



*"Children are not the people of tomorrow but are the people of today.  
They have a right to be taken seriously, and to be treated with tenderness and respect.  
They should be allowed to grow into whoever they were meant to be - 'the unknown person' inside each of  
them is our hope for the future."*

Janusz Korczak (1878-1942):  
Writer, paediatrician and pioneer of children's rights

# SCHOOL HANDBOOK 2024-2025

[www.cradlehallps.wordpress.com](http://www.cradlehallps.wordpress.com)

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**Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the info.**



### **Our Values & Vision Statement\***

At Cradlehall Primary everyone is included and respected as a valued member of the school community. All views are listened to and people are made to feel welcome, creating a sense of belonging. We foster a strong collective identity within the school while also recognising and celebrating diversity within and out with our community.

We learn in ways which develop both our independence and our ability to co-operate with others. Our knowledge, skills and attitudes are enhanced through a wide range of learning experiences which are relevant, challenging and fun.

Through our learning, we enhance and deepen our understanding of our individual and collective roles, together with our rights, as expressed in the UN Convention on the Rights of the Child, and our respect for the rights of others within our school, community, country and the wider world.

Our individual and collective achievements are celebrated within the whole school community and beyond.

We are committed to continually looking at our practice objectively and comprehensively with an eye to improving what we do.

We believe that the totality of our learning at Cradlehall Primary School should impact positively, not only on the *here and now*, but throughout our lives.



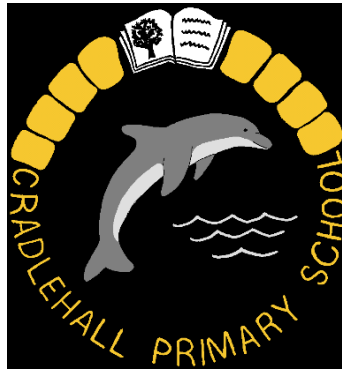
Dear Parents/ Carers

Welcome to Cradlehall Primary School! All members of staff committed to ensuring that the experience of your child at our school is a happy, successful and memorable one. To help achieve this, the school community has devised our values and vision statement, cited on the opposite page. Please be assured that everyone at Cradlehall Primary is committed to these values, not only in principle, but also in our day-to-day work within the school.

During your child's time at Cradlehall Primary, they will be given many rich opportunities for learning, both in and out of the classroom. We hope you too will enjoy sharing in these opportunities, both directly and indirectly, and that you will be able to look back on your child's time at Cradlehall as being a happy, memorable and fruitful experience for the whole family.

Yours sincerely

Vivienne Goodall, Head Teacher



## OUR SCHOOL BADGE

Our school badge was designed in 2003 by a committee of pupils, parents and staff. It represents an amalgam of ideas devised by pupils during a competition to devise a new logo for the school.

The **dolphin** represents the local population of these mammals which reside in the waters of the Moray Firth, which can be seen from our school. The dolphin also reminds us of our joint responsibility for looking after our planet.

The stylised, **arched bridge** of stones reminds us of Cradlehall's most famous resident, Major William Caulfield, the engineer who was responsible for managing the construction of the 18<sup>th</sup> century road system in the Highlands, the work usually credited to his predecessor, the more celebrated General George Wade. Major Caulfield, whose name lives on in a number of local streets, lived in the original Cradle Hall, apparently so-named on account of the large *dumb waiter* device installed to carry the Major's rather-the-worse-for-wear guests to their first-floor bedrooms!

Thus, the bridge reminds us of the importance of remembering the past and celebrating our culture and history. It also represents the **journey** through nursery and primary school. Holding the bridge together, the **keystone** is represented by the **book of knowledge**, open at a page depicting a tree demonstrating growth through learning and inspired by some very old woodlands, the vestiges of which form the eastern boundary of the school grounds.

The badge has proven very popular from its inception and is worn with pride by pupils and staff alike.

<b>GENERAL INFORMATION</b>	
ADDRESS	<b>CRADLEHALL PRIMARY SCHOOL</b> CRADLEHALL PARK WESTHILL INVERNESS IV2 5DB
TELEPHONE	01463 791195
EMAIL / WEB	<a href="mailto:cradlehall.primary@highland.gov.uk">cradlehall.primary@highland.gov.uk</a> <a href="http://www.cradlehallps.wordpress.com">www.cradlehallps.wordpress.com</a>
TWITTER	@CradlehallS
Parent Council:	<a href="mailto:cradlehall.primary@highlandpc.co.uk">cradlehall.primary@highlandpc.co.uk</a>
SCHOOL ROLL:	The January 2024 roll of the school, including Nursery, is 283 children.
<b>SCHOOL STAFF</b>	
HEAD TEACHER	Ms Vivienne Goodall
DEPUTE HEAD TEACHER	Mrs Jane Mackenzie
PRINCIPAL TEACHER	Ms Deborah Wrightson
CLASS TEACHERS (Session 2023-2024 only) * indicates Job-share arrangement	P1/2MM - Mrs Jane Mackenzie / Mrs Michelle Morrison* P1/2FB - Mrs Alison Flett / Ms Chrisanne Baird* P2/3MM - Ms Kathleen Moran/ Mrs Jane Mackenzie* P3S - Miss Rhona Sinclair P3/4G - Mrs Lorna Genini P4/5M - Mr Paul McKelvie P5P - Miss Emma Perrins P6DG - Mrs Claire Donaldson / Mrs Jan Gorrie* P6/7KB - Mrs Lynsey Kelly / Miss Hannah Bell* P7BK - Ms Deborah Wrightson/ Miss Hannah Bell*
ADDITIONAL SUPPORT FOR LEARNING	Miss Hillary Campbell - ASL / PEF Teacher (Nurture) Teacher Mrs Ruth Hedges - Pupil Support Assistant Mrs Helen Kinnes- Pupil Support Assistant Mrs Sally Sewell - Pupil Support Assistant Mrs Elaine Ross - Pupil Support Assistant Mrs Arlene Moodie - Pupil Support Assistant Mrs Lynne MacPherson - Pupil Support Assistant Mrs Aqsa Aslam - Pupil Support Assistant (Nurture)
Early Learning Team	Mrs Sheryl Gray - Early Years Practitioners Mrs Pam Sheriffs - Early Years Practitioners Mrs Lynne MacPherson - Early Years Practitioners Mrs Sarah Black - Early Years Practitioners Mrs Elaine Davidson Early Years Practitioners Miss Chloe Ross - Support Worker

CLASS CONTACT REDUCTION: (P4-7 only)	Miss Eilidh Cooper - Physical Education Mrs Barbara Henderson - Drama
MUSIC TUITION	Ms Mhairi MacKinnon - Strings Instructor Mr Robert Farmer - Brass Instructor Ms Samantha Aldred - Woodwind Instructor
SUPPORT STAFF	Mrs Donna Graham - Clerical Assistant Mrs Sharon Gordon - Clerical Assistant Mr Steven Brough - Facilities Management Assistant
CATERING & CLEANING STAFF	Mrs Angela MacIsaac - Cook-in-charge Mrs Helen Carslaw - Catering Assistant Mrs Alison Matheson - Catering Assistant Ms Amanda Smith - Catering Assistant Ms Francia Estrada - Catering Assistant Ms Hollie Harvey - Catering Assistant Mrs Heather Mitchell - Cleaning Operative Mrs Wendy Woolley - Cleaning Operative Vacancy - Cleaning Operative
PARTNERS	Ms Emma Rait - Education Psychologist Mr Rikki Selkirk - Children's Services' Practice Lead Mrs Audrey Anderson - Children's Services' Worker (Wed pm) Ms Eilidh Parr – Primary Mental Health Worker

### SCHOOL TIMES, Primary

The school day is organised as follows.

School starts	9:00 am (playground open to pupils from 8.45am)
Morning Interval	10.45-11.00 am
Lunch Break	12.15 – 1.15 pm (for P1-P3) 12:30 pm - 1:30 pm (for P4-P7)
School finishes	2.45 pm (for P1-P3) 3:15 pm (for P4-P7)

### SCHOOL TIMES, Nursery

Nursery From 8.30am – 4.00pm

PLEASE NOTE THAT OUR NURSERY TIMES MAYBE SUBJECT TO CHANGE AFTER 2024 ENROLEMNT

### **THE SCHOOL BUILDING**

The school is housed in two blocks: the original structure erected in 1977 and an extension completed in 1993.

Altogether there are 13 classrooms, a nursery, a purpose-built library, a GP/Music room, a gymnasium, a staffroom, a base for ASN staff, offices and toilet facilities.



The hall, which doubles as a dining room, is also used for school assemblies, school concerts and extra-curricular activities. It is also well-used by community groups in the evenings.



Our Nurture provision is based in a converted double decker bus within the playground whilst pupils make use of a very large Polytunnel to grow a wide range of fruit and vegetables.

Playground facilities comprise of a tarred enclosure with ball fence, a natural play area with trees and a pond, a wooden 'Trim Trail' and a large grass games field which enjoys a beautiful outlook over the Moray Firth.

### **SCHOOL IMPROVEMENT**

Our Standards & Quality Report can be found in the *documents* section on our website:

[www.cradlehallps.wordpress.com](http://www.cradlehallps.wordpress.com) It contains information on the main achievements of the school over the last 12 months. Also on our website is a copy of the current School Improvement Plan summary for parents, which outlines the main areas for development within the school during the current academic year.

Our School Improvement Plan for 2023-2024 focusses on 2 projects:

#### **Project 1**

- Developing our learning and teaching in literacy

#### **Project 2**

- Developing our learning and teaching in Numeracy

### **STANDARDS AND QUALITY REPORT**

Our school's Standard and Quality report is available on our website at:

[www.cradlehallps.wordpress.com](http://www.cradlehallps.wordpress.com)

While our latest HMIE inspection report from November 2022 can be found here :

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/?searchTerm=Cradlehall%20Primary&searchFor=schoolsOrganisations&orderAlias=relevance>



## CURRICULUM

Through the promotion of our agreed Values and Vision (see page 3) we encourage all children to develop the values, skills and knowledge that will allow them to become:



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

Our curriculum is governed by that has been developed



a rationale through

consultation with our whole school community. A copy of the rationale can be found on our school website (this is due for review 2025-2026):

[www.cradlehallps.wordpress.com](http://www.cradlehallps.wordpress.com) Our rationale reflects our status as a Gold Level Rights Respecting School, as assessed by UNICEF.

Gold: Rights Respecting is the highest stage of the Rights Respecting Schools Awards. It is granted by UNICEF UK to schools that have fully embedded children's rights throughout the school in its policies, practice and ethos, as outlined in the three RRSA Strands.



At Gold: Rights Respecting, we, as a school, are aiming to intensify and broaden:

1. **Teaching and Learning about rights:** for the whole school community through training, curriculum, assemblies, topics, focus days/weeks, displays.
2. **Teaching and Learning through rights:** by modelling rights respecting language and attitudes and making strategic decisions that involve students.
3. **Being ambassadors for the rights of others:** developing as rights respecting citizens

## CURRICULUM FOR EXCELLENCE

At Cradlehall, children's learning is guided by the principles and practice of the Curriculum for Excellence (CfE). CfE has two broad aims: raising standards and preparing children for the future.

CfE involves more emphasis on active learning, better assessment procedures and greater continuity in learning during a child's entire period of schooling.

The Nursery /primary curriculum is divided into three levels:

- Early level the pre-school year and Primary 1
- First level (to the end of Primary 4)
- Second Level (to the end of Primary 7)

Further, detailed, information for parents on the Curriculum for Excellence can be found at [www.curriculumforexcellencescotland.gov.uk](http://www.curriculumforexcellencescotland.gov.uk)

**LANGUAGES**

Involves pupils in TALKING, LISTENING, READING and WRITING.

**TALKING**

SPOKEN LANGUAGE is given a central place in the primary school curriculum. Speech is without doubt the most common form of communication. Pupils are given many opportunities to discuss their work, in all subjects. They are invited to present prepared talks to their classmates. All classes share their learning at least once a year in a school assembly. They are encouraged to put forward their views and opinions on varied topics and issues and are given opportunities to question other speakers and the validity of what is being said to them.

For older pupils, opportunities for public speaking are encouraged, e.g. by delivering a reading at an end of term service or at a school concert.

**LISTENING**

This is also important and pupils are encouraged to understand or seek clarification of what they hear. They are encouraged to hold polite conversations and discussions and are taught the techniques of good listening.

**READING**

Reading is a major component of the curriculum at Cradlehall Primary.

Through our Learning & Teaching we aim to:

- to develop more competent and confident readers
- to increase pupils' enjoyment of reading
- to create independent learners
- to foster lifelong learning skills
- to deepen the children's cultural awareness of their own and other societies



In school, children will have regular, timetabled Reading sessions based on set texts which are also shared with parents through homework. There is also a whole class shared reading session each week, when the children are taught to analyse texts for the purposes of finding information and studying the writer's craft. The emphasis here is on teaching the skills of reading. We also promote reading for enjoyment, when the teacher reads to the class, the children will read materials of their own choice, or senior pupils will read to younger pupils.

As well as fluency, teachers focus upon comprehension and higher order reading skills. These reading skills are transferred to the children's writing across the curriculum.

The importance of reading for pleasure cannot be over-stated. Parents can help greatly by showing an interest in the books their children read, by taking them to the library and, where possible, by allowing them to purchase their own books. Research indicates that children who are brought up with books generally tend to achieve higher results at school. This is equally important in the Early Years, even before the child can read for themselves. We aim to foster in the children a love of books and to encourage the reading habit. Pupils have opportunities to read for pleasure in class and are encouraged to take books home from the extensive collection (c.6,000 titles) housed within the school library. Twice a year we have a book fair at school, organised by our literacy leads and the Pupil Reading Ambassadors, where pupils and their parents can choose from a wide selection on offer each term. From the commission generated by each book fair, the children choose books to augment the library.

## WRITING



When we talk about 'writing' we are talking about two things. One is the ability to use a pen or a pencil - the secretarial skills - and the other is what the child is trying to communicate through their writing - the composing skills. We aim to teach our children to write legibly, with fluency and speed at all stages of teaching and learning.

Throughout the school, children are given opportunities to write in different ways for different purposes. Each class has a structured, weekly writing lessons, taught by the class teacher. At all stages writing is presented as a meaningful and purposeful activity and children are given many opportunities to practise their writing skills.

Pupils are given opportunities to write on their own and in groups. They are given time to discuss their work with others and all children are encouraged to respond positively and constructively. From the pupils' written work, teachers make assessments and look for ways of improving each child's writing. Formal assessment pieces are undertaken termly from which pupils receive targeted next steps to help them develop as writers. Sometimes the class teacher will re-draft a piece of writing with the child but not all extended pieces of writing are re-written to make a good copy, the decision to do so rests with the teacher who will consider the original purpose of the activity.

Grammar and punctuation are taught through writing activities and in discrete lessons, following a progression of skills. Spelling is taught to suit different ability groups using a structured programme of study, following appropriate initial assessment.

### **Parents can help with writing.**

Parents can help by showing interest in the written work of the child and by responding, in the first instance, to the content of the written piece.

Has your child communicated his/her ideas clearly?

Does the story make sense?

Is there good order and sequence?

Did you enjoy reading it?

By sharing your thoughts on the content of the work, you will be helping your child to appreciate that writing is communication.

Support should be of a positive nature, aiming at encouraging the child to go on writing. In the same way, discussion of the



secretarial skills should be thoughtfully and tactfully dealt with. The child needs to feel that what they have written is of value.

If the child wants to write a new word or one which they have difficulty in spelling, encourage them to look carefully at the correct spelling of the word, then cover it up and ask the child to write the word. Finally ask the child to check the word to see if they have spelled it correctly this time.

### MODERN LANGUAGES

Pupils from P1-P7 are taught French by their class teachers. At Cradlehall, pupils undertake most of their learning in English (L1). Our second language through which learning takes place is French, this is known as L2. From P1 pupils are introduced to conversational, contextualised French vocabulary and phrases which are built upon, year by year.



In P7, pupils begin to study their third language (L3), currently Polish, our most commonly used community language after English. During the 2025-2026 we will extend our L3 language into P5 and P6.

### MATHS & NUMERACY

Mathematics is an integral part of the environment in which we live and children are taught appropriate work within realistic contexts geared to their age, aptitude and abilities. Children who have difficulty with mathematics make most progress when the work they are asked to do is set at an appropriate level. Equally other pupils make most progress when they are being stretched as far as possible within levels of success.



In mathematics, there is an important emphasis on practical work - the handling of real things and problems - and on understanding. Children learn best by being actively involved in many mathematical activities dealing with number, money, measurement, shape, position & movement, handling information and problem solving. Material for the study of mathematics is found everywhere in the child's environment - the children count real things, they weigh out real objects, they go out and measure real distances, use money in realistic situations and use clocks and timetables to understand how time is important in our lives. Working through practical activities, maths games and ICT, the concepts of number, shape, volume, weight, time, length, etc. are established.

At the same time, the school recognises the importance of developing the mental agility of pupils and whole class or group interactive teaching forms a major part of a child's work in this curricular area.

At all stages teachers are making assessments on how well the children have understood the work taught. Because children do not all develop at the same rate, the teachers gear their work to meet the needs of groups of children and individuals, building on what has gone before.

### Parents Can Help with Mathematics

Parents can help in the mathematical development of their children in a vast number of ways: by allowing them to use money - playing shops - allowing them to give out change, counting on to check that the correct money is given. They can allow young children to help with cooking and baking. This will involve reading instructions, measuring out ingredients, using scales, perhaps doubling or halving quantities, setting the oven to the correct temperature and timing. Children can become involved in measurement within the home if new curtains or carpets are bought. There are many opportunities for exploring the use of time at home: making reference to the household clock, discussing the time shown on the PC, reading a bus timetable, calculating the length of a favourite TV programme, etc.

Other examples of an almost infinite number of home-based mathematical learning opportunities include:

- Helping with the weekly shopping by considering cost as quantity, in special offers or between different
- Discussing the meaning of percentage discount in advertisements
- Talking about shape in the home and local environment, e.g. containers, road signs, etc.
- Discussing the meaning of large numbers which may feature newspaper headlines.
- Analysing sports' league tables.
- Discussing time, speed and distance problems in context during a car or bus journey.



**The Highland Numeracy Website** contains a wealth of information to support parents in working at number with their child at home: <https://highlandnumeracyblog.wordpress.com/>

### CONTEXTS FOR LEARNING

These are sometimes better known as topic work, this is an important area of the curriculum which encompasses Science, Social Studies (History, Geography and Modern Studies) and Technologies (designing and making) as well as Literacy, Numeracy and Health & Wellbeing. Rather than studying these subjects discretely, children approach these in an **interdisciplinary** manner.

### SOCIAL STUDIES & SCIENCES



It is important for children to learn about the world in which they live - its history and geography and the impact of human activity which affects it. Many school activities are related to the children's environment and children are encouraged to make observations and investigations of their surroundings. Television, the internet and holidays abroad make the world a more accessible place to our pupils than it was in previous generations. We aim to foster in the children a desire to learn more about the world they live in and developmentally teach them the skills they need to interpret it.

Essentially, science education encourages teachers to find out what children think about scientific concepts and facts and to help them think through their ideas and to modify them where necessary to further develop their scientific understanding.

Much of the work is approached through our Contexts for Learning (projects). Content includes local studies together with the history and geography of places near and far. The study of these themes

obviously presents meaningful opportunities for work in other areas of the curriculum, e.g. Mathematics and Languages.

When making choices, teachers bear in mind the need for balance within the curriculum at each stage, and from stage to stage. Wherever possible, pupils are provided with first-hand experience working outside the classroom as well as inside. Children are encouraged to make physical contact with their surroundings in a variety of ways:-

- living things - plants, animals and people.
- inanimate objects within the physical environment - buildings, rocks, soil etc.
- learning about the man-made world.
- investigations of how things work.



Contexts for Learning are not just concerned with learning of facts; rather they are, first and foremost, about developing an approach to learning. Such an approach involves learning by doing, learning through direct experience, learning both inside and outside the classroom and involves observation in its widest sense, investigation and communication. We aim to develop the children's ability to think - to weigh up evidence and information, to use knowledge to solve problems and to arrive at conclusions, and to articulate thought. In all the above, co-operative learning is central to the learning and teaching process.

## **HEALTH & WELLBEING**



The Health curriculum permeates the wider work of the school. Our work in this area aims to allow all pupils to acquire a wide range of knowledge together with the necessary skills, attitudes and values which will allow them to make sense of that knowledge.



Like many schools across Scotland, we have adopted the national teaching and learning resource for Relationships, Sexual Health and Parenthood (RSHP) education. The content is age and stage appropriate for learners 3-18 years, organised by Curriculum for Excellence Levels, from Early Level through to Senior Phase. The resource was developed by a partnership of Local Authorities and Health Boards, with advice from Education Scotland and Scottish Government. More information can be found <https://rshp.scot>

Progression through the school's programme of study on drugs and alcohol education helps pupils to develop an informed understanding of their health and welfare, including how to prevent the harm caused by drug or alcohol misuse.

Nutrition education Positive attitudes to healthy eating are promoted in co-operation with the staff from the school meals service and through links with local businesses who release staff to come and teach the children about nutrition.

**Physical Education** provides experience for the children in body and space awareness, gymnastics, apparatus work, swimming, games skills both indoors and outdoors, athletics and sporting activities. During Primary 6, pupils receive instruction in swimming from qualified staff at Culloden Academy community swimming pool. Children in Primary 1 to Primary 3 are taught two hours of PE by their class teachers while those pupils from Primary 4 to Primary 7 are taught between a visiting PE specialist and their class teacher.



**Extra-curricular sport** is encouraged within the school community. This includes after-school athletics, dance, multi-sports and football clubs run by staff, parents and High Life Highland.

### **PERSONAL AND SOCIAL EDUCATION**

Personal and social development focuses upon the children's development of essential life skills. It includes, on the one hand, developing pupils' independence, self-awareness and self-esteem, and on the other, promoting amongst the pupils a growing realisation of their inter-personal relationships and inter-dependence with those round about in school, community and the wider world. Pupils in P4 and 7 take part in the Resilient Kids programme of activities which greatly enhances our promotion of such outcomes.

Rather than being taught as a separate subject, PSD is embedded in the curriculum through the life and work of the school.

### **TECHNOLOGIES**

This area of the curriculum covers a broad spectrum including food, textiles, craft & design, engineering, graphics and ICT. Pupils are provided with opportunities to develop confidence and competence in this area.

High priority is given to ensuring that ICT is a stimulating, challenging and creative experience for all pupils. Pupils have access to Chromebooks, Clevertouch Screens and Chromebooks in classrooms and shared areas, enabling ICT to be used routinely to enhance learning.

In P6 and 7, pupils have their own Chromebook which they use in class and at home.



### **EXPRESSIVE ARTS**

A significant part of the school curriculum is devoted to the expressive arts; namely music, art & design, drama, and dance. These are integrated where appropriate into other areas of the curriculum to provide a rich and varied experience for the pupils. Other areas of the curriculum can be brought to life through the media of Expressive Arts (e.g. our annual Nativity play, the poetry of Robert Burns explored through a dramatisation of *Tam o' Shanter*).



During **Music** lessons children will frequently learn about, and sing songs linked to, a theme being studied. They will also listen to music and compose their own pieces, using percussion, which can be performed in front of an audience.



Art and Design work is included in many areas of study and children are taught various techniques using a wide variety of materials. Activities range from drawing, painting, modelling and printing to collage, pen and ink work, marbling and fabric dyeing.



Drama is an important part of the curriculum. Pupils can identify themselves with people, real or imagined, by acting out situations within their experience or their imaginative range. By expressing in movement and/or speech the feelings of themselves and others, the children can enlarge their experience and learn in ways natural to them. Imagination is stimulated and powers of discrimination, observation and awareness are increased.



Additionally, it is the aim of the school to allow pupils to access a live arts performance each term. This may take place within the school itself or at some external venue such as Eden Court Theatre.

### **RELIGIOUS, MORAL & PHILOSOPHICAL EDUCATION**

In our classroom studies, Religion is explored both implicitly and explicitly.

In implicit studies, we try to illustrate and use human experience to highlight the areas of life studied within RMPE and to encourage children to search for truth, values and meaning in life. We wish to foster a sense of wonder of the natural world and help children consider questions about the nature and meaning of existence. In all aspects of school life, we encourage our pupils to be sensitive towards and tolerant of others.

In explicit studies, we explore the ways in which Jesus is central to Christian belief and worship. We also endeavour to develop some understanding of the place of religion in the development of Scotland's history, society and culture, while acknowledging the wider social and cultural impact of various religions within our own multi-cultural society.



Imam Yahya Barry explains the layout of the Qur'an to P6 during a visit to Edinburgh Central Mosque

Other principal world religions (specifically Islam, and Judaism, but sometimes via Context or literary studies, Hinduism, Buddhism and Sikhism) are also studied, often with a comparative angle which explores common themes between these and Christianity, e.g. birth, marriage and death rituals, harvest and light festivals, key figures of each religion, etc.



**RELIGIOUS OBSERVANCE**

All pupils have the opportunity to engage in religious observance roughly twice a term through the school year. Acts of Religious Observance are usually led by a worker from Smithton & Culloden Free Church. Please note that parents have the right to withdraw their children from Religious Observance. Any parent who wishes to do so should contact the Head Teacher who will make the necessary arrangements. Pupils who are withdrawn from Religious Observance are given alternative curricular activities to do during this time.

**ADDITIONAL SUPPORT FOR LEARNING**

Additional Support Needs are addressed within the school via the Highland Council's Policy:

[Support for Learners Website](#)

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.

Our ASL teacher works in close collaboration with class teachers, jointly planning programmes of work and identifying resources and teaching approaches which can be used in class. They also undertake diagnostic assessments and liaise with the Educational Psychologist, where necessary, to interpret results.

Once a difficulty is identified, the class teacher and the ASL Teacher and/or member of the management team will devise an intervention to meet the needs of the child. Where these learning difficulties are significant, an Individual Education Programme, or IEP, will often be drawn up by the ASL teacher in consultation with parents and class teacher. IEPs are reviewed and updated termly and parents receive a copy of each term's planned work. During the first term, parents are invited to an IEP meeting to meet with the ASL teacher, the class teacher and, where appropriate, a member of the school's management team.

Sometimes a child's circumstances may require the intervention of a range of support. In these instances, the school, with the active participation of the child's parents/carers, will convene a Multi-Agency Meeting where the expertise and resources of external agency staff can be drawn upon and a Child's Plan devised.

We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. In this model, every child has a 'named person' who is responsible for making sure that the child or young person has the right help to support his/her development and well-being. The Named Person for our school is the Head Teacher, Vivienne Goodall,

[vivienne.googdall@highland.gov.uk](mailto:vivienne.googdall@highland.gov.uk)

If you have a concern about your child in primary school, please contact your child's class teacher in the first instance or, if you require further information, the Named Person.

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 more information from the Head Teacher.

Sometimes a Children's Service Worker will be involved in supporting a child. A Children's Service Worker 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

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed or will want to talk to someone outwith the school. Should you have any concerns that your child's additional needs are not being met, you should contact 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/downloads/file/230/highland\\_practice\\_model\\_-\\_delivering\\_additional\\_support\\_for\\_learners](https://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)

Further information and support to parents of children with ASN can be obtained from the following organisations which are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

(a) Enquire – the Scottish advice and information service for additional support for learning

<https://enquire.org.uk/>

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

(c) [Scottish Independent Advocacy Alliance](https://www.siaa.org.uk/), an advocacy service to support parents and children <https://www.siaa.org.uk/>

(d) [Scottish Child Law Centre](https://sclc.org.uk/), an organisation providing free legal advice to young people <https://sclc.org.uk/>

### **ENGLISH AS AN ADDITIONAL LANGUAGE**

Bilingualism is valued within the school and recognised as a powerful tool for enhancing the work of all pupils across the curriculum. Across the school roughly 10% of our pupils are bilingual.

For children whose first language is not English, we can provide support through additional in-class adaptations. English as an Additional Language (EAL) teacher, Miss Alison Roy, can make arrangements for the assessment of language competency and provide advice to class teachers as necessary. Each child with EAL has an individual profile which charts his/her progress through English language acquisition, setting targets twice yearly for further language development.

Where the services of an interpreter are required for meetings between staff and parents, these can be booked through the Head Teacher, free of charge.

### **CLASS-CONTACT REDUCTION**

Teachers of children in Primaries 4-7 will have a maximum of 22.5 hours of class contact time. This means that for 2.5 hours a week, each of these classes will have a different teacher, who will teach the children Music, P.E. or Drama. This work, whilst undertaken by another teacher, will have been planned for, and will be complementary to, the rest of the curriculum taught by the class teacher. You will be informed about the arrangements for CCR cover for your child's class at the beginning of each school year.

## **HOMEWORK**

The school's policy is to provide homework which can be done in a relatively short time, and which is geared to the needs of individual pupils. Homework can act as a reinforcement of class work or as an opportunity to practise a particular process or skill. It also gives the parents the opportunity to see some of the areas of work covered by their children in school and to discuss this with their children. The cooperation of parents in providing a quiet area, free from distraction, for the completion of homework is much appreciated.

Homework is issued weekly in the form of a class homework online newsletter. Parents are encouraged to give feedback in the form of a written comment on the child's online activity or jotter. Parents are encouraged to email their class teacher with any homework queries. A full copy of the school's homework policy (due for review and update 2024-2025) is available to view on the school's website.

## **ASSESSMENT**

Pupils are being continually assessed by their teachers in order to make sure that every child is working to their full potential. Much of this assessment is formative, happening during the lesson where pupils are given quick feedback on how they are doing. Pupils also are encouraged to assess their own work and to give each other feedback on their work e.g. when reading aloud in a small group they may comment constructively on each other's performance.

Standardised assessments are undertaken by all pupils from P1-7 in literacy and numeracy. Teachers also complete a Summary of Pupil Progress for each member of their class in November and this is updated in May. Taken together with information gleaned from on-going day-to-day assessments made by the teacher and the pupils themselves, the data from all these varying types of assessment are used by teachers to monitor each individual's progress and plan for future teaching and learning.

Results of assessments are shared in a number of ways: through the termly sharing of individual pupil Learning Profiles, through parents' appointments with class teachers, twice a year and through the annual summary report issued to parents at the end of a school session.

Transition records of individual progress and achievement have been devised by staff, and these pass with each child from class to class indicating strengths and development needs (areas requiring attention in future).

Pupils from each class meet with the Head Teacher to discuss their progress through the curriculum and the ongoing development work within the school and how this is impacting upon their experiences of learning.

## **ETHOS AND PUPIL WELFARE**

### **HOUSE SYSTEM**

When your child enrolls into the school, they are allocated a House group. Thereafter, children 'belong' to one of the four Houses, each of which is named after one of the local firths: Beaully, Cromarty, Dornoch and Moray. The Houses compete with each other in a keen, but friendly, rivalry throughout the school year. House Points are awarded for good work and for upholding the positive ethos of the school, with a House trophy being awarded at the end of the school session.

### SCHOOL ASSEMBLIES

These are held weekly in the school hall. Assembly provides a valuable opportunity for the school community to meet and to share in news of events going on in and around the school and the wider world. Success both within and outside of school is also recognised. The school also has regular, termly inputs from a community worker from a local church. Such assemblies provide opportunities for pupils to engage in Religious Observance. If you would prefer your child not to attend those assemblies with a religious input, please contact the Head Teacher who will make the necessary arrangements.

### CELEBRATING ACHIEVEMENT



At Cradlehall Primary School we firmly believe in recognising and rewarding the achievements of all pupils within the school. In addition to class-based rewards systems, teachers select an individual pupil from each class to receive a *Certificate of Achievement* each fortnight. Criteria for selection are based upon an individual's efforts in schoolwork, behaviour, care and consideration for others or any other aspect of the life of the school.

At the end of the school year, all pupils take part in one of a series of Awards Assemblies to which parents are invited. Pupils in Primary 7 are also presented with a wide range of trophies for achievement, many sponsored by local businesses and individuals.

### NURTURE

The School uses Pupil Equity Funding (PEF) to run a Nurture Group where eligible children receive additional support with their education in a supportive environment under the supervision of staff trained in Nurturing. Curricular enrichments and alternatives are also provided in areas that are proving problematic for individual children. Inputs are agreed in consultation with parents/carers, very often as part of an individual Child's Plan.



Nurturing activities vary enormously and range from social skills group activities to individual homework support. Many activities take place on the school's *Learning Bus* which is staffed by support staff funded through our PEF funding.

### EQUALITY and DIVERSITY

Cradlehall Primary is committed to helping children gain a better understanding of the world around them. In pursuing this aim we actively promote equality and diversity.

Equality is about creating a fairer society, where everyone can take part and where everyone has the opportunity to be all they can be. Diversity is about recognising and valuing difference, where everyone is respected for who they are.

**Our approach to equality and diversity is based on the following key principles:**

**1. All learners are of equal value** irrespective of their race; gender and gender identity; religion or belief; or sexual orientation. However, this does not mean we treat everyone the same, sometimes it means giving people extra help so that they have the same opportunities and outcomes as others.

**2. We recognise, respect and value difference and understand that diversity is a strength within our school.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We also actively intervene, wherever possible, to help alleviate poverty by providing support to families with Free Meal / Clothing grant entitlement. At Cradlehall, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

**3. We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other e.g. through visits to places of worship to aid in our understanding of faith communities.

Our Policy principles are embedded in our curriculum and are explored both explicitly and implicitly in day-to-day learning. A copy of the Equality and Diversity Policy is on display in the vestibule and it can also be viewed on the school website: [www.cradlehallps.wordpress.com](http://www.cradlehallps.wordpress.com)

### **BEHAVIOUR AND ANTI-BULLYING POLICIES**

The school community sets high expectations with regard to pupil behaviour. A copy of the behaviour policy is attached as Appendix C. Please take time out with your child to go over the terms of the positive behaviour code before he/she starts school.

The school community is united in combating bullying in all its various forms both within the school and on the journey to and from home. The profile of anti-bullying measures is regularly highlighted amongst pupils, staff, parents and others associated with the school. If you feel your child is being bullied, please take action and report your concerns to the Head Teacher. Only by working together can such problems be resolved.

Our anti-bullying policy has been agreed by the whole-school community and can be viewed on the school website. Its contents are congruent with the Authority's policy:

<https://www.highland.gov.uk/downloads/file/19358/anti-bullying-guidance-for-schools>

### **CHILD PROTECTION**

Article 19 of the [United Nations Convention on the Rights of the Child \(1989\)](#) states that each child has the right to protection from all forms of abuse, neglect or exploitation.

Highland Child Protection Committee shares the Scottish Government's vision for children. We want all of Highland's children to have the best possible start in life; enjoy being young; and be supported to develop as confident, capable and resilient, to fully maximise their potential.

When parents and other carers deliberately fail or neglect to meet one or more of these basic needs, to the extent that it impacts significantly on a child's development or poses a serious risk of harm to the child, this is a child protection concern.

Early reporting of concerns can help us to identify families that are struggling to cope. Their needs can be assessed and appropriate support can be given before the situation deteriorates.

**'The welfare of the child is paramount'** – consequently the sharing of information and other steps to ensure that children are protected should take precedence over other concerns.

No-one wants to see a child come to harm. If you have concerns, contact the Head Teacher or speak to a doctor, a health visitor, a social worker, a police officer or a youth worker.

Phone 08000 938 100 (Office Hours) or Emergency out of hours service - 0845 601 4813

Further information on Child Protection in the Highland Council Area can be obtained via <https://hcpc.scot/>

## **TRANSITIONS**

### **TRANSITIONS TO SECONDARY EDUCATION**

Pupils will normally transfer to our local secondary school, Culloden Academy. Enquiries regarding enrolment there should be directed to Dr James Vance, Rector, Culloden Academy, Keppoch Road, Culloden, Inverness. Telephone: 01463 790851

A close liaison exists between Culloden Academy and its associated primary schools and regular meetings take place to discuss matters concerning us all. Throughout the year, Academy staff and Primary Head Teachers work closely together to ensure continuity of education by providing a wide range of information about our senior pupils during their final year in primary. Between February and March, Guidance and Support for Learning Staff from the Academy visit the school for discussions with both teachers and pupils about the process of transition and life in secondary school. Parents of P7 children meet with Culloden Academy staff, at an evening meeting during the Summer Term. Miss Vikki Forrester, Acting Depute Rector, has management responsibility at Culloden Academy for Primary-Secondary transition. In June there is a three-day visit to the Academy by the children in Primary 7. The children greatly enjoy this experience and feel much more confident about the next stage of their school career when the visit is completed.

Where appropriate, children with ASN can be given opportunities for enhanced transition to secondary school provision. This is tailored to each child's individual needs and involves a close liaison between staff of both schools, the Children's Services Worker, parents/carers and the child concerned.

### **TRANSITION TO OTHER PRIMARY SCHOOLS**

Children moving to other schools at times other than transition to secondary are supported through a transition Leaving Report that provides the receiving school with a very full picture of each individual's attainment and achievement during their time at Cradlehall Primary. Additional support with transition to other primaries is arranged for pupils with ASN and this will often be through face-to-face meetings with staff and the arrangement of induction visits ahead of the actual transfer of a pupil.

## **HOME-SCHOOL COMMUNICATION**

### **REPORTING TO PARENTS**

Our ongoing assessments enable us to give parents reliable information about their child's performance in school.

Learning Profiles are shared termly from October onwards. These exemplify the children's latest and best work. Feedback forms are provided to encourage parents to share their thoughts on the Profile's contents with their child and his/her class teacher.

Parents also have opportunities to informally visit their child's class through the year to share in the children's learning, e.g., at the end of a Context for Learning.

Formal reporting to parents takes place three times a year:-

(1) In the Autumn term (October-November) when your child is relatively new to the class. This is a verbal report at a parents' evening, letting parents know how their child is performing in their new class.

- (2) In March when a verbal update is given on his/her progress at a parents' evening.
- (3) In the Summer term (May-June) when your child is about to pass from one class to another or onto secondary education. This is a summary, written profile giving information about your child's curricular and social progress over the course of the session. Included with this written report, there is a feedback sheet for parents to make a written comment about the contents.

### **PARENT / TEACHER MEETINGS**

As noted immediately above, parent/teacher meetings are held in school twice during the session. Parents are given the opportunity to make an appointment to meet with the class teacher. During the meeting (which lasts ten minutes), parents and teacher discuss the pupil's achievements and next steps. Together, parents and teachers will plan future actions for each child.



At regular intervals through the year, additional informal, meetings are held to inform parents about other developments within the school, e.g. transition from Nursery to P1 / P7 to secondary, residential excursions, etc.

### **SCHOOL NEWSLETTERS**

Parents are kept informed by regular, fortnightly newsletters which are emailed out to all parents/ carers. Please read your newsletter upon receipt and feel free to get back to your child's teacher or the Head teacher with any observations.



### **“OPEN DOOR” POLICY TO PARENTS**

Parents are always welcome to call at the school by prior appointment. Meetings can be arranged with your child's class teacher or the Head Teacher, to discuss any problems, complaints, etc. Where appropriate, matters raised will be treated in strict confidence. Please telephone the school office to make an appointment.

### **USE OF MOBILE PHONES**



Pupils must ensure that all mobile phones are switched off upon entering school premises. All communications during a child's time within school must be made via the school office. Phones (or other devices) must not be used for any recording purposes within the school grounds. Mobile phones must not be taken on any school excursion. Emergency contact information is given to parents ahead of such trips.

### **SCHOOL TRANSPORT**

To be eligible for free school transport, pupils must reside more than three miles from the school. Children up to eight years of age will be provided with transport if they live two or more miles from the school.

Concessionary travel is available on certain routes. Please ask the Head Teacher for details on the current situation. Pupils living out with the school catchment area are not entitled to transport. (For details about the catchment area, please see Appendix B).

Parents wishing to apply for the provision of transport to and from school may obtain the relevant application form from the Head Teacher or online, via the Highland Council website:

[https://www.highland.gov.uk/site/scripts/google\\_results.php?q=school+transport](https://www.highland.gov.uk/site/scripts/google_results.php?q=school+transport) . This should be done at the time of enrolment. Please note a fresh application has to be made when your child transfers to secondary school.

### **SAFELY TO SCHOOL**

As most children attending Cradlehall Primary live close by, they either walk, scooter, cycle (with helmet) or are taken to school by car. The location of the school, in the middle of a housing estate, with relatively poor access roads means that there is frequently congestion first thing in the morning and at home time. Parents are advised that the school car park is for staff or visitors only. A drop-off lay-by is situated on Caulfield Road and parents are recommended to use this for the setting-down and uplift of pupils. Guidance for using the lay-by is included as Appendix K in this handbook.



### **EMERGENCY CLOSURE**

In exceptional circumstances, e.g., as a result of heavy snowfall or power / mains water failure, it may be necessary to send children home early. The school will then telephone parents to warn of this outcome. Where parents cannot be reached, the school will telephone the emergency contact supplied on the appropriate form to arrange collection at the school. In the event of no contact being made with either parents or emergency contacts, the child will be kept in school until they are collected. This is obviously not a very desirable outcome and parents are strongly advised to ensure that the names of emergency contacts are kept up to date and that the school be notified immediately should these change. Please note that the decision as to whether a pupil should attempt to travel to school in adverse weather conditions, whether by transport or by foot, lies with the parent. While recognising that education should be interrupted as little as possible, the Education Authority accepts that in severe weather, safety of the pupils is paramount. Please see Appendix G in this handbook for further, detailed information.

### **SCHOOL UNIFORM**

*The wearing of school uniform is actively encouraged to assist pupils in identifying positively with their school. School uniform should be worn on a daily basis by pupils. The participation of pupils in many extra-curricular activities, including residential visits, is usually dependent upon the individuals concerned wearing school uniform. The uniform is designed to be smart, yet practical and economical. School Uniform is worn by all pupils, from the youngest to the oldest!*

The school community believes that the wearing of uniform:

- helps pupils identify positively with their school
- promotes the school within the local and wider community
- helps avoid disputes arising from perceived fashion trends
- looks smart!





To help with the process of integrating your child into the school community it would be appreciated if you could support the policy on school uniform.

The latter comprises:

- Black school sweatshirt/cardigan with embroidered badge.
- Gold polo shirt with embroidered badge.
- Black or grey trousers/ shorts/ skirt/ or **plain black tracksuit bottoms/joggers (not coloured, logoed or striped)**
- **Yellow** girls' summer gingham dress and cardigan.

Our P7 pupils organise a second-hand uniform recycling scheme CURE, **Cradlehall Uniform Recycling Enterprise**. We hold extensive stocks of good quality uniform items in the wide range of sizes. Items are available to parents in exchange for a donation to school Eco funds. Donations of unwanted uniform are also sought.

For in-school use, pupils will also require to have access to a pair of **indoor gym shoes** for wearing indoors and for P.E. lessons. They should also have access to a pair of **shorts and a T-shirt for P.E.** and other movement activities. Please note the wearing of football colour and sports clothing bearing sponsorship advertisements, particularly those for alcohol, is actively discouraged.

For artwork and other practical activities, pupils should be possession of an old shirt or apron to protect their uniform in potentially messy activities.

Please ensure that all items of clothing and footwear are clearly labelled with your child's name.

### **SCHOOL MEALS**

All matters relating to the administration of school meals, with the exception of Free School Meals for P6-7 which are the responsibility of the Head Teacher (see below), should be addressed to Mrs Angela MacIsaac, Cook-in-Charge. She and her staff provide a nourishing mid-day meal comprising a main course followed by a choice of pudding at a cost to the pupils of **£2.30** daily (The school newsletter will inform parents of any price increase). An example of the school menu is shown in Appendix F. Menus rotate on a three-weekly basis.



At the time of writing, all pupils in P1-5 inclusive are entitled to Free School Meals. Children in these classes merely sign-up for their chosen option on a daily basis.

For those in P6-7, school meals can be paid online. See Appendix D for more information.

Alternately, payments can still be made by cash or cheque made out to *The Highland Council* with your name and address written on the back. Please use the envelopes provided in your enrolment pack; further supplies of which are available from your child's class teacher or the school office.

Children who have a specific dietary need which may be due to an allergy, intolerance, medical reason, additional support need, religious, cultural, or ethical belief can be catered for after consultation with

the special diets team at Highland Council. Should your child fall into this category a School Meals Special Diet Request Form can be found by following the link below.

[https://www.highland.gov.uk/info/878/schools/9/school\\_meals/4](https://www.highland.gov.uk/info/878/schools/9/school_meals/4)

Meals are taken in the gym which is converted, daily, into a dining room. Pupils are supervised by a member of the management team and where eating problems are identified, parents are informed.

**FREE MEALS:** Parents who wish to apply for free meals for their children in P6-7 may obtain details and application forms, in confidence, from the Head Teacher or via the link:

[https://www.highland.gov.uk/info/878/schools/9/school\\_meals](https://www.highland.gov.uk/info/878/schools/9/school_meals)

Free meals are available to families receiving Income Support. (Families receiving Family Credit are not entitled to free meals since they instead receive cash assistance). Free meal entitlement only begins after a parent or carer has produced evidence of entitlement and the application has been approved by the Council.

**PACKED LUNCHES:** Pupils who bring their own packed lunches are encouraged to take home uneaten food so that parents may monitor what has been eaten during the day. This also discourages waste.

All food must be carried in a container with secure lid and these should be clearly marked with the name of the pupil. Glass bottles and containers are not permitted for reasons of Health and Safety. Vacuum flasks containing hot liquids are likewise not permissible because of the obvious dangers these present. Similarly, canned drinks are discouraged, particularly sugary and high energy varieties. Please note that Highland Council cannot be held responsible for any loss or damage to packed lunches or their containers.

If you have any concerns about your child's eating habits while at school, please do let us know.

### **HEALTH CARE**

Minor cuts and bruises, bleeding noses or upsets through squabbles between pupils will be dealt with by our team of playground supervisors or a member of the teaching staff, but where an injury causes greater concern, parents are immediately contacted using the data supplied at the start of each school year. It is important that parents inform the school of a friend or relative who can, if the parents are unavailable, be contacted in an emergency and who is prepared to undertake the responsible care of the child. Where at all possible, emergency contacts should reside within the delineated catchment area of the school. This information should be given at the time of enrolment on the appropriate form or as soon as possible thereafter. It is the responsibility of parents to update their emergency contact records annually on the form provided by the school at the start of each session. **In between these updates, parents must inform the school of any changes to the data held on the emergency contact form as soon as it occurs.** Please address all updates to the school office.

### **ILLNESS**

Pupils feeling unwell should not be sent to school. If a pupil becomes ill during the school day, the parent/carer is contacted and the child sent home or into the care of the emergency contact. The school must be informed of any medical condition that may put the pupil at risk in any school activity. Confidentiality in such matters is assured.

## **ADMINISTRATION OF MEDICINE DURING SCHOOL HOURS**

### **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.

### **Minor injuries**

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

## **Mental Health and Wellbeing**

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [here](#). Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support.

Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from your child's Headteacher. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#). Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

## **HEALTH PROFESSIONALS IN SCHOOL**

Our designated link speech therapist, Mrs Elizabeth Nicholson, monitors the progress of pupils already referred to her and is available to pick up on any children found to have speech difficulties. She may provide programmes of therapy and parents will be informed and encouraged to engage in activities at home with the child to improve the child's speech. New referrals for therapy are always discussed with parents beforehand. Parents can make their own referrals by noting any concerns with the child's class teacher who will take the appropriate steps to pass on concerns.

## **HEAD LICE**

Unfortunately, head lice are a common problem in schools and the wider community. If a child is suspected of having an infestation of head lice while at school, parents will be informed by a standard letter along with a leaflet, *Head Lice: Information for Parents*, which gives good practical advice for the detection and treatment of Head Lice. The leaflet is published by NHS Scotland and is also available from the school on request. If you detect head lice at home, you should contact your health visitor, GP or pharmacist for professional advice. Further information is given in Appendix J of this handbook.

## **MULTI-AGENCY GROUP**

Once a month, the Multi-Agency Group meets to consider how best to support the needs of specific pupils. The Group includes school staff, the educational psychologist, and the Practice Lead for Children's Services, Mr Rikki Selkirk. Parents are fully involved in referrals to the MAG and are invited to attend. The Head Teacher will be happy to discuss the workings of the MAG with parents ahead of any meeting.



## **ATTENDANCE**

Good attendance is vital if pupils are to achieve their full potential. Moreover pupils are expected to attend school regularly in accordance with the statutory requirements.

Pupils should arrive in school punctually. Latecomers must report direct to the school office. Persistent late coming is not only detrimental to the child concerned; it is also disruptive to that child's particular class. Please ensure your child arrives at school before the start of the school day. Late coming is disruptive

to your child's education and also to that of others in their class. At the end of the school day, please also ensure the prompt collection of younger children.

If a pupil is absent from school, a parent or carer should phone the school on the first day of absence, stating the likely number of days of absence. When returning to school after an absence, the parent or carer must give written reason for the time absent via an email or letter to the class teacher.

If a pupil needs to leave during the school day for an appointment etc, please email the school office and class teacher beforehand or send in a note to that effect. Pupils must report to the school reception and 'sign out'. If returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made outwith school hours.

If pupils fall ill during the day, parents are contacted for them to collect their child, therefore it is essential that we have up to date daytime contact numbers and emergency contact numbers for all pupils. **Please inform the school office of any changes as these arise.**

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

When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

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

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering [https://www.highland.gov.uk/info/878/schools/32/school\\_term\\_dates](https://www.highland.gov.uk/info/878/schools/32/school_term_dates)

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

### **THREE DAY RULE FOR UNEXPLAINED ABSENCE OF PUPILS**

#### **DAY 1: First day of unexplained absence of pupil**

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

#### **DAY 2: Second day of unexplained absence of pupil**

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

#### **DAY 3: Third day of unexplained absence of pupil**

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

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

### **Steps for Parents**

- Keep the school up to date with your telephone number, including mobile phone if you have one, and other details for emergency contacts.
- Be responsible for the safety and well-being of your child/children whilst they are not in school.
- Inform the school or pre-school of any prearranged absence, e.g., attendance at an hospital appointment or other unavoidable event, prior to the absence taking place.
- Inform the school or pre-school of your child's absence by 9.15am on the morning of the first day of absence. For afternoon sessions, inform the school no later than half an hour into the afternoon session.
- Respond promptly to contacts from the school.
- Provide written confirmation of absence as soon as possible.

You will note that where contact cannot be established in relation to an unexplained absence, schools may inform other relevant services, e.g., social work and/or police. Whilst cases of children going missing on the way to school are very infrequent, it is essential that we take all necessary precautions to ensure the safety of pupils.

Each school in Scotland is responsible for taking steps to reduce pupil absences. Requests for removing children from school during term time should be addressed to the Head Teacher in writing. However, current national and Local Authority advice to parents, states that, where at all possible, parents should avoid booking holidays for their children during school term time. All such absences will be recorded as 'unauthorised'. There are exemptions including fixed allocations of leave to parents/carers in the armed services and emergency services.

Holidays taken to allow pupils to celebrate religious or ethnic festivals are also recorded as 'authorised'. Please make your reasons for requesting term-time absence clear to ensure the correct recording of the same.

### **CLOTHING and FOOTWEAR GRANTS**

Application forms for clothing and footwear grants are obtainable from the Head Teacher or online at the highland Council website:

[https://www.highland.gov.uk/directory\\_record/20783/free\\_school\\_meals\\_and\\_clothing](https://www.highland.gov.uk/directory_record/20783/free_school_meals_and_clothing)

Again, parents can be assured of confidentiality. These should be completed and returned to the Council before the start of a new school year.

### **PARENT FORUM AND PARENT COUNCIL**

The school has an active Parent Council whose objectives are to:

- Work in partnership with the school to create a welcoming school, which is in parents/carers.
- Promote partnership between the parents/carers, pupils, staff, school and surrounding community.



- Develop and engage in activities which support the education and welfare of the pupils,
- Identify and represent the views of parents/carers on the education provided by the school and other matters affecting the education and welfare of the pupils.
- To raise funds, apply for and receive grants, and accept gifts for the benefit of the school.

The Council has a membership comprising parents, staff and members of the local community who are elected by the Parent Forum. All parents/carers with children attending the school/nursery are members of the Parent Forum. For further detail of the Parent Council please contact

[cradlehall.primary@highlandpc.co.uk](mailto:cradlehall.primary@highlandpc.co.uk)

### **PARENT & FAMILY VOLNTEERS IN SCHOOL**

Parents and other family members are involved in the school life in various ways. Parents or members of the community who have a special skill or interest which might support curricular activities or be the basis for possible extra-curricular activities are most welcome to contact the Head Teacher with a view to further discussion and the completion of the necessary paperwork. In the past there have been a number of parent helpers who regularly gave their time to assist with duties such as library management and in-class assistance.

Parents are also actively involved in helping children with their work for Eco-Schools and in the supervision of pupils on local excursions. Parents are encouraged to share skills and services with the schools on our community engagement days. Previous examples have included parents becoming actively involved through painting, gardening and minor repairs to school property. If you are interested in volunteering some of your time to help within the school watch out for appeals for helpers in our Newsletters or contact the Head Teacher with your own particular skills and talents.

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

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

### **WIDER COMMUNITY**

Pupils regularly entertain local senior citizens with their work in drama and music. Several residents in the community, not themselves parents of pupils, have provided resources and information about the local area to the staff, and others have willingly come along to the school to share their personal experiences. At Christmas, the senior choir visit the local Care Home to entertain the residents.

### **PUPIL VOICE**

Each class has a weekly class meeting where pupils have the opportunity to share their opinions and raise concerns. Their deliberations feed into the regular meetings of the Pupil Council. (see below) Pupils at all stages are encouraged to join representative groups which give them opportunities to make their views known and to take on additional responsibilities which help make the school an interesting place to learn. In the current school year there are opportunities to serve on:

### **SCHOOL PUPIL COUNCIL**

The Pupil Council meets at least once a month with a member of the management team. Each member is elected by their classmates at the start of each session. Office bearers are elected from the P7 representatives, who are also House Captains/Vice Captains.

Each member of the Council leads a monthly *Class Meeting* with their peers, thereby gathering pupil views, suggestions or complaints to take to the next meeting.

The Council has had great success in expressing the views of the pupils on a wide variety of issues and many of their suggestions have impacted upon the work of the school.

### **RIGHTS RESPECTING SCHOOLS AMBASSADORS**

We are currently one of very few Highland schools to hold a Gold Level Award in UNICEF's Rights Respecting Schools Awards programme. Our RRSA ambassadors meet regularly to plan the active promotion of the UN Convention on the Rights of the Child through the day-to-day work of the school.

### **SCHOOL ECO GROUP**

The Eco Group meets regularly and oversees the implementation of the school's Eco action plan for each year. They organise the whole school to maintain and improve our school playground as an eco-friendly learning environment and organise the school's participation in environmental campaigning. The Eco Group also oversee the school's extensive work in recycling paper, plastic, polythene, pens, crisp packets and clothing.

### **READING AMBASSADORS**

The school has an enthusiastic, group of pupils who help manage the library and promote reading for pleasure. They enjoy discussing and recommending favourite books and authors. Members also create exciting displays and interactive book-linked activities in the school's library to encourage and engage others. They are also given the opportunity to participate at the twice-yearly Book Fair, helping younger children with choices by reading 'blurbs' to them and making recommendations, in turn inspiring book group members of the future!

### **DIGITAL LEADERS**

As the name suggests, Digital Leaders help promote digital learning within the school. They champion on-line safety, monitor use and effectiveness of educational apps and websites and assist staff in making the most of the growing digital learning opportunities available within the school.//

### **JUNIOR ROAD SAFETY OFFICERS**

The team of JRSOs actively promotes Road Safety within the school community. They attend training with road safety officials and promote the message of safe travel across the school via assemblies and competitions.

### **EXCURSIONS**

Educational excursions play a very important part in the life of the school and all classes, from Nursery to P7, can expect several trips out of school over the course of any one session. The nature of these excursions vary from guided walks around the immediate environs of the school in the company of a countryside ranger exploring different species of tree, to outings to the cinema in Inverness, to orchestral concerts, to museum visits for studying aspects of historical topics. All visits are linked to the curriculum undertaken in each class.

Each year, pupils in Primary Six have the chance to take part in a three-day excursion to Edinburgh. During this excursion, the children undertake planned visits to locations in the capital which offer opportunities to extend their class-based learning. A typical programme includes curriculum-enhancing visits to the Scottish National Gallery of Modern Art, the National Museum of Flight, Edinburgh Central Mosque, the Royal Botanical Gardens and the Edinburgh International Climbing Arena.



From 2024 Primary 7 pupils have had the opportunity to participate in a 4-night residential excursion to Dalguise Outdoor Education Centre. Previous to this Primary 7 have taken part in an overseas residential visit to The Netherlands something that we would like to re-establish in the longer term.

### **EXTRA-CURRICULAR ACTIVITIES**

#### **ART CLUB**

Our Parent Council have organised a very well received after school art club. Spaces are limited and lookout in our two-weekly newsletter for information about this club.

#### **HIGH LIFE HIGHLAND**

Throughout the year our Active Schools Co-ordinator works with the school to organise clubs. These range from dance to multi-sports.

#### **CHESS CLUB**

Meets weekly at lunchtimes for interested pupils in P6 and 7.

#### **FOOTBALL CLUB**

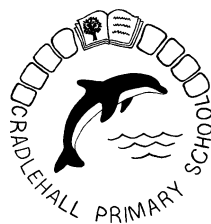
This is run on a community basis by a group of interested and committed parents and is currently open to children from P2 upwards. Please contact Matt Smith, CFC Chair, on 07719 487787 for more information.

#### **ATHLETICS**

The school runs an after-school club during the autumn and summer terms for all interested pupils in P5-P7. From the club, a team is selected to provide our annual entry into the South Highland Inter-school Sports which is held annually on the last Saturday in May. During Term 4 pupils in P1-P4 have the opportunity to take part in heats for selection for the annual Baillie Cup athletics competition.

#### **And finally:**

We hope your child thrives during their time at Cradlehall Primary. All the above is geared towards that end. Should you have any reason to be concerned about your child's welfare or progress at school, please do get in touch. We are all here to help!

**Appendix A****School Terms: Session 2024-2025 (pupils)**

Please use the link below to access Highland Council's School Term Dates

[https://www.highland.gov.uk/info/878/schools/32/school\\_term\\_dates](https://www.highland.gov.uk/info/878/schools/32/school_term_dates)

	<b>OPEN</b>	<b>CLOSE</b>
Autumn	Tuesday 20 August 2024	Friday 11 October 2024
Winter	Monday 23 October 2024	Friday 20 December 2024
Spring	Monday 6 January 2025	Friday 4 April 2025
Summer	Monday 21 April 2025	Friday 4 July 2025

Additional holidays comprise Monday 5 May 2025 (May Holiday) and Monday 17 & Tuesday 18 February 2025 (Casual Holidays)

The school will be closed for pupils on the following dates for in-service training of staff: Monday 19 August 2024, Monday 16 & Tuesday 17 September 2025, Wednesday 19 February 2025 & Monday 2 June 2025.

Please note that closure times for the last day of each term remain the end of the normal school day, (2.45pm for P1-3 and 3.15pm for P4-7), excepting the summer term which ends at 12.00 on the last day or 12.30 if your child is taking a school lunch.

As the school is used as a polling station for local, Scottish and UK elections/referenda, the building will be closed to pupils on all such occasions.

Any changes to the above will be notified via the fortnightly school newsletter.

## **Appendix B**

### **The Delineated Catchment Area of the School**

Cradlehall Primary School is situated on the eastern outskirts of the city of Inverness. It serves the area delineated approximately as follows:

The Western boundary is marked by the A9 dual carriageway from the Raigmore interchange to southern edge of Daviot Wood.

The Southern boundary is marked by the B851 from Daviot to Nairnside House, excluding the initial half-mile from the junction with the A9.

The Eastern boundary is marked by an arbitrary line passing east of Cranmore and Balvraid and west of Culchunaig to the edge of the Culloden Wood.

The Northern boundary is marked by the railway line from the Raigmore interchange eastwards to the west side of Tower Brae North and then south of the B9006 as shown on the map overleaf, **extending around, and excluding, the Burn Brae and Woodside estates** to the edge of Culloden Wood.

For exact location-finding, please refer to the Highland Council website, where individual houses can be pinpointed in relation to catchment areas:

[https://www.highland.gov.uk/downloads/download/678/school\\_catchment\\_maps](https://www.highland.gov.uk/downloads/download/678/school_catchment_maps)

### **SCHOOL PLACING REQUESTS – PARENTAL CHOICE**

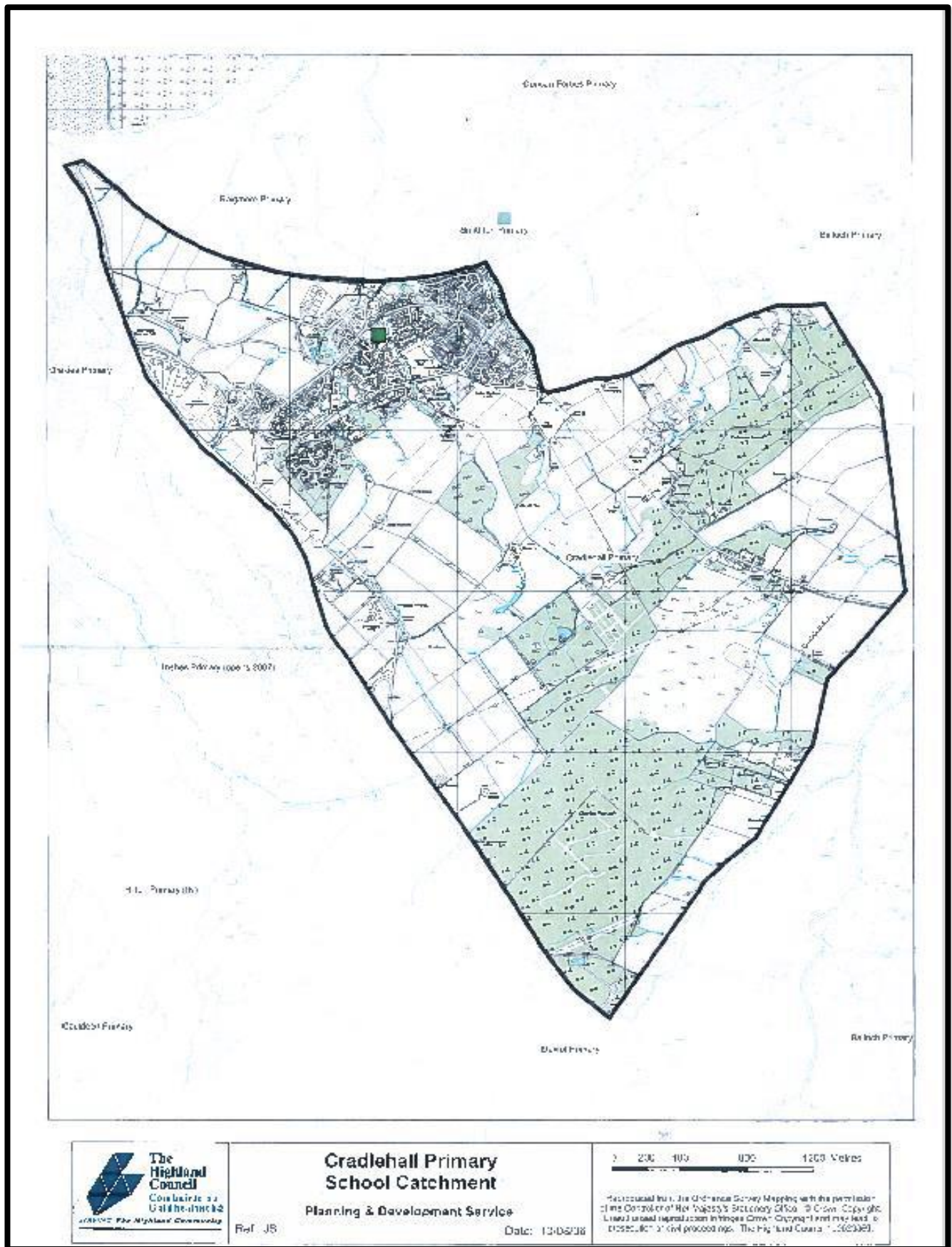
Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application are made to the Area Education and Learning Manager <insert contact details> . Placing request applications are made online at:

[https://www.highland.gov.uk/info/878/schools/887/enrol\\_your\\_child\\_for\\_school/2](https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2)

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

If pupils live out with the school catchment area and their parents wish them to attend Cradlehall Primary they can contact the Head Teacher to arrange a visit.

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



## **Appendix C**

### **Cradlehall Primary School – Behaviour Policy**

**Rationale:** Our Values and Vision Statement includes the following commitments: At Cradlehall Primary everyone is included and respected as a valued member of the school community. All views are listened to and people are made to feel welcome, creating a sense of belonging. We foster a strong collective identity within the school while also recognising and celebrating diversity within and outwith our community. Through our learning, we enhance and deepen our understanding of our individual and collective roles, together with our rights and our respect for the rights of others within our school, community, country and the wider world. In order to fulfil these aspects of our Vision, and to meet our obligations in upholding the UN Convention on the Rights of the Child, it is necessary to have agreement on standards of behaviour within our school. This requires a policy statement which sets out in general terms the types of positive behaviour we would like to encourage and the relevant steps we take to achieve this. The policy enables the school staff, (including support, supply and canteen staff) pupils and parents to be aware of the mutually supporting roles in maintaining high standards of behaviour. This is vitally important because all members of the school community must work in partnership to ensure the success of the policy.

**Responsibilities Staff:** All staff, including those employed on a temporary or supply basis, are Duty Bearers of our Children’s Rights and therefore share a collective responsibility for implementing the school positive behaviour policy. All staff recognise that all behaviour is a form of communication and be responsive to the wellbeing of each individual. All staff have high expectations of all pupils, however it is the responsibility of all staff to understand and recognise that some pupils require additional support to meet these expectations including the terms of this Positive Behaviour Policy. **School managers:** The Head Teacher has overall responsibility for ensuring appropriate standards of behaviour throughout the school. Together with the Depute Head Teacher 3 and the Principal Teacher, they ensure the promotion and maintenance of this policy. **Parents:** Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of their behaviour. **Pupils:** Pupils have to be responsible for their own behaviour and meet the expectations agreed by the whole school community.

**Our Positive Behaviour Code:** Throughout the school, there is an expectation that all pupils will:

- Take pride in identifying with the school by wearing school uniform (as set out in the school handbook)
- Look after the school environment and school resources in a responsible and sustainable manner
- Resist becoming involved in confrontational situations but to seek help from a Duty Bearer to resolve conflict
- Report concerns about the welfare of other pupils by reporting these to a member of staff
- Show respect towards themselves, other pupils and all adults within the school community and to treat others with care and consideration
- Participate in restorative conversations with others involved in a particular situation
- Use information technology responsibly and in line with school protocols
- Try their best to achieve the best possible results in all activities undertaken in school

Within our school there is also a need for safety and procedural rules.

Additional School Rules:

- ❖ Pupils should do their best to contribute to the values and ethos of the school. Specifically, they should fulfil, to the best of their ability, those tasks allocated to them at class and whole school level
- ❖ Everyone is expected to arrive punctually. Latecomers must sign in at the office
- ❖ Once pupils have entered the school grounds, they may only leave with the permission of a member of staff, (except those with parental permission to go home for lunch)
- ❖ Pupils should follow instructions given by all members of school staff
- ❖ Before entering the school grounds, pupils should dismount from cycles, scooters, etc. and should only remount once they have left the school grounds
- ❖ Mobile phones and other Smart devices are for use on the way to and from school. Pupils should switch these off before entering the school grounds and only switch them on when leaving the school grounds. All such devices must be surrendered to the class teacher for safe keeping at the start of each school day. Photographs/video footage can only be taken by pupils within the school with the prior permission of the Head Teacher
- ❖ Pupils should only access the internet via activities authorised by a member of staff and be accountable to the terms of the ICT/Chromebook agreement
- ❖ Pupils should walk through the school in a manner which respects other members of the school community
- ❖ While moving through the school, pupils should show consideration for their own and others' safety and wellbeing. Our corridor space is narrow and running could result in a collision with others
- ❖ Pupils must never carry sharp or potentially dangerous items to school
- ❖ Pupils should not take expensive items to school
- ❖ For obvious reasons of safety, snowball throwing is not permitted
- ❖ If, at the end of the school day, a pupil is not met as expected, they should return to school and report this to a member of staff

### **Class Charters**

Each class, through discussion between pupils and teacher, devises its own agreement on positive behaviour which is set out in a Class Charter. Charters should reflect the underlying ethos of this Positive Behaviour Code Policy. Class Charters are displayed on the walls of each room and are re-visited at the start of each school term.

### **Advice Given to Staff**

Children have to learn to behave responsibly and, as in all aspects of life, they sometimes have to learn from their mistakes. As in all aspects of managing behaviour, integrity is the key to success. Staff are therefore advised to:

- Be consistent and fair
- Remain open and honest with pupils
- Impose appropriate levels of sanction from the agreed list that are relevant to the misdemeanour
- Not punish a whole class or group for the misdemeanours of an individual
- Focus any reprimand on the unacceptable behaviour, not the pupil's personality
- Reprimand pupils in private, where appropriate
- Deploy Restorative Discussions in the aftermath of significant incidents

### Restorative Discussions

Restorative discussions support pupils by helping them talk about their thoughts and feelings, take responsibility for their actions and develop skills in order to rebuild/repair relationships. These discussions involve staff supportively guiding dialogue and mediating.

Questions staff may ask during a restorative discussion include:

1. What happened?
2. What were you thinking about at the time? What are you thinking now?
3. How do you think it made \_\_\_\_\_ feel?
4. How would you feel if it happened to you?
5. What do you think you need to do to repair the harm/to put things right?

### Sanctions

At Cradlehall Primary School most children are very positive about their experience of school and this is reflected in generally high standards of behaviour. From time to time however, it becomes necessary to apply sanctions to curtail unacceptable, negative behaviour.

❖ In the majority of cases, no more than a verbal rebuke by the class teacher or another member of staff will be necessary

❖ When a verbal rebuke does not have the desired effect or where circumstances warrant alternative action, the following sanctions may be imposed. When invoking sanctions, staff should exercise their professional judgement with regard to the age and stage of the child, his/her social and emotional wellbeing, academic ability and any additional support needs. Significant sanctions should be recorded in the child's SEEMIS record.

- Change of classroom seating arrangements
- Adaptations to Friday Skills Time are invoked when an individual pupil accumulates 'three strikes' over the course of a week. Instead of attending Friday Skills, such pupils spend time reflecting on wrong choices and how they can redress wrongs through changes to their behaviour.
- Writing an article or drawing a picture by way of reflection of past actions
- Discussion with the Head Teacher or other member of the management team

❖ If these sanctions do not have the desired effect, or when an action by a pupil is deemed by a member of staff to have been of a more serious nature, parents/carers will be contacted, by email or phone call.

❖ If behaviour continues to cause concern, parents will be invited to come to school to discuss the matter with the class teacher and a member of the management team. Together they will discuss and plan an appropriate way to take things forward

❖ If the previous steps are not successful in encouraging positive behaviour, then, after discussion with the parents, further help will be sought from appropriate Partner agencies e.g. the Practice Lead, Children's Services or the Area Education Officer.

❖ In an extreme case of a very serious single incident or persistent breaches of this policy, where all other steps have failed to arrive at a satisfactory solution, exclusion procedures, as laid down by Highland Council, will be put into effect.

And finally..... Please remember that it is in the interests of all who are members of the Cradlehall Primary School community, that good two-way communication exists between home and school. If you have any concerns relating to behaviour or any other aspect of school life, please do not

hesitate to contact the Head Teacher who will be happy to discuss these with you. Policy in place  
January 2022  
Review date January 2025



**Appendix D Paying For School meals****HERE'S HOW IT WORKS:**

An online system creates a unique account for each pupil in the school, and money must be added to your child's account to allow the purchase of a school meal. The system runs through smart boards located in each classroom which pupils will use to order their meals.

You can top up your child's account using one of the methods below – any amount can be paid into accounts, with payment being taken from the account as meals are purchased. In line with Highland Council current policy, **all school meals should be pre-paid**, preferably weekly, in advance.

**(PLEASE NOTE THAT THE CURRENT PRICE OF A PRIMARY TWO COURSE SCHOOL MEAL IS £2.30)**

**1. Pay online**

Payment can be made online for school meals in schools which have a cashless catering system in operation. Go to the Highland Council website – [www.highland.gov.uk](http://www.highland.gov.uk) – and select the 'PAY' icon on the home page. Proceed to Online payments, and to pay for school meals select 'All Other Payments', then 'Education', then 'School meals'. Complete the form with all information requested – all major credit and debit cards are accepted, except American Express and Diners.

You will need your child's **9 DIGIT** Scottish Candidate Number (SCN) in order to carry this out –

**This will be given to you within three days of your child starting school. To access school meals from their first school day, please pay by cash or cheque made out to The Highland Council.**

CHILD'S NAME:	
SCN:	

- Allow 24 hours for the payment to reach the pupil's account - please note, payments made between 4.30pm Friday and 9am Monday will not appear in the pupil's account until the Tuesday
- A separate payment must be made for each pupil
- All **credit card** transactions will incur a bank administration charge of 2%; **no** additional charges apply to **debit card** payments

**2. Pay by cheque or cash**

It is still possible to pay by cash or cheque – these payments should be made on a Monday for the remainder of that week. You can also pay monthly, quarterly or by term if you wish, again in advance. Cheques must be made payable to 'The Highland Council', and the pupil's name and class written on the reverse.

**3. Free Meals**

The system ensures complete anonymity for pupils receiving free school meals - the value of the free school meal will be automatically added to the pupils meal account each day and purchases will be deducted from the balance in the same way as those paying for school meals. Note: any unused free school meal allowance will not be carried forward to the next day.

- Details of entitling benefits, and free school meals application forms, can be found on the Highland Council website [www.highland.gov.uk/learninghere/schools/schoolmeals](http://www.highland.gov.uk/learninghere/schools/schoolmeals)

#### 4. Forgotten Payment

Please note that – except where a pupil is entitled to free school meals – meals must be paid for in advance. Any non-payment of meals is recorded, and will be vigorously chased up, with reminders issued to parents and a formal HC invoice being issued for any payment remaining outstanding.

If you lose the details of your child's SCN, or if you have any other queries, please do not hesitate to contact a member of the Catering Team on 01463 663340 or by email [ecscatering@highland.gov.uk](mailto:ecscatering@highland.gov.uk).

#### 5. Photos

Pupil name and class will be set up in the system but we also need your child's photo (digital image) to maintain the integrity of the systems security of operation. This information is held under secure conditions and will never be sold or transferred out with the school. The system is not linked to any other system and cannot be accessed by unauthorised users. If, however, you are **not** happy for us to take your child's photo please let the school know in writing **ASAP**.

If you have any questions regarding photos or any other aspect of cashless catering please do not hesitate to contact the Catering Service on the number shown below.

Kind regards  
Highland Council Catering Service  
Telephone 01463 663840

**Appendix E****TRAVELLING TO SCHOOL DURING ADVERSE WEATHER**

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

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

- parents should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies.
- the school will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather.
- the school will establish a system of communication with parents and transport operators and ensure that parents are fully informed of the arrangements. This includes the 0800 telephone information service, details of which appear in the next appendix.

When weather conditions are poor:-

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

**Broadcast times****BBC Radio Highland**

**06.30 07.30**

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

**Moray Firth Radio**

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

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

**For pupils using school transport**

- Parents should advise their children on how long they should wait at the pickup point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal “pick-up” time.
- Parents should note differences between contract vehicles and public service vehicles. Drivers of contract vehicles are advised not to drop off children where there is any doubt that they may not safely reach home or other place of shelter. Drivers of public

**service vehicles must travel their normal routes and cannot make special provision for the individual pupils.**

- **Where parents are concerned about weather conditions at “drop-off” points, they should contact the school as early as possible.**

Schools have a dial-in service if there is risk of closure due to adverse weather. This allows parents to listen to a recorded message from the headteacher.

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 for school closure information.

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

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

## Appendix F

### TELEPHONE INFORMATION SERVICE GUIDANCE FOR PARENTS Updated December 2020

Schools have a dial-in service if there is a risk of closure due to adverse weather. This allows parents to listen to a recorded message from the senior member of staff on duty.

When severe weather warnings are received your school will endeavour to keep the system updated. It is an enhancement to the present service and does **not** replace existing methods of giving out information, such as radio broadcasts, described overleaf.

#### **How to use the service.**

- Dial Highland Council's access number - **0800 564 2272**
- Now enter the Cradlehall Primary pin number - **04 1750**  
You have two attempts to enter the pin number and you will be disconnected after a second failed attempt. If this happens, check the number and redial. If you still have a problem check with the school.
- You will now hear the school's name. Ensure that this is correct before going on.
- You will now be taken to the MAIN MENU where you will be given 4 options:

**Press 1 to hear your school's message about the adverse weather** for example whether or not the school is to close or if transport arrangements have been affected.

**Press 4 to enter the pin number for another school within the authority.** Parents may have children who attend different schools. This option allows you to move from one school's messaging service to another without having to dial in again.

#### USING OTHER FEATURES

**Press 2 to send the school a NON-URGENT message. Please do not use this service as the school does not have the capacity to retrieve messages.**

#### **Press 3 to hear general information messages**

The school may use this as an additional way of informing parents about school events, e.g. Sports Day cancellations, daily reports from residential excursions. Parents may hear up to ten messages with the most recent played first.

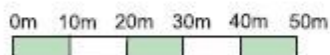
**Appendix G**

**PLAN OF THE SCHOOL AND GROUNDS**

# CRADLEHALL PRIMARY SCHOOL

SCALE 1:1000

1cm = 10metres



Magnetic North  
2012



Entrance from Caulfield Road

Reception

Main entrance from Cradlehall Park

**LEGEND -  
Symbol meaning**

- |                           |                    |
|---------------------------|--------------------|
| Wood - open               | Sign               |
| Trees - Flight            | Grit bin, Fusebox  |
| New planting              | Bird table         |
| Open land                 | Seat, Table        |
| Rough open land           | Play equipment     |
| Hard paving               | Large tree, Canopy |
| Soft paving               | Small tree         |
| Out of bounds, flowerbeds | Willow arch        |
| Building                  | Bank               |
| Canopy                    | Small pond         |
| Canopy support            |                    |
| Shed                      |                    |
| Steps                     |                    |
| High wall                 |                    |
| High fence, fence         |                    |
| Gateway                   |                    |
| Lamppost                  |                    |
| Flagpost                  |                    |

Based on Ordnance Survey mapping  
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Survey & Cartography.....March 2012  
Mapper.....Cartomaps  
Copyright.....Cradlehall School  
Grid Reference.....NH445705  
BOF Registration.....N/A

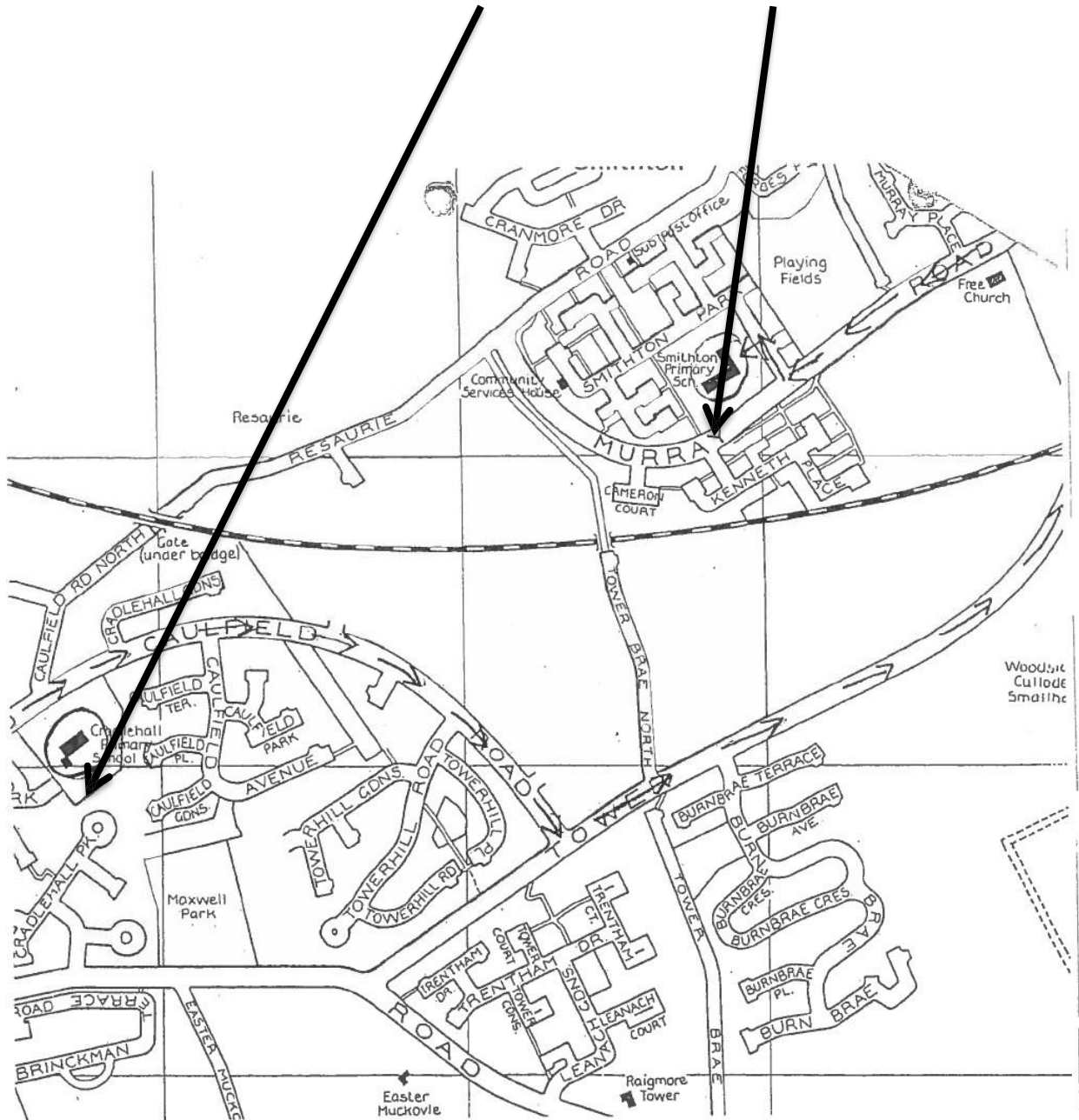
Possession of the map does not grant right of access.  
Permission must be obtained from the School.

Your local club is INVOC.....[www.invoc.org.uk](http://www.invoc.org.uk)

**Appendix H**

In the event of a major incident which necessitates the evacuation of all pupils from the school, the children will be escorted to Smithton primary School from where every effort will be made to contact parents/carers/emergency contacts.

A map showing the relative locations of **Cradlehall** and **Smithton** primary schools is shown below:



## **Appendix I**

### **Pupil Data Collection and Transfer Procedures**

#### **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 Headteacher.

#### **Transferring Educational Data about Pupils**

Education authorities and the Scottish Executive Education Department (SEED) collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus SEED has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Executive itself.

#### **What pupil data is collected and transferred?**

Data on each pupil is collected by schools, local authorities and SEED. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to SEED. Your postcode is the only part of your address that is transferred for statistical purposes and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by SEED.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not wish to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

#### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, SEED, education authorities and other partners such as the SQA and Careers 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

#### **Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and



other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the Scotxed website ([www.scotxed.net](http://www.scotxed.net)).

SEED works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of SEED, which 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 colleagues within and outwith SEED.

### **Concerns**

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

## **Appendix J**

### **Cradlehall Primary School: Complaints Policy**

#### **Why the need for a Policy ?**

We want you and your family to feel that you are listened to at all times regarding your child's education. This leaflet tells you what to do if you have a complaint about any aspect of your child's education. We always aim to provide a thorough response as quickly as possible.

#### **Who can complain?**

A pupil, parent, carer, relative, friend or member of staff may raise a complaint. You may complain on behalf of someone else if you have their permission to do so.

If you wish to make a complaint it is best to do so as soon as possible after the event, while memories are still fresh.

#### **How to complain: the four stages**

##### **1 Speak to someone on the spot**

Wherever possible, you should tell someone close to the cause of your complaint, ideally the Head Teacher, Depute Head Teacher, Principal Teacher or your child's class teacher. Very often we will be able to sort things out straight away. This is how most complaints are settled. If for any reason none of the above members of staff are available then please feel free to speak to any member of staff who will take a note of your concerns.

##### **2 If you are raising concerns or making a complaint in writing**

Your letter/email should set out the cause of your complaint. It will help our investigation if you tell us:

- What took place
- When it happened (date and time)
- Where it happened
- Who was involved

We will always acknowledge formal complaints within three working days. Then we will thoroughly investigate your complaint and send you a detailed reply in writing as soon as possible and certainly within 14 days. If for any reasons our investigations are taking longer than usual, we will write to you to explain the reason for the delay and tell you when we expect to be able to send you a final response. All complaints are recorded in the Record of Complaints file.

##### **3 Ask for a meeting**

If you remain unsatisfied by our actions and response, please ask for another meeting with the Head Teacher. If the Head Teacher is unavailable, a meeting will be arranged with another member of the school's Management Team. Please never leave any concern unsettled. No matter how long it takes, we always aim to ensure that anyone who has concerns or has made a complaint is completely satisfied with the outcome. Please remember also that you are welcome to bring a friend or representative with you to any meeting.

##### **4 Write to the Area Education Office**

If you are not satisfied with the response you receive from the Head Teacher you should write to the Council's responsible officer for Cradlehall Primary School: Fiona Shearer, South Area Education & Learning

Manager, Highland Council Headquarters, Glenurquhart Road, Inverness IV3 5NX.

[fiona.shearer@highland.gov.uk](mailto:fiona.shearer@highland.gov.uk)

## **5 Nursery Complaints**

If your complaint concerns our Nursery Class and if you are not satisfied with the response you receive from the Head Teacher you can write to The Care Inspectorate, 1<sup>st</sup> Floor, Castle House, Fairways

Business Park, Inverness, IV2 6AA

Tel: 01463 227630

## **Appendix K Photography**

Photography is widely used within our school to record for posterity children's involvement in their learning. Photography in school is governed by Highland Council Policy which complies with the relevant legislation. Upon enrolling your child for school, the data capture form asks you for your consent with regard to school photography.

Listed below are some of the main provisions regarding photography on school premises and during off-site excursions:

Parents are reminded they are only permitted to post photographs of their own children on social media.

In terms of the Data Protection Act 1998, the permission of all people, both children and adults, who will appear in a photograph, video or webcam image, must be obtained before the photography takes place. Written consent must be obtained from a parent of a child.

The Consent Form for Children in School concerns photography:

- to be used within the school in promotional literature, displays and publicity, including promotional videos
- which will be used in promotional literature, displays and publicity materials and on the school's or the Council's internal and external websites
- photography by the press when they are invited into schools to cover events celebrating success, and
- photography by parents at school plays, concerts, Awards ceremonies and other performances or sports events, etc.

A parent must complete the form indicating whether or not they agree to their child's photograph being taken for the purposes detailed in the form.

Where parents refuse permission for filming/photography, pupils should still have the opportunity if they wish of being involved in the event/activity for example through having a "backstage" role in a school production. Where pupils do not wish to be involved then an alternative activity should be identified.

Photography by the press is exempt from the Data Protection Act. If the press are likely to attend an event involving children in school, parents should be informed. The Consent Form for Photography of Children in School covers such consent.

A full copy of Highland Council Photography Procedures for Schools is available from the Head Teacher on request.

## **Appendix L**

### **Military Families**

Our school welcomes and supports families, their Children and Young People from Armed Forces families: Serving, Reservists and Veterans.

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 or Early Years setting. 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 Armed Forces community. There is a dedicated Highland Council partnership, **The Military Liaison Group (Education)**, often referred to as “The MLG” which has been formed to promote and ensure the equity and equality for your Children and Young People within an educational context.

Visit the Highland Council [Armed Forces Families Website](#) for lots of helpful information and support for both families and Educators. The [Enrolment page](#) may be particularly helpful.

Please get in touch with your child’s named person or the Headteacher if you have any concerns or if you would prefer, contact the MLG (Education) lead [here](#).

**Appendix M****Parental Response Sheet – Information for Parents**

It is our aim to make this school handbook an interesting and informative guide which is easy to use.

The handbook is updated regularly and it is hoped that your comments will help this task. Please feel free to make honest and constructive comments.

1. Does the handbook fulfil the aim set out above?    YES/NO  
Comment:
  
  
  
  
  
  
  
  
  
  
2. Does the handbook provide sufficient information to meet your needs?    YES/NO  
Comment:
  
  
  
  
  
  
  
  
  
  
3. Is any part of the text unclear in its meaning?    YES/NO  
Comment:
  
  
  
  
  
  
  
  
  
  
4. Any other comment:

Signed \_\_\_\_\_ parent/carer of \_\_\_\_\_

Thank you for taking the time to complete this evaluation sheet. Please return it to the school office after your child has started school.