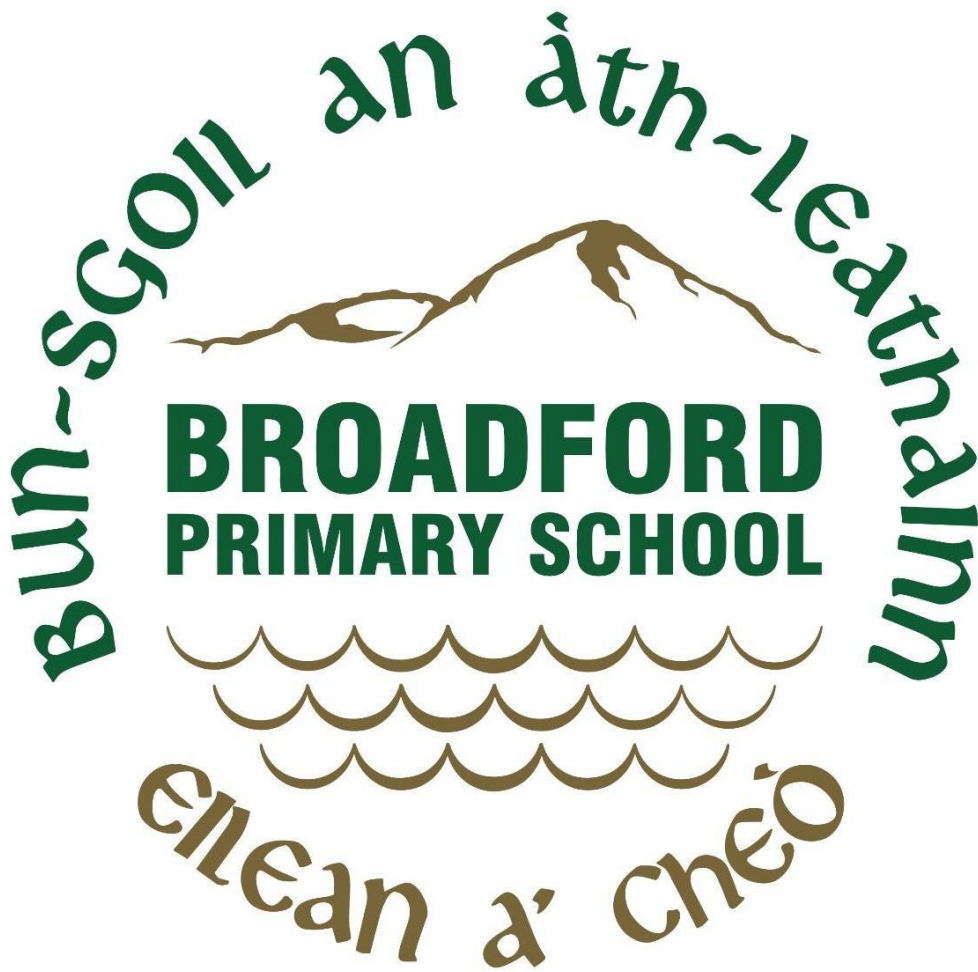


**Bun Sgoil an Àth Leathainn**  
**Broadford Primary School**



# **Handbook 2024 - 2025**

**Information for Parents**  
**Fiosrachadh do Phàrantan**

Dear Parent,

On behalf of the staff at Broadford Primary School I have great pleasure in presenting the School Handbook for 2024-25. The handbook contains information regarding all aspects of school life that will be helpful to staff, parents and pupils.

At Broadford Primary we try to ensure that all children achieve their potential in every area of a wide curriculum and leave the school with those skills which will enable them to confidently undertake secondary education and life beyond. We also try to ensure that each child attains, to the best of his/her ability, the objectives set out for each area of the curriculum. Through a now fully embedded Curriculum for Excellence, we aim to encourage successful learners, effective contributors, confident individuals and responsible citizens.

Every member of staff does their utmost to establish an ethos in the school within which the children will work in an atmosphere that is happy and industrious, where they will learn to be independent, to be responsible for themselves and to carry out their tasks with a spirit of co-operation, courtesy and respect for others. We seek to maximise our pupils' potential and to make them 'all they can be'. To this end we take every opportunity to celebrate our pupils' successes, whether they occur within school or outwith. Parents are encouraged to participate in this, keeping us informed of children's achievements outside of the classroom.

The school has built up effective links with many sectors of the community and it is our intention to strengthen these and to establish many more. It is our belief that the school is an integral part of the community and by creating a welcoming environment, by maintaining good relationships with parents and the wider community and by being involved in many local events we will do our best to promote that ideal.

In all the above, the role of parents cannot be stressed too greatly. A number of parents are already involved in school activities and this has been of tremendous benefit to the children. As well as those occasions during the school session when parents have the opportunity to come up and discuss their child's progress it is important to stress that parents are welcome at any time, and if there is something we can do to help, we will.

It is our aspiration to have an effective two-way dialogue between school and home, and by being on the same side, we will work together to ensure your child reaches their potential.

Mr S Atkins.  
Head teacher.



Ready

Respectful

Resilient

Safe

## Our Vision, Values and Aims

Through parent and pupil involvement we have created a school motto we feel resonates perfectly with our school and location. Our school motto is:

**Aim as high as the mountains – Bi ag amas cho àrd ris na beinn.**

### **OUR AIMS:**

*Provide a safe, nurturing, bright and happy learning environment.*

*Provide an engaging, challenging and creative curriculum enabling all children to develop the skills they need to become successful learners, confident individuals, responsible citizens and effective contributors.*

*Aiming for excellence through setting high expectations for attainment, achievement, behaviour, attendance and punctuality.*

*Develop relationships with children, parents, partners and the community to provide opportunities for all learners to achieve with a focus on inclusion and equality.*

*To strive for continual improvement through regular self-evaluation and reflection in a community of lifelong learners.*

### **CHILDREN'S AIMS – WE WOULD LIKE TO:**

*Learn the skills we need to help us know what we would like to do when we are older and be able to achieve it.*

*Work outside, learning in and about our environment and community, being fit and healthy.*

*Have classrooms that are bright, comfortable and well equipped.*

*Have our work and achievements displayed so that we can be proud of them.*

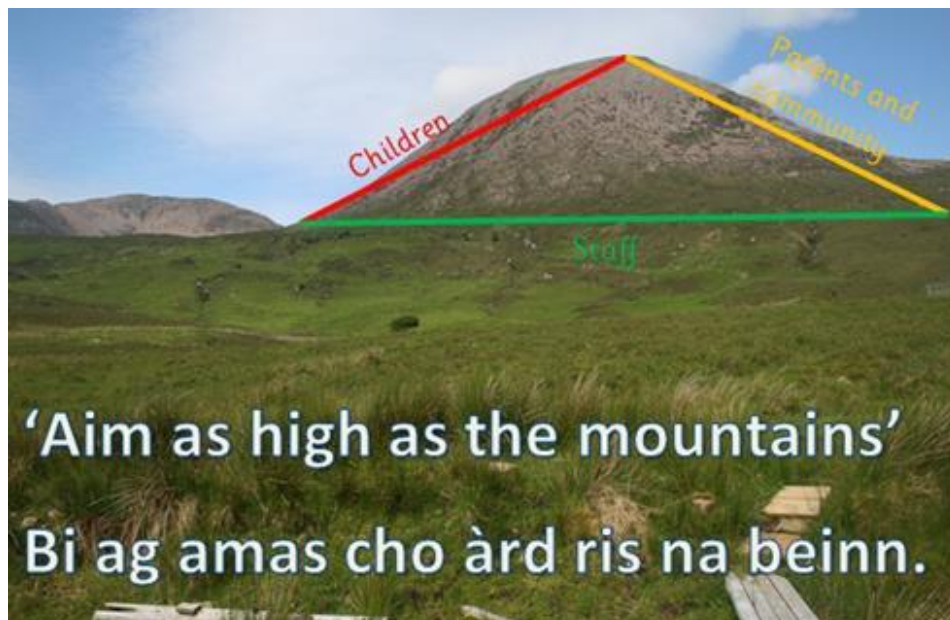
*Feel included, supported, confident and listened to.*

*Have good friendships*

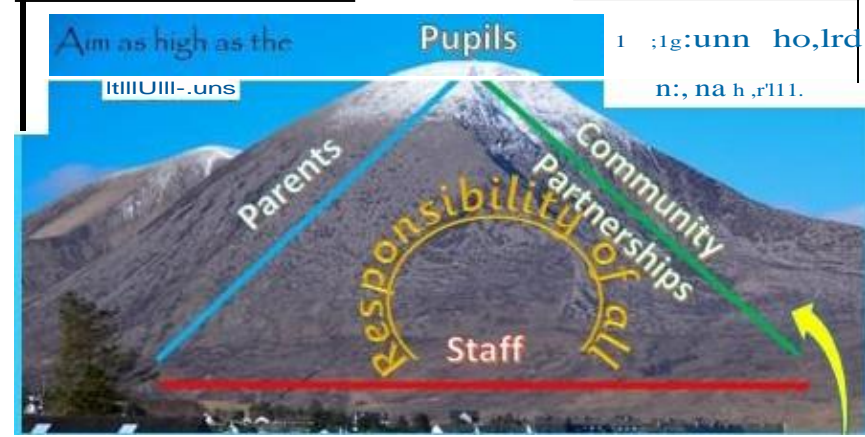
*Share and demonstrate our school values: Ready, Respectful, Resilient, Safe*

*Our school shared values are discussed and used during the everyday life of the school. They are also the focus of our certificates each Friday when we celebrate achievements.*

*Ready -Deiseil  
Respectful-Modhail  
Resilient - Làidir nam inntinn  
Safe - Sàbhailte*



Ready/ Deiseil  
 Respectful / Modhail  
 Resilient / Laidir nam fnntinn  
 Safe / Sabhailte



Aims / Amasan

-g,u LLdL\,g u-p....

Excellence / Sar-mhathais

Through setting high expectation for....

Relationships / A' Jaighinn air adhart

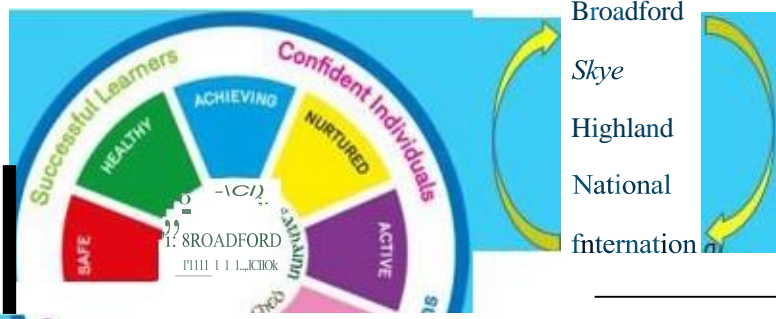


Pupil Voice

With a focus on  
**InclLSton**  
 and **EqWIHy**

Providing  
 opportunities for  
 all to *achieve*

With children,  
 parents, partners  
 and community



Parental Engagement  
 Celebrate Achievement

getting it right  
 for every child

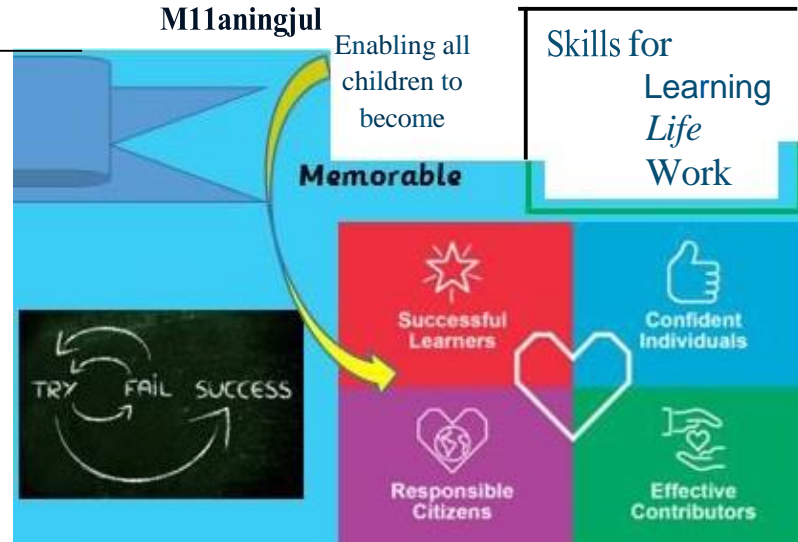


Challenging  
 Engaging  
 Curriculum /  
 Curraicealam

Broadford Primary School  
 Bun-sgoil an Ath Leathainn

At,

Environment /  
 An arainneachd



## 1.0 THE SCHOOL

### **Broadford Primary School** **BunSgoil an Àth Leathainn**

Limepark

Broadford

Isle of Skye

IV49 9AG                      01471 822453 (Tel)

[broadford.primary@highland.gov.uk](mailto:broadford.primary@highland.gov.uk)

Website:

<https://sites.google.com/portreehigh.org.uk/broadfordprimaryschool/home>

Broadford Primary School was opened in 1975 to accommodate children from Broadford and the surrounding areas from Sconser in the north to Ashaig in the south, encompassing Torrin, Heaste and Breakish. **We are currently in the early design stages of an exciting new school and community hub project. The new school is to be in place by summer 2025.**

There are four classrooms in the main school building and also a hall which serves as a dining room and P.E. area. Also within the school perimeter are two demountable units which provide facilities for another two classrooms, and our Nursery unit. The school roll including Nursery presently stands at **82**. As a truly bi-lingual school, we currently have 2 English Medium classes; P1-4E and P5-7E and two Gaelic Medium classes; P1-3G and P4-7G. Though all classes are composite groups and we have children taught in both Gaelic and English Medium, it is important to note that the school operates at all times as a single unit.

Parents may choose to register children for either English Medium or Gaelic Medium education. Children entering G.M. at Pr. 1 do not necessarily need to be native or fluent Gaelic speakers as time will be taken to ensure that children acquire the language successfully before moving on in the curriculum, though attendance at a Gaelic Medium nursery prior to induction to school will be an advantage.

The school has a Nursery catering for 3 and 4 year-olds which opened in June 2001. The Nursery roll currently stands at 12 pupils with separate sessions conducted in both English and Gaelic Medium.



## Staff

Head Teacher	Mr. Stephen Atkins
Class 1-3 (English Medium)	Mrs. Justine Davies & Ms Catriona Haswell
Class 5-7 (English Medium)	Mrs. Mairidh-Anne MacKinnon
Class 1-3 (Gaelic Medium)	Miss. Harriet White
Class 4-7 (Gaelic Medium)	Mrs. Shona Nicolson
CCR Teacher	Mr. Stephen Atkins
ASN Teacher	Mrs. Clare Dutfield
Clerical Support	Miss. Ailsa Hutton
Early Years Practitioners	<i>Gaelic Medium</i> – Ms. Eilidh Macrae, Miss. Leona Watkins, Ms Mairi Russell <i>English Medium</i> : Miss. Chloe MacDonald, Mrs. Clare Dutfield, Ms. Donna Macrae,
Pupil Support Assistants	Mrs. Anne MacAskill, Miss. Donna MacRae, Mrs. Karla Shone Ms. Joanne Anderson, , Mrs Helen Connell, Mrs R Robertson
String Instructor	Mrs. Roxanne Llewelyn-Porter
Chanter Instructor	Mr. Neil Stewart
Drumming Instructor	Awaiting new instructor
Visiting Ministers	Rev. Rory MacLeod, Timmy Currie (COOL), Rev Gary Wilson
Facilities Assistant	Mr. Ryan McAllister
Cook in charge	Ms. Annette Burfoot
Kitchen Assistant	Mrs. Tessa Dewar, Morag McQuarrie
Cleaning Staff	Mrs. Kim Ross

Designated Lead for Child Protection: Stephen Atkins

Duty Social Work (in Head Teacher's Absence) – Portree : **01478 613825**

Head Teacher: Mr Stephen Atkins	Mhairi MacDonald
Broadford Primary School	Education and Learning Manager (West)
Lime Park	Area Education Office
Broadford	Fingal Centre
Isle of Skye	Viewfield Road
IV49 9AG	Portree
Tel: 01471 822453	Isle of Skye
Stephen.atkins@highland.gov.uk	IV51 9ES
	Tel: 01478 613697

**Parent Council Chairperson** – Rhoda Robertson – [broadfordparentcouncil@gmail.com](mailto:broadfordparentcouncil@gmail.com)

### First Aid:

The designated First Aiders in school are: Chloe Macdonald, Helen Connell and Stephen Atkins.

**Should you be moving to the area or for new pupils about to start Primary 1, please get in contact with school to discuss necessary arrangements for enrolling your child, to answer any questions you may have and to organise an opportunity to come and have a tour of the school. We look forward to hearing from you.**

If you live outside the delineated area for Broadford but you wish your child to attend this school, you can make a 'placing request' to the Interim Education and Learning Manager. Mhairi MacDonald - address as above  
(01478 613697)

**Broadford Primary School is an associated school of Portree High School.**

Head Teacher – Mr Tony Breen  
Portree High School  
Viewfield Road  
Portree  
Isle of Skye  
IV51 9ET  
Tel: 01478 614810  
[Portree.high@highland.gov.uk](mailto:Portree.high@highland.gov.uk)

**Equality and Inclusion**

For up-to-date information please see: Broadford Primary School Equalities and Diversity Policy:  
<https://drive.google.com/file/d/1-PF9Cy9qlAv2BggeaSlgHm3HIX3Z5ljS/view>

<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/pages/1/>

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.



## 2.0 SCHOOL HOURS

The current opening and closing times for pupils are as follows:

### Monday - Thursday

School Opens: 9.00am  
Morning Break: 10.30am to 10:50am  
Lunch Break: 12.15pm to 1.15pm  
School Closes: **3.30pm**

### Friday

School Opens: 9.00am  
Morning Break: 10.30am to 10:50am  
Lunch Break: 12.00pm to 1.00pm  
School Closes: **1:00pm**

We currently operate on a 4.5 day 'asymmetric week' This means school closes after the children have had their lunch on Friday afternoon.

## 2.1 ATTENDANCE

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, leaving a message on the school answer machine where necessary (01471 822453). When returning to school after an absence, the parent or guardian must give written reason for the time absent.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, pupils need to bring with them a note from parent or guardian. Pupils must report to the school reception and 'sign out', if returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made outwith 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.

[School term dates | School term dates | The Highland Council](#)

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

We celebrate good attendance by announcing the 'Class Attendance Champions' during our Friday Celebration Assembly and also in our weekly newsletter. Parents are responsible for their children's prompt attendance at school, as lateness not only disrupts the class, more important too is the fact that your child will be missing part of his/her education.

## 2.2 TRANSPORT

Transport to and from school is available to all children who live in Breakish, Lower Breakish, Heaste, Torrin, Elgol, Luib, Moll and Corry or between and beyond any of these points and the school.

Children under the age of eight years who live **more than two miles** from the school are entitled to free transport as are children who are over the age of eight and live **more than three miles** from the school.

Parents must please inform school and the relevant transport provider if there are to be any changes in transport at the end of the day: e.g.

- Going with another child to that child's home.
- Being collected by an adult, other than their own parents or carers.
- Not going home, but going to the house of another person.

Schools are required to be vigilant in ensuring a safe journey between school and home. For this reason, unless the school is notified in good time, by telephone (preferred method) or by letter of changes in a child's home-going routine; we will assume that pupils who normally travel to school by school transport will do so, and pupils will not be released into the care of any adult other than their parent or carer.

*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](mailto:public.transport@highland.gov.uk).*

[Apply for school transport | School transport | The Highland Council](#)

**Please Remember: Verbal notification of changes in routine given by children will NOT be accepted.**

## 2.3 WITHDRAWAL FROM SCHOOL

As far as possible, private dental or doctor's appointments should be made outwith school hours. If this is not possible, you should 'phone or send a note intimating your intention to collect your child for the said appointment. No pupil will normally be allowed to leave the school unless accompanied by an adult, that is, the parent or their nominated representative.

We realise that due to the nature of parents' work it is often difficult to have holidays at the same time as the school vacations, however, children who are out of school are children who are missing education and the view of the Scottish Executive Education Department is that **holidays taken outwith the scheduled breaks will be regarded as unauthorised absences and that the school will not supply schoolwork or homework for pupils to complete during such absences.**

## 3.0 HOLIDAY DATES

Highland Council Holiday dates can be found below by clicking the links.

[Holiday Dates 2024-25](#)

[Holiday Dates 2023-24](#)

## 4.0 UPDATING OF INFORMATION

Please ensure that school have the current home address and contact telephone numbers, informing us of any changes as soon as possible. **It is also vital that we are informed of any alterations in the Storm Address and the Emergency Contact Address that you are requested to supply.**

The Emergency Contact is used in the event of an illness or an accident befalling your child, and although we hope to never have to use it in an emergency, if the event arose, it would be important to contact you without difficulty. Although not necessarily so, the Storm Contact may be the same as the Emergency Contact. It is important to remember that the Storm Address should be in an appropriate location, in the event of us having to close the school because of severe weather conditions, power cuts etc. and you not being at home.

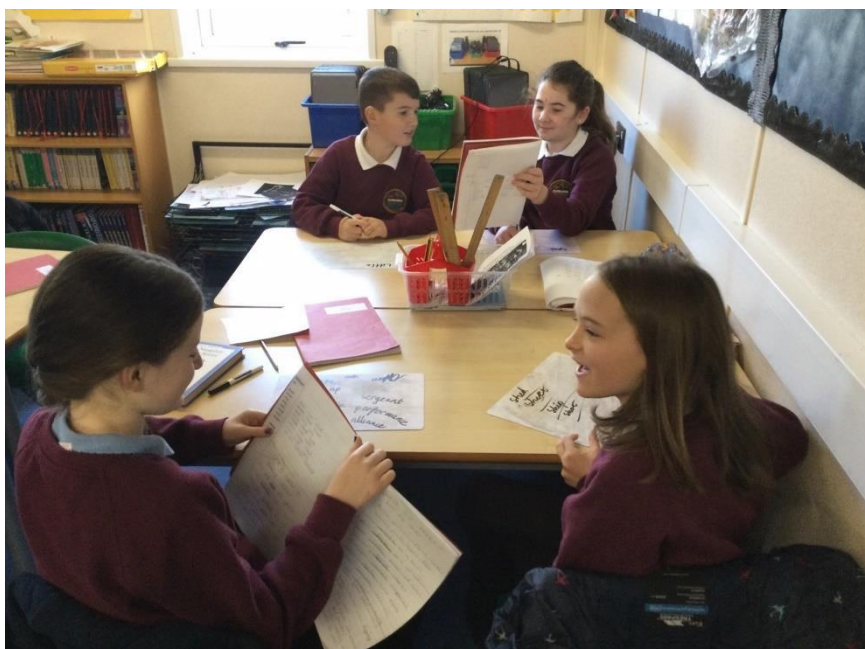
## 4.1 EMERGENCY CLOSURE

In the instance of adverse weather requiring us to close the school before the school day, please check the Highland Council website

<http://www.highland.gov.uk/schoolclosures>

and on the school 'weather-line'. This can be reached on: 0800 5642272 Using the PIN – 04 1590

If we need to close the school during the school day, in the circumstance of heavy snow, or other unavoidable closure.



If such circumstances should arise, the following procedure will be implemented by the staff.

- a. Inform each child of his/her Storm Address in case he/she cannot gain access to the family home.
- b. Send oldest child in family to the appropriate classes to collect younger siblings.
- c. Retain younger children until b above.
- d. As far as possible, contact the parents by telephone to advise them of the closure.
- e. Ensure that no child making their way home on foot leaves on his/her own.
- f. Immediately refer any difficulties to the Head Teacher

**PLEASE REMEMBER:** When asked for addresses and telephone numbers, it is unsafe, for your child's sake, to assume that there will always be someone at home, as exceptional circumstances can and do arise.

#### **4.2 Home / School communication – Parents as partners.**

Since the pandemic we have gradually incorporated more opportunities for getting parents back in the school building as important partners. We enjoy having the chance to share our work and learning.

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' evenings
- Progress checks
- Target Setting and current examples of work (on SeeSaw)
- Open Afternoons / Parent Café
- Weekly Newsletter

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, Open afternoons and Parent café.

As the Head teacher, I am always happy to discuss your child's learning, or to hear your concerns. Either come and speak to me before or after school, phone or email and I will endeavour to find a mutually agreeable date and time.

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 Norma Morrison – [Broadfordparentcouncil@gmail.com](mailto:Broadfordparentcouncil@gmail.com)

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/>

### **Communication methods.**

You will receive a Newsletter each Friday where possible, celebrating school achievements and sharing important news with you, including future diary dates. You will receive the newsletter by email if you have provided us with one, as this saves on resources.

Throughout the year we also try to find as many opportunities as possible for sharing the learning with parents. We will hold parents evenings twice per year in November and June. We will hold regular Parent café sessions where parents can come into school for an informal session to hear about the latest learning in school and watch performances. We will also hold Open afternoons to give parents chance to see children's work in the classrooms and to enjoy talking to children about their learning. We will have an annual end of year celebration assembly held in the Village Hall, open to all parents.

We will also communicate via email, letter and other notes throughout the year to ensure you receive the relevant information.

We also use SeeSaw – see below to share children's learning and achievements with parents.

*We will also communicate other events, including gaining parental permission for trips and activities by letter from time to time. If the letter has a return slip on it, it is important that you sign it and return it promptly. This is crucial as we often need to know your thoughts, gain permission, and ensure you are aware of activities happening in 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 each June, progress checks during Open Morning sessions, and target setting information shared at Parent's Evening.

Pupils will reflect on their progress, achievement and best work on their e-portfolio on SeeSaw.

### **4.3 SeeSaw**

We intend to share your child's latest and best work to ensure that all are aware of 'where' children are in their learning. We hope to develop this so many parents will begin to feedback to their children in the work done in school, as this is one of the best ways to help children to develop. Seesaw is a website / app which we can use to share information, photos and examples of your child's work from time to time. The information we share will either be for the whole school, in which case all parents will see it, just for an individual class, or specifically for your child. If it is something just concerning your child e.g., a photo of their latest piece of writing, it will only be viewable by you. There is a messaging function, but I would urge parents to contact school by person, phone or the school email, rather than relying on one of the staff seeing a message on the Seesaw app.

## **5.0 EDUCATIONAL METHODS**

As professionals, the staff may organise their classes in groups, but will continue to cater for the individual needs of the child to obtain maximum benefit for all concerned. We try to create an interesting and stimulating environment, which gives the child an opportunity to explore, understand and learn. We try to ensure our lessons are interesting and engaging and look to innovate to find new ways to capture children's imaginations.

### **5.1 THE CURRICULUM**

The Curriculum for Excellence is aimed to ensure that all children can achieve their potential in all areas of life.

Broadford Primary is committed to this curriculum and its values and aims.

**Curriculum for Excellence** is designed to provide opportunities for all young people to become: -

### **Successful learners with**

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

### **Confident individuals with**

- self respect
- a sense of physical, mental and emotional wellbeing
- secure beliefs
- ambition

### **Responsible citizens with**

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

### **Effective contributors with**

- an enterprising attitude
- resilience
- self-reliance



Learning in the school is based on a range of strategies, including investigating, problem-solving and discussion, in addition to direct teaching. Whole class, group and individual methods will form the basis of the teaching in order that the curriculum can be tailored as far as possible to fit the needs of each child.

Our curriculum will focus on the delivery of the key areas of Literacy and Languages, Numeracy and Mathematics, and Health and Wellbeing through an interdisciplinary approach, incorporating Social Subjects, Technology, Science, Expressive Arts and Religious and Moral Education, within an integrated framework.

The reading schemes currently in use in the English Medium classes are 'Oxford Reading Tree' at all levels, plus additional graded fiction to provide breadth and variety. 'Storyworlds' is the basic resource used in Gaelic Medium classes, supported by Gaelic texts from a number of other sources.

At the total immersion stage classes P1g and 2g will spend a greater deal of their time engaged in aural and oral work than EM children. The purpose of this is to ensure their acquisition of the language before tackling reading. When the class teacher judges that a child is ready, he / she will be introduced to reading in English. Mathematics is taught through a combination of resources; teacher led Scottish Heinemann Maths and Teejay Mathematics at all levels and in all classes, with additional material in Gaelic being used to supplement the main texts.

Pupils gain access to the wider curriculum through a range of trips, workshops, cultural, scientific and sporting experiences arranged by the school which also has active links with community projects such as the John Muir Trust and the Community Woodland Project. We work closely with the Wildlife Ranger Service in promoting eco-awareness and achieving Eco-School status. Our curriculum is fully inclusive and differentiated to meet the needs of individual pupils. Interdisciplinary learning is employed at all stages to give pupils broad, comprehensive and meaningful learning experience throughout.

Throughout the year we try to find opportunities to enhance children's learning. School trips are usually planned for the Summer Term and link to a topic from the class. At other times during the year, staff and pupils are encouraged to incorporate visitors into the classroom in order to bring the learning to life. Children have the opportunity to attend forest School sessions both in school at weekly class sessions, and after school in different groups.

Children are encouraged to take ownership over their learning, we share outside success in school, have opportunities to learn and practice a class talk, put together a Personal Project on a topic of their choice, and staff give learners opportunities to feed into planning for different curricular areas using class pupil voice, and understanding prior knowledge before learning.

Pupils in P6 and P7 often have the opportunities to share their strengths at transition events with Portree High School, and at other activities such as the Annual Youth Speaks, Rotary Quiz, and Euro quiz.

We have done a considerable amount of work in recent years on 'Developing the Young Workforce' This has been done through discussing and focusing on skills for life which can be taught in the curriculum. We have also done this through stand alone activities such as Science Week, Book Festivals, class Enterprise projects and a Careers Day.

Children who undertake their education in Gaelic Medium have a range of opportunities to develop their use, knowledge and understanding of the language in collaboration with a number of outside organisations as well as in school learning. We have a good link with Sìne from Commun na Gaidhlig, with the local home – An Acarsaid, with Sabhal mòr Ostaig - the Gaelic college and with a number of Gaelic arts / theatre/music organisations.

Each year the Head Teacher will produce a Standards and Quality Report, as a snapshot of the school's performance that year, and a School Improvement Plan which will set out priorities for developing the school throughout the forthcoming year. Both these documents are available to parents by request. Please contact the Head Teacher or follow the link in the section on the following page.

## **5.2 ASSESSMENT**

In the main, our assessment strategy will be continuous and informal. Most assessment will be done by teacher observation and will not be recorded. Our intention is not to categorise children by their attainments, compare them with other children, or to rank them by their ability. Assessment is concerned with decisions about adapting day-to-day classroom provision to suit the needs of the class, the group and the individual. It is concerned with improving provision, apace with the achievements of each child and about deciding about when to move on. From time to time, short tests chosen or devised by the teacher may be given to your child, administered at a level which the teacher considers appropriate to your child's stage of development at that time. The reason for this will be to verify that the teacher's assessment of your child's attainments is accurate and that his / her feedback to you is a true reflection of your child's achievements. National Assessments are being introduced this year, but our key judgement on each child's attainment will still be firmly a teacher assessment, as we feel that the day to day professional knowledge of each child is much deeper than this 'snap shot' which we will use to guide and inform our teacher judgments.

- Our school's arrangements for assessing and reporting pupils' progress and planning future learning fit into Education Scotland's plans surrounding assessment. These can be found here:

[Highland Curriculum for Excellence information](#)

## **School Improvement**

This year, we are focusing on certain key priorities:

- 1. Leadership at all levels.**
- 2. Ethos/Vision, Values, aims.**
- 3. Attainment focus as per data analysis.**



The main improvements in school over the last 12 months have been in understanding the wellbeing indicators, children leading their own learning through developing the use of learning conversations, for which we

developed the use of Jamboards and shared on SeeSaw. We also put plans in place for developing Gaelic in the community. We did a number of whole school writing pieces including our annual Writing Competition. Overall last year, the percentage of children working at or above the expected level went up in all areas: This was most notable in Listening and Talking (Increase on average by 23 percent) and Maths (Increase by 22 percent) Reading and Writing showed an increase of 12 and 10 percent respectively. Taking all things into account the improvements in Writing attainment across the school were least marked, hence the reason for a return to writing on this year's plan.

For a more in depth look at how we have done over the last 12 months, please see our Standards and Quality report – [available here](#).

Each year we put together a detailed plan for improvement. This is as a result of discussion with staff, parents and children as well as looking at and analysing data and tracking done in school.

Broadford Primary School's School Improvement Plan can be found [here](#).

Our PEF plan for how we are to support children in closing the attainment gap can be found by clicking this [link](#):

School information regarding our school's performance against a number of performance indicators at local and national levels can be obtained by clicking the link below.

[Primary School Information Dashboard \(shinyapps.io\)](#)

### **5.3 PUPILS' PROGRESS**

An opportunity to discuss your child's progress with their class teacher will be made available in November and June each year. The June meeting will follow the issue of a report on your child's progress for that academic year. The end of year report will focus on your child's achievements in the key areas of Curriculum for Excellence (CfE) and will indicate the levels at which your child is working within CfE.

In terms one and three there will be Open Afternoons where pupils have the opportunity to show/share all their work/achievements with their parents in the classroom



Level	Experiences and outcomes for most children or young people:
Early	In pre-school and in primary 1
First	To the end of P4, but earlier for some
Second	To the end of P7, but earlier for some
Third	S1 - S3, but earlier for some

The school operates an 'open door' policy and if there are any concerns at all, parents are encouraged to arrange discussion with class teachers at any time in the school year. If you should wish to discuss your child's progress, please telephone the Head Teacher- not the class teacher- and a mutually convenient appointment will be set.

### Additional Support Needs and Support

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/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)

[http://www.highland.gov.uk/download/downloads/id/11/co-ordinated\\_support\\_plan](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 outwith the school.

Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance - Stephen Atkins (01471 822453 [broadford.primary@highland.gov.uk](mailto:broadford.primary@highland.gov.uk))

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>

We have some enhanced provision in Molly's Room, with a sensory space, safe outdoor area and ASN office space. Some children may spend some time in this provision depending on their needs. This will be discussed with parents especially if this means a reduction in time spent in class. Some children may use the space from time to time for support with their learning in terms of a short 10 minute intervention, and some children may even visit the Molly's Room as a social opportunities with peers who access this provision.

We have a good link with Portree High School and will often suggest some kind of extended transition arrangement for those pupils in P6 and P7 who have needs which mean extra time to get used to a new environment and new people would benefit them.

Broadford Primary School is an associated school of Portree High School.

Head Teacher – Mr Tony Breen

Portree High School

Viewfield Road

Portree

Isle of Skye

IV51 9ET

Tel: 01478 614810

[Portree.high@highland.gov.uk](mailto:Portree.high@highland.gov.uk)

From time-to-time parents and pupils wish to choose Plockton High School as the destination for education after primary school. This would have to be done by making a placing request and transport is not provided. Just like Portree High School, children with ASN can be accommodated at Plockton and we have contacts for transition there as well.

As usual, if you have any further questions about the ASN provision in school please contact us.

## **Progress**

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with the class teacher to find a mutually convenient appointment.

For advice, further information and support to parents of children and young people with ASN. Please see links to National organisations below

**(a) Enquire – the Scottish advice and information service for additional support for learning**  
<http://enquire.org.uk/>

**(b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs** <http://enquire.org.uk/myrightsmysay/>

**(c) Scottish Independent Advocacy Alliance, an advocacy service to support parents and children**

**(d) Scottish Child Law Centre, an organisation providing free legal advice to young people**

### **5.3 HOMEWORK**

Homework is given on a regular basis and any which has been set should be seen by parents to be completed neatly.

In the case of reading, parents should ensure that this is practised diligently and regularly, particularly where younger children are concerned. Any work sent home will be for practice and consolidation of material already taught in school.

### **5.4 RELIGIOUS EDUCATION**

Moral and religious education is taught by staff on a non-denominational basis, using a variety of resources. The school chaplaincy is shared by the representatives of Christian faith in the parish and assemblies of the whole school, including the nursery, are held weekly on Fridays.

Normally all children will receive moral and religious education, but should any parent wish to have their child withdrawn, please contact the Head Teacher, either personally or by letter, in order that an alternative activity may be arranged.

### **5.5 Positive Relationships and Behaviour.**

Broadford Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to support pupils in their self-regulation. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

To read our Positive Relationships Policy click on the link below.

[https://drive.google.com/file/d/16uszpbksi7s3eN\\_eM5gumki7CcHYZZW8/view](https://drive.google.com/file/d/16uszpbksi7s3eN_eM5gumki7CcHYZZW8/view)

### **5.7 BULLYING AND RACISM**

In accordance with Highland Council policy, our school makes every effort to eliminate bullying and comments of a racist nature. In common with all schools, we realise that such incidents can occur. We remind parents that we encourage youngsters to report any concerns whatsoever about bullying or racist comments and that parents should not hesitate to contact us if they have any suspicions or concerns.

**Please find Highland Council's anti-bullying policy :**

[https://www.highland.gov.uk/downloads/file/19358/anti\\_bullying\\_-\\_guidance\\_for\\_schools](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools)

## 5.8 Positive Behaviour Management

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The Code of Conduct: Ready, Respectful, Resilient, Safe must be displayed in each learning space and referred to in conversations around conduct.

We take a positive approach to behaviour in Broadford Primary School, seeking to spot children who are doing well, and focusing on positive behaviours where possible to highlight our high expectations. Although systems change from class to class, each teacher uses this positive approach to build on throughout the week towards earning 'Golden Time'. If poorer behaviour is exhibited, this can result in a child missing part or all of their Golden Time, in order to understand the consequences of unwanted behaviour in school. Teachers are responsible not only for their own pupils' discipline but for every child in the school. Children who behave badly may be required to complete additional work at home as may children who have failed without good reason to complete classwork within the time given to do so. The child may also be required to remain in the classroom at intervals and lunchtimes to complete work set by the teacher. In the case of persistent bad behaviour, parents will be informed in writing and invited to discuss the problem with the Head Teacher. To read our Positive Relationships Policy click on the link below.

[https://drive.google.com/file/d/16uszbksi7s3eN\\_eM5gumki7CcHYZZW8/view](https://drive.google.com/file/d/16uszbksi7s3eN_eM5gumki7CcHYZZW8/view)



## 5.9 PARTNERS IN EDUCATION

Parents are important to schools.

As the child's first educator, there is no reason why participation should cease when the child commences formal schooling. In Broadford we endeavour to encourage parents to assume an ongoing role from Nursery all the way through to Pr.7.

We attempt to share the learning and activities which are happening in school in different ways throughout the year. Open Afternoons give you the opportunity to see the school in action, and Parents' night gives you the chance to discuss your child in depth with the class teacher. We are developing a system of 'profiling'; collecting 'latest and best' work, holding learning conversations with the children and seeking to hear parents'

views on the learning. SeeSaw will also provide another more informal window into what the children get up to in school. All of these opportunities should mean parents are fully aware of their child's achievements, and current areas for development. It is the intention of Highland Council that the traditional annual report is replaced with this ongoing reporting, but you will be informed of any changes in this regard.

Parents wishing to speak with teachers at any other time may make an appointment to do so through the school office.

### **How can parents help?**

At the early stages the assistance of parents with language development is essential. Parents should listen to and discuss their child's reading with them each evening and maintain this regular practice throughout the upper stages in Pr.4 to Pr.7. Homework is an integral part of children's learning and gives parents a clear idea of the current learning in class. Throughout the year we will hold information sessions for parents to ensure clarity on what we teach in school, and importantly *how* we teach it.

Should a parent wish to enquire at any time about what is being taught or how; copies of the school policies and guidelines on the curriculum may be made available on request.

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: [Parentzone Scotland | Education Scotland](#)

## **5.10 OTHER PROFESSIONAL HELP**

Should we find it necessary for your child to have additional help through Support for Learning, Speech & Language Therapy, the Psychological Service or other agencies or professionals, you will be informed beforehand and invited to come to the school and discuss this with staff.

## **5.11 ADDITIONAL SUPPORT NEEDS**

All children need support to help them learn. Some children require more help than others. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. In this model every child has a 'named person' who is responsible for making sure that the child or young person has the right help to support his/her development and well-being.

If you have a concern about your child in primary school, please contact your child's class teacher in the first instance or the *Named Person*, who is the head teacher.

Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress.

For more information please see the: [Support for Learners Website](#)

If you wish to find out more about The Highland Practice Model or the Child's Plan, you can access more information at

[https://www.highland.gov.uk/downloads/file/230/highland\\_practice\\_model\\_-\\_delivering\\_additional\\_support\\_for\\_learners](https://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)

There are also information sheets available at: [Thriving Families - Improving the lives of families in the Highlands](#)

## TRANSITION

To help ensure a smooth and seamless transition from Nursery to Pr.1, opportunities exist for N4 children to share activities with school pupils prior to moving on. All nursery pupils interact with older children at some time through attendance at assemblies, pairing with Pr.6 'buddies' and sharing in expressive arts events. Teachers and Nursery staff liaise regularly to promote a joint understanding of the strengths, pressures and support needs of children in transition.

Similarly, for pupils transferring to Portree High School, there is extensive liaison through the Associated School Group, and with the Support for Learning department if pupils have Additional Support Needs.

### 5.12 DATA

#### Access to Pupil Records

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 information supplied to us. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

#### 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](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:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

**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](mailto: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.

## **6.0 SCHOOL UNIFORM**

With the agreement of parents, Broadford is a 'uniformed' school and all children are expected to wear a school sweatshirt. We also expect the children to be neat and tidy when they come to school and children should **not** be sent to school in jeans, track suits or similar attire. Children may wear skirts or dark coloured trousers. School uniform is available from MacGregors throughout the school year, we also have a large number of sweatshirts that parents are encouraged to swap, donate and take.

Should any parents be eligible for Free School Meals, there is also a Clothing Grant available to help purchase School Uniform. If you think you may be eligible please ask for the relevant forms, or speak to a member of staff who would be happy to help and keep your information entirely confidentially.

### **The following is School Policy to which we expect all children to adhere.**

- i) All children are expected to bring alternative footwear to be changed into at the school. (This can be trainers, slippers, or even 'indoor shoes').
- ii) For the sake of health and hygiene, gym shoes, shorts and t-shirt must be worn in all physical education sessions. No jewellery should be worn and long hair must be tied back.
- iii) Children going swimming must take their bathing costumes with them and must not wear them under normal clothing.

### **Please note:**

- a) **It is essential that all items of clothing are clearly marked or labelled**, especially during the winter when items of protective clothing such as jackets, coats and wellingtons are so similar in appearance.
- b) An apron or overall (such as an old shirt) should be provided as it will help keep your child's clothing free from paint etc.

## **7.0 Health Promoting School**

As a Health Promoting school, we also encourage pupils, staff and parents to think about healthier lifestyles. Healthy living is a regular topic in classes and in discussion with the pupils we put in place some



specific healthy targets for the school. This means children are not expected to bring in sweets or chocolate for break time snacks or in lunchboxes. We have a School Travel Plan which promotes safe and healthy routes to school. Staff take part in health promotion activities. We value all the activities that make up a healthy and happy community.

School Meals cost £2.30 for pupils and just keep getting better, with better quality food, healthier meals, larger portion sizes and more and better choices. If a pupil has special dietary needs, please inform the school. Free meals can be claimed in certain circumstances, for information and application form please see:

[http://www.highland.gov.uk/info/899/schools\\_-\\_grants\\_and\\_benefits/10/free\\_school\\_meals\\_and\\_assistance\\_with\\_clothing](http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

### **7.1 FREE SCHOOL MEALS FOR Primary 1-5**

As of January 2022, all Primary 1-5 children will be entitled to a free school meal.

This Scottish Government funded initiative will entitle all Primary 1 to 5 children to a free school meal at lunch time only – you will still need to provide your child with money for any other service provision in school such as toast at the morning break. The meal is completely optional, and all the choices provided are healthy and nutritious and meet all the requirements of the Scottish School's Health Promotion and Nutrition Act. There is no application form involved for a child in Primary 1-5 to have a school meal however you will still need to apply for clothing grants where applicable. If your child has a medically confirmed special diet, an application form (available on request from school) must be completed and returned to the Head Teacher. This initiative does not cover children in Primary 6 and 7, who, if entitled still need to apply for Free School Meals following the usual process.

All Highland Primary Schools have been awarded the bronze, Food for Life Catering Mark, for more information on school meals and to view school meal menus please visit – [www.highland.gov.uk](http://www.highland.gov.uk)

For Clothing Grant and Free School Meals Application Form -

[Free school meals and assistance with clothing | Free school meals and assistance with clothing | The Highland Council](#)

### **7.2 PACKED LUNCHES**

Provision is made for children to consume packed lunches in the dining area. We would encourage a healthy approach to packed lunches where possible, in line with our Health and Wellbeing Curriculum. Children should not be sent to school with hot drinks and all other drinks must be in an unbreakable container.

### **7.3 FREE SCHOOL MEALS**

Parents who are currently in receipt of Income Support, Income-based Job Seekers' Allowance, Child Tax Credit or Support under Part V1 of the Immigration and Asylum Act 1999 will qualify for free school meals. If you feel that you are in any of these categories, please feel free to contact us and we will assist you in your application.

For Clothing Grant and Free School Meals Application Form -

[Free school meals and assistance with clothing | Free school meals and assistance with clothing | The Highland Council](#)

## 8.0 SAFETY

To avoid accidents, pedestrians, i.e., pupils and parents alike **MUST** use the proper pedestrian entrances. Pupils are forbidden from playing in the car parking areas, but parents must nevertheless take particular care when collecting children by car.

Pupils must not be delivered by car to the school gate because this is dangerous, due to the mix of children and vehicles. Children arriving or being collected by car should be dropped off and collected at the Village Hall car park and enter and leave the school by the corner gate adjacent to the playing field.

### Pick up and Drop-off arrangements

- ✓ School (and transport providers if necessary) **MUST** be informed if there are any changes to the normal arrangements.
- ✓ All vehicles should be mindful of their speed and travel at an absolute **maximum** of 10mph.
- ✓ If you arrive after 3:30pm, please **do not** come to the top car park, as you could obstruct buses, children and parents moving around safely.
- ✓ Those travelling by car must **wait** around the playpark area **until the buses have set off**, before going to cars, and setting off safely. If you need to get away from school sooner than that, please use the bottom car park.
- ✓ Pedestrians must follow the marked paths, including crossing at the marked point on the slope when it is safe to do so.
- ✓ Cyclists should push their bikes, using the marked paths until clear of the school and all pedestrians.
- ✓ Bus drivers will only set off when there is **NO** pedestrian movement on the top car park.
- ✓ It is each vehicle driver's own responsibility to ensure safety at all times, and to make safety judgements when the weather is poor
- ✓ If any incidents or a near miss occurs, please report this immediately so we can provide first aid if necessary, investigate the incident and make changes to our policy if needed.

## 8.1 ACCIDENTS

Minor cuts and bruises are dealt with by staff trained as First Aiders but any injury of a more serious nature is referred to the Medical Centre or the A & E Department at Broadford Hospital.

In either of the latter circumstances, parents will be contacted.

## 9.0 GAELIC

This school (Bun Sgoil an Àth Leathainn) is situated in an area in which Gaelic was once the predominant language. We are proud of the integrated bi-lingual nature of the school and we try to take whatever steps are reasonable to heighten pupils' awareness of their cultural heritage. This is achieved throughout the school with the teaching of Gaelic songs, casual usage of the language and through bilingual signposting both inside and outside the school. Children learning in Gaelic medium are 'immersed' in the language, with Teachers, Curriculum Release



Teachers, Support Assistants and Early Years Staff all being confident Gaelic speakers where possible.

Pupils in English medium classes will also have access to Gaelic as a modern language. This session pupils in English medium are learning Gaelic as part of the 1+2 language initiative. Whole school activities such as Assemblies and Concerts are fully bi-lingual with all staff and pupils sharing the importance for both Gaelic and English language.

## 9.0 EXTRA-CURRICULAR ACTIVITIES

Depending on the interests and availability of staff, coaching may be provided at lunch time or after school in a variety of sports/activities.

## 11.1 SPORTS AND RECREATION

In the absence of a proper gym hall, the school has access to the facilities of the Village Hall and there is a football / games pitch, MUGA and Play Park adjacent to the school playground. The school has a range of computers available in all classrooms, with associated educational and recreational software to which children have access during school hours. Pupils also have controlled access to the internet during class time to support their learning.

During the school year all children will receive swimming lessons at Kyle Swimming Pool and we also liaise with the Active Schools Co-ordinator to arrange access for pupils to sporting and health promoting activities throughout the school year.

## 11.2 PARENTS IN SCHOOL

We would be pleased to hear from any parents who can spare a morning or an afternoon to assist with the preparation of materials or even help with the supervision of children with certain activities. If you wish to help please do not hesitate to get in touch.

## 11.3 PARENT COUNCIL

The school has an active Parent Council, of which all parents are members. This is not a closed group.

Parent Council position holders are currently as follows, but it is hoped to fill more roles in the near future.

Rhoda Robertson      Chairperson  
[Broadfordparentcouncil@gmail.com](mailto:Broadfordparentcouncil@gmail.com)



## 12.0 SCHOOL FUND

There will be a number of both specific and general money-raising events throughout the year to provide funds for the curricular extras such as theatre, orchestras, puppets and so on and also to provide funds to subsidise pupil travel. All funds are audited independently and parents will receive copies of the statements of account annually.

## 13.0 CHILD PROTECTION

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

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

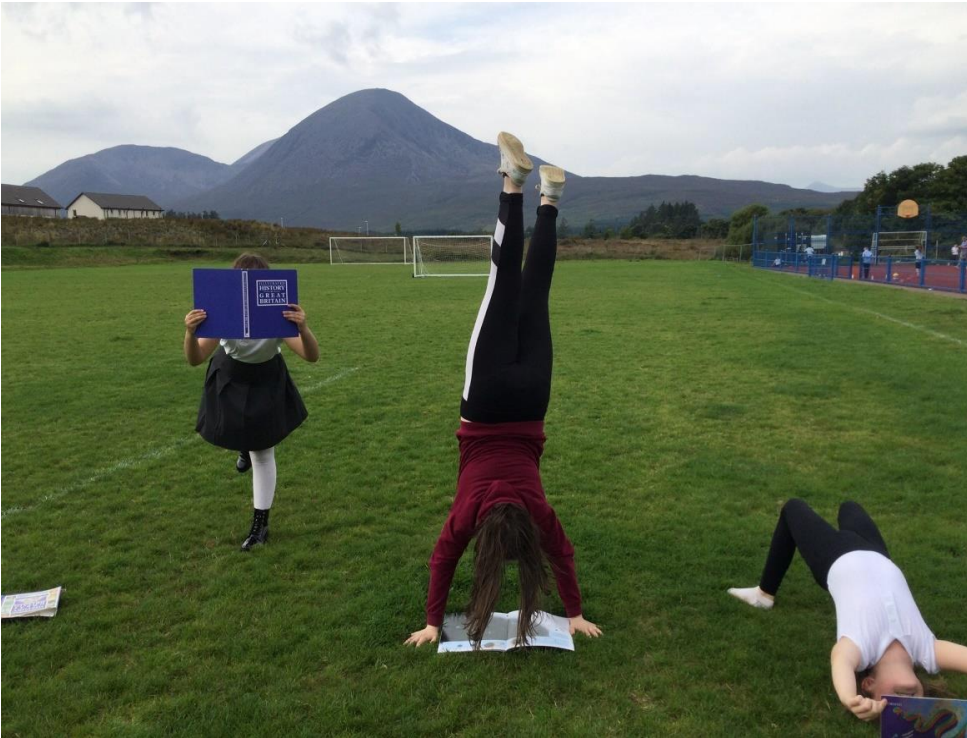
All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

More information about Child Protection Procedures within Highland can be obtained from: Stephen Atkins – Head Teacher and Lead for Child Protection by following the link [here](#) or by contacting the office below.

Child Protection Development Officer,  
Highland Child Protection Committee,  
Kinmylies Building,  
Leachkin Road,  
INVERNESS IV3  
8NN.  
Telephone: 01463 703483

If you have any Child Protection Concerns, contact Stephen Atkins 01471 822453  
or in his absence the Duty Social Worker in Portree: 01478 613825

## 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. Stephen Atkins (Head Teacher).

There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [here](#).

Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and

advice may be sought if there are concerns that might require more targeted support. Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from your child's guidance teacher. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#).

### Administration of Medicines

Should your child need to take any medicine during the school day you must complete a form and discuss it with a member of staff. We follow the national guidance as below.

**A copy of our Administration of Medicine form is available [here](#):**

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government. <https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

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

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual

will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

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

We will work with pupils and parents/carers to support the healthcare in our school, making 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 and providing a form is filled in (available from the school office) stating: 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. Unprescribed Medicines (Calpol, etc.) **cannot** be administered by school staff.

### **Pupil Voice**

We are committed to developing leadership at all levels in Broadford Primary School. We give children many opportunities to lead their own learning, to take a specific role in enterprise projects and we give the children opportunities to demonstrate different skills and qualities relating to the world of work.

We also give a number of children opportunities for their voice to be heard. Each class has two children voted for each year as Pupil Council representatives coming together to form the Pupil Council. Members are then chosen to Chair these meetings.



There are further opportunities within or House Teams for pupils to lead their house, and lots of other informal opportunities to share their thoughts throughout the school year.

## **14.0 NURSERY**

The school has two nurseries; Gaelic Medium and English Medium. Attendance is open to 3 and 4 year olds. Sessions are from 09.00 until 15.30. Monday to Thursday and 09:00 until 13:00 on a Friday. Gaelic and English sessions currently run at the same time but in separate rooms. From time to time the children work and play together to develop their sense of the wider community of learners and to support English Medium Nursery pupils to begin their Gaelic learning journey.

Children are given a snack during the morning and again in the afternoon with lunch served at 12:10pm. There is a choice of lunch available. Lunch for Nursery pupils is free as long as they are in Nursery for at least 4 hours.

## **15.0 CONCERNS**

We hope that you and your child will enjoy their time in Broadford Primary School and we welcome comments and suggestions, which may help us improve how we work with and support the children in our care. We are aware that difficulties can occur from time to time and if you feel you have concerns, then please follow the procedure outlined below.

You may contact the school either by letter or telephone outlining your concern. If you prefer, you can come along to the school to speak to the Head Teacher. Usually the Head Teacher will try to make himself available to speak to a parent immediately, but if this is not possible, an appointment can be made to discuss the matter. Your concern will be investigated, and the Head Teacher will get back to you as soon as possible.

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 Manager, who will decide what the next steps should be. Parents will be kept informed at each stage and will be invited to attend any meetings being held. The Area Education Manager is: Mhairi MacDonald, Area Education Office, Fingal Centre, Portree. Tel: 01478 613697

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](mailto:public.transport@highland.gov.uk).

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

### **15.1 SCHOOL 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 Education and Learning Manager, Mhairi MacDonald.

Placing request forms can be obtained from

[http://www.highland.gov.uk/info/878/schools/11/school\\_enrolment/2](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 outwith the school catchment area and their parents wish them to attend Broadford Primary School they can contact the school office on 01471 822453 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.



## **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 Head Teacher – Stephen Atkins.

## **Policies**

If you are interested in the school policy on any area which is not mentioned above, please feel free to contact school and we will share the appropriate information with you.

There are a number of Highland Council Authority-wide policies which can be found by following the link [here.](#)



## 15.2 CONCLUSION

I trust that you will find the information contained in this booklet to be useful.

*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. If you require further information, not included in the brochure, please don't hesitate to contact me at the address below and I will be only too happy to help.*

**Mr S. Atkins**  
**Head Teacher**  
**Broadford Primary School**  
**IV49 9AQ**  
**Telephone 01471 822453**  
[broadford.primary@highland.gov.uk](mailto:broadford.primary@highland.gov.uk)

