

Poolewe Primary School



Handbook 2024-2025

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

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School Information

Poolewe Primary School is a rural school set beside the beautiful River Ewe in the village of Poolewe. The school has a pleasant outlook, with a small playing field and wildlife area to the north. The playground at the back is tarred and has been marked with playground games.

The catchment area for the school is from Poolewe to Cove. The school consists of one classroom, a library/music room, a general-purpose area used for Drama, PE and other activities and a dining room. Parents wishing to pick children up can park opposite the church and walk up the steps to the school.

Contact information:

Poolewe Primary School

Poolewe,

Achnasheen

IV22 2LA

Telephone: 01445 781340

Email: Poolewe.primary@highland.gov.uk

Website: <https://sites.google.com/highlandschools.net/pooleweprimary/home>

Parent Council email: poolewe.primary@highlandpc.co.uk

STAFF

Miss Louise Taylor

Mrs J. MacIver

Mrs S. Taylor

Mrs Sara Mackenzie

Miss J. Harrison

Mrs Nicola MacLellan

Mrs Susan MacDonald

Mr. E Seaman

Mr D. McIntosh

Mrs Lesley Hardman

Mrs R. Webber

Mr J. Schreiber

POST

Head Teacher (Cluster Head)

Principal Teacher (based at Poolewe Primary)

Principal Teacher (based at Poolewe Primary)

Class Teacher

CCR Teacher

Clerical Assistant

Pupil Support Assistant

Piping Tutor

Drumming Tutor

Catering

Cleaning Operative

Facilities Management

School roll: 8

School Day

Monday – Thursday

Morning 8.50am to 12.30pm

Afternoon 1.15pm to 3.15pm

Friday 8.50 -1.15 p.m.

School term dates and holidays for the forthcoming session can be found at

https://www.highland.gov.uk/info/878/schools/32/school_term_dates

School Values

Kindness

Friendship

Respect

Creativity

School Aims

Our school will be welcoming and inclusive to everyone.

We will promote a positive school ethos and culture where all partners work together to create a school, we are all proud of.

We will provide a broad and balanced curriculum, which provides a continuous progression in learning, with a strong emphasis on achievement in Literacy, Numeracy, Health and Wellbeing.

Our curriculum will respond to individual needs, aptitudes and talents and gives each young person increasing opportunities for exercising responsible personal choice.

We will encourage pupils to have respect for themselves and others and the world they live in.

We will develop good relationships between home and school by establishing an open system of communication at all times.

The school's Equality and Diversity Policy and Bullying and Positive Relationships Policy are on the school's website. The Council's anti-bullying policy can be found at:

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

The Curriculum

In Scotland, we use the Curriculum for Excellence (CfE) to help us deliver a well-balanced, coherent and challenging curriculum that will help our learners from 3 to 18, gain the knowledge, skills and attributes they need to succeed in learning, life and work. The term curriculum is understood to mean everything that is planned for children and young people throughout their education, not just what happens in the classroom.

<p>The Curriculum for Excellence includes four contexts for learning:</p> <ul style="list-style-type: none"> • Curriculum areas and subjects • Interdisciplinary learning • Ethos and life of the school • Opportunities for personal achievement 	<p>The Eight Curriculum Areas:</p> <ul style="list-style-type: none"> • Expressive Arts – Art, Drama, Music and Dance • Health and Wellbeing (HWB) – personal, social and mental health. P.E is included in this curriculum area. • Languages – Literacy (listening and talking, reading, writing) and modern languages. • Numeracy and Mathematics – Number, Shape, Information Handling and Problem Solving. • Religious and Moral Education – Religions, Values and Beliefs • Sciences – Understanding the living, material and physical world. • Social Studies – Understanding our Past. Understanding our Environment. Understanding Society, Economy and Business • Technologies – Food, Design and the Digital World
<p>The Four Capacities These are the skills and attributes that we are helping our learners to develop.</p> <ul style="list-style-type: none"> • Successful Learners • Responsible Citizens • Effective Contributors • Confident Individuals 	
<p>The Seven Principles These are taken into consideration at every stage of the learning journey:</p> <ul style="list-style-type: none"> • Challenge and enjoyment • Breadth • Progression • Depth • Personalisation and choice • Coherence • Relevance. 	

Expressive Arts

Pupils are taught a variety of appropriate art skills and techniques and are encouraged to express their creativity. Children are given opportunities to act and perform throughout the session. The whole school gets involved in dramatic/musical productions to entertain parents and the wider community. The school aims to give each child the opportunity to create, perform and respond positively to music, and to encourage them to realise their musical potential. We work in conjunction with partners from the Youth Music Initiative and Kodaly Instructors to give the pupils opportunities to sing, use instruments, identify

rhythms, learn about notation, create and listen to music. Music tuition is provided by a visiting instructor and is free of charge to all pupils from P4 upwards. Currently, pupils are given the opportunity to learn to play the chanter leading to the goose and finally the pipes, or drumming. Weekly in-person lessons take place in school.

Health and Wellbeing

Through the Health and Wellbeing curriculum, we help children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. The Relationships, sexual health and parenthood aspects of the curriculum are taught using the RSHP resource. More information about this can be found at <https://rshp.scot/>.

Literacy

Language work occupies a central role in our curriculum both written and spoken as it occurs throughout all aspects of a child's primary education. The main areas of language covered are:

Reading

We aim to enable the children to become fluent and effective readers and to foster and develop an enjoyment of reading at all stages. Reading involves Close Reading – Reading for Information, Reading Aloud and Reading for Enjoyment. The core infant reading scheme is Oxford Reading Tree and Oxford Phonics supplemented by Big Cat Readers with children progressing on to Kingscourt Literacy Plus and Oxford Treetops as they progress. These books are short novels and non-fiction books which are much enjoyed by the children. The children also read books from a range of supplementary schemes and a variety of children's novels. They read from a variety of genres. The children read their books and are involved in discussions about characters, the plot, what will happen next etc. They are taught specific skills to enable them to extract information in research work.

Writing

We aim to enable the children to write with accuracy and vitality. Writing skills come under three main headings:

Functional: Record keeping, letters, posters, note taking, and the ability to report and expand in an informative manner.

Personal: The ability to write about personal experiences using appropriate vocabulary to express thoughts and feelings.

Imaginative: The ability to write stories, poems, and plays using interesting and imaginative vocabulary and structures. We have a structured approach to the teaching of writing. It teaches the children strategies for planning, structuring, editing and redrafting their work in a way that encourages them to constantly evaluate and improve their writing skills. Some of

the children's writing experiences are derived from their environmental studies topics, giving them a good foundation for their work.

Handwriting, Spelling and Punctuation

These are taught systematically, enabling the children to acquire confidence in all three areas. Handwriting follows the HAND FOR SPELLING (Charles Cripps) Scheme. Primary 1 is taught how to form the letters. Primary 2 consolidates and extends the skills learnt in Primary 1 and begins the joined script. Most children will be using a fluent joined-up script in Primary 4. Children who have difficulty controlling the pencil will take slightly longer. The main aim is to help children develop an easy flow, which will not hamper their train of thought when engaged in a writing task. Provision is made for left-handed children.

Grammar and punctuation are taught through Reading and Writing.

The school follows a phonics progression in the early stages of Spelling, moving onto Wraparound Spelling where children are taught to hear the sounds in the words and have a weekly word list focussing on a particular sound. They work on the words daily through a range of different activities.

Talking and Listening

We aim to help the children develop as effective speakers and listeners and spend a lot of time across the curriculum to achieve this aim.

Modern Foreign Languages in the Primary School

French

Learning French is woven into the weekly timetable in P1 - 7.

We follow the learning and teaching programme as described by the Highland Council, which ensures a steady progression and development through the language. Various approaches are employed, including whole class/group oral and written activities, games and craftwork. Basic vocabulary is introduced informally across the age range through: -

Learning French Songs

Playing Simple Games

Basic Classroom Language

Greetings

Daily Calendar Work

A structured progression is achieved through a topic-based approach. Topics covered include Greetings, Personal Information, Numbers 1-100, Weather, Family, Dates, Classroom objects, Classroom language, Food & drink, Parts of the body, Animals, Places in town, Colours, and Clothes.

Gaelic

Our second language is Gaelic. Although this is targeted to the upper stages of Primary School, all pupils are given opportunities to be involved in weekly lessons. Topics covered include Greetings, Personal Information, the Alphabet, Numbers 1-100, Weather, Families, Dates, Classroom objects, Classroom language, Food and Drink, Parts of the body, Animals, Colours and Clothes.

Numeracy and Mathematics

The aim of teaching mathematics is to equip children with the necessary number and mathematical skills which they will find relevant as they grow and take their place in the adult world.

We aim to make maths interactive and meaningful. Children know what aspect of maths they are learning each day and self-evaluate their progress with it.

Physical Education

The Scottish Government's recommendation is for 2 hours of P.E. to be taught to all Primary School pupils on a weekly basis. The Class Teachers do this, and we use our dining room and our playground. An additional block of six lessons is devoted to swimming at Poolewe Swimming Pool. A mixture of skills, games, movement, dance and athletics are taught.

Religious and Moral Education

The school aims to encourage pupils to:

Think about their beliefs and values in the light of the beliefs and values of others, including religious traditions and values of the school community.

Develop knowledge and understanding of Christianity and other World Religions and to recognise religion as an important expression of human experience.

Develop moral values such as honesty, freedom and fairness for others through P.S.E. activities and involvement with charities.

We have weekly assemblies which focus on promoting the ethos of the school. The Free Church Minister and Youth Worker visits the school and regularly contributes to our assemblies.

If parents wish to exercise their right to withdraw their child from R.E. or Assembly periods a letter to this effect should be sent to the Head Teacher. Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

Technology and Digital Literacy

This is described as the ability to use digital technology, communication tools or networks to locate, evaluate, use and create information. Our curriculum is based on a progressive approach to learning called Digital Footsteps encompassing technical skills in addition to safe use of the Internet. Pupils have individual Chromebooks to support their work in this area.

Further information

Parents can access more information on the curriculum at the local and national levels by contacting the Headteacher or by accessing websites such as <https://education.gov.scot/education-scotland/> and <https://education.gov.scot/parentzone/>

Learning and Teaching

Curriculum for Excellence

At Poolewe Primary we think carefully about how we organise and plan for deep, sustained learning which meet the needs of all our learners. Sometimes curriculum areas will be taught discreetly, with the expectation that the learners will be given the opportunity to transfer any skills or knowledge that they have developed or gained to another situation at a later date. Revisiting a concept or skill from different perspectives deepens understanding and can make the curriculum more coherent and meaningful for learners. At other times learning may span several curriculum areas at once. This is called interdisciplinary learning or IDL. It is a method of planning and teaching that can lead to a better, more rounded understanding of important ideas and to an increased competence in using knowledge and skills in transferable ways.

Curriculum Levels

There are three levels within the primary school. They are Early, First and Second. There is no fixed age or stage for completing the levels, but they are roughly Early-P1, First P2-P4 and Second P5-P7. Some learners may also be working at Third Level.

The levels will provide realistic expectations of how children might progress through various curriculum areas. Since children learn at different rates, a child's progress will vary and may be uneven. By using various assessment procedures (e.g., observation/discussion/ daily work - both written and spoken/specific tasks/targets/self and peer assessment) to enable the teacher to see if the pupils are attaining the appropriate level, we can therefore inform parents and pupils the stage of progress which has been reached and what the next appropriate steps might be.

Developing Skills for Learning, Life and Work

Developing skills for learning, work and life plays an integral part of curriculum design at Poolewe Primary. Every member of staff works to provide a wide range of meaningful and relevant learning contexts where learners can develop new skills or strengthen existing ones. We aim to encourage positive attitudes to learning and personal fulfilment. We have developed approaches to planning where pupils have a voice in what they learn and we aim to make the learning and teaching active, collaborative and evaluative.

Community Links

Poolewe Primary is very much a vital part of the Community in which it is centred. We participate in many varied activities throughout the school year e.g.: -

- Carol Concert or Christmas Drama Production.
- School Ceilidhs
- Singing to residents in local care homes.
- Community events, Litter tidying in the village
- Support Blythewood Shoebox Appeal
- Participate in national fundraising U.N.I.C.E.F./ Buckets of pennies for Water Aid/Marie Curie Daffodil Appeal/Children in Need/Comic Relief
- Host Community Coffee Mornings.
- Participate in all local competitions e.g., Local Mod, Sports Days and Museum activities.
- Make the effort to attend many extra-curricular activities to extend the children's experiences (sometimes involving travelling distances.)

Visits

We arrange to take the children out on fieldwork during the school year. These visits are arranged to fit in with work being carried out in the classroom. Locally we use the Gairloch Heritage Museum, Inverewe Gardens, Highland Council Rangers, Laide Wood, Russian Arctic Convoy Museum, Scottish National Heritage and Fisheries Research. We also make full use of the local environment – the beach, the woodlands, the moorlands, the rivers and burns.

Pupil Voice

We have an active Pupil Council which meets regularly and takes forward ideas and suggestions from the whole school. Every member of the school is part of the Pupil Council.

Parent Voice

We work hard to ensure that we are listening to the views of our parents and partners. One way in which we do this is through the 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 the Headteacher. Useful information for parents and how to get involved in the Parent Council can be found at <https://education.gov.scot/parentzone/getting-involved/parent-councils/>

We have a friendly and active Parent Council which meets at regular intervals in the school. If you wish to contact the chairperson, please phone the Headteacher for contact details.

Assessment

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

Building the Curriculum 5' states that, 'Assessment approaches should help learners to show their progress through levels and enable them to demonstrate their achievements in a range of ways which are appropriate to learning'.

We aim to do this by showing a breadth of learning, showing that children can meet the challenges set out in the experiences and outcomes and can apply what they learn in new situations.

Children are regularly encouraged to self-assess their own work using success criteria for each activity and set themselves targets to work towards. Peer assessment also forms an integral part of classroom work, and this provides valuable feedback to the learner.

Pupils in P1, P4 and P7 undertake Scottish National Standardised Assessments (SNSA) online testing in Literacy and Numeracy annually. The results inform the school of the next steps in learning and are used to track individual progress across the school.

Teachers use a range of assessment procedures (e.g., observation/discussion/ daily work - both written and spoken/specific tasks/targets/self and peer assessment/key assessment tasks) to evidence progress and achievement of a level. All staff involved in teaching share standards at regular meetings throughout the year. They meet to discuss and moderate children's work; they build examples from pupils who carry out work with no support or a minimum of teacher support. This gives a truer picture of the child's attainment. They compare these examples anonymously with examples from other schools within the Gairloch Associated School Group (ASG) and national examples which are provided for teachers online.

Supporting Pupils and Additional Support Needs

All children need support to help them learn. 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 required, a Child's Plan may be put in place to outline an action plan to help 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 at:

https://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

Sometimes a Children's Service Worker will be involved in supporting a child. A **Children's Service Worker** is often based at the school 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 involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed or will want to talk to someone out with the school.

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', Miss Louise Taylor (Headteacher). If your concerns continue, there are several 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)

Further information and support for parents and young people with ASN are identified under the Education (Additional Support for Learning) (Scotland) Act 2009, and can be found at:

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

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

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

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

Reporting to parents

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:

- Parent evenings/Open days
- Progress checks/Key Assessment Tasks
- Target Setting
- School website

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

The school always seeks to involve parents in any key decisions about their child's education and keep parents informed about progress.

Parents are always made welcome in the school. There are many opportunities to become involved in the school – joining our Parent Council, helping with school activities and/or after school clubs, fundraising, attendance at open afternoons. We hold forum afternoons and send out questionnaires to collect your ideas and gauge your responses to suggestions.

Parents can contact the school via email to either the Head Teacher (Louise.Taylor@highland.gov.uk) or the school email address (Poolewe.primary@highland.gov.uk).

We have an open-door policy and encourage parents to come in and see/hear about what we have been doing on a regular basis. If parents wish to engage in further discussion on their child's progress or have queries, we are available for one-to-one meetings, just phone to ask for an appointment.

We encourage parents to freely communicate with us regarding questions, personal achievements and needs of their children.

Homework

After parental consultation it has been agreed that no formal homework is sent home. However, the teachers will work with parents on an individual basis to provide homework if it is appropriate/requested.

After School clubs

We try very hard to source a range of after-school clubs for our children and are always open to pupil or parent ideas about what clubs we should offer next.

Named Person

As part of the national Getting right for every child (GIRFEC) approach children and young people from birth to 18 and their parents will have access to a Named Person to help them get the support they need. Before a child starts school their named person is the health visitor, in primary schools it is the Head Teacher, and when they move onto Secondary School, Principal Guidance Teachers usually become the Named Person. The named person for the pupils of Poolewe primary is Louise Taylor (Headteacher).

The Named Person will be the single point of contact for children and young people, their parents/carers and the professionals who work with the child or young person. Should you have anything you would like to discuss regarding a child's wellbeing, please do not hesitate to contact your Named Person by phone, email or alternatively a letter marked for the attention of your Named Person.

Child Protection

From time-to-time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make children's welfare their paramount consideration, which will be the priority for Education Service staff.

COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from the headteacher 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)

To comply with current guidance on the safety and protection of children and young people you must advise the school if you do not wish your child to be photographed or filmed by any spectator or member of an audience at a school event.

A Free Helpline, Email and Web-Chat Service, for anyone concerned about a child. Use the **Parentline** service to get free advice on a range of parenting topics:

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

Promoting Positive Behaviour

The establishment of a sound learning environment at the school and classroom level is key to effective learning and teaching. Effective learning and teaching depend on positive relationships established at the school and classroom level through interactions between staff and pupils and between pupils themselves. The development of a positive ethos within the school is of key importance in our school.

Several policies within the school contribute to achieving the above - our Equality and Diversity Policy, Positive Relationships and Preventing Bullying Policy and our Health and Wellbeing Policy. We have a Pupil Council and several school initiatives to promote positive behaviour.

Our basic school rules are set by the pupils and staff and are common sense ones, which allow us to work in harmony with one another and ensure safety and wellbeing for all within the school community.

Managing Positive Behavior

Positive behaviour is achieved in two ways:

1. Prevention – Preventative strategies which encourage each pupil to develop a sense of personality and self-discipline.
2. Management – When negative behaviour occurs, we need to be able to respond positively and effectively. We employ restorative, solution-focused and nurturing approaches in our efforts to achieve this.

We try to do both by employing positive behaviour strategies through several initiatives and school policies and imposing understood consequences when negative behaviour arises.

Positive Relationships and Preventing Bullying Policy

Pupils in Poolewe Primary are encouraged to have a positive regard for each other; generally, bullying is not a problem.

Our aims are: -

1. To create within our school community an ethos which values, respects and protects the right of each of its members to be within a friendly, safe and secure environment.
2. To foster trust amongst the members of the community so that bullying incidents can be reported, discussed, and dealt with appropriately based on their circumstances.
3. To encourage and foster active parental support.

The school follows a Positive Relationships and Preventing Bullying Policy, and the topic is covered as part of the health and wellbeing curriculum. A copy of the full policy is available on the website.

All adults working with children must challenge behaviour and attitudes that lead to bullying before incidents arise. We follow Highland Council guidelines issued to all schools in Highland. The Council's anti-bullying policy can be found here:

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

Equality, Diversity and Inclusion

Poolewe Primary is an “equal opportunities” school, with all pupils being afforded the same opportunities and facilities for learning.

For up-to-date information please see

<http://www.highland.gov.uk/info/751/equalitydiversityandcitizenship/313/equalopportunities>.

In summary, our activities in school should ensure that we eliminate unlawful discrimination, advance equality of opportunity and 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.

Poolewe Primary has adopted the Highland Council’s “Promoting Equality and Diversity” and ensures that the school implements the guidelines. This policy is available on the school website.

Enrolment and Transition

Enrolment and Placing Requests – Parental choice

Parents seeking a place for their child in the school are most welcome to call or visit to find out more about our school. Please call to arrange a mutually convenient time.

Each school serves its own catchment area. Pupils whose homes are located within that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Education Manager, Mhairi MacDonald, Portree High School, Viewfield Road, PORTREE, IV51 9ET.

Placing request applications are made online at:

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 of the school catchment area and their parents wish them to attend Poolewe Primary School, they can contact the school office on **01445 781340** 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.

P1 Enrolment

P1 enrolment normally takes place in late January each year, prior to the commencement of the new session in August.

Children coming into Primary 1 will have the opportunity to visit the school before they start to meet the teacher, and other children and become familiar with the classroom. This helps to ensure a confident and happy start after the summer.

How To Help Prepare Your P1 Child for School

- Encourage your child to dress him/herself, and to be able to use a knife and fork for eating.

- Read stories, nursery rhymes etc. encourage your child to talk about things that he/she has done or seen. It helps the school greatly if the child is used to tidying up his/her things at home.
- Construction toys, jigsaws, drawing with large crayons and using scissors are all excellent pre-school activities, which are a good preparation for when school begins.
- Try to give your child opportunities to spend time with a friend away from you each week. The school should not be the first parting from parents if possible.
- Although the school appreciates the excellence of many children's TV programmes, this is a very passive way of learning and it cannot replace the stimulation a child receives through discussion and active interaction with parents, siblings and friends.
- There is particular emphasis on numeracy and children are encouraged to talk meaningfully about their play and communicate with their teacher and their classmates.
- Play is an important part of the beginning of learning. Children learn to cooperate and share with one another. Some toys encourage good hand control, some are creative, and others introduce children to colour and shape and comparisons of size and counting activities.
- In P1 children are taught the sounds of letters, NOT their names. The correct formation of letters is very important. Once the sounds are known the children are taught to blend the sounds enabling them to tackle simple words from a very early stage. The Phonics scheme in use at present is Jolly Phonics.

Moving Up

Poolewe Primary is a single-class school, so the challenges that we face when children move from one primary stage to another differs from many other schools. Their teacher tends to stay the same and therefore knows where the child is with their learning, the interests that they have and any challenges that they face.

Primary into Secondary

At the end of P7, all pupils will normally transfer to *Gairloch High School, Achtercairn, Gairloch, Ross-shire*. We work with the high school to ensure that this transition is as smooth as possible for all children. P7 pupils will have an opportunity to visit and experience the secondary school several times during P7 and high school staff visit the Primary over the session.

Pupil Wellbeing

Administrations of Medicines

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government. <https://www.gov.scot/publications/supporting-children-young-people-healthcare-needs-schools/>

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

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

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

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

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

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

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

- The name of the medicine, the quantity of the medicine to be given, the time it must be given.

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

Minor Injuries, Accidents and Illnesses

Every care is afforded to your child, but in the event of an accident or illness, the appropriate action and attention will be given as soon as possible as the school will only deal with minor cuts and bruises; these will be cleaned, and plaster applied.

With this in mind, the school requires an alternative contact (i.e., an emergency contact including their telephone number) if the school cannot reach you personally. Each August every parent will receive a pupil data form which collects personal information and enables the school to keep up-to-date information regarding home phone number, emergency contacts and their phone numbers. Please inform the school of any changes to your circumstances such as a change of address and/or phone number.

Mental Health and Wellbeing

Staff will support pupils' emotional development and well-being 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 concerns require more targeted support. Counselling is also available for all pupils from age 10. Alternately, a completely confidential online counselling service called Kooth for children and young people from age 10 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.

Attendance/Absence

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone the school before 9.30 a.m. on the first day of absence to inform us of the situation. If a pupil does not turn up and the school has no notification from the parent/carer, we will call home to check the absence. If we receive no answer from home, we will then phone the emergency contact numbers provided by the family. Should we receive no reply from the emergency contacts we are then required to contact the Education Services. When returning to school after an absence, pupils must bring a note dated and signed by a parent or guardian given the 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., We ask that an email is sent to the school from pupils' parent or guardian, or the pupil could bring in a written note. Where at all possible, medical and dental appointments should be made out with 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 by law to keep an attendance register. We have a responsibility for the care and welfare of all pupils during the school day therefore, we need to know the whereabouts of absent pupils.

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

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering https://www.highland.gov.uk/info/878/schools/32/school_term_dates

If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Headteacher.

School Uniform

The school uniform consists of a royal blue sweatshirt or hoodie with the school logo, a white or royal blue polo shirt with the school logo, dark trousers, a skirt, shorts, or pinafore.

Clothing grants are available to help with the costs of school uniforms. Application forms can be obtained from the following website:-

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

During P.E. or games, pupils require a plain T-shirt, shorts and a pair of black plimsolls or trainers with non-marking soles, also a jogging suit is ideal for outdoor activities. These items are necessary for personal hygiene and safety reasons. **ALL ITEMS SHOULD BE CLEARLY MARKED WITH THE CHILD'S NAME**, including school uniform, jackets, coats etc. In art and craft activities a small adult t-shirt makes an ideal smock to prevent spoiling their everyday clothes.

Jewellery

It would be appreciated if pupils were sent to school **not** wearing jewellery, including rings and earrings (especially pierced). Such items are dangerous if worn during P.E. and are a nuisance and a danger to pupils in their activities during the school day. Also, the loss of favourite items causes distress. Makeup and nail polish must **not** be worn. Any personal belongings which may be of value, either monetary or sentimental (or both) should not be brought to school as their loss will cause distress.

Mobile Phones

Pupils are asked not to bring mobile phones to school. They may ask to use the school phone if they need to contact home for any reason.

Tidiness

Our aim is for children to be personally tidy i.e., in the way they dress and in the presentation of their everyday schoolwork, and also to instill in them that they have a responsibility for the general tidiness of their school both within and outside of the school premises.

To reduce the amount of grass or dirt throughout the school, the children will be expected to wear black plimsolls or suitable indoor shoes. To accommodate their outdoor shoes, we have storage furniture in the cloakroom areas where the pupils hang their coats etc. The children will be encouraged to tidy up after activities involving art materials, general class work, games/puzzles and library books - not forgetting their own belongings.

Health Promoting School

School Lunches

School Meals are free in P1-5 and available to buy for P6-7 pupils. The council offers a 2-choice option and a dessert. Milk is offered daily. We try to see that they have a balanced meal and are encouraged to eat all they ask for. Our school cook has very high standards and our school lunches are regularly complimented for their tastiness, healthy content and attractive presentation We will take note of any dislike or allergy your child may have. If a pupil has special dietary needs, please inform the school.

Application for free meals are available from

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

Lunch money should be brought on Mondays. Cheques should be made payable to Highland Council. Packed lunches are eaten in the dining room under supervision. The following notes of guidance, issued by the Education Authority take the form of strong recommendations designed for the safety and protection of pupils and parents are requested to carry out these instructions.

- All food must be carried in a semi-rigid container with a secure lid, e.g., Tupperware, ice cream containers or similar. Containers must be clearly marked with the name of the pupil,
- Glass bottles or containers are not permitted under Health and Safety rules.
- Aerated drinks in cans or bottles are not permitted because of the obvious danger they present.
- Water and beakers are available in the Dining Hall.
- Reading books must not be carried in the same bag as food and drink.

Morning Snack

Morning snack is available Monday – Friday each week. We serve toast, milk, scones and fruit. Pupils order and pay daily and snack is served in the dining room.

School Transport

Children under 8 years and living more than 2 miles from the school and older children more than 3 miles, are eligible for transport to and from school. If you think your child may be eligible for transport, please visit

https://www.highland.gov.uk/info/878/schools/12/school_transport

Complaints / Enquiries Procedure

On occasions, parents may feel that they would like to discuss some matters regarding their child's education more thoroughly with either the class teacher or the head teacher.

When a complaint is made the school will take the following action:

- 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 school's response will be relayed to the parent either by letter, email, telephone call, or further appointment with the head teacher or class teacher.
- Formal documentation of each complaint and its resolution will be kept.

We want to reassure parents that we take seriously any complaints and endeavour to resolve them as expeditiously as possible. If need be, subsequent meetings will be arranged to resolve the situation to everyone's satisfaction. In the unlikely case of a failure to solve a problem, parents have the right to pursue the matter by contacting the Area Education Manager, Mhairi MacDonald, Portree High School, Viewfield Road, PORTREE, IV51 9ET.

- Further support can be found at **Parentline:** <https://www.children1st.org.uk/help-for-families/parentline-scotland/>

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

Emergency Situations and Early Closure Arrangements

Parents are reminded that in emergency situations such as inclement weather/power cuts/disruption to water supply etc., pupils may be sent home without advanced warning. Pupils should be aware of where to go and what to do in these circumstances. Thus, the need for an "emergency contact". The school will do all in its power to ensure that the children will manage home safely.

Highland Council schools now have a dial-in service if there is a risk of closure due to adverse weather, allowing you to listen to a recorded message from the Head Teacher. To use this service dial **0800 5642272** (Highland Council's access number) followed by **042800** (School's Pin number).

You can also access the Highland School closure website for school closure information.

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

If at any time the school must be dismissed early, the following procedures will be put into action.

- Planned early closures. Parents are notified by letter.
- Unplanned early closure e.g., bad weather. Parents or emergency contacts are advised of the closure by telephone.

Please note that the decision as to whether a pupil should attempt to travel to school in adverse weather conditions, whether by transport or on foot, rests with the parents. While accepting that education should be interrupted as little as possible, the Education Authority wish that in severe weather conditions, the safety of the pupils should come first.

School Improvement and Standards and Quality Report

2022-2023 Standards and Quality report

Last session the school's main focuses for improvement were:

1. Improving health and wellbeing for pupils and staff
2. Raising attainment in literacy and numeracy
3. Improving assessment and moderation strategies in learning, teaching and assessment

The tables below show the main areas of progress and their impact (taken from the Poolewe Primary School's Standards and Quality Report).

<p>1. Improving Health and Wellbeing for pupils and staff</p> <p>Purpose: Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community. (Scottish Government, '<i>better relationships, better learning, better behaviour</i>' 2012) We aim to create an environment where all children are actively involved in their learning and achieve their full potential.</p>	
<p>Progress:</p> <p>HWB assessments carried out and baseline data recorded</p> <p>Tracked data to inform forward planning</p> <p>Survey pupils, staff, parents and partners on vision and values</p> <p>Collaboration meeting to finalise vision and values</p> <p>Review research and policy to support implementation of quality breakout spaces/mindfulness activities</p> <p>HWB resources continue to be taught and accessed</p> <p>Implementation of quiet spaces</p> <p>Training/CPD opportunities in ASN/ACES/Neurodiversity/Behaviour management. (Including ELCs)</p> <p>Continue to build partnerships with local and national businesses, agencies and organisations. (Building on previous work) (Including ELCs)</p>	<p>Impact:</p> <p>Children are happy and secure within school and feel confident to share their thoughts and ideas.</p> <p>Children, parents and partners were involved in decided our school values.</p> <p>Classrooms have quiet spaces designed by the children.</p> <p>Zones of regulation are used to discuss and talk about feelings and emotions.</p> <p>Staff CPD in autism and neurodiversity.</p> <p>Nursery and school staff to support routine and transitions.</p> <p>Working with local partners.</p> <p>Green flag awarded for our work on the environment and sustainability.</p>

2. Raise attainment in literacy and numeracy

Purpose: *This project aims to continue the work from 2021 in the recovery of learning teaching and assessment across the school community. Staff will continue to embed the literacy and numeracy resources identified to support pupils to achieve.*

Progress:

Purchase CEM assessments
Implementation of Learning Conversations into classroom practice
Agree HQA dates for Writing and Numeracy
Implementation of precision teaching resources for identified pupils
Creation of basic facts support materials (Part of LA Numeracy group work)

Impact:

INCAS tests showed almost all children made progress across the board.
Improved basic facts scores in numeracy.
All P1, P4 and P7 working at age appropriate levels or above.
HQA carried out once and term and are now included on digital profiles.

3. Assessment and Moderation Strategies in Learning, Teaching and Assessment

Purpose: This project has been developed to support the quality of learning and teaching by providing opportunities over the school year for moderation activities in literacy and numeracy.

Progress:

Working time agreement discussed with time set aside for Moderation across school, ASG and wider.
Training with staff with QAMSO lead around how to construct High Quality Assessments.
Staff moderate HQA against Education Scotland criteria to ensure that all areas are included in assessment. Feedback given to each other when moderating another stage.
ELC staff – focusing on High Quality observations and use these to track progress of learners.
ASG meeting to discuss upcoming Moderation opportunities – LIT or MNU activity across all schools in ASG. Staff to be put into level groups. Online use of google classroom to facilitate meetings.
ASG Moderation Events – led by QAMSOs in each ASG. All teaching staff put into Level groups.
Attainment meetings across classes and ELC. Focus on language of learning, benchmarking when looking at progression of and through a level.
Surveys/Jamboards/HGIOS/HGIOELC/HGIOURS

Impact:

QAMSO group set up across the ASG.
Agreed areas to moderate set for one activity per term.
Moderation meetings to agree HQA and schedule for moderation.
Moderation across individual schools, cluster and ASG.

Staff to bring samples of pieces of work/assessment information that they feel supports ACEL and discuss with other members of staff. Rubrix/benchmarks used to highlight key areas represented. Session to inform Feb ACEL predictions. ELC staff to bring Profiles and Development overviews to Planning and attainment meeting to discuss with SLT. Use benchmarks to track progress of individuals. QAMSO leads to attend Local Authority Moderation event during Feb Inset. Send home HQA's so that parents can view pupil work and see progress made.	
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2023-2024 School Improvement Plan

This session the school is focussing on three areas of improvement:

1. Improving tracking, monitoring and reporting.
2. Raising attainment in literacy.
3. Improving pupil and parental voice and inclusion.

The following overview is from the parent-friendly school improvement plan.

Our Learning and Teaching: Focus on Raising Attainment in Literacy

Quality Indicators

- 1.2 Leadership in Learning
- 2.2 Curriculum
- 3.2 Raising Attainment and Achievement

We are going to...

- Use up-to-date research/data from Scotland to inform our teaching.
- Ensure that all members of staff in the classroom have greater confidence in teaching/supporting literacy.
- Ensure that teachers have the opportunity to lead change in literacy.
- Use staff expertise effectively to support staff in ensuring all children access learning.
- Ensure that literacy progressions are used consistently throughout the cluster.
- Use High Quality Assessments to assess learning.
- Place a focus on the language/vocabulary of numeracy to support problem solving.

Improving Tracking, Monitoring and Reporting

Quality Indicators

- 1.1 Leadership of Learning
- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 3.2 Raising Attainment and Achievement

We are going to...

- Support pupils in having a clearer understanding of where they are in their learning and how they got there.
- Ensure that pupils have an active involvement in assessing their learning and setting next steps.
- Ensure that there is a common understanding of levels through the school, cluster and ASG through moderation activities.
- Ensure that we have an effective tracking system and that time is built into the calendar to interrogate and evaluate data.
- Collect, with pupils, a variety of robust evidence to support professional judgement on Achievement of a level.

Improving Pupil and Parental Voice and Inclusion in our School

Quality Indicators

- 1.3 Leadership of change
- 2.1 Safeguarding and Child Protection
- 2.4 Personalised Support
- 2.5 Family Engagement
- 3.1 Improving wellbeing, equality and inclusion
- 3.3 Increasing creativity and employability

We are going to...

- Collect and use assessment data to assess and address the needs of individual learners.
- Maximise the expertise of all staff across the cluster.
- Sharing learning through: Open Afternoons, Digital Profiles, Snapshot Jotters and High-Quality Assessments
- Promote Learning for Sustainability
- Use Health and Wellbeing Webs
- Pupils and Parent Councils
- Involve pupils in writing a Healthy Eating Policy.

A copy of the parent-friendly and full reports can be found on the school website.

School Policies

We have created policies for most aspects of our work. Many of these can be found on the school website. If you cannot find what you are looking for, please contact the Headteacher or school office. The Highland Council policies can be found [here](#).

Data Protection

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 Headteacher.

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:

<https://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 the efficient

collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

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

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

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

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

Why do we need your data?

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

- Plan and deliver better policies for the benefit of all pupils.
- Plan and deliver better policies for the benefit of specific groups of pupils.
- Better understand some of the factors which influence pupil attainment and achievement.
- Share good practice.
- Target resources better.
- Enhance the quality of research to improve the lives of young people in Scotland.

Your data protection rights

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

Employment of Children

The employment of children bylaws regulate the types of occupations 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

Military Families

Our school welcomes and supports families, their Children and Young People from Armed Forces families: Serving, Reservists and Veterans.

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

Highland Council have proudly committed to the Armed Forces Covenant and as such support our Armed Forces community. There is a dedicated Highland Council partnership, **The Military Liaison Group (Education)**, often referred to as “The MLG” which has been formed to promote and ensure the equity and equality for your Children and Young People within an educational context.

Visit the Highland Council [Armed Forces Families Website](#) for lots of helpful information and support for both families and Educators. The [Enrolment page](#) may be particularly helpful.

Please get in touch with your child’s Headteacher if you have any concerns or if you would prefer, contact the MLG (Education) lead [here](#).