

ACHIEVING

BELONGING

CARING



Dornoch Firth Campus

HANDBOOK



2024/25

Dornoch Academy
Bonar Bridge Primary School/Nursery
Dornoch Primary School/Nursery

01862 810246
01862 812908
01862 812901

TBC
www.bonarbridgeprimary.wordpress.com
www.dornochprimary.wordpress.com

Head Teacher 3-18
Mr N Ross MA(Hons) PGCE

Depute Head Teachers 3-18
(Dornoch Academy) Mr N Meehan BEd(Hons)
(Dornoch Primary School/Nursery) Mrs J Baines MEd BEd(Ord)

Depute Head Teacher (Acting) 3-18
(Bonar Bridge Primary School/Nursery) Mr G Still BEd(Hons)

Dornoch Academy, Evelix Road, Dornoch, Sutherland, IV25 3HR

Tel: 01862 810246

E-mail: dornoch.academy@highland.gov.uk

Website: [TBC](#)

Schools Information Service (Adverse Weather): 0800 564 2272 (PIN 041020)

Bonar Bridge Primary School/Nursery, Migdale Road, Bonar Bridge, IV24 3AP

Tel (Primary): 01862 812908

Tel (Nursery): 01862 812908

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

Website: www.bonarbridgeprimary.wordpress.com

Schools Information Service (Adverse Weather): 0800 564 2272 (PIN 041550)

Dornoch Primary School/Nursery, Evelix Road, Dornoch, Sutherland, IV25 3HR

Tel (Primary): 01862 812901

Tel (Nursery): 07880 893616

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

Website: www.dornochprimary.wordpress.com

Schools Information Service (Adverse Weather): 0800 564 2272 (PIN 041890)

Calendar

The school calendar and holidays are as follows (all dates are inclusive and may be subject to change).

Term 1 (Monday 19 August 2024- Friday 11 October 2024)

Monday 19 August 2024

Monday 16 September 2024 - Tuesday 17 September 2024

Inservice

Monday 14 October 2024 - Friday 25 October 2024

Holiday

Term 2 (Monday 28 October 2024- Friday 20 December 2024)

Monday 23 December 2024 - Friday 3 January 2025

Christmas/NewYear Holiday

Term 3 (Monday 6 January 2025 - Friday 4 April 2025)

Monday 17 February 2025 - Tuesday 18 February 2025

February Holiday

Wednesday 19 February 2025 Inservice

Monday 7 April 2025 - Monday 21 April 2025

Easter Holiday

Term 4 (Tuesday 22 April 2025 - Thursday 3 July 2025)

Monday 5 May 2025

May Holiday

Monday 2 June 2025

Inservice

Thursday 3 July 2025

Campus Closes at 12.30pm

INTRODUCTION

Dornoch Firth Campus comprises Bonar Bridge Primary and Nursery School, Dornoch Primary and Nursery School and Dornoch Academy. Our schools are deeply committed to working with everyone involved with the learning of our children and young people and have a very inclusive, nurturing, family school ethos from age 3 to 18. We are always happy to welcome new learners to our community.

We want our children to be happy, resilient and flourish in all aspects of their development and learning. We are hard-working schools with a strong focus on the wide range of achievements open to our children and young people. Our young people are guided to work creatively and effectively, and to fulfil their aspirations. We aim to have learning led by pupil curiosity; pupils develop imaginative solutions to problems; we encourage open-minded responses to complex issues. We have a whole campus approach and commitment to Learning for Sustainability and encourage our children and young people to be active leaders of change.

Our 3-18 curriculum rationale is focused and aspirational. It is built around the four contexts of learning (curriculum areas and subjects; interdisciplinary learning; ethos and life of the school; opportunities for personal achievement). We work hand in hand with partners to provide a tailored education for all young people in order to prepare them for learning, life and work.

To ensure that we remain a vibrant and progressive campus, we re-visit our rationale on an annual basis with our partners and school community. This means that we both build on our past and continue to prepare our pupils for a full and successful life as global citizens in the 21st century.

Contained within this handbook you will find details related to all three schools and all sectors of your child's educational journey. We welcome contact from our parents and local community members. If you would like to get in touch with our senior management team, you can find contact details on page 2. We also hold annual family learning events and would encourage all partners to get involved with these events, whether it is to join us for a chat or participate in leading a session. We would love to hear from you.

Mr N Ross
Head Teacher 3-18

OUR VISION, AIMS AND VALUES AT DORNOCH FIRTH 3-18 CAMPUS

Dornoch Firth 3-18 Campus is a close family comprising of Dornoch Academy, Bonar Bridge Primary School and Nursery and Dornoch Primary School and Nursery.

Achieving - Belonging - Caring

Our School Values

- We are deeply committed to working with everyone involved with the learning of our children and young people.
- We have an inclusive, nurturing and family ethos from age 3-18.
- We are welcoming of new families in our communities.
- We are hard-working schools with a strong focus on the wide range of achievements open to our children and young people.

- We guide our young people to work effectively and fulfil their aspirations.
- We collaborate with partners to provide a bespoke education for all young people in order to prepare them for learning, life and work.

Vision and Aims

- We want our children to be happy, resilient and flourish in all aspects of their development and learning.
- To deliver a focused and aspirational 3-18 curriculum which is built around the four contexts of learning: Curriculum Areas and Subjects, Interdisciplinary Learning, Ethos and Life of the School, and Opportunities for Personal Achievement.
- To ensure we remain a vibrant and progressive campus by annually revisiting and re-evaluating our curriculum rationale.
- To enable all our young people to become successful learners, confident individuals, responsible citizens and effective contributors as global citizens in the 21st century.

ELC AT DORNOCH FIRTH 3-18 CAMPUS

In the ELC classrooms, children have the opportunity to experience a range of activities which cover all **eight areas of the curriculum**. Children will be introduced to early reading, writing, maths and science skills. These activities are delivered in a fun, relaxed manner allowing all children to learn naturally through play. Each child is encouraged to learn at their own pace within their own capabilities. At Dornoch Firth 3-18 Campus we embrace the benefits of child-led learning and combine this with skillful planning and observation that channels children's natural enthusiasm into relevant and positive learning experiences. All activities support children's access to the **Curriculum for Excellence**.

The Curriculum for Excellence in ELC aims to focus on learning through play around the four capacities of education:

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

Incorporate the eight curriculum areas into learning through play activities:

- health and wellbeing;
- language and literacy;
- mathematics and numeracy;
- expressive arts;
- religious and moral education;
- **science**;
- social studies;
- technology.

Developmental Milestones through the Early Level

Children in the ELC make progress through the developmental milestones by accessing the engaging activities available in our ELC setting. EYPs skillfully and systematically record Experiences and Outcomes from the Early Level and make relevant observations that are displayed in a child's learning journey. Progress is consistently monitored. This ensures all

children receive excellent levels of challenge and support, promoting positive outcomes and smooth transition into Primary 1.

THE BGE CURRICULUM AT DORNOCH FIRTH 3-18 CAMPUS

Our curriculum:

- endeavors to develop the whole child to reach his/her potential;
- prepares children for the world beyond school by developing skills and knowledge which are relevant to their lives;
- supports and challenges pupils by using a variety of teaching approaches and takes account of different learning styles;
- promotes social cohesion by partnership working between stages to create an inclusive, nurturing learning environment.

Our curriculum embodies the seven **principles of Curriculum for Excellence:**

- challenge and enjoyment;
- breadth;
- coherence;
- relevance;
- depth;
- progression;
- personalisation and choice.

Our curriculum focuses learning around the **four capacities** of the **Curriculum for Excellence:**

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

Our curriculum is delivered through the **eight subject areas** of the **Curriculum for Excellence:**

- health and wellbeing;
- language and literacy;
- mathematics and numeracy;
- expressive arts;
- religious and moral education;
- science;
- social studies;
- technology.

PARENTS/GUARDIANS/CARERS AS PARTNERS

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. This includes:

- family learning events and open days;
- parents' evenings;
- progress checks;
- target setting;
- course choice/options evenings;
- information on the school website;
- newsletters.

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning.

The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress.

Parental information is obtained from questionnaires issued regularly at parents' evenings and from Parent Forums.

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:

Bonar Bridge Primary School/Nursery

Dornoch Academy

Dornoch Primary School/Nursery

Mrs H Lowe
bonarbridge.primary@highlandpc.co.uk
Mrs M Robertson
dornochacademypcchair@gmail.com
Mrs S Cameron
dornochparentcouncil@outlook.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 <https://education.gov.scot/parentzone>

Further information on Highland Council school policies, procedures and guidelines can be found at https://www.highland.gov.uk/info/893/schools_-_general_information/29/school_policies_procedures_and_guidelines

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SECTION 1: USEFUL INFORMATION

1 SCHOOL TYPE

Dornoch Firth Campus is an English medium, non-denominational, coeducational, comprehensive nursery, primary and secondary school. Gaelic is taught at Bonar Bridge Primary School/Nursery and taster sessions are provided at Dornoch Academy through interdisciplinary learning. The campus roll as of November 2023 is 468.

2 INITIAL CONTACTS

- Requests to visit or enrol a child in the school should be made to the Depute Head Teacher at the relevant school.
- If a parent has any concerns, they should contact the Depute Head Teacher in the first instance. The school will always endeavor to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Care and Learning Manager, The Highland Council, Area Education Office, Drummuie, Golspie, KW10 6TA, Tel: 01408 635300. Advice is also available at <https://www.children1st.org.uk/help-for-families/parentline-scotland>.

- Information about the Parent Councils are available from:

Bonar Bridge Primary School/Nursery	Mrs H Lowe bonarbridge.primary@highlandpc.co.uk
Dornoch Academy	Mrs M Robertson dornochacademyparentcouncil@gmail.com
Dornoch Primary School/Nursery	Mrs D Wilson dornochparentcouncil@outlook.com

3 STAFF

Head Teacher 3-18	Mr N Ross
Depute Head Teachers 3-18	Mrs J Baines/Mr N Meehan/Mr G Still
Nursery Manager	Miss F Munro
Principal Teacher Additional Support Needs	Mrs A Millward
Pupil Support Teacher	Mrs V Baddon
Team Leader	Ms C Lindsay

Dornoch Academy

Faculty Heads (Principal Teachers)

Business/mathematics/rural skills/sciences	Mr S Doogan
Creative subjects/physical education	Mrs B Hull
English	Mrs V Macinnes
Guidance	Mr I McKenzie
Languages/social subjects/technical subjects	Mr A Bauld

Subject Teachers

Biology/science	Mr J Robinson
Chemistry/science	Dr A Allan
English	Miss E Macleod/Mr P Newman

French
Geography/travel and tourism
History/travel and tourism
Mathematics

Modern studies/RME
Music
Physical education
Physics/science
Technical subjects
Clerical Assistant
Facilities Management Assistant
High Life Highland

Pupil Support Assistants

School Technician

Bonar Bridge Primary School/Nursery

Principal Teacher
Class Teachers
Clerical Assistant
Early Years Practitioners
Facilities Management Assistant
Pupil Support Assistants

Support Worker
Visiting Teacher

Dornoch Primary School/Nursery

Principal Teacher
Class Teachers

Clerical Assistant
Early Years Practitioners

Pupil Support Assistants

Support Workers

Mr D Parkin
Miss K Roper
Ms S Maclean
Mr S Bryce/Mr I Carlton/
Mr A MacDonald/Mrs J Sutherland
Mr A Maclean
Mrs C Dunin-Rzuchowska
Miss S Mackay/Mr J Traynor
Mr A Mackay
Mr A Pickering
Mrs H Fraser
Mr J Thomson
Mr D Adams (Strings)
Mr M Bell (Brass)
Miss L Bolton (Woodwind)
Mr R Hamilton (Drumming)
Mr C Macdougall (Piping)
Mrs F Macleod (Library)
Mr A Mitchell (Youth Support)
Mrs J McAffer/Mrs G Mackay/
Mr M Mackenzie/Mrs T Popushoi
Mr H Tolliday

Mrs L MacKenzie
Mr I Maciver/Mrs S Mould
Mrs M Lobban
Mrs L Douglas/Mrs A Macinnes
Mrs J Murray
Mrs C Buss/Mrs J Holden/Mrs E Jack/
Mrs M Robinson
Ms G Munro
Mrs P Sutherland (PE)

Mrs G Cameron
Mrs A Allan/Mrs S Drain/
Mr C Hepburn/Mr R McCarthy/
Mrs K Mackay/Miss S Riddell/
Mrs L Ross
Miss E Russell
Mrs L McKnight/
Mrs K MacLennan/Mrs N Nicolson
Mrs L Beagrie/Miss C Campbell/
Mrs L Dingwall/Mrs C Mackay/
Mrs S Mackay/Mrs H Mailley/
Mrs M Murray
Mrs C Bruton/Mrs L Cairns/
Mrs J Macdonald/Miss L Mackay

4 SCHOOL MEALS

As a health promoting campus, we also encourage pupils, staff and parents to think about healthier lifestyles. S1 pupils are encouraged to set health targets. Healthy living is a regular topic in classes. 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 (primary 6 and 7 pupils) and £2.55 (secondary 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 an application form, please see https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing. Application forms are available from the school reception. Pupils receive credit on their account which they can use during break and lunchtime in the canteen.

The Highland Council operates a cashless catering system which utilises pupils' NEC cards. For further details, please see https://www.highland.gov.uk/info/878/schools/9/school_meals/2.

Pupils and staff can have a breakfast from a wide-ranging menu at a subsidised rate. The breakfast club operates each day from 8.15 am.

5 PROTECTION OF CHILDREN

.1 Pupils in School

From time-to-time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse. In terms of Highland Child Protection Committee Inter-Agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint social work/police investigation. All agencies involved in child protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff. Copies of child protection policy guidelines are available at www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection.

.2 Pupils Moving Away from School

When families move away from our area, continuity of their children's education is very important. The Highland Council has sound procedures to enable transfer arrangements to go as smoothly as possible. In some situations, it is also vital that services which support and protect children know where they have gone. It is in each pupil's interest that transfer arrangements start before the pupil comes off our register. Leaving things until the child enrolls in a new school is not satisfactory.

We request that parents or carers of children who are de-registering pupils should arrange a meeting with their child's guidance teacher. In order to ensure continuity of education and care we do ask for certain information, principally:

- name, address and telephone number of new home (if known);
- name, address and telephone number of new school (if known);

- anticipated enrolment date;
- name, contact address and telephone number of an interim contact who will know the whereabouts of the family (family member/close friend/employer).

If the new school's details are unknown and if pupil records are not requested within 10 working days, then we are required to notify Social Work Services. They undertake a check of their records and liaise with our school and other agencies as appropriate if this raises issues or concerns.

6 PROCEDURES FOR POTENTIAL DRUGS MISUSE INCIDENTS*

Dornoch Firth Campus provides health education and drugs education in line with the Highland Council's Health Education Policy and Drugs Education Guidelines. This is designed to, among other things, alert pupils and families to the hazards and likely consequences of drug misuse. However, if an incident involving illegal drugs were to emerge, the school's response would follow the *Scottish Executive Guidelines for the Management of Incidents of Drugs Misuse in Schools*. These oblige us to deal with such incidents as:

- drug-related litter on or near school premises;
- suspicion and allegations about in-school and out of school activities;
- pupils displaying symptoms of drug misuse;
- pupils/adults with drugs on school premises/trips/transport;
- pupils/adults taking drugs on school premises/trips/transport;
- pupils/adults selling drugs on school premises/trips/transport.

School staff are clear that they must immediately report all incidents of drugs misuse or of suspected drugs misuse to the Head Teacher. The Head Teacher will ensure that appropriate action is taken in accordance with the Scottish Executive guidelines. The action taken is recorded in a Drugs Incident File. A full copy of the guidelines is available in the school.

[* All schools are obliged to include a statement of this sort in their handbook. Its inclusion does not indicate that there is any specific problem at Dornoch Firth Campus.]

7 DATA PROTECTION

.1 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.

.2 Data Protection Legislation

Information on pupils, parents 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 the data protection legislation and may only be disclosed in accordance with the codes of practice.

.3 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 <https://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 at <https://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 the Highland Council's Privacy Notice which is available at 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 at <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.

8 EQUALITY AND INCLUSION

For up-to-date information please see https://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities and (sorry - page on website TBC) 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.

9 MILITARY FAMILIES

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

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

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

Visit the Highland Council Armed Forces website for lots of helpful information and support https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools. Please get in touch with your child's named person or the Head Teacher if you have any concerns.

10 **JUST ASK ENQUIRY LINE**

This enquiry line aims to help you support the development of children and young people. It is for all Highland parents, carers, children, young people and those who work with them. The telephone line (0300 303 1365) is open Tuesdays and Thursdays from 1.00 pm to 4.00 pm. The professionals usually available are:

- autism practitioner;
- community learning disability nurses;
- dietitians (paediatricdietitians@highland.gov.uk);
- educational psychologists;
- infant feeding support workers;
- occupational therapists (Childrens.OTService@highland.gov.uk);
- physiotherapists (Childrens.PTService@highland.gov.uk);
- primary mental health workers;
- psychological service home visiting teachers;
- school nurses;
- speech and language therapists (SLTserviceHighland@highland.gov.uk).

SECTION 2: DORNOCH ACADEMY



Dornoch Academy
Evelix Road
Dornoch
Sutherland
IV25 3HR

Tel: 01862 810246
E-mail: dornoch.academy@highland.gov.uk
Website: TBC
Schools Information Service: 0800 564 2272 (PIN 041020)
Depute Head Teacher: Mr N Meehan

1 VALUES

Our schools are deeply committed to working with everyone involved with the learning of our children and young people and have a very inclusive, nurturing, family school ethos from age 3 to 18. We are always happy to welcome new families who are about to join our community.

We want our children to be happy, resilient and flourish in all aspects of their development and learning. We are hard-working schools with a strong focus on the wide range of achievements open to our children and young people. Our young people are guided to work creatively and effectively, and to fulfil their aspirations. We aim to have learning led by pupil curiosity; pupils develop imaginative solutions to problems; we encourage open-minded responses to complex issues. We have a whole campus approach and commitment to Learning for Sustainability and encourage our children and young people to be active leaders of change.

Our 3-18 curriculum rationale is focussed and aspirational. It is built around the four contexts of learning (curriculum areas and subjects; interdisciplinary learning; ethos and life of the school; opportunities for personal achievement). We work hand in hand with partners to provide a tailored education for all young people in order to prepare them for learning, life and work.

To ensure that we remain a vibrant and progressive campus, we re-visit our rationale on an annual basis with our partners and school community. This means that we both build on our past and continue to prepare our pupils for a full and successful life as global citizens in the 21st century.

2 SCHOOL AIMS

Dornoch Academy exists to enable all pupils to achieve their highest potential and to experience fulfilment during their time in school. To realise this, we have set ourselves the following aims.

- .1 **To maximise the attainment and achievement and fully develop the talents of all our pupils:**

- by providing high quality education, following national and education authority guidelines, that provides a progressive and coherent educational experience enabling all pupils to develop towards their full potential as effective citizens participating in political, economic, social and cultural life;
- by using effective assessment for and of pupils' learning to ensure they all make steady and challenging progress towards high attainment and useful qualifications;
- by providing learning experiences that take account of pupils' individual needs, experiences and achievements;
- by encouraging pupils to develop responsibility for their own learning.

.2 To maintain an ethos where all individuals are safe, happy and experience success:

- by providing a safe, secure, happy and healthy school environment in a modern range of accommodation and facilities where education can flourish;
- by actively promoting and protecting the physical, mental and social health of the whole school community;
- by encouraging self-esteem and a sense of identity through high expectations, mutual respect, fairness, praise, good behaviour, caring for others and good personal presentation (in school uniform);
- by developing leadership and staff expertise as the basis for an ambitious and excellent school;
- by arranging systematic self-evaluation of our work to measure our effectiveness in meeting our aims and to seek improvements wherever possible.

.3 To promote equality and help every pupil to benefit from their education:

- by providing educational and any other additional support needed to ensure all pupils reach their full potential;
- by making inclusive principles and educational provision with particular regard to pupils who have disabilities, special educational needs or minority backgrounds;
- by working as an Integrated Community School where health, education, social work and other professionals work as a team and make it easy for all families to obtain the support they need;
- by structuring guidance so that every pupil is known as an individual and care is provided to meet their educational, emotional, social and physical needs.

For up-to-date information, please see https://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities, and <https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/pages/1/>.

.4 To work with parents in granting children all their rights while teaching them respect for others and the responsibilities of citizenship:

- by actively involving parents in their children's learning and improving their children's attainment;
- by providing an effective monitoring and reporting system that enables parents and pupils to be fully involved in short and long-term planning for their future;

- by sharing and implementing decisions with parents about their children's welfare and good behaviour.

.5 To fully equip pupils for their future lives and careers:

- by providing high quality vocational education to help pupils make choices about their further education, training and careers;
- by working with outside agencies, employers and the community to give pupils an understanding of the world of work and what they need to play a positive role in society;
- by encouraging enterprise, creativity and a determination to succeed through enriching activities and links with employers, the community and other educational bodies.

During their time at Dornoch Academy, all pupils will participate in a planned programme of careers education delivered by a range of people including PSE teachers and representatives from Skills Development Scotland. At key stages, such as option choice decision-making, most staff will be involved in making recommendations or giving general advice. We rely on the good links between home and school to ensure that, through open dialogue, the most appropriate decisions for individual pupils are arrived at.

There have recently been significant changes in the operation of Skills Development Scotland in terms of working in schools and the overall emphasis is now on career planning. The strategic aim of Skills Development Scotland is to equip individuals with the skills to make well-informed, realistic career decisions throughout their working lives. Specialist careers staff can offer services in various ways that will allow the pupil flexibility, while helping Careers Advisers to differentiate levels of service according to need:

- **high priority** pupils are those identified as not likely to make a smooth transition from school to further/higher education, training or employment;
- **medium priority** are those not at risk, but nevertheless requiring career planning support;
- **low priority** are pupils able to self-help.

The key Careers Adviser linked to Dornoch Academy is Miss B Cameron, Careers Scotland Centre (Skills Development Scotland), Tollemache House, High Street, Thurso, KW14 8AZ, Tel: T: 01847 805226. Miss Cameron is available by appointment, which can be made through guidance, and attends to interview pupils on a regular basis to advise on matters relating to career and curricular choice. The Careers Team can also be contacted by parents or pupils at Skills Development Scotland (contact details as above).

Parents should spend time with their child looking at the world of work website: <https://www.myworldofwork.co.uk>. To support 16+ planning, information about local opportunities is available at www.hi-hope.org. Further information is also available at <https://www.highland.gov.uk/learninghere/16pluslc/>.

The employment of children byelaws regulate the types of occupation in which children under school leaving age may be employed and other conditions of employment. For further information, please see https://www.highland.gov.uk/downloads/download/19/employment_of_children.

3 ENROLMENT

The delineated area for Dornoch Academy, representing the catchment areas of Dornoch Primary School and Bonar Bridge Primary School, is attached as Appendix 2. Children who live in the delineated area of Dornoch Academy are automatically enrolled in the school on transfer from primary school. When families with children of secondary age move into the area, they should contact the Depute Head Teacher to arrange enrolment. We normally like to arrange a meeting with senior staff and a tour of the school, to ease transition to their new school. Children who live outside the delineated area may be enrolled in the school by submitting a Placing Request Application to the Area Care and Learning Manager, The Highland Council, Area Education Office, Drummie, Golspie, KW10 6TA, Tel: 01408 635300, https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2.

Free transport is provided for pupils who live in the delineated area. Transportation is a parental responsibility for pupils outwith the delineated area. Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer, The Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or public.transport@highland.gov.uk.

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

4 GENERAL INFORMATION

.1 Absence from School

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

- Good attendance is vital if pupils are to achieve their full potential. If your child is to be absent, a parent or guardian should telephone the school before 8.40 am. Your child's form tutor will be informed and an absence note will not be required.
- If your child requires to leave during the school day for an appointment, they should bring a note from their parent or guardian. Pupils must sign out at reception and sign in again if returning the same day. Where at all possible, medical and dental appointments should be made outwith school hours.
- If your child is absent, without the school being informed beforehand, we will contact you by telephone to ensure your child is safely accounted for. If this is not possible, we will get in touch with your emergency contact to ensure your child's wellbeing. We will also contact you, or your emergency contact, should your child become ill during the school day. It is, therefore, essential that we have up-to-date daytime contact telephone numbers and emergency contact telephone numbers for all pupils.

When parents are considering whether or not to remove their child 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 an 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 at https://www.highland.gov.uk/info/878/schools/32/school_term_dates. If parents decide to make holiday arrangements during the school term, this should be confirmed in writing to the Head Teacher.

.2 Adverse Weather

Schools now have a dial-in service if there is risk of closure due to adverse weather. This allows parents to listen to a recorded message. It is an enhancement to the present service and does not replace existing methods of giving out information, such as radio broadcasts, described in the schools Adverse Weather Guidelines. You can also access the Highland school closure website at <https://www.highland.gov.uk/schoolclosures>.

.3 Assembly and Religious Observance

There is a morning assembly at the opening of each school week (normally Monday) at 8.40 am. In accordance with national education policy, the assembly also includes an element of religious observance. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

.4 Common Rooms

There are various social areas available for pupils - the school canteen and assembly hall are open to all pupils during breaks. They also have use of some classrooms and library.

.5 Education Maintenance Allowance (EMA)

An EMA is a weekly payment worth up to £30 for pupils who are planning to stay on at school after their leaving age. They must complete a learning agreement at school for a minimum of 21 learning hours per week. In session 2024/25, pupils born between 1 March 2005 and 30 September 2008 can receive payments from August 2024. Pupils born between 1 October 2008 and 28 February 2009 can receive payments from January 2025. Further information on full eligibility criteria and the online application process can be obtained from <https://www.highland.gov.uk/info/899/schools-grants-and-benefits/14/education-maintenance-allowance>.

.6 **Houses**

Pupils are placed in one of three Houses, Carbisdale (red), Dunrobin (green), or Skelbo (blue). The House system exists to encourage both sporting and non-sporting competitions and for administration of the personal support system.

.7 **Lateness**

Pupils who arrive late must enter by the front door and proceed straight to reception so that the record of lateness can be maintained, the register for the day changed, and teachers informed. When a large number of pupils arrive on a late bus, registration takes place directly at reception and pupils are deemed to be "on time".

.8 **Medical Care and 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 unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

The school will only deal with minor cuts and bruises, which will be cleaned, and a plaster applied. If pupils become unwell during school hours, they should report to reception initially. When a pupil is too ill to return to class, parents (or their emergency contact) will be informed by telephone or, in the case of a serious injury or illness, the local medical centre will be contacted. The school has trained first aiders.

.9 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 the 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 this service is available from the Principal Teacher of Guidance. 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://kooth.com>. Parents would generally be involved in discussions beforehand, however, a young person over the age of 12 can ask for support themselves.

.10 Prefects

Each session, S6 pupils are appointed in various roles as Prefects, Heads and Captains.

5 SCHOOL DAY

The school day is divided into seven periods of 50 minutes with a 10-minute registration at the beginning of the day, and a three-minute changeover between lessons. On Fridays, the school closes at 12.40 pm.

Monday - Thursday		Friday	
Registration	08:40 - 08:50	Registration	08:40 - 08:50
1	08:50 - 09:40	1	08:50 - 09:40
2	09:40 - 10:30	2	09:40 - 10:30
Interval	10:30 - 10:50	3	10:30 - 11:20
3	10:50-11:40	Extended Interval/Lunch	11:20 - 11:50
4	11:40 - 12:30	4	11:50 - 12:40
5	12:30 - 13:20		
Lunch	13:20 - 14:05		
6	14:05 - 14:55		
7	14:55 - 15:45		

6 SCHOOL UNIFORM

Black blazer with school badge.

Plain black skirt (of reasonable length) or smart plain black full-length trousers (not jeans, jeggings, leggings, shorts, or track suit bottoms).

Plain white blouse/shirt (long enough to be worn tucked in).

Plain black V-neck jumper.

School tie.

Plain black low-heeled shoes or boots.

The physical education kit is a T-shirt and shorts/track suit bottoms in the house colours or black. The house colours are Carbisdale (red), Dunrobin (green) and Skelbo (blue). Football tops are not permitted. Most pupils also purchase the school hooded top which is black with "DORNOCH" printed across the back in the house colours, and the individual pupil's initials on the front. In the interest of personal hygiene, pupils are expected to change into kit for all physical activities. Pupils must have non-slip trainers with non-marking soles for indoor work.

Jewellery should be kept to a minimum. Pupils may be asked to remove some items when in school for health and safety reasons.

Pupils should wear the uniform during school hours and also when representing the school out of school time. Blazers can be purchased from your preferred supplier, with the badge and tie being purchased from the school. Pupils find it useful to purchase a spare tie.

Parents can apply for assistance with school uniform at https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing.

7 CURRICULUM

Normally in Scotland, pupils between the ages of 11½ and 12½ years in August transfer from Primary 7 (P7) to Secondary (S1). Scottish schools have a unified curriculum, **Curriculum for Excellence**, from Early Years (nursery) to S6. The curriculum described below is for pupils entering S1 in August 2023 and those already in school, moving into S2 or S3.

The fundamental aim of Curriculum for Excellence is to enable young people to develop as:

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

To do this we provide an enriched curriculum that goes beyond the still essential classroom subjects. Our curriculum is carefully planned to include:

- **subject disciplines** to give learning in depth;
- **interdisciplinary learning** to give breadth;
- **school ethos** of belonging, care and responsible values;
- **personal achievement** opportunities to develop confidence.

Curriculum for Excellence at the secondary stage is divided into two stages:

- broad general education from S1 to S3;
- senior level from S4 to S6 aiming for qualifications (SQA Higher, etc.).

Schools have some flexibility in the way they approach these two stages. In Dornoch Academy our curriculum structure from S1 to S6 is shown in the table below.

Stage	Classes	Courses
Broad General Education	S1-S3	Common Course: All pupils follow the same complete range of subjects along with opportunities for interdisciplinary learning in S1 and S2, with options for personalisation and choice in S3.
Senior Level	S4-S6	National Qualifications at SCQF levels 3/4/5; SQA awards at SCQF levels 3/4/5. Skills for Work awards at SCQF levels 4/5. National Progression Awards at SCQF levels 4/5/6. Highers and Foundation Apprenticeships (SCQF level 6); Advanced Highers and Open University courses (SCQF level 7).

At the end of S2, our pupils make choices that will allow them to focus on their preferred subjects in S4, when they progress through S3. The subject disciplines that are available in each year group are listed below.

Classes	Subjects
S1-S3	Common Course: Art, biology, chemistry, English, French, geography, history, home economics, ICT, mathematics, music, personal & social education, physical education, physics, religious & moral education, science (S1), technical subjects. There is a choice of a second modern language in S1 (Gaelic learners or German) and this will continue through to S2 for the next session, and then S3 the following session.
S4 Nationals or Higher	Core: English, mathematics, personal & social education, physical education (core), religious & moral education. Options: Art, biology, business management, chemistry, French, geography, German, graphic communication, history, modern studies, music, physical education, physics, practical woodwork. Skills for Work: Construction, early education and childcare, employability, engineering, enterprise, hairdressing, hospitality, laboratory skills, rural skills, travel & tourism. N5 and higher psychology are delivered online, as well as N5 computing and higher Spanish (HVA).
S5-S6 Nationals or Higher	Art, biology, business management, chemistry, English, French, geography, German, history, mathematics, modern studies, music, physical education, physics, practical woodwork, religious, moral & philosophical studies. Open University short courses, Scottish Baccalaureates, wider achievement.

1.1 Qualifications at Senior Level

Although learning from S1 to S3 is assessed and contributes towards the qualifications with which our young people will leave school, examination presentation and choice of courses only begins in S4.

Young people in S4 take six Nationals at any level from National 3, 4 or 5. In exceptional circumstances, a pupil may take a Higher. In general, learners in S5 and S6 take five subjects and a wider achievement option.

However, other individualised routes are possible. For example, pupils may have a year long work experience placement one day per week, attend a college course on another day, and add Skills for Work qualifications to their National Qualifications. We will always try and create a pathway which suits the needs of the learner.

.2 Ethos and Personal Achievement as Curriculum

The Dornoch Academy ethos, we believe, is an essential element in developing young people who are successful, confident, responsible and likely to contribute effectively to society in the future. Our ethos includes our expectations for behaviour and mutual respect, our work ethic, the school uniform, school assemblies, care for the building and environment, healthy lifestyle, pupil council and a belief in the values and aims of the school described earlier.

Opportunities for personal achievement abound. All pupils in S3 are invited to participate in the Duke of Edinburgh's Bronze Award and, after successfully completing this, some go on to take the Gold Award in S6. In addition, almost all our senior pupils are involved in volunteering activities in school and the community. These are rewarded by gaining the prestigious Saltire Award at bronze, silver, gold and even platinum level, depending on how many hours of service they complete.

8 EXTRACURRICULAR ACTIVITIES

.1 Activities

The school organises a variety of extracurricular activities at lunch time and after school. At lunch time many pupils also make use of the library, computing room, and recreation areas for informal activities.

Parents, partners, friends and former pupils offer their time, especially in The Duke of Edinburgh's Award, where individual pupils tackle a wide range of activities.

The school organises a variety of local, national and international extracurricular excursions, such as trips to Inverness for exhibitions/lectures, the Edinburgh Book Festival, French exchange, Belgium battlefields, STEM (science, technology, engineering and maths) trip, and many more.

.2 Study and Homework Clubs

Study clubs are held three to four times a week, both at lunchtime and after school.

9 SCHOOL IMPROVEMENT (INCLUSION)

The Scottish Executive Education Department (SEED) also prepares statistics for each school. Further information can be found at <https://education.gov.scot/inspection-and-review/find-an-inspection-report> and <https://education.gov.scot/parentzone/my-school/school-information-dashboard/>.

Reference is given to the Scottish Index of Multiple Deprivation (SIMD), a statistical tool used by the Scottish Government and local authorities to provide a relative measure of deprivation.

.1 BGE Literacy and Numeracy

In 2022-23, most S3 pupils achieved CfE Level 3 in literacy. This has exceeded national attainment levels in literacy from 2017-22.

In 2022-23, the majority of S3 pupils achieved CfE Level 3 in numeracy.

.2 How the School has Improved Standards in Relation to Literacy and Numeracy

In 2022-23, almost all S4 pupils attained literacy at SCQF level 4, in line with the virtual comparator.

In 2022-23, almost all S4 pupils attained literacy at SCQF level 5, in line with the virtual comparator.

In 2022-23, almost all S5 pupils attained literacy at SCQF level 5, in line with the virtual comparator.

In 2022-23, a majority of S5 pupils attained literacy at SCQF level 6, in line with the virtual comparator.

In 2022-23, all S6 pupils attained literacy at SCQF level 5, in line with the virtual comparator.

In 2022-23, most S6 pupils attained literacy at SCQF level 6, in line with the virtual comparator.

In 2022-23, most S4 pupils attained numeracy at SCQF level 4.

In 2022-23, a majority of S4 pupils attained numeracy at SCQF level 5, in line with the virtual comparator.

In 2022-23, almost all S5 pupils attained numeracy at SCQF level 5, in line with the virtual comparator.

In 2022-23, a majority of S5 pupils attained numeracy at SCQF level 6.

In 2022-23, all S6 pupils attained numeracy at SCQF level 5, in line with the virtual comparator.

In 2022-23, most S6 pupils attained numeracy at SCQF level 6, in line with the virtual comparator.

.3 Positive Destinations

In 2021-22, 97.22% of school leavers went on to a positive destination - this was above the virtual comparator and Highland and National values. The majority of leavers went on to higher education (47.22%), closely followed by employment (30.56%) and then further education (19.44%).

.4 Improving Attainment for All

In 2021-22, the highest attaining 20% of S6 school leavers attained an average 2015 tariff points, compared to the virtual comparator with 2068 tariff points.

.5 Scottish Credit and Qualifications Framework (SCQF) Analysis

In 2021-22, 87.50% of school leavers gained five or more awards at SCQF level 5 or better (compared to 88.59% for the national comparator), 70.83% of school leavers gained three or more awards at SCQF level 6 or better (compared to 77.75% for the national comparator) and 37.50% of school leavers gained five or more awards at SCQF level 6 or better (compared to 60.07% for the national comparator).

Further information on the Scottish Credit and Qualifications Framework can be found at <https://scqf.org.uk/>. A copy of our School Improvement Plan and Standards and Quality Report can be found on our website.

10 PUPIL SUPPORT ARRANGEMENTS

The Depute Head Teacher linked to Dornoch Primary School is Head of Pupil Support, which encompasses universal personal support of all pupils, additional support for pupils with additional needs, and behaviour support.

Personal support, which was formerly called guidance, aims to meet the care and welfare needs of all children and young people. When pupils are happy, safe, and supported, they are more likely to do well in school so that they can achieve their fullest potential. All teachers have a role in the personal support of pupils, but there is also an organised structure to ensure that the needs of all pupils are met. The key staff who provide organised personal support are the Principal Teacher of Guidance, Principal Teacher of Pupil Support, and Form Tutors

There are six form classes. Each form class has a form tutor, who keeps the same class from year to year so that there is one key adult who knows each pupil well as they progress upwards from S1 until their school leaving date.

Form classes meet together with their form tutor for 10 minutes at the start of each school day. Form tutors are responsible for the ethos of the class. The tutor will support pupils individually, with scheduled interviews being an important element in this support so that each pupil can discuss their learning, progress and achievement with their tutor at least once per term. Form tutors have access to their class's assessment records in all subjects.

More specialised personal support is provided by the Principal Teacher of Guidance, Mr I McKenzie. He has an overview of all pupils and also teaches the school's programme of Personal and Social Education (PSE). All pupils have one period of PSE per week and he meets and teaches every pupil on a weekly basis. Within the PSE programme, pupils learn about all aspects of their health and wellbeing, about careers and the opportunities for choices and qualifications within the curriculum at school and beyond. The Principal Teacher of Guidance has a particularly important role at key transitions in each young person's education - moving from primary to secondary; later moving from S3 into and through the Senior Phase in S4, S5 and S6; and then from school into further and higher education. The Principal Teacher of Guidance also meets each pupil one-to-one at various times each year, particularly after regular monitoring reports from teachers, but also when specific advice is requested by a pupil or parent.

It is important that all pupils know that there is immediate help and support available at any time while they are in school. Our pupils also benefit from the support of youth

staff provided by our community education and social work partners, namely a Youth Support Officer and Children's Services Worker. They are readily accessible and are a visible presence in the school every interval and lunch time, becoming very well known to pupils. As their working hours are not restricted by the school timetable, they can work closely with other professionals who support children, young people and families. However, it is also our school policy that pupils should be able to approach any adult on our staff for advice. If the staff member cannot solve the problem, he or she will pass it on to someone, with more specialised knowledge, who can.

As with all Highland schools, Dornoch Academy benefits from the integration of all public services for young people under 16, most notably with Social Work Services, High Life Highland (Community Learning), NHS Highland, and the Northern Constabulary. The Pupil Support staff work in close partnership with personnel from these other services, all of which are managed under the Highland Council.

11 **ADDITIONAL SUPPORT**

In line with the admissions policy of the school provision is made, as appropriate, for pupils with learning difficulties and other additional support needs. Our *Support for Learning Policy* states that Dornoch Academy aims to provide a framework which will enable all pupils to develop to their personal potential. In order to achieve this, every pupil must be given access to an appropriately designed curriculum, which acknowledges the variety of abilities and is relevant to the needs of individual pupils, whether it be in their school lives or in preparation for their lives outside the school community. As Head of Pupil Support, the Depute Head Teacher also leads the Additional Support Needs (ASN) department, whose ASN teacher and Pupil Support Assistants (PSAs) work closely with all subject teachers to enable pupils with additional support needs to have equal access to the curriculum. The school has a specially furnished Pupil Support Base, which allows pupils to access appropriate information technology and receive help from specialist staff. Pupils with special educational needs are given the opportunity to follow modular courses based upon their own needs and strengths.

There is easy access for people with disabilities, including ramps, a lift into the main hall, a wheelchair stair lift to the first floor, and special toilet and shower facilities.

The Highland Council identifies, records and ensures provision is made for children having pronounced, specific or complex educational needs that require continuing review. The school and parents must assist in alerting the education authority to any children who may have such educational needs. Parents should contact the Head Teacher to discuss any concerns they have in this regard. They may also contact the Area Care and Learning Manager, The Highland Council, Area Education Office, Drumbuie, Golspie, KW10 6TA, Tel: 01408 635300.

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 or her development and wellbeing. In Dornoch Academy, the named person is the Depute Head Teacher.

Sometimes a child's plan may be put in place to help organise, monitor and regularly review your child's progress. More information can be found about the Highland Council model for support and child plans at

https://www.highland.gov.uk/downloads/file/230/highland_practice_model_delivering_additional_support_for_learners
https://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan
<https://forhighlandschildren.org/>

Sometimes a Children's Services 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 do not 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 and/or the Head Teacher. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners.

Parents wishing to enquire about a pupil's progress or have concerns about their progress, are invited to get in touch with the Depute Head Teacher.

Other organisations, specified by Scottish Ministers, which provide advice, further information and support to parents of children and young people with additional support needs are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as "Enquire - the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527; <https://enquire.org.uk/>.
- (b) My Rights, My Say, an advocacy and advice service for young people over 12 with additional support needs; <https://enquire.org.uk/myrightsmysay/>.
- (c) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; <https://www.siaa.org.uk/>.
- (d) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741; <https://sclc.org.uk/>.

12 PARENTS AND THE SCHOOL

Schools by their nature revolve around pupils and teachers, but it is our firm conviction that the effective involvement of parents will be central to the success of our school. The foundation of such a relationship is an atmosphere of mutual support and trust between families and the school. It is very important that full benefit should be drawn from such a good relationship by organising for our communications and co-operation

to be of a high order. Our parents are key partners in our school community. The Parental Involvement Act also promotes this importance of the relationship between schools and parents.

.1 The Role of the Parental Involvement Act

In May 2006, the Scottish Parliament passed the Scottish Schools (Parental Involvement) Act that aims to help parents to be:

- involved with their children's education and learning;
- welcomed as an active participant;
- encouraged to express their views on education.

The Act was introduced to help parents, carers and schools work together as partners in children's learning. It places duties on schools, local authorities and Scottish Government to make it easier for parents to become involved. We have numerous ways of supporting our families to become more fully involved with the life of the school. These activities include:

- school website;
- regular newsletters;
- text messaging service;
- parent information evenings;
- parent focus groups;
- regular tracking points in the school year;
- annual parent questionnaires and feedback sessions at parents' evenings;
- drop-in sessions with senior management;
- an open-door policy;
- an active parent fundraising committee.

We welcome your input and would encourage you to get in touch with the school if you would like to get involved with aspects of our school life.

There are several key areas where an impact can be made for the benefit of the children:

.2 Homework

Homework is used in school to consolidate or extend learning and to practise skills. It is also an effective means of keeping parents informed on a very regular basis about work being done in all subjects and of how well their child is coping.

Pupils are provided with clear information on course content and methods of assessment so that they can pass this to parents who wish to follow their progress through courses.

.3 Assessment and Reporting

As a school, we provide assessment and reporting information to pupils, parents and staff to illustrate the effectiveness of our learning and teaching processes and to enable us to raise attainment for all our pupils.

Teachers will use a variety of assessment procedures as evaluative, diagnostic and formative approaches to provide evidence of pupil attainment and progress.

This also serves to inform learning and teaching approaches and set effective pupil targets. Pupils should always 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 plan next steps for the improvement of their own learning. Parents will receive feedback on their child's progress through pupil reports, progress checks, and target setting information. Pupils should reflect on their progress and achievement, as well as evidencing their best work in their e-portfolio.

Tracking and monitoring of pupils' work takes place three times a year, and monthly for our S5 and S6 pupils. Additionally, there is an 'early warning' system, through guidance, to identify any pupil whose progress is giving cause for concern. An interim report is issued once a year for each subject taken. Following this, a full detailed report is also issued once a year to complete the information begun in the interim report. Parents wishing to enquire about a pupil's progress, are invited to contact the Depute Head Teacher at the relevant school.

Further information regarding school arrangements for tracking and assessing pupils' progress and planning future learning can be found at <https://education.gov.scot/parentzone/curriculum-in-scotland/>, and https://www.highland.gov.uk/info/878/schools/17/school_curriculum.

.4 Parents' Meetings

Parents will have the opportunity to meet all their child's teachers each year at an online parents' evening. Meetings are arranged at important transitional stages where guidance and management staff will explain important decisions which have to be made, e.g., course choices at the end of S1 and S4. An open day event for primary 7 parents is arranged to provide a more "hands-on" understanding of the school's facilities and pupil courses.

.5 Parental Visits

Parents are welcome in the school at any time to discuss any matters affecting their child's education or welfare. As far as possible, an open-door policy is encouraged by which parents can meet with the Head Teacher, Depute Head Teacher, or a member of the guidance team simply by calling at the school. If preferred, to ensure that they are available, an appointment can be made through reception.

.6 Parent Forum and Parent Council

All parents and carers are automatically members of the Parent Forum. The business of the Parent Forum is conducted by the members of its Parent Council which works with the Head Teacher to ensure that parents are fully involved in school life and policy. The Chairperson is Mrs M Robertson (dornochacademypcchair@gmail.com). The school's active and successful Parent Teacher Association (PTA) is now incorporated in the Parent Council.

.7 Partners

At Dornoch Academy we have a curriculum model which is dynamic and responsive to the changing landscape. Our curriculum is built around our aims and values, but responsive to our self-evaluation activities which are based on the views and needs of our parents, young people and local community. In response to the needs and aspirations of our young people, parents and wider community, we have introduced National 4 and National 5 Care, working with our local college, and engineering, construction and hairdressing, working with a local school. We have created links with local businesses and third sector organisations and developed projects such as the 400 Years of Golf interdisciplinary learning project. We run rural skills and laboratory science and have well established links with Balintore Farm, Forestry Commission, Highland Fine Cheeses, LifeScan, Rogart Vets and Whyte & Mackay. We are very committed to developing creativity, enterprise and sustainable development education, and our Social Enterprise team are now well established in the school and wider community. We are also a member of The Royal Society's Associate Schools and Colleges Scheme. We welcome parents, local businesses and other partners to contact the school and discuss potential projects with us.

.8 Parental/Community Expertise and Contacts

Because of the ethos of as partnership that has been fostered, all have become deeply aware of the pool of expertise and goodwill that exists in the parent body and in the community. Many schemes, planned to widen pupils' awareness, benefit from community input such as The Duke of Edinburgh's Award, contacts with local voluntary groups, work experience, career talks and demonstrations of specialist skills not possessed by the teaching staff. There is always the opportunity to assist with extracurricular activities. An especially useful scheme which started recently is the Retired and Senior Volunteer Programme (RSVP). Please contact the school if you are willing to assist.

The school is also involved in setting up environmental and recycling schemes with which the community has helped.

.9 Ideas Generator

Many successful activities in the school have been born from ideas suggested by parents or friends. The school wishes to remain open to such valuable contributions in the future.

SECTION 3: BONAR BRIDGE NURSERY



Bonar Bridge Nursery
Migdale Road
Bonar Bridge
IV243AP

Tel: 01862 812908
E-mail: bonarbridge.primary@highland.gov.uk
Website: www.bonarbridgeprimary.wordpress.com
Schools Information Service: 0800 564 2272 (PIN 041550)
Depute Head Teacher (Acting) 3-18: Mr G Still

1 NURSERY AIMS/AMASAN NA SGOILE

In Bonar Bridge Nursery, we aim to:

- Work towards a provision which encourages every child to be safe, healthy, achieving, nurtured, active, respected, responsible and involved.
- Provide a broad range of appropriate pre-school experiences in line with Curriculum for Excellence 3-18.
- Respect and involve parents in the care and education of their child.
- Provide a high level of childcare using the National Care Standards (0-16) and the Child at the Centre 2 as guidelines for implementing new procedures, policies and to further improve the standard of care provided via monitoring and self-evaluation.
- Identify and provide relevant training for staff, including that required to meet the SSSC registration requirements.

Bonar Bridge Nursery promotes equal opportunities for all.

2 3-5 PROVISION

As part of the Scottish Government's expansion of Early Learning and Childcare (ELC), the current funded entitlement of 600 hours for three and four year olds will increase to 1140 hours by August 2020. Our setting (Bonar Bridge Primary School Nursery) has been selected to move to this expansion from August 2019, therefore, all three and four year olds in our area can access 30 hours per week of funded childcare. These funded hours are optional and parents are free to choose how many hours of funded childcare their child will require, taking into consideration the best interests of the child and family when making the decision.

Entry dates for funded places are available in February/March each year and this information can be found on the Highland Council website or by contacting the school office.

3 THE EARLY YEARS CLASS

Our nursery children combine with our Primary 1 children to form our Early Years Class. Combining the age groups allows nursery pupils access to a class teacher, as

well as their Early Years Practitioners. The decision to develop an EYC was based on the aim of developing a focussed and high-quality early level learning environment that was consistent across nursery and Primary 1. Primary 1 and nursery pupils have slightly different routines, but all children take part in small group and individual learning activities throughout the morning session. If you would like further information on the Early Years Class, please do not hesitate to contact Mr Still at your earliest convenience.

4 ACCOMMODATION

The nursery class is a fairly new facility, located within the Bonar Bridge Primary School building and is an integral part of the school. Access is via a separate secure entrance (formerly the back entrance to the school). The nursery premises consist of a cloakroom, playroom with kitchen area and adjacent shared toilets. The playroom includes dedicated numeracy and literacy tables, a messy area for painting and sand/water play, a story corner, role play corner and computer area. There is an enclosed outdoor area with a storage shed for equipment. The children also use the gym hall on a regular basis. Pupils normally begin their learning activities outside in our school garden.

5 LEARNING THROUGH PLAY

It is through play that pre-school children discover the vital learning skills they will use later in life for more formal learning. A wide range of play resources are available every session and encourage development in the eight curriculum areas in the "Curriculum for Excellence 3-18". The play activities on offer allow for progression throughout the year and reflect the children's interests.

6 PARENTAL INVOLVEMENT

We recognise that as parents, you are the first educators of your child. We respect, understand and value the role you play in your child's learning and aim to work in partnership with you to support and enhance your child's development.

You are encouraged to visit nursery as often as possible, e.g. to share your particular skills, talk about your job, bring in a new baby, read stories, help with craft activities or take part in pre-planned Stay, Play and Learn sessions.

The parent noticeboard provides you with information on children's activities, planning, general reminders and newsletters. If you would prefer an electronic version of the newsletters, they are available on the school website. Your views are sought of various aspects of the nursery provision throughout the year by "Have Your Say" posters and parent questionnaires.

ELC staff are available, at the start and end of each session, to chat with parents and carers on an informal basis. However, private appointments can be made should you so wish. Staff also offer parents appointments twice a year to discuss their child's progress.

By enrolling your child at nursery, you automatically become a member of the Parent Forum. The Parent Council represents the interests of all parents on the Forum.

Further information about being involved in the Parent Council can be obtained from the current Chairperson, Mrs H Lowe.

7 THE CURRICULUM

The children's needs are planned for and assessed by the staff through regular observations in the three core areas of the **curriculum** (numeracy, literacy and health and wellbeing). The other curricular areas include Expressive Arts, Sciences, Social Studies, Technologies, and Religious and Moral Education. Further information can be found at <https://education.gov.scot/about-education-scotland/policies-and-information/education-policy-and-legislation/> and <https://education.gov.scot/parentzone>.

All activities aim to build on previous learning experiences. The emphasis is on developing positive attitudes to learning so children can become Confident Individuals, Successful Learners, Effective Contributors and Responsible Citizens.

8 PLANNING AND ASSESSMENT

Planning for every child involves creating rich, challenging and meaningful learning experiences, building on individual talents and needs. The classroom Planning Board reflects children's needs and interests and a copy of these plans are posted on the school blog. It outlines the children's current interests, aspects of the curriculum, and any special activities or visits/visitors.

High quality learning activities will be provided for all children through learning, teaching and assessment. Assessment provides an emerging picture of your child and their achievements and shows progress in learning. Each child has a 'Pupil Profile' folder. The folder contains various sections:

- An "All About Me" sheet, completed by you when your child starts nursery.
- Steps on "My Learning Journey".
- A "Pre-school Development Overview" to assess your child's development.
- Evidence of Learning - staff observations, photos, drawings, child and parent comments.

This folder is maintained by your child's key worker in partnership with you and your child. The folder is a working document which provides a way of involving your child in discussions about their learning. You are encouraged to view your child's folder regularly, add comments on your child's learning target and record achievements from home.

An essential part of record keeping in the nursery involves the taking of photographs. During enrolment you will be asked to sign a form giving permission for your child to be photographed by staff.

9 REPORTING

Reporting to parents is a continuous process throughout the year - made up of parental engagement (Stay, Play and Learn Sessions), updates on the school blog or

newsletter, informal chats at the beginning or end of a session as well as updates in the Pupil Profile folder.

10 TRANSITIONS

Transitions occur throughout early childhood. They happen at different times as your child moves from home to nursery, from one nursery to another and when your child moves from nursery to primary school. Nursery enrolment forms are completed at the school office. At this time, you are welcome to visit the nursery with your child. Several visits are also arranged before your child starts nursery and you will be informed about times and dates by letter. Due to the nature of our Early Years Class, nursery children will be very familiar with their settings and the adults who support them with their learning. Enrolment for Primary 1 is also carried out via the Highland Council website, or by obtaining the correct documentation from the school office. When your child transfers from nursery to primary they will have an upper primary school buddy to support them.

11 ADDITIONAL SUPPORT NEEDS

We aim to work in partnership with parents in order to meet a child's additional physical, medical, intellectual, emotional and behavioural needs.

We may ask for information on these additional needs through the nursery enrolment form, "All about Me" sheet and informal discussions. This will enable staff to plan in advance how children with additional needs can fully access the curriculum and support them to reach their potential. Highland Council is committed to "Getting it Right for Every Child" (GIRFEC) and believes that every child should be "Safe, Healthy, Active, Nurtured, Achieving, Respected and Responsible, and Included" (SHANARI). It is Highland Council policy to integrate children with additional needs wherever possible. In some cases, a child may require a "Needs Identified" Form 1, or a "Child's Plan". Using these documents, the nursery team will work with parents and other relevant professionals to ensure that children with additional needs participate and progress. This may involve adapting play activities to ensure equal access to equipment. Every child will also have a PCP (Personal Care Plan) which will be kept in their learning journey and updated bi-annually.

We will support the needs of children and families whose first language is not English, working with parents and children to ensure their needs are met. Input may be required from an "English as an Additional Language" (EAL) Teacher.

GETTING IT RIGHT FOR EVERY CHILD Working Together: Statement for Parents

All pre-school education centres work closely with NHS Highland and other agencies so that the resources and information we have will bring the most benefit to families. The aim is to ensure we have the right services for your child at the right time.

Early Education services and NHS Highland collaborate to plan services and offer interventions, such as the Childsmile Oral Health Programme and the Pre-school Vision Screening Programme. To assist the administration of these programmes, we confirm your child's name, date of birth and address to NHS Highland.

We have a Link Health Visitor, who visits the centre at least once a term. Their main role is to offer advice on children's health and development. They will also liaise with your own

Family Health Visitor if necessary. Our centre's Link Health Visitor is: Sally Mccourt, Tel. No. 01408 635360.

If your child would benefit from help from other agencies, you will be asked for permission so that relevant information can be shared. This enables staff to get a rounded picture of your child and means you will not keep being asked for the same information by different people. If your child's immediate safety or welfare is at risk, information may legally be shared without your consent.

This statement is available in Gaelic and Polish and can be provided in other languages and formats, on request to the Childcare & Early Education Service.

12 NURSERY IMPROVEMENT

Staff engage in regular self-evaluation using quality indicators from "How Good is Our Early Learning and Childcare". These documents provide a framework for staff to evaluate performance and identify ways to improve. The Nursery receives regular visits from the Care Inspectorate (Social Care and Social Work Improvement Scotland - SCSWIS) to ensure new care standards are being met. The most recent report is available on the parent noticeboard and can be viewed online at www.careinspectorate.com.

Local Authority nurseries are included in whole school HMle/Education Scotland inspections and all staff are involved in this process. A report including gradings on the findings from the Quality Indicators will be sent to the school. The staff team will work together to implement any recommendations.

An annual School Improvement Plan details the main achievements of the school and highlights areas for improvement. A copy of this can be obtained from the school office.

13 NURSERY POLICIES

The following policies are in place in Bonar Bridge Nursery: Additional Needs, Administration of Medication & Storage of Medication, Animals in the Centre, Behaviour Management, Child Participation, Child Protection & Procedures in raising a concern, Comments and Complaints, Communications with Parents, Confidentiality, Curriculum Policies, Equal Opportunities Race Equality & Multicultural, Health and Safety, Healthy Eating, ICT Use, Intimate Personal Care, Monitoring & Evaluation of Nursery, No Smoking, Outdoor Play, Parental Involvement & Parents as Partners, Pupil Induction, Settling In, Transition & Guidance for Effective Transitions, Volunteers and Students, Whistleblowing.

The policy folder is available for parents and carers at any time.

We follow Highland Council policies and procedures for child protection. If a child protection situation arises, the child protection policy takes precedence over the confidentiality policy.

In keeping with child protection procedures, we encourage all parents to contact the school office by 9.15 am if their child is to be absent from nursery on a day they would usually attend. Messages can be left on the school answering machine. If we do not

hear from parents, or are concerned about a Child's absence, we will call parents using the telephone numbers provided at enrolment.

14 COMMENT AND COMPLAINTS POLICY

We hope you are satisfied with the provision at our nursery and welcome comments or suggestions, which may help to improve our service. We are, however, aware that occasionally issues may arise and should you wish to make a complaint then please follow the procedure detailed below.

Please use the open-door policy and speak to the Early Years Practitioner, either at the beginning or end of a session. If you prefer, an appointment can be made to speak in private. It will then, in consultation with the parents/carers, be decided if the matter needs to be taken further, in which case the Depute Head Teacher will be informed and a meeting arranged.

From here, if necessary, the matter will be brought to the attention of the Area Care and Learning Manager who will decide what the next steps should be. Parents will be kept fully informed at each stage and will be invited to attend any meetings being held.

Parents/carers are also able to contact the Care Inspectorate directly with a complaint at any point, if they wish. The local address and telephone number for our centre is: SCSWIS, 1st Floor, Castle House, Fairways Business Park, Inverness, IV2 6AA. Tel. No. 01463 227630. Fax 01463 227649

The SCSWIS publication "Unhappy with a Care Service" is also available. You will find a copy of this displayed on the parent noticeboard.

15 BEHAVIOUR POLICY

Our aim is to encourage tolerance, co-operation and respect and to help children develop self-discipline and self-esteem. In nursery, clear consistent boundaries are set regarding behaviour, taking children's age and level of understanding into account. Positive methods of guidance are used, good behaviour is rewarded with praise, and respect for others is encouraged. Children who show unacceptable behaviour are given one-to-one adult support to help them understand what went wrong and support them in establishing a better behavioural pattern. Recurring behavioural problems are dealt with by all staff, using objective observation records and in partnership with the child's parents, to establish an understanding of the cause. Staff will always make it clear that it is the child's behaviour they are unhappy with and not the child him/herself. Pupils may receive Green Dojos or Porn Porns for good choices and examples of learning progress. Porn Porns are a team award and each nursery pupil will be placed in a house team when they start at Bonar Bridge Nursery.

16 CHILD PROTECTION POLICY

In our nursery, we are committed to creating an environment in which children are safe from abuse and in which any suspicion of abuse is responded to promptly and appropriately. All those involved in the nursery have the responsibility to adopt good practice throughout their work. In order to achieve this, we will seek to work in partnership with parents, carers, other agencies and Highland Council to promote good practice in the area of child protection.

17 NURSERY ROUTINE

The nursery day follows a flexible and child centred approach which can include any or all of the following - outside play, gym/PE activities, story time, free play, art and craft activities, baking or cooking, snack time, singing songs/rhymes or dancing, etc.

Children are welcomed into the nursery from 8.30 am - 9.00 am and will begin the day with a soft start (gentle free choice play). Depending on the length of time a child spends at nursery (either leaving at 12.15 pm or 2.30 pm), the day will be made up of the activities listed above, as well as activities which are entirely child led, e.g. quiet time/opportunity to nap, a walk around the local area.

18 DELIVERY AND COLLECTING CHILDREN

Children should be brought to nursery and collected by a known adult. If there is any change to the collection arrangements, please let staff know. Please note that no child will be handed over to an adult not authorised by the parent/carer, anyone under the age of sixteen or to an individual who the staff consider is under the influence of drink or drugs. In this instance, the Social Work department and, if necessary, the Police will be contacted. Please ensure your child is collected promptly at the end of their session as some staff contracted hours end promptly at the same time.

19 CLOTHING

- We ask that all Nursery pupils wear the top half of the school uniform. This can be the school jumper/hoodie and the school t-shirt. Uniform is available from Highland Embroidery and can be ordered through the company's website or the school office.
- Aprons are available for messy activities.
- All personal items should be labelled with your child's name. Please leave a named spare set of clothes in a bag on your child's peg at all times in case of accidents or spillages. All-in-one waterproof suits and wellies are supplied by the nursery for outdoor wet/muddy activities, but children are encouraged to wear their own from home where possible.
- In addition to this, please ensure children wear appropriate outdoor clothing for the weather that day - coat, gloves, hats for cool weather, and a sun hat for hot days. We also ask that you apply sun cream before coming to nursery on hot days and, for children staying in all day, it is advisable to leave sun cream in their bag so this can be reapplied if necessary. Indoor shoes are required to be left in nursery, as well as outdoor wellington boots (either worn to school or left in nursery to change into).
- We ask that all children bring in a water bottle, which should be named and taken to and from school on a daily basis. It should be cleaned at home and returned to school the next day. These bottles will be filled with fresh water on a regular basis.
- Finally, we would like all pupils to bring in their own cosy blanket, which can also be left in nursery. This is to be used for quiet time and to provide your child with their own home comfort.

20 **ILLNESS**

Should your child become injured or ill while attending nursery we will make every attempt to contact you immediately. If you cannot be contacted, we will telephone the emergency contact number you have given us. Please make sure you inform staff of changes to telephone numbers and emergency contact details.

Where a child needs immediate treatment, it may be necessary for him/her to be seen by the local doctor. A member of staff will accompany your child.

Please keep your child at home if they have any infection. Parents should inform nursery as to the nature of the infection so that staff can alert other parents and make careful observations of any child who seems unwell. Parents are asked not to bring any child into nursery who has been vomiting or has had diarrhoea until at least **48 hours** has elapsed since the last episode. Please see the Exclusion due to Illness poster on the Parent Noticeboard for exclusion periods for illness. All cleaning is carried out in accordance with NHS Infection Control Guidelines to prevent the spread of infection.

21 **MEDICATION**

Should your child require medication during nursery hours, please inform staff. We cannot give your child medication for the first time in case of an adverse reaction. We are required to follow procedures regarding the administration of medication in schools/nurseries according to Highland Council Guidelines.

22 **IMMUNISATION**

Children receiving out-of-home care, including at nursery and playgroup, have more opportunities to come into contact with infections, so it is especially important to make sure they have all their vaccinations up-to-date. Contact your health visitor/doctor for further advice.

23 **ABSENCE**

Parents are requested to inform nursery staff if their child is to have a planned absence. Parents should telephone the school on the first day of an unexpected absence. If a situation arises such that a child misses nursery for two days without explanation, then staff will telephone to enquire about the absence. This is to ensure the welfare of the child.

24 **SNACK**

Snack time is an important part of the nursery routine as it helps to develop social skills and reinforces children's understanding of healthy eating. In nursery, we have a healthy eating policy and provide a selection of healthy snacks such as fruit, vegetables, breadsticks, cheese and yoghurts. We offer children milk or water to drink. Parents are asked to provide details of any allergies or health problems which may affect their child's diet. Due to food handling regulations, it is not possible for nursery staff to distribute homemade food brought in by parents/carers, e.g. birthday

cakes, party food. Similarly, our commitment to health promotion means we are unable to distribute sweets or snack food brought in from home.

25 CANTEEN LUNCHES

For those staying at nursery all day, a free school meal will be provided by the school canteen. Nursery children will be accompanied by an adult to the school canteen at 12.15 pm and will be served their choice of meal for the day. You may be asked for your child's meal choices in advance. There is an alternative menu for nursery children which follows strict nutritional guidelines suitable for three and four year olds. Once children have finished their lunch, they will return to the Early Years classroom and can resume play or have some quiet time depending on how they feel.

26 DONATIONS

Donations towards nursery resources are always welcome.

27 TOYS

Please do not allow your child to bring toys to nursery as these can be easily lost or left behind. The exceptions to this would be items for "show and tell", or the interactive interest table. Comfort toys are the exception, please speak to your child's key worker if this is part of your child's needs.

28 INTIMATE CARE

Highland Council has an equal opportunities policy and children cannot be refused admission to nursery because they are not toilet trained. Please discuss your child's toilet needs with staff if required.

Accidents can occasionally happen. You will be asked to give permission for staff to change and support your child with cleaning where appropriate. If you would prefer to do this yourself, please notify nursery staff of your wishes and you will be contacted in the event of an accident occurring. Whatever your preference, the staff will follow the Intimate Care policy, deal with the situation as sensitively and discreetly as possible and keep you informed. Your preferences can be recorded in your child's Personal Care Plan which is updated bi-annually.

29 ADVERSE WEATHER CONDITIONS

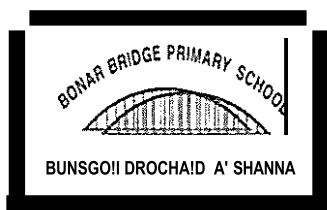
In times of severe weather, the safety of pupils is our prime concern. If conditions are such that you feel your child may be put at risk in attempting to come to nursery, please keep them at home.

Information will be available from the Highland Council telephone messaging service, 0800 564 2272, please enter school PIN when prompted 041550.

If the school has to be closed during the day, parents will be informed, so please keep all contact numbers up to date, including changes to mobile telephone numbers.



SECTION 4: BONAR BRIDGE PRIMARY SCHOOL



Bonar Bridge Primary School
Migdale Road
Bonar Bridge
IV243AP

Tel: 01862 812908
E-mail: bonarbridge.primary@highland.gov.uk
Website: www.bonarbridgeprimary.wordpress.com
Schools Information Service: 0800 564 2272 (PIN 041550)
Depute Head Teacher (Acting) 3-18: Mr G Still

1 INTRODUCTION

Mr Still is our Depute Head Teacher (Acting). We have an open-door policy and if you need to speak with Mr Maciver, Mrs Mackenzie or Mrs Mould, you may be able to see one of us, unless we are in class or in a meeting. If we are unable to speak with you immediately, we will respond to you as quickly as possible. We greatly value the support from all our parents, and enjoy working in partnership with you to provide positive learning experiences for our pupils. We actively encourage parents to join in with as many areas of school life as they can. If you are interested in coming in to help, in any way, please contact the school.

2 SCHOOL IMPROVEMENT

We are proud of our achievements and share them regularly with you in our fortnightly newsletters. For more detailed information, a copy of our Standards and Quality Report can be requested from the school.

Our current key strengths are:

- Our commitment to keep on improving, both within the school and in our work with and in the community.
- Our commitment to share our pupil's learning experiences with parents from Nursery through to P7.
- Our provision of a caring and welcoming environment for all our stakeholders.
- The opportunities we offer through our art and PE programmes.
- Our transition programmes. This involves social transition from Nursery to P1 and P2 to S1. It takes place throughout the year and offers a wide variety of activities which are well planned and timetabled in advance.
- Our commitment to improving our tracking of individual pupil progress to ensure that there is continuity of learning for all.

We believe it is important to involve all in the decision-making process of the school, and the vision of the school. Parents' views are very important, and we often invite parents in and will ask you about your opinions. The more views we can collect, the more we can do to improve and build on our successes.

3 **GOLDEN RULES**

- We try our best to include everyone.
- We get back up and try again.
- We are confident at making good choices and doing the right thing.
- We have a positive attitude to learning.
- We should respect each other's feelings.
- We are nice and kind to others.

4 **CURRICULUM**

At Bonar Bridge Primary School, we aim to ensure that all our pupils develop the knowledge and understanding, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future. Curriculum for Excellence (CfE) provides a coherent, flexible and enriched curriculum for our pupils.

SECTION 5: DORNOCH NURSERY



Dornoch Nursery
Evelix Road
Dornoch
Sutherland
IV25 3HR

Tel: 07880 893616
E-mail: dornoch.primary@highland.gov.uk
Website: <http://dornochprimary.wordpress.com>
Schools Information Service: 0800 564 2272 (PIN 041890)
Depute Head Teacher 3-18: Mrs J Baines

1 NURSERY AIMS

In Dornoch Nursery we aim to:

- Work towards a provision which encourages every child to be safe, healthy, achieving, nurtured, active, respected, responsible and involved.
- Provide a broad range of appropriate pre-school experiences in line with the Curriculum for Excellence 3-18.
- Respect and involve parents **in** the care and education of their child.
- Provide a high level of childcare using the *National Care Standards (0-16)* and the *Child at the Centre 2* as guidelines for implementing new procedures, policies and to further improve the standard of care provided via monitoring and self-evaluation.
- Identify and provide relevant training for staff, including that required to meet the SSSC registration requirements.

Dornoch Nursery promotes equal opportunities for all.

2 NURSERY HOURS

Morning Session	8.30 am -12.30 am
Afternoon Session	10.30 am - 2.30 pm
Whole Day Session	8.30 am - 2.30 pm

3 3-5 PROVISION

Each child is entitled to 30 hours per week for 38 weeks of the school year. Sessions cater for three and four year olds during term time. **It** is Highland Council policy for three and four-year old provision to be combined in one session.

4 ACCOMMODATION

The nursery class is an integral part of the school. Access is via a separate secure entrance on the right-hand side of the school. The nursery premises consist of a cloakroom, playroom with kitchen area and toilets (including a disabled facility with hoist and shower).

Once our intake reaches 33 pupils, under rules laid down by the Scottish Government, our nursery will operate as two separate classes with minimal shared resources. If this requires to happen, the nursery will take also use the school library which is next door to the nursery.

Each group has their own staff and play equipment to create a "bubble". Each group has a separate entrance, but they are able to share the outdoor space which is divided in two and the toilets are also divided.

Parents will be kept fully informed prior to the new setup being put into operation and, wherever possible, will remain in the group with the keyworker who knows them.

5 PARENTAL INVOLVEMENT

We recognise that as parents, you are the first educators of your child. We respect, understand and value the role you play in your child's learning and aim to work in partnership with you to support and enhance your child's development.

There is a 'soft start' period at the start of every session when you can stay and play with your child, talk to your child's key worker about their progress and contribute to your child's learning journey. You are encouraged to visit the nursery once a term to engage with our pupils, e.g. to share your particular skills, talk about your job, bring in a new baby, read stories or help with craft activities. The parent noticeboard provides you with information on children's activities, planning, general reminders and newsletters. If you would prefer an electronic version of the newsletter, please let staff know. Home packs and Eco-Freddy teddy are offered later in the session for you to enjoy with your child. Your views are sought about various aspects of the nursery provision throughout the year by 'Have Your Say' posters and parent questionnaires.

Nursery staff are available at the start and end of each session, to chat with parents and carers on an informal basis. However, private appointments can be made should you so wish. Staff also offer parents appointments twice a year to discuss their child's progress.

By enrolling your child at nursery, you automatically become a member of the Parent Forum. The Parent Council represents the interests of all parents on the Forum. Further information about being involved in the Parent Council can be obtained from the Secretary, Mrs S Cameron.

The school has a website for general information, www.dornochprimary.wordpress.com. Once your child has started in the nursery, you will be linked to the nursery See Saw pages for regular updates and news. You will also be able to message nursery staff.

6 CURRICULUM

The children's needs are planned for and assessed by the staff through regular observations in the three core areas of the curriculum (numeracy, literacy and health and wellbeing). The other curricular areas include expressive arts, religious and moral education, sciences, social studies and technologies.

7 PLANNING AND ASSESSMENT

Planning for every child involves creating a rich, challenging and meaningful learning experience building on individual talents and needs. A weekly learning plan reflects children's needs and interests and an overview of this plan is posted on the parent noticeboard. It outlines the children's current interests, aspects of the curriculum, and any special activities or visits/visitors. You are welcome to contribute by writing your ideas on a 'planning suggestion' slip.

High quality learning activities will be provided for all children through learning, teaching and assessment. Assessment provides an emerging picture of your child and their achievements and shows progress in learning. Each child has a 'My Learning Journey' folder.

An essential part of record keeping in the nursery involves the taking of photographs. During enrolment you will be asked to sign a form giving permission for your child to be photographed by staff.

8 REPORTING

Staff will complete an end of year Progress Report for parents and the receiving centre. The report comments on literacy, numeracy and mathematics, and health and wellbeing. It also reports on some other curriculum areas and may identify one or two next steps, as well as include staff and children's comments on their learning.

9 TRANSITIONS

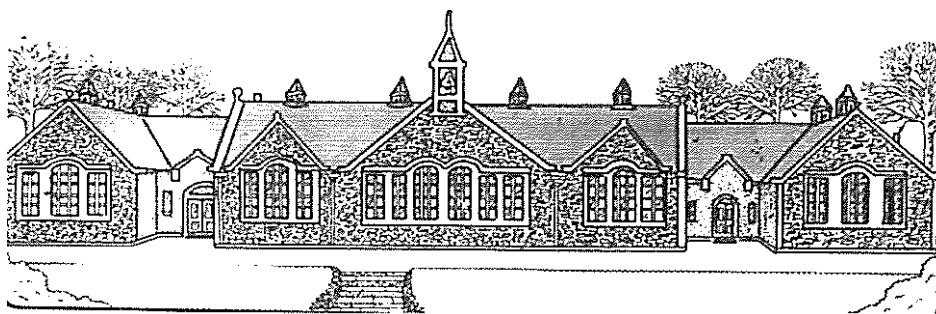
Transitions occur throughout early childhood. They happen at different times as your child moves from home to nursery, from one nursery to another, and when your child moves from nursery to primary school. Nursery enrolment forms are completed online.

10 ADDITIONAL SUPPORT NEEDS

We aim to work in partnership with parents in order to meet a child's additional physical, medical, intellectual, emotional and behavioural needs. We may ask for information on these additional needs through the Nursery Enrolment form, 'All about Me' sheet and informal discussions. This will enable staff to plan in advance how children with additional needs can fully access the curriculum and support them to reach their potential. Highland Council is committed to 'Getting it Right for Every Child' (GIRFEC) and believes that every child should be 'Safe, Healthy, Active, Nurtured, Achieving, Respected and Responsible, and Included' (SHANARI). It is Highland Council policy to integrate children with additional needs wherever possible. In some cases, a child may require a 'Needs Identified' Form 1, or a 'Child's Plan'. Using these documents, the nursery team will work with parents and other relevant professionals to ensure that children with additional needs participate and progress. This may involve adapting play activities to ensure equal access to equipment. We will support the needs of children and families whose first language is not English, working with parents and children to ensure their needs are met. Input may be required from an English as an Additional Language (EAL) Teacher.



SECTION 6: DORNOCH PRIMARY SCHOOL



Dornoch Primary School
Evelix Road
Dornoch
Sutherland
IV25 3HR

Tel: 01862 812901
E-mail: dornoch.primary@highland.gov.uk
Website: www.dornochprimary.wordpress.com
Schools Information Service: 0800 564 2272 (PIN 041890)
Depute Head Teacher 3-18: Mrs J Baines

1 INTRODUCTION

This section contains information about Dornoch Primary School. It gives an overview of the daily life of our part of the 3-18 campus and offers advice and assistance. We hope you will find this helpful as we become partners in your child's education.

Dornoch Primary School currently has seven classes from P1-P7. The school roll is currently 168 pupils.

Parental involvement is an integral part of school life. We look forward to developing that partnership with your support. If you wish to see around the school, please contact us to arrange a visit. If you have any curricular issues you wish to discuss, please arrange an appointment with the appropriate member of staff or with the Depute Head Teacher.

Should you have any other concerns whilst your child is at Dornoch Primary School, please do not hesitate to come in to speak with the Depute Head Teacher or an appropriate member of staff. Please contact the school office in the first instance. The school has a website for general information, www.dornochprimary.wordpress.com.

A separate brochure explaining the work of the nursery can be obtained from the school office.

2 SCHOOL HOURS

P-3 8.50am – 12.00pm / 12.50pm – 2.30pm
P4-7 8.50 am -12.10 pm 1.00 pm - 3.00 pm
School Office 8.15 am -4.30 pm

3 ACCESS TO SCHOOL BEFORE 8.50 AM

Pupils are allowed access to the toilet and cloakroom areas only from 8.30 am to 8.50 am.

Access to classrooms is not permitted except in emergencies, or in inclement weather. In good weather, pupils are expected to play outside until the bell at 8.50 am. **We respectfully ask parents not to send pupils to school too early, especially in inclement weather.**

If parents wish to speak to a member of staff, please do not go directly to a classroom. You can call at the school office and the clerical assistant will contact the member of staff or arrange a later meeting.

4 **ADDITIONAL SUPPORT NEEDS**

All children need support to help them learn. All children require varied levels of support at different times. We follow The Highland Practice Model staged approach in assessing, identifying and supporting children's 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 access to appropriate help to support their development and wellbeing.

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 will usually be the Depute Head Teacher.

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

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

5 **CURRICULUM**

Dornoch Primary School follows '**A Curriculum for Excellence**' which sets out our values, purposes and principles for the curriculum. This broad general education takes place from the early years to the end of S3. This framework of experiences and outcomes provides professional capacity for teachers and staff to meet the varied needs of all children.

Curriculum for Excellence sets out expectations for learning in eight areas: numeracy, literacy, science, technology, social studies, health and wellbeing, religious and moral education and expressive arts. Consequently, numeracy, literacy and health and wellbeing form the core elements of the school's curriculum.

Further information for parents regarding Curriculum for Excellence can be found at <https://education.gov.scot/about-education-scotland/policies-and-information/education-policy-and-legislation/> and <https://education.gov.scot/parentzone>

6 **ASSESSMENT OF PROGRESS**

Assessment is part of the learning process. Pupils are involved on a daily basis in assessment within their learning.

It is the school's policy to continuously monitor the progress of each pupil and notify parents of a child's progress at parents' evenings, on formal reports or, if necessary, during requested interviews (either by parent or teacher).

The annual report issued in June includes information as to how your child is developing as a successful learner, confident individual, effective contributor and responsible citizen.

Information will be issued to parents as appropriate about their child's progress and achievements to keep them informed and to help parents support their child's future learning.

Biannual attainment assessments are made by teachers in November and May that go on to inform the programmes of work individuals experience as well as forming the basis of any parents' meetings and reports.

In addition, Scottish National Standardised Assessments (SNSA) take place. This is a national assessment format designed to ascertain individual's performance set against other similarly aged children across the country. SNSA tests will be held regularly for P1, P4 and P7.

The school also uses regular key assessments and a range of formative assessment strategies, all designed to gather feedback on children's performances and experiences. These go towards informing future work and activities.

7 SCHOOL POLICIES

The school follows Highland Council Policy and has certain policies specific to Dornoch Primary School. These are available on the website or by request from the school office.

- Acceptable Use of IT
- Administration of Drugs
- Anti-Bullying
- Behaviour
- Child Protection
- Curriculum Rationale
- Equal Opportunities
- Equality, Diversity and Inclusion
- Excursion/Risk Assessment
- Homework
- Learning and Teaching Policy
- Raising Attainment and Achievement
- School Emergency Plan

POSITIVE RELATIONSHIPS POLICY

Within Dornoch Firth Campus we work with the whole school community to set high expectations for our relationships and behaviour. Our pupils are supported to develop responsibility for managing their own relationships within a positive and supportive environment. We promote an ethos where everyone is treated equitably and where students and staff enjoy the right to learn and to teach.

When there is a breakdown in relationships, it will be made clear that negative conduct is unacceptable, but that the child as a person is still valued. The safety and security of every person on the campus is of paramount importance. The school maintains zero tolerance of any form of bullying or violence.

Our schools and families are partners working together to maintain strong, resilient relationships. Our approach is to communicate effectively with parents to ensure there is consistency of action by all who share in our pupils' wellbeing.

1 Relationship Support

Dornoch Firth Campus' Relationships Policy is in place to ensure staff and pupils have the appropriate environment to ensure effective learning and teaching occurs in every classroom across the campus.

Our primary schools ensure positive, restorative approaches, where class teachers manage behaviour with the input and support of the Depute Head Teacher.

In our Academy, class referrals may be used after normal classroom management approaches have been exhausted. An accumulation of referrals will result in a personalised letter sent home by the Depute Head Teacher, advising of the nature of referrals and to invite parent(s)/guardian(s) to discuss and resolve the situation with either Guidance or the Depute Head Teacher. Some referrals may result in a temporary modified curriculum at the discretion of the Depute Head Teacher.

Concerns relating to social interaction may be referred to the Guidance teacher for resolution.

For bullying, violence and any other serious incidents, the Depute Head Teacher in each school may instigate a temporary modified curriculum or modified social time to create space for parents and the school to work together to finally resolve the issue. Every effort will be made to ensure the pupil can return to their normal routines as soon as possible, but only when the safety of themselves and other pupils can be assured. Further guidance is available at https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools.

2 Appearance

Our pupils in each school are required to wear their school uniform correctly in all areas of the school. The only exception is in the gym and on the playing field where pupils may wear footwear and clothing suitable for indoor and outdoor activities. We do not support football strips being worn in school.

3 Relationships and Conduct

- Respectful, positive relationships are required between all pupils and staff in Dornoch Firth Campus.
- Our pupils are expected to be polite and well-mannered with each other, with all staff and other visitors to our schools.
- No offensive language may be used, in any situation.
- Our pupils' behaviour on their journey to and from school should be of the same high standard. We work closely with our transport providers to ensure all our pupils travel safely to and from school (see Section 12, Transport).
- We all enjoy working in a tidy, clean, graffiti-free environment. All our pupils are expected to make a positive effort to maintain our shared environment.

4 Communications

- Pupils may leave the school, during the school day, only with the permission of the Depute Head Teacher, and at the request of their parents.
- If pupils are absent, the school needs to know the reason immediately. Ideally, parent(s)/guardian(s) should telephone with the reason before 8.00 am. If they do not, the school is obliged to contact them. If parent(s)/guardian(s) cannot telephone, pupils must bring a note from them as soon as they return to school.
- If pupils know in advance that they will be absent from school for a period, their parent(s)/guardian(s) can write, visit or telephone the school to explain the reason.

5 Lost Property

- Secondary pupils should see the physical education teacher if they lose their physical education kit. Primary pupils should speak to their class teacher as soon as they know they have lost any physical education kit.
- Secondary pupils should see the Depute Head Teacher if they lose any other possessions.
- A personal locker is available for a one-off cost of £10.00. If pupils lose a locker key, then a replacement would be required to be purchased at a cost of £5.00. Keys will be issued at the start of the new session.
- All uniform items should be clearly named.

6 Mobile Telephones

- Pupils must switch off mobile telephones and put them away during lesson time to prevent disrupting the lesson. Storage points are available in each classroom in the Academy - these must be used. Pupils' mobile telephones may only be used at interval and lunch time.
- In our primaries, any pupils with mobile telephones are required to hand these into the school office or their class teacher at the start of each day.
- Pupils and staff must never record staff or other pupils on their mobile telephone without consent.
- No person may use a mobile telephone to cause distress to any individual. This will always be classed as bullying and be liable to the same consequences.
- Pupils will be required to surrender their mobile telephone if they are unable to meet these requirements.
- Surrendered mobile telephones will be given to the Depute Head Teacher for return at the end of the school day.

- Pupils will have to delete any images in breach of school/council policy in the presence of the Depute Head Teacher. Parent(s)/guardian(s) will be informed of the incident.
- If pupils are unable to adhere to the school policy, they will not be allowed to bring a mobile telephone to school.
- If any person uses a mobile telephone to share offensive comments or images outwith the school, this will be made a police matter and could lead to serious consequences.

7 Chromebooks

Pupils should (the following is taken directly from the Highland Council pupil agreement):

- Understand that their Chromebook is to help with their learning.
- Agree to look after their Chromebook carefully at all times.
- Agree to charge their Chromebook every night and bring the Chromebook into school fully charged.
- Agree to always store their Chromebook in an appropriate school bag when outside class.
- Agree to only use their Chromebook in lessons when instructed to by the teacher and close it or put it away when the teacher says so.
- Agree to only use programs on their Chromebook that their teacher has agreed they can use in the lesson.
- Agree to only use their Chromebook to record audio or video clips with the clear and explicit permission of everyone involved in the recording.
- Agree to never access inappropriate content on their Chromebook.
- Agree to not removing any security markings and not putting any graffiti on their Chromebook.
- Immediately report any damage, loss or theft to the school.
- Agree to only use the Chromebook charger supplied to charge up their Chromebook.
- Agree to report any technical problems to the school.

8 Being Prepared for Learning

Pupils should:

- Ensure they have the correct textbooks/equipment for each lesson. This includes pens or pencils, and may include calculators or other equipment as agreed with class teachers. Pens or pencils are available from the Depute Head Teacher in the Academy, should any pupil forget to bring these in.
- Arrive in good time for the start of their lessons.

9 Outside Activities

- Pupils may use appropriate equipment in the caged area behind the gym and technology rooms.
- Snowballing in winter is not permitted.
- Pupils may use the picnic tables in the school grounds at any time.
- In some circumstances, pupils may use the school garden during breaks. The Depute Head Teacher will explain how this is done.
- Dornoch Primary School is normally out of bounds to secondary pupils.

10 **Physical Health and Safety**

- The Depute Head Teacher is responsible for behaviour support in the school.
- No bullying or any form of behaviour which may cause harm or hurt others physically or emotionally is permitted. This includes any form of 'rough play' or 'ganging-up' on other pupils. Pupils should tell a prefect or teacher if they know of anyone behaving in this way.
- No knives, laser pens or dangerous items may be brought into school.
- Report any damage to property or anything dangerous to the Depute Head Teacher immediately.
- Pupils should walk on the left-hand side of the corridor and stairs - never run.
- No smoking, vaping, consuming of alcohol, or the use of any illegal substance is permitted in any areas of the school or grounds.
- If pupils are ill or there has been an accident, please report to reception, or the nearest teacher.
- If the fire alarm rings, pupils should go to the assembly point at the front of Dornoch Primary School and line up with their class.
- If anyone discovers a fire, break the glass in the fire alarm point and tell the nearest adult.
- School entrances are kept locked during lessons. If you arrive late, please enter by the front door and report to reception and the Depute Head Teacher.

11 **Restorative Actions**

- Pupil choices that impact their relationships with others may result in negotiated consequences, usually a temporary modified curriculum or modified social time, which can include a withdrawal of some privileges depending on the context of the case. Parents(s)/guardian(s) will always be informed about any restorative actions negotiated with pupils.
- If pupil choice affects their own or others learning in class, they may be given a Reflection Booklet to take home. Parent(s)/guardian(s) will be asked to sign it every day.
- Any dangerous or illegal item will be surrendered to the teacher or Depute Head Teacher and parent(s)/guardian(s) informed.
- Serious breaches in relationships will be dealt with by the Head Teacher or Depute Head Teacher.
- In some contexts, pupil choices may result in consequences that could affect their access to education.

12 **Transport**

- Pupils will be allocated a seat for their bus journey.
- Pupils must wear their seat belt all the time when they are travelling by bus - this is a legal requirement.
- All pupils must stay in their seat when the bus is moving.
- No pupils should behave in any way that will distract the driver.
- Cyclists should dismount and push their bicycle once they reach the school grounds and car park and not mount it until they have cleared these areas on leaving the school.
- Pupil bicycles must have lights in the winter months.
- Senior pupils only should see the Depute Head Teacher if they wish to bring their own car to school. Pupils are not allowed to drive other pupils to school arranged functions due to Highland Council insurance regulations.

