

REAY PRIMARY SCHOOL

Reay Primary School

2023 to 2024



Reay, Caithness, KW14 7RE Tel: 01847 811 206

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WELCOME TO REAY PRIMARY SCHOOL.

Reay School, originally a stone building built in 1876 consisted of two rooms (the present general purpose room and dining room). It was completely renovated and extended in 1965. The extension provided two extra classrooms, cloakroom, toilets and staffroom/office. In 1969 a wooden extension was added to the north, due to the large increase in the school roll. This provided a large classroom with separate cloakroom and toilet facilities.

Today, the school's accommodation is organised so that there are three classrooms, a General Purpose/Dining room used for Music, Physical Education, Art and Craft. There are separate cloakrooms and toilet areas for infants and junior/seniors, an office and a staff room. Also the school has its own kitchen.

The building is set in a large area of open ground with a football pitch, a tarmac area for basketball and an enclosed area for Early Stages.

There is a close, cohesive and positive atmosphere within this small, rural school. Parents are encouraged to take a keen, active interest in their child's education.

The catchment area is to the Caithness border to the west; to the Forss River on the main road and to east side of Westfield on the Shebster road.

The school is non-denominational. The mixed roll is forty pupils and there are two full-time teachers. Classes are accommodated in two classrooms. The way the classes are grouped together depends on numbers. Presently they are arranged as follows:

Room 1 – P1, P2, P3

Room 3 – P4, P5, P6 and P7.

In addition, an Additional Support Needs Teacher visits 1 day per week to give support to various children.

VISION STATEMENT

The School strives to create an environment which nurtures confident, successful learners who contribute effectively with a view to pupils becoming responsible citizens.

Parents are welcome to visit the school and should contact the Head Teacher in the first instance. Appointments can usually be given at short notice. Parents are reminded that they are welcome to consult school staff at any time to discuss issues concerning their child.

Liaison between home and school is desirable at all times and indeed it is necessary for us to work together to ensure our children reach their full potential. Regular newsletters are emailed to parents. Paper copies are available on request.

SCHOOL AIMS AND ETHOS

Successful Learners

- To teach all areas of the curriculum in a way that is challenging for pupils whilst seeking to develop enthusiasm and motivation.
- To encourage independent and cooperative learning and an ability to accept new ideas.
- To work towards maximising standards of attainment in all areas of the curriculum, especially in communication, literacy and numeracy and to celebrate achievement for all.

Responsible Citizens

- To provide a safe and stimulating environment where pupils learn to take on responsibility and show respect for others and the environment leading to a sense of citizenship.
- To promote equality ensuring that all pupils are included and take advantage of a range of opportunities available to them, regardless of their background or special needs.
- To develop understanding of different cultures and beliefs.
- To work in partnership with parents, the community and support agencies to develop the knowledge, skills and values of our pupils.

Confident Individuals

- To promote the development of a healthy and active lifestyle.
- To encourage self-respect, self-awareness and ambition.

Effective Contributors

- To provide opportunities for pupils to communicate in different ways, working and thinking creatively in partnership and teams within the school and the wider community thus developing an enterprising attitude.

Ethos

The school values caring, courteous and mannerly pupils and staff. We teach the 'golden rules' (available on our website) to promote positive behaviour. The school develops an awareness of health and wellbeing. Global citizenship is integrated throughout the curriculum and includes every child's participation in eco schools, fair trade, rights and responsibilities.

The Parent Council statement on Ethos is:

“Reay Primary School welcomes all families to share the quality education we provide. We work to create an effective and improving school, where everyone feels they belong and are valued, secure and respected.

The school has a long history in the village and we actively seek to promote community involvement where possible.

We believe in providing children with a strong foundation on which to build their future.”

The pupil council wish to share the following “School is an important time and the feeling at Reay School makes it a good time”.

The Pupils’ Ethos Acrostic is:

Really fun learning at school
Everyone is kind
Amazing classrooms
You are always welcome here

Sports Day is fun
Cool committees
Here we are super friendly
Our staff are happy and helpful
Our pupils look after each other
Lovely lunches

Celebrating Achievement

We celebrate achievement regularly at assemblies and also at home with families via the Pupil Profiles. Music, sport and cultural achievements are also celebrated. In the reception area we regularly display pictures and captions from both school and the local press. We place much emphasis on being part of the local community.

ENROLMENT AND PRE-SCHOOL TRANSITION

Any parent seeking a place for their child in the school may wish to arrange a visit to the new learning environment. This can be arranged by contacting the school. Enrolment forms are online on the Highland Council website. Hard copies are available from the school if you have no access to a computer.

Children starting school in Primary 1 should be enrolled at the school after the advertisement has appeared in the local press. This advertisement usually appears in January, seven months before the child is due to start school. To enrol your child online, go to the Highland Council website where the enrolment form will be made available and follow the instructions given. If you are unable to access the enrolment form online, either inform Mrs Morris, the Playgroup Leader, or contact the school and we will supply you with a paper copy.

Pre-school pupils are visited by the infant teacher and primary 6 “buddies” at the local preschool group in the Spring term. This is followed by several more morning visits to school during which the children

are invited to become familiar with the school environment and to take part in various activities. The dates for these transition visits can be found at the end of this handbook.

The children will also visit the Primary 1 classroom during the summer term. An informal meeting with the parents of new entrants and the Head Teacher will be arranged during April when any problems may be communicated. Children who do not attend the local Playgroup will also be invited to visit the school in the summer term.

Home Link Packs

These packs containing books, games and activities, are to promote home/school links and to encourage parents to sit down with their child and use the contents together. The packs are distributed / exchanged on each of the weekly transition visits.

Placing requests –parental choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Care and Learning Manager, Drummie, Golspie, KW10 6TA; placing request forms can be obtained from:

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

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

If pupils live out with the school catchment area and their parents wish them to attend Reay Primary they can contact Mrs Fiona MacLeod to arrange a visit

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

SCHOOL CLOTHING AND UNIFORM

It is requested that each child wear school uniform every day. School uniform consists of: - Grey skirt or trousers, white polo shirt and red Reay School sweatshirt.

Uniform items can be ordered online direct from Image Scotland at reay.imagescotland.com delivery is free to the school and £5.00 to your home address. If ordering online poses a problem, please let the school know and we can order for you. Please note the uniform items you receive will have the school logo although the items online do not show this.

The school encourages uniform. School uniform helps promote pride in appearance and a sense of "belonging" to the school. All pupils are expected to wear the school sweatshirt.

Football tops, either under their uniform or for PE are not permitted. Tops with unsuitable logos or those which promote, for example alcohol, should not be worn.

Children are asked to change their shoes whilst inside the building (sandals, soft shoes, trainers etc. are quite suitable).

For Physical Education - shorts, T-shirts (no football tops), gym shoes or trainers are required. Due to health and safety regulations all earrings must be removed or covered by a plaster. It is most

convenient for school if your child does not wear earrings on days, he/she does PE. However, if this request cannot be complied with then each child needs to bring a supply of plasters to cover the ears.

For Swimming: - Boys - trunks and towel
 Girls - costume, towel and hair tied back if hair is long.

ALL items of clothing and footwear should be marked with your child's name as this saves a great deal of time.

ORGANISATION OF LEARNING IN EARLY STAGES

Children undertake a full day in Primary 1 from the outset. The children will find a stimulating environment which will enable them to develop a variety of learning skills. Play areas providing a variety of activities such as sand tray, constructional toys, shop, language and maths games are all designed to give the children opportunities to play together and with teacher guidance develop their use of language in readiness for learning to read. This is further developed by discussions, reading and telling of stories, songs, rhymes, poems and dramatic play.

Sorting, matching, counting games and number rhymes play an important part in developing pupils' readiness for more formal number work.

Pupils are given the opportunity to learn through a wide variety of language learning activities and strategies. A wide range of reading materials is used. Structured play centred activities give the teacher an opportunity to observe the children. The Jolly Phonics Scheme forms the basis of phonics in the Early Stages department.

As part of the government's 1+2 Initiative, children in P1 to P7 now learn French and older children will, next session, be learning a third language.

Close links between home and school are encouraged. We organise Open Afternoons and send regular news letters out as well as having two Parent Meetings per year.

THE CURRICULUM AND LEVEL OF ACHIEVEMENTS

The school aims to work together to provide a curriculum which is well balanced and takes account of the individual needs of the child. Curriculum for Excellence and Local Guidelines are followed. A programme of work which provides relevant stimulation, interesting content and continuity is at the heart of the curriculum. Pupils have opportunities to develop skills through real life experiences in and out of the classroom.

Literacy and Language, Numeracy and Mathematics, Health and Wellbeing, Expressive Arts, Social Studies, Science, Technologies plus Religious and Moral Education provide the core of the curriculum along with other informal activities. We endeavour to provide the pupils with a broad and fulfilling educational experience.

Pupils are given an element of choice within their experience of the curriculum, e.g. they are consulted at the planning stages of topic work. They are encouraged to take more responsibility for their learning and work cooperatively. There are many active learning opportunities. Interdisciplinary learning tasks encompass more than one subject area. All of this helps to motivate pupil learning.

We aim to provide the best possible learning environment in each classroom enhanced by the use being made of all available ICT resources. All classes have shared devices with internet access and there is educational software for each stage. Every P5, P6 and P7 pupils have access to their own Chrome Books provided by the Highland Council. These will be allowed to be taken home for homework and research activities. Smart Boards and interactive materials are used by both classes.

Laptops and I-pads are available to share. Technology is usually included as part of the class Social Studies topic but may also be taught as a separate subject. Wi-fi is available throughout the school.

The school is committed to delivering the Curriculum for Excellence. Curriculum for Excellence is bringing learning to life in the way education is delivered for all 3 – 18 year olds. It takes a fresh approach to what, how and where young people learn. It aims to raise standards, improve knowledge and develop skills. Ultimately it aims to nurture young people as successful learners, confident individuals, effective contributors and responsible citizens.

All classes experience active learning, encouraging young people to think, question, research and work together.

Teachers use a range of approaches, including cooperative learning, to help children so they can learn to work in different ways, including groups – pairs, trios and individuals.

We plan balanced interdisciplinary studies based on the Curriculum for Excellence. We aim to make the children aware of their immediate environment and progressively of the wider world, to appreciate their own heritage and that of other cultures. We aim to provide core knowledge and continuity of content, encouraging pupils to have opportunities to have a say in what they want to learn. All areas of the curriculum are included within a Topic Study where possible. Curriculum for Excellence Levels provide a very broad indication of how children progress in their learning from ages 3 – 18.

These levels are “open-ended” allowing learners to work and progress in different ways.

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
3 rd /4 th	S1 to S3 but earlier for some.

Literacy & Language

This includes Talking, Listening, Reading and Writing. Along with the Reading resources, many supplementary materials, including novels, are used ensuring a good grounding in reading skills. Once the children are fluent in reading a wide variety of reading material is available. Three core teaching sessions in reading are undertaken weekly in class using the Highland Literacy Project. Pupils are encouraged to take novels home to read for enjoyment from both class and school libraries. Reading with understanding is important and discussion and written follow up activities help promote this.

Written language is very important at all stages and the children are encouraged to write in various genres. Written work is often related to topic work. A high standard of handwriting and spelling is encouraged which helps to teach spelling systematically by giving the children groups of words with similar letter patterns. This encourages the technique of visually remembering the work to be written.

The Curriculum for Excellence includes the use of Scots Language to provide a resource for learning about Scotland's culture and identity.

Helpful Hints for Developing Writing at Home

- Ask your child to write a story "About Me". Encourage your child by giving information i.e. my name is
- Sit with your child and make up a photograph album or scrap book, encourage your child to write captions about each picture.
- Together choose a recipe or menu for a favourite meal and get your child to copy it.
- Help your child to write a daily diary or holiday diary/postcard.
- Inspire your child to write a poem about any special incident or person.
- Allow your child to write his / her name and address on all his / her jotters. Encourage use of capital letters only where appropriate.
- Get your child to write simple instructions for using the DVD, using 'and', 'but', 'then' and 'so' linking words.
- Let your child design a poster on a subject of interest for his / her bedroom. Encourage use of a message / slogan and use of correct punctuation.
- Look at a story in a newspaper together and ask your child to circle examples of the following, noun, verb, comma, question mark. Take turns of finding specific nouns or verbs.
- When your child receives a gift or is invited to an event encourage them to write a letter thanking family/friends for the gifts they received or for the invitation.
- Sharing stories/pictures, ask questions and ask them to predict what comes next
- Visit the local library and encourage reading for enjoyment

We hope you enjoy participating in some of these activities with your child. Please encourage your child to bring any of these to show their teacher.

Numeracy & Mathematics

The Curriculum for Excellence emphasises the relevance for Maths in daily life. It is arranged in three core areas: Number, Money and Measure; Shape, Position and Movement; Information Handling. Various Maths resources are used throughout the school. These support a progressive structured programme based on Curriculum for Excellence. Each class enjoys a mental maths session and lessons based on active learning. We aim to provide challenging yet fun activities. Problem solving challenges are included.

Health & Wellbeing

The school follows the Curriculum for Excellence Health Programme of Study from P1-P7. Topics include keeping safe, healthy eating, P.E., mental, emotional, social and physical wellbeing. As part of the Health Education Programme P6 and P7 classes receive education on drugs, alcohol, sex and relationships, peer pressure and smoking. Parents are informed prior these lessons taking place in school. Parents can access the content of these subjects on the Curriculum for Excellence websites, see Annex 2. The school has achieved Health Promoting status at the highest level. This continues to be an on-going priority for the school. Healthy choices are encouraged at all stages.

We provide all classes with 2 hours of P.E. After school activities are coordinated by our Active Schools Sports Co-ordinator. Primary 5-7 pupils receive swimming tuition.

Expressive Arts (music, art/craft, drama)

Music, Drama and Art/Craft activities are undertaken by class teachers. Guitar and string tutors visit on a weekly basis to undertake tuition with selected pupils.

Feis Rois visit the upper primary to teach traditional Scottish music for short blocks of time.

Movement and Drama are often linked to core topics being studied. A progressive Art programme is followed by all classes. This encourages creativity at all stages and is linked to our Curriculum For Excellence cross curricular topics.

Social Studies

All of our class core topics cover Social Studies. These include people and events in the past; people in different places and environments; people in society; economy and business.

This wide and varied area is organised to provide a balanced scheme. Topics for study are planned using a cyclic programme, although opportunities for flexibility are available. Most topics studied include elements of all areas of the curriculum.

Science

The Curriculum for Excellence Science programme covers Planet Earth Forces, Electricity and Waves, Biological Systems, Materials and Topical Science.

A wide variety of science is taught at all stages but many are taught within a broad spectrum of mini topics. Science subjects are also integrated within core topic work.

The children participate in the Caithness Science Festival which is held in March every year. We are a host school welcoming other schools to partake in events. At times we will travel to other schools to attend workshops during that week.

Technologies

The Curriculum for Excellence is based on technology in society; ICT; business; computer science; food textiles; craft, design, engineering and graphics.

Pupils experience a wide range of information and communications technology. Use of technology begins at the early stages. Pupils learn to create, present, organise and store data and make use of control; to research information; to reinforce class work through software; etc, working towards effective use of ICT across the curriculum.

Religious and Moral Education

We are a non - denominational school. A structured programme of Religious and Moral Education is taught throughout the school. We aim to provide the children with knowledge of Christianity and other world religions, teaching tolerance and understanding of other points of view and beliefs. The local minister visits and may lead end of term services.

Religious Observance - Whole school assemblies are held each Friday morning. Classes or school committees may be involved in presenting a theme/topic and pupils are actively involved through reading, drama, art work, discussion, poems, hymns, choruses, action songs. etc. Pupils celebrate achievements at "Special Person" assemblies which promote self-esteem. The school works in partnership with the North Coast Parish Minister.

Moral and social education is an ongoing process in training pupils toward socially acceptable behaviour and preparing them for life. Pupils are involved in citizenship projects which encourage responsibility within the community and awareness of those less fortunate than ourselves worldwide e.g. charity work. All pupils participate in regular Circle Time activities covering aspects of personal and social development.

Parents have the right to withdraw their child from RME. They will study another area of the curriculum at that time.

Parents can access information on the curriculum through our school website and through the links provided in Annex 2.

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

Modern Languages

French is taught from P1. The emphasis is on listening and talking although reading and writing are developed. Classroom activities include songs, games, the use of writing models and extracts of native French speakers talking.

School Improvement

For session 2022/23, our School Improvement Plan focuses on the key priorities of:-

1. Health and Wellbeing (Outdoor Learning)
2. Developing the Young Workforce
3. Moderation

ADDITIONAL SUPPORT NEEDS

Class 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:

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

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

Sometimes a Children's Service Worker will be involved in supporting a child. A Children's Service Worker 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 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 initially get in touch with their child's Class Teacher.

For more information and advice visit the Support for Learners website;

<https://enquire.org.uk/publications/additional-support-for-learning-a-guide-for-parents-and-carers/>

HOMEWORK

Our school policy is that homework is given to reinforce work already covered in school. Practice of reading, already prepared, is given in the early stages and help with this at home is of great benefit. Younger children benefit greatly from an interest taken in their reading progress at home and any time you can afford to spend with your child on this is invaluable. Discussion of the story is stimulating for the child and this extra practice with an interested parent is a worthwhile contribution to the development of reading skills and vocabulary in the early years of education. Parents are asked to check and sign their children's homework.

In the middle and upper stages of the Primary School, homework is helpful in encouraging regular individual study in preparation for transfer to secondary school.

ASSESSMENT AND REPORTING

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment. Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Pupils should view the assessment process as a motivating experience which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning.

Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting information and their Seesaw Personal Profile.

Pupils will reflect on their progress, achievement and best work on their Pupil Profile.

Assessment is both formal and informal and takes account of Curriculum of Excellence guidelines. Teachers and pupils assess progress very regularly in class. Children are given clear guidelines about strengths and areas needing developed. All children in P3, P5 and P7 complete electronic SNSA assessments once a year. These results identify pupil and school trends and are also used to compare progress in all Highland Schools. Class Teachers meet with the Head Teacher in November and May to complete a tracking database. Class Teachers also meet regularly with the ASN teacher to discuss individual pupil progress.

- It is well matched to clearly identified purposes and encourages learners.
- It emphasises the formative, celebrating what has been achieved and identifying what has still to be achieved to progress.
- It provides a blend of self, peer and teacher review.
- It gives useful information which is regularly shared with learners, and where appropriate, parents / carers and partner professionals.

Pupils' progress is monitored and recorded continuously throughout their primary school lives. Pupil's progress is tracked in detail termly using the agreed Thurso Associated School Group's tracking system which is transferred to the High School at the end of P7. Highland SPP (summary of pupil progress) is used in November and May.

PARENTS/GUARDIANS/CARERS AS PARTNERS

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help. The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. This includes:

- Parents' Meetings
- Progress Checks
- Target Setting
- Pupils' Profiles

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning. The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress. Parental information is obtained from questionnaires issued regularly at Parents evenings and from Parent Forums. A member of the Senior Management team is in school most evenings for parents to contact with any issues. Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting "Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments" can all be found at Parentzone: <https://education.gov.scot/parentzone/>

PROGRESS REPORTS/PROFILE TO PARENTS

The children have a Seesaw Profile which they are continually adding to to give parents an overview of their school year. This is a document which involves child, teacher and parent and includes pupils' progress in curriculum areas, self-evaluation, achievements and next steps for learning. There are Parents' Evenings in November and before the Easter holidays when parents and teachers have the opportunity to discuss the children's progress. An Open Afternoon may be held during the year. Parents are of course; welcome to discuss any problems regarding their child's progress or welfare at any time. Please contact the Head Teacher in the first instance to arrange an appropriate time to visit the class teacher.

OUT OF SCHOOL, EXTRA CURRICULAR ACTIVITIES

Swimming tuition at Thurso Pool is provided for P5 -7. Swimming tuition is provided on a Thursday morning and a charge has to be made for the cost of transport. Each pupil pays £2 per week for this whether they attend or not. All pupils are expected to take swimming lessons and a letter excusing a child for any specific reason must be sent to the school.

The Caithness Music Festival is an annual event in which we enjoy being involved. Pupils can enter solo items in music, Caithness Dialect and verse speaking. Parents are required to transport and supervise their own children for individual events.

At various times of the year several lunch/after school clubs are available eg football coaching, netball, dance, drama and multi sports.

Locally in the village of Reay there are various after school clubs etc. for children such as Golf, Youth Club, Badminton, Beavers and Cubs. Nearby in Thurso there are opportunities to attend swimming, disco dancing, rugby, Guides, Scouts, pipe band, golf, karate and many more.

School sports are held in the summer term. All pupils take part in a programme of athletic and fun races. Occasionally inter-school sports and events are held with other schools. Reay competes against Melvich and Farr primary schools for the Split Stone Trophy for football and netball each June. Pupils are encouraged to enter the local Garden Club school competition each August.

It is often fun to direct pupils' music, art and drama skills to a particular end. Some type of concert or entertainment for parents or the public is usually a rewarding method of gaining experience, confidence and developing creative talent in the pupils. All children participate in this type of event from time to time, whether it be entertaining local senior citizens or being involved in the Christmas Church service, the Caithness Music Festival or a concert for the public.

Bikeability is provided for P6 pupils who wish to take part. During the Bikeability sessions, pupils learn road safety for a cyclist. After completing the course, they gain a certificate acknowledging their competency on the roads whilst on their bicycles.

Fund raising events are greatly enhanced by the participation of the children and help to foster a feeling of working together for the school in activities which are beneficial and also fun to take part in. The school benefits very significantly from an active and thriving Parent Council and also grants awarded from local Wind Farm companies.

EXCURSIONS

Excursions are organised to supplement and consolidate topic studies covered in class. Every year, P6 & P7 of Reay Primary School join Halkirk Primary P7s on a Summer residential trip, usually to Loch Insh, Kincaig which gives an excellent opportunity to get to know one another before progressing on to High School.

Educational school trips help enrich the school's work and to promote the personal and social development of pupils. Field trips may be arranged to help foster a broader understanding of our environment.

PUPIL REPRESENTATION / RESPONSIBILITY

Pupils have the opportunity to make decisions which can affect various areas of the school. Interested pupils are voted on to the following committees

- Pupil Council** A pupil council of elected representatives from P1 up meet termly to discuss issues important to them and to discuss pupils' complaints and suggestions.
- ECO Schools** The Eco School committee is made up of pupils and staff. The committee leads the school in initiatives encouraging responsibility towards the environment and others. We have been awarded the national highest level - green flag status.
- JRSO** Junior Road Safety Officers are elected from the senior classes and are responsible for highlighting road safety issues within the school
- SNAG** The School Nutrition Action Group is made up of pupils and staff. It discusses ideas on subjects such as healthy eating initiatives, healthy lifestyles and exercise. The SNAG take ideas forward and decide how best to implement them
- Digital Leaders** This group supports ICT and promotes Digital Safety Awareness.

There are other various positions of responsibility such as playground leaders, pre - school buddies and buddy reading.

BOOKS AND LIBRARY

We are fortunate to have a newly refurbished library at Reay Primary, as well as class libraries and children are encouraged to borrow books.

The Highland library van visits every third week offering a wide choice of reading and reference books.

Parents are asked to sign a library registration card confirming books will be treated with care. These library books should be kept at home until the next library van visit, to avoid mixing with school library books. They should be returned by the set return date.

Children are expected to treat all books with care and textbooks taken home regularly should be covered. Homework jotters too should be covered and kept clean. The children are encouraged in school to take pride in keeping their text books and jotters clean and neat and it would be helpful if parents ensured that any books taken home are treated carefully.

The school is a member of a book club, through which the pupils may purchase books of their own choice from the lists of new, popular, classical, factual or fictional titles. The encouragement and role modelling of wide independent reading can greatly influence a child's development.

BEHAVIOUR

We endeavour to develop positive ethos and the promotion of self-esteem at all stages. A high standard of socially acceptable behaviour is expected of all pupils with and out with the school while taking part in school related activities. A discipline policy and anti-bullying policy is in place to ensure the safe and efficient management of the school. Children, from the time they start school, will be encouraged to display good manners and behaviour and cooperation from parents is appreciated. Any rules are for the safety and welfare of the pupils and staff.

Where misdemeanours of a minor nature occur, there is discussion with staff and the pupils concerned, sometimes the removal of golden time/social time, is necessary. The class teacher, along with the Head Teacher, is responsible for the discipline of the children. Parents wishing to discuss any concerns should contact the Head Teacher in the first instance. Where there are more concerning incidents of unacceptable behaviour, the Head Teacher will make contact with parents and request that parents support the school.

Playground Supervision

Our Pupil Support Assistant supervises the children during breaks and at lunchtimes. Children play in the playground before 9.15 a.m. and are also outside at morning and lunchtime breaks unless the weather is very severe when they will be supervised indoors. Children should arrive at school after 9 am. A security system is operational and doors do not open until 9.15 a.m.

SCHOOL RULES

The school rules have been agreed by pupils and are simple. They exist to ensure the safety of pupils and to promote a pleasant and orderly environment. We follow the national Golden Rules at all times which include requests to:

Please:-

- Behave sensibly in school.
- Do as staff request.
- Walk inside the building.
- Behave responsibly on the school bus.
- Be polite to visitors.
- Only use the internet if an adult is supervising.
- Look after school property.

Please do **not**:-

- Bring a mobile phone to school (you may use the school phone if necessary).
- Bring glass, matches or chewing gum to school.
- Fight or hurt someone else.
- Swear.
- Leave school grounds unless you have permission.

EQUAL OPPORTUNITY

The school strives to be an equal opportunity establishment regarding race, disability and sex. Staff are required to inform the head teacher of all incidents relating to equal opportunities.

PASTORAL CARE

We encourage our school "Golden Rules" which are as follows:

Do be gentle
Do be kind and helpful
Do work hard
Do look after property
Do listen to people
Do be honest

Do not hurt anybody
Do not hurt people's feelings
Do not waste your or other people's time
Do not waste or damage things
Do not interrupt
Do not cover up the truth

Pupils are taught to care and respect each other and to develop a pride in the school. They are free to express their ideas and feelings within an ethos of clear boundaries for behaviour. Staff are caring and aim to encourage pupils to be happy, confident and successful. The school strives to create a warm and friendly, welcoming environment for the whole school community.

Pupils who feel that they are being bullied must be encouraged to tell their teacher so that action may be taken. Parents should inform staff if they have any concerns over bullying. Parents can request to see our Anti Bullying Policy at any time.

Parents may be informed by telephone, email or letter of significant incidents of misbehaviour and occasionally parents will be asked to come to the school to discuss any problems.

The school requires the support of parents in matters of discipline so that pupils are able to perceive a united partnership, working towards the encouragement of socially acceptable behaviour for later life.

Parents who have concerns about the welfare of their child should contact the Head Teacher immediately. The Head Teacher and/or Additional Support Needs teacher will then be consulted and outside agencies may be required.

Below is a link to our Bullying and Positive Relationships Policy and the Council's anti-bullying policy

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

HEALTH CARE

The Medical Authorities carry out a routine medical examination of all children during their first year in school. Children throughout the school who have noticeable hearing or sight defects are referred at this time too and new entrants to the school throughout the session are also examined. Parents are able to attend the appointment if they ask. Screening of P.7 children is carried out before transfer to secondary school.

Parents must inform the school if their child develops asthma and should update changes in details of their medication on their School Asthma Card. It is helpful if a spare inhaler could be kept in school with the child's name and directions for administration. If regular medication is required, a medicine form must also be completed for the school records.

In the event of a child taking ill in school the parent will be notified by a member of staff. If possible, the parent should make suitable arrangements to transport the child home. It is essential that each family has an emergency contact who will take over if the parent is not available. The Office must be advised immediately of changes in emergency contact or address/telephone number.

For children with a particular condition, (e.g. epilepsy, diabetes), there must be strong communication between school and parents where each informs the other of any problems. School life is as normal as possible for such children but we must always be aware of the situation.

In case of accidents at school requiring medical help, this is immediately sought and the parent contacted. If a child requires to be taken to the Hospital Out Patients Department the parent is immediately informed

Medication – Highland guidelines

Administration of Medicines National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government.

<https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

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

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for 17 each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

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

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

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

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

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

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

Minor injuries

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured, falls or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. 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](#). School have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. 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.

Parents/guardians may request from their General Practitioner that dosage schedules for any medication prescribed will not include school hours wherever possible.

Parents/guardians are responsible for their child's medication. If a child requires medication during school hours, arrangements for its administration will be agreed between the parents and the school.

It is the responsibility of the parent/guardian to check that medication is not out of date, that there is a sufficient quantity in school, that it is renewed as necessary and that any unused supplies are uplifted for disposal.

Parents/guardians may consider their children to be responsible enough to carry and administer their own medication e.g. inhalers. In this event the school must be given full written details of the condition/illness from which the child suffers along with written details of the medication to be taken and the self-administration routine.

- Parents/guardians must advise the school in writing if their child is subject to any known allergic reaction e.g. to food stuffs which the child may come into contact with in the course of the school day, dressings, plasters or cream to aid healing.

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

- The symptoms the pupil will show if required to take the medication
- The name of the medicine
- The quantity of the medicine
- The time of its administration
- Any side-effects that may result from administration

Pupils with long term or complex medical needs require a set of procedures. Please forward a copy to school after consultation with your doctor.

In case of accidents at school requiring medical help, this is immediately sought and the parent contacted. If a child requires to be taken to the Hospital Out Patients Department the parent is immediately informed

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.

More information about Child Protection Procedures within Highland can be obtained from the Highland Council website.

SCHOOL MEALS

Nutritionally balanced meals are available to all children, as well as special menus for those with dietary requirements, which is part of the Healthy Eating Programme. Children may choose from the healthy school lunch menu. Supervision of meals is carried out by members of staff.

Children who are entitled to free meals are not identifiable to other pupils. Details of current eligibility for meals and how to apply can be found on:-

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

If you are unable to access a computer, please contact the school and they will supply you with a paper copy.

School meals are free for pupils in P1 – 4, for P5 upwards it costs £2.30 and if your child is having a meal every day it is necessary for the weekly payment of £11.50 and the menu choices envelope to be submitted to the Cook on Monday morning. Children taking meals on odd days may pay on the day but meals should always be paid in advance and MUST, even in exceptional circumstances, be paid by Monday morning of the week in which they are taken. Payment must not be left until the following week. Credits will be refunded. Please make cheques payable to Highland Council and write your name and address on the reverse of the cheque. Menus are sent home for the four-weekly cycle. Children taking packed lunches also eat in the dining hall. Packed lunches must be carried in a suitable lunch box. Glass bottles are not allowed and any drinks must be carried in an unbreakable container.

TUCK SHOP

A healthy tuck shop is operated in school and children have the opportunity to purchase milk, water, fruit, toast and occasionally home baking during the morning interval.

Parents must alert the School Cook in writing of any food allergies of pupils who are taking school meals.

ABSENCE OF PUPILS

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school parents or guardians must inform the school **before 10 am** on their first day of absence by phone, which has an answering machine or email. If you could please contact the school, with a reason, by either replying to the text, emailing or alternatively phoning the school.

On return to the school we are required to have written confirmation on why your child was absent, this can be done via email or a personal letter.

If a pupil needs to leave during the school day for an appointment, he/she must be collected and returned by an adult. Whenever possible, it is appreciated if appointments are arranged for after school hours.

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 day time contact numbers and emergency contact numbers for all pupils.

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

When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision will result in a significant loss in classroom experience;

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

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

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

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

SCHOOL CLOSURES DURING THE SCHOOL DAY

It is sometimes necessary to close the school at short notice, during the school day because of adverse weather or power failure. The school will contact parents by phone. As a large number of children travel to school by bus every precaution is taken to ensure that parents are informed by phone to check someone is home before putting a child on to the bus. Parents have a responsibility during periods of severe weather to ensure that they or an emergency contact are always available to take such messages.

For children who live in the village the same situation applies. It must be stressed however, that in the event of bad weather or power failure when the school may not be heated and meals unavailable, parents should be alert to the fact and be prepared for their children being sent home. During the first term of a new session a letter will be sent out giving all the up to date information on the procedure if the children have to be sent home early due to unforeseen emergency.

Parents should ensure that the school is immediately informed of any change of address or phone number even if this is to be temporary. It is also important that the school be informed should the main contact work during school hours.

ADVERSE WEATHER

It is the responsibility of parents/carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Education Authority encourages full attendance at school but in severe weather condition the safety of pupils is much more important.

During spells of inclement weather, the school will not open if: -

- The roads are difficult – although the main road may be reasonably clear, the bus contractors have single-track routes off the main road, which are often not ploughed or gritted. Bus contractors are not prepared to take risks when young children are involved.
- If there has been a lengthy interruption to the power supply overnight and the school heating system has not been able to heat the school for the morning.

Announcements on School Closures or alterations to transport arrangements will be made on the Council's Telephone information service, on Moray Firth Radio or alternatively check the Highland Council website.

How to use the Council information Service

1. Dial Highland Council's access number – 0870 054 6999
2. Enter Reay's School's Pin Number – 042 860
3. You will hear the school's name
4. You will be taken to the main menu where you will be given four options
5. Press 1 to hear the school's message about adverse weather

Moray Firth Radio

Normally hourly news bulletins and half-hourly summaries will carry local information on weather, roads and conditions affecting schools. In severe conditions normal programmes will be interrupted more frequently to carry emergency bulletins.

Please do not telephone local Radio for advice but listen to appropriate broadcasts; however MFR has a very good website <http://www.mfr.co.uk> which details school closures which you may find useful if there are problems with the Highland Council website detailed below.

School Closure Website

Information regarding school closures can also be found on the following websites: -

<https://www.highland.gov.uk/schoolclosures>
www.reayps.wordpress.com

For pupils using school transport

- Parents should advise their children on how long they should wait at the pick-up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal "pick-up" time.
- Parents should note differences between **contract** vehicles and **public service** vehicles. Drivers of **contract** vehicles are advised not to drop off children where there is any doubt that they may not safely reach home or other place of shelter. Drivers of **public service** vehicles must travel their normal routes and cannot make special provision for the individual pupils.
- Where parents are concerned about weather conditions at "drop-off" points, they should contact the school as early as possible.

When weather conditions are poor, parents should arrange to have children met at the "drop-off" point especially where public service transport is used.

TRANSPORT

Many pupils travel to school by bus. Presently Dunnett's Buses transport these pupils. Any child under 8 years of age who lives 2 miles or more from the school and any child over 8 who lives 3 or more miles from the school is entitled to such transport free.

If there are seats available, pupils who live on the bus route to the east of the village may be entitled to transport, even if they live within the specified distances. These pupils are on a concessionary basis only and will not be entitled should eligible pupils require their seats. There is a cost for this. The bus company runs a paid service to the west of the school arranged through the Parent Council.

Please notify the school if your child is not to travel home by bus on a particular afternoon, as this prevents the bus waiting unnecessarily.

Transport application forms must be completed for children entering P.1 and for P.7 pupils who will in the next session and require transport to the High School, these can be found online, see link below. In other classes children already using school transport do not have to re-apply yearly. It is necessary that we are told when a child no longer requires transport. All children travelling by school transport are expected to behave well and remain seated with their seat belts on until the bus stops. All problems on school transport will be fully investigated.

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

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

Parents are requested to avoid driving their child to school if at all possible, to help improve safety in the school car park area. Children may be encouraged to walk, cycle (if they are supervised and/or have carried out cycling safety training) or use the bus which covers all of the catchment area. It is strongly recommended that pupils who choose to cycle to school wear cycling helmets.

TRANSITION TO HIGH SCHOOL

Pupils normally transfer to Thurso High School on completion of Primary School. The address and telephone number of the High School is Ormlie Road, Thurso KW14 7DS: Tel. No 01847 893822. Parents have the right to request a place for their child in an alternative secondary school. P7 pupils experience several lessons on transition from the "Resilient Kids" programme.

A Guidance Teacher comes from Thurso High School to meet the primary seven pupils in their own primary school environment. He/she will talk to the pupils informally, answering any questions they may have. The secondary school guide is then issued with details of the pupil's preliminary visit days and their registration classes for the coming session. Parents of the primary seven pupils are invited to Thurso High School to meet teachers, see the school and receive additional information. On the preliminary visits pupils experience two simulated school days at Thurso High school.

Some more vulnerable pupils can experience enhanced transition provision. Parents are encouraged to help support their child through the transition to secondary school by discussing any concerns their child may have, checking homework diaries etc. They can also help encourage their children to become more independent e.g. organising the required resources for school.

Any parent with a particular problem regarding transfer of their child to secondary school may contact either the Head teacher of Reay School or of Thurso High School

PARENTS COMPLAINTS AND CONCERNS

Parents who have complaints or concerns about the welfare of their child should contact the Head Teacher immediately. The Class Teacher and/or Additional Support Needs teacher will then be consulted and outside agencies may be required.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Education and Learning Manager, Golspie, Drummuie, KW10 6TA. Telephone: 01408 635338.

If you require advice and support or are concerned about a child the confidential national helpline, Parentline, is open seven days a week, 365 days a year. The contact details are: - www.children1st.org.uk or email parentlinescotland@children1st.org.uk.

PARENT COUNCIL

The Parent Forum: All parents are members of this Forum and can attend all Parent Council meetings should they wish. Parent Council members are elected by the forum.

The Parent Council meets termly working together to build links and to encourage parents to become actively involved in their child's education.

Office Bearers:	Chairperson –	Carly Alexander
	Secretary -	Lisa Cormack
	Treasurer -	Lynn Innes

COMMUNITY LINKS

The school has many links and partnerships both locally and further afield. We work together with them on various projects. Groups we have links with include:

- Local Police
- Church
- Senior Citizens
- Rolls Royce Vulcan
- UKAEA Dounreay
- Eco Schools
- Fairtrade
- Various charities including Children In Need, MacMillan Nurses, Poppy Appeal

SCHOOL DAY SESSION 2023 – 2024

Primarys 1 – 3

09:15 – 15:00 Lunch 12:25 – 13:15

Primarys 4 – 7

09.15 – 15:30 Lunch 12.35 – 13:15

Morning Break: 11.00 - 11.15

On Friday afternoon, the whole school closes at 14:00

Pre School Transition:

Parents are invited to a pre-school meeting in Reay Primary School on Thursday 28th April 2022 at 4.00pm. This will help with promoting home/school partnership and an improved awareness of their child's learning. Please note that this meeting is not suitable for children.

Mrs Adamson is to visit Reay Play Group on Thursday, 21st April 2022 (10am).

Pre-school children will visit the Early Stages class on Thursday, 28th April 2022 (10.00 am – 11.00 am) with their Play Group Leader.

Transition Visits - 10.30 am – 11-30 am

1 st visit	20 th Apr 2023	P1 teacher to visit Nursery
2 nd visit	26 th Apr 2023	New P1s visit school with Playgroup Leader
3 rd visit	27 th Apr 2023	Parent Meeting 4 p.m.
4 th visit	3 rd May 2023	
5 th visit	10 th May 2023	
6 th visit	17 th May 2023	
7 th visit	24 th May 2023	
8 th visit	31 st May 2023	

As the transition visits span play time you may wish to give your child a snack to eat during break.

REAY ROLL/STAFF

Present school roll – 43

Head Teacher
Primary 1 - 3 (Principal Teacher)
Primary 4 - 7
Additional Support Needs Teacher
CCR Teacher
Management Teacher
Clerical Assistant
Pupil Support Assistant
Playground Supervisor
School Janitor
Cook
Cleaner

Present school staff

Mrs Fiona MacLeod
Mrs Lesley Adamson
Mrs Laura Calder
Mrs Vida Innes
Mrs Elaine Laird
Mrs Elaine Laird
Mrs Vivian Mackay (temporary)
Mrs Irene Hamilton
Mrs Irene Hamilton
Mr Alister Allan
Mrs Laura Norwood
Mrs Ann Greaves

USEFUL ADDRESSES AND TELEPHONE NUMBERS

Reay Primary School
Reay
Caithness
KW14 7RE
Tel: 01847 811206

Annika Jansson
Area Care & Learning Manager
Drummuie
Golspie
KW10 6TA

Tel: 01408 635000

Reay School	Mrs F MacLeod	01847 811206
Thurso High School 1st Year Liaison Teacher	Mr C Omand	01847 893822
Area Education & Learning Manager	A Jansson	01408 635338
School Nurse	Mrs Y Mackintosh	01847 893442

Reay School email: reay.primary@highland.gov.uk

Head Teacher: Fiona MacLeod - Fiona.Macleod@highland.gov.uk

Clerical Assistant: Vivian Mackay – Vivian.Mackay@highland.gov.uk (temporary)

Parent Council Chairperson: Mrs C Alexander – mrscarlyalexander@gmail.com

Adverse Weather Tel.No: 0800 5642272 Pin No.042272

SCHOOL CALENDAR - SESSION 2023 – 2024

Schools Open to Pupils

Tuesday 15th August 2023
Monday 23rd October 2023
Monday 8th January 2024
Tuesday 15th April 2024

Schools Close

Friday 6th October 2023
Friday 22nd December 2023
Thursday 28th March 2024
Thursday 27th June 2024

Mid-term break Monday, 19th – Tuesday, 20th February 2024

Public Holidays

Good Friday, 29th March 2024, Easter Monday, 1st April 2024, May Day, 6th May 2024

Inservice Days

Monday, 14th August 2023
Monday, 11th and Tuesday, 12th September 2023
Wednesday, 21st February 2024
Thursday, 2nd May 2024

Printable calendar on following page.

Highland School calendar 2023/24

Please note - Dates may be subject to change

August 2023						
Wk	Mo	Tu	We	Th	Fr	Sa Su
32		1	2	3	4	5 6
33	7	8	9	10	11	12 13
34	14	15	16	17	18	19 20
35	21	22	23	24	25	26 27
36	28	29	30	31		
37						

September 2023						
Wk	Mo	Tu	We	Th	Fr	Sa Su
36					1	2 3
37	4	5	6	7	8	9 10
38	11	12	13	14	15	16 17
39	18	19	20	21	22	23 24
40	25	26	27	28	29	30

October 2023						
Wk	Mo	Tu	We	Th	Fr	Sa Su
40						1
41	2	3	4	5	6	7 8
42	9	10	11	12	13	14 15
43	16	17	18	19	20	21 22
44	23	24	25	26	27	28 29
45	30	31				

November 2023						
Wk	Mo	Tu	We	Th	Fr	Sa Su
45			1	2	3	4 5
46	6	7	8	9	10	11 12
47	13	14	15	16	17	18 19
48	20	21	22	23	24	25 26
49	27	28	29	30		

December 2023						
Wk	Mo	Tu	We	Th	Fr	Sa Su
49					1	2 3
50	4	5	6	7	8	9 10
51	11	12	13	14	15	16 17
52	18	19	20	21	22	23 24
1	25	26	27	28	29	30 31

January 2024						
Wk	Mo	Tu	We	Th	Fr	Sa Su
2	1	2	3	4	5	6 7
3	8	9	10	11	12	13 14
4	15	16	17	18	19	20 21
5	22	23	24	25	26	27 28
6	29	30	31			

February 2024						
Wk	Mo	Tu	We	Th	Fr	Sa Su
6				1	2	3 4
7	5	6	7	8	9	10 11
8	12	13	14	15	16	17 18
9	19	20	21	22	23	24 25
10	26	27	28	29		

March 2024						
Wk	Mo	Tu	We	Th	Fr	Sa Su
10					1	2 3
11	4	5	6	7	8	9 10
12	11	12	13	14	15	16 17
13	18	19	20	21	22	23 24
14	25	26	27	28	29	30 31

April 2024						
Wk	Mo	Tu	We	Th	Fr	Sa Su
15	1	2	3	4	5	6 7
16	8	9	10	11	12	13 14
17	15	16	17	18	19	20 21
18	22	23	24	25	26	27 28
19	29	30				

May 2024						
Wk	Mo	Tu	We	Th	Fr	Sa Su
19			1	2	3	4 5
20	6	7	8	9	10	11 12
21	13	14	15	16	17	18 19
22	20	21	22	23	24	25 26
23	27	28	29	30	31	

June 2024						
Wk	Mo	Tu	We	Th	Fr	Sa Su
23						1 2
24	3	4	5	6	7	8 9
25	10	11	12	13	14	15 16
26	17	18	19	20	21	22 23
27	24	25	26	27	28	29 30

July 2024						
Wk	Mo	Tu	We	Th	Fr	Sa Su
28	1	2	3	4	5	6 7
29	8	9	10	11	12	13 14
30	15	16	17	18	19	20 21
31	22	23	24	25	26	27 28
32	29	30	31			

School holidays
In-service days

School days

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

Data Protection Legislation

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by data protection legislation and may only be disclosed in accordance with the codes of practice.

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the Pupil Census to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the 19 information supplied to us. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

Data about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here: <http://hi-hope.org/directory/listing/16plus-planning>

Data policy

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

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

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

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

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

Why do we need your data?

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

- o plan and deliver better policies for the benefit of all pupils
- o plan and deliver better policies for the benefit of specific groups of pupils

- o better understand some of the factors which influence pupil attainment and achievement
- o share good practice
- o target resources better
- o enhance the quality of research to improve the lives of young people in Scotland

Your data protection rights

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

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

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

Concerns

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

Equality and Inclusion

To read our school's Equality and Diversity Policy, click on the link below:-

[https://www.highland.gov.uk/downloads/file/11627/include -
_equality_diversity_and_inclusion_guidance_and_self-evaluation_for_educational_settings](https://www.highland.gov.uk/downloads/file/11627/include_-_equality_diversity_and_inclusion_guidance_and_self-evaluation_for_educational_settings)

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.

Protection of Children

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

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from or online at

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

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

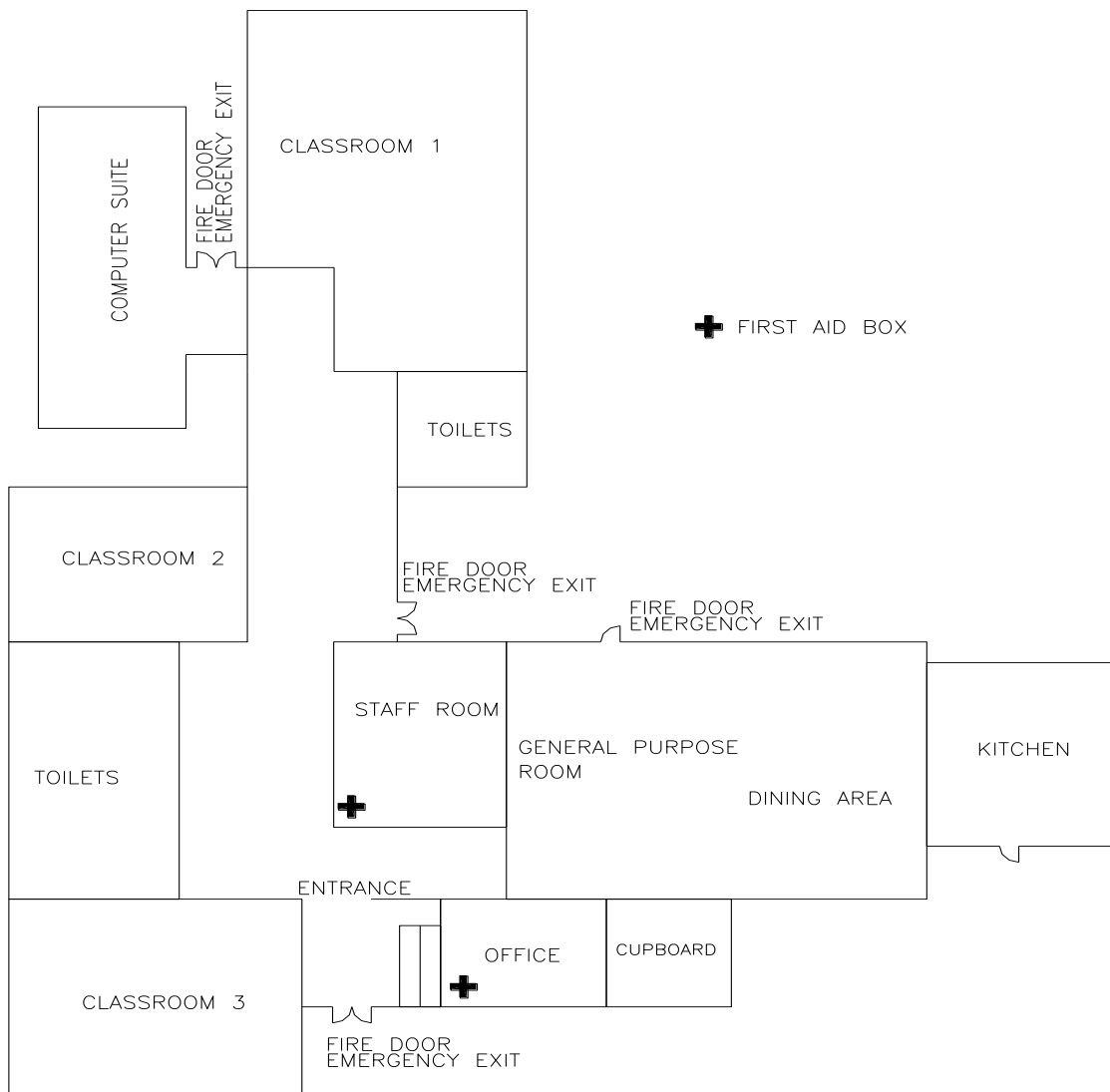
https://www.highland.gov.uk/info/886/schools-additional_support_needs/833/armed_forces_support_for_families_and_schools

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

Annex 1

Floor Plan

Not to scale



Annex 2

Useful Links

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities -

<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system - <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school - <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Parental involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others -

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils -

<https://education.gov.scot/improvement/research/what-is-parental-involvement-and-parental-engagement/>

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support -

<https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/pages/3/>

Health and wellbeing guidance on healthy living for local authorities and schools -

<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support -

<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education - <http://www.sces.uk.com/this-is-our-faith.html>

Curriculum

Information about how the curriculum is structured and curriculum planning -

<https://education.gov.scot/Documents/btc3.pdf>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the eight curricular areas -

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/experiences-and-outcomes/>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing - <https://www.education.gov.scot/Documents/btc5-framework.pdf>

Information on Skills for learning, life and work

<https://education.gov.scot/education-scotland/what-we-do/developing-employability-and-skills/>

Information around the Scottish Government's 'Opportunities for All' programme -

<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information on Skills for learning, life and work –

<https://education.gov.scot/education-scotland/what-we-do/developing-employability-and-skills/>

Information around the Scottish Government's 'Opportunities for All' programme -

<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –

<http://skillsdevelopmentscotland.co.uk/news-events/2012/june/careers-management-skills-framework/>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning - <http://www.skillsdevelopmentscotland.co.uk/>

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment

framework - <https://education.gov.scot/education-scotland/who-we-are/role-and-status/framework/>

Information about Curriculum for Excellence levels and how progress is assessed -

<https://education.gov.scot/improvement/learning-resources/curriculum-for-excellence-benchmarks>

Curriculum for Excellence factfile - Assessment and qualifications -

<https://www2.gov.scot/resource/doc/920/0121215.pdf>

Information on recognising achievement, reporting and profiling -

<https://www.education.gov.scot/Documents/btc5-achievement.pdf>

Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond -

<https://www2.gov.scot/resource/doc/920/0121215.pdf>

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy -

<http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and changes provides information about choices made at various stages of learning -

<https://education.gov.scot/parentzone/learning-at-home/supporting-health-and-wellbeing/planning-for-choices-and-changes/>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs -

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition - <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning - <http://www.enquire.org.uk/>
Parenting Across Scotland offers support to children and families in Scotland - <http://www.parentingacrossscotland.org/>

Support for Pupils

For young people with severe and complex needs, there are Enhanced Provisions for pre-school and primary aged pupils in Mount Pleasant Primary School in Thurso and Newton Park Primary School in Wick. Placements may be offered on a full or part-time basis.

For young people with neurodevelopmental/social communication difficulties, there are two SCOPE provisions (Social Communication Provision for Education); one in Miller Academy Primary School in Thurso and one in Noss Primary School in Wick. SCOPE offers support for primary-aged pupils through providing a 'split placement' with the young person's local mainstream school. Through providing targeted, individualised support, this enables young people to access education in their local school. Applications for specialist provision can be made to the Admissions Group. Parents/Carers can speak with the Named Person or Lead Professional about making the application.

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs - <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>
http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/

Information about the universal entitlement to support that underpins Curriculum for Excellence - <http://education.gov.scot/education-scotland/scottish-education-system/support-for-all/>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended - <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting it Right for Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers - <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

Further advice and information to support parents of children with ASD can be obtained from: "Enquire –The Scottish advice and information service for Additional Support for Learning"
The Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576

Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741

GIRFEC – Getting It Right For Every Child

Further information specified by the Education Act 2009 (additional Support for Learning Scotland) eg the local authority policy on ASN, arrangements and opportunities for ASN children can be obtained within Highland Council's website. www.highland.gov.uk

School improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports -

<https://education.gov.scot/parentzone/find-a-school/>

Education Scotland's Inspection and review page provides information on the inspection process -

<https://education.gov.scot/education-scotland/what-we-do/inspection-and-review/>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy -

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) - <http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications - <http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland -

<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education -

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

Annex 3

Policies

School policies and practical information

Schools policies are available on request.

Local authority policies are available on Highland Councils website www.highland.gov.uk

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 - <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 -

<http://www.legislation.gov.uk/asp/2000/6/contents>

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.