



# SHIELDAIG PRIMARY SCHOOL HANDBOOK 2024-25



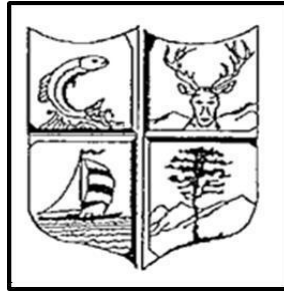
**Shieldaig Primary School  
Handbook 2024-2025**

**Contents**

Head Teacher's Letter	3
Vision Statement	4
<u>General Information</u>	
Contact Information	5
Catchment Area and Placing Requests	5
Staff, School Roll, Nursery and School Hours	6
Calendar	8
Emergency Closure Information	8
Accommodation, School Uniform, School Meals, School Snack, School Transport	9 10
Pupil Focus Groups	11
Parent Council, Enrolments and Transition	12
<u>The Curriculum</u>	13
Languages	14
Numeracy and Mathematics	15
Inter-Disciplinary Learning and Other Curricular Areas	16
Learning Beyond School and Homework	17

Assessment and Record Keeping School Improvement	18
Home-School Communication Complaints Procedure	19 20
<u>Pupil Welfare</u>  Promoting Positive Behaviour and Celebrating Achievements Absence from School, Accident/Illness at School, Health Mental Health and Wellbeing, Administration of Medicine Additional Support Needs	  21 22 23 24
Appendix (Council Guidelines)	26-31

**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.**



Dear Parent/Guardian,

Welcome to Shieldaig Primary School! The information contained in this handbook is aimed to introduce you to our school, its educational provision and child welfare practices. The school is involved in a yearly cycle of self-evaluation and produces a Standards and Quality Report each summer term, followed by a School Improvement Plan. Copies of these can be found on the school website. If you have any further questions, please don't hesitate to contact the school by telephone or by e-mail.

We very much look forward to welcoming your child to our school, and to a long and happy partnership with your family.

Kind regards,

Alison MacLennan

Head Teacher

## Our Vision, Values and Aims

We aspire to build an inclusive and creative environment, based upon our shared values, to support children to become successful learners, confident individuals, responsible citizens, and effective contributors.

**Kindness - Creativity - Initiative - Resilience**

### At **Shieldaig Primary and Nursery** our Learning and Teaching should

- **Create** a school environment where **Kindness, Creativity, Initiative, and Resilience** are valued, celebrated, and embedded into every aspect of teaching and learning.
- **Foster** a culture of **Kindness** where everyone treats each other with respect, empathy, and compassion.
- **Cultivate Creativity** by providing opportunities for learners to explore their imagination, think critically, solve problems, and express themselves in diverse and innovative ways.
- **Encourage Initiative** by empowering learners to take ownership of their learning, make decisions, set goals, and actively participate in their education.
- **Develop Resilience** among learners, equipping them with the ability to adapt, persevere, bounce back from failure, and face challenges with determination and a growth mindset.

***Our school values are embedded in everything we do.***



## **School Contact Information**

Shieldaig Primary School

Shieldaig

Strathcarron

IV54 8XN

Telephone: 01520 755269

E-mail : [shieldaig.primary@highland.gov.uk](mailto:shieldaig.primary@highland.gov.uk)

## **School Catchment Area and Placing Requests**

Shieldaig Primary School is a small, rural school situated on the mountainous North West coast of Scotland. The catchment area includes the villages of Shieldaig and Torridon, extending from Lower Diabaig on Loch Torridon down to Cuaig on the Applecross Peninsula.

### **SCHOOL PLACING REQUESTS - PARENTAL CHOICE**

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

#### **West Area Care and Learning Office**

#### **Oifis Foghlaim Sgìre an Iar**

Fingal Centre

Viewfield Road

Skye

IV51 9ET

Tel: 01478 613697

Placing request applications are made online at:

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

Transportation to and from school, for placing request pupils, is a parental responsibility. If pupils live out with the school catchment area and their parents wish them to attend Shieldaig Primary School they can contact the school by Telephone: 01520 755269 or E-mail : [shieldaig.primary@highland.gov.uk](mailto:shieldaig.primary@highland.gov.uk) 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.

If you live out-with the school's catchment area, you have the right to request that your child attend the school. In this instance, you must complete a placing request form and send it to the Area Education Office. Further information on placing requests and the relevant forms can be found at:

[http://www.highland.gov.uk/info/878/schools/11/school\\_enrolment/2Area](http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2Area)

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Tel: 01478 613697

Shieldaig Primary School is one of four primary schools in the Gairloch High School catchment area.

## **School Staff**

Head Teacher:	Alison MacLennan
Principal Teacher:	Fanny Fraser
Class Teacher	April Finlayson
Class Teacher:	Julia Böger
CCR Teacher cover (Thursday)	Eleanor Kennedy
Support for Learning Teacher	Sarah Wright
Clerical Assistant:	Fiona Price
Pupil Support Assistant:	Joanna Matheson
Pupil Support Assistant:	Caroline MacKay
Early Years Practitioner:	Lyndsay Dacker
Early Years Support Worker	Thomas Grant
Cook:	Christine Murphy
Cleaner:	Vacant position

## **School Roll**

The school currently has 25 children in the primary school and 6 children in the nursery.

## **Nursery and School Hours**

Nursery session:	9.00 a.m. to 3 p.m.
School starts:	9.00 a.m.
Morning break:	10.45 a.m. to 11.00 a.m.
Lunchtime:	12.30 p.m. to 1.15 p.m.
School finishes:	3 p.m.



## **School Term Dates 2024 - 2025**

### **Autumn**

- Autumn term starts - 19<sup>th</sup> August 2024
- Autumn term ends - 11<sup>th</sup> October 2024

### **Winter**

- Winter term starts - 28<sup>th</sup> October 2024
- Winter term ends - 20<sup>th</sup> December 2024

### **Spring**

- Spring term starts - 6<sup>th</sup> January 2025

### **Mid-term break - 17<sup>th</sup> and 18<sup>th</sup> February 2025**

- Spring term ends - 4<sup>th</sup> April 2025

### **Summer**

- Summer term begins - 21<sup>st</sup> April 2025
- Summer term ends - 3<sup>rd</sup> July 2025

### **Public holidays**

- May Day - 5<sup>th</sup> May 2025

### **In-service days**

- 19<sup>th</sup> August 2024
- 16<sup>th</sup> September 2024
- 17<sup>th</sup> September 2024
- 19<sup>th</sup> February 2025
- 2<sup>nd</sup> June 2025

### **Emergency Closure**

There may be occasions when the school will have to have an emergency closure e.g. during severe weather or because of power/water failure. Guidelines for emergency closures are issued to parents annually. In the event of a school closure, the Head Teacher will leave a message on the Highland Council School Closures Information Line. This can be accessed by dialing **0800 564 2272** and entering the school PIN

no.: **042940** when prompted. Due to the small number of children on our school roll, it will also usually be possible to contact each family directly to inform them of school closure.

In the event of school closure once the school day has begun, parents/carers will be contacted by telephone. It is vital that the school is provided with up-to-date emergency contact telephone numbers for each child. If we are unable to reach an emergency contact for a child, the child will remain in school with a member of staff.

### **School Accommodation**

The school sits in a picturesque spot at the top of the village. The school building dates from well over one hundred years ago, but in 2022 the conversion of the School House into a purpose built Nursery accommodation was completed. There are two classrooms, a Nursery room, a school kitchen, an office and several toilets. Within the classrooms and nursery there are interactive whiteboards.

Adjacent to the school, there is an enclosed grassy playground, plus the Community Association football pitch and multi-use games area, which are located directly behind the school. These areas are all used by the children during outdoor breaks and P.E. The local church hall is also used for P.E. and as a performance venue.

### **School Uniform**

The school uniform is worn by all children from Primary 1 upwards. It consists of a navy sweatshirt with school badge, a white or light blue polo shirt with school badge, and navy or grey trousers, skirts or pinafores. For P.E. children wear navy jogging bottoms, leggings or shorts, and navy T-shirts.

Uniform items can be bought from the school or various school uniform outfitters, including [myclothing.com](http://myclothing.com) . Uniform items are also shared between families, when certain sizes are no longer needed.

## **School Meals**

School meals are freshly cooked in our school kitchen every day, following the Highland Council's 2 choice menu plan. All children Nursery up to and including Primary 5 are automatically entitled to free school meals. Please inform us and complete the online form if your child has dietary needs. For further information on current menus and free school meals eligibility, please ask at the School Office or visit:

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

## **School Snacks**

As a Health Promoting school, healthy snacking is encouraged. Children bring healthy snacks to school for morning break from Monday to Thursday, such as fruit, cheese, and yoghurt. Fridays are known as 'Crisp Fridays' and almost every child takes crisps to school for morning snack as an end of week treat.



## **School Transport**

Children living within the school catchment area and out-with two miles of the school (under 8) or three miles (aged 8 and over) of the school are entitled to free transportation. For further information and application forms, visit:

[http://www.highland.gov.uk/info/878/schools/12/school\\_transport](http://www.highland.gov.uk/info/878/schools/12/school_transport)

**Please note that children who attend the school as a result of a placing request are not entitled to school transport and responsibility and cost of transport rests with parents.**

## **Pupil Focus Groups**

Children at the school have historically had a very active voice in the running of the school and this is continued through the two Pupil Focus Groups - Rights Respecting Schools Group and Eco Committee.

## **Rights Respecting Schools Group - Ms Boger**

UNICEF and the United Nations Convention on the Rights of the Child (UNCRC): Shieldaig school and nursery are proud to be accredited with the Rights Respecting School Bronze Award and are currently working towards Silver through approaches and resources from UNICEF, planning Children's Rights assemblies, organising fundraising to support countries in their meeting children's rights, scheduling wider community activities such as a Rights Scavenger Hunt, all underpinning our rights respecting ethos and our rights respecting classrooms.

Click on the link for more information about Rights Respecting Schools:

<https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/what-is-a-rights-respecting-school/>

## **Eco Committee - Mrs Finlayson**

In Shieldaig we take every opportunity to learn about the environment. A Tattie Day for example is the perfect opportunity to learn about the Tattie Holiday and the Harvest Festival on the West Coast of Scotland where this year we celebrated "what happens to the food that we grow" and worked cooperatively in mixed stages at three stations (making soup which we had for lunch on the day, making potato scones, doing potato printing not to forget reading *The Pet Potato* which is a story about potatoes. We have recycling boxes throughout the school and use our water bottles in the "big class" and our own cups in the "little class". We have a Polycrub and a garden where we enjoy growing fruit and vegetables so that we can not only eat fresh but also lower our carbon footprint. We use the Polycrub to grow Mediterranean vegetables like tomatoes, cucumber and lettuce but also as an outdoor classroom. We have two Compost Turners where we compost our food leftovers. We use natural materials that we have collected for our crafts. We try to do a beach clean every year. We make posters to remind everyone not to litter. We use natural water sources either from the burn which runs near the Polycrub or from collection.

## **Parent Council**

Shieldaig Primary School has a hardworking Parent Council, which promotes parental partnership with the school, helps to organise school events, co-ordinates with community events, fundraises for the school, and supports school developments. Meetings are held once a term and any parent is welcome to attend. Please ask at the school for details of the next meeting or talk to the Chairperson.

## **Enrolments**

Nursery and Primary 1 enrolments are usually made during enrolment weeks at the end of January/beginning of February. For families moving into the area, please contact the school to arrange a visit and the enrolment of your child.

## **Transitions**

Before joining our nursery, children and their parents are invited to visit nursery sessions in the term before their proposed entry. There is also an information meeting for parents to share information about nursery routines and the aims of nursery education.

Moving to Primary 1 from Nursery, children are invited into the primary class on several occasions during their last term at nursery, to become familiar with new routines and a new room. There is an information meeting for parents about moving to Primary 1 in the summer term. Nursery and primary children participate in many activities together throughout the year so the move to Primary 1 is not as daunting as it may seem.

Transitions through primary school should be seamless, occurring in the same classroom and with the same teachers. However, great care is given to monitor children as they progress through school and support any difficulties or anxieties that may arise.

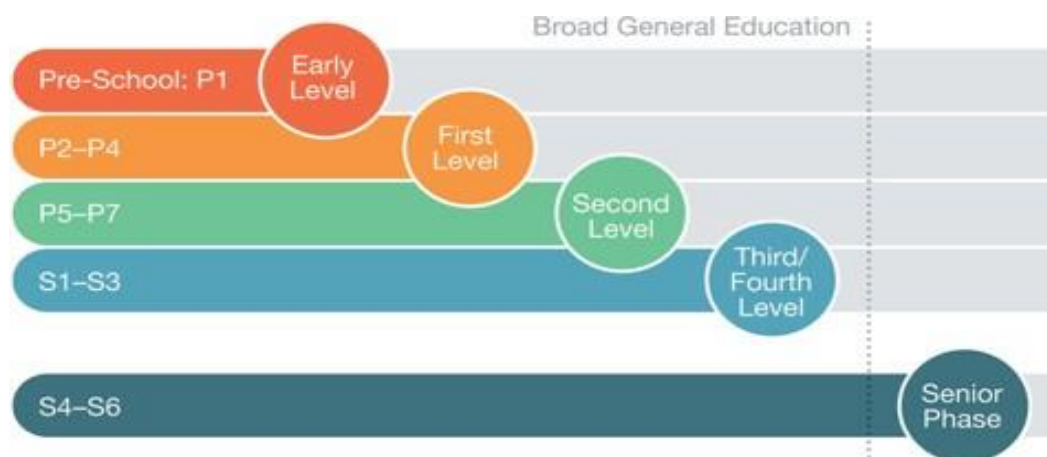
The transition to Gairloch High School from Primary 7 begins with a visit from high school staff, when each child receives a 'Welcome Pack'. There are then 3 days of transition during the summer term, when P7 pupils attend Gairloch High School for icebreakers and induction. With joint events held frequently by local primary schools, new friendships are forged long before entering S1.

## Curriculum

Curriculum for Excellence (CfE) was introduced in 2010 and aims to enable all learners to fulfil four capacities:

successful learners	confident individuals	responsible citizens	effective contributors
<p><b>attributes</b></p> <ul style="list-style-type: none"> <li>enthusiasm and motivation for learning</li> <li>determination to reach high standards of achievement</li> <li>openness to new thinking and ideas</li> </ul> <p><b>capabilities</b></p> <ul style="list-style-type: none"> <li>use literacy, communication and numeracy skills</li> <li>use technology for learning</li> <li>think creatively and independently</li> <li>learn independently and as part of a group</li> <li>make reasoned evaluations</li> <li>link and apply different kinds of learning in new situations.</li> </ul>	<p><b>attributes</b></p> <ul style="list-style-type: none"> <li>self-respect</li> <li>a sense of physical, mental and emotional well-being</li> <li>secure values and beliefs</li> <li>ambition</li> </ul> <p><b>capabilities</b></p> <ul style="list-style-type: none"> <li>relate to others and manage themselves</li> <li>pursue a healthy and active lifestyle</li> <li>be self-aware</li> <li>develop and communicate their own beliefs and view of the world</li> <li>live as independently as they can</li> <li>assess risk and make informed decisions</li> <li>achieve success in different areas of activity.</li> </ul>	<p><b>attributes</b></p> <ul style="list-style-type: none"> <li>respect for others</li> <li>commitment to participate responsibly in political, economic, social and cultural life</li> </ul> <p><b>capabilities</b></p> <ul style="list-style-type: none"> <li>develop knowledge and understanding of the world and Scotland's place in it</li> <li>understand different beliefs and cultures</li> <li>make informed choices and decisions</li> <li>evaluate environmental, scientific and technological issues</li> <li>develop informed, ethical views of complex issues.</li> </ul>	<p><b>attributes</b></p> <ul style="list-style-type: none"> <li>an enterprising attitude</li> <li>resilience</li> <li>self-reliance</li> </ul> <p><b>capabilities</b></p> <ul style="list-style-type: none"> <li>communicate in different ways and in different settings</li> <li>work in partnership and in teams</li> <li>take the initiative and lead</li> <li>apply critical thinking in new contexts</li> <li>create and develop</li> <li>solve problems</li> </ul>

CfE is divided into the following levels, which most children are expected to achieve in the following timescales:



Each curricular area is divided into experiences and outcomes which teachers use to plan and assess. There is the expectation that planned learning experiences will be meaningful and interactive, with children fully engaged in their learning. Where possible, links are made between different curricular areas to provide contextualised learning. For further information on CfE for parents, visit:

[Parentzone Scotland | Education Scotland](#)

## **Literacy and Languages**

Language is the basis for learning and competent language skills are essential to allow children to access all other areas of the curriculum. The school follows the Highland Literacy Project guidelines in all areas of language.

Phonics is introduced at the beginning of Primary 1, following the Jolly Phonics scheme. The Core Infant Reading Scheme is Oxford Reading Tree, from which children progress onto chapter books/novels. Fostering an enjoyment of reading is extremely important and children of all ages are encouraged to read books of their own choosing in E.R.I.C. (Everyone Reading in Class) time and at home.



Handwriting lessons, using the Nelson Handwriting scheme, are undertaken throughout the week in Primary 1 to 3, with two weekly lessons from Primary 4 to 7. Initially, the correct grip and letter formation are developed and secured. This then progresses to joining letters and the development of a fluid style of writing.



From Primary 1 to Primary 7, children learn to write a range of Personal, Functional and Imaginative writing forms, studying the craft of other writers as models for their work. Wherever possible, the class topic or real-life contexts provide the basis for writing activities. We have recently introduced the Read, Write, Inc. Spelling

scheme and No Nonsense Grammar scheme to improve written skills throughout the school.

Listening and talking skills are developed every day in class, using current affairs and personal news as a means of [Details | Find an inspection report | Find an inspection report | Inspection and Review | Education Scotland](#) ing to the class and as a starting point for group discussions.

## **1 plus 2**



Children in Scotland learn two languages in addition to their mother tongue hence the 1 (mother tongue) + 2 (additional languages). In line with the 1 + 2 Scottish Government policy, Gaelic is taught to pupils from Primary 1 to Primary 7, with simple phrases, basic vocabulary and numbers introduced and practised in daily sessions. The emphasis is on spoken language and games and songs are used to make learning fun. This vocabulary is then extended to provide more of a challenge for Primary 4-7 children. From P4 the children now learn some French using their knowledge of their mother tongue and of Gaelic to make sense of this third language and in turn reinforcing their understanding of the latter two.

## **Numeracy and Mathematics**



We are continuing to develop our teaching of Mathematics and Numeracy, in line with the Highland Numeracy Progression and New Zealand Maths programme. We aim to equip children with the necessary knowledge of number and mathematical skills to enable their progress through school and out into the adult world. The emphasis is on the development of strong mental maths skills, using a range of strategies, which can then be applied to all areas of Maths. We use a variety of games, computer and interactive whiteboard activities, and teaching schemes to resource maths lessons. Problem solving and real-life contexts provide opportunities to apply acquired strategies.



## Inter-Disciplinary Learning Topics (IDL)

Through IDL work we aim to combine curricular areas, wherever possible, to provide linked learning experiences. To provide a balanced curriculum, a range of topics are covered over the course of the year. The pupils begin the planning process by deciding what they already know about a topic and what they want to find out. The class teacher then turns this into a cohesive set of lessons that build on knowledge and ensure balance, breadth, challenge, enjoyment and progress. Examples of IDL topics would include People in the P1-3 class and Inspirational People, Energy and Sustainability in the P4-7 class or a whole school Tattie Day. If certain curricular areas cannot be included in a topic, they will be taught as stand- alone subjects.

The other curricular areas in CfE are:

- **Social Studies:** with an emphasis on Scotland's environment, history, economy, and its relationship to the wider world.
- **Religious and Moral Education:** we aim to develop a knowledge and understanding of all major world religions and an appreciation of moral values. Occasionally, the school may participate in a local church service. Parents have the right to remove their children from religious education if they so wish.
- **Science:** delivered using Highland Council's Primary Science Framework, covering five Science topics at each CfE stage.
- **Technologies including ICT**
- **Health and Wellbeing:** a healthy lifestyle and eating are encouraged, with 2 hours of P.E. taught across the school. Substance abuse and sex education are important parts of the curriculum in the upper stages.
- **Expressive Arts:** Music, Dance, Art & Design, Drama

Swimming lessons are undertaken for a block each year, usually in the summer term. Kodaly and Feis Rois specialists deliver music lessons with two blocks of lessons every year. One of our key improvements this year is Developing the Young Workforce, through which are creating an awareness of the world of work and developing relevant skills across the nursery and school.

## **Learning Beyond School**

Living in such a rich learning environment, links are made with the local community to promote relevant outdoor learning experiences. School trips are organised to a variety of sites to enhance learning. Children are encouraged to use their talents to mount a school pantomime for the local community every December. Several pupils represent the school at ASG sport events every year, including Cross Country and Athletics, and all pupils are encouraged to take part in sport events run by the Gairloch High School associated primary schools.

## **Homework**

Homework is sent home with every child weekly. Homework is a useful way of consolidating class work and should not take a significant amount of time each night. Tasks vary between stages.

**P1-3:** Daily consolidation of reading covered in class and phonic sounds, weekly written spelling and Maths tasks.

**P4-7:** Daily Reading for Enjoyment task, written spelling tasks and Maths tasks (usually games or computer based).

Your support at home is very much appreciated as being involved in your child's homework has huge benefits.

Sometimes, homework may take the form of a practical task such as model making.

### **Tips for Successful Homework**

- ✓ A short session of homework each night has greater benefits than one long session each week, particularly for spelling and mental maths
- ✓ Find a time which suits your child, when they have had time to relax after school but are not too tired
- ✓ Find a quiet spot, with a firm writing surface
- ✓ In younger children, encourage the correct pencil grip
- ✓ In younger children, watch to see if letters are being formed correctly
- ✓ In older children, encourage joined handwriting and neat presentation
- ✓ Check your child's work, and praise effort and good work
- ✓ Be involved in their reading, whatever their age

If you are ever unsure about what is required of your child's homework or how best to support, call the school or send a message via the school Facebook group. Sometimes, homework may take the form of a practical task such as model making.

## **Assessment and Record Keeping**

Assessment is a vital way of monitoring pupil progress and raising attainment and achievement. Teachers do it informally at the end of every lesson to plan next steps, either by observation or by marking of completed work. At the end of a teaching block, a more formal assessment may be made to assess the impact of teaching. Various methods of marking are used but feedback is given on what has been achieved and what needs to be done to improve. Once a year, P1, 4, and 7 children complete computer tests called SNSAs, which provide the school with an overview of progress in Numeracy and Literacy. Education Scotland is currently publishing benchmarks in every curricular area and we plan to use these to assess pupils' progress through CfE.

As a school, we are developing pupil involvement in the planning and evaluating process. This is being done in several ways:

- Children are more involved in setting their own learning targets and success criteria
- There is a greater emphasis on self and peer evaluation to develop assessing skills
- Weekly learning logs are completed to record personal learning achievements and challenges
- Personal Learning Profiles have been started, which detail achievements in and out of school, academic targets and progress through the curriculum
- Learning Snapshots have been introduced. These are based around rich tasks which demonstrate the application of knowledge, and these are jointly assessed by pupil and teacher. Parent comments are invited.
- Learning Conversations between pupils and teachers

All pupil work, learning logs and Pupil Learning Profiles are available for parents to see at any time. They will be shared at parents' meeting and sent home termly, but

should you wish to see them at any other point, please contact the school to arrange a suitable time. Pupil reports will continue to be issued in May each year, containing a summary of achievements for the year, next steps and a pupil comment on their primary year. To ensure that teaching and learning standards are consistent across all primary schools associated with Gairloch High School, work is sometimes moderated by teachers from other schools.

### **School Improvement:**

The Highland Council is working on a three-year improvement cycle from 2022-2025 where:

- We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation.
- We will maximise health and wellbeing for all children and young people to give them the best possible start in life.
- We will ensure the highest quality of learning and teaching for each and every learner.
- We will develop leadership skills at all levels of the system for now and the future.

To find out more about our school improvement, please visit our [website](#).

### **Home-School Communication**

One of the key strengths of the school lies in the positive relationships between school staff, pupils and parents. We welcome a frequent exchange of information and work hard to keep parents/carers informed of their child's progress. We hold two parent meetings a year and communicate on an informal basis much more frequently. If you have do have any concerns or queries, please do not hesitate to contact us. The Head Teacher is usually available after 3 p.m. every day and is happy to discuss any issues with you.

Letters and a new school website serve as our main ways to share school news and achievements. The Head Teacher will also hold several meetings a year to share school developments or seek parental opinion on school improvements. We welcome your comments on what is working and your suggestions on how to improve.

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## **Complaints Procedure**

We are aware that occasionally difficulties can arise. In the first instance, please contact the Head Teacher, who will strive to resolve the situation by listening to concerns and working in partnership towards a solution. Should a situation remain unresolved, please contact the area education office for further advice.

### **West Area Care and Learning Office**

Fingal Centre

Viewfield Road

Skye

IV51 9ET

Tel: 01478 613697

Please note that transport is not a school responsibility and any queries should be addressed to the Transport Development Officer:

[http://www.highland.gov.uk/info/878/schools/12/school\\_transport/2](http://www.highland.gov.uk/info/878/schools/12/school_transport/2)

## **Pupil Welfare**

### **Promoting Positive Behaviour**

A positive environment is vital in ensuring the emotional welfare and progress of children. At Shieldaig Primary School, we promote positive behaviour by rewarding hard work, kindness and respect. Children can earn reward points on the ClassDojo website, which in turn earns Golden Time minutes and whole-class rewards. Low-level behaviour problems will be dealt with in class and will result in missed Golden time or the removal of Class Dojo points. In the unlikely event of a major behavioural incident, parents will be informed and a report sent to the Area Education Office. There is a zero-tolerance approach to bullying and aggressive behaviour, though we are lucky to have neither in the school. The good behaviour in the school is a testament to the strong relationship between children's families and the school.

### **Celebrating Achievements**

Achievement and success is celebrated throughout school. At school assemblies, awards for team work and individual work are given out each week. Our WOW wall celebrates pupil achievements outside of school, whether they are through the acquisition of new skills or through longstanding hobbies. We aim to create an ethos where children feel supported, valued and motivated to succeed.

### **Absence from School**

Attendance at school is expected at all times during the term, with illness being the obvious exception. The school should be informed of any absences by contacting the office by 9.00 a.m or emailing [Shieldaig.Primary@highland.gov.uk](mailto:Shieldaig.Primary@highland.gov.uk)

If no contact has been made by 09.30 a.m., we are required by law to make contact with parents. If 3 days lapse with no contact from parents, we are then required to make a report to the police in line with Children Missing From Education Protocols.

The following categories are examples of authorised absences:

- Ill health and medical/dental appointments
- Bereavement
- Education at another establishment
- Sporting/artistic events

Children with a stomach bug should not return to school until 48 hours, following the last bout of diarrhoea or vomiting.

While the school appreciates that parents are not always able to take holidays during the school holidays, breaks in education can be highly disruptive for all of the children in the school. Due to the increasing number of families taking holidays during term time, Highland Council has issued guidelines against the practice.

### **Accident/Illness at School**

If your child has a small accident at school, first aid will be administered and a note containing an acknowledgement slip will be sent home. Signed slips should be returned to school.

If your child has a more serious accident or becomes ill during school hours, the school will endeavour to contact home or an emergency contact. If that fails, the child will be kept in school until contact can be made. The local Doctor or nurse may be contacted as a precaution.

### **Health**

The school should be notified of any health conditions which may affect children while at school.

The school nurse, visits the school regularly and undertakes health checks with Primary 1 and Primary 7 pupils. The flu vaccination is also given in the winter term for pupils who have parental permission.

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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. 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 named person. 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.

## **Administration of Medicines**

Staff will only administer medication when there is clear written protocol from the medical centre and parents, for example: asthma inhalers, epi-pens and medication linked to a specific diagnosis such as ADHD or diabetes. The administration of medicines is done with 2 staff members present and the record of administration is signed each time.

An Administration of Medications permission sheet can be accessed from the school and requires the following information

- The name of the medicine
- The quantity of medicine to be given
- The time it has to be given
- The medical protocol from your GP

Prescriptive medicine and Calpol should be given at home by parents.



## **Additional Support Needs**

All children need support to help them learn, and, at times, some children require more help than others. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. In this model every child has a 'named person' who is responsible for making sure that the child or young person has the right help to support his/her development and well-being.

If you have a concern about your child in primary school please contact your child's class teacher in the first instance or the 'named person', who will usually be the head teacher. Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress.

If you wish to find out more about The Highland Practice Model, the Child's Plan, or Additional Support Needs within the Highland Council, you can access further information at:

<http://www.highland.gov.uk/info/886/schools - additional support needs>

<http://forhighlandschildren.org/>

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

[Support for Learners Website](#)

**And further information on:**

- (a) Enquire - the Scottish advice and information service for additional support for learning <http://enquire.org.uk/>
- (b) [Scottish Independent Advocacy Alliance](#), an advocacy service to support parents and children
- (c) [Scottish Child Law Centre](#), an organisation providing free legal advice to young people

We aim to make effective provision for pupils with additional support needs by meeting pupils' individual needs and helping pupils to make the best use of their abilities and educational opportunities. Children who have additional support needs require sympathetic and flexible teaching. The class teacher, parents, and school

community need to foster a sense of understanding, support and encouragement.

Parents of children with additional support needs will be consulted at an early stage in the consideration of their child's difficulty. If the assessment of a child by the Educational Psychology Service or Speech and Language Service is deemed necessary then the parent will be consulted prior to referral.

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

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

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 out-with the school. Should you have any concerns that your child's additional needs are not being met, you should contact the Head Teacher. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

[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)

## **Appendix**

### **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)

### **2009 Additional Support for Learning Act:**

<http://www.legislation.gov.uk/asp/2009/7/contents>

### **Information about the 2009 Additional Support for Learning Act**

#### **Legal information**

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and it came into force on 14 November 2010.

#### **What does this mean for pupils and parents?**

The new Act doesn't change the basic purpose of the 2004 Act - it aims to strengthen some duties under the Act and clarify parts that have been confusing.

Here are some of the main changes:

- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.

- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website.
- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) 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 (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to a parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether

a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.

- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide, or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

The above points do not include all the changes resulting from the 2009 Act but simply cover the main points. Throughout the summer Enquire will be changing all their guides and fact sheets to take account of the 2009 Act.

### **If you have any questions about the 2009 Act**

Please contact the Enquire Helpline on 0845 123 2303 or by email on [info@enquire.org.uk](mailto:info@enquire.org.uk)

### **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 on:

[http://www.highland.gov.uk/info/827/education\\_and\\_learning](http://www.highland.gov.uk/info/827/education_and_learning) for school closure information.

### **Access to Pupil Records**

The school pupil records (Scotland) Regulations 1990 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 Act 1998**

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 the data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from

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

## **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.

### **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

### **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.**

### **Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This 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 out-with 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/equality\\_opportunities](http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equality_opportunities)

or

<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:

[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)