



# **Farr Primary and Nursery Handbook**

**2024 – 2025**



Dear Parent/Carer,

Welcome to Farr Primary School. We have a wonderful team at Farr and together we will ensure your child has a positive learning experience, building on skills and knowledge through a challenging and creative curriculum.

As a staff, we are responsible for the care and learning of every individual and we strive to meet these needs in a sensitive and inclusive way. We want our pupils to be confident individuals, responsible citizens, successful learners and effective contributors, with a positive mindset about their abilities in all areas of learning and life.

The involvement of parents and carers is essential for the continued development of our school and the learning of each pupil. We value the partnerships with parents and want to ensure these remain positive, helping to ensure your child reaches their potential. If, at any time, you have concerns regarding your child and their learning, please contact their class teacher in the first instance and they will be able to discuss all aspects of your child's education with you.

Farr Primary School is supported by our Parent Council and Farr School and Nursery Supporters (FANS) who organise regular meetings and events. You are invited to attend these meetings, with no commitment to attend every meeting, to support the learning and development of the school. It is a great opportunity to share your ideas, views and hear what is going on in the school. I look forward to working with you and your child.

*Miss Kirsty Guthrie*

Head Teacher

## Foreword

Farr Primary and Nursery School is situated in the village of Farr, approximately 8 miles south of Inverness. The school was opened in 1877 to replace two smaller church schools at Broomhill, behind Croftcroy, and at Dalvourn. In the last century, the roll has risen as high as ninety-five and fallen to seven. At present, 64 children attend the primary school and 16 three and four year old children attend our nursery.

A purpose-built nursery extension was opened in 2001. In 2011, an extension of three classrooms and an office was built. The old school and schoolhouse provide a multi-purpose hall, library, staff facilities and storage space.

The school is non-denominational and has four classes - one nursery class and three primary classes. Our classes are currently organised as Nursery, P1/2, P3/4/5 and P6/7.

### School Contact Information

Farr Primary and Nursery School

Inverness

IV2 6XJ

Telephone: 01808 521246

Email: [farrinv.primary@highland.gov.uk](mailto:farrinv.primary@highland.gov.uk)

There are regular newsletters, which are posted on the school website. If you wish to receive an email or paper copy, please let us know. Our Annual Standards and Quality Report and School Improvement Plan are also posted on our website along with information that parents have requested.

Our website, [www.farrprimaryschool.wordpress.com](http://www.farrprimaryschool.wordpress.com), is the main form of communication from the school. Each of our classes have their own class blog which class teachers update on a weekly basis with information on learning and class specific information. We also have a school twitter account - [@FarrPrimary](https://twitter.com/FarrPrimary) which is linked to our school blog.



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We have a wonderful outdoor space.

## **1. The Team at Farr**

### **Head Teacher**

Miss Kirsty Guthrie

### **Teaching staff**

Mrs Trotman	Yellow Room	(P1/2)	Mon, Wed, Thurs & Fri
Miss MacCallum	Yellow Room	(P1/2)	Tues
Mrs Menzies	Red Room	(P3/4/5)	Wed, Thurs & Fri
Mrs Gorman	Red Room	(P3/4/5)	Mon & Tues
Mrs Fitter	Blue Room	(P6/7)	

### **Early Years Practitioners**

Mrs Clark, Mrs Foster and Miss Danielle MacDonald

### **Early Years Support Worker**

Mrs Catherine Kyle

### **Child Care Manager**

Mrs Lisa Stuart

### **Additional Support Needs Teacher**

Miss Ashleigh Sutherland (currently on Maternity Leave)

### **Pupil Support Assistants**

Mrs Logan

Mrs Morrison

Mrs Hayward

### **Clerical Assistant**

Miss Mitchell

### **Catering staff**

Mrs Simpson – Cook

Mrs Lumsden – Assistant Cook

### **Cleaning Staff**

Ms Black

### **Facilities Management Assistant**

William Stirling

## **2. School Hours**

Nursery opens	8.45am-3.15pm 8.30am-12.30pm	Monday – Thursday Friday
Primary opens	8.45am -3.15pm 8.45am-12noon	Monday – Thursday Friday
Primary Break	10.30 to 10.45am	
Lunch	11.45am for Nursery 12.40 to 1.25pm for P4-7	12.15 to 1.25pm for P1-3

There are flashing lights, to alert traffic to a 20-mph speed limit, which operate for fifteen minutes before and after school.



*Primary One*

### **3. Entry Arrangements**

Parents wishing to enrol their children into school should contact the Head Teacher to organise an initial visit.

#### ***Entry to Nursery***

Children are entitled to a full year of Nursery education before they start primary school. Therefore, your child will begin a pre-school year in the August of the session during which he/she is four before the end of February.

Three year olds, however, have three starting dates for accessing the funded Early Learning and Childcare.

- ❖ Children whose third birthday falls between 1<sup>st</sup> March and 31<sup>st</sup> August begin Nursery in Term 1.
- ❖ Those whose third birthday falls between 1<sup>st</sup> September and 31<sup>st</sup> December begin Nursery in Term 3.
- ❖ Those whose third birthday falls between 1<sup>st</sup> January and 29<sup>th</sup> February begin Nursery in Term 4.

There is also the option of children starting the week following their third birthday, which is billed at an hourly rate to parents. Please ask for further details at the school office.

Parents will be invited to bring their child for taster sessions in the term before they begin to attend Nursery regularly.

#### ***Entry to Primary***

Children are entitled to start their primary education at the beginning of a new session if they reach the age of five between March 1<sup>st</sup> that year and February 28<sup>th</sup> of the following year. Parents are invited to visit the school to enrol their child in the last week of January each year. The children are invited to spend sessions at the school during the summer term. Other enrolments may take place at any time of the year by appointment.

#### ***Placing Requests***

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 South Area Care and Learning Manager at Highland Council Headquarters, Glenurquhart Road, Inverness. Placing request applications are made online at:

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

Transportation to and from school, for placing request pupils, is a parental responsibility. If pupils live outwith the school catchment area and their parents wish them to attend Farr School, they can contact the Head Teacher to arrange a visit.



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

#### **4. Vision, Values and Aims**

##### ***Vision***

Our vision at Farr Primary and Nursery School is to provide a nurturing and stimulating learning environment where all children can achieve their potential, so that they can contribute to a global society as confident, healthy, happy and lifelong learners.

##### ***Values***

School values were reviewed and decided on through consultation with staff, pupils, parents and the wider community in April 2017. The chosen values, which underpin all elements of school life, are:

- Friendly
- Achieving
- Resilient
- Respectful

##### ***Aims***

Everybody is welcomed, treated fairly and with respect.

We learn together within a challenging but supportive environment.

We provide high quality teaching and learning experiences which promote active learning.

We respect and care for everyone and everything around us in school and in the wider environment.

We engage actively with the local community to improve and sustain our environment.

#### **5. Our Ethos**

At Farr Primary and Nursery School, we celebrate the achievements of all pupils, with the understanding that these look different from person to person. Through our school blog and individual pupil profiles, these achievements are shared and celebrated. We encourage and welcome the diversity in our community and spend time learning about different cultures so that we have an informed understanding of difference. Our school has a policy on Equality and Diversity.

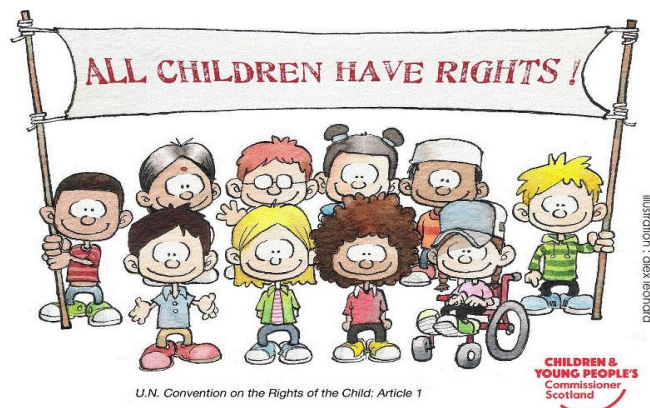
Our school values of ***Friendly, Achieving, Resilient and Respectful*** are embodied in the links we have with other organisations. We are an Eco School, learning about the Sustainable Development Goals and doing our part for the environment locally. The school achieved the Silver award for Rights Respecting Schools and are currently working towards Gold. We value the links we have with other organisations.

As a rural school it is important for us to make connections across the Inverness Royal Academy associated schools group. We regularly link with Aldourie and Stratherrick Primaries.

Through our school values, we promote positive relationships and behaviours. Our staff have a nurturing approach with pupils and pupils are becoming emotionally literate and aware of their own needs. We have a solution-focussed approach and promote the health and wellbeing of all staff, pupils and their families.

### **Children's Rights**

It is every child's right not to be bullied. Children's rights are unique in that many of them, although designed for the safety and protection of children, have to be provided for by adults and the government. At Farr School, each bullying incident will be reviewed individually and a number of different practices may be adopted before finding one that is effective. We need to help children and young people who demonstrate bullying behaviour by providing clear expectations about behaviour as well as providing a range of ways to respond. This can include taking steps to repair a relationship, and where appropriate, supporting them to make amends. We need to challenge prejudice and offer the opportunity to learn and change behaviour.

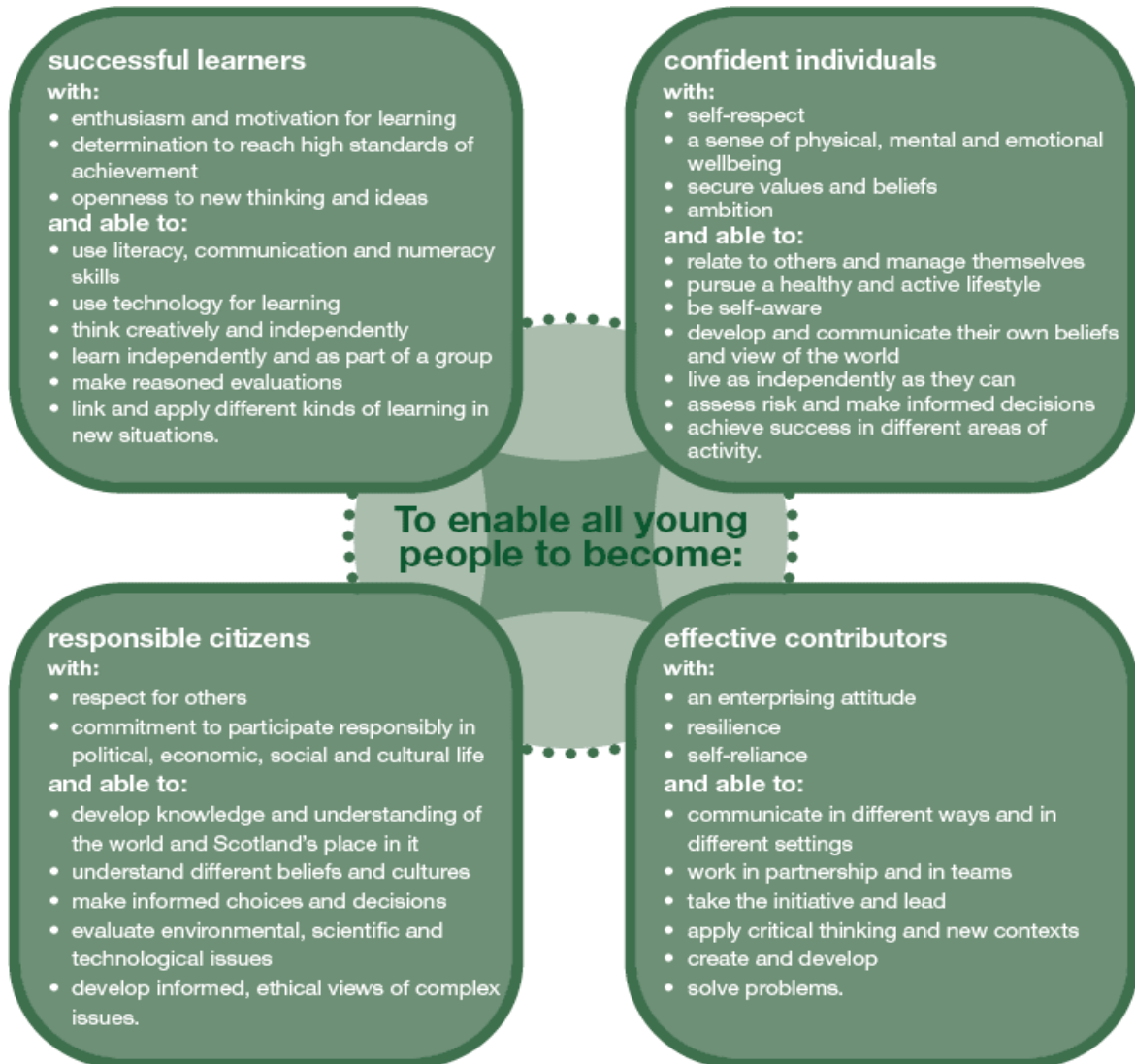


At Farr, we follow the Highland Council Positive Relationships and Bullying Prevention Policy and Guidance.

[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. Curriculum for Excellence



The curriculum aims to develop the whole child. We strive to provide a broad and balanced curriculum based on Curriculum for Excellence outcomes. We aim to stimulate, encourage and challenge the learning of each individual child within a nurturing, supportive environment.

The curricular areas are:

- ❖ Mathematics and Numeracy
- ❖ Languages and Literacy
- ❖ Health and Wellbeing
- ❖ Sciences
- ❖ Social Studies
- ❖ Technologies
- ❖ Religious and Moral Education
- ❖ Expressive Arts

More information about Curriculum for Excellence can be found on:

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

Outdoor Learning is a key part of our curriculum, with classes using the local woods and surrounding areas regularly. As part of Interdisciplinary Learning topics, pupils will support and further their learning by taking part in school trips, locally and further afield.



### *Outdoor Learning*

We take part in local schools competitions such as:

- Cross country
- Athletics
- Inverness Music Festival
- Euroquiz
- Football

Our pupils develop the skills needed for future learning, life and work and this begins in Nursery. The skills for learning include the development of cognitive, metacognitive, creativity and higher order thinking skills. The skills for life and work include the development of personal, interpersonal, employability, leadership, cognitive, self-management, communication, co-operation and career management skills.

Through daily classroom practice, pupils will be given choices about their learning, planning topics alongside the class teacher and deciding on the best way to evidence their learning. Each pupil has their own pupil profile where individual targets are recorded, evidence of key learning is shown, the development of skills and wider achievements are recorded.

Class teachers share key learning for the term through termly overviews on their class blog so that families can be involved in the learning. Throughout the term, teachers update the class blog to share learning and provide tools for learning at home.

## **7. Assessment**

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.

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets. Assessment of pupil progress forms part of our everyday interactions in the classroom.

Pupils should view the assessment process as a motivating experience, which takes place within the overall context of a supportive school. Pupils should make use of feedback, in all its forms to inform next steps for the improvement of their own learning. Pupils will reflect on their progress and achievement in their pupil portfolio.

We aim to keep parents both informed and involved in their child's education. In addition to parent's evenings and other school events, we are happy to meet with parents to discuss progress or concerns at any time throughout the year. Parents will receive feedback on their child's progress through pupil reports, progress checks, and engagement with pupil profiles. Parents wishing to enquire about a pupil's progress are invited to get in touch with their child's class teacher.

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>



## **8. Additional Support Needs**

Class Teachers, in conjunction with Additional Support Needs Teachers, monitor the progress of pupils with additional support needs. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a Child's Plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews.

More information can be found about the Highland Council model for support and child's plans at: [http://www.highland.gov.uk/downloads/file/230/highland\\_practice\\_model\\_-\\_delivering\\_additional\\_support\\_for\\_learners](http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)

[http://www.highland.gov.uk/download/downloads/id/11/co-ordinated\\_support\\_plan](http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan)

[https://www.highland.gov.uk/info/886/schools\\_-\\_additional\\_support\\_needs/1/support\\_for\\_learners](https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners)

Sometimes a Children's Service Worker will be involved in supporting a child. A Children's Service Worker will generally focus on more social and emotional needs rather than issues about the curriculum or classroom learning. They:

- work in collaboration with the support team in school
- work to support families in their own communities
- work with individual pupils and small groups - offering a further level of support

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone outwith the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person, the Head Teacher, in the first instance. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

[http://www.highland.gov.uk/info/886/schools\\_-\\_additional\\_support\\_needs/1/support\\_for\\_learners](http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners)

These following websites provide useful information for families.

<http://forhighlandschildren.org>

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.

## **9. Religious and Moral Education**

Religious and Moral Education is an integral part of the curriculum. Religious and moral education will allow your child to explore the world's major religions as well as views that are non-religious.

Your child will think about the challenges presented by these beliefs and values, and their place in the world. They will explore how religious and non-religious beliefs and values are expressed through traditions in religion, society and cultures. Your child will think about their own beliefs and values. It will support them to develop moral decision-making skills.

Your child will develop a better understanding of themselves, others and the wider world. Your child will develop their awareness that beliefs, values, practices and traditions are important to families, communities and society - locally and globally. They will develop a richer understanding of the world in which they live.

Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

## **11. School Meals**

Our school meals are cooked on the premises. Each meal costs of £2.30. A summer and winter menu is issued and sent home. Monies should be sent in advance. If you have any special dietary needs, please let us know.

P1-5 children are eligible for free school meals. Free meals can be claimed in certain circumstances, for information and application form please see: [https://www.highland.gov.uk/info/878/schools/9/school\\_meals](https://www.highland.gov.uk/info/878/schools/9/school_meals)

[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)

Children are able to eat packed lunches in school. It should be noted that under Health & Safety regulations, glass bottles or containers are not permitted and the kitchen is not able to heat up food not prepared within their kitchen.



## **12. School Transport**

Children under the age of eight who live more than two miles from the school are entitled to free transport. Children aged eight and over are entitled to free transport if they live over three miles from school.

Forms are available on the Highland Council website if you are eligible for transport.

## **13. School Uniform**

The school uniform at Farr consists of:

- Green sweatshirt, hoodie or cardigan
- White polo shirt
- Grey or black trousers or skirt
- Dark coloured school shoes
- Indoor shoes (e.g., slippers or plimsoles)

School uniform is obtainable from:

- Schoolwear Made Easy - Unit 4, 5 Harbour Road, Inverness, IV1 1UF, Tel: 01463 222022

## **14. Parent/Carer Engagement**

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 and 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:

- Coffee and Chat sessions with the Head Teacher
- Open mornings/afternoons
- Parents' evenings
- Progress checks
- Pupil profiles
- Information on the class and school websites
- Parent/Carer surveys

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practising 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.



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/>

### ***Parent Council and FANS***

Parent Council is a group of parents selected to represent all parents of children at the school. Our school is supported by our Parent Council and Farr School and Nursery Supporters. All parents are welcome to attend Parent Council meetings.

There are regular meetings where topics are discussed and actions taken, including fund raising events. Ultimately, the children benefit greatly from this input and staff appreciate this contact with parents. We hope you feel you are able to make a contribution, whether it is big or small.

We also welcome parents and friends of the school to share their skills and expertise with us in other ways too.

Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting [Farr.Primary@highlandpc.co.uk](mailto:Farr.Primary@highlandpc.co.uk).

#### **Parent Council**

Eva Craig	Chair
Fran Matheson	Treasurer
Beverley MacLean	Secretary

#### **FANS**

Ruth Porteous	Chair
Laura Kerr	Secretary
Audrey Anthoney	Treasurer

### **15. Attendance and Absence**

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on the school number 01808 521246. When returning to school after an absence, the parent or guardian must give written reason for the time absent.

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 daytime 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](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.



## **16. Transfer to Secondary School**

Pupils from Farr School transfer to Inverness Royal Academy for secondary education. As pupils reach Primary 7, efforts are made to ease the transition from primary to secondary education, through exchange visits involving both pupils and staff and the sharing of information between staff. The Royal Academy also organises meetings for parents in January and June.

For further information contact:

Mr Nigel Engstrand, Head Teacher

Inverness Royal Academy  
Culduthel Road  
Inverness  
IV2 6RE

TEL: 01463 222884



## **17. School Improvement**

As a school we are committed to improvement, offering the best education and opportunities for our pupils. We work closely with our Associated Schools Group and Improvement Families in Highland Council and look at practice using the following model:



We were last inspected by HMIE in 2015 and the link to this report can be found on our [school blog](#), alongside our latest Standards and Quality report and current school improvement priorities.

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

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

## **18. Complaints**

If a parent has any concerns, they should contact their child's Named Person in the first instance and at Farr this is the 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 Fiona Shearer, Education and Learning Manager (South Area), Highland Council, Glenurquhart Road, Inverness, IV3 5NX.

**Parentline:** <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

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

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.

## Appendix

### **Health Promoting School**

As a Health Promoting school, we also encourage pupils, staff and parents to think about healthier lifestyles. Healthy living is a regular topic in classes. We have a School Travel Plan which promotes safe and healthy routes to school. Staff take part in health promotion activities. We value all the activities that make up a healthy and happy community.

### **Administration of Medicines**

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government.

<https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

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

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

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

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

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

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

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

## **Minor injuries**

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

## **Mental Health and Wellbeing**

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [here](#). Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from your child's 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.

## **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](http://www.highland.gov.uk/downloads/download/19/employment_of_children)

## **Adverse Weather**

Schools now have a dial-in service if there is risk of closure due to adverse weather. This allows parents to listen to a recorded message from the head teacher. It is an enhancement to the present service and does not replace existing methods of giving out information, such as radio broadcasts, described in the schools Adverse Weather Guidelines.

You can also access the highland school closure website for school closure information. <http://www.highland.gov.uk/schoolclosures>

## **Access to Pupil Records**

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

## **Data Protection Legislation**

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by data protection legislation and may only be disclosed in accordance with the codes of practice.

## **Transferring Educational data about pupils**

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

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

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

## **Data policy**

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

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

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

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

[https://www.highland.gov.uk/directory\\_record/1095920/enrol\\_your\\_child\\_at\\_a\\_school](https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school)

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

### **Your data protection rights**

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

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

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

### **Concerns**

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

### **Equality and Inclusion**

For up-to-date information, please see:

[http://www.highland.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/313/equal\\_opportunities](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 online at:

[http://www.highland.gov.uk/info/1361/childcare\\_and\\_family\\_care/438/child\\_protection](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 at: <https://armedforcesfamilieshighland.wordpress.com/>

Please get in touch with the Head Teacher if you have any concerns.

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.