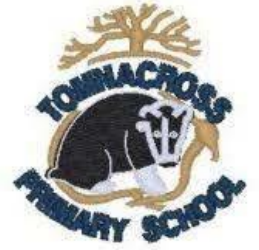


Tomnacross Primary School Handbook 2024-25



Welcome to Tomnacross Primary.

Our wonderful school at the heart of Kiltarlity Community.



“Dream, Believe, Achieve... Together”

Website: <https://sites.google.com/charlestonacademy.org.uk/tri-cluster>

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1. Our Cluster Vision Values and Aims

(Our Vision and Values are currently under review – Dec '23)

VISION:

Dream, Believe, Achieve...Together

VALUES:

- Respectful
- Inclusive
- Happy
- Hard working



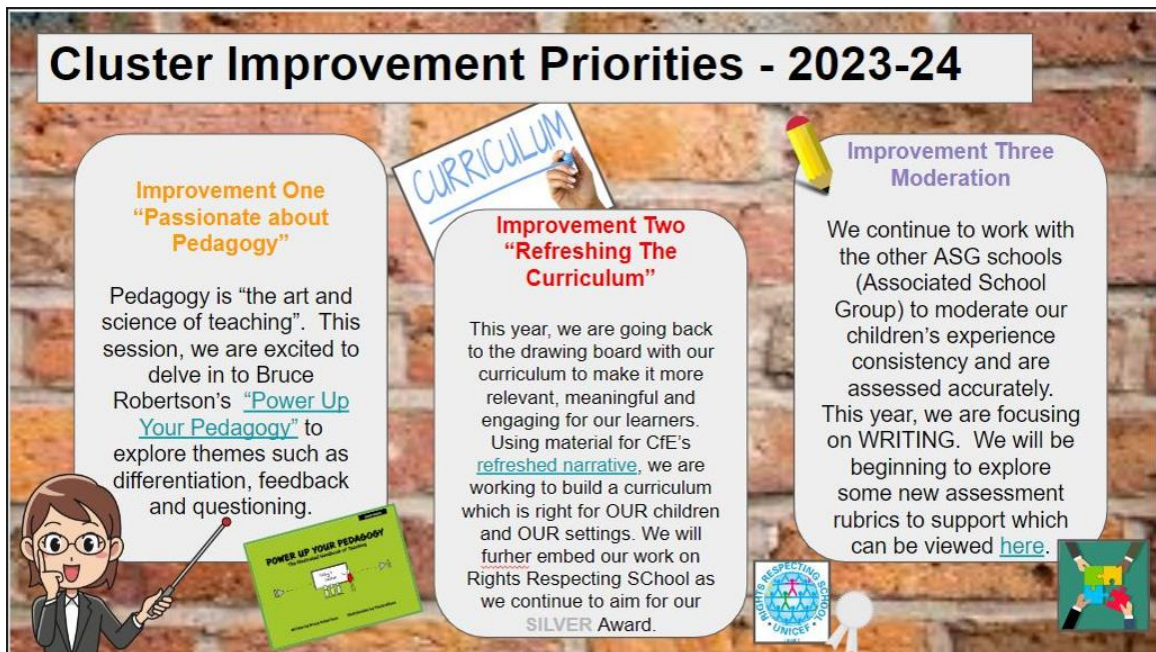
AIMS:

- develop skills for learning, life and work to help prepare us for our futures.
- know how to make good choices and always try our best.
- be a good friend and be supportive to others no matter how different they are to us.
- be *confident* in ourselves, *believe* we can do anything and *achieve* our own special successes.

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2. Our School Improvement Plans 2023/24

A summary of our SIP can be seen below. For full detail on this please visit our school website <https://sites.google.com/charlestonacademy.org.uk/tri-cluster> where you can also find our Standards and Qualities Report.



Cluster Improvement Priorities - 2023-24

**Improvement One
"Passionate about Pedagogy"**

Pedagogy is "the art and science of teaching". This session, we are excited to delve in to Bruce Robertson's "[Power Up Your Pedagogy](#)" to explore themes such as differentiation, feedback and questioning.

**Improvement Two
"Refreshing The Curriculum"**

This year, we are going back to the drawing board with our curriculum to make it more relevant, meaningful and engaging for our learners. Using material for CfE's [refreshed narrative](#), we are working to build a curriculum which is right for OUR children and OUR settings. We will further embed our work on Rights Respecting School as we continue to aim for our **SILVER** Award.

**Improvement Three
Moderation**

We continue to work with the other ASG schools (Associated School Group) to moderate our children's experience consistency and are assessed accurately. This year, we are focusing on WRITING. We will be beginning to explore some new assessment rubrics to support which can be viewed [here](#).

The infographic features a cartoon teacher pointing to a green book titled "POWER UP YOUR PEDAGOGY", a hand holding a blue marker writing "CURRICULUM" on a whiteboard, and a yellow pencil pointing to the "Improvement Three" section. It also includes a "RIGHTS RESPECTING SCHOOL" logo and a UNICEF logo.

Further information about the school's performance at a national level can be found at

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/>

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

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3. General Information

Contact details:

Tomnacross Primary School,
Kiltarlity,
Beauly,
IV4 7HW

Tel: (01463) 741497

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



Website: <https://sites.google.com/charlestonacademy.org.uk/tri-cluster>

Twitter: @TomnacrossP 

We currently have a school roll of 114 pupils, and 17 in our Nursery.

School day/times:

Primary 1-3 – 9.00am to 3pm, Morning Break at 10.30-10.45, Lunch at 12:15 – 1pm

Primary 4-7 – 9.00am to 3.30pm, Morning Break at 10.30-10.45, Lunch at 12:15 – 1pm

***Friday** – 9am to 12.15pm, Morning Break at 10.30-10.45, Lunch (Grab and Go lunches available to take home)

Staffing:

Head Teacher – Mrs Fiona McKellar (Cluster HT)
Mrs Shonagh McBean

Primary 1 - Miss Donna Campbell (Principal Teacher)/Mrs Heather Hedderwick

Primary 2/3 – Miss Vanessa Cardoso

Primary 4/5 – Mrs Kathryn Thomas/Mrs Katy Kelly

Primary 5/6 – Mr Richie Lee

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Primary 6/7 – Mrs Roxanne Main

Support for Learning Teacher – Mrs Kim Lamont

Part time/Management time/CCR cover teachers – Mr Marcus Logan

School Secretary – Ms Lindsey Allen

Pupil Support Assistants –

Mrs Audrey Matheson

Mrs Lindsay Stewart

Mrs Eilidh Syrjanen

Ms Iona Wotherspoon

Mrs Cath Aiton

Mrs Tina Balfour-Paul – General Auxiliary/Playground Supervisor

Early Learning and Childcare Centre –

Miss Kirsty Dingwall

Mrs Charlotte Cameron

Mrs Katie Gall

Mrs Louise MacKintosh

Mrs Gail Troilus

Canteen

Mrs Moira Macrae

Mrs Florence Dingwall

Mrs Karin MacDonald

Mrs Alex Macleod

Facilities Manager – Mr John Macrae

School Uniform:

At Tomnacross we always look smart and wear our school uniform. Our school jumpers are red or navy blue with a badger logo on them. You can wear black or blue trousers or a red checked or grey dress or pinafore. If you would like to purchase school uniform then go to Highland School Wear Inverness. Plain coloured school clothes (without school logo) in red or navy can also be worn as uniform.

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- **Schoolwear Made Easy - 01463 222022, Harbour Road Inverness**

We also have a range of clothing available for a donation in school. Please come along and have a look. 😊

School Facilities:

Tomnacross Primary School was built in the late 19th century and used as a Junior Secondary School. Many generations of local families have graced its doors. The school has grown with the village of Kiltarlity and now offers a wonderful educational environment housed in a mixture of refurbished and new build facilities.

The school is of a traditional design with a very modern extension and all is situated in spacious grounds with a sports field, grass and tarmac play areas and shelters. There are five classrooms in the school and we also have our Family Orchard and newly refurbished Early Years and Child Care Setting (Jan 2021). Opposite the main school building in a separate unit our Nursery are currently situated.

School meals are cooked on the premises in our school's kitchen and served in the school's P.E hall.

We utilize our outdoor area well and make sure that the children are outside as much as possible.

School Atmosphere and Ethos:

At Tomnacross Primary we 'Dream, Believe, Achieve...Together.' We are currently embarking on our Rights Respecting Schools Journey, creating a safe and inspiring place to learn. Our staff, families, children and community work well together and we are a strong team.

Celebrating achievements:

At Tomnacross we celebrate achievements on a daily basis. Within each class the children are given lots of opportunities to achieve. There is also a fortnightly achievement assemblies where children are celebrated and receive certificates linked to our school values. Our certificates and wider achievements are then shared in our fortnightly newsletter.



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Pupil Voice and Roles

In our school every child is valued and given opportunities to lead and help shape the school. We have a range of Committee Groups which can change from year to year. This year, we have Eco, Health and Wellbeing, Rights Respecting Schools and Pupil Voice. Our groups meet a couple of times a term, create action plans and lead the school in a variety of improvements. Each class is asked to complete tasks linked to the “How Good is OUR School” framework which helps our shape our schools improvement priorities.



Other Citizenship groups/responsibilities include:

- P7 House Captains
Lovat/Beaufort/Abriachan/Belladrum
- House Groups
- Digital Leaders
- Buddies
- Health Committee
- Playground Leaders
- JRSO's
- Rights Respecting Schools
As a cluster, we are currently working towards our SILVER award for being a Rights Respecting School.



School Clubs:

We have a variety of school clubs that take place in the school. They are led by pupils, staff, members of the

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community or parents. We try to offer a range of clubs to meet the needs of all children in Kiltarlity:

Our clubs can change from term to term, but in a standard year, we tend to offer the following:

- Football
- Cross Country
- Shinty
- Athletics
- Arts and Crafts
- Science

Working in Partnerships:

We are very fortunate to live in such a beautiful part of the world and have many fantastic partnerships right on our doorstep. Some of our core partnerships are below:

- Lovat shinty club
- Abriachan Forest Schools
- Aigas Field Centre
- Highlife Highland / Active Schools
- Kiltarlity and Kirkhill Church of Scotland (Rev Drew Kuzma)
- Kiltarlity Free Church (Rev. Stephen Allison)
- Kodaly (music)
- Feis Ros
- UHI
- Ross County Football Club
- Caley Thistle Football Club
- Charleston Academy and ASG primary schools

Other Schools:

Tomnacross is part of a cluster of three schools. We regularly work with our cluster schools - Teanassie and Dochgarroch Primary School. We work with each other to drive forward school improvements, plan and moderate, organise activities and co-ordinate transition opportunities.

4. Educational Policy

The Purposes of the Curriculum

In Tomnacross we are engaging with the Curriculum for Excellence and staff plan using the experiences and outcomes and benchmarks for the 8 curricular areas.

The experiences and outcomes describe the expectations for learning and progression in all areas of the curriculum. The benchmarks are used alongside professional judgement to assess whether or not a child has achieved a level. The Levels in Curriculum for Excellence that children work within are:

- Nursery and P1 – Early
- Primary 2 to Primary 4 – First
- Primary 5 to Primary 7 – Second

The title ‘experiences and outcomes’ recognises the importance of the quality and nature of the learning **experience** in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An **outcome** represents what is to be achieved.

The purposes of the Curriculum are outlined in the Scottish Executive’s document ‘A Curriculum for Excellence (2004)’: ‘To enable all young people to become Successful Learners; Confident Learners; Responsible Citizens and Effective Contributors’

The Primary Curriculum consists of 8 Curricular Areas: **Literacy, Mathematics and Numeracy, Health and Wellbeing**, Social Studies, Sciences, Technologies, Expressive Arts, , Religious and Moral Education. Those in bold form the CORE curriculum.

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Teaching and Learning

In Tomnacross Primary we have composite classes [i.e. more than one primary group per class].

There are differences in age, maturity, ability and personality of the children in each class. Each child has different educational strengths and needs. Effective teaching and classroom organisation has, therefore, to be flexible and varied to extend the abilities of all the pupils.

These methods include:

- Class teaching and discussion to introduce, emphasise and revise the main points in all the pupils' learning;
- Group work to accommodate and extend groups of pupils at a similar stage of development;
- Co-operative learning to extend understanding and sharing of ideas in ability or mixed ability groupings;
- Individualised work and activities to allow children to work independently at their own level.

In Tomnacross we also ensure that children are part of the planning process for learning and also to aid assessment.

Literacy

The development of children's literacy skills is a top curriculum priority because good language development provides the sound basis for understanding and communicating in all parts of the curriculum. A broad based curriculum with a variety of experiences and activities will nourish the development of language.

Talking, listening, reading and writing are all parts of literacy. We all recognise the importance of reading and writing in the curriculum, but oral expression and careful listening are also very necessary parts of learning. All pupils must have opportunities to develop these *skills* in the classroom.

The teaching of reading goes on right through the primary school. Pupils are taught to read text fluently, with oral expression and with good understanding. This teaching



continues into the senior years, developing skills of comprehension and broadening the awareness of the function and structure of language. In particular, we wish to encourage an interest in recreational [or personal] reading as this improves a child's language abilities substantially and can give them a joy throughout life.

The pupils are taught how to write and to use their writing skills for different purposes. They will be writing reports, notes, stories, poems, letters and sometimes plays. The children are encouraged to write for an audience and as such should be able to be read by them, i.e. read what they write. Punctuation, spelling and presentation are important aspects of writing. Spelling is taught in a variety of ways to ensure capacity for use. Spelling is another priority on our school plan this year.

Mathematics and Numeracy

Mathematics is a subject that permeates many aspects of modern life. An understanding of mathematics is therefore very important for our pupils for their intellectual development and future prospects. The mathematics curriculum includes work in number, money and measurement, shape, position and movement, information handling and problem solving.

Pupils are introduced to new number work and mathematical concepts through practical experiences and situations. They learn to use mathematical materials, counters, cubes, etc. to gain a good understanding of the concepts involved. When the opportunity arises, work in class is directly related to real situations, so pupils know just why they are doing such work.

Particular attention is given to making the pupils numerate - a necessary aspect if children are to deal competently with the mathematics in later stages. In this respect, pupils have to become adept at mental arithmetic, using calculators and also with traditional paper and pencil methods of calculation. Active learning is encouraged as is outdoor learning.

Problem solving is given importance at all stages as this involves a real use of thinking skills.

All classrooms have access to resources for stretching the more able in mathematics.

Computers are increasingly being used for problem solving activities and for information handling using databases and spread sheets.

Health and Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing promotes confidence, independent thinking and

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positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.

The Health and well-being of every pupil at Tomnacross is paramount. Through the curriculum we work through 5 key areas:

- Mental, emotional and social wellbeing
- Physical Health
- Food and Health
- Substance Misuse
- Relationships, sexual health and parenthood



Religious and Moral Education

The aim of Religious & Moral Education in school includes learning about Christianity and other world religions, and supports the development of beliefs and values.

The School Assemblies have a role in giving children experience of participation in song, prayer and story. School assemblies take varied formats – Chaplain led, Class led, Head Teacher led, School Groups led, Awards, visiting groups led [Charity]. Parents and friends in the community are welcome to attend any of our assemblies. Parents who desire the withdrawal of their child from these activities may do so by contacting the school. Suitable arrangements will then be made.



Expressive Arts: At Tomnacross we provide lots of opportunities for children to expressive themselves through performance, dance, drama, music and art. This enables our children to: experience the inspiration and power of the art, recognise and nurtures their creative and aesthetic talents, develop skills and techniques that are relevant to specific art forms and across the four capacities, deepen their understanding of culture in Scotland and the wider world, work with partnerships and professional arts companies, creative adults and cultural organisations.

Sciences: Learning in the sciences will enable our children to: develop curiosity and understanding of the environment and my place in the living, material and physical world, demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences, **develop skills for learning, life and work**, apply safety measures and take necessary actions to control risk and hazards, recognise the

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impact the sciences make on my life, the lives of others, the environment and on society and establish the foundation for more advanced learning and future careers in the sciences and the technologies.

Technologies: At Tomnacross we are trying hard to improve our use of technology. We have recently bought Sphero Robots and all children will learn how to use them as part of coding and programming. We have I-pads and kindles at the school and the children use these on a regular basis to enhance their learning. We have Digital Leaders within our school who are responsible for learning how to use new equipment and resources and to teach others. P4-7 all have their own Chromebook, with P1-3 having a class set.

HOME LEARNING

Research has shown that home learning contributes to the educational progress of the child by consolidating the work of the classroom. Home learning is shared with families via our online learning platform Seesaw on a weekly basis. Following a parental survey in 2022/23, we introduced an “opt out” policy for families who would prefer not to receive homework. This is reviewed on a termly basis.

5. Social Education

ENSUING WELLBEING, EQUALITY AND INCLUSION

GETTING IT RIGHT FOR EVERY CHILD (ASN)

Support for learning in school follows a staged approach to ensure the child in need of support receives the most appropriate with external agency involvement where deemed necessary. It is our duty to ensure our children are:

SAFE, HEALTHY, ACTIVE, NURTURED, ACHIEVING, RESPECTED, RESPONSIBLE, INCLUDED.



These are called the SHANARRI Indicators and they are used to assess children's basic needs.

Children differ in their strengths and needs. Some children will find most aspects of school straightforward and will need little individual support. Other children may find some aspects of schooling difficult and may require some kind of extra help. From time to time children may need support because of particular circumstances e.g. an extended illness, or a family situation. All these children qualify for 'additional support needs'. The school will regularly review the 'additional support needs' of the pupils in each class through dialogue between class teachers, school management and support staff. In most cases these needs merely require to be 'flagged up' for monitoring, consideration and accommodation in day to day classroom activities. In some cases support for learning may be achieved by altering expectations and providing support from Pupil Support Auxiliaries.

In the cases of pupils who have additional support needs which merit planned, and regular support, parents will be involved at an early stage to discuss the best ways to support the child and to decide whether more information is required. If planned and long term support is required then the appropriateness of a CHILD'S PLAN or an Individualised Education Plan (I.E.P.) may be considered. This plan provides the means to share information and address, through an agreed agenda, the specific needs of the pupil.

It will sometimes be necessary to take appropriate advice from outside agencies e.g. the educational psychologist service, speech, occupational or physiotherapist. When the needs of a particular child need the co-ordinated support of other agencies i.e.

Medical and Social work, then parents are invited to discuss the best solutions for progress at a School Liaison Group meeting of all the relevant agencies. The school can also access time from the CSW [Children Service Worker] who will work in school and in the home to support children. CSW can help with anger management, confidence building, social skills etc.

Pupil Profiling and Reporting

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching process and in raising attainment.

Day-to-day assessment takes place in every class. The teachers regularly assess pupil progress. Children are aware of their targets and how to progress. Each term, the class teachers spend time with each child and lead a learning conversation. This gives the teacher a good insight into individual pupil's strengths and needs. Our Seesaw Online Learning Profiles show each child's progress over a year. Within these profiles, teachers share learning and life of..., home learning links, wider achievement and my profile which includes learning conversations, key assessment pieces, all about me's and pupil reports. Pupil voice, family voice and teacher voice are all gathered in to ensure next steps are meaningful for children.

We have family contact evenings and hold open afternoons where families can see what their children have been learning in school. Parents wishing to enquire about a pupil's progress are invited to get in touch with their child's teacher.

Positive Behavior Policy

We work hard at Tomnacross to ensure that positive behavior techniques are used and promoted by all staff and helpers in the school. The policy we follow can be found below:

https://www.highland.gov.uk/downloads/file/20086/ppr_framework_and_guidance

Equality and Inclusion

For up-to-date information please see:

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

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In summary, our activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

Anti-Bullying Policy

Bullying, should it occur, is taken very seriously. While it is not in any way prevalent in this school, it can be very distressing for those involved if it happens. This is why we wish to explicitly address this subject and provide clear guidance for pupils, parents and staff on what to do if a situation should arise:

What counts as bullying?

Bullying can take many forms. Sometimes it involves physical harassment i.e. kicking or hitting.

Less visible, but no less distressing, is name calling, 'sending to Coventry', exclusion from playground games, or taunting.

Bullying is the deliberate hurting, threatening or frightening of an individual or group by another individual or group. It is distinct from the spontaneous upsets and disagreements which may happen among children from time to time.

Note: The victim of bullying may show signs of being unhappy, unduly quiet or weepy, play separately, feel 'ill', and/or not wish to go to school. If these symptoms occur frequently then the question of bullying should be considered.

Reacting to bullying incidents:

If parents see, or are told about bullying taking place, they should ensure that someone at the school knows about it. Situations are made far worse, when bullying continues over a period of time without the school being aware of what is happening. On the other hand, bullying is often quickly stopped when addressed at its onset.

If your child is involved in bullying, you should reassure him or her and talk about the full scenario. Try to ascertain the facts of the incident and contact someone at the school as soon as possible. Do not wait to see if the matter resolves itself.

If pupils see or hear about bullying taking place, they should speak up and come forward to establish the truth and hopefully end the unpleasantness. To have knowledge of bullying and not to speak up is to condone this behaviour.

If the school is told about an incident of bullying, we will address the matter seriously and sensitively and in co-operation with the parents of the victim. We will seek to reassure the victim, encourage others to speak up to establish truth and fairness and make clear that the bully's behaviour is unacceptable. The bully will be encouraged to see the victim's point of view and, if appropriate, be set a punishment and have his/her parents contacted. We emphasise the importance and success of early intervention.

Highland Council's Anti Bullying Policy

[https://www.highland.gov.uk/downloads/file/19358/anti_bullying -
_guidance for schools](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools)

6. Family Engagement

At Tomnacross, we work closely with families in a variety of creative ways and work in partnership with our families to engage them in learning and keep them up to date with school development and their children's progress within school. We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

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

- Parents' evenings
- Progress checks
- Target Setting
- Course choice/ Options evenings
- Information on the school website

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning. The school always seek to involve parents in any key decisions about their child's education and keep parents informed about progress.

In our schools, our families also:

- Help out with school trips
- Help us in the garden or with decorating
- Work alongside teachers to plan fun events
- Help out in the class
- Talk about their jobs and help us with our learning (DYW)
- Help with fundraising events
- Attend day and evening events to hear about school plans
- Attend school events - coffee mornings, breakfasts and information sessions

helping us make our school a better place 😊



Tomnacross Parent Council



Tomnacross School has a fantastic Parent Council!
We are so lucky!

The purpose of the Parent Council is to establish close links between schools and parents. A Parent Council's duties and functions include:

- Keeping in touch with parents' views;
- Encouraging links between the school and parents;
- Taking part in the appointment of senior staff;
- Monitoring the use of the school out with normal school hours.
- Working closely with the staff and Head Teacher to support and benefit the school as a whole.

Meetings are open to the public, and dates, times and agenda and minutes of meetings are published on the school website. Please come along if you are new to the school.

Our parent council Chairperson is Mrs Susan Ogton. Please contact Susan on the email address below should you wish to raise anything with the Parent Council.

susan@simplybathroomsandheating.co.uk

7. Pupil Welfare

Information, enquires and visits to the school

The school's website at <http://tomnacrossprimary.wordpress.com> contains comprehensive information about the school including the handbook, term dates, forthcoming events and school meal menus.

The school telephone information service gives up to date information on times of forthcoming events and holiday dates. Notice will also be given on this service about closure of the school because of adverse weather conditions, and the status of events like Sports Afternoons, pantomimes etc.

In addition, general enquiries can be made by phoning or calling at the school office **(01463 741497)**



Parents seeking a place for their child in the school are welcome to visit the school by appointment.

Parents are encouraged to contact the school about welfare issues and anything that is important for the well being of the pupils.

Attendance and Absence

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone or email the school on the first day of absence. There will always be someone in the office from 8.30 am to take calls. Please phone on 01463 741497 if your child is ill.

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

If pupils fall ill during the day, parents are contacted for them to collect their child, ***therefore it is essential that we have up to date day time contact numbers and emergency contact numbers for all pupils.***

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

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

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

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering

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.

School Meals

- A two-course lunch is served daily in the dining room. A menu is issued at the start of the term and will be served on a rotational basis.
- Lunches may be paid monthly or weekly in advance on Mondays.
- On Fridays, children can request a GRAB AND GO bag as we finish at 12:15 on a Friday.
- Children of families receiving Income Support qualify for free meals. Application forms are available online from the Highland Council Website and should be submitted to:



- Care & Learning, Catering Service, Ruthven House, Drummond Road, Inverness, IV2 4NZ.
- All P1 – P4 pupils receive free school meals
- Toast and bagels are available at break time.

Packed Lunches

The Highland Council has drawn up a set of guidelines in order that certain standards of health, hygiene and safety are maintained.

1. All food must be carried in a semi-rigid container with a secure lid. i.e. Tupperware, ice cream containers or similar, Containers should be clearly marked with the name of the pupil,
2. Glass bottles or containers are not permitted under the Health & Safety Regulations.
3. Vacuum flasks containing hot liquid are not permitted because of the danger of scalding.
4. Aerated drinks in cans or bottles are not permissible because of the obvious dangers these present.
5. Water beakers will be available in all dining areas.
6. Packed meals must be consumed in the area allocated within the school building.
7. **NO NUTS ALLOWED IN SCHOOL**

Illness or Accident in the school

If a child becomes unwell in school or is hurt at break times, the parents are immediately contacted. It is, therefore, very important that parents keep the school informed of their emergency contact arrangements for such eventualities.

Safer Routes to School/JRSO

The school promotes the “Safer Routes to School” initiative and encourages pupils and families to walk and cycle to and from school. The school supports and promotes “safer routes” by Road Safety instruction and Cycling Proficiency courses, the improvement of facilities for bicycles in school, and the improvement of safe routes to school through the community. This year we are setting up a JRSO group to help with routes to school.



Child Protection

From time to time incidents can arise when information about a child's welfare causes concern and could indicate that a pupil is suffering some form of abuse. Education Service staff through the Head Teacher, must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation. All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff. At Tomnacross, all staff are trained yearly on child protection. Each member of staff knows the procedure. Any supply teachers, visiting teachers or volunteers are also made aware of this. They are given the procedure card to read and they then wear this on their lanyard.

Here is our Procedure:

Child Protection Officer: Fiona McKellar (Head Teacher)

In absence – Donna Campbell PT @ Tomnacross 01463 741497

Sharon Gallacher PT @ Teanassie 01463 782581

IF YOU HAVE ANY CONCERNS: CONTACT Fiona McKellar ASAP – 01463 741497

IF A CHILD DISCLOSES SOMETHING:

1. Listen carefully and calmly
2. Reassure the child
3. DO NOT AGREE TO KEEP A SECRET
4. DO NOT INVESTIGATE – JUST LISTEN
5. **SPEAK TO Fiona ASAP. Donna or Sharon (PT's) in Fiona's absence**
6. RECORD THE INCIDENT ASAP AFTER TALKING TO CHILD

**** If you see or hear something that feels wrong, pass it on.**



COPIES OF CHILD PROTECTION POLICY GUIDELINES are available online at http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

Technology in the school

The use of modern technology can make a significant contribution to the teaching of the curriculum making learning more interesting and engaging. Pupils will therefore have access to different types of technology at appropriate times.

Unfortunately, the use of computers and modern technology can be abused. Therefore, the school has drawn up an Information Communication Technology Access Policy to protect all parties – the pupils, the staff and the school. The policy includes the following points:

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All ICT use should be appropriate to the pupil's education. Computers should not be personalized by changing desktop settings. Unauthorised software should not be loaded as it may not be compatible and may alter the operation of existing software. Pupils' access to the internet is carefully supervised by the school and is also filtered by the Council's servers. E-mail will be under direct teacher supervision i.e. one computer with the teacher and relevant pupils. Children will not have access to chat rooms at school.

There have been very few instances of abuse of computers at Tomnacross. However, it is necessary to state that any pupil found maliciously abusing access to ICT, may lose the opportunity to use the school system.

Other items of modern technology (mobile phones) are becoming increasingly attractive items for children to own. However, given the desirability, expense and potential loss of these items, as well as on-going safety concerns, we ask that pupils do not bring these items into school.

Photography in the school

Photography in school has an important place to record events for sharing, and providing parents and the school with mementos and records of occasions.

This photography should be discreet, not intrusive, respect the views of pupils, staff, and parents and comply with 'child protection' guidelines e.g. Faces of children would not appear on the school internet site.

Photography of children participating in sports events, classroom activities and at public performances should be carried out by an approved school photographer, a member of staff, or pupils using school equipment under the supervision of school staff. This would be edited and, if appropriate and copy-write allowing, made available for parents to purchase, normally as hard copies.

A professional school photographer would photograph the children each session (with parent permission). This would normally be for stage groups and family and individual pictures.

Catchment areas and Secondary School

At the end of the primary stage of education, pupils from the Tomnacross Primary School catchment area transfer to Charleston Academy.

Contact details are: Charleston Academy, Kinmylies, Inverness, IV3 8ET

Telephone: 01463 234324 Fax: 01463 715 352
email:charleston.academy@highland.gov.uk

Parents of pupils who currently live outside the catchment area of the Academy are required to make a placing request to the Area Education Manager if they wish their child to transfer to any other secondary School. Placing request forms can be obtained from http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

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

TERM DATES – 2024-25

Highland School calendar 2024/25

Please note - Dates may be subject to change

August 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
32					1	2	3
33	5	6	7	8	9	10	11
34	12	13	14	15	16	17	18
35	19	20	21	22	23	24	25
36	26	27	28	29	30	31	

September 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
36							1
37	2	3	4	5	6	7	8
38	9	10	11	12	13	14	15
39	16	17	18	19	20	21	22
40	23	24	25	26	27	28	29
41	30						

October 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
41			1	2	3	4	5
42	7	8	9	10	11	12	13
43	14	15	16	17	18	19	20
44	21	22	23	24	25	26	27
45	28	29	30	31			

November 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
45						1	2
46	4	5	6	7	8	9	10
47	11	12	13	14	15	16	17
48	18	19	20	21	22	23	24
49	25	26	27	28	29	30	

December 2024							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
49							1
50	2	3	4	5	6	7	8
51	9	10	11	12	13	14	15
52	16	17	18	19	20	21	22
1	23	24	25	26	27	28	29
2	30	31					

January 2025							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
2			1	2	3	4	5
3	6	7	8	9	10	11	12
4	13	14	15	16	17	18	19
5	20	21	22	23	24	25	26
6	27	28	29	30	31		

February 2025							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
6						1	2
7	3	4	5	6	7	8	9
8	10	11	12	13	14	15	16
9	17	18	19	20	21	22	23
10	24	25	26	27	28		

March 2025							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
10						1	2
11	3	4	5	6	7	8	9
12	10	11	12	13	14	15	16
13	17	18	19	20	21	22	23
14	24	25	26	27	28	29	30
15	31						

April 2025							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
15		1	2	3	4	5	6
16	7	8	9	10	11	12	13
17	14	15	16	17	18	19	20
18	21	22	23	24	25	26	27
19	28	29	30				

May 2025							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
19					1	2	3
20	5	6	7	8	9	10	11
21	12	13	14	15	16	17	18
22	19	20	21	22	23	24	25
23	26	27	28	29	30	31	

June 2025							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
23							1
24	2	3	4	5	6	7	8
25	9	10	11	12	13	14	15
26	16	17	18	19	20	21	22
27	23	24	25	26	27	28	29
28	30						

July 2025							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
28		1	2	3	4	5	6
29	7	8	9	10	11	12	13
30	14	15	16	17	18	19	20
31	21	22	23	24	25	26	27
32	28	29	30	31			

School holidays

In-service days

School days

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Adverse weather and school closures

Tomnacross School is sometimes disrupted by the adverse weather conditions that are prevalent in the winter months. Whilst a decision by the Head Teacher to close the school due to adverse weather is never taken lightly, it is occasionally inevitable.

Schools now have a dial-in service if there is risk of closure due to adverse weather. This allows parents to listen to a recorded message 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 on: for school closure information.

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

In the event of school closure during the day because of weather conditions or other emergency, every attempt will be made to see that children will be sent home in family groups and/or with friends. To enable this to take place smoothly, all children and the school should be made aware of their emergency arrangements. Parents should advise the school of an alternative address which may be used by their children in such emergencies.

Complaints Procedure

If a parent has any concerns they should contact their child's Named Person in the first instance, Mrs Fiona McKellar, Head Teacher.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Education Manager.

Placing requests – Parental choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place

their child. Application must be made to the Area Care and Learning Manager, placing request forms can be obtained from:-

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 outwith the school catchment area and their parents wish them to attend Tomnacross Primary School they can contact Lindsey Allen 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.

USEFUL LINKS

Children First <https://www.children1st.org.uk/>

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

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

[Scottish Independent Advocacy Alliance](#), an advocacy service to support parents and children

[Scottish Child Law Centre](#), an organisation providing free legal advice to young people

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

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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.

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

The Pupils' Educational Records (Scotland) Regulations 2003 extend to parents the right of access (with certain specific exceptions) to any record held by the Authority in relation to their child. Parents may make application to the Head Teacher.

Employment of Children

The employment of children byelaws regulate the types of occupation in which children under school leaving age may be employed and other conditions of employment. For further information please see:

http://www.highland.gov.uk/downloads/download/19/employment_of_children

Education Maintenance Allowances (EMA)

An EMA is a weekly payment worth up to £30 for pupils who are planning to stay on at school after their leaving age. They must complete a learning agreement at school for a minimum of 21 learning hours per week.

In session 2024/2025 pupils born between 1 March 2005 and 30 September 2008 can receive payments from August 2024. Pupils born between 1 October 2008 and 28 February 2009 can receive payments from January 2025. Further information on full eligibility criteria and the online application process can be obtained from the school.

https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/14/education_maintenance_allowance

Data Protection Legislation

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties.

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The information is protected by data protection legislation and may only be disclosed in accordance with the codes of practice.

Transferring Educational data about pupils

The Scottish Government and its partners collect and use information about pupils through the *Pupil Census* to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us. Further information can be obtained from <http://www.gov.scot/Topics/Statistics/ScotXed>.

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

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

Data policy

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

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

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

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

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

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Why do we need your data?

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

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with data protection legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. Data protection legislation gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website <http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant

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colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

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

Equality and Inclusion

For up-to-date information please see:

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

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

In summary, our activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

Protection of Children

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse. In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from the school office or online at

http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

Military Families

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

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

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

Visit the Highland Council Armed Forces Website for lots of helpful information and support

[https://www
.highland.gov.uk/info/886/schools - additional support needs/833/armed forces -
support for families and schools](https://www.highland.gov.uk/info/886/schools-_additional_support_needs/833/armed_forces_-_support_for_families_and_schools)

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