



Rum Primary and Nursery School Handbook

Ms. Liz Doyle for the Highland Council

2023-2024

Handbook for Rum Primary and Nursery School
Isle of Rum
01687 462034

Please Contact: Elizabeth.Doyle@highland.gov.uk

Updated 11.22-



Rum Primary School and Nursery Handbook

Information for Parents 2022-23

This information should be read in conjunction with web materials on the School and the Highland Council website. This will give a fuller picture for those who need the information.

Address:

Isle of Rum

Landline: 01687 462034

Email: Elizabeth.Doyle@highland.gov.uk and Rum.Primary@highland.gov.uk

Website and school blog: www.isleofrumprimary.wordpress.com

**Present roll: 5 (Primary)
3 (Nursery)**

Staff:

Liz Doyle: Head Teacher and Class Teacher.

Anne MacLean: Class Teacher (HT release and non-Contact cover Teacher)

Lauren Murphy: Early Years Practitioner.

Dave Beaton: Facilities Manager and Cleaner

Kate Bolas: Clerical

Mhairi MacDonald (Area Education
Manager) Fingal Centre

Portree

Isle of Skye

Tel: 01478 613 697

Our Ethos:

Our curriculum is based on our school values of resilience, respect, creativity and curiosity.

These values are brought to life through our curriculum which is based on the principals of our curriculum rationale.

These principals are:

- We want our pupils to leave school with the *knowledge* they need to **understand and value the world around them**
- We want our pupils to have an understanding of their environment and **their role as guardians in sustaining it**
- We want our pupils to leave school with the *skills* they need to **continue to learn and contribute to society**
- We want our pupils to leave school with *attributes* which **reflect our school values**
- We want our students to leave school with skills, knowledge and understanding **which open the doors they need them to, and which reflects their very best**
- We want our students to *love learning for the sake of learning*, viewing it as **interesting, exciting and empowering**

Happy children enjoy school and will learn more and at a greater pace. Children who have high self-esteem respect the rights of others. Empathic children care for each other. These ideas are paramount at our school. We spend much time developing children's emotional intelligence to make them successful learners, confident individuals, effective contributors, and responsible citizens.

We also teach them to read and love books and literature of all kinds, write to communicate effectively and to count and calculate so that the world makes sense, and they can make reasoned decisions. In addition, we teach them to care passionately about the environment and their place within it.



Time and Tide: Our natural environment is a rich source of learning experiences.

The school day

For **Primary** Children, the school day starts at 9.00am and finishes at 3.15 for P1 to P7

In the first two weeks of school P1 pupils stay until 12.30 only.

Nursery opening hours 9.00am to 3.00 to support our families, the children come into the primary class for the final 15 minutes to enable all children to be collected at the same time

Morning 'Out and About' time is 11 to 11.15, with a formal snack and circle time from 10.40 to 11 am.

Lunch is from 12.30 to 1.30

During these times Primary and Nursery children learn through play, together, outdoors, in the natural environment.

Absences

If your child will not be attending, you must contact us by 9.00 if at all possible. This is a matter of safety more than anything else.

Try the following:

- Call on 01687 462034 and leave a message
- Email: Elizabeth.Doyle@highland.gov.uk (for longer absences)
- Write us a note.

As a dental appointment or other appointment will require an absence of a day or two because of travel and ferries, please let us know by one of the methods listed above. A conversation with the teacher or head teacher is also a good way to let us know but should be followed up by something in writing.

Illness

If your child becomes ill or has an accident while attending school we will contact you by telephone. If there is no reply, we will ring your emergency number. If your child is unable to attend school, please telephone the school and leave a message with a staff member.

Curriculum throughout the school.



We use our local, seasonal food harvest: Maths makes Apple Jelly.

Our School follows Curriculum for Excellence, from Early level in Nursery through to Second level at the top of Primary School.

Curricular Areas

- Literacy and English Language: Listening, Talking, Reading, and Writing.
- Numeracy and Mathematics: Number, Money and Measure, Information Handling, Shape, Position and Movement.
- Health & Wellbeing: Mental, emotional, social, and physical wellbeing, Physical education, activity and sport, Food and health, Substance misuse, Relationships, sexual health and parenthood.
 - Social Studies: People, past events and societies, People, place and environment, People, society, economy, and business.
- Sciences: Planet Earth, Forces, electricity and waves, Biological Systems, Materials, Topical Sciences.
- Technologies: Technological developments in society, Business technology skills and knowledge, Computing science, Food and textiles, Craft, design, engineering, and graphics.
- Expressive Arts: Music, Drama, Art and Design and Dance.
- Religious and Moral Education: Christianity, World Religions, Development of beliefs and values.
 - Modern Languages: French/ British Sign Language

Curriculum Design

Our curriculum is designed based on the following 7 principles:

- Challenge and enjoyment

- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Developing Young Workforce

Developing the Young Workforce (DYW) is the Scottish Government's Youth Employment strategy to better prepare young people for the world of work. Developing the Young Workforce is embedded in Scotland's Curriculum and along with the Curriculum for Excellence and Getting it Right for Every Child (GIRFEC), it is one of the three main building blocks underpinning Scotland's education offer for children and young people.

There are various websites including Parent-zone, Learning and Teaching Scotland and the Highland Council pages that can provide much help and support. The curriculum is explained through our Parent interview sessions or informally if you ever have any queries. School staff are available to talk through questions, offer support or guidance or lend literature and resources.



Primary and Nursery are closely linked and enjoy shared learning activities.

The Nursery and Primary Classrooms are closely linked with children learning and sharing experiences where appropriate. With small numbers of children this is vital to the development of social skills, independence and empathy. It is also great fun!



Following children's interests: Making a working bottle rocket to find out about forces during a topic on Space.

During the most recent Care Inspectorate inspection, Rum Nursery was graded 'Very Good -5' (the highest level) in all areas. We provide rich experiences linked to children's interests, much of it in the unique natural environment in which the school is set.

We encourage curiosity, independence, choice and responsibility and create learning through play experiences to develop these skills

All children leave Rum School having achieved their best; having learned to swim, understand their local environment, grow their own food, read a map, cook simple nutritious foods from local sources and different cultures, follow and extend their interests and passions and find creative ways to be sustainable. We are active and interdisciplinary in our educative approach and use ICT in every aspect of learning. Children learn to enjoy and use a range of percussion instruments and sing together.

Our children learn to ask questions, find a range of ways to get answers and then decide how to present learning and how it can be used, as well as ways it can inspire them to find out more.



Primary Children preparing for a day visit to the Isle of Canna, which includes speaking to Calmac Staff in the ferry office in Mallaig.

Outdoor Education

We have PE as weather permits, or in the community hall in sessions through the week. All children learn to map-read and respect the environment. All children participate in walks and beach cleans. All children go to 'Seashore school' sessions and the Head Teacher is Forest school qualified to the highest level.



ICT

We have wireless access to the web and children can use this to access their own research in class time and self-directed time. Children learn to use the Chrome equivalents of Word, Power-point and Excel as well as common web- tools such as ED city and GLOW. They understand internet safety and possible threats as appropriate and use 'swiggle' as a safe search tool. All documents and account activity is monitored closely but discreetly. Each child has access to their own chrome book and they are skilled at creating shared documents and emailing within the ASG and with their teacher.

Religion

We respect all beliefs and none and deliver a course in comparative religion. Local Clerics from Mallaig visit school and may attend our events. Many pupils are broadly Christian, although we are a non-denominational school.

Learning at Home

Reading is also a daily expectation; we have an exciting library of both fiction and non-fiction books, but children may have their own books to read, too.

Framework for Good Behaviour:

Throughout school there is a framework of rules which operates to promote a happy, flourishing ethos for our children. This framework allows for the slightly differing approaches they need to accommodate behaviour in and out of classrooms.

We have 2 main tools to promote good behaviour across our school community:

- Rights Respecting School
- Restorative Approach Rights Respecting School

We have achieved bronze Rights Respecting School and are aiming for silver. We also aim to demonstrate the values of the Convention on the Rights of the Child (CRC) at its heart. We encourage positive behaviour through our class charter which the children and staff all sign.

What does being a Rights Respecting School mean for pupils at Rum Primary?

Pupils at Rum primary School regularly have opportunities to learn about the Convention on the Rights of the Child. This convention states all the rights to which children in the world are entitled to. Pupils learn about the places in the world where children are not fortunate enough to enjoy their basic rights to things like food and clean water. It helps

everyone to appreciate how fortunate we are and allows us to consider what we need to do in order to protect these for ourselves and for others. Articles 28 and 30 of the Convention states that all children have the right to an education and to learn, and Article 12 states that all pupils have the right to participate and be included.

In order to protect these rights,

Pupils will try to:

- Give our best in all we do
- Ask for help if we need it
- Have and show respect for all
- Respect the property of others
- Be kind
- Have a positive attitude

Staff will try to:

- Help make sure pupils are safe
- Know their pupils well
- Meet the needs of all learners
- Help pupils if they are struggling
- Help pupils with friendships
- Treat everyone fairly and with respect
- Encourage everyone to join in
- Have a positive attitude

The Rights Respecting School Committee ensure we continue to deliver the rights of all of our pupils across our school by meeting regularly with a member of staff.

Restorative Approach:

Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all the parties involved. Many people may believe that children and young people who bully others must be punished for their behaviour. This type of response can be ineffective, dangerous, breed resentment and make situations worse as a child or young person can be resentful of punishment rather than reflective of their actions.

Children and young people require the opportunity to hear about and face up to the harm and distress they have caused others. Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation.

Research - Restorative Practices in Three Scottish Councils - shows that restorative

approaches help schools create peaceful learning environments for children to become successful learners, confident individuals, responsible citizens and effective contributors. Exclusions from school can only be carried out when an incident meets the legislative criteria.

All schools have a responsibility to protect those being bullied but also to educate all pupils including those who bully or those with behavioural problems.

What are restorative approaches?

Schools may use restorative approaches as part of a planned response to relationship and/or discipline difficulties. This is a more effective response than traditional punishments. Restorative approaches can change the emotional atmosphere in a school and lead to more positive relationships between pupils and between pupils and staff. A restorative approach may include having a 'restorative conversation'. These conversations may happen during the school day and practitioners will use restorative language and questions to allow children and young people to understand the impact of their behaviours. More serious incidents may require practitioners to hold a formal meeting and involve parents or families where appropriate.

Examples of questions used in a formal meeting include: • What happened? • What were your thoughts at the time? • What have been your thoughts since? • Who has been affected by what happened? • How have they been affected? • What do you need to happen now?

Developing positive, supportive relationships is key and these can be developed through activities such as circle time and peer support. As part of the restorative approach, schools will decide on an appropriate timescale to review incidents, check that issues have been resolved and that children and young people are happy and progressing well.

How can I help?

You can support your child by

- Talking to your child about how their school manages pupils' behaviour
 - Understanding that children learn developmentally, including how they behave and how their behaviour affects others
 - Understanding that everyone learns best when they feel good about themselves.
- Punishments, whether right or wrong, can make children feel bad about themselves. This can hinder their ability to engage in their learning, including about their behaviour
- Encouraging your child to see things from other people's points of view
 - Encouraging your child to be a good friend
 - Supporting your child to be a peer mediator

- Learning more about children's rights, including their right to human dignity, regardless of their behaviour
- learning more about shame and the impact of shame on children's readiness to learn.

Although appropriate action will be taken by practitioners, it is important that parents work with their child's school to help resolve situations in the best interests of their child or young person. At Rum primary school and nursery, we aim to create a positive atmosphere in which staff and parents work together for the wellbeing of the children. We expect our children to behave well and take responsibility for their actions. We recognize that parents / carers should be fully informed about their child's behaviour and every effort is made to ensure that there is good communication between home and school. This may be in the form of a phone call, email or arranging a discussion. It is also important to remember that we do deal with a number of smaller issues in school that may not always be reported to parents/carers as they will be dealt with during the school day.

Our Policies

Nursery policies can be found at :

[Policies - Early Learning and Childcare in Highland \(elchighland.com\)](http://www.elchighland.com/Policies-Early-Learning-and-Childcare-in-Highland)
www.highland.org

<https://isleofrumprimary.wordpress.com/school-documents/>

Highland council school policies can be found at:

[Search policies and guidance | School policies, procedures and guidelines | The Highland Council](#)

Other sites of interest:

www.educationcity.com for Homework and activities (Children have access via given login details)

www.parentzone.org Things about education for parents

Google **Ted** for lectures of interest.

Google **RSA** for presentations on Learning.

Reporting and information for Parents.

The school produces a standards and quality report each year giving up to date information on aims and performance. This is sent out to all parents. The school holds regular PI sessions (Parent Information), and we offer sessions and consultations at mutually accessible times.

Uniform



Our uniform is relaxed, white polo shirt and School logo green jumper or cardigan, available from our provider UES. Ask in school for the details of online ordering. Parents are asked to provide t-shirt, shorts and Gym shoes for PE for hygiene reasons.

Change of clothes and footwear

It is advisable that younger children have a spare set of underwear/tights/socks/trousers/leggings in the school for emergencies. It is essential that children change into different shoes inside the building and a pair of black gym shoes are ideal (slippers can be dangerous during physical education games). Please label all your child's items of footwear and clothing.

We are outdoors as much as possible; please ensure your child comes to school with full waterproofs and in their wellies (winter or wet weather). Could parents/carers please ensure as much as possible that children can change into these items as independently as possible

School Meals

Packed lunches must be provided from home as the school has no catering facility. We must know of any allergies in advance for any school baking and cooking that we cover throughout the year.

At Rum Primary and Nursery, we all sit and eat our meals together. We organize the table settings and get ready together, with the children taking the lead. More formal mealtimes provide opportunities for conversations, turn taking and sharing, and together with clearing away afterwards, provide essential life skills.

Secondary Education

Most children transfer to Mallaig High School and stay in the school hostel facility. Transition is smooth with 'Small isles weeks' from P5, where children from all the Islands and Knoydart stay together in Mallaig and have a program of events to complement our island school's provision and foster strong relationships. Small Isles week in P7 involves staying in the hostel and joining all the other P7s from our ASG schools in Mallaig High for transition activities. This usually includes a first trip home on the school boat. There may be visits through the year and a weekend residential in March at an outward-bound Activity Centre.

Health Care and Additional Support

This comes in various forms.

- There are dental visits in P1 and P7.
- Speech and Language Therapy
- The local surgery from Broadford, Skye, provides day to day urgent needs cover.
- The school staff members are trained for emergency and remote location First Aid.
- There is an Educational Psychologist available through the region.
- Counselling is available for children, should it be needed.

Business Links

Please contact us if you have a business that would be willing to work in partnership with the school. Donations, ideas, energy and enthusiasm are all welcomed and have a positive impact in both the running of the school but also the children's education.

We really enjoy having volunteers and visitors to our school and feel it offers the children wonderful opportunities to engage with the wider world
Give us a call as well if you have any comments or suggestions for improvement.
We currently work with MOWI fish farms, the bunkhouse and the workaway volunteer scheme the NTS on the Isle of Canna, the Isle of Rum Community Trust and SNH.

Primary School arrangements for openings and closures for 2023/24 are

Further information can be found at

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

Early closure

Should the School need to close earlier than normal you will be contacted by telephone or email if prior warning has not been given out. The emergency agreed cascade for contact will be telephoned if there is no reply at your home number. Children will not be permitted to leave the school without being in the care of a designated adult. Please ensure you always keep the School Staff/Office up to date with your telephone number and your emergency contact.

Adverse weather

As an island of the Inner Hebrides group of The Small Isles, Rum often experiences extreme weather.

The **adverse weather line** is contactable by all parents using the number below. In poor weather conditions the head teacher will email or ring you and leave information on the site. The school is normally open but it's always worth checking before you leave for the school.

Adverse Weather line: 0800 564 2272 followed by pin number: 041430

Further Information

On request the full curriculum outline including subject areas can be obtained from the school office or Head teacher.



