✓ We are polite and have good manners.
- ✓ We keep ourselves safe.

Bullying



We are aware that bullying, in its various forms, can cause anxiety and unhappiness for those subjected to it and we have a policy and procedures to help prevent and, where necessary, deal positively with the problem.

Essentially this involves:

- Alerting staff to the need to be vigilant.
- Advising children on appropriate action, if threatened.
- Using opportunities within the curriculum to lead children to understand that bullying behaviour is unacceptable.
- Inviting the co-operation of parents, as appropriate.

Our message is "If you are being bullied-tell someone"

This ensures we deal with things as soon as they arise.

Please find the link to the council's anti bullying policy:

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

Celebrating Success

Celebrating the successes of the children with the school is an important aspect of school life. Informally we celebrate success on a weekly and daily basis within classrooms. We share these with our wider community through Seesaw, Facebook and occasionally on our website.

More formally, we have weekly assemblies throughout the term which acknowledges the children's achievements through Achievement Bands and end of term services where special awards are presented. We like to acknowledge children's achievements and successes out with school too so please let us know about them so that they can be presented with Head Teacher Award Certificates.

We also have two Playground Champion Trophies which are presented by our PSAs each week to acknowledge good behaviour and children who represent our School Values in the playground. Class Teachers award House Points with the winning House gaining an extra 5-minute playtime on a Monday. Our House Mascots are awarded to classes with the most points each week so that they can be proudly displayed.

Pupil Decision- Making Groups

Our pupils are actively involved in making decisions for our school. We regularly seek their views on a variety of topics and their opinions help to shape the decisions we make. Their voices are heard through class discussions and more formally through:

- **Pupil Voice Group:** Regularly, two pupils from each class attend Pupil Voice Meetings to discuss various aspects of school life and how we can make improvements.
- **Playground Parliament:** Regularly pupils from each class meet to consider how we can develop our playground to be a stimulating and rich environment for active play.

House Captains - Our three houses (Thistle, Heather and Fern) each have a Captain and Vice-Captain. These are pupils from Primary 7 who have the essential skills to take on a leadership role within the school. The House Captains are responsible for gathering the house points and announcing them at assembly, organising and running charity fundraising days and house events and assisting with the smooth running of Sports Day.

Pupil Comments

What makes Park a great school?

"Ross County sessions are fun.
Great friends and teacher" *Ethan*

"We have our own adventure
trail in the playground" *Cameron*

"We get to play dodgeball at lunchtime and we have nice
teachers too." *Madisyn*

"Fun learning and good events
throughout the year" *Isaac*

"There are super kind children and
teachers" *Jayden*

Parent Council

The parent council meet at least once a term in order to discuss school matters. The parent council is extremely important as it allows parents to have a voice and the ability to share questions and concerns directly with the senior management of the school. All parents are welcome and encouraged to join the meetings and have their say..

Current Committee (November 2022)

Chairperson - Elizabeth McPhail

Vice Chairperson - Mark Lancaster

Treasurer - Michelle Bews

Secretary - Clare Morrison

Vice Secretary - Christina Lynch

Staff Members -Karen Cox, Nikki Campbell, Gillian Sproule



For parents who wish to be involved in the school community on a more informal basis, we also have a **Parent Representative Group**. To make sure parents are aware of events, and are able to communicate their questions/concerns out with the parent council meeting, each class has a parent representative. Each parent representative, from across the school, take part in regular discussions with the senior management team allowing each class to be represented.

Having regular opportunities for communication allows parents and teachers to work together to provide fun events for the children and allows everyone to have a voice. A list of representatives is available in the school office as well as through seesaw.

Dates of meetings are published in Newsletters and our Park Primary School Information Facebook Page. **Please come and join us in either group, all are welcome.**

The School Day

The normal school day is:

Nursery	Parents can access nursery and childcare provision for their child between 8am and 4:30pm	
P1- P3	9.00-12.15pm	1.00 -2.30pm
P4-P7	9.00-12.45pm	1.30 - 3.00pm
Morning interval:	10.45 - 11.00am	

Term Dates for Highland Schools 2023/24

	School Opens	School Closes
Term 1	15 th August 2023	6 th October 2023
Term 2	23 rd October 2023	22 nd December 2023
Term 3	8 th January 2024	28 th March 2024
Term 4	15 th April 2024	27 th June 2024

February Long Weekend: 19th and 20th February 2024

May Day Holiday: 6th May 2024

In addition, there will be in-service closure days when the school will be closed to pupils. These are: 14th August 2023, 11th September 2023, 12th September 2023, 21st February 2024 and 2nd May 2024.



Holidays during Term Time

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

- will result in a significant loss in classroom experience;
- will result in a pressure to 'catch up' on missed work by pupils;
- could result in pupils missing assessments with consequential impact on pupils and teachers;
- could result in the loss of curricular activities;
- will affect school attendance records and efforts to raise standards of attendance;
- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

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

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

If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Head Teacher and will be marked as an unauthorised absence.



Attendance and Absence

Parents should note that they are legally responsible for the regular attendance of their children and be aware that good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone the school on the first day of absence. The school will make contact with parents when children are absent

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment parents must inform the school in the first instance. Where at all possible, medical and dental appointments should be made out with school hours; under no circumstances will the children be allowed out of school for such appointments unless they are collected. Teachers complete registers in the morning and after lunch therefore appointments are recorded if they are absent during the school day.

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

Park Primary School's attendance policy states that we are required to follow-up attendance which drops below the 90% threshold.

Unauthorised Absence

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

Parents are requested to contact the school before 9.30am if your child is going to be absent from school that day and give some indication of length of absence, saving parents having to phone each day. The school will make contact with parents by 10.30am should your child not appear in class on any particular day and the Class Teacher has not been notified of any absence. If we do not have any contact within the first 3 days of absence then we are required to take further action to make contact, as per Highland Council guidance.

Dress Code

The school colour is **royal blue**. School sweatshirts in royal blue, with our school badge on them are available from MacGregors Industrials Supplies. Parents can purchase uniform by ordering through the above supplier's retail outlet or through the internet. Twice yearly, we make a direct order through school. Prices are available from the school office. In addition to school sweatshirts the following items are also available: fleeces (optional), cardigans and white or blue t-shirts. We also have a school tartan and girls can choose to wear the Ramsay tartan skirt. The wearing of the school uniform is encouraged as it helps the children to identify with, and feel proud of the school.

We also have a second hand uniform pop up shop available. Please contact the school office for more details.

We prefer that pupils do not wear denims to school.

P.E. Kit should also be worn. All footwear for indoor P.E. should have non-marking soles.

All clothing MUST be clearly labelled with the pupil's name.

School Meals

A school meal consists of a starter or a dessert and a choice of three meals, one suitable for vegetarians and one being sandwiches. One hot vegetable and two salad options are available alongside the main meal. Milk/water, a selection of bread and fresh fruit is available every day.

Currently Primary 1 - Primary 4 pupils are entitled to a free school meal, with this increasing to Primary 5 from January 2022. Primary 6 & Primary 7 pay **£2.30 per meal** and they just keep getting better, with quality food, healthier meals, larger portion sizes and better choices. Breakable flasks and glass bottles are not allowed in school. We request that parents ensure packed lunches are well balanced and healthy. If a pupil has special dietary needs, please inform the school. We have a **no nuts** policy in school to keep our school community of pupils and staff safe.



Free meals/ clothing grants can be claimed in certain circumstances, for information and the application form please see:

http://www.highland.gov.uk/info/899/schools-grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

The Curriculum

We endeavour at Park Primary to enable the children to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

The Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and enjoy life and leisure. It makes learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping children and young people understand the world and make connections. It develops skills so that children can think for themselves, make sound judgments, challenge, enquire and find solutions. Every child is entitled to a broad and deep general education, whatever their level and ability. All staff will be responsible for literacy and numeracy - the language and numbers skills that unlock other subjects are vital to everyday life.

The curriculum framework sets out what a child or young person should be able to do and the experiences that contribute to their learning, rather than detailed definitions of content or prescribed hours of study.

The experiences and outcomes are grouped into five levels -

Curriculum Level Stage

- Early = Pre-school years and P1
- First = To the end of P4
- Second = To the end of P7
- Third / Fourth = S1 - S3
- Senior Phase = S4 - S6

In Park, we aim to deliver a wide-ranging curriculum. Our children have the opportunity to learn in the following subjects:

- Expressive Arts
- Health and Wellbeing
- Language (Literacy with 1+2 languages being French and some Gaelic)
- Mathematics
- RME (special arrangements will be made for pupils whose parents do not wish them to participate in religious observance)
- Sciences
- Social Studies
- Technologies

Our Curriculum Rationale details how we have personalised our Curriculum for Park Primary. We organise our Curriculum Experiences under the four contexts for learning as highlighted by Education Scotland.

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

We ensure that Health Education remains a high priority as we want to support our children to be resilient, sociable learners who develop healthy attitudes.

We prioritise Literacy and numeracy as core areas. We want our learners to have opportunities to work together as a school community. Our learners have opportunities at class, stage and whole school level for this.

We want to ensure that we had a focus on the SKILLS our Learners are developing. We aim to develop our planning and assessment surrounding the skills for learning, life and work.

We have progressions to ensure that our learners were developing at both age and stage appropriate level. We have clear progressions for all areas of the curriculum. You can find out more details at

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

Community Involvement

We are really proud of our local community and often utilise the specialist knowledge of people and organisations that are in our area. We link this very carefully to our curriculum and planned learning experiences. More detail can be found in our curriculum rationale document available on request.

A National source of information is also available on the Education Scotland or Skills Development Scotland websites.

RELIGIOUS OBSERVANCE- Withdrawal

Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance

Assessment and Reporting:

Children's Progress and Assessment


Assessment of a child's work and progress is monitored continuously by the class teacher in their daily observations of the class using a variety of methods.

Pupils are also involved in self and peer assessment so that Learners can identify their own areas for development or next steps. Class teachers work with children to help them understand their own learning pathways through Learning Conversations when children can set their own and learning targets.

Assessment information is used to:

- monitor progress
- to give information to teachers about skills, knowledge and understanding
- to identify difficulties
- recognise strengths in order to plan learning experiences which take into account the child's needs
- inform next steps
- used to report to parents

Parent Contact Meetings are arranged for the beginning and middle of the year to provide an opportunity to discuss your child's progress. Progress Reports are sent home in June.

We host two Open afternoons to give parents a greater insight into the learning taking place in school and encourage parents to download the  App so that we can regularly share best and latest work with you.

At Key stages, children take part in a range of computer based assessment activities (SNSA) which also provide a clear indication of their progress.

If you wish to enquire about your child's progress, please do not hesitate to get in touch with the class teacher and/or Mrs Cox directly where we will be happy to support.

Detailed pupil profiles are completed at the end of P7 for transfer to Secondary School.

Further information about assessment and reporting is available from Parentzone using this link:

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



Transition

At the end of Primary 7, children from this school normally transfer to Invergordon Academy, Academy Road, Invergordon, Some children will require extra support to make the transition to secondary School as positive as possible. For any children who require it, we will link directly with the secondary school to ensure that there are enhanced transition opportunities. Details of this will be communicated through regular updates, letters and/or meetings for identified children.

Additional Support for Pupils

A child or young person may need additional support for a number of reasons, some of which may include:

- learning difficulties
- being particularly talented
- have been bereaved
- not attending school regularly
- requiring support from other agencies



All children and young people may need support at some point to help them benefit from school education. Class teachers, in conjunction with the Additional Support Needs Teacher 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 reviews. More information can be found about the Highland Council model for support and child's plans at:

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

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

<http://forhighlandschildren.org/>

When appropriate we also have two break out spaces: The Rainbow Room and The Pier, which are secure, safe, predictable and structured environments which pupils can access for a variety of reasons. These environments can be used to support pupils to take part in a variety of activities to build confidence, develop self-esteem and social skills.

Sometimes children are referred to other professionals for further assessment but only after consultation with parents.

As part of this process, a Children's Services worker may be involved in supporting a child. A **Children's Services 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 out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance, which at school is the Head Teacher, Mrs Cox. 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

Organisations specified by Scottish Ministers and identified under "The Additional Support for Learning Amendment Order 2011" which provide advice, further information and support to parents of children and young people with ASN are as follows:

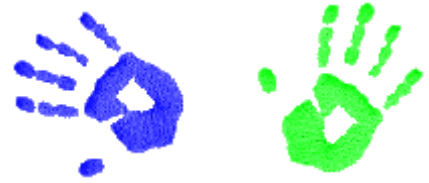
- (a) Enquire - the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>
- (b) My Rights, My Say - an advocacy and advice service for young people with additional support needs <http://enquire.org.uk/myrightsmysay/>

(c) Scottish Independent Advocacy Alliance, an advocacy service to support parents and children. <https://www.siaa.org.uk/>

(d) Scottish Child Law Centre, an organisation providing free legal advice to young people over 12 <https://sclc.org.uk/>

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 found [here](#). Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from your child's Additional Support Needs 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.



Family Involvement and Engagement

In Park Primary School we recognise that parents are the single most important influence on their children's development, learning and achievement. The involvement and engagement of parents in their children's learning is recognised as a key element in raising attainment, through support, help and encouragement given at home and whilst at school. We believe that a key 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. Whatever the nature of the issue, you can be assured of our help.

Parental engagement is about parents' and families' interaction with their child's learning. It can take place in the home, at school or in the community. The important thing is the quality of the parent's engagement with their child's learning, the positive impact that it can have and the interaction and mutual development that can occur as a result of that interaction. The school calendar is shared regularly through our Newsletters, which highlights planned

opportunities where we welcome you into school for events, and opportunities to talk about your child's progress and wellbeing.

The school works very hard to keep parents informed regarding their child's progress. This includes:

- Parents' evening
- Encouraging parents to download the SeeSaw app to see regular updates
- Open Door Sessions when parents are invited to join classes
- Showcases of Learning
- End of term services at the local church to celebrate achievement
- Information on the school website, Facebook information page and through Twitter
- Pupil Progress Reports

The school always seek to involve parents in key decisions about their child's education and keep parents informed about progress. Useful information for parents and how to get involved in your child's education, how to support the school and information on curriculum developments can all be found at Parentzone: <https://education.gov.scot/parentzone/>

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

Communication between Parents and the School

As a school, we welcome parent's enquiries and will arrange parent/teacher interviews when necessary. In order to make this arrangement work smoothly, parents should first make an appointment through the school office by phone or email.

When special announcements have to be made about variations in times, meals, safety regulations, educational outings etc., this is done electronically. We use a range of communication methods to keep parents in touch with school matters: we have a text messaging service, Seesaw school announcements, a school information page on Facebook, a school website and we send out regular Newsletters. Please provide an email address so that we can email newsletters directly to you. Paper copies can be requested if necessary.

Class teachers provide information about your child's progress through Seesaw, parent contact meetings, written reports and will sometimes make contact through phone calls.

Special arrangements are made for New Entrants to visit the school before admission date and "Introductory Talks" for parents are arranged. There is a



Welcome Meeting where all parents of New Entrants are invited to come along. This is normally held during May/June.



How parents can help the school

If we are to succeed in enabling your child to fulfil their potential, we need your assistance and support. You can help your child and us by: -

- Spending time talking to your child, discussing homework and their learning.
- Encouraging your child to read for pleasure.
- Reading daily to young children.
- Providing your child at home with material to stimulate interests - e.g. books, paint, crayons, musical instruments, construction materials etc.
- Playing games with your child.
- Promoting good study habits at home.
- Taking your child to places of educational interest.
- Developing the skills involved in everyday tasks such as writing letters, Shopping, caring for animals and plants etc.

Homework

Shared home learning will be available to families in a variety of ways.



Short, compulsory learning experiences relating to core skills in literacy and maths will be sent home e.g. reading book, sight vocabulary, phonics, spelling and learning multiplication tables. Research shows that these type of activities have the biggest impact on attainment. Occasionally, there may be an activity sent home that is linked to the context that the class are working on. For Primaries 1-4 homework will be issued on a weekly basis, for Primaries 5-7 this will be on a fortnightly basis. Teachers will make these tasks active and involve as little writing as possible. Therefore, there will be no homework jotter. Occasionally, there might be a worksheet when necessary. Teachers may also post suggested activities on Seesaw/Google Classroom.

Where will the homework be available?

During lockdown, teachers, pupils and parents worked hard to access and use Google Classroom and it is important that these skills are not lost and that we

continue to utilise these. Therefore, some homework will be issued on Google Classroom for P6 & P7. Teachers will ensure that Google Classrooms are set up and that children/parents can access them. Further guidance and support on this will be issued along with guidance of how to post evidence of homework on Google Classroom. For classes where children are not provided with one to one devices, homework will be paper based and not rely on devices.

As always, please speak to the class teacher if you don't find the tasks manageable or if timescales do not suit. We will always take individual circumstances into consideration.

School Improvement

We are proud of our achievements and want to share them with you on a regular basis. For more detailed information, a standards and quality report is written every year. This is available on our website and the school office.



We believe it is important to involve all in our vision and the decision making process of the school. Parent's views are key and we often invite parents for their opinions, so please do take part, even if it is a small comment on a graffiti board or filling in a questionnaire. The more views we can collect, the more we can do to improve and build on our successes.

School Policies

These provide more detail than the school handbook can and are available in the office. Copies are available on request. You can also access Highland Council policies at the following link:

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

Complaints

Complaints in the first instance should be brought to the attention of the class teacher, Head Teacher or any member of the Leadership Team. If any parent feels the complaint has not been dealt with satisfactorily, the matter can be raised with the School or ultimately with the Area Education Manager:

Mr Derek Martin,
County Buildings
Council Offices

High Street
Dingwall
IV15 9QN

Phone: 01349 868532 (County Buildings Reception Desk)

Complaints will be investigated and any recommendations or requirements will be communicated to the Head Teacher.

Parents may also like to contact Parentline. This is Scotland's free helpline, email and web-chat service, for anyone caring for or concerned about a child - open until 9pm Monday to Friday.

- Call free: 08000 28 22 33
- Email: parentlinescotland@children1st.org.uk
- Text-chat: 07860 022844 (standard network charges apply)
- Website: <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

School Fund

Throughout the year various events, such as the Christmas Fayre, Casual Days etc. will be held to help raise money for the school. This money is used to enhance our school provision, subsidise visiting theatre companies etc. The account books are open for inspection by any parent or teacher at any time.

Child Protection

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

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation. All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff. COPIES OF CHILD PROTECTION POLICY GUIDELINES are available online at:

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

Medical and other Professional Services

Routine medical examinations are carried out by the School Nursing Team. Dental inspections are carried out on a regular basis by the Area Dental Officer. No dental treatment is given to children in school, but parents may be advised to seek treatment for their child.

A team of colleagues from Health, Social Work and the wider Education



department help us to meet the individual needs of children within the school. If we need to make a referral to any of these agencies, we always ensure that we have your consent.



Administration of Medicines

National Guidance on the Administration of Medicines in schools has been issued by the Scottish Government. Staff will only administer medication when there is clear written guidance from the parents on:

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

First Aid and Accidents

First aid equipment is available in the School Office. Minor cuts and bruises are treated by the School Pupil Support Assistants. If your child is injured, falls or becomes unwell during the school day you or the emergency contact will be contacted and you may be advised to collect your child from school. In instances where children are more seriously injured they will be taken to Raigmore Hospital. In such instances, every effort is made to contact the parent immediately.



Lost Property

Any losses of property should be reported to the Class Teacher or any items found should be handed into the school office. Lost property is kept in a cupboard in the school office. The school cannot accept responsibility for items lost unless they have been given to a member of staff for safe-keeping, but nevertheless, every effort will be made to trace any missing items. Please ensure all clothing is clearly named.

Fire Precautions

Teachers are familiar with evacuation procedures and will instruct the children accordingly. Fire practices are held once a term and the warning systems and emergency equipment are checked annually. Each class has a designated fire assembly point, which is in the playing field. In the event of a major incident, children will be evacuated to South Lodge Primary School.



Road Safety

Parents are asked to co-operate in ensuring that children understand the importance of following the instructions of the School Crossing Patrols and cross only at the proper crossing points.

Emergency Contacts

Parents are asked to provide the school with emergency contacts and telephone numbers, in case of illness etc. It is important that parents explain this arrangement to their child, to save children unnecessary anxiety.



Adverse Weather/Early Closure Procedure

Before the onset of winter, parents will receive a letter from the school detailing the early closure procedure.



During periods of heavy snow, when school is to be closed, parents should listen to Moray Firth Radio, which will be informed of closures or phone the school dial in service service on **0800 564 2272** pin no. 04 2770. This allows you to listen to a recorded message from the Head teacher. For school closure information you can also access the website at: <https://www.highland.gov.uk/schoolclosures>

If in any doubt, do not send your child to school during periods of adverse weather.

Data protection rights

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only. In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up to date data about our pupils. We are keen to help all pupils do well in all aspects of school life. Accuarte and up-to-date allows us to:

- Plan and deliver better policies for the benefit of all 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 people in Scotland

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

<https://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

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

Concerns

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

Equality and Inclusion

For up-to-date information please see:

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

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

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

Military Families

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

We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your child/young person coming into or moving on from our school. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality and equity for your children and young people in their education.

Visit the Highland Council Armed Forces Website for lots of helpful information and support;

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.

Disclaimer:

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.