



# Portree Primary School Handbook 2024-25

*Determination, Kindness, Friendship, Respect and Enjoyment*

Portree Primary School  
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**Welcome!**

The purpose of this handbook is to inform parents/guardians about our school and community. We hope you find this document useful and should you have any questions that are not answered within this handbook, please do not hesitate to contact us.

Portree Primary School is a very busy, lively and stimulating place where we work together as a school community to support young people to succeed in all areas of life. We believe in an ethos of Achievement For All. We aim to celebrate achievements of all kinds. We recognise the wide range of skills our pupils have to offer and encourage them to utilise their skills in the school, in the community and in the wider world of the workplace.

Our school life is based on the core values of; determination, respect, kindness, friendship and enjoyment. These are values we hope our pupils inspire to in their school their families and their wider communities. The school actively promotes partnership and close working with both the parent body, the wider community and the business community and this close working is supported by the Parent Council.

The school, in partnership with outside organisations, provides extra-curricular activities which are supported by staff, parents and community members, and the school takes part in many local, national and even international visits, activities and competitions.

We currently have a roll of 132 pupils. There are presently 6 mainstream English Medium classes in the school.

Many pupils with general learning difficulties and other support needs including emotional and behavioural difficulties are taught in mainstream classes and are supported by all staff including support for learning teachers and pupil support assistants.

We sincerely hope that all parents, pupils and the wider community participate fully in the life of Portree Primary School to provide the very best experience for our young people.

Should you wish to discuss your child's progress or have any concerns, please do not hesitate to contact the school immediately.

Regards,  
Sara Matheson  
Head Teacher

## Contents Page

1. School Information
1. Welcome
2. Contents Page
3. Vision Statement and Aims
5. School Staff
5. School Opening Hours
5. Enrolment
6. Placing Requests
6. Curriculum for Excellence
7. Gaelic Statement – Immersion
- 7-11. The Curriculum
12. Assessment, Achievements, Homework, Reporting to Parents
13. Parental Involvement
13. Homework
14. The Parent Council
15. Additional Support Needs
16. Attendance at School, holidays taken during term time
- 17 School Rules, Positive Relationships and Discipline
- 17 School Rules, Positive Relationships and Discipline
17. Extra-curricular Activities
- 18-19. Traffic Light System
20. Clothing and Uniform
20. Canteen
21. Child Protection Services
22. Health and Safety / Health/ Medical and Dental Information
23. School Meals, Health care
24. Early Closure and Emergencies
24. Transfer to Secondary School
24. Filming and Photography
25. Data Protection
26. Mobile Phones
26. Standards and Quality Report
27. Communication, Complaints, Support
28. School Committees
28. Equality and inclusion
- 29.School Transport
29. Parking
29. School Fund
29. School Calendar

## Vision Statement and Aims

Our school community have recently reviewed our core values and identified these as; Respect, Determination, Kindness, Enjoyment and Friendship. Our success assemblies feature awards based on these values.

Our vision is Achievement for All through quality learning, co-operation and respect for our culture.

## Ethos

Our school promotes equity and inclusion for all. Our Equality and Diversity Policy can be found at <https://portreeprimaryschool.com/school-policies/>

We believe our school should be a vital part of our local community and as such we have developed partnerships with Active Schools, SportScotland, Highlife Highland Community Sports Hub, Police Scotland, RSPB, Local Churches, Skyedance.

## Aims of Portree Primary School

*To have a school that:*

- Provides excellent learning and teaching
- Celebrates pupils' successes
- Involves parents and the community
- Has a positive, inclusive ethos.
- Encourages pupils to be confident individuals, successful learners, responsible citizens and effective contributors
- Encourages pupils to do their best and behave well
- Carries out assessment and reports and gives feedback to pupils and parents
- Pupils, staff, parents and the community are proud of
- Has a safe, stimulating environment where pupils learn skills for learning, life and work
- Has good relationships with other schools and the local community.
- Provides learning that is relevant to both local and wider contexts and an ever-changing society

## Objectives

**All pupils should know that they have a responsibility to ensure**

- That learning is the priority
- They show respect, courtesy and consideration towards all members of the school community
- They are honest and co-operative with others
- They follow the rules and procedures of the school

## Teachers/ support staff will

- Teach effectively without disruption.
- Address the needs of all pupils.
- Make positive contact with parents.
- Act as positive role models.
- Develop personally and professionally.

## Parents will

- Feel confident that their children are growing personally, socially and academically.
- Know that their children will receive support when they need it.
- Feel welcome in school to discuss their children' s progress in a positive atmosphere.

**All members of the school community are expected to contribute positively to the wider community by:**

- Promoting a positive image of the school
- Respecting members of the wider community and their property

## Staff List

Head Teacher Mrs Sara Matheson  
Principal Teacher Mrs Jessie Templeman

## Teaching Staff

P1 /2 Mrs Jessie Templeman  
P2 /3 Mrs Morag Murray/Mrs Katie Martin  
P4 Mrs Marion MacAskill  
P5 Mrs Lucy Salter  
P6 Mr Iain Murray/Ms Claire Deplano  
P7 Miss Neilian Mackenzie

## ASN Teacher

Mr David MacLean  
PEF Teacher—Mrs Lynn Strachan

## CCR Teachers + Tutors

Miss Claire Deplano  
Mrs Alice MacVicar  
Mrs Katie Martin  
Swimming Pool Staff  
Strings Instructor Roxinne Llewellyn-Porter  
Piping Instructor Mr I R Finlayson  
Drumming Instructor Mr Allan Craig

## School Hours

School hours for pupils in Primary 1, 2 and 3  
Monday to Thursday, 9.06am - 12.30pm and 1.30pm - 3.30pm

School hours for pupils in Primary 4–7,  
Monday to Thursday, 9.06am - 12.45pm and 1.30pm – 3.30pm

Break: 10.45—11.00am

On Friday the school day ends at 12.45pm.

Pupils should not arrive at the school any earlier than 9am as there is no supervision or access to the playground at that time.

## Enrolment

Parents will be invited to enrol children for Primary one in January of the year they begin school. Enrolment of new entrants is advertised in advance. Parents who are considering enrolling their children are most welcome to visit the school to meet the Head Teacher. An appointment can be arranged by telephoning the school.

We have a very close working relationship with Portree Independent Nursery and pupils attending nursery take part in a comprehensive transition programme before entering Primary 1 which includes weekly visits from Primary 1 class teacher to nursery and informal visits to the Primary 1 class prior to formal transition days in June. This allows for an easier transition when children begin Primary 1 full time. In some situations, extended transitions will be put in place.

The Curriculum for Excellence stresses the importance of recognising and building on prior learning, and to ensure this, our school staff liaise closely with Portree Nursery, parents and other pre-school groups.

## School support staff

Clerical Mrs Fiona MacDonald

## Pupil Support Assistants

Mrs Margaret Deas  
Mrs Amy MacNab  
Mrs Isobel MacSween  
Mrs Janice MacDonald  
Mrs Maria-Elisa Pelletta  
Miss Lynsey Baillie  
Mrs Sarah Nisbet  
Mrs Lorraine Munro  
Crossing Patroller Mrs Isobel MacSween  
Ms Dagmar Larson  
School Nurse Laura Shirley  
Nichola MacKinnon  
Cook-in-charge Zara MacDonald  
Janitor Gordon Smith  
Ian Stratton  
Playground Supervisor Miss Carol Lamont

## 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 acting Area Care and Learning Manager, Mhairi Macdonald. Placing request forms can be obtained from [http://www.highland.gov.uk/info/878/schools/11/school\\_enrolment/2](http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2)

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

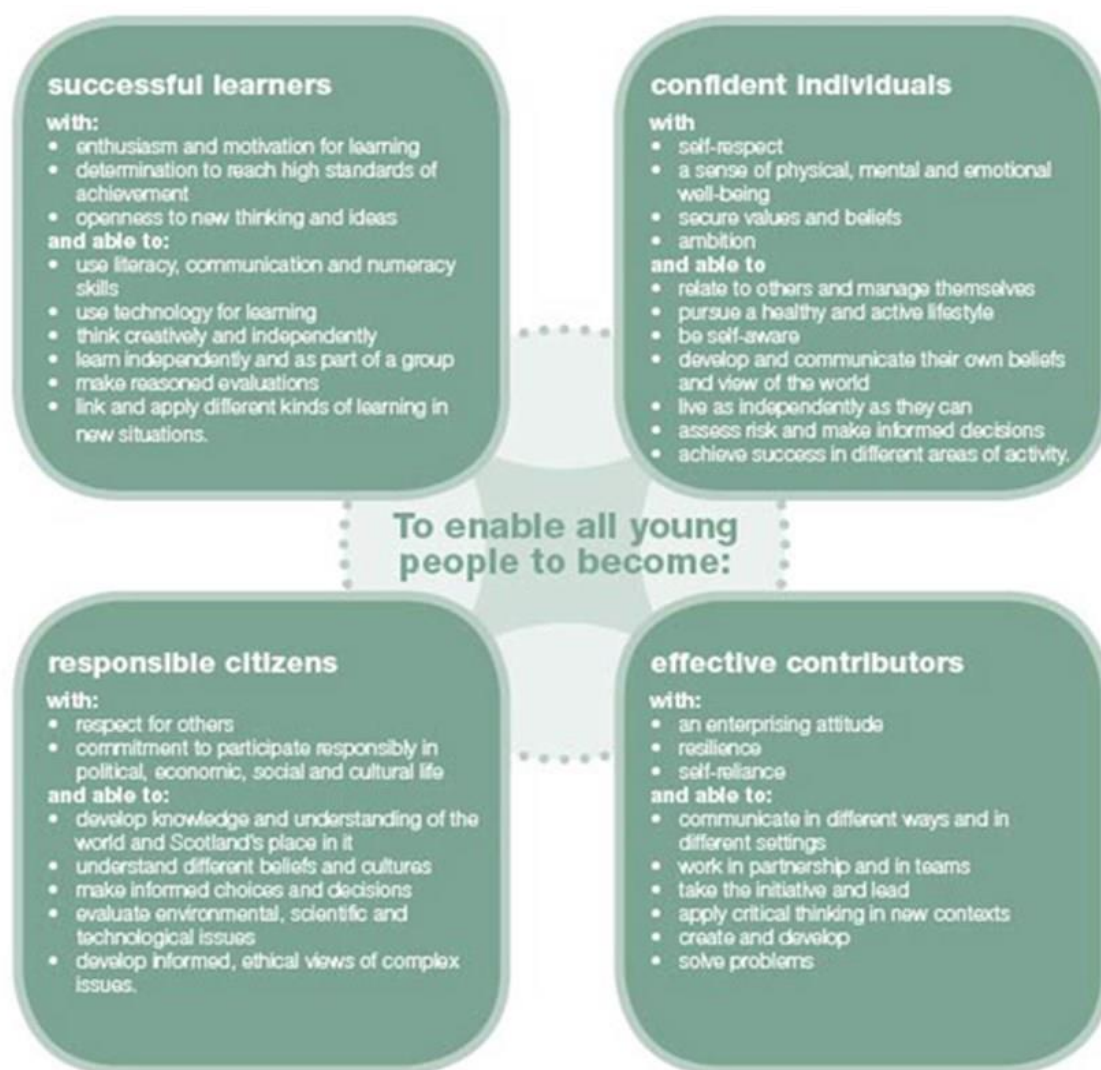
If pupils live outwith the school catchment area and their parents wish them to attend Portree Primary School, they can contact the Head Teacher to arrange a visit.

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.

## Curriculum for Excellence

Curriculum for Excellence aims to provide children with a progressive, challenging curriculum from 3-18. At Portree our overall aim is to ensure that we provide a broad general education to all our learners which provides them with opportunities and choices and values their own skills and knowledge and reflects and deepens their interest in the world around them. It is our principle aim to provide a curriculum that enables our children to become:



## Curriculum

We offer our pupils a wide and varied curriculum which demonstrates the principles of the Curriculum for Excellence - challenge, breadth, depth and progression. We also aim to offer a curriculum which demonstrates personalisation, choice, coherence and relevance. We endeavour to teach skills across the curriculum and ensure that our learners are equipped with the skills they need in life, learning and work. Global education, active citizenship and enterprise skills are actively promoted at all stages throughout the school.

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



Within the Curriculum for Excellence there are three broad levels:

Early Level – Nursery 3 year olds, 4 year olds and Primary 1

First Level – Primary 2, Primary 3 and Primary 4

Second Level – Primary 5, Primary 6 and Primary 7

### Literacy, Gaelic, English and French

Pupils in Portree Primary School will experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Our pupils will engage with stories, literature and other texts which will enrich their learning, develop their language skills and enable them to enjoy reading. Developing oral language skills will be of particular importance in the Early Years. Teachers will balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics.

The main organisers in literacy and language are:

**Listening and Talking**

**Reading**

**Writing**

**Our Literacy Curriculum is based on the Highland Literacy Framework**

[Highland Literacy Framework - March 2023 \(wordpress.com\)](https://www.wordpress.com)

### Listening and Talking

Children will work on developing their skills in listening and talking in a variety of situations at each stage of the school. The skills are important in themselves, but they also link closely to the skills of reading and writing.

### Reading

From the Early levels, children will regularly listen to texts, rhyme, song and discuss books. Language acquisition is key in developing reading skills and children, parents and the school will work together to foster a life-long love of reading. The school uses Oxford Reading Tree to develop reading and literacy skills at the infant stages. Novels and reference books are used at the middle and upper stages.

## **Writing**

Personal, imaginative and functional writing skills are developed in a progressive manner, focusing on the skills and knowledge of the child and developing next steps appropriate to each child's ability.

Teachers use a wide variety of topics and materials to stimulate writing and ensure that the skills of punctuation, spelling and grammar are developed.

## **Modern Language**

In accordance with 1+2 approach to language learning, we include the teaching of a foreign language in the curriculum. Our first foreign language is Gaelic which is introduced from Primary 1 through songs, games, daily routines etc. Our second foreign language is French which is taught from Primary 5-7. The aims of this programme are to encourage our children to have confidence in expressing themselves in a third language, and to increase their awareness of another culture.

## **Numeracy and Mathematics**

The mathematics experiences and outcomes are structured within three main organisers, each of which contains a number of subdivisions:

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

Our Numeracy Curriculum is based on the Highland Numeracy Progression  
<https://highlandnumeracyblog.wordpress.com/highland-numeracy-progression/>

Our aim is to ensure our children will experience success in mathematics and develop the confidence to take risks, ask questions and explore alternative solutions without fear of being wrong. They will enjoy exploring and applying mathematical concepts to understand and solve problems, explaining their thinking and presenting their solutions to others in a variety of ways.

At all stages, an emphasis on collaborative learning will encourage children to reason logically and creatively through discussion of mathematical ideas and concepts.

## **Health and Wellbeing**

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

Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work

establish a pattern of health and wellbeing which will be sustained into adult life,

We aim to ensure that children in Portree Primary School will feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community.



### **Physical Education**

All pupils receive a minimum of two hours PE lessons per week. The children are given a balanced programme of gymnastics, games, movement and dance. We work closely with the Active Schools Co-ordinator who provides a wide range of sporting opportunities for the pupils throughout the year. Pupils in P3-P7 attend weekly swimming lessons at Portree High School, through Highlife Highland.



### **Religious and Moral Education**

At Portree Primary School, pupils will enjoy Bible stories and stories from other faiths around the world. They will explore the worlds major religions and also views which are independent of religious belief and will talk about these. Through developing awareness and appreciation of the value of each individual in a diverse society, our pupils will be encouraged to respect the views of others.

### **Assembly/Religious Observance**

The school has regular assemblies where we celebrate the successes and achievements of our school community. We value all religions, cultures and beliefs and welcome visitors from different religions to our assemblies. If you do not wish your child to take part in religious observance, please let us know. Alternative arrangements shall be made.

## Sciences

Our Science curriculum will cover the following areas:

- Planet Earth
- Forces/Electricity
- Biological Systems
- Materials
- Topical Science

Our pupils will be encouraged to develop their interest in, and understanding of, the living, material and physical world. They will work individually and in groups on a range of investigative tasks. They will develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.



## Social Studies

Through our Social Studies programme the pupils develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They also develop a deeper understanding of the environment, as well as their understanding of the history, heritage and culture of Scotland. This helps to give them an appreciation of their local and national heritage and culture of the world. Much of this work is approached through projects or topics, in which a range of subjects and skills (history and geography, reading and writing, art and craft, music and drama, etc.) will be involved in an integrated way.

## Expressive Arts

Our expressive arts programme encompasses a range of activities and experiences through art, music, movement and drama.

**Art and Design** - pupils are taught a variety of different skills and techniques through drawing, painting, modelling, printing and collage as well as learning more about artists past and present.

**Music** – opportunities exist for the pupils to take part in a wide range of musical activities including singing, music-making, listening to music and formal instrumental work. Instruction is available, at certain stages, for chanter and fiddle. Various classes participate in the Highland Youth Music Initiative and Kodaly Music Sessions. We encourage our pupils to participate in local competitions and performances at community events.

**Drama** - pupils in all classes are given the opportunity to develop their skills in improvisation, role play, and mime.



## Technologies

Through their learning in Technologies, our pupils are provided with frequent opportunities for active learning in creative contexts:

- Problem-solving skills
- Planning and Organisation skills
- Skills in ICT
- Skills in collaborating, leading and interacting with others
- Skills in using tools, equipment, software and materials

The school is well-equipped with computers, Chromebooks and interactive Clevertouch screens.

ICT skills are directly taught and applied within the contexts of other curricular areas. All pupils complete a Responsible User Agreement. You can find the Highland Council Acceptable Use Policy at the following link:

[https://www.highland.gov.uk/directory\\_record/374473/information\\_and\\_communications\\_technology\\_-\\_acceptable\\_use\\_policy\\_ict\\_aup/category/235/information\\_management](https://www.highland.gov.uk/directory_record/374473/information_and_communications_technology_-_acceptable_use_policy_ict_aup/category/235/information_management)

### **Assessment, Achievements. Reporting to Parents, Parents' Evenings**

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. We operate a policy of continuous assessment from Primary 1 to Primary 7 in order to build a clear picture of each pupils progress.

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.

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. Parents will receive feedback on their son or daughters progress through pupil reports, progress checks, and target setting information. Pupils will reflect on their progress, achievement and best work on their profile.

Parents wishing to enquire about a pupil's progress are invited to get in touch with the Head Teacher

Our priorities for assessment are:

- a) To give a continuous and cumulative picture of the child's performance.
- b) To give the teacher information.
- c) To support and develop the strengths and next steps for the child.
- d) To give parents information.

### **Achievements**

At Portree Primary School, we believe in promoting a strong ethos for positive achievement among our school community. We celebrate the achievements of our pupils and staff in many ways including assembly, display boards, website, letters to parents/guardians and social media. Pupils record their achievements in and out of school using their profiles. Parents are asked to contribute to this through our WOW certificate initiative by completing a certificate to let us know of successes that have been made outside of school.



### **Open Sessions**

Open afternoons are held three times per year; in October, April and June to allow an opportunity for a curriculum presentation and a chance to look at pupils work, with a focus on termly profiles. Parents are asked to contribute to pupil profiles as part of the continuing engagement.

### **Parents' Evenings**

Parents' Evenings are arranged twice a year (November and May). Parents/guardians are invited to view their children's work and to discuss their learning with the class teachers. Parents/guardians are encouraged to contact the school at any point and make an appointment with the class teacher or Head Teacher should they have any concerns.

## Parental Involvement

We welcome parents/guardians to visit the school and to work with us to strengthen home/school links. We welcome and rely on parental volunteers at various events during the school year.

## Parents/Guardians/Carers as Partners

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the welfare of our pupils. Whatever the nature of the issue, you can be assured of our help.

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

- Parents evenings
- Progress checks
- Target Setting
- Information on the school website
- School diaries

The support of parents in their children's education is key to the success of young people. Talking time with them, discussing work, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning.

Parental information is obtained from questionnaires issued regularly at Parents evenings and from Parent Forums.



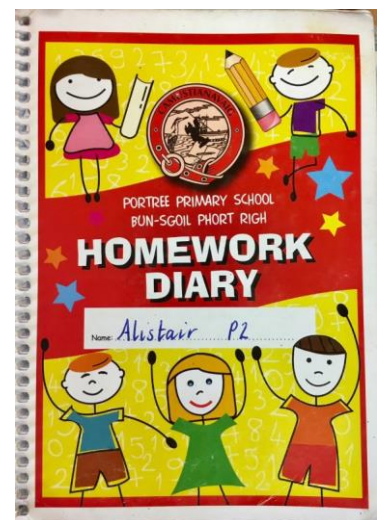
## Homework

Homework helps to consolidate skills acquired in school. Homework is generally given out on a weekly basis and recorded in homework diaries. Parents will be given a suggestion bank, should they wish to do more than the allocated amount. Daily reading and talking / playing with your child has also been proven to have a very positive effect on children's learning.

It would be appreciated if parents could:

- check the homework diary on a daily basis for set homework activities and correspondence from school;
  - check that homework has been completed;
- sign the homework diary on a daily basis.

In accordance with our school homework policy, homework is reduced during the month of December and also in the summer term when children are encouraged to get outdoors as much as possible.





### Parent Council

The Parent Council is a group of parents selected to represent all parents of children at the school. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting Sarah Kalaher Parent Council Chairperson at [Portree.primary@highlandpc.co.uk](mailto:Portree.primary@highlandpc.co.uk)

The members of the Parent Council are:-

**Chairperson** Sarah Kalaher

**Secretary** Amanda Macleod

**Treasurer** Denise Murphy

**Staff Representative** Sara Matheson

The role of the parent council is:-

- To support the school in its work with parents
- To represent the views of all the parents

To encourage links between the school, parents, pupils and the wider community to report back to the Parent Forum (every parent with a child at the school.)

Meetings are held in the school every term. Minutes of the meetings are available on our website.

Further information about the Parental Involvement Act 2006 and Parent Councils can be found on the internet:

[www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)



## Additional Support Needs

Class teachers, in conjunction with Additional Support Needs Teachers monitor the progress of pupils with additional support. 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)

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

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



Support for learning room



Sensory room

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 your child's named person in the first instance and/or 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)

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with the Head Teacher. All children need support to help them learn. Some children require more help than others. We aim to make effective provision for pupils with Additional Support Needs by meeting pupils' individual needs and assisting pupils to make optimum use of their abilities and educational opportunities. It is the policy of this school that 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 Psychological Service or Speech and Language Service is deemed necessary, then the parent will be consulted prior to referral.

We aim to encourage partnership with parents and the community to enhance the quality of pupils' learning and welfare by:

- Recognising the rights of parents to be informed, consulted and involved in the education of their children
- Promoting opportunities for pupils to develop enterprising skills through links with members of the local community
- Maintaining co-operative relationships with parents/guardians

We follow **The Highland Practice Model** staged approach in 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 or the Child's Plan you can access more information 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)

There are also information sheets available at: <https://www.thrivingfamilies.org.uk/>

### **Enquire – the Scottish Advice Service for Additional Support for Learning.**

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303 Email Enquiry Service: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information is also available at <http://enquire.org.uk/>



### **Attendance**

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on the school number **01478 613130**

If no contact is established and no satisfactory explanation is given for absence, the relevant authorities will be notified and the school will investigate.

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.



### Holidays Taken During School Term Time

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. Class teachers will not be expected to provide work for holidays taken in term time.

### Extra-curricular Activities

Our pupils are given the opportunity to participate in a range of extra-curricular activities. Calendars of available activities are issued at the start of each term. Additional activities are always welcome and any parent/carer/volunteer are asked to speak to the Head Teacher if you would be willing to help out with any of these.



### School Rules, Positive Relationships and Discipline

Our positive behaviour policy which can be found on our school website <https://portreeprimaryschool.com/school-policies/> We believe that developing a responsible attitude and self-discipline is the responsibility of our school community. Our school rules are mainly concerned with the safety and well-being of our pupils. All adults and children within our school are expected to behave in a socially acceptable manner, to treat others with consideration and fairness, to show respect to each other and to visitors and to respect school property. Bad behaviour may result in the withdrawal of certain privileges. Parents/guardians will be informed of any serious breach of school rules or persistent bad behaviour.

## Traffic Light System - a protocol outline for parents

Portree Primary School promotes positive behaviour at all times and this is encouraged through house points, stickers, value awards and various classroom reward systems. At times, when children require support to demonstrate positive behaviour, we have a whole school Traffic Light System that is used. In order to embed this fully across the school, pupils were very much involved in developing it.

The traffic light system is visually represented across the school to support pupils understanding and to remind them that it is used at all times. All adults in the school are responsible for enforcing the Traffic Light System and children are expected to respond to all adults respectfully.

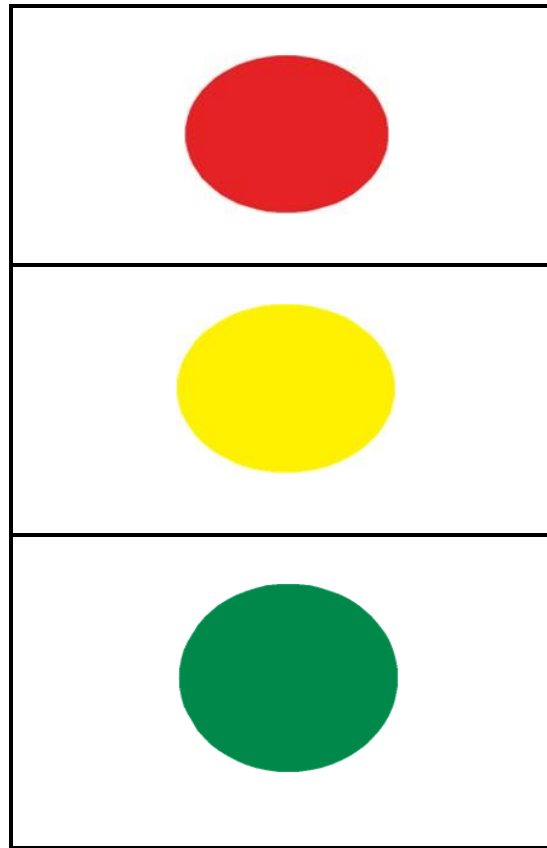
If and when pupils are requiring support to be kind or do their best in every area of the school, they are given verbal instruction by staff. If this does not change the behaviour, pupils are placed on yellow, with a chance to modify their behaviour. This provides an opportunity for pupils to reflect and restore positive behaviour. We appreciate that this requires support and during this time, staff support pupils, where necessary, through this through providing de-escalation activities in order for them to engage in a restorative conversation with the teacher. On the rare occasion that this is not effective in changing behaviour, pupils are then put on red, at which point they visit the office for a conversation with the Senior Management team and a proportionate loss of breaktime is applied. Conversations with Senior Management are carefully considered and designed to meet a variety of learning needs but do help to provide consistency in the approach and helps all pupils to see that pupils at Portree Primary School are treated fairly.

In development of the Traffic Light System and in consultation with pupils a list of "red" behaviours was compiled. If any of these are demonstrated, a child would go straight to red. These include; violence, tantrums, running out of class, swearing refusing to do work and damaging property .

If a pupil has been put on red, parents will be notified.

It is important to recognise that each day begins on green and that once incidents are dealt with, there is a fresh start.

# Traffic Light System



**Calm Corner**

1. Use the emotions chart to help identify how you are feeling.
2. Take some time to relax and see if your feelings change.
3. Complete any of the activities on offer.
4. Did something happen that caused you to feel this way?  
YES  
NO
5. Could you have reacted differently?  
Do you need to apologise to anyone?
6. Are you ready to talk?  
We are all in this together.

**COLOUR**  
*grounding strategy*

Look around the environment, see how many items you can find that are the same as the colours below.

- Find something blue
- Find something green
- Find something yellow
- Find something pink
- Find something black

## Uniform

The school encourages pupils to wear the official school uniform at all times.

The school uniform is as follows:

- A blue sweatshirt with the school crest
- A white polo shirt
- Grey/black/navy trousers and skirt
- Girls school kilt

Pupils representing the school in inter-school events or on public occasions are always expected to wear school uniform. Shorts and tee-shirts are required for PE. The children may wear either trainers or gym shoes in the gym, but outdoor shoes are not permitted. The school uniform can be purchased through the school.



## Canteen Procedures

Each morning, children select which menu choice they will be having and are issued with a blue or orange band according to their selection. P1-3 pupils go to the gym for lunch, with their class teachers, at 12.30. Primary 4-7 pupils have lunch at 12.45. Children are seated according to their menu choice. Children are called up to the servery one table at a time where their main course is served. A salad bar is always available as is a drinks table with milk, water and juice. Once pupils have finished their main course, they clear their plates and cutlery and can then get pudding from the small servery. There is always a fruit option also available. Staff encourage pupils to eat as much as possible before clearing their plates. Please go over menus with your children ahead of time to ensure they are happy to choose from the choices on offer. If staff notice that younger pupils are eating very little, parents will be informed. From 12.45 the canteen is supervised by Senior Management. Packed lunches are also eaten in the canteen. When lunches are finished, pupils are dismissed from the canteen for playtime.

## Child Protection

In Portree Primary School, we take the care, welfare and protection of our children very seriously. We believe all children have a right to feel safe within the school, home and community.

Within our school we strive to provide a safe, secure and nurturing environment for our pupils which promotes inclusion and achievement. All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse. Every staff member undergoes a minimum of one child protection training activity every session. Many of our staff are more extensively trained in specific areas of child protection to support and identify potential child protection concerns.

The Child Protection Co-ordinator for the school will be the Head Teacher (or an allocated member of staff in their absence). If you wish any further information, please contact the school office.

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.

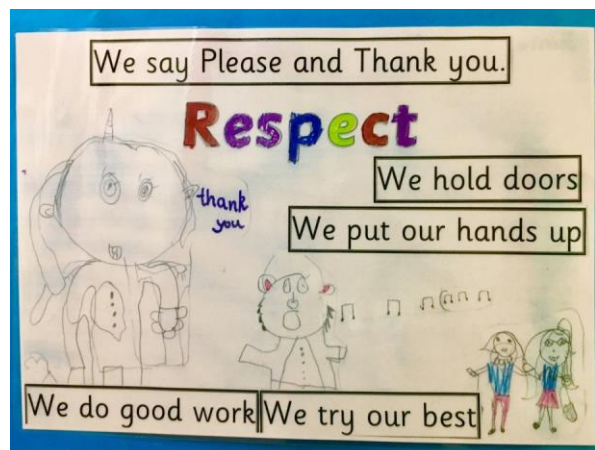
All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff.

Copies of child protection policy guidelines are available from or 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)

## 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 endeavour to be a nut free school and as such, ask that no products containing nuts are taken to school.



Staff take part in health promotion activities.

We value all the activities that make up a healthy and happy community.

## School Meals

School Meals cost £2.30 per day for pupils in Primary 6-7 and just keep getting better, with better quality food, healthier meals, larger portion sizes and more and better choices. If a pupil has special dietary needs, please inform the school.

## Payment for School Dinners

All pupils in Primary 1, 2, 3, 4 and 5 are entitled to a free school meal at lunchtime. The meal is completely optional and is a Scottish Government funded initiative. There is no application form to be completed. Families receiving Income Support are eligible for free school meals for children in Primary 6-7. Application forms are available from the school. Further information is available at:

[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)

Application forms are available from the school reception. Pupils receive credit on their account which they can use during break and lunchtime in the canteen.

The Highland Council operates a 'Cashless catering' system which utilises pupils' NEC cards. For further details please see:

[http://www.highland.gov.uk/info/878/schools/9/school\\_meals/2](http://www.highland.gov.uk/info/878/schools/9/school_meals/2)

## Health Care

The School Nurse attends regularly to carry out routine medical checks.

Parents are notified in writing, and are requested to be present at such examinations.

The Speech and Language Therapist works with a small number of children identified as having specific speech problems. Parents are fully consulted in such cases.

## Appointments – Dental/Medical

If a child has to attend a medical or dental appointment within school hours, it would be helpful if parents/guardians would send a note of the appointment time to the class teacher. Please remember that children will require to be collected from the school office and will not be allowed to leave the school premises unaccompanied.

## Injury or Illness at school

Minor cuts or bruises are treated by members of staff in our well-equipped Medical Room. In cases of serious illness or injury, a parent/guardian of the pupil will be contacted to collect their child. Any bumps to the head are notified to parents, regardless of their nature.

## Administration of Medicines

Staff will only administer prescribed medication when there is clear written guidance from the parents by completing an administration of medications form, available from the school office.

Parents/guardians are kindly requested to note that:

- A child may only take medication if the parent/guardian has completed the 'Administration of Medicine' form which is available from the school office.
- Only medication supplied by the parent/guardian will be administered to a child.
- Pupils will take medication only when supervised by an adult.

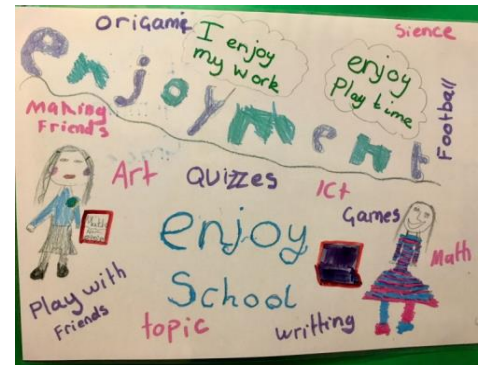
Parents should deliver the medication to school but if this is not possible the pupil should hand the medication to the class teacher upon arrival at the school.



Parents/guardians of pupils with more complex health issues should meet with the Head Teacher and Class Teacher to complete a more detailed health plan.

### Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupils wellbeing can be discussed with the named person. School have access to Highland Councils Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Parents would always be involved in discussions beforehand and this step would only be taken with full consent from parents and (where appropriate) the pupil themselves.



Along with many schools and other agencies within the Highland Council, we are adopting and using The Decider Skills as part of our whole school Health and Wellbeing programme.

The Decider Skills use Cognitive Behaviour Therapy to teach children, young people and adults the skills to recognise their own thoughts, feelings and behaviours, enabling them to monitor and manage their own emotions and mental health.

The Skills are taught through assemblies and are used in classrooms and also as part of our Traffic Light System. They are taught through pictures and corresponding actions to suit young learners.

### Head lice

Unfortunately head lice can be a problem within schools. Weekly wet combing is advisable for all children throughout their school years. If head lice are detected, Pharmacists are able to advise on the management of a head louse infection. Please remember that children are entitled to free prescriptions and insecticide lotions and the "Bug Buster" Kit (a non-insecticide alternative) are both available on prescription.

We would be grateful if you would contact us if your find your child has head lice. Children should be returned to school once they have been treated. We will contact you personally or by letter if we detect head lice and will be able to give advice and support about treatment.

The School Nurse can be invited to hold workshops and talk to the children. Termly letters will contain any updated information with regards to head lice treatments and guideline changes.

### Drugs Misuse Incidents

We endorse the Scottish Executive Guidelines for the Management of Incidents of Drugs Misuse in Schools. Any incidents of Drug Misuse will be reported and dealt with in line with Highland Council Policy.

### Early Closure, Adverse Weather, Dial-in Telephone System

In the event of severe weather, parents/guardians should contact the School Closure Information Line on **0800 564 2272** and enter the schools PIN number **042810**

More information can be found at <http://www.highland.gov.uk/schoolclosures>

Local radio stations will continue to provide updates on school closures.

Please remember that it is ultimately the responsibility of parents/guardians to decide if a pupil should attempt to travel to school in adverse weather conditions.

### Major School Emergency

Procedures for evacuating the building will be drawn up in consultation with the emergency services, parents, staff and pupils. All staff will be made aware of procedures to be followed and we would appreciate the co-operation of parents/guardians in following the instructions of the Emergency Services. It is essential that all emergency contact details are kept up-to-date.

### Transfer from Primary to Secondary School

On completing their primary school education, pupils normally transfer to Portree High School. Pupils are invited to spend time at the High School before the transfer is made and the High School prospectus is made available to the parents of primary school children. The primary school and the secondary school maintain a good working relationship and there are opportunities for staff and pupils to liaise frequently, during the course of a school session. For some pupils with Additional Support Needs, extended transition can start up to a year in advance of transition.

### Filming and Photography – School Events

In line with Highland Council Guidelines, we ask parents to advise the school if they do not wish their child to be photographed or filmed by any spectator or member of an audience at a school event. If any parental objection is received, unofficial photography/filming will not be allowed.



### 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 Councils 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?**

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:

- o plan and deliver better policies for the benefit of all pupils
- o plan and deliver better policies for the benefit of specific groups of pupils
- o better understand some of the factors which influence pupil attainment and achievement
- o share good practice
- o target resources better

enhance the quality of research to improve the lives of young people in Scotland

### **Mobile Phones**

Mobile phones should not be taken to school. If they need to be taken for contacting AFTER school, they must be switched off all day and left in the classroom with the class teacher.

### **Standards and Quality Report**

A copy of our Standards and Quality Report will be available shortly. Parents/guardians will also be issued with a copy of the report.

### **School Policies**

Updated school policies are available on the school website at: <https://portreeprimaryschool.com/school-policies/>

### **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 at:

<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.



### Concerns, Complaints, Support

We encourage all our parents/guardians to contact the school if they have concerns or complaints. It is hoped that parents will have little or no reason to complain about either the standard of the education offered or the manner in which it is taught. On occasions parents may feel that they would like to discuss some matter regarding their child's education more thoroughly with either the class teacher or the Head Teacher. When the complaint is made the following action will be taken by the school-

- Any investigation will be carried out or evidence gathered immediately.
- The Class Teacher will be informed if the issue relates to a specific class.
- The schools response will be relayed to the parent by letter, by a telephone call or by a further appointment with the Head Teacher, Class Teacher and parents and pupils.

Formal documentation will be kept of each complaint and its resolution.

We want to reassure parents that we take seriously any complaints and endeavour to resolve them as expeditiously as possible.

If you feel that an issue you have raised has not been dealt with appropriately please contact Ms Mhairi MacDonald, Acting Area Education Manager, Area Education and Learning Office, Fingal Centre, Portee High School, PH33 7ND



Prefect Badge design by Catherine MacPherson P7

### School Committees

Pupils at Portree Primary School have opportunities to get involved in a variety of school committees and roles of responsibility; Pupil Voice Committee, Eco Committee, Digital Leaders, Young Leaders, Prefects, Buddies etc.

### Enterprise Education

We aim to develop enterprising attitudes and skills through learning and teaching across the school. We encourage independent thinking, creativity and positive attitudes to entrepreneurship.

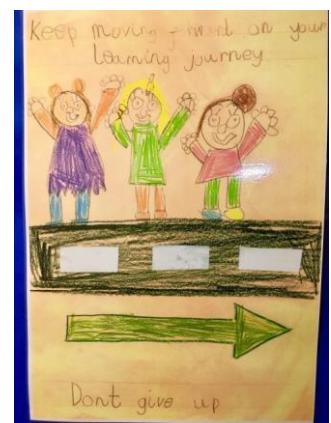
### Equality and Inclusion

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)

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.



### Educational Excursions

Educational visits and excursions are an important part of the school curriculum. They enable pupils to gain first-hand experience of their environment and to carry out practical investigations in a meaningful context. These visits vary from local nature walks to trips further afield which involve considerable planning and preparation. Details of excursions are sent to parents before the event. A risk assessment is carried out for all excursions in line with the council's policy.

### School Fund

From time to time we raise funds to provide our children with additional activities or resources, including school trips, Christmas parties and gifts, visits by theatre groups, science workshops, music workshops as well as additional classroom resources and ICT equipment. We are very grateful for the support we receive towards our school fund.

### School Transport

All pupils travelling by buses will be issued with a travel pass. Please note that if this card is lost, a £5 administration charge will be due for replacement. Pupils are expected to behave well on school transport and to show consideration to the driver and to other members of the community.

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).



### Parking

We would ask that parents/guardians do not park in the bus drop-off zone.

### School Calendar

An up-to-date list of school dates for this session can be found at:

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

EOD = School finishes at the end of that day.



### Portree Primary School

Blaven Road Portree

Isle of Skye IV51 9PH

01478613130

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

[www.portreeprimaryschool.com](http://www.portreeprimaryschool.com)