

CANISBAY PRIMARY SCHOOL BROCHURE for 2024/25



Our Vision and Values

Learning together to be the best we can be

Respect

Inclusion

Challenge

Safety

Responsibility

Independence

Confidence

Aspiration

The values listed above cover what we want for each and every person to have for themselves but also to help give to each other.

Dear Parents,

In this brochure we hope to answer some of the questions you might have when your child comes to Canisbay Primary School.

The staff and I hope that, with yourselves, we may develop a partnership taking equal responsibility in giving your child good educational experiences.

Our ultimate aim is for your child to have a very happy secure seven years in Canisbay Primary School.

On request, you can be provided with a paper copy of this brochure or a version in an alternative format e.g. Braille, or translated into a community language other than English.

Yours sincerely,

Mrs Rhona Moodie

Headteacher

December 2023

Contents

Introduction	2
Catchment Area	2
Contact Information	2
School Aims	3
Enrolling Your Child	3
Visits To The School	3
Organisation Of Classes And The School Day	4
School Terms And Holidays	4
In-Service Dates	4
Newsletter	4
Allergy Information	4
Specific Medical Conditions Of Child	4
Transport	5
School Clothing, Grants and Free School Meals	5
Indoor Shoes	6
Change of Clothing	6
P.E. Kit	6
Swimming	6
Lunch And Break Times	6
Water Bottles	7
Children's Belongings	7
School Improvement Planning	7
Curriculum Areas	8/9/10/11
Religious Observance	11
Assessment, Recording and Reporting	11
Additional Support Needs + Specialist Provision	12
Homework	13
Policies	13
Outdoor And Extra Curricular Activities	13
Partnership With Parents	13
Celebrations And Achievements	14
House Reward System	14
Pupil Committees	14
Behaviour Management	15
Bullying	15
Attendance	15
Health Care	16
Mental Health and Wellbeing	16
Child Illness /Accident	16
Emergency Contacts	16
Instrumental Tuition	17
Parent Council	17
School And Community Links	17
Child Protection	17
Emergency Closures	18
Transition Arrangements - Secondary Education	18

Military Families	18
Complaints and Requests for Service	18
Equality and Inclusion	18
Transferring Educational Data	19
Appendix 1 - Attendance At School	21
Appendix 2 - Canisbay School Staff	22
Appendix 3 - Adverse Weather Information	23
Appendix 4 - Canisbay School Catchment Area Map	24
Appendix 5 - Illness Exclusion Information Table	25

INTRODUCTION

Canisbay Primary School is a rural primary school within Highland Region with a roll of 39 in primaries one to seven and 11 children in the ELC (as at December 2023). The school is situated in the north eastern corner of Caithness in close proximity to John O'Groats. There are records of schools in this area for over two hundred years. These early schools were on different sites in John O'Groats, and in the neighbouring communities of Freswick and Brabster. The pupils of all of these communities have been progressively drawn under one roof, and the present school building was opened in September 1974.

There are 2 class teachers. The structure of the different classes in the current session of 2023/2024 is primary 1-4, primary 5-7. The organisation of the class groups can sometimes change due to the varying school roll and the size of individual year groups. In Canisbay ELC we operate full days, 9am - 3pm across Monday - Friday.

CATCHMENT AREA

Each school serves its own particular catchment area. Pupils whose homes are located within that area will have priority for being allocated a place in the school. The delineated area of the school extends from the Hill of Harley inland to Lower Gills. See Appendix 5

Parents however have the right to specify the school in which they wish to place their child. A Placing request applications must be made to the Area Education Manager but enrolment initially takes place in the catchment school.

Application forms and procedural details are available from the school office or online at

https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school (Enrolment)

https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2 (Placing Request)

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

CONTACT INFORMATION

North Area Manager - Education and Learning Mrs Annika Jansson	Tel: 07435762002
Mrs Rhona Moodie, Headteacher Canisbay Primary School & Castletown Primary School	Tel: 01955 611337 Email: rhona.moodie@highland.gov.uk
Mr Sebastian Sandecki, Headteacher Wick High School, WICK	Tel: 01955 603333
Lochshell Dental Clinic Unit 8, Wick Business Park, Wick KW1 4QR	Tel: 01955 609940
Joanna Ross, School Nurse Wick Area Office, Caithness House, Wick KW1 4AB	Tel: 01955 608123

Details of school staff can be found in Appendix 2.

SCHOOL AIMS

We aim to:

- Encourage a sense of belonging, pride and responsibility within the school and to have opportunities to make contributions.
- Provide an inclusive learning environment in which all children feel motivated, successful, valued and supported.
- Ensure individual needs are recognised and met and children have their personal achievements celebrated.
- Enable all children to become confident individuals by providing relevant opportunities and responsibilities within the school setting.
- Welcome and encourage partnerships with parents and the wider community to support children's learning.
- Present opportunities to access global citizenship activities to develop an understanding of different beliefs and cultures in Scotland and beyond.
- Promote the health and wellbeing of everyone in the school community.
- Ensure equal opportunities for all and uphold racial equality.
- Value the contribution that all staff make to the school by involving everyone in evaluations and solution finding for future improvements.
- Ensure children have the opportunities to direct their own learning and to engage in self evaluation.
- Develop awareness and a sense of responsibility for environmental issues locally and globally

ENROLLING YOUR CHILD AT CANISBAY SCHOOL

Any parent who wishes to enrol their child in Canisbay School is very welcome to contact us and arrange a visit.

Transition arrangements for new P1 entrants, commencing in August are as follows:-

In January, enrolment notices will be advertised in the local paper and families will be given details to enrol online although families are also welcome to come in to school to complete the process.

The Primary 1 teacher will spend some time in ELC during the summer term. In May/June the children will be invited into school for 3 mornings to familiarise themselves with their classroom and surroundings. This will give the new pupils an opportunity to get to know their teacher and their class before they start school in August. (Other transition measures are also in place)

ELC staff and the P1 teacher will also have opportunities to discuss children's progress and their needs to ensure a smooth transition.

New P1 pupils starting in August and attend for full days from the first day unless there are individual requirements. The class teacher will also arrange a welcome evening for the parents of P1 children in order to go over routines, reading homework and to answer any questions.

Any parent wishing to enrol a child during term time should make an appointment to see the headteacher. Arrangements will be made to let the child see round the school and meet the staff.

VISITS TO THE SCHOOL

Parents are very welcome to visit the school at any time. Please make an appointment if you wish to speak to a class teacher or the headteacher. This will ensure that the person you want to speak to is available.

ORGANISATION OF CLASSES AND THE SCHOOL DAY

Primary 1 - 3	9:15 am - 2:45 pm
Primary 4 - 7	9:15 am - 3:15 pm
Lunch Break	12:30 pm - 1:15 pm
Morning Interval	10:45 am - 11:00 am
ELC times are	9:00am - 3:00pm (ELC lunch at 12pm)

As we are a rural school, our classes are always composite classes, which mean that they contain more than one stage in a class. The maximum number for this type of class is 25 children. The structure of the classes may change on an annual basis due to numbers in each stage

SCHOOL TERMS AND HOLIDAYS

The dates for the current session and future sessions are available at the following website

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

IN-SERVICE DATES

Full time teachers and non-teaching staff generally have 5 in-service days throughout the school year. On these occasions the school is closed for pupils. The first in-service day is the first day of the school year in August. The dates for the remaining 4 days are given in Appendix 3 and are available on the Highland Council Website.

WEEKLY EMAILS

Parents receive a weekly email, which provides information and details for upcoming events and dates. This information will also be shared on the school website.

ALLERGY INFORMATION

As we have often have a child in school with serious nut allergies within school we remain a nut aware school so we ask that nut products are not consumed in school. Please remember this when preparing lunch boxes and giving snacks. This is for actual nut products rather than just products that may have been made in a factory where there are other nut products.

SPECIFIC MEDICAL CONDITIONS OF CHILDREN

Information on any conditions/allergies should be given at enrolment. If a child has to have medication administered in school a Health Care Plan will be advised. This will detail when, where and how medication is to be administered along with details of the child's condition.

Administration of Medicines

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

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

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

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

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

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

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights. If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

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

TRANSPORT

Free transport is available to children living within the school's delineated area if they are under eight years of age and live more than two miles walking distance from the school, or are eight years of age and live more than three miles walking distance from the school. However, they may be expected to walk part of the distance to and from the school transport pick up point. Children living closer to the school than the above distances may apply for a concessionary seat on school transport, this may be due to safety reasons. An application must be completed online. Children are not able to travel on the bus if they do not have authorisation. Help can be provided to complete the online transport application in the school office or can complete it yourself through the Highland Council website at the address below. The bus arrives at school at 9:00am

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

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

SCHOOL CLOTHING, GRANTS and FREE SCHOOL MEALS

In order to develop a feeling of belonging and pride in the school we encourage pupils to wear the school sweatshirt and school top at all times. These sweatshirts and tops are available for purchase through Schoolwear Made Easy or Highland Workwear. These items display the school logo. Pupils are expected to wear school sweatshirts for all events and visits outwith the school. School fleeces are also available. Children receive house points for wearing their school uniform.

As our weather is so changeable please ensure that your child has a suitable jacket to wear at play times. We would also like to ask that everyone has jackets, jumpers, etc. named in the tags. Often we have a pile of school jumpers and no owners. Anything unclaimed will go into the lost property box which is located in the middle area so feel free to have a look at any time.

Free School Meals for Primary 1-5

This Scottish Government funded initiative entitles all Primary 1 to 5 children to a free school meal at lunch time, you will still need to provide your child with money for any other service provision in school such as 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. Families of P6/7 children can also apply for free school meals.

If your child has a medically confirmed special diet, an application form must be completed. Guidance and forms are available at the bottom of the page at this link

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

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 -

https://www.highland.gov.uk/info/878/schools/9/school_meals **Select 3 choice menu.**

Application forms for the school clothing grant are available online at the following link. There is also information here that will let you know if you will qualify for the grant.

Clothing Grant and Free School Meal Application Form

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)

INDOOR SHOES

All children are required to have a pair of suitable indoor shoes for wearing in school. These may be the same shoes for P.E. if appropriate. Shoes and clothing should all be marked with the pupil's name.

CHANGE OF CLOTHES

We would like to ask that **all** children have a spare set of clothes which can be kept in school. This should consist of a change of T-shirt, skirt or trousers, pants and a pair of socks. It would be best if this was kept in a separate bag on their cloakroom peg. Please remember to replace the set when it has been used.

For older children their change of clothes can be their gym kit.

P.E. KIT

For P.E. all children must wear shorts or suitable trousers, and a polo shirt or t-shirt. Soft shoes must also be worn. Please make sure the shoes are in good condition - black gym shoes are ideal, however trainers kept solely for indoor use are also appropriate.

It is vital to have a P.E. kit in school from Monday until Friday as times of lessons may change and activities provided through any visiting specialists could be offered on any days. This kit could also be used as spare clothes if needed and then replaced. **Jewellery should not be worn for P.E. or swimming lessons. Earrings, if worn are at your own discretion and a form should be completed to give permission for this.**

SWIMMING

In this current year the children in P4-7 have 10 swimming lessons in Wick Swimming Pool. The current price for the bus is £4 per pupil. On a swimming day, your child should come to school with their swimming kit and money. Money for the bus can be paid in advance. Cheques for swimming, transport for trips or any other money related directly to the school should be made payable to 'Canisbay Primary School Fund'. (This is not the same for school meals)

LUNCH AND BREAK TIMES

It is the Local Authority's policy to provide meals, and facilities for the consumption of packed lunches in all schools where these are required. School lunches are provided by Highland Catering Services and are well balanced with a good selection of fruit and vegetables being available. School meals are cooked on the premises and are served in the school dining hall where children having packed lunch are also seated.

Menus will be issued to all families in the school and are available on the Highland Council website. The cost of a school meal as of December 2023 is £2.30.

School lunches are ordered via an online form issued each week. This should be done before Monday morning. The office will need to be informed about any orders needing made after this time.

The school cook also provides snacks for sale at break time.

Lunches should be paid to the kitchen on a Monday or Friday morning. Please send money in an envelope with the child's name and the amount on it. If paying with cash please try to have the correct money, however if you are unable to do this, change may not always be given on the same day.

Cheques for lunches must be made payable to The Highland Council. Free school meals are available as well as a grant towards the purchase of school clothing. Please see notes on page 4 in School Clothing as this also includes information about free school meals for all P1-5 children.

WATER BOTTLES

Children are required to bring a water bottle to school. During the school day children can keep these bottles on their desk or at a designated area in class so that a drink is available to them at all times. The water bottles should be taken home and washed every night for hygiene reasons. We find it is best that P1-3 do not carry water in their water bottles whilst it is in their school bags as it often leaks and ruins reading books, etc. They can fill their empty bottle in school.

CHILDREN'S BELONGINGS

Children should not bring toys and games equipment etc. into school. This in particular covers any devices which have recording or camera functions. As well as not having permission to take photos or videos, it just means that children are not having expensive equipment broken at school. Golden Time is usually on a Friday and for this time children may bring in one toy or device. They will be responsible for their own belongings unless there are special reasons why it needs to be looked after in the school office.

SCHOOL IMPROVEMENT PLANNING

In order to ensure that we move forward and keep up with educational developments all staff are involved in a programme of professional development activities. Along with the 5 in-service days we also have a programme of curriculum development meetings throughout the session. This means that on a planned basis, teachers meet to discuss, plan and develop the curriculum.

We have to consider very carefully how we move forward as there are many areas we could work on and too few hours are available. This is done through a process of planned self-evaluation.

Improvement priorities also take account of Scottish Executive and Local Authority priorities. As a staff we then agree a School Improvement Plan.

We are also interested in what you think about the work we undertake and from time to time we will send home a questionnaire or survey about an area of our work or about the school. It would help us a lot if you could find time to fill these in and return them to school. We value your views and we will take them into account when we work on our improvements. Pupil's views are sought through the work of the pupil council and the eco committee and questionnaires to all pupils may also be used. Parents may also be invited to take part in working parties to work on developments.

The School Improvement Plan is presented to and approved by the Quality Improvement Team each year. A copy of the most recent plan is available on the school website and is also shared with the Parent Council. A Standards and Quality Report is also made available for parents on the website and can also be accessed through a link on the Highland Council website at any time.

The latest HMIe report can usually be found at <https://education.gov.scot/inspection-and-review/find-an-inspection-report>

By following the link below you can access any published data for our school's attainment data.

<https://education.gov.scot/parentzone/my-school/school-information-dashboard/>

CURRICULUM

The Curriculum for Excellence levels are as follows:

Early Level	The pre-school years and P1, or later for some.
First Level	To the end of P4, but earlier or later for some.
Second Level	To the end of P7, but earlier or later for some.
Third & Fourth Level	S1 to S3, but earlier for some.

Obviously, children will progress through these levels at different rates however this indicates what we would hope most children will have achieved by the end of P1, P4 and P7.

The 8 curricular areas are:

Mathematics	Languages
Health and Wellbeing	Sciences
Social Subjects	Religious and Moral Education
Expressive Arts	Technologies

The purposes of the curriculum will ultimately be to enable all young people to become:

- successful learners
- confident individuals
- effective contributors
- responsible citizens.

If you would like more information on A Curriculum for Excellence you can visit

<https://education.gov.scot/parentzone/> We also have copies of the experiences and outcomes in school if you would like to view these on paper.

LANGUAGES

Throughout education, effective learning and teaching in literacy and English will involve a skilful mix of appropriate approaches including:

- the use of relevant, real-life and enjoyable contexts which build upon children's own experiences
- effective direct and interactive teaching
- a balance of spontaneous play and planned activities
- harnessing the motivational benefits of following children's interests
- collaborative working and independent thinking and learning
- making meaningful links for learners across different curriculum areas
- frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences
- the appropriate and effective use of ICT.

Languages is organised under the following headings:

- listening and talking
- reading
- writing

This curricular area also incorporates Modern Languages. In Scotland we are now expected to teach another 2 languages so we will now be teaching French from P1 and then another language from P5. In Canisbay School we have chosen to do British Sign Language and/or Scots and possibly dipping into other languages from time to time.

MATHEMATICS

Children should experience learning and teaching approaches that challenge and stimulate them as well as promote their enjoyment of mathematics. To achieve this, teachers will use a skilful mix of approaches, including:

- planned active learning which provides opportunities to observe, explore, investigate, experiment, play, discuss and reflect
- learning collaboratively and independently
- opportunities for discussion, communication and explanation of thinking
- developing mental agility

- using relevant contexts and experiences, familiar to young people
- making links across the curriculum to show how mathematical concepts are applied in a wide range of contexts
- using technology in appropriate and effective ways
- ensuring that children understand the purpose and relevance of what they are learning
- developing problem-solving capabilities

Mathematics is structured within three main organisers, each of which contains a number of subdivisions:

- Number, money and measure
- Shape, position and movement
- Information handling

HEALTH AND WELLBEING

Learning through health and wellbeing should enable children to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

The area is organised under the following headings:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood.

Materials for the sexual health programme are shared with families so that children can be withdrawn if this is requested.

HEALTH PROMOTING SCHOOL

As a health promoting school we understand the importance of working together with our pupils, parents and the wider community. We strive to create an ethos of respect, participation, responsibility and fairness for all. We aim to encourage all pupils and staff members to give their best and to build on their achievements. We aim to adapt and develop our policies and plans to meet the needs of the school and wider community. As a health promoting school we understand the important effect that improving the health and well-being of our pupils and staff will have on raising attainment, fulfilling potential and improving quality of life.

EXPRESSIVE ARTS

Learning within expressive arts should enable children to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills that are specific to expressive arts and also those that are transferable
- develop an appreciation of aesthetic and cultural values, identities and ideas

This curricular area is organised under the following headings:

- art and design
- dance
- drama and music

SCIENCES

Children participating in the sciences will:

- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- recognise the role of creativity and inventiveness in the development of the sciences
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding

The Sciences has been organised under the following headings:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

SOCIAL SUBJECTS

Through learning in social studies children will:

- develop their understanding of the history, heritage and culture of Scotland
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise

Social studies has been structured under the following headings:

- people, past events and societies
- people, place and environment
- people in society, economy and business.

TECHNOLOGIES

Learning in the technologies enables children to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:

- develop understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- gain the skills and confidence to embrace and use technologies now and in the future
- become informed consumers and producers
- be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community

- broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
- experience work-related learning

Technologies has been organised under six headings:

- technological developments in society
- ICT to enhance learning
- business
- computing science
- food and textiles
- craft, design, engineering and graphics.

RELIGIOUS AND MORAL EDUCATION

Learning through religious and moral education enables children and young people to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions, other traditions, and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action

Religious and moral education is structured as follows:

- Christianity
- Other World Religions
- Development of Beliefs and Values

RELIGIOUS OBSERVANCE

It is a requirement in Scottish Schools to provide religious observance. This is an expression of Christian worship and in Canisbay School it is developed through a fortnightly or monthly assembly, when we have a chaplain available. We may also hold occasional assemblies with the Scripture Union. Parents reserve the right to withdraw their children from Religious Education and/or Religious Observance after such a request is submitted in writing.

ASSESSMENT, RECORDING AND REPORTING

Teachers carry out ongoing assessment to see what children know, understand and are able to do.

Assessment is done in a number of ways, e.g.

- observing tasks like practical investigations, performances, presentations and discussions
- learners' assessment of their own work and comparisons with others
- written responses, tests, key assessment tasks
- evaluation of final products e.g. a piece of artwork, report or a project.

Assessment will take place throughout the school year. If a class teacher has any concerns the school will contact the parent at the earliest opportunity.

<https://education.gov.scot/parentzone/curriculum-in-scotland/assessment-and-achievement/what-is-assessment-and-when-and-how-does-it-take-place/>

There is an opportunity for each child's progress to be discussed twice a year at parents' events. We hold a Parents' Open Session in November and Parent Appointments in February/March. There is an end of year report issued in June and at 3 points during the year children take home their Learning Profiles which provide a snapshot of learning, personal to your child.

Parents should feel free at any time to ask for a parent/teacher appointment if they have any concerns over their child's progress.

LEARNING PROFILES

These will share a variety of information including assessments, achievements, specific learning targets and a record of many other aspects of school life. We appreciate as much parent interaction and response to these as possible in order to make them an effective tool.

STANDARDISED TESTING

The Scottish Government have put in place standardised testing for pupils in P1, 4 and 7. This will take place annually.

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.

The named person for all primary 1-7 pupils in Canisbay School is Mrs Rhona Moodie and for children in ELC it is their own health visitor. The health visitor could be contacted via the school if necessary. If you have a concern about your child or another child please contact the headteacher. Sometimes an initial Form 1 or a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress. Parents are fully involved in this process as well as any other agencies required.

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

Individual transition plans for pupils with additional support needs will be put in place to ensure a seamless transition to primary and high school.

Arrangements are made between the school and the authority in order to ensure that enough provision is in place for children who have additional needs in the school and for any school to which they are transferring.

All planning for children must adhere to the Practice Guidance found at

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

The guidance abides by legislation within the Education (Additional Support for Learning) (Scotland) Act 2009.

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

information at: [Support for Learners Website](#)

There are also information sheets available at: <https://www.thrivingfamilies.org.uk/>

(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

Specialist Provision

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

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

HOMEWORK

We believe in a partnership between home and school. Part of this partnership is the support that parents give to their children when they provided to do work at home. Homework has undergone many changes over the last few years and therefore often requires collaborative work, discussion or research.

POLICIES

Some policies are available on our website. Please ask in school regarding other school policies.

Authority policies can be accessed at [Search policies and guidance | School policies, procedures and guidelines | The Highland Council](#)

OUTDOOR AND EXTRA CURRICULAR ACTIVITIES

Outdoor activities such as netball and football are very much governed by the weather and pupils are more involved in these during the summer months.

The Active School Co-ordinator also offers short-term after-school clubs.

Arrangements for all trips are made within the policy and guidelines given by Highland Council. Any Off-Site Excursion must have the approval of the Headteacher and parents are required to complete permission forms. Cycle Training is completed with P6 or P7 pupils by a trained parent or staff volunteer when they are available. We have been very fortunate to have volunteers willing to give up their time to undertake the training and lessons with children.

PARTNERSHIP WITH PARENTS

We work hard to ensure that we have a happy and positive atmosphere within the school. However due to security issues we have to place certain restrictions on access to school we hope you will still find Canisbay School a welcoming place.

We would always try to respond within 24 hours to any urgent queries or problems. Communication is

best through letters, phone calls or emails, initially to the school office or to the headteacher. The school email address is canisbay.primary@highland.gov.uk and HT email rhona.moodie@highland.gov.uk

Communication with school is very important. We will send you regular emails to keep you in touch with the life of the school. We hope that you will keep in touch with us if there is anything that concerns you about your child.

We try to involve parents as much as we can and we also welcome suggestions on new ways to do this. We appreciate the help of parents in accompanying classes on educational visits and volunteering their services for other events, clubs, etc. In some cases, it is necessary for volunteers to be asked to fill in forms so that the Disclosure Scotland PVG Scheme check can be done. This is a relatively simple process and normally presents no problem for the school or the parent.

We regularly ask for feedback on aspects of the school and use this feedback to improve our services. The support of parents in a child's education is key to the success of young people. Taking time with them, discussing work, practising language, helping them with homework and encouraging responsibility are important ways of supporting children's learning.

Useful information for parents and how to get involved in your child's education, how to support the school, information on curricular developments can all be found at Parentzone,

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

CELEBRATIONS AND ACHIEVEMENTS

In school we have a wall, dedicated to the celebrations and achievements of pupils so please encourage your child to share these with us. This could include bringing in medals, swimming badges, photos for display, newspaper cutting (to be copied), etc.

HOUSE REWARD SYSTEM

In school we have 3 houses - Skuas, Dolphins and Seals.

When a child enters P1 they are entered into a house. Points are awarded for various reasons in class. They can also be awarded by any member of staff for things such as manners or an act of kindness.

There is also a weekly method of calculating points for lunch time behaviour and sweatshirt records.

The house captains organise these points every Friday and the weekly winners receive benefits. The house points board is displayed in the middle area. The annual Sport's Day is also a house event as well as celebrating individual achievements.

Every year the winning house is presented with a trophy which is also engraved. The winners also receive a small prize, some extra activities and also some benefits in the coming year. These are decided in consultation between the headteacher and the children.

PUPIL COMMITTEES

PUPIL COUNCIL - Canisbay has a well-established pupil council. This is a group of pupils who meet regularly with the headteacher to discuss the life of the school and how things could be made better for the pupils. This is the vehicle we use to get the views of the pupils on a range of subjects. The representatives from P4-7 have the responsibility of gathering the views of the classes, conducting meetings and sharing the minutes of the meetings with the rest of the children and staff.

The school also has representatives for House Captains, Vice Captains, Fizzy Friday (organised playground games)

In the past we have also had the following committees but at the moment these are not back in action, since the pandemic and changes to staffing availability.

ECO COMMITTEE - This is a group of pupils who meet regularly with a staff member/parent volunteer to discuss various issues relating to eco schools. The representatives from P5-7 have the

responsibility of gathering the views of the classes, conducting meetings and sharing the minutes of the meetings with the rest of the children and staff.

GARDENING CLUB - children take responsibility for growing vegetables, planting flowers and general upkeep in the school grounds.

Junior Road Safety Officers - conduct activities to educate children about safety on the road and in transport

BEHAVIOUR MANAGEMENT

To ensure that we have a school in which both children and staff are happy we have to have an accepted standard and code of behaviour. Encouraging appropriate behaviour is the joint responsibility of parents and school staff.

Children have to see that the teachers and those at home are working together and they agree a common approach to dealing with any behavioural issues.

We have a relaxed and pleasant atmosphere. We always emphasise the positive approach to discipline, that of encouragement, praise and good example, rather than the negative one of punishment and criticism. The teacher uses many incentives but the main aid to discipline in the school is the support of parents. If the child sees that home and school intend to work in partnership there is much more likely to be a positive response to any sanctions we may have to impose.

Our behaviour policy will be made available to all parents and anyone who wishes to discuss any aspect of the policy should contact the headteacher.

BULLYING

It would be unrealistic to say that bullying will not occur at Canisbay School. Bullying can and will occur in every establishment. Any such incidents will be dealt with promptly and reported to the Headteacher.

The important thing is that we have a way of dealing with bullying and that children are aware of what they should do if they feel they are being bullied.

Promoting Positive Relationships and Bullying Prevention Policy is our tool from Highland Council for dealing with incidents of bullying and parents can have access to this policy at any time. Our own guide and summary referring to the policy can be found on our website in the Policy section.

<https://canisbayprimary.wordpress.com/policies/> You will also find the Promoting Diversity and Equality Policy on the website. Further information can also be found at the following link https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

ATTENDANCE

Although it is generally known that parents are legally responsible for ensuring that their children attend school regularly, the school has a duty to put this on record. Punctuality is important.

Parents whose children are absent due to illness or for other valid reasons must contact the school **as soon as possible and before 9:30am**. Please see appendix 1 for more detailed information.

When a child is absent due to sickness or diarrhea they should be absent for **48hrs** after their last occurrence of either. School procedures for reporting your child's absence follow Highland Council's Inter Agency Child Protection Guidelines. As such, if your child is to be absent for any reason a telephone call must be made to the school informing the staff of the reason for the absence.

Although it is educationally undesirable for parents to withdraw children from school during term times for family holidays, we do realise that for some parents this action is unavoidable. In these cases, parents often ask for schoolwork to take away with them. Under local authority guidance it is not school policy to provide work in these circumstances.

APPOINTMENTS - Pupils are not allowed out of school during school hours without permission. It is hoped that wherever possible appointments with the family doctor/dentist will be made outwith school hours. If a pupil needs to leave during the school day for an appointment or another reason we must be informed by a parent/carer.

HEALTH CARE

The Health Team, working in partnership with parents and teachers, carry out assessments to ensure the best level of health for all schoolchildren.

Primary 1 (Aged 5 years)

Parents are asked to return a completed health questionnaire. The school nurse will pick up on any issues arising from these questionnaires and arrange for interviews for specific parents. Checks on vision, hearing, height and weight are carried out in primary one.

Primary 7 (Aged 11 years) or S1

All parents are asked to return a completed health questionnaire, following which height, weight and vision are checked. Opportunity to discuss health problems with the school nurse is offered.

Children with an identified health need may be seen more frequently.

Dental checks may also be done with some children as part of an annual survey.

The Oral Health Educator visits the school once a year to educate children in the need for dental hygiene. This may involve disclosing tablets for which permission will be sought.

MENTAL HEALTH AND WELLBEING

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person.

There is a website, managed by Highland Council, that supports a variety of information relating to mental health and emotional wellbeing that can be accessed at

<https://www.wellbeinghighland.co.uk/wsa-to-wellbeing>

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 the headteacher. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed at <https://www.kooth.com/>

CHILD ILLNESS /ACCIDENT

Staff are only expected to deal with minor cuts and bruises, these will be cleaned and a plaster applied when necessary. We have a policy in place which includes procedures to inform parents of incidents and any action taken. All accidents, apart from those of a very minor nature, are recorded in the school's Accident Folder. If your child is injured, falls with significant injury or becomes unwell during the school day you or the emergency contact you have provided, will always be contacted and you may be advised to collect your child from school.

Please see appendix 6 for information from the NHS regarding which illnesses and conditions affect attendance at school.

EMERGENCY CONTACTS

We regularly send home Family Update Forms in order to ensure we have the correct numbers for mobiles and work, etc. Within this form is also space to add your emergency contacts. These are a necessity and should be someone who lives at a separate address. The more contacts we have, the

better as we often find ourselves in a position where we can't get in contact with anyone.

INSTRUMENTAL TUITION

We currently do not have an instrument tutor due to lack of interest.

Please apply on the Highland Council website if this is something you are interested in receiving for your child. <https://www.highlifehighland.com/music-tuition/>

PARENT COUNCIL

The Scottish Schools (Parental Involvement) Bill received Royal Assent in June 2006. It introduced a new system of Parent Councils.

Our current Parent Council office bearers are shown on the school website.

The Parent Council hold a minimum of 4 meetings during the school year to which all parents are welcome to attend. Email address: canispayprimarypc@gmail.com

The main functions of your Parent Council are to:

- Support the school in its work with pupils and parents
- Represent the views of parents
- Promote contact and communication between the school, parents, pupils, the community, ELC and other providers
- Report to the Parent Forum (all parents).

The Education Department maintains an electoral roll of parents for each school in Highlands.

SCHOOL AND COMMUNITY LINKS

Canisbay School is very fortunate in enjoying the strong support and interest of the local community and this is regarded as being of great importance.

We have had previous strong links with the school chaplain and the school supports a range of charities.

The library van comes to the school on a 3 week rota on Tuesdays. Information can be found on the Highland Council website and reminders are often given from the school.

We also work closely with the Active Schools Coordinator in order to deliver extra-curricular activities and we welcome activities from many other organisations including the Countryside Ranger Service, Caithness Rugby Association, etc.

CHILD PROTECTION

In terms of its child protection guidelines the Local Authority imposes a duty on schools and all staff to report, by way of laid down referral procedures, any incidents which may give rise to a suspicion that a pupil has been subjected to abuse in any form. This might involve information being passed to other agencies without immediate reference to a pupil's parents or guardians.

CONCERNS

Each child in primary school has the headteacher as their named person. If you had any concerns about another child or family within the school please contact the headteacher with the information. This information will then be recorded and dealt with according to policy.

Parent Line Scotland 0800 028 2233 is a national, confidential helpline that provides advice and support to anyone caring for a child or concerned about a child. It is open 7 days a week, 365 days a year. See Children1st.org.uk for more information.

EMERGENCY CLOSURES

In the event of an emergency closure due to severe weather conditions or heating failure the school will follow Education Authority procedures. If such action is necessary, information will be issued by

Moray Firth Radio or by letter from the school depending on the reason for closure and if any advance warning can be given.

Moray Firth Radio will broadcast information on closures **during periods of severe weather**. Parents will also get information on the school's telephone information service as well as the detailed website. If it is an option, I will also email all parents.

See Appendix 4 for more detailed information.

All parents will receive updated guidance with Emergency Closure information each year.

TRANSITION ARRANGEMENTS - SECONDARY EDUCATION

Pupils from Canisbay School are in the catchment area for Wick High School to complete their secondary education. There is close liaison with Wick High School in order to make the transition for our pupils as smooth as possible. A guidance teacher will visit Canisbay School in term 3 or before as the first step for transition. Children in primary 7 will also take part in class lessons within the Health and Wellbeing Curricular Area which will focus on transition. In June of each year there are two induction days for primary 7 pupils at Wick High School. (Last year there was also an additional half day in May for only children from the rural schools). On these days they are introduced to various teachers and have an opportunity to meet their new classmates and experience their new timetables. Transition arrangements are well planned in advance for children with additional support needs and extra visits can be arranged as well as many other measures put in place appropriate for the individual child.

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:

[Armed Forces Families Highland \(wordpress.com\)](http://www.army.mil/families)

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

COMPLAINTS AND REQUESTS FOR SERVICE

If you have any concerns, you should contact the Named Person for your child. In school this is the headteacher and in ELC it will be the health visitor.

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 Manager for Education and Learning, details are at the front of the brochure.

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.

EQUALITY AND INCLUSION

For up-to-date information please see:

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

<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.

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 about pupil preferred routes, preferred occupations and anticipated school leaving date is also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here:

<http://hi-hope.org/directory/listing/16plus-planning>

Data policy

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

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

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

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

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

Why do we need your data?

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

- 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 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.

**In Canisbay School we endeavour to ensure that the service we provide leads to you and your child enjoying high quality services. If we can improve what we offer in any way please let us know.
Rhona Moodie, Headteacher, December 2023**

The information in this handbook was accurate at time of going to press. The appendices will be updated each session, and these will be provided for all parents. The handbook will be given out to the parents of all P1 entrants and to the parents of any pupil who joins the school during the session. It will be available in school for inspection by any other parent and any parent specifically requesting a copy will be provided with one. The most up to date version will also be online through the Highland Council website and on our school website.

CHILD PROTECTION – ATTENDANCE AT SCHOOL

Children in Highland, within school and on the way to school, are well looked after by school staff, transport contractors and parents. However, we cannot be complacent regarding pupil safety.

To this end we have looked closely at our practices regarding pupil absence to see how, in partnership with you, we can improve protection for children. From this review we have developed the following three day rule for schools:

THREE DAY RULE FOR UNEXPLAINED ABSENCE OF PUPILS

DAY 1: First day of unexplained absence of pupil

The school will endeavour to make contact by telephone or e-mail to parents, carers or emergency contacts informing them that the child is absent and requesting a reason for the absence. If no contact can be made with the parent/carers or emergency contacts on the first day of absence, this will be noted by the school. If the family is known to other agencies, because of possible concerns about his/her wellbeing, then contact will be made with these agencies.

DAY 2: Second day of unexplained absence of pupil

The school will make vigorous attempts to contact a carer or family member by telephone, text or e-mail. If no contact can be made on the second day of absence, this will be noted by the school.

DAY 3: Third day of unexplained absence of pupil

If no contact is established, secondary schools and schools with support staff, will arrange a home visit to check the situation. If the child is not found and no satisfactory explanation is given for absence, the police will be notified of the child's non-attendance. The police will treat this as a missing persons alert. For small schools, the police may be involved to conduct visits where it is not possible for the school to do so.

For these arrangements to work effectively it is essential for us to have your help with the following:

Steps for Parents

- Keep the school up to date with your telephone number, including mobile phone if you have one, and other details for emergency contacts.
- Be responsible for the safety and well-being of your child/children whilst they are not in school.
- Inform the school or pre-school of any prearranged absence, e.g., attendance at a hospital appointment or other unavoidable event, prior to the absence taking place.
- Inform the school or pre-school of your child's absence by 9.30am on the morning of the first day of absence. For afternoon sessions, inform the school no later than half an hour into the afternoon session.
- Respond promptly to contacts from the school.
- Provide written confirmation of absence as soon as possible.

You will note that where contact cannot be established in relation to an unexplained absence, schools may inform other relevant services, e.g., social work and/or police.

Whilst cases of children going missing on the way to school are very infrequent, it is essential that we take all necessary precautions to ensure the safety of pupils.

TEACHING STAFF

Mrs R. Moodie	Headteacher of Canisbay Primary and Castletown Primary
Mrs H Starbuck	P5-7
Mrs G Dunnett	P1-4
Miss R McAulay	Class Contact Reduction Teacher for P1-4 Teacher for PEF (Pupil Equity Support funding)
Ms K Rosie	Class Contact Reduction Teacher for P5-7
Miss C Fisher	Additional Support Needs Teacher
Mrs I Ford	Early Years Teacher

<u>ELC</u>	
Mrs W MacGregor	Early Years Practitioner
Mrs V Davidson	Early Years Practitioner
Mrs L Mackay	Early Years Practitioner and Support Worker for ELC

VISITING STAFF

Ms A Ross	Oral Health Educator	Once a year to ELC
Ms T Gibson	Active Schools Coordinator	

OTHER STAFF

Mrs L Johns	Clerical Assistant, General Auxiliary & Supervision for P1-3 bus ch'n
Miss C Will	PSA
Miss Y. Shearer	Cleaner
Mrs K Stevens	Cook

EDUCATION AND LEARNING SERVICE GUIDELINES FOR PARENTS

TRAVELLING TO SCHOOL DURING ADVERSE WEATHER

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Council encourages full attendance at school but in severe weather conditions the safety of pupils is much more important. Parents and pupils are often concerned that important examinations may be missed, but this should not over-ride good judgement. Schools normally make alternative arrangements for missed examinations.

The school updates its procedures for adverse weather closure annually, therefore

- **parents** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies
- **the school** will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather
- **the school** will establish a system of communication with parents and local transport operators and ensure that parents are fully informed of any revised arrangements. A telephone service is offered to provide parents with up-to-date information. Parents may call **0800 564 2272** to access your schools' information. Please note, you will need the unique pin number for your school which is available from your school or Highland Council website.
http://www.highland.gov.uk/downloads/file/4653/telephone_pins_for_checking_if_a_school_is_closed

The Highland Council Website, Facebook and Twitter

- The Council's **website** <http://www.highland.gov.uk/schoolclosures> will be updated with information for individual schools
- The Council's **Facebook** page at <https://www.facebook.com/highlandcouncil> will show updated posts on the latest news of school closures and weather related problems
- The Council's **Twitter** page at <https://twitter.com/HighlandCouncil> will list Tweets of the latest news of school closures and weather related problems

When weather conditions are poor

Local radio stations issue news and weather bulletins on traffic conditions and school closures. Transmissions may not cover all households and may be subject to re-scheduling but should be helpful. Parents are advised to remain "tuned in" to ongoing road weather, or school information updates.

Broadcast times

BBC Radio Highland 6:30, 7:30, 8:30, 12:30, 4:30, 5:30

In extreme conditions, Radio Highland will interrupt Radio Scotland transmissions (usually on the hour), to carry emergency bulletins.

Moray Firth Radio www.mfr.co.uk

Local news on the hour 6am – 6pm carries local information on weather, roads and conditions affecting schools. In severe conditions normal programmes will be interrupted more frequently to carry emergency bulletins.

Please do not telephone local Radio for advice but listen to appropriate broadcasts.

For pupils using school transport

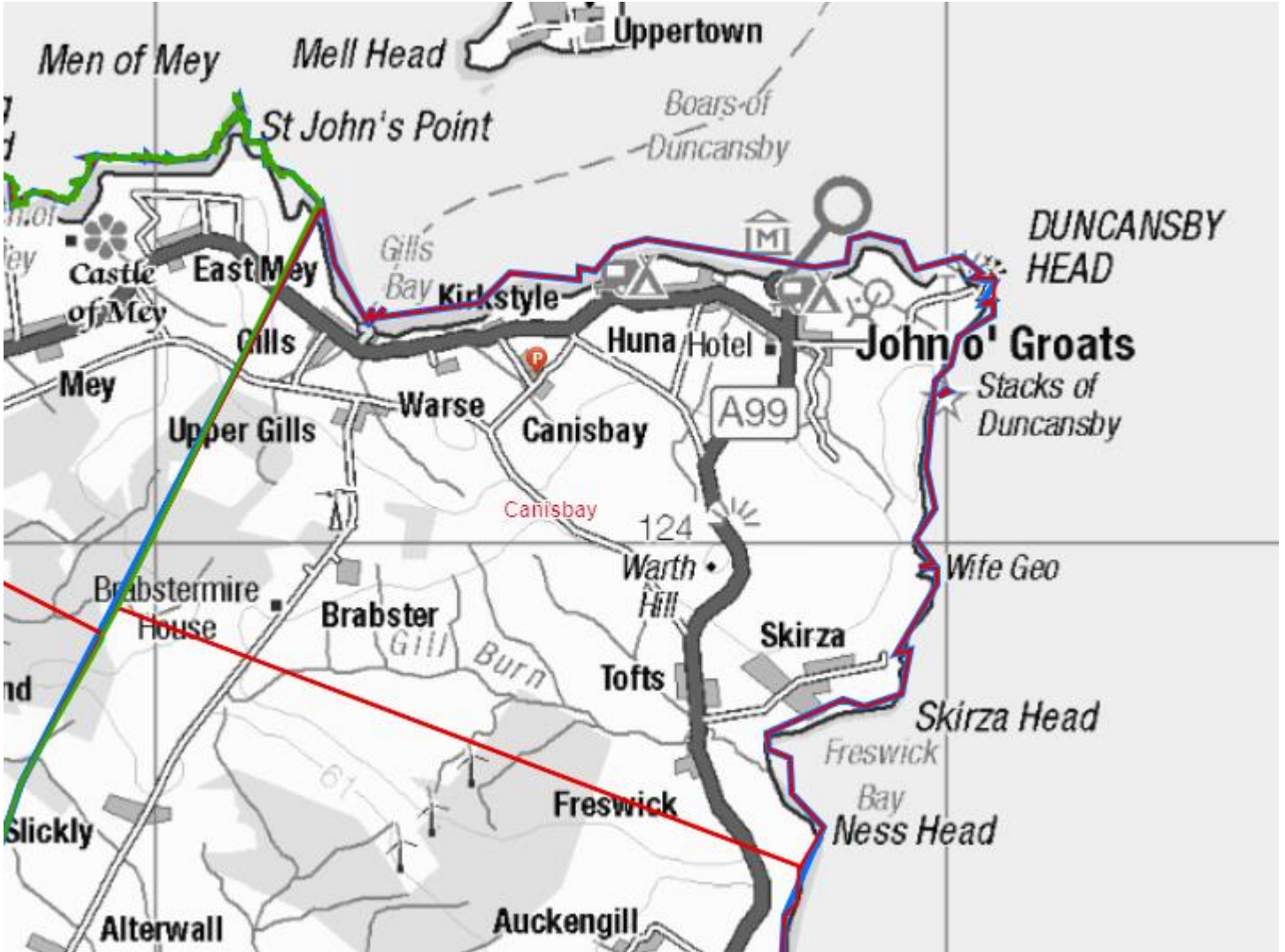
- Parents should note that the final decision on whether it is safe to operate rests with the driver of the school transport vehicle. Therefore there may be occasions on which a school is open but some routes, or parts of routes, are unable to operate
- Parents should advise their children on how long they should wait at the pick up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal "pick-up" time
- Morning journeys may be delayed by an hour if road conditions are unsafe at the normal journey time but have improved within the hour. Before pupils return to a pick up point parents should check the schools telephone information line for updated messages from their schools Head teacher. Please note that for some routes the transport operator may contact the parent directly
- Drivers are advised not to drop off children where there is a risk that they may not safely reach home or other place of shelter. This may involve children being taken to an alternative place of safety, agreed in consultation with the school
- Where parents are concerned about weather conditions at "drop-off" points, they should contact the school as early as possible

Please note: when weather conditions are poor, parents should ensure that children are met at the "drop-off" point, especially where public service transport is used.

CANISBAY SCHOOL TELEPHONE MESSAGING SERVICE

To enquire about school closures in times of adverse weather please phone:

- Highland Council number: **0800 564 2272** Enter the school's own pin number when prompted: **04 1620**
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Appendix 5

NHS – Exclusion Criteria for Illness and Infection

HPT – Health Protection Team

Infection/Virus	Exclusion period	Comments
Diarrhoea and vomiting	Exclude unit 48 hours after the diarrhoea and/or vomiting has stopped	If blood is found in the diarrhoea then the patient should contact their GP.
Common Infections		
Norovirus	48 hours form last episode of diarrhoea and vomiting	Discussion should always take place between HPT and school/nursery
Campylobacter	48 hours form last episode of diarrhoea and vomiting	As above
Salmonella	48 hours form last episode of diarrhoea and vomiting	As above
Less common infections		
Cryptosporidiosis	48 hours form last episode of diarrhoea and vomiting	Exclusion from swimming is advisable for two weeks after diarrhoea has settled
E.Coli 0157	Your local HPT will advise	
Shigella (Bacillary Dysentery)	Your local HPT will advise	
Enteric fever (Typhoid and paratyphoid)	Your local HPT will advise	
Respiratory infections		
Coughs/colds	Until recovered	
Flu (influenza)	Until recovered	
Tuberculosis (TB)	Consult your local HPT	Not easily spread by children. Requires prolonged close contact for spread.
Whooping cough (Peritussis)	5 days from commencing antibiotic treatment or 21 days from onset of illness if no antibiotic treatment	Preventable by vaccination. After treatment non-infectious coughing may continue for many weeks. Your local HPT will organise any contact tracing
Rashes/Skin		
Athletes foot	None	This is not serious. Treatment recommended
Chickenpox (Varicella zoster)	5 days from onset of rash	Pregnant staff should seek advice from their GP if they have no history of having chickenpox. Severe infection may occur in vulnerable children
Cold sores (Herpes simplex)	None	Avoid kissing and contact with the sores.
German measles (Rubella)	6 days from onset of rash	Preventable by immunisation (MMR x2 doses). Pregnant staff should seek advice from their GP
Hand, foot and mouth (coxsackie)	None	Contact local HPT if a large number of children are affected
Impetigo (Streptococcal Group A skin infection)	Until sores are crusted or healed or until 48 hours after antibiotic treatment has started	Antibiotic treatment may speed healing and reduce infectious period
Measles	4 days from onset of rash. Always consult with HPT	Preventable by immunisation (MMR x 2 doses). Pregnant staff should seek advice from their GP. Your local HPT will organise contact tracing
Molluscum contagiosum	None	A self limiting condition
Ringworm	Exclusion not usually required	Treatment is required
Roseola (infantum)	None	
Scabies	Child can return after treatment	Two treatments 1 week apart. Contacts should have same treatment, include the entire household and any other very close contacts.
Scarlet fever	24 hours after commencing antibiotics	Antibiotic recommended for affected child
Slapped cheek syndrome (Erythrovirus B19)	None	Pregnant staff should seed advice from their GP.
Shingles (Varciella zoster)	Exclude only if rash is weeping and cannot be covered, e.g. with clothing	Can cause chickenpox in those who have not had chickenpox. Pregnant staff should seek advice from their GP
Warts and verrucae	None	Verrucae should be covered in swimming pool
Other infections		
Conjunctivitis	None	
Diphtheria	Exclusion will apply. Always consult your HPT	Preventable by vaccination. Your local HPT will organise contact tracing
Glandular fever	If unwell	
Head lice	None	Treatment is recommended only in cases where live lice have definitely been seen. Close contacts should be checked and treated if live lice are found. Regular detection (combing) should be carried out by parents
Hepatitis A or E	Exclude until 7 days after onset of jaundice (or seven days after symptom onset if no jaundice)	Your HPT will advise
Hepatitis B and Hepatitis C	None	Blood borne viruses that are not infectious through casual contact
Meningococcal meningitis/septicaemia	Until recovered, HPT will advise	Meningitis C is preventable by vaccination. There is no reason to exclude siblings and other close contacts of a case. HPT will provide advice as required and organise all contact tracing
Meningitis due to other bacteria	Until recovered	Hib and pneumococcal meningitis are preventable by vaccination. There is no reason to exclude siblings or other close contacts. HPT will advise of any action needed

Meningitis viral	Until recovered	Milder illness. There is no reason to exclude siblings and other close contacts of a case
Mumps	Five days from onset of swollen glands	Preventable by Vaccination (MMR x 2 doses)
Threadworms	None	Treatment is required for the child and all household contacts