



Durness Primary School & Early Years

2024-2025

Information for Parents

Welcome

Welcome to Durness Primary School. Durness is situated in the north west of the Scottish mainland. Durness is made up of several townships and the main areas of employment here are tourism, local services, fish farming and crofting.



We are fortunate to live amongst some of the most beautiful scenery in the country and the children at the school have this as a backdrop to their education. We have the outdoor classroom on our doorstep and make full use of this to enhance the children's learning experiences.

The school has two classrooms, a room which is currently used by our Countryside Ranger, a dining room and kitchen and is surrounded by an interesting playground with features such as climbing frames, a play house, a garden area, a rocky hill, painted games and much more. There are currently 4 pupils.

Although Durness is a place where traditional values are very much appreciated and valued, we aim to provide an education for the 21st century. Our school is well resourced and staff are keen to provide an education that is varied, stimulating and aims to help all the pupils achieve their best.

Education is a partnership between home and school, and we aim to provide a safe, happy environment which will help your child to face the challenges of the future.

John Naples-Campbell
Head Teacher

Address: Durness Primary School
Durine
Durness
By Lairg
Sutherland
IV27 4PN

Telephone: 01971 511237

HT Email: john.naples-campbell@highland.gov.uk

School e-mail: durness.primary@highland.gov.uk

Website www.nws-schools.com

Staff

Head Teacher	Mr John Naples-Campbell
Depute Head Teacher	Ms Katy Lee
Principal Teacher (P1-7)	Ms Angela Craggs
Art	Mrs Nicola Poole
Chanter Instructor	Mr Cameron MacDougall
Active Schools Co-ordinator	Vacant Post
Fiddle Instructor	Ms Anne Wood
Clerical Assistant	Ms Wendy Morrison
School Cook	Mrs Valerie Mitchell
School Cleaner	Mrs Angela Mackinnon
School Chaplain	Rev Andrea Boyes (Church of Scotland)
Early Years Manager	Ms Katy Lee
Early Years Practitioners	Ms Gladys Kipchumba; Miss Emma Mackay
Early Years Support Worker	Mrs Kristina Coulton

School Aims

Durness Primary is a school where we endeavour to ensure that our pupils become successful learners, confident individuals, responsible citizens and effective contributors.

- Every child is known and treated as an individual.
- Every child is helped and encouraged to reach their full potential.
- Children's differences are accepted and celebrated.
- Staff have high expectations for their pupils.
- Staff are committed to keeping their skills and methodology in line with current best practice.
- School, parents and the wider community are viewed as partners in providing the best possible education for our pupils.



School Times

Mon-Thurs

9:00	Classes Begin
10:30 - 10:45	Interval
12:30 - 1:15	Lunch
2:55pm	End of Day P1-3
3:30pm	End of Day P4-7

Friday

09:00	Classes Begin
10:15 - 10:30	Interval
12:15	Lunch
12:30	School Closes

Nursery Times

Mon-Thurs

9:00am - 3:30pm

Friday

9:00am - 1:00pm

Every Thursday our ASG (Durness, Scourie and Kinlochbervie Primaries and Kinlochbervie High School) all learn together, P1-6 in Kinlochbervie Primary School and P7 in Kinlochbervie High School.

Term Dates 2024-2025

Autumn Term: Tuesday 20th August - Friday 11th October 2024

Winter Term: Monday 28th October - Friday 20th December 2024

Spring Term: Monday 6th January - Friday 4th April 2025

Summer Term: Tuesday 22nd April - Thursday 3rd July 2025

Other School Closures:

In-service Days	Monday 16 th and Tuesday 17 th September 2024
School closed	Monday 17 th and Tuesday 18 th February 2025
In-service Day	Wednesday 19 th February 2025
May Day	Monday 5 th May 2025

School Roll 4 pupils (Dec 2023)

Nursery Roll 3 pupils (Dec 2023)

Admission Arrangements

Dates for enrolling children in P1, usually in January, are posted in the press. Parents wishing to enrol a child in the school should do so on the given date. They will be issued with guidance regarding placement of a child in a school, the choice of school and information regarding this school. Parents of prospective pupils are welcome to view the school at any mutually convenient time.

First Day at School

Hopefully your child will be familiar, to some extent, with the school building, the toilets, other pupils and staff and will have most of the skills necessary for attending school. He or she will also have visited the school on several occasions prior to starting and met the various members of staff. This means that the first day of school should not have any fears of the unknown.

Any worries you may have about how well your child will settle into school should be discussed with the staff beforehand. To help your child have a smooth, trouble free start, have a look at the following section and pass on the appropriate information to the school.

Does the Teacher Know?

- Their ability, interests, fears, like and dislikes?
- Will they ask to go to the toilet?
- Do they need encouraged to eat their lunch?
- Are there foods they will not eat?
- Are there any health or social problems?
- Do they need help with shoelaces?

This is the type of information we would like to know, but if there is anything else we should know about, please tell us.

Nursery

We were delighted to open the refurbished nursery attached to Durness Primary School in August 2020. Nursery hours are as follows:

Mon: Thurs 9am-3:30pm

Fri: 9am-1pm

Our 3 members of staff offer a wide variety of activities for the children including lots of opportunities for outdoor learning in the school grounds and around the village. Our Care Inspectorate registration allows

for children aged from 2 years, to not yet attending school. In some exceptional circumstances, a variation may be applied for, to allow younger children to attend. If you feel this may apply to you, please contact the Nursery Manager or Head Teacher to discuss this further. Due to our proximity with the primary school, we take every opportunity to work with the older pupils. We have weekly gardening sessions together where we grow a variety of vegetables in the school polytunnel. The primary school pupils join us in the nursery for a variety of activities including story time.

Snacks are provided mid-morning & mid-afternoon, with a hot meal being available from the school canteen at lunchtime.

The hourly rate for non-funded children currently stands at £4.40.

However, we are also registered to accept tax-free childcare payments.

Full details of enrolment procedures can be found at:

https://www.highland.gov.uk/info/878/schools/11/enrol_your_child_for_early_learning_and_childcare/2

Receiver Secondary School: Kinlochbervie High School

The local secondary school for pupils to attend is Kinlochbervie High School.

Close liaison has been built upon between the feeder primary schools and the High School ensuring a smooth transition between P7 and S1.

Details regarding the school can be obtained from the Head Teacher:

John Naples-Campbell

Kinlochbervie High School

Manse Road, Kinlochbervie, Lairg, Sutherland.

Tel: 01971 521767 **Email:** john.naplescampbell@highland.gov.uk

The High School school's brochure is published in January each year.

Discipline

We are currently redeveloping our whole campus policy on this but at present the school's positive behaviour policy is aimed at generating a secure, friendly atmosphere with an effective and safe learning environment. This is achieved through a variety of means from teaching styles, constructive relationships between staff and pupils, the structure of the curriculum and adherence to the SAFE philosophy of encouraging positive behaviour.

Children are expected to behave at all times with good manners and follow the common sense school rules. When needed, sanctions are verbal reprimand, following a course of positive behaviour rewards, detention during interval and withdrawal of privileges. In extreme cases exclusion would be considered.

The school has an anti-bullying policy and parents will be informed, and their support welcomed.

https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

Contact between Home and School

The school runs a very open policy on contact between parents and teachers and you are always welcome to make an appointment to come along to discuss your child's progress, and, indeed you are welcome to come and have a look round just to see what is going on. There are two appointments per year when you can come to school and meet with your child's teacher. If we have any concerns, we will get in touch with you. Parents are also encouraged to help, when specialised skills are required in connection with project work, e.g. baking, craft skills and for transport and supervision on outings.

Newsletters, which are issued frequently, keep you up to date with events, dates, schoolwork, changes or reminders to school policy, etc. Parents are encouraged to contact the school if there are ever any issues that need to be discussed. Parents can phone the school and speak to the clerical assistant, teachers or the head teacher.

The school has a website which is updated regularly and we share good news and general information on our school social media pages.

Attendance/Absence

Regular attendance is vital for your child to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone the school on 01971 511237 by 9.30am. Contact can also be made by email. If it transpires your child is to be off for several days, please let us know as it helps with class planning.

If a pupil needs to leave during the school day for an appointment or any other reason, parents should contact the school with details.

If a pupil falls ill during the school day, parents are contacted 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.

Shopping trips or family holidays taken during school time will be marked as unauthorised, as will any unexplained absence.

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

Termly attendance audits are carried out & will be available for you to see in your child's learning profile. We encourage pupils to maintain an attendance level of 90% as the very minimum.

Parent Council

As we function as North West Sutherland Schools, we have one parent council to cover all 4 schools. Every parent is a member of this parent council & welcome to attend the meetings which take place once each term.

The current Parent Council Secretary is: Yvonne MacRae

Meetings are very informal and parents are welcome to attend or to contact the secretary to ask that a particular issue be on the agenda: yvonne.macinnes@gmail.com Individual fund-raising meetings are also held in each location, giving parents an opportunity to discuss matters specific to their school.

Parental Assistance and Support

Parents have many responsibilities, but the following could be summed up as those directly linked to school.

1 - to show by their example that they support the school in striving for a high standard in all that it does.

2 - to ensure that their children come to school regularly, on time, refreshed, alert and correctly dressed for work.

3 - to take an active and supportive interest in their children's work and progress.

4 - to support the authority and discipline of the school, helping their children to achieve maturity, self-discipline and self-control.

5 - to control the development of their children's leisure time.

In practical pursuit of the above, parents could:

- spend time talking to their children, discussing homework and schoolwork, emphasising their commitment to education
- encourage their children to read
- promote good home study habits: find a place away from TV and computers, use a work surface not the floor, concentrate and try not to daydream
- provide materials to stimulate interest - books and magazines, paint, paper, musical instruments, construction toys
- develop their children's practical skills - shopping, counting change, writing letters, making telephone calls, helping with household chores
- encourage their children to join local clubs and take part in local events
- encourage their children to come to school prepared

Curriculum

The curriculum in Durness Primary School follows Scottish national guidelines with Curriculum for Excellence. We aim to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens with the young person at the centre of learning.

The eight curricular areas for all children aged 3 -18 are as follows:

1. Literacy
2. Mathematics
3. Health and Well-being
4. Sciences
5. Social Studies
6. Technologies
7. Expressive Arts
8. Religious and Moral Education

The curriculum is planned and delivered ensuring that the children receive a meaningful set of experiences and entitlements that prepare them for the 21st century.

All children receive personal support to help them to fulfil their potential and make the most of their opportunities. Our staff have a responsibility to look after our children's health and wellbeing - to ensure that the school is a place where children feel safe and secure.

Children have access to new technologies to support creativity and learning.

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and enjoy life and leisure. It makes learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping children and young people understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions. Every child is entitled to a broad and deep general education, whatever their level and ability. All staff will be responsible for literacy and numeracy - the language and numbers skills that unlock other subjects and are vital to everyday life.

HMIE Report

The school has not been inspected recently. Once HMIE inspects the school a report will be published on the school website and the Education Scotland website.

Standards and Quality Report and School Improvement Report

North West Sutherland's School Improvement Report & Plan (for primaries & early years) is available on our website at:

www.nws-schools.com

There are two areas this year for development

- Getting It Right for Every Child (Rights Respecting Schools)
- Our place in the community

Getting to School

Transport is provided according to statutory requirements. Pupils aged eight or under living more than two miles, or more than three miles if over eight, from the school by the shortest route available are entitled to transport.

However, children from Druim Bhlar area have gained exemption from this on road safety grounds.

If there are spare seats on the bus these will be made available to children not entitled to transport and who live on the route.

Pupils are expected to wait patiently for the bus and to behave in an orderly fashion when on it.

Children walking from Balnakeil and Durine should cross the main road in the vicinity of the telephone box, not at the school car park entrance.

Entry to the school grounds should be by the West End or School Road gate rather than through the car park.

Transport is not available for P1-3 at 2:55pm.

Advice on travelling to school in adverse weather is issued at the onset of each winter.

School Meals

School Meals are provided by Highland Catering and Cleaning Contract Services and are cooked on the premises. Free school meals are provided for primary 1 -4.

The cost of a school meal for p 5 -7 is currently £2.30 and money for the week should be paid to the cook on a Monday morning. The children can bring along the money in an envelope or a wallet/purse and they take it along to the kitchen. Children choose from menus issued in advance. Children are encouraged to try all meals and to leave an empty plate. Menus are varied and conform to a healthy diet. Yoghurt and fruit are available as an alternative to a hot pudding.

Should your child wish to have a packed lunch, a table is available in the dining room.

Pupils are eligible for free school meals if their parents are in receipt of Income Support. Application forms are available online by clicking the link below: https://www.highland.gov.uk/info/878/schools/9/school_meals Issue and return of these forms are confidential as is the number and names of those receiving free school meals.

School Uniform

We have a school uniform that consists of a bottle green sweatshirt or cardigan and a white polo shirt both with the DPS puffin motif. Along with this, pupils are expected to wear black, or dark trousers or skirts. Footwear should be dark, self-coloured shoes or trainers. Children should change out into suitable indoor footwear in school. All footwear and clothing should be clearly marked with your child's name. Earrings, if they must be worn, should be studs only and children are strongly discouraged from wearing chains and other jewellery which can get tangled and caught when children are playing in the playground or during P.E. lessons.

Make up and nail varnish should not be worn in school. It is very much advisable for children with long hair to have it tied back. It is more practical and helps prevent any spread of head lice.

Gym kit is T-shirt, shorts, socks, gym shoes and, for outdoor activities, a track suit. This can be kept in a bag in school and taken home periodically for washing. Children are expected to change fully for PE.

School uniform can be ordered online via:

<https://www.schoolwearmadeeasy.com>

For information on financial and application forms for help with school uniform:

[http://www.highland.gov.uk/info/899/schools -
grants and benefits/10/free school meals and assistance with clothing](http://www.highland.gov.uk/info/899/schools-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

Assessment and Reporting

Pupils' progress is continuously monitored and tracked in line with HC guidance. A range of assessments are used to inform this process. We use Assessment for Excellence and the Scottish Criterion for this.

Parents are invited in for an appointment with the class teacher every term to discuss progress and next steps.

There are also numerous and regular opportunities when parents are invited in to school to share the learning of pupils from P1-P7.

Pupils are always keen to take their parents or any visitors to the school on a learning walk to discuss their learning.

At the end of the year a written report and pupil profile is sent home.

Getting Involved

All parents are very welcome to come along to the Parent Council meetings and can help the school by being involved in a whole variety of events and workshops. Parents are welcome to become involved by volunteering to help with clubs and out of school activities as well as classroom activities.

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/learning-in-scotland/assessment-and-achievement>

The current pandemic has affected the way in which we are able to engage with parents, and this may change further depending on how the pandemic progresses. For the latest information, please contact the school.

Out of School Activities

Although not run by the school, the following activities for children are fully supported by the school. For further details, please contact the organisers.

Junior Badminton Club meets October to April

Junior Golf Club: coaching and tournaments May - October by

Lucy MacKay - 511364
Durness Diggers - Ms Lee - 511237
Musical Instrument Tutors by parental arrangement.

The Highland Council Primary Curriculum Rationale

THE SEVEN PRINCIPLES

In constructing our curriculum we take full account of the seven principles of curriculum design identified in BtC3. These apply at all stages of learning, with different emphases at different stages. They also apply to the curriculum at a strategic level, in the classroom and in other settings where children and young people are learners.

When planning learning experiences our teaching staff ensure that the curriculum accords with the seven principles:

Challenge and Enjoyment

Learners should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable learners to sustain their effort.

We plan for challenge and enjoyment by:

- setting learners challenging goals
- making learners think hard about their learning
- ensuring that learning is active and engaging to motivate all learners

Breadth

All learners should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

We plan for breadth by:

- using a variety of contexts through which to develop and demonstrate learning
- giving all pupils the opportunity to be involved in all aspects of school life.

NB: The final outcomes and experiences by design are intended to provide the overall breadth of the curriculum across all curricular areas.

Progression

Learners and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. Learners should be able to progress at a rate which meets their needs and aptitudes, and keep options open so that routes are not closed off too early.

We plan for progression by:

- ensuring that all learners have the opportunity to achieve appropriate success
- sharing expectations and standards with learners
- reviewing and evaluating learners' progress
- providing timely, accurate verbal and written feedback on learning.

Depth

There should be opportunities for learners to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.

We plan for depth by:

- giving learners the opportunity to develop and apply greater intellectual rigour
- giving learners the opportunity to develop secure understanding

Personalisation and choice

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child increasing opportunities for exercising responsible personal choice as they move through their school career. Once they have achieved suitable levels of attainment across a wide range of areas of learning the choice should become as open as possible. There should be safeguards to ensure that choices are soundly based and lead to successful outcomes.

We plan for personalisation and choice by:

- taking account of their prior learning
- ensuring that all learners have ownership of the learning
- taking account of different learning styles.

Coherence

Taken as a whole, learner's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of learner's learning, including opportunities for extended activities which draw different strands of learning together.

We plan for coherence by:

- helping learners see the links between different aspects of learning
- providing opportunities for learners to transfer and apply learning in different contexts.

Relevance

Learners should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

We plan for relevance by:

- ensuring learners understand the purpose of the activity
- making links with learners' experiences, learning and interests within and beyond the school.

Curriculum for Excellence details expectations of learning and progression through a series of levels - early to fourth. Within these levels the children are experiencing ways of developing their skills and attributes, to enhance their knowledge and understanding

Level	Stage
Early	The pre-school years and Pr. 1 or later for some
First	To the end of Pr. 4, but earlier or later for some
Second	To the end of Pr. 7, but earlier or later for some
Third and Fourth	S.1 to S.3, but earlier for some and the fourth level broadly equates to SCQF level 4

Languages

This curricular area consists of:

Literacy and English - Listening and talking, reading and writing

Modern languages - French (P1-7), Spanish (P1-7)

Language is a key aspect of our culture and literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Being literate increases opportunities through all aspects of life. Our school provides a broad range of learning opportunities which will contribute to the development of Literacy and English. Literacy is taught through all subjects, not just during English lessons.

We teach Literacy and English through relevant, real-life, enjoyable contexts often building on the children's own experiences. It may be taught through play and other planned activities. Children are encouraged to work collaboratively - with partners- as well as on their own. Pupils often communicate their work to others eg online, to other schools and classes, to a wider audience. ICT is widely used throughout all Literacy and English work.

Throughout all the levels teachers plan to enable their learners to develop their skills with increasing depth.

Scots language studies are very much included in their English work. Scottish texts are used to help develop an appreciation of Scotland's vibrant literary heritage.

There are some lessons which encourage an understanding of our **Gaelic** heritage. We encourage Gaelic speakers to visit the school and staff have enough experience of the Gaelic language and can teach the children some of the basics.

French is taught to P1-7. Learning other languages enables children to make connections with different people and their cultures. Much of this learning is through songs and games and children are encouraged to join in and have fun and learn at the same time.

Spanish is taught to P1-7 on Thursdays as part of the ASG learning days.

Mathematics

Mathematics consists of studies in:

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

We recognise that maths is important in our everyday life. It allows us to make sense of the world around us and to manage our lives. Maths plays an important role in other subject areas like science or technologies. We aim to make all our maths lessons rich and stimulating and to engage all our learners from Pr. 1 to Pr. 7.

All children are encouraged, through experiencing success in maths, to develop their confidence in taking risks, asking questions and exploring alternate solutions to problems without fear of being wrong. They will work collaboratively - with partners- to help them to reason logically and creatively through discussion of maths ideas and concepts.

Teachers use active learning situations in the class to provide opportunities for all the children to observe, explore, investigate, experiment, play, discuss and reflect. Children are helped to develop their mental agility. There is appropriate use of technology.

Expressive Arts

The areas of the curriculum which we describe as the Expressive Arts include music, art and design, drama, PE, dance and movement. The sharing of expertise between the specialist teacher and the class teacher gives rise throughout the year to a great deal of lively work.



An African Sunset

The Expressive Arts, is an essential part of the pupil's curriculum and develops and provides outlets for talents, creative abilities, individual expression and response. Although much of the work done in this area is integrated across the curriculum, our specialist teachers ensure that a planned development of skills and techniques takes place within the individual areas of the Expressive Arts programme.

Expressive Arts aims to promote pupils development in all areas plus developing confidence and self-esteem and a growing awareness of cultural heritage, values and diversity.

Pupil's Artwork is constantly on display in the school.

Chanter instruction is available as an option. The instructor visits Kinlochbervie each Week. This normally leads on to bagpipe playing in secondary school.

Pupils also have the opportunity to learn fiddle with weekly lessons from a fiddle instructor.

The school stages a drama event every Christmas.

Health and Wellbeing

Health and wellbeing are positive and dynamic concepts that embrace physical, emotional and social dimensions.

We have a comprehensive Health Programme that considers the 3 above dimensions. We aim to enable the children to explore and clarify their beliefs, attitudes and values, develop personal and interpersonal skills and increase their knowledge and understanding of a range of health issues.

We are providing children with a variety of health promotion initiatives, for example, healthy snacks, healthy meals and providing drinking water, sporting activities and promoting citizenship and achieved our award as a Health Promoting School at Level 4 in October 2005.

All children participate in all aspects of PE. Lessons take place in Kinlochbervie every Thursday. Outdoor activities take place on the school playing field. The major sporting event of the year is the Northwest Schools Sports, held in May, either in Durness, Scourie or Kinlochbervie.

The school works closely with the local Countryside Ranger who is involved in various outdoor activities and in the maintenance of the school garden.

We maintain productive flower and vegetable gardens in the school grounds as well as a tree nursery.

All senior pupils have the chance to experience a residential trip, for a 2-3 days fieldwork. Trips in recent years have included: Orkney and Ridgeway Adventure Centre.

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 guidance teacher. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#). Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Religious and Moral Education

Religious Education in Durness School is approached on a nondenominational basis. The aim of our Religious Education programme is to provide our pupils with an understanding and appreciation of the stories from the bible, the moral values and attitudes they impart and an awareness and tolerance of other world religions, beliefs and festivals. The teaching of Religious and Moral Education aids the development of the understanding of religion as a significant area of human experience. It enables the pupils to explore questions relating to the meaning of life and to develop responsible attitudes. We have monthly assemblies which are conducted by the local minister, members of staff and our own classes.

Moral issues are dealt with in a sensitive way in the classroom or at assemblies. We have Personal and Social Development Policy in which our aims are:

- To help the pupils have an appropriately positive regard for self, and for others and their needs
- To develop life skills to enable them to participate effectively and safely in society

• To identify values held by pupils and society and how they affect thoughts and actions, and to encourage increasing responsibility for their own lives. We also have a programme for developing Citizenship.

As Religious Education is required by statute to be included in the curriculum, parents who wish to have their child withdrawn from religious activities should inform the school.

Social Studies

Social Studies is the curriculum area in which children acquire and develop the skills, attitudes, knowledge and understanding which they need in order to understand themselves and the world around them.

Pupils should:

- Develop an understanding of the environment, their place within it and the factors, past and present that have shaped it.
- Acquire knowledge and skills that will enable them to interact effectively with the environment in all aspects of life.
- Progressively recognise the knowledge, understanding and skills associated with social subjects.
- Develop informed attitudes and values relating to the use of resources and sustainable global development.

Sciences

Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world. They engage in a whole variety of tasks which allows them to develop important skills to become creative, inventive and enterprising adults.

Learning in science is organised in the following areas:-

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science
- Through teaching science our school aims to:-
- Develop a curiosity and understanding of their environment and their place in the world
- Help them to demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences

- Develop skills for learning, life and work
- Develop skills of scientific enquiry and investigation using practical techniques
- P7 pupils have the opportunity to work on the Goblin Car Racing Car Project with their peers from Kinlochbervie and Scourie. This involves build an electrically powered kit car and entering the Scottish Goblin Car rally held annually in Alford, Aberdeenshire.



Goblin Car Race June 2023

Technologies

The technologies curriculum aims to provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work related activities. Children will have experiences which can be applied in business, computing science, food, textiles, craft and design.

We have excellent Information Communication Technology Resources including PC computers with access to the Internet, Scanners, Digital Cameras, Interactive White Board and a wide selection of software, appropriate for all curricular areas.

The use of ICT is integrated into all areas of the pupils' curriculum, the skills are taught in a progressive manner and applied to work in maths, language and where appropriate to all other curricular areas.

The children have opportunities for cooking and baking. We have very good resources to enable them to design and make items using textiles and other craft materials.

Homework

Research has shown that the completion of homework has a very positive and significant effect on children's achievement and embeds positive learning habits to support life-long learning.

Purposes:

- It allows consolidation of work done in school
- It allows for children to prepare for the work to come
- It develops research skills such as using libraries and other resources which may not be available in the classroom
- It provides opportunities for individual work
- It provides structured opportunities for parental involvement and support
- It provides information for parents about the on-going work of the class
- It encourages the children to develop a sense of ownership and responsibility for learning
- It develops good habits of independence and self-discipline in learning
- It trains pupils in planning and organizing their time.

If pupils or parents have any problems with homework /instructions given or expectation's, then please contact the class teacher immediately so that the problem can be discussed and sorted out.

All children from Primary 4 to 7 may be asked to complete a short personal project and/or prepare a personal talk during the course of the school year.

Global Citizenship through Connecting Classrooms: Kenya

Our North West Sutherland Schools are partnered with two schools in Kenya; Sachangwan High School and Nguzu River Primary School.

Together we have worked on a number of projects: outdoor learning, numeracy strategies, gender equality and the UN Rights of the Child. For 2021/22, our project will be developing a social enterprise.

Desired Outcomes for Connecting Classrooms Kenya

- Through global citizenship education empower young people to be active citizens, willing and able to contribute to the development of a fair, sustainable society, locally and globally.
- To develop skills that enable children and young people to participate in their communities, to think critically, to challenge discrimination and stereotyping and to value all human beings as equal.
- To join together two associated school groups in Kenya and Scotland through a collaborative global citizenship projects.
- Through the context of the British Council core skills work together towards the development of a professional network to support teacher learning and practice in global citizenship.
- To further extend and embed the partnerships between NW Sutherland and Molo District, Nakuru County school communities.



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.

Child Protection

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.

Our designated Child Protection Co-ordinator is:

John Naples-Campbell Head Teacher 3-18

Tel: 01971 521767 Email: John.Naples-Campbell@highland.gov.uk

Equal Opportunities

Durness Primary School is an Equal Opportunities School and:

- has an Equal Opportunities Policy
- is opposed to all forms of prejudice and discrimination;
- provides equality of opportunity through its ethos and working practices
- promotes understanding and respect of other people's cultural identity and beliefs;
- aligns itself with the Education Service's Anti-Racist and Multi-Cultural guidelines for Primary and Nursery Schools (May 1997).

Data Protection

Any information you supply or any information gathered from or about your child will be used only for the purpose for which it was provided and

any relevant procedures following from this. This data will be maintained in accordance with the Data Protection Act and will not be passed onto any other organisation without your prior approval unless this is a legal requirement.

Parent-line Scotland is a national, confidential helpline providing advice and support to anyone caring for or concerned about a child, open seven days a week, 365 days a year.

Telephone number is: **08000 28 22 33** or email:

parentlinescotland@children1st.org.uk

Complaints Procedures

Any parent with a complaint should contact the Head Teacher in the first instance, either by phone, e-mail or writing at the earliest opportunity. The Head Teacher will then deal with the complaint in line with The Highland Council Complaints procedure. In the event that a satisfactory resolution cannot be agreed, parents should then contact the **Area Education and Learning Manager** as detailed below.

Annika Janssen
Area Education and Learning Manager
Area Education, Culture & Sport Offices
Drummuie
Golspie
KW10 6TA
Tel: 01408 635338

Please note that transport is **not** a school responsibility and any queries should be addressed to the **Local Transport Officer, Transport Co-Ordination Unit, Community Services, Highland Council HQ, Glenurquhart Road, Inverness IV3 5NX.**

Placing Requests – Parental Choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Education and Learning Manager: Area Education Offices, Drummuie, Golspie, KW10 6TA.

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.

If pupils live out-with the school catchment area and their parents wish them to attend Durness Primary School, they can contact the Head Teacher, Mr John Naples-Campbell, to arrange a visit.

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

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.

In order to check whether Durness Primary School is open, parents can do one of the following:

- 1 Telephone **0800 564 2272** and enter the school PIN **04 1960**
- 2 Listen to the radio. Details of radio bulletin times are on a separate sheet.
- 3 If possible we will try to contact parents.

If the weather deteriorates during the school day, we sometimes have to

have an early closure. All parents are informed that the children are to be sent home at a certain time. No child will leave school until this has been done.

When weather conditions are poor:

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

Broadcast times:

BBC Radio Highland

6.30 am
7.30 am
8.30 am
12.30 pm
4.30 pm
5.30 pm

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

Moray Firth Radio (www.mfr.co.uk)

Morning bulletins will be at **7.10 am, 7.40 am, 8.10 am and 8.40 am** and will also include 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 pick-up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at the pick-up point. During adverse weather conditions no pupil is expected to wait longer than twenty minutes past the normal "pick-up" time.
- 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.

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

Useful Links

Highland Council - Primary Curriculum Rationale - Audit Tool

Building the Curriculum 3:

<http://www.ltscotland.org.uk/curriculumforexcellence/buildingthecurriculum/guidance/btc3/index.asp>

Highland Council - anti-bullying Policy:

https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

Highland Curriculum Design GLOW Group:

<http://highlandcfeassessmentblog.wordpress.com/>

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