

Bun-Sgoil Ghàidhlig Inbhir Nis



LEABHRAN NA SGOILE 2026 / 27

SCHOOL HANDBOOK 2026 / 27



BUN-SGOIL GHÀIDHLIG INBHIR NIS

SIR WALTER SCOTT DRIVE

SLACKBUIE

INVERNESS

01463 725980



An t-ionnsachadh òg

An t-ionnsachadh bòidheach





CLÀR-INNSE

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TEACHDAIREACHD BHON CHEANNARD

MESSAGE FROM THE HEAD TEACHER

An Dàmhair 2025

Dear Parents and Guardians,

Fàilte gu ar sgoil! (Welcome to our school!)

It is with great pleasure that I welcome you and your family to the first Gaelic school in the Highlands. We are delighted to have you as part of our vibrant and growing community, where the richness of Gaelic language and culture is at the heart of everything we do.

Our school is more than just a place of learning; it is a hub where the Gaelic language is nurtured and celebrated. By choosing Gaelic Medium Education for your child, you are helping to preserve and promote a vital part of Scotland's heritage. The language connects us to our history, strengthens our sense of identity, and inspires us to imagine a bright future for Gaelic-speaking communities.

Our curriculum aligns fully with Scotland's Curriculum for Excellence and is designed to support your child in becoming a confident individual, a responsible citizen, an effective contributor, and a successful learner. Through the medium of Gaelic, your child will gain a unique set of skills and perspectives that will enrich their learning experience and open doors to many opportunities. From literacy and numeracy to creativity and problem-solving, the language underpins all areas of their development.

We also work closely with local and national organisations to ensure that our pupils are immersed in Gaelic culture, through music, storytelling, drama, and community events. These experiences strengthen their fluency and deepen their connection to our shared heritage.

As a school community, we are committed to working in partnership with you. Together, we can create an environment where your child feels supported and inspired to achieve their full potential, both as a Gaelic speaker and as a lifelong learner.

Should you have any questions or require additional support as your family embarks on this exciting journey, please don't hesitate to reach out to us.

Tapadh leibh (thank you) for entrusting us with your child's education. We look forward to building strong relationships with you and witnessing your child's progress and achievements in the years to come.

Le dùrachd,
Kyle Eaglesfield
Head Teacher





FIOSRACHADH SGOILE

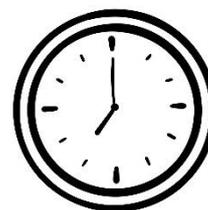
SCHOOL INFORMATION

Our School Address and Contact Details

Bun-sgoil Ghàidhlig Inbhir Nis,
Sir Walter Scott Drive,
Slackbuie,
INVERNESS,
IV2 6BA.
Telephone: 01463 725980
E-mail: bsgi@highland.gov.uk
Website: [Bun-sgoil Ghàidhlig Inbhir Nis \(google.com\)](http://Bun-sgoil.Ghaidhlig.Inbhir.Nis.google.com)

Our School and ELC roll (2025 - 2026)

School - 236
ELC - 86



Our School Day

School Day Starts	Whole School	9:15am
Breaktime	Whole School	11:00am
Lunchtime	Primary 1-3	12:30pm - 1:45pm
	Primary 4-7	1:00pm - 1:45pm
School Day Finishes	Whole School	3:15pm

School Calander

All school holidays, events and things going on can be found on the dates section on the Parents App as well as in the first and last Friday update of each term - posted on the App each Friday.

Our Early Learning and Childcare Day

Our ELC is open from 8am - 5pm, Monday to Friday during term time. Government funded 1140 hours per year or 30 hours per week are offered as parental choice, in partnership with our nursery capacity, with the option to self-fund additional hours if available. Additional information can be found by emailing the school.

School Aged Childcare

We offer Breakfast Club for all pupils from 8am and After School Club until 5.30pm. Costs for this are as per Highland Council policy. Please check with the school or Highland Council website for the most current pricing. Places at Breakfast and After School Club are limited and can be reserved by contacting the school.



SGIOBA NA SGOILE

OUR SCHOOL TEAM

We have an amazing staff team here at BSGI, all going above and beyond in supporting and caring for children and families.

Our Leadership Team

Head Teacher – Mr Kyle Eaglesfield

Deputy Head Teacher – Mrs Michelle Nicholson

Our School Team

P1a – Mrs Miss Criosaidh Finlayson

P1b – Mrs Lorna Smith / Mrs Roya MacLennan (Wednesday)

P2 – Miss Joanne Murray

P2/3 – Mrs Roya MacLennan / Mrs Dawn Morgan (Wednesday, Thursday and Friday)

P3/4 – Mrs Sine MacKenzie / Mrs Alison MacLeod (Friday)

P4 – Mr Iain-Murdo MacMillan

P5 – Mrs Margaret Jack

P6 – Mrs Janice MacIver-Boag / Mrs Mairi Saddler (Thursday)

P7 – Mrs Shona MacLeod

CCR cover – Miss Rachel Urquhart (Tuesday and Thursday)

Additional Support Needs Lead – Mrs Michelle Nicholson

Additional Support Needs Teacher (interventions) – Mrs Alison MacLeod

Clerical – Mrs Jennifer MacRae

Pupil Support Assistant – Mrs Christina Nicolson

Pupil Support Assistant – Mrs Clare MacLean

Pupil Support Assistant – Mrs Mary Jane Williamson

Pupil Support Assistant – Mrs Muriel Davidson

Language Support Assistant (PEF) – Mairi Smith

Our ELC and School Aged Childcare Team

Nursery Manager – Mrs Michelle Nicholson

Senior Early Years Practitioner – Mrs Tracy MacKintosh

Senior Early Years Practitioner – Mrs Fiona Bernardi

Early Years Clerical Assistant – Mrs Florica Stewert

Early Years Practitioner – Ms Aimee Pointon

Early Years Practitioner – Mrs Alison MacDonald

Early Years Practitioner – Mrs Fiona Purdie

Early Years Practitioner – Mrs Seonag Gillies

Early Years Practitioner – Mrs Katie MacDonald

Early Years Practitioner – Mrs Marie MacPherson

Early Years Practitioner – Mrs Murdina MacLeod

Early Years Practitioner – Ms Rianne Nicholson

Early Years Practitioner – Ms Saffron Hanvidge

Early Years Practitioner – Mrs Shona Cook

Early Years Practitioner – Mrs Karen MacRae

Early Years Support Worker – Mrs Sandra MacSween

Early Years Support Worker – Miss Sarah Bunch

School Aged Childcare Auxiliary – Mrs Karen MacRae

School Aged Childcare Assistant – Miss Sarah Bunch

Our Facilities and Catering Team

Cook in Charge – Mr Riaan Koegelenberg

Cook – Mrs Salvia Luxton

Cook – Mrs Laura Mackintosh

Cook – Mrs Agnieszka Gluchowska



OUR SCHOOL ETHOS

As the Highlands First purpose-built Gàidhlig School we strive to build our ethos, Vision, Values and aims with our language at the heart of it.



Vision - To encourage our pupils as Gaisgich Òg na Gàidhlig / Gaelic Ambassadors who are proud to be bi-lingual learners through the medium of Gaelic.



Values - Coimhneas/Kindness + Dòchas/Hope + Spòrs/Fun + Deònach/Willing

A school community where everyone is valued and we engage with our wider community
A climate of positive behaviour and respect for all

Aims - Create a climate of Gaelic language and culture

Ensure our curriculum enables all learners to fulfil the purposes of the Curriculum
- Confident Individuals, Successful Learners, Responsible Citizens and Effective Contributors
Motivate children through stimulating learning experiences,
celebrating achievements and personal successes



At BSGI, we've been on an exciting journey and have achieved UNCRC Gold accreditation, and it's truly transformed the way we work together as a school community. This journey has helped us create an environment where every child's rights are recognised, valued, and protected. We are also working towards our core award in Reading Schools.



Promoting Equality and Diversity

Our children and young people live in a diverse society in 21st century Scotland. BSGI is committed to creating an environment for the whole school community that demonstrates shared values of inclusion, equality, fairness and respect.

Our school recognises and celebrates difference within a culture of respect and fairness and aims to meet the needs of every child in line with the principles of Getting it Right for Every Child (GIRFEC).

We work together with our children and young people, families and staff to ensure that inclusion and equality are part of all our activities. Our policy aims to:

- Promote positive attitudes and behaviours towards equality and diversity
- Promote understanding of equality and diversity through the school curriculum and ethos
- Help the school to meet these aims and fulfil our legal obligations

We are committed to meeting the statutory duties of the Equality Act 2010 and this policy includes information about how we will comply with our duties and also provides guidance about our approach to promoting equality and diversity.

We recognise that these duties also reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The School Improvement Plan is a strategic document that outlines the school's goals and priorities for improving teaching, learning, and overall student outcomes. It identifies areas for development, sets specific targets, and details the actions the school will take to achieve these goals. The plan also includes ways to monitor progress, measure success, and involve staff, students, and the wider school community in continuous improvement. Its purpose is to ensure the school provides the highest quality education and a supportive environment for all learners.

At Bun-Sgoil Ghaidhlig Inbhir Nis, as a team, Words Up and Fream Canan are being adapted to support learners' Gaelic vocabulary development across talking, reading, and writing. Teachers deliver consistent, context-rich instruction, embedding words in meaningful activities to increase engagement, confidence, and attainment in literacy and Gàidhlig. The approach also strengthens partnerships with parents and the Gaelic-speaking community by promoting authentic language use at home and in the community. Staff capacity is enhanced through guidance on planning, teaching, and assessing vocabulary effectively, ensuring a coherent and sustainable programme for all learners.

	<p style="text-align: center;"><u>Curriculum</u></p> <p>The focus on developing a rich Gaelic vocabulary through talking, reading, and writing highlights the importance of a well-structured and progressive curriculum. By embedding context-rich vocabulary instruction into all areas of learning, the school ensures that literacy and Gàidhlig are central to the curriculum. This aligns with the goal of raising attainment and ensuring that learners can apply their Gaelic skills meaningfully across contexts.</p>
	<p style="text-align: center;"><u>Consistency</u></p> <p>The plan emphasises consistency in teaching approaches—especially around vocabulary instruction. By having teachers at all levels use shared strategies and resources, learners benefit from a more coherent and predictable learning experience. This consistent approach also supports staff development, allowing them to plan, teach, and assess with greater confidence and alignment across the school.</p>
	<p style="text-align: center;"><u>Community</u></p> <p>Stronger partnerships with parents and the Gaelic-speaking community will enrich learning and promote real-life language use. By involving the wider community, the school fosters a sense of shared responsibility and pride in Gaelic language development. These connections help to create a more immersive and culturally relevant environment for learners, reinforcing language learning beyond the classroom.</p>

In BSGI, the rights of the child are incredibly important because they help create a safe, respectful, and empowering environment for all children. Scotland's commitment to children's rights is closely linked to the Curriculum for Excellence (CfE), which is the framework that guides all learning in Scottish schools. This framework isn't just about academic success; it's designed to help children grow into well-rounded, confident, and responsible young people.

Why Children's Rights Matter

Children's rights are outlined in the United Nations Convention on the Rights of the Child (UNCRC). These rights ensure that children have access to quality education, feel safe, have their opinions heard, and are supported to reach their full potential. By focusing on these rights, schools make sure every child has the chance to thrive, regardless of their background or abilities.

How Children's Rights Fit with the Curriculum for Excellence

The Curriculum for Excellence aims to help children become:

1. Successful Learners - able to think critically and learn independently,
2. Confident Individuals - feeling safe, valued, and encouraged to reach their personal goals,
3. Responsible Citizens - understanding and respecting others and contributing to their communities, and
4. Effective Contributors - working well with others and actively participating in school life and beyond.

Children's rights underpin all four of these goals. When children understand that their opinions are valued and their needs are important, they're more motivated to learn and participate actively in their school communities. For example:

- In the classroom, students are encouraged to express their views, listen to each other, and take part in decisions that affect their learning.
- In the school community, children feel a sense of belonging, safety, and respect, which boosts their confidence and resilience.

What This Means for Your Child

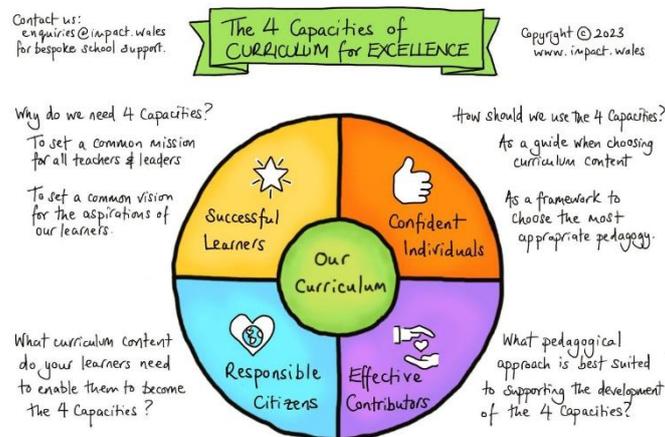
When your child's rights are respected in school, they're more likely to feel happy, safe, and supported, which is essential for learning. A school that respects children's rights also teaches them to respect the rights of others. This way, they're learning valuable life skills like empathy, teamwork, and understanding different perspectives. These are crucial for their development and will benefit them in all areas of life, not just in school.

In short, the focus on children's rights in BSGI and the Curriculum for Excellence go hand-in-hand to ensure that every child is valued, supported, and empowered to reach their full potential. This approach helps your child not only in achieving academically but also in growing into a responsible, compassionate, and resilient individual.



In a BSGI, the Curriculum for Excellence (CfE) focuses on providing a well-rounded education while promoting the Gaelic language and culture [Curriculum for Excellence | Education Scotland](#) It is designed to develop children as:

1. **Successful Learners** – Building knowledge, skills, and curiosity.
2. **Confident Individuals** – Encouraging self-belief and resilience.
3. **Responsible Citizens** – Understanding their role in society.
4. **Effective Contributors** – Fostering teamwork and creativity.



Opportunities for personal achievement

Children and young people need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence.

Interdisciplinary learning

The curriculum should include space for learning beyond subject boundaries which will provide learners with the opportunity to develop insights and apply skills in a way and/or to a degree not offered through the study of a discrete curriculum area.

Ethos and life of the school

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values with genuine engagement across the school community.

Curriculum areas and subjects

The curriculum areas are the organisers for setting out the experiences and outcomes. Each area contributes to the four capacities and consists of: Numeracy, Literacy, Health and Well-Being, Religious and Moral Education, Sciences, Technologies, Social Studies and Expressive Arts

Your child's learning is divided into 8 broad areas:

1. **Languages and Literacy**
 - Focus on reading, writing, talking, and listening
2. **Mathematics and Numeracy**
 - Practical skills like counting, problem-solving, and using numbers in everyday life.
3. **Health and Wellbeing**
 - Covers physical education, emotional health, relationships, and personal safety.
4. **Sciences**
 - Encourages curiosity about the world, including biology, chemistry, physics, and the environment.
5. **Social Studies**
 - Learning about history, geography, and how people and societies work.
6. **Expressive Arts**
 - Includes art, music, drama, and dance to foster creativity and confidence.
7. **Technologies**
 - Practical skills like coding, design, and using digital tools.
8. **Religious and Moral Education**
 - Understanding different beliefs and values while encouraging reflection.

3. Levels of Learning

The CfE is divided into levels that reflect your child's progress:

- **Early Level:** Nursery to P1.
- **First Level:** P2 to P4.
- **Second Level:** P5 to P7.

Progress depends on your child's needs, not just their age.

4. Skills for Life and Work

The curriculum focuses on practical skills such as teamwork, problem-solving, and critical thinking to prepare children for life beyond school.

5. Interdisciplinary Learning

Sometimes subjects overlap (e.g., studying renewable energy in science and social studies), which makes learning more connected to real life.

6. Assessment

Children are assessed in various ways:

- Observing their day-to-day work.
- Talking to them about their learning.
- Formal assessments when appropriate. Parents will receive regular updates and reports about their child's progress.

7. Personalised Support

If your child needs extra help, the school will adapt learning to suit their needs, ensuring they are included and supported.

The Curriculum for Excellence is designed to be flexible, fun, and focused on helping every child achieve their potential. If you ever have questions, your child's teacher is always there to help explain how your child is learning and progressing.



TURAS DO PHÀISTE

THE JOURNEY THROUGH BSGI

Entry via Sgoil-Àraich (Nursery)

- Many pupils start in the **sgoil-àraich** (nursery) provision at around age 3, however children can and do start with us directly in primary 1 after attending another nursery.
- This is a full Gaelic-immersion environment: children play, learn, and interact predominantly through Gaelic.
- The sgoil-àraich runs during term time, offering the equivalent of 1,140 hours of childcare / early learning.

Transition to Primary One (C1)

- From the nursery, children move into Clas 1 (Primary 1), which is also Gaelic-medium.
- Initially, in C1-C3 (or P1-P3), learning is likely “total immersion”: Gaelic is the main language of teaching for all or almost all lessons, helping build a strong foundation in Gaelic.
- During these early years, the focus is on spoken language, listening, early reading and writing in Gaelic, and building confidence.

Primary Years (C2-C7)

- As pupils progress into the middle primary years, they continue their learning through Gaelic across most subjects. According to Gaelic-medium education models, subjects like maths, social studies, science, etc., are taught in Gaelic.
- Around C4, English reading and writing start being taught, but even then, teaching is “through the medium of Gaelic”, so Gaelic remains the language of the classroom.
- Over the years, pupils will become bilingual: fluent in Gaelic and confident in English literacy.

School Calendar & Year Rhythm

- The school day for P1-P7 is **09:15 to 15:15**, Monday to Friday.
- The school follows the Highland Council term dates, with typical breaks for autumn, Christmas, February, Easter, and summer.
- Beyond the classroom, pupils often take part in wider Gaelic-cultural activities. For example, they might get involved in **Fèis** (Gaelic arts festivals) – for traditional music, dance, drama, and more.
- There are also numerous after school activities available.

Cultural & Extracurricular Engagement

- Gaelic culture is woven into school life: music, storytelling, drama, and community Gaelic events help reinforce language learning and cultural identity.
- Pupils may participate in Gaelic-medium sports competitions – for instance, the school has taken part in **Cuach na Cloinne**, a national Gaelic 5-a-side football competition.
- The school hall is used for community Gaelic events, making the school a hub for Gaelic life in Inverness. At the end of every month our upper classes host a Gaelic coffee morning.
- Every child in the school is provided a school trip fully funded by the Parent Council

Assessment, Support & Relationships

- Throughout their time at the school, pupils are assessed in line with the Scottish curriculum, but within the Gaelic-medium context.
- There is a strong emphasis on positive relationships, rights-respecting school values, and partnership with families.
- Support is provided for pupils who need it (e.g., additional help, pastoral care) – all while maintaining Gaelic as the medium of instruction.

Transition After Primary

- At the end of P7 (C7), many pupils will move on to Inverness Royal Academy, which is associated with Bun-sgoil Ghàidhlig Inbhir Nis.
- By this time, pupils will likely be comfortable in Gaelic and English, ready for further education with a bilingual advantage.

Continuous Language and Cultural Development

- Over their primary years, pupils don't just learn academically: they develop as Gaelic speakers, contributing to and participating in Gaelic community life.
- Families are involved in that journey: the school encourages partnership with parents and the community, reinforcing the use of Gaelic beyond the classroom.

Interdisciplinary Learning at Bun-Sgoil Ghàidhlig Inbhir Nis

Interdisciplinary Learning (IDL) is a central part of our curriculum. It allows pupils to make meaningful connections across different areas of learning while developing their Gaelic language skills in real and purposeful contexts. Through carefully planned themes, pupils explore ideas, solve problems, create projects, and work collaboratively – all through the medium of Gaelic. IDL supports deeper understanding, creativity, and enjoyment in learning.

How IDL Looks in Our School

- **Gaelic at the Core:** All IDL topics are taught through Gaelic, giving pupils immersive language experiences in contexts that feel relevant and engaging.
- **Project-Based:** Pupils work on extended projects that link learning from literacy, numeracy, social studies, technologies, sciences, expressive arts and more.
- **Community Connection:** Many IDL themes include links to Gaelic culture, local heritage and the Inverness community.
- **Practical & Collaborative:** Pupils take part in investigations, creative tasks, performances, outdoor learning, storytelling and digital learning.
- **Progressive Across the Years:** Themes become more challenging as pupils move through the school, building knowledge and skills year by year.

Parental Information on Sensitive Aspects of Learning

We are committed to providing a safe, inclusive, and age-appropriate learning environment for all our pupils. In line with Highland Council policy, the school ensures that sensitive aspects of the curriculum—such as relationships, sexual health, parenthood, and drugs awareness—are delivered thoughtfully and responsibly.

We recognise that these topics are of particular interest and concern to parents and carers. To ensure transparency and foster partnership between home and school:

- **Advance Notification:** Parents and carers will be informed in advance when these areas are to be covered in class, including the age-appropriate content and learning objectives.
- **Information Sharing:** Detailed curriculum materials and teaching approaches will be available on request or via the school's communication channels.

As detailed above, within BSGI we will be covering all eight areas of the curriculum.

These include.

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



What Is Assessment?

Assessment is how teachers check what your child knows, understands, and can do in their learning. It helps identify areas where they are succeeding and where they might need extra help.

The focus isn't just on tests or exams. Instead, it's about building a picture of your child's learning through different approaches, known as formative and summative assessments.

Types of Assessments Used

- a) Everyday Observations (Formative Assessment)
- b) Teachers assess children daily as they:
 - Take part in class discussions.
 - Work on projects or solve problems.
 - Share their thoughts and ideas in writing or conversations.

For example, a teacher might notice how confidently your child explains their thinking in maths or how they work with others on a group task. This type of assessment helps guide lessons and provides immediate feedback to children to improve their understanding.

Checkpoints and Tasks (Summative Assessment)

At certain points, teachers will use more structured activities to assess progress. This could include:

- Writing assignments.
- Maths tests or problem-solving exercises.
- Reading comprehension tasks.

These assessments provide a snapshot of how well your child is progressing against expectations for their age and stage.

Scottish National Standardised Assessments (NSAs/MCMG)

Children in P1, P4, and P7 take part in national assessments in literacy and numeracy. These are online activities designed to check progress and help teachers understand where additional support might be needed.

How Are Assessments Linked to Education Scotland's Policy?

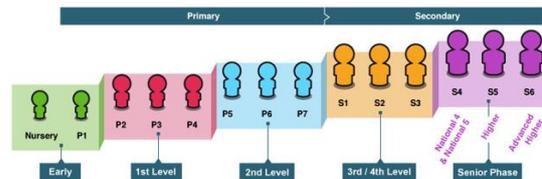
Assessment in Scotland is based on the principles of Curriculum for Excellence (CfE), which aims to develop your child as:

- A successful learner.
- A confident individual.
- A responsible citizen.
- An effective contributor.

Teachers assess progress in the four capacities across key areas of learning (literacy, numeracy, health and wellbeing, and other curricular areas). The benchmarks provided by Education Scotland guide teachers in deciding if your child is achieving the expected levels.

The levels are:

- Early (by the end of P1).
- First (by the end of P4).
- Second (by the end of P7).



Achievement of a Level Data

At the end of Primary 1, Primary 4 and Primary 7 we share our attainment data with the Scottish Government to show our progress in attainment:

Teachers at Primary 1, 4 and 7 make these judgements through ongoing assessments and monitoring children’s progress in class, linked to the Benchmarks for each of the levels identified by Education Scotland. Further information on Assessment can be found here - [Assessing children's progress: A guide for parents and carers](#)

5. How Will I Know About My Child’s Progress?

Schools share your child’s progress in several ways:

- **Ongoing Feedback:** Teachers may share updates through jotters, homework, or informal chats.
- **Written Reports:** Schools provide reports detailing achievements and areas for improvement.
- **Parent-Teacher Meetings:** These give you the chance to discuss your child’s learning and next steps.

6. What Does This Mean for Your Child?

Assessment in BSGI is about supporting your child’s learning journey. It’s not about ranking or pressure but about ensuring they grow into confident, capable individuals ready for the next stage of their education.

If you have questions about how your child is being assessed or how to support their learning, staff at BSGI is there to help!



A' BROSACHADH DÀIMHEAN ADHARTACH

PROMOTING POSITIVE RELATIONSHIPS

Promoting Positive Relationships

Our Vision

At BSGI, we believe that every child has the right to feel safe, valued, and supported in a positive learning environment. This policy is rooted in respect for children's rights, as outlined in the United Nations Convention on the Rights of the Child (UNCRC), and aligns with Highland Council's commitment to child wellbeing, inclusion, and the Curriculum for Excellence. We are dedicated to helping our students grow academically, socially, and emotionally in a nurturing environment where positive behaviour is encouraged and celebrated.

Our Rights-Based Approach

We are committed to respecting and promoting the rights of every child. Key articles of the UNCRC guide our approach to behaviour and relationships within the school:

1. **The Right to Feel Safe (Article 19):** Every child has the right to be protected from harm. We work to create a safe and supportive school environment where all children feel secure.
2. **The Right to Learn (Article 28):** Every child has the right to a quality education. By promoting positive behaviour, we ensure that each student has the opportunity to engage fully in learning.
3. **The Right to Be Heard (Article 12):** Every child has the right to express their views and be involved in decisions that affect them. We encourage children to share their ideas, feelings, and concerns, and we listen respectfully.

Our Approach to Positive Behaviour

We believe that positive behaviour is learned through guidance, support, and good examples. At BSGI, we teach and reinforce positive behaviours through:

- **Relationships:** Building trusting, respectful relationships among students, staff, and families.
- **Clear Expectations:** Clearly explaining our expectations for behaviour and reinforcing them regularly in an age-appropriate way.
- **Modelling Respect and Kindness:** Staff model positive interactions and respectful behaviour, creating a community where everyone treats each other with kindness.
- **Consistency and Fairness:** We approach all children with fairness, aiming for consistency in how we address behaviour across the school.

Promoting Positive Behaviour

To encourage a positive atmosphere, we use the following strategies:

- **Positive Reinforcement:** We celebrate successes, whether academic, social, or personal, through praise, rewards, and recognition. Our approach includes regular feedback and encouragement.
- **Rights-Based Conversations:** Teachers and staff use discussions about rights and responsibilities to help students understand the impact of their actions on themselves and others.
- **Solution-Focused Approaches:** When challenges arise, we encourage children to help find solutions. This helps them learn from experiences and understand the consequences of their actions in a constructive way.
- **Supportive Interventions:** When children need extra help with behaviour, we provide support through school counsellors, pupil support staff, and, when necessary, external professionals.

Further information can be found here:

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



A' TOIRT TAIC DO AR SGOILEARAN

SUPPORTING OUR PUPILS

Supporting pupils in a BSGI involves a comprehensive approach that ensures pupil academic, emotional, and social development. This approach aligns with the *Getting It Right for Every Child* (GIRFEC) framework, a Scottish Government initiative designed to promote the wellbeing of children and young people.

Key Strategies for Supporting Pupils

- 1. Implementation of the GIRFEC Framework:**
 - Use the SHANARRI indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included) to assess and promote pupil wellbeing.
 - Ensure that interventions are child-centred, focusing on their individual needs and circumstances.
- 2. Collaboration with the Named Person:**
 - Each child in BSGI has a named person (Mr Eaglesfield) who acts as the main point of contact for their wellbeing.
 - Ensure teachers and staff communicate regularly with the named person, sharing concerns, observations, or feedback that may affect a child's progress or wellbeing.
 - Facilitate meetings where necessary, allowing parents and other agencies to collaborate in supporting the child.
- 3. Adherence to Highland Council Policies:**
 - Familiarize staff with Highland Council's guidelines on additional support for learning (ASL) [Support for Learners Website](#) to help children with barriers to learning, including disabilities, mental health challenges, or socio-economic disadvantages.
 - Implement anti-bullying strategies as outlined in the council's policy, ensuring a safe and inclusive environment for all pupils.
- 4. Effective Pastoral Care:**
 - Maintain an open-door policy for children to discuss concerns with their teachers or support staff.
 - Provide mental health support through school counsellors or external agencies, ensuring timely intervention.
- 5. Inclusive Curriculum and Differentiation:**
 - Design lessons that cater to various learning styles and abilities, ensuring that every child can achieve their potential.
 - Use Highland Council's resources to support diverse learning needs.
- 6. Family and Community Engagement:**
 - Work closely with parents and caregivers, ensuring they are part of the planning process for their child's support.
 - Build strong links with community services, such as social workers or health practitioners, to provide holistic support.
- 7. Training and Professional Development:**
 - Provide staff with regular training on GIRFEC principles, child protection, and Highland Council policies.
 - Equip staff with skills to identify and respond to early signs of difficulties, ensuring proactive support.
- 8. Monitoring and Review**
 - Regularly review the support plans for pupils, ensuring they remain relevant and effective.
 - Gather feedback from pupils, parents, and staff to refine and improve strategies.



ADDITIONAL SUPPORT FOR LEARNING

ADDITIONAL SUPPORT FOR LEARNING

Whole-school commitment

At BSGI, *all staff* share responsibility for identifying and supporting pupils with Additional Support Needs (ASN). We have a dedicated ASN Teacher (1.5 days per week) who works closely with class teachers to provide advice, plan interventions, and support both individual pupils and groups.

Staged approach via the Highland Practice Model

The school follows the Highland Practice Model, a staged approach to assessing, identifying, and supporting additional support needs. Every child has a “named person” (Headteacher – Mr Eaglesfield) whose role is to ensure their wellbeing and development needs are being addressed.

Flexible targeted support

- For children who need more than general in-class help, small group work may be offered outside the regular classroom, for short, focused periods.
- The school works in partnership with external agencies (e.g., health professionals, speech & language services) when needed, to remove barriers to learning.

Parental involvement

Parents/carers are actively involved. If there is concern about a child’s progress or needs, parents are encouraged to speak to their child’s class teacher or the Head Teacher. The school also makes use of **Child’s Plans**, which is a formal planning tool used to organise, monitor, and review support for children with ASN.

Pupil voice and inclusion

Pupils are given opportunities to contribute to school decision-making through various committees (e.g., Pupil Council, Eco Committee, Rights Respecting Group). This helps foster a sense of belonging and gives children a platform to communicate what might help them learn better.

Assessment and reporting

BSGI has a structured assessment model, linked to its assessment calendar. Teachers use a variety of methods (observation, dialogue, assessment tasks) to evaluate progress and identify next steps for each child.

Health and wellbeing support

For children whose additional needs relate to health (e.g., medical conditions, intimate care), the school works in partnership with NHS Highland and health professionals. Reasonable adjustments are made to support children’s health needs, and staff may receive training to administer care safely and respectfully.

Further information can be found here:

- (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 for learning <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.



FRITHEALADH

ATTENDANCE

- **Article 28:** Every child has the right to education, and primary education should be free and accessible to all.
- **Article 29:** Education should aim to develop every child's personality, talents, and mental and physical abilities to their fullest potential.
- **Article 3:** The best interests of the child must be a top priority in decisions affecting them, including ensuring consistent school attendance.

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent/carer should phone the school 01463 725980 on the first day of absence. It is Highland Council policy that where a child is absent or late (and the school has not been given prior notice), the school will make concerted efforts to contact parents/carers to find out why. Therefore, it is vital that all parents/guardians should contact the school by 9.35am.

Failure to contact the school will result in an unauthorised absence.

All unauthorised absences are actively pursued by the school.

Three Day Rule for Unexplained Absence of Pupils

Day 1; First day of unexplained absence of a pupil

The school will endeavour to make contact by telephone or email to parents, carers or emergency contacts informing them that the child is absent and requesting a reason for the absence. If no contact can be made with the parents/carers or emergency contacts on the first day of absence this will be noted by the school. If the family is known to other agencies, because of possible concerns about his/her wellbeing, then contact will be made with these agencies.

Day 2; Second day of unexplained absence of a pupil

The school will make vigorous attempts to contact a carer or family member by telephone, or e-mail. If no contact can be made on the second day of absence, this will be noted by the school.

Day 3; Third day of unexplained absence of pupil

If no contact is established, a member of staff will arrange a home visit to check the situation. If the child is not found and no satisfactory explanation is given for absence, the police will be notified of the child's non-attendance. The police will treat this as a missing persons alert. The police may be involved to conduct visits where it is not possible for the school to do so. If a decision has been made to contact the police, our Area Education Manager will be notified.

Steps for Parents

- Keep the school up to date with your telephone number, including mobile phones if you have one, and other details for emergency contacts.
- Inform the school of any pre-arranged absence e.g., attendance at hospital appointment prior to the absence taking place
- Inform the school or ELC of your child's absence by 9.35am daily
- Respond promptly to contacts from the school The diagram below shows the importance of ensuring a high level of attendance within the school year.



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/carer. Pupils must report to the school reception where parents/carers can collect their child. 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 out with school hours.
Illness

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.

We follow the Highland Council advice on all illnesses. Children, who are unwell, should be kept at home until they are fully recovered and ready to cope with school again.

We strictly adhere to the 48-hour return rule following any vomiting or diarrhoea related illnesses.

Holidays During 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. We would ask parents to be aware of these considerations when making decisions on planning holidays during term time.

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

Establishing our parents/carers as positive partners is vital in ensuring our school becomes the heart of the community, providing a healthy exchange of information. Parent/Carer Communication Good communication is vital, and we ensure this in a variety of ways...

School Website:

Our school website contains a vast amount of information about the school, our classes and curriculum. Each class within our school has a blog within the website which each class teachers keeps updated on a weekly basis. This allows us to share learning and exciting achievements with parents/carers and the wider community.



School App

Our School App is used to share specific information with different groups of parents, both ELC and school. This can be downloaded to any mobile phone from the App Store or Google Play Store by searching for "School App for Parents". Once downloaded search for Bun-Sgoil Ghaidhlig Inbhir Nis and you can select which class groups you are a member of.



Email

Various communications are issued via email. As a parent/carers of a child in the school, please ensure we have an up-to-date email address for you.



Weekly Update.

Each week we share a weekly newsletter, "Friday Update". This will include up to date information and upcoming events, reviews of learning and events held throughout the year, as well as a calendar.



Involvement and Engagement

As detailed earlier, we believe that the strength and success in our school lies within the positive relationships built between staff, pupils and our parents/carers and families. Within our ELC, your child's key worker is your initial point of contact. In school, your child's class teacher will take on this role. They will share your child's learning across the year through a range of different approaches. Part of this partnership will be providing opportunities for parents/carers to become involved in your child's learning. This will involve you supporting learning at home, establishing positive home-school partnership links and ensuring we have effective parental representation when we are developing our school. We will continue to gather parental opinion and encourage the sharing of views.

We have a strong and well-established Parent Council within BSGI. With representation across the school, from ELC and Primary 7, this group of parents have been a very positive and important "voice" for the parent body of the school. They have established a Parent Council Fundraising Group who are keenly coming up with ways to raise some funds to help assist with the "extras" that form an important part of the life of any school. All parents/carers are invited to come along to the meetings, and the detail of these is shared via the Newsletter and School App. No matter your experience level, please come along and let your voice be heard. Our Parent Council can be contacted via email - bsgi@highlandpc.co.uk



LEIGHEAS

MEDICATION

Administration of Medicine National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government and can be accessed here -

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

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

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this.

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

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances. We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require. Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.

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

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

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

As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol. An Administration of Medicine form should be completed if you require medicine to be given in school. This form can be requested from the school office.

Minor injuries

At school we will only deal with minor cuts and bruises. These will be cleaned, and a plaster applied. If your child is injured, falls or becomes unwell during the school day you will receive a call to come and check on your child and make a decision as to whether they need to go home or can stay in school.



BIADH SGOILE

SCHOOL MEALS

School Lunches

The school meal service offers nutritionally balanced, well-presented food in an environment that is safe, well-ordered and sensitive to the needs of pupils in order that they may enjoy the lunchtime social experience.

Healthy choices are very much in evidence in all menus. Food and drinks served meet the requirements of The School (Health Promotion and Nutrition) (Scotland) Act 2007. A copy of the school menu can be found here - https://www.highland.gov.uk/info/878/schools/9/school_meals We currently have the three-choice menu at BSGI. At present, children in P1-5 are entitled to a free school meal. Children in P6 and P7 pay £2.40 for a lunch. Within the ELC, lunch orders are taken on a termly basis. Within the School, lunches are ordered every morning within the classroom. This is done through the I-Pay Impact system. Each child has a unique login for this system, which parents can access at home. Parents can see what their child has selected, as well as pay for meals if their child is in P6 or P7.

Packed and Home Lunches Pupils may also choose to bring in a packed lunch from home and in keeping with Highland Council's Health Promoting Policy, it is the school's hope that this packed lunch should contain a healthy balanced diet.

Any child wishing to go home for lunch should indicate this to their class teacher during registration in the morning.

Special Diet/ Food Allergies

If your child requires a special diet for health reasons, please fill in the Special Diet Food Allergy form available on the link below and from the school Office. The request will be considered by the head teacher in consultation with the school meals service. Where appropriate, they will seek the advice of the local dietician.

- For information and guidance on healthy living topics check out - [School policies and guidance - child health and nutrition |](#)
- Further information on school meals can be found here - Highland Council: [School meals |](#)
[School meals | The Highland Council](#)
- Further information on special diets can be found here - [Special diet and nutrition | School meals | The Highland Council](#)
-

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



AODACH SGOILE

SCHOOL UNIFORM

We strongly promote the wearing of school uniform and welcome parental support for our dress code. The proverb “an t-ionnsachadh òg an t-ionnsachadh bòidheach” (young learning is lovely (effective) learning) has been adopted as the school’s logo. Sweatshirts, polo shirts, fleeces, reversible jackets and hats, all with the school logo, may be purchased from the Schoolwear made easy 57 Henderson Road Inverness IV1 1UF, Tel 01463 222022, online ordering also available.

https://schoolwearmadeeasy.com/collections/bun-sgoil-ghaidhlig-inbhir-nis?srsltid=AfmBOorfihRyCn4VRI67NbTBmRMUlggHaR8wOKaza_sE_UWnvNfMULz

NOTE: All items of clothing and footwear (indoor and outdoor) should be **labelled** with a pupil’s name

Girls

Black/Grey skirt/trousers
Purple Polo shirt
Green sweatshirt
Green fleece
Purple/Green Reversible jacket

Boys

Black/Grey trousers
Purple polo shirt
Green sweatshirt
Green fleece
Purple/Green Reversible jacket

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



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 Highland Council's Child Protection Policy Guidelines are available online at http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

If you have a **concern** about a child/young person at the school – speak to:

Mr Kyle Eaglesfield – Head Teacher



In their absence, please contact:

Mrs Michelle Nicholson – Depute Head Teacher





EADAR-GHLUASAD

TRANSITION

Transitions take place at many times throughout a child's school career - into Nursery, from Nursery to Primary 1, between classes (e.g., from Primary 4 to Primary 5) and from Primary School into Secondary Education.

Each of these are exciting times for pupils and you as parents/carers but they can also be nerve-racking, having a fear of the unknown.

At BSGI we aim to make these transitions as smooth as possible. Transition into ELC All children get the chance to undertake some settling in sessions within the ELC, before they stay for a full session. This would generally include some time in the setting with a parent/carer, a shorter session without a parent/carer and then a longer session. This is adaptable, depending on your child and how well they settle. This will be discussed on an individual basis.

Transition into Primary 1 Visits to your child's current Nursery establishment will take place between April and the end of June. This will allow us to see your child in their current setting as well as talk with their key worker.

Other transition experiences will also take place for both pupils and parents/carers. The details of these will be shared directly with parents/carers as they change each session. As part of this transition, children will be matched up with a senior pupil within the school to be their buddy. The buddies will help the children to settle in and with general routines within the school and playground.

Transition from Primary to Secondary School Pupils normally transfer to Secondary between the ages of 11 ½ and 12 ½ years old so that they will have the opportunity to complete at least four years of Secondary Education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Pupils from BSGI will transfer to:

Inverness Royal Academy

Culduthel Road Inverness

IV2 6RE

Telephone - (01463) 667800

Email - ira@highland.gov.uk

Head Teacher - Mr Ian Adamson

Throughout the course of Primary 7, and even before, children will take part in several different transition events to support this big change. Enhanced Transition To ensure all pupils make a successful transition to BSGI, or from BSGI to their Secondary School, enhanced transition experiences will be available. This will ensure all pupils are given the best start to their school experience. If you would like to discuss your child's transition to or from BSGI, don't hesitate to contact Mr Eaglesfield or another member of the Leadership Team.



Early Learning and Childcare (ELC) Enrolment

Children born between 19 August 2020 and 28 February 2023 are entitled to a funded Early Learning and Childcare place. Parents and guardians are encouraged to apply for a place online. For Early Learning and Childcare places, enrolment week takes place in mid-February. Current details can be found here -

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

The enrolment process can be undertaken by clicking on the link above and enrolments can continue to be made throughout the course of the session. Please contact the school if you have any queries or questions. Additional guidance for ELC Enrolment can also be found here -

https://www.highland.gov.uk/downloads/file/17451/early_learning_and_childcare_enrolment_guidance_for_parents_2022-23

Primary 1 Enrolment

If your child will be five years old on or before 28 February 2026, they are eligible to enrol for Primary 1 in the 2025 to 2026 session. Enrolment week for Primary 1 takes place towards the end of January/start of February, but enrolments can continue to be made after this date. This can be done via the Highland Council website -

https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school

Please contact the school if you have any queries or questions regarding Primary 1 enrolment.

Additional guidance can also be found here - [School enrolment files and guidance | Early Learning and Childcare Enrolment Guidance for Parents 2025-26 \(English\)](#)

School 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. Applications are made to the Area Quality Improvement Manager, Toni Macartney - Toni.Macartney@highland.gov.uk. Placing request applications can be 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 you live out with the school catchment area and you wish your child(ren) to attend BSGI, you should contact the School Office to arrange a visit. A member of the Leadership Team will be more than happy to show you around and answer any questions you may have.

Adverse Weather



In the result of severe weather parents will be informed through our Parent App. Further Information on School closure can be found here: <https://www.highland.gov.uk/schoolclosures>

Pupil Leadership

In order to develop a leadership model which builds upon the knowledge and skills of all pupils within the school, pupil leadership takes a number of forms. These include classroom-based practices, whole-school projects and programmes, and the joint leadership of community-based research.

In the classroom:

- Involving pupils in conversations and decisions about the school that affects them.
- Engaging pupils in conversations and decisions about teaching, learning and assessment.
- Encouraging pupils to develop and share their own opinions about issues and to engage in debate, discussion and analysis of those issues.

In the school:

- Involving pupils in the decision-making of the school through participating in the Pupil citizen groups.
- Every pupil in BSGI being involved in Citizen groups.
- Engaging pupils as members and participants in key school processes.
- Involving pupils in peer support, buddying, mentoring or coaching programmes.
- Inviting and enabling pupils to undertake research and consultation about aspects of the school that may need change or improvement.

In the community:

- Supporting pupils to develop and implement community-based projects, possibly in partnership with other agencies, to enhance and support learning.
- Enabling pupils to engage with local government and the wider community.

Military Families

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

We understand some of the challenges that service life can bring. These may be more difficult during times of mobility, separation due to a deployment, long training exercise or weekending. We look forward to working with you to ensure your child or young person thrives whilst with us in Highland.

Please get in touch with us as soon as you can so we can work together to ensure we are ready for your child or young person joining us. This is particularly important if they have additional support for learning (ASL) needs so that we can where possible have the appropriate support in place. (ASL is the term used in Scotland, in England a similar term is SEND).

Highland Council proudly committed to the Armed Forces Covenant many years ago and have built positive relationships with its Armed Forces community. There is a unique and dedicated partnership, **The Military Liaison Group (Education)**, often referred to as “The MLG” extend a [warm welcome to you](#). This was formed to promote and ensure the equity and equality for any child or young person from an Armed Forces family, within an educational context, so that they thrive whilst with us in Highland.

There is a dedicated website in Highland, [Armed Forces Families Website](#) that has been developed and informed by our Armed Forces community’s needs. It is an easy to navigate website with helpful information, guidance and support for families, educators, children and young people and communities. Here is a link to take you directly to the [Enrolment page](#) which may be particularly helpful.

Our children and young people have co-created a warm welcome to you and your family. Click the links here [Primary School Welcome](#) | [Secondary School Welcome](#)

Please get in touch with the Headteacher if you have any queries or if you would prefer, contact the MLG (Education) lead [here](#)

Our School Houses

One area of Pupil Leadership is the chance for our P7 pupils to become House and Vice Captains. Our four Houses are named after Trees.

These include ·

- [Calltainn](#)
- [Beithe](#)
- [Darach](#)
- [Ailm](#)

Every child and member of staff in the school is a member of one of our four Houses. Across each week, in class and across the school, pupils get the chance to gain House points for going above and beyond.

Religious Observance

The Rights of Learners and Families Religious observance adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families. Under the terms of the Education (Scotland) Act 1980, parents have the right to withdraw their child from religious observance. The terms of the Act state that “no pupil in any such school shall be placed at any disadvantage with respect to the secular instruction given therein by reason of his being withdrawn”. The school will deal with such requests with sensitivity and understanding.

Mr Eaglesfield is happy to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy. All pupils participate in Religious & Moral Education however, parents have the right to have their children excused from religious observance. Where a child is withdrawn from religious observance, the school will make suitable arrangements for your child to participate in worthwhile alternative activity.

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: [16plus Planning | Hi-hope](#)

Data Policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information.

The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals.

Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government. The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only. Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here:

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

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
- 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

<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.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.



GEARANAN

COMPLAINTS

If a parent has any concerns, they should contact their child's key link in the nursery/ class teacher in the first instance.

This can be done via the School Office on 01463 725980 or by emailing BSGI@highland.gov.uk

If it is deemed more appropriate, Mr Eaglesfield can be contacted via the same email address. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership.

Should a situation not be resolved, parents can contact the council complaints department on complaints@highland.gov.uk or the Area Quality Improvement Manager – Toni Macartney on Toni.Macartney@highland.gov.uk

Further information can also be found on the Parentline website:
<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

A list of all council policies can be found here: [Authority Policies](#).

Disclaimer:

The information contained in this handbook is intended as a guide for parents. While every effort has been made to ensure accuracy at the time of publication, the school reserves the right to amend, update, or change any policies, procedures, or information contained herein without prior notice. Users of this handbook are encouraged to consult the school or council for the most current and accurate information.