



Carbost Primary School and Nursery Handbook 2025 – 2026



Highland Council – Education and Learning – Comhairle na Gaidhealtachd
Address: Carbost, Isle of Skye, IV47 8SR

Tel: School 01478 640237 / Nursery 01478 640530

Email: Carbost.primary@highland.gov.uk

Website: <https://carbostprimary.wordpress.com/>

Parent Council: Carbost.primary@highlandpc.gov.uk

School roll (2024/25): School 19 Nursery 6

Dear Parents/Carers,

On behalf of Carbost Primary School and nursery staff, I would like to extend a very warm welcome to you and your child. Carbost Primary School and nursery is a nondenominational establishment which aims to provide a nurturing

and safe environment in which your child can develop and learn. We pride ourselves on providing excellent opportunities for all our children.

This handbook has been compiled to answer some of the queries that you may have about the school and ELCC. It contains important statements of school policy as well as practical information. Please consider the booklet, therefore, as a source of reference.

This document is not intended to replace personal contact between school and home. We are very much aware of the importance of the parental role in the child's education. We will endeavour to promote an excellent working partnership between school and home and seek your views on matters that concern your child. To this end, please feel free to contact us on 01478 640237 with any questions, suggestions or concerns that you may have.

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

It has been a pleasure to take on the role of Head Teacher at Carbost Primary and nursery over the past two years and I look forward to continuing the strong work that has taken place previously.

Please email, pick up the phone or come see me should you have any questions, suggestions or concerns relating to your child's learning and/or wellbeing. I look forward to working closely with you to ensure that your child learns in an environment where they can truly thrive.

Kind regards



Sam Muir
Head teacher

Carbost Primary Statement of Vision

At Carbost Primary School we promote well-being and respect for all. Our vision is to develop pupils who are successful learners, confident individuals, responsible citizens and effective contributors and to create a culture of ambition and achievement for all at the school.

Carbost Primary Values

We are a Team – We are Ambitious – We are Responsible

Our school values were constructed in consultation with staff, parents and pupils. They underpin all that we do at Carbost Primary.

Carbost Primary Curriculum Rationale

The curriculum will:

- Value Pupil Voice and children as effective contributors to the ethos and life of the school community.
- Provide opportunities for personal achievement and support all learners in overcoming barriers to learning.
- Involve children in shaping their personal learning journey.
- Have a continuous focus on literacy, numeracy and health and well-being, with all staff having a responsibility to develop, reinforce and extend learning in these areas.
- Be an innovative curriculum which advocates learning within and about our natural environment.
- Ensure sustainability and success for all with the development of skills for learning, life and work.
- Facilitate interest-based learning which is relevant and stimulates curiosity and enquiry.
- Teach children how to think rather than what to think.
- Offer flexibility to allow for breadth, challenge, enjoyment a love of learning.
- Provide progression through the experiences and outcomes that is consistent with individual learning needs and prior achievement.
- Be assessed by children, staff and peers in order in order to monitor progress across the curriculum.

Carbost Primary Staff

Head Teacher	Miss Samantha Muir
Class Teacher	Ms Rosalind McCord
Class Teacher	Mrs Justine Davies Ms Amy MacNab (probationer)
Clerical Assistant	Mrs Tracy Robertson
Pupil Support Assistant	Ms Meg Rosher

Pupil Support Assistant	Kara Dealey
Cleaner	David Heath
Cook	Ms Sam Cook
Piping instructor	Mr Iain Ruaridh Finlayson
Strings Instructor	Mrs Roxinne Llewellyn – Porter
School Transport	Mr Alasdair MacDonald

Nursery staff

Early Years Practitioner	Mrs Catherine Hastings
Early Years Practitioner	Ms Calire Lamb
Early Years Support Worker	Ms Janice Payne

School hours

0900	School opens
10.40 – 11.00	Break
12.40 – 13.30	Lunch
15.10	End of school day

Nursery hours

Monday – Friday 9.00 – 15.00

School term dates for pupils 2026–2027

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

Key names & addresses

Carbost Primary School

Carbost

Isle of Skye

IV47 8SR

Tel: 01478 640237

carbost.primary@highland.gov.uk / <http://carbostprimary.wordpress.com>

Head Teacher

Miss Samantha Muir

Carbost Primary School

Carbost

Isle of Skye

IV47 8SR
Tel: 01478 640 237
samantha.muir@highland.gov.uk

Ms Mhairi Macdonald
Area Quality Improvement Manager
Area Education Office
The Fingal Centre
Viewfield Road
Portree
Isle of Skye
IV51 9ES
Tel: 07918 842021

Kara Dealey
Parent Council Chairperson
carbost.primary@highlandpc.co.uk

Our school

Carbost Primary is a rural school which serves the area of Carbost, Portnalong and nearby glens and, currently, has a roll of 16 pupils and 5 pupils in the Nursery.

The building was opened in 1988 and is surrounded by extensive wooded and grassy areas where the children love to play and learn. The tarmac area includes a Games Pitch and a Treasure Trail.

There are two classrooms in the main building and a play-based learning area where pupils enjoy learning through play or relaxing with a book. There is a well-equipped gym which serves as a dining hall. We have two classes, P1-4 and P5-7. A modern kitchen enables lunches to be provided every day.

Nursery education provision is delivered in a modern and bright building, next to the school. The nursery garden is designed to promote child-led play and exploration of the natural environment.

Carbost Primary is clustered with Dunvegan Primary. The head teacher is responsible for the management of both schools.

Pupils continue their education, on completion of their P7 year, in Portree High School which is 17 miles away. Bus transport is provided.



We make the most of the beautiful natural environment that we live in. This is P1-4 looking for dinosaur footprints on the beach – they are really there!

Pupil Enrolment

If you live in Carbost Primary School catchment area, you are entitled to a place for your child if there is one. Enrolment forms and other relevant paperwork can be obtained from the school office or by visiting the Highland Council website at:

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

Parents are very welcome to arrange a visit to the school prior to enrolling by phoning the school and arranging a time to visit.

Children who have reached their fifth birthday by the following February are eligible to start school in August. The main route for parents to enrol a child for school or ELC is through the online process [HERE](#). Parents with no access to the online process can request a paper copy of the enrolment form from their catchment school or ELC setting during enrolment week. Please note, the child's birth certificate is not required if the child already attends the school ELC, however proof of address is still required. Adverts will appear in the local press informing parents of the online enrolment process for both P1 and Early Learning and Childcare places for session 2026/27. P1 enrolment is usually in January and ELC in February.

Some parents or carers may NOT wish to send their child to school as soon as they are eligible. Different processes apply according to the reasons why a parent may make a request for their child to defer, and according to when the child has their birthday.

If a child's birthday falls within January or February and parents wish to defer entry to primary school, their child is entitled to an additional year of provision within an ELC setting with a priority placement. Continued funding is available to support this entitlement. If the child's birthday falls between the first day of term in August and 31st December, the child will have the same entitlement as children whose birthday falls within January and February and receive funding for an additional year of ELC. Parents/carers should speak directly to the Head Teacher to discuss deferred entry.

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 must be made to the Area Quality Improvement Manager, Ms Mhairi Macdonald; placing request forms can be obtained from:

http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

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

If pupils live out-with the school catchment area and their parents wish them to attend Carbost Primary School, they can contact Miss Muir to arrange a visit.

Parents of children with additional support needs 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.

Transition to Primary School

The main reason for a planned induction programme for P1 pupils is to ensure an easy, trouble free and happy transition from home to school

for parents, as well as children. It allows everyone involved to build up a positive relationship, at the same time giving an opportunity to gather information, which will prove valuable in settling the child in the school environment. Carbost Nursery children are part of day-to-day life at Carbost Primary. They enjoy coming to the dining hall daily to eat lunch with the primary children. Nursery children are welcome at all school events such as parties, outings, concerts, prize-giving and sporting events. In this way, they become familiar with the surroundings and the staff, and meet with the other children, on a friendly, informal basis. The nursery children particularly enjoy a visit from the P1-4 class teacher before the Summer holidays.

Additionally, throughout the year, our nursery and infant classes work together on a variety of topics, giving nursery children a chance to familiarise themselves with the routines of school. During the summer, before they start school, children entering P1 will spend at least 2 morning sessions in the classroom.

Transition to High School

Carbost Primary children usually transfer to Portree High School when they have completed their P7 year. Our P7 pupils thoroughly enjoy a host of planned transition activities from April till June. One of which is the highly anticipated four-day residential trip to Raasay House on the Isle of Raasay, where our pupils link up with other P7 pupils from across Skye. Various other events such as a cross-country festival, beach days, hiking and a basketball festival provide opportunities for P7 pupils from across all Skye schools to meet each other and form friendships ahead of the transition. Our pupils also attend Literacy, Numeracy and Well-being days at Portree High School as well as three full day visits.

Pupils with additional support needs have opportunities to engage in an extended transition program to the high school. The school will collaborate with the high school additional support co-ordinator, Mr Martin Fox in ensuring a smooth transition is facilitated.

The contact at Portree High School is:

Mr Tony Breen
Head Teacher
Portree High School
Viewfield Road

Portree
Isle of Skye
IV51 9ET

Tel: 01478 614810

Portree.high@highland.gov.uk



Our nursery children are very much a part of school life. Here they are being celebrated at award assembly.

Attendance/Absence

Good attendance is vital if pupils are to achieve their full potential. But if a pupil is absent from school, a parent or guardian should phone the school on the first day of absence, on 01478 640237 or notify us via the Safer Schools Scotland App before 9.15am. When returning to school after an absence, the parent or guardian must give written reason for the time absent.

Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc, please either call the school office, send an email or send a signed note from home. Pupils must report to the school reception and 'sign out', if returning the same day, they must report again to the reception and sign in. Where at all possible, medical and dental appointments should be made 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 to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

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

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

Parents/Carers as partners

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

We communicate with parents in a number of ways through Our Website, Facebook page, Safer Schools Scotland App, newsletters, email, classroom visits/Open days, text, phone calls and letters home.

Carbost Primary has an 'open door' policy and parents/carers are encouraged to come in to discuss any matters regarding their child. We will endeavour to be responsive to any approaches within 24 hours but certainly within 5 days of issues being raised. If a parent wishes to see a member of staff they should contact the school office to arrange a mutually convenient time. Parents/adults are not to enter the playground areas at any time, even when the gates are open, without firstly reporting to the school office.

School policies are available on the [school website](#). We ask for parents' views through issuing parent questionnaires, asking for comments on Seesaw and through discussing any issues with the Parent Council.

Information on school events etc. can also be viewed on our [school website](#) (currently under development) and Facebook page. Class Teachers will issue parents with a termly letter that indicates the main learning and teaching activities that your child will encounter during that term. Parents will have access to their child's targets and learning journeys through their child's Google Classroom, which they can access on their child's Highland Council issued chromebook.

Parents are welcome to participate in school life e.g. playing games in classes, helping in our school garden, helping on class outings, contributing towards concert preparations, helping in the school library, sharing skills and interests etc. Please let us know if you are interested in becoming involved. All parents working regularly with children are required to undertake checks by Disclosure Scotland.

Useful information for parents and how to get involved in your child's education, how to support the school, information on curriculum developments can all be found at: <http://www.parentzone.gov.uk/>



We have lots of local contacts and organisations who come into school – and take us out of school. This helps make our learning relevant and memorable. Here the Coastguard demonstrate some life saving techniques to

Parent Council

The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning by modernising and strengthening the framework for supporting parental involvement in school education. We have a Parent Council at the school. The group aims to help parents to be involved with their child's education and learning and welcomed as an active participant in the life of the school. They are encouraged to express their views on school education generally and participate in fund-raising and social activities. The Parent Council meets regularly with the Head Teacher to discuss school and educational issues. Part of the function of the Parent Council is to undertake fund-raising for the school. A number of events are organised throughout the year which apart from raising funds for the school add a social dimension to be enjoyed by all. When such events are run, they tend to be well-supported and many parents willingly lend a hand. To date money has provided the school with a range of activities and resources e.g. Chromepads for each class, 'wet weather day' games for the classrooms, playground games, P7 leavers hoodies, costs for school trips, prizes and gifts, a poly tunnel and garden furniture.

If you wish to find out more about the Parent Council, contact Kara Dealy at Carbost.primary@highlandpc.gov.uk

School Uniform

The school encourages pupils to wear the official uniform. The school colours are royal blue and grey.

Basic uniform for primary pupils:

- Grey/black skirt or trousers (no jeans)
- White or pale blue polo-shirt
- Royal Blue Sweatshirt
- Outdoor shoes (suitable for all weather conditions)
- Indoor shoes (such as gym plimsolls)
- Our primary 7 pupils are gifted personalised hooded sweatshirts as recognition of their roles of responsibilities in the last two terms prior to transition to high school.

Sweatshirts, polo-shirts, fleeces and waterproof jackets embroidered with the school badge can be ordered directly from:

<https://schoolwearmadeeasy.com>

Families may qualify for Government financial assistance with school uniform. Enquire at the link below.

[Free school meals and assistance with clothing | Free school meals and assistance with clothing | The Highland Council](#)

Pupils representing the school in inter-school events or on public occasions are expected to wear school uniform.



We are often outside in the wind, rain and mud so waterproofs and wellies are a must! Our P5-7 class are planting trees as part of their local conservation projects for their John Muir Award.

Personal Property

Children frequently lose articles of clothing at school. All clothing including jackets, sweatshirts, footwear, PE kit, etc – should be clearly marked with the child's name. It is also helpful to have names on packed lunches and other personal items. We consistently have large amounts of unclaimed property at the end of each term as items are not named. Tubs containing lost property are in the cloakroom. Please ask at the office if you would like to come and look in the lost property box. Unclaimed property is cleared out at the end of each term.

Money and Valuables

Pupils should not carry large sums of money or valuables during school hours. If an occasion arises where they have to do so, the money or valuables should be handed to the school office for safe keeping during the day.

Jewellery

Children are discouraged from wearing jewellery to school. Hooped and dangling ear-rings should not be worn at any time for health and safety reasons. Please do not send children to school wearing expensive rings, bracelets and necklaces. Children should not wear jewellery to school on days when they have Physical Education (P.E.) If they do they will be asked to remove it for health and safety.

Mobile phones/electronic devices/games

Pupils should not take the above into school unless they have permission from the Head Teacher. This is to ensure that there is no misuse of these within the school grounds. If a child must get in touch with a parent unexpectedly, we will contact you via the school office. We understand that there may be occasions, such as attending after school clubs, when you would require your child to have access to a mobile phone. We ask that they hand it into their class teacher or school office in the morning for safe keeping. If any of the above-named devices are discovered during the school day, it will be held in the school office for an adult to collect. We will contact you if we are holding any devices.

Physical Education

Our Pupil Council actioned a motion for all pupils to be able to wear appropriate PE kit to school on PE days. They feel that it is more convenient and saves time. On days when your child is timetabled to have PE, they can wear a white or pale blue polo shirt and school sweatshirt with sporting bottoms. They may bring a change of polo shirt to school if they would like a fresh shirt for afterwards. Items of football strips are not permitted. Pupils who require to be excused from PE must have a note from their parent/carer to explain the reason for this. For safety reasons, longer hair must be tied back prior to any P.E. lesson.

Footwear in School

All pupils are required to have non-marking gym shoes/trainers for use in the school hall which can also serve as a muddy shoe change. We like to encourage the children to play in the wooded area, which can

be muddy, but we would also like to keep the school buildings as clean and hygienic as possible. We would please ask parents to periodically check the condition of their child's indoor shoes.



Did we mention wellies? You need your wellies at Carbost Primary and nursery. Our nursery children on their daily welly wander. This is when they walked over 30 miles in 30 days and raised £1661 for Macmillan Cancer Support.

Lunch Arrangements

It is school policy to encourage healthy eating and the importance of a balanced diet. All P1–5 children are entitled to a free school meal. P6–7 pupils can purchase school meals at a cost of £2.40 per day. Families of P6/7 pupils may be entitled to financial support with school meals – please enquire at this link. [Free school meals and assistance with clothing | Free school meals and assistance with clothing | The Highland Council](#) Pupils who require school meals can be provided with envelopes for school dinner money. Parents are asked to write on the envelope the days of the week they require their children to take meals. Canteen staff request that all money should be paid on a Monday for meals required each week. Any cheques should be made payable to 'Highland Council' (not Carbost Primary). Menus will be sent home weekly so parents can discuss what is available with their child. Pupils lunching in school are not allowed out of the school grounds during the lunch break unless written permission is given by parents. Provision is also made for pupils taking packed lunches. Please note that vacuum flasks containing hot liquids are not allowed in school because of danger of scalding unless permission has been granted by a member of the leadership team. If a pupil has special dietary needs, please inform the school as arrangements can be made to provide these.

Money being taken to school

All money taken into the school should be put in an envelope clearly marked with your child's name, class, amount and what the money is for. There is also a 'drop off box' at the front door that money and letters can be posted into to save children carrying it in their bags.

Safe Internet/Social Networking Use/Instagram etc.

With an increasing number of primary children accessing and using mobile phones and using social networking sites, there are growing concerns about child safety and child protection issues. We are partners of Safer Schools Scotland, a safeguarding eco-system to empower and inform pupils, staff and parents in an ever-changing digital world. We encourage all parents to download the Safer Schools Scotland App where they can access a wealth of help and guidance about safeguarding. Contact the school office to obtain the school's specific PIN code for access.

Administration of Medicines

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

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

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.

Illness or Injury at School

If a child is unwell at school, parents are contacted and asked to collect them. Minor cuts and bruises are treated by members of staff with First Aid training. All injuries and accidents are recorded. In cases where a doctor's opinion or help is thought to be necessary, strenuous efforts are made to contact parents so that they can make appropriate decisions and arrangements. We always inform parents if a pupil has a head bump/injury. Parents should ensure that the school is kept informed regarding changes of emergency contact, address, telephone number, workplace etc.

Information about Head Lice

Head Lice are a common problem in school aged children. They can't be prevented, but regular checking ensures early detection and treatment if necessary. Parents and carers should check their children's head once a week during hair washing using your usual shampoo, conditioner, and a detection comb – ask your local pharmacist to recommend a suitable one. Remember that you are looking for living moving lice – the

only evidence that your child is infected. If you find a living louse, ask your local pharmacist, school nurse, health visitor or GP for advice regarding treatment.

Supervision at Intervals

Children will be encouraged to play outside in our extensive and engaging school grounds during all intervals, unless it is unsafe to do so due to high winds, heavy rain or ice. At morning break and lunch time intervals the playground is supervised by a Pupil Support Assistant, accompanied by two pupil Playground Monitors.

When the weather makes it unsafe for children to play outside, staff supervise the pupils inside the school with help from the Playground Monitors. A variety of wet-weather games and activities are available in each classroom to occupy pupils.

Please ensure that your child comes to school with suitable outdoor clothing and footwear every day, especially in the winter months.

Unexpected closure of school/Adverse Weather

Should the school be closed e.g. due to severe weather, heating failure etc. parents will be notified via Safer Schools Scotland messaging and email before 8am. Parents can also access information on school closures via the website at the following web address:

<http://www.highland.gov.uk/schoolclosures> An announcement may also be made on the local radio station, Radio Skye.

Should there be an unexpected early closure, we will verify that there is someone at home or at emergency contact address before sending any child home.

Extra-Curricular Activities

At Carbost, pupils are encouraged to participate in as many wide-ranging extra - curricular activities as possible, using skills and resources available in both the school and in the local community. During the course of the school year, pupils can normally participate in - Music lessons, Gardening Club, Ocean School, Lego Club, dancing, swim lessons and Christmas Club (run by the Parent Council throughout November and December). There is a Northwest Shinty and Football club for primary aged children of smaller rural schools in the Northwest of

Skye. They come together and train weekly in Portree and compete in local and national competitions.

Homework

Our Homework Policy considers the views of pupils, staff and parents. A varied range of engaging homework tasks are provided each week by the class teachers, which includes literacy, mathematics and topical related research tasks. Homework is not mandatory, but the tasks are designed to further learning in class and develop essential skills.



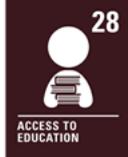
Here, our young scientists are enjoying some sunshine but at Carbost Primary and Nursery, our pupils explore, play and learn outdoors in all weathers (almost – the weather can be severe in Skye).

School Curriculum

Our Curriculum 2025 – 2026



This Curriculum Rationale provides a basis for educators to ensure all learners have access to experiences that will develop the knowledge, skills and attributes they need to embrace all future learning.

 <p>28 ACCESS TO EDUCATION</p> <p>Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.</p>	 <p>29 AIMS OF EDUCATION</p> <p>Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>	 <p>3 BEST INTERESTS OF THE CHILD</p> <p>The best interests of the child must be a top priority in all decisions and actions that affect children.</p>	 <p>12 RESPECT FOR CHILDREN'S VIEWS</p> <p>Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.</p>	 <p>31 REST, PLAY, CULTURE, ARTS</p> <p>Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>
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The starting point for creating Carbost's Curriculum Rationale is compliance with the UNCRC requirements, which are incorporated into Scots Law. ***"All educators in Scotland are committed to upholding and promoting the rights of learners... Public authorities are legally required to respect and protect children's rights in all the work that they do."*** (Education Scotland 2024)

There are many components that come together to create our Curriculum Rationale.

The Scottish Curriculum for Excellence and the Four Capacities



Curriculum for Excellence places learners at the heart of education. At its centre, are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. The four capacities are aimed at helping children and young people to become:

Successful learners
Confident individuals
Responsible citizens
Effective contributors



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



Our drivers and what makes us unique



We are our heritage	We are community	We are Scotland's future
We are proud of culture, heritage, and landscape, we want to protect it and be part of it.	Our community extends far and wide. We share values, feel valued and feel a sense of belonging and togetherness.	We are preparing to be the citizens of our future world. We will be equipped with the resilience, passion and abilities to contribute to a thriving Scotland.

Our School Values.

As a school community, we chose these values as a true representation of who we are at Carbst Primary. Our Values underpin all we do.

we are a TEAM!

CARBST PRIMARY SCHOOL VALUES

We are a Team!

What does that look like for pupils?

- We work together cooperatively.
- We are a good role model for each other.
- We help each other.
- We respect each other, our teachers and our work.
- We share ideas and listen to each other.

What does that look like for staff?

- We provide an inclusive environment to learn.
- We plan opportunities for teamwork and cooperation.
- We model supportive and helpful behaviour.
- We value the thoughts and opinions of others.
- We give our pupils encouragement and guidance.

UNCR: Articles 2,3,12,13,14,23,30

we are RESPONSIBLE!

CARBST PRIMARY SCHOOL VALUES

We are Responsible!

What does that look like for pupils?

- We are honest.
- We follow our class charter.
- We look after our school and equipment.
- We help in the community.
- We make decisions about our learning and the life of the school.
- We look after our local environment.

What does that look like for staff?

- We empower our pupils to make choices about their learning, the school and the community.
- We trust our pupils to carry out important roles.
- We provide opportunities for pupils to have a positive impact on our community and environment.
- We make sure our pupils learn important life skills.

UNCR: Articles 3,6,12,13,15,24,29,31

we are AMBITIOUS!

CARBST PRIMARY SCHOOL VALUES

We are Ambitious!

What does that look like for pupils?

- We are focused.
- We are resilient.
- We try our best at all times.
- We set targets for ourselves and aim to achieve them.
- We work hard in class.
- We listen and pay attention.

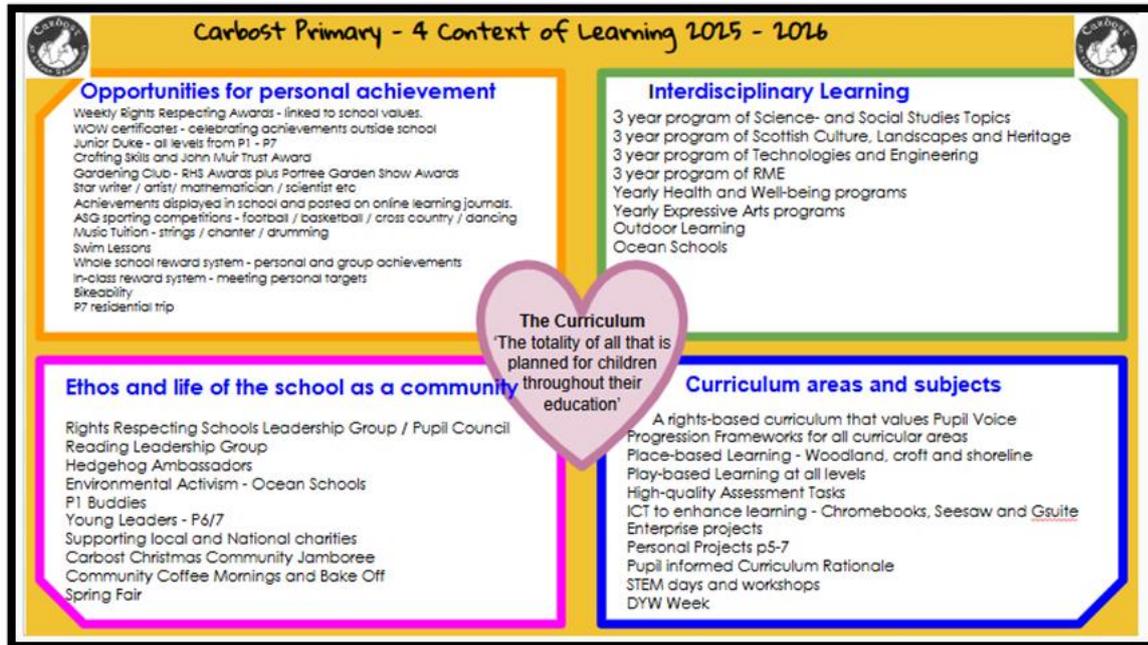
What does that look like for staff?

- We work hard to achieve better outcomes for pupils.
- We promote a culture of positive encouragement.
- We celebrate achievements.
- We are a goal driven school and always seek to improve.
- We support and challenge our pupils.
- We provide high quality learning for all pupils.

UNCR: Articles 3,6,28,29

The Four Contexts for Learning of A Curriculum for Excellence

Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across:
Curriculum areas and subjects - Interdisciplinary learning - Ethos and life of the school - Opportunities for personal achievement



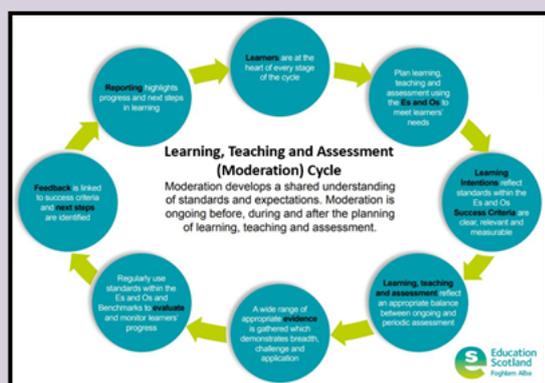
A Curriculum for Excellence and related Building the Curriculum series of guidance documents identifies 7 PRINCIPLES for curriculum design

This is how we embed the 7 Principles of Curriculum Design

- 1. Challenge and Enjoyment**
 - ✓ Lessons are planned to provide suitable challenge and motivation.
 - ✓ Staff have high expectations and are aware of individual abilities.
 - ✓ Staff provide clear Learning Intentions, Success Criteria and specific feedback.
 - ✓ Planned activities and lessons are creative and motivating where learners are fully and actively engaged.
- 2. Breadth**
 - ✓ Learners are involved in a variety of experiences in a range of environments and contexts, both in the classroom and within the local environment.
 - ✓ Staff use Highland Council's Curriculum Frameworks to ensure breadth across all areas of the curriculum.
- 3. Progression**
 - ✓ Staff use planning to show clear progress of skills through experiences and outcomes.
 - ✓ Curriculum progression frameworks and end of level benchmarks are used as a reference to ensure progression.
 - ✓ Assessment information is used effectively to inform planning and target gaps in learning.
- 4. Depth**
 - ✓ Pupils are able to share what they already know and what they want to find out.
 - ✓ Pupils know what they need to do to achieve next steps.
 - ✓ Pupils learn through well planned play-based and place-based learning experiences.
 - ✓ Higher order questioning is used to encourage depth of learning.
- 5. Personalisation & Choice**
 - ✓ Planned lessons and activities respond to individual needs and support particular aptitudes and talents.
 - ✓ Pupils are aware of learning intentions and what they need to do to be successful.
 - ✓ Children set own targets and are involved in agreeing success criteria.
 - ✓ Pupils engage in learning conversations about what they wish to learn at the start of each topic and decide on the 'Big Questions' they would like to answer.
 - ✓ Pupils are involved in deciding how they are going to evidence their learning in High Quality Assessment Tasks e.g. information poster, power point or presentation.
- 6. Coherence**
 - ✓ Staff plan for assessment
 - ✓ CFE Experiences and Outcomes are bundled when planning for coherence across the curriculum subjects.
 - ✓ Where appropriate, links are made and learning is contextualised.
- 7. Relevance**
 - ✓ Where possible, learning is linked to real life events
 - ✓ Pupils are aware of why they are learning a specific skill – they are aware of how it will help them.
 - ✓ Where children require individualised programmes, these are made relevant to their interests and specific needs.
 - ✓ Children see the value of what they are learning and its relevance to their lives, present and future.



Education Scotland's Learning, Teaching and Assessment Cycle



Every pupil at Carbst Primary has a voice.

At Carbst Primary, we place the learner at the heart of every stage of learning, teaching and assessment. Our pupils learn best when they know what they are going to learn, recognise when they have succeeded, and know why they should learn it in the first place.

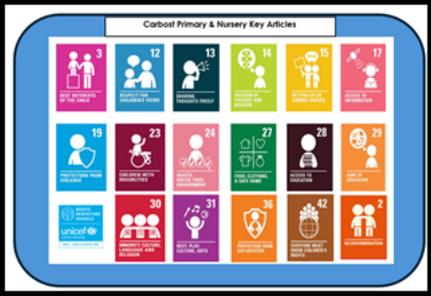
Beyond their own individual learning journey, pupils can choose to be part of a Pupil Committee Group; Pupil Council / Rights Respecting Schools, Reading Schools Leadership Group, Young Leaders and Hedgehog Ambassadors. They make decisions about the life of our school and our local environment.

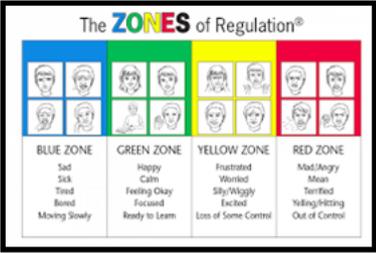


Curriculum Areas

Curriculum Area	What? How?	Assessment – What? When?
Literacy Listening & Talking	<ul style="list-style-type: none"> ➤ Supporting literacy, Language and Communication: taking a developmental approach to Emerging Literacy ➤ Learners are encouraged to contribute to whole class, group discussions, and engage in debate. ➤ Planned opportunities to prepare and deliver solo talks on subjects of learners choosing. ➤ Opportunities to speak at assembly for a range of purposes. ➤ Sharing thoughts and ideas in Pupil Committee groups. ➤ Learning Conversations ➤ Circle Time ➤ Expressing views as part of focus/working groups 	<ul style="list-style-type: none"> • Continual formative assessment using HC Tracking Tools and End of Level Benchmarks. • Self/peer/teacher evaluation against specific success criteria.
Literacy Reading	<ul style="list-style-type: none"> ➤ Highland Council Literacy Progression Framework and Roadmap. ➤ Progression of phonics and spelling through NL Active Literacy Phonics/Spelling and Reading, in conjunction with Wrap Around Phonics/Spelling ➤ Supporting Literacy, Language and Communication: taking a developmental approach to Emerging Literacy ➤ Big Cat reading scheme for P1-4 pupils. ➤ Reciprocal Reading Circles ➤ Blooms Taxonomy higher order questioning ➤ Pupils at all levels have access to a range of novels and genre, with access to class and school libraries 	<ul style="list-style-type: none"> • Planning for assessment using Highland Tracking Tools and End of Level Benchmarks • Phonological Awareness Screening P1 • Continual formative phonics and spelling assessment. • Termly common and high frequency words testing. • To identify barriers/levels – as required: • Blackwell spelling test. • Component parts of Reading assessments. • PM Benchmarking • SOFA assessments P2-7 in August • SOFA assessments P2/3/5/6 again in May • SNSA P1/4/7 May

Literacy Writing	<ul style="list-style-type: none"> ➤ Supporting literacy, Language and Communication: taking a developmental approach to Emerging Literacy ➤ Highland Council Literacy Framework ➤ Daily focus on Tools for Writing ➤ Whole School Writing Guidelines ➤ Wrap Around phonics/spelling ➤ Stephen Graham Principles of Writing ➤ Nelson Handwriting 	<ul style="list-style-type: none"> • Planning for assessment using Highland Tracking Tools and End of Level Benchmarks • School calendar of specific genre High Quality Assessment • Highland Writing Rubrics – end of level • To identify barriers – as required: • Component parts of Writing • SOFA assessments P2-7 in August • SOFA assessments P2/3/5/6 again in May • SNSA P1/4/7 May
Languages 1 + 2 French + Gaelic	<p>Carbost Primary delivers a 1 + 2 approach to language learning: Pupils are taught French in a progressive program from P1 – P7 The Key resource is PLP French. Pupils in P1-4 learn French through daily routines, songs and games.</p> <p>Children celebrate the Gaelic language and culture through events such as Seachdain na Gàidhlig.</p>	<p>Continual formative assessment</p> <p>Tracking of Language Acquisition through learning and play.</p> <p>End of level benchmarks.</p>
Numeracy and Mathematics	<p>All numeracy planning is informed by start of year baseline assessments – HC Diagnostics and SOFA. To ensure appropriate support and challenge, pupils are grouped according to diagnostic information for knowledge and strategy in each of the following areas:</p> <p>Knowledge Basic facts Numeral Identification Grouping and Place Value Forward/Backward Number Word Sequence</p> <p>Strategy</p>	<p>Highland Council Diagnostic Assessments Aug/Sep P2-7</p> <p>SOFA Assessments Aug/Sep and May</p> <p>SNSA P1,4,7 May</p> <p>Ongoing High Quality Assessment Tasks</p>

	<p>Addition and Subtraction Multiplication and Division Fractions, Proportions and ratios</p> <p>Ongoing assessment continues to inform planning and grouping throughout the year. Highland Council Numeracy Progression Framework and supporting documents inform planning and ensure progression.</p> <p>Mathematics is taught through IDL, Outdoor Learning, play-based/place-based learning and real-life contexts where appropriate.</p> <p>When learning a new concept, children practice using structured and concrete materials until <u>secure</u> and able to use visual and abstract resources, such as workbooks and <u>text books</u>.</p> <p>A broad range of resources and games are used to support learning, including Scottish Heinemann Maths, Tee Jay Maths, <u>Numicon</u>, <u>Peter Patilla</u> Mental Maths and SumDog.</p> <p>15 minutes of mental strategy, practice and review <u>is</u> built into every lesson.</p>	<p>Ongoing end of unit tests and formative assessment.</p>
<p>Health & Well-being</p>	<p>As a Rights Respecting School, our vision is for every child to grow up loved, safe, respected, and supported to achieve their full potential.</p> 	<p>Twice yearly Glasgow Motivation and Well-being Profile Survey for pupils P1-7</p> <p>Continual formative assessment.</p>

	  <p>Above all else, the following UNCRC articles are at the core of all educational policy and all we do at Carbost Primary.</p> <p>Article 2 Non-discrimination: children are protected from discrimination and treated fairly.</p> <p>Article 3 Best interests of the child: when making any decision, adults must do what is best for children rather than themselves. This includes governments and businesses. In every inspection, the welfare and rights of children will be central.</p> <p>Article 6 Survival and development: children must be supported to grow up into what they want to be without harmful interference.</p> <p>Article 12 Respect for children's views: children have opinions that must be <u>taken into account</u>.</p> <p>Class teachers consider our Key Articles in their planning across the curriculum. As well as teaching through rights and about rights, we teach through and about the SHANARRI Well-being Indicators...</p> <p>SAFE HEALTHY ACTIVE NURTURED ACHIEVING RESPECTED RESPONSIBLE INCLUDED</p>	
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The Zones of Regulation Framework supports how we encourage children to become emotionally self-regulated. The Zones of Regulation Principles are revised at whole school assemblies and compliment discreet in class lessons. The principles are embedded into our daily practice.

Collectively, children’s rights, the well-being indicators and the Zones of Regulation Framework underpin our Positive Relationships Policy and permeate our school ethos and attitudes to ensuring a whole school approach to promoting positive mental health and well-being.

The Healthy Schools framework (www.healthyschools.scot) provides us with a guide for teaching, planning, tracking & monitoring and the evaluation of Health and Wellbeing. This framework supports practitioners to meet learner needs through cocreation, suggested activities, external resources, web links to additional information and links to relevant physical resources & materials from NHS Lanarkshire Resource Library.

It brings together a Curriculum for Excellence Health & Wellbeing Experiences, Outcomes and Benchmarks at each Level aligned to the Wellbeing Indicators.

PE is taught within a progressive framework.

Safeguarding is paramount. We are a member of Safer Schools Scotland, a digital safeguarding ecosystem which offers support and safeguarding tools for pupils, parents and staff. Class teachers have access to a wealth of lesson plans and resources to teach about online safety. Pupils can sit knowledge tests.



Our upper primary pupils have access to online support and confidential counselling through Safer Schools Scotland and Kooth, an online mental wellbeing community for young people.



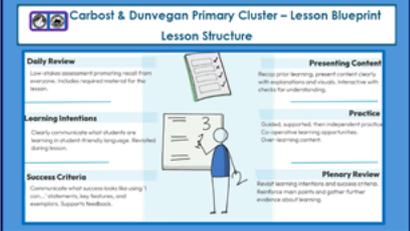
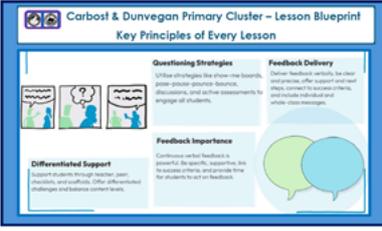
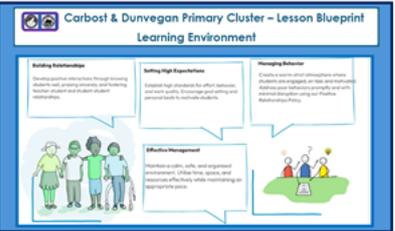
Interdisciplinary Learning (IDL)

<p>Science</p>	<p>Social Studies</p>	<p>Expressive Arts</p>	<p>Technologies</p>	<p>RME</p>
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The above curricular areas are delivered through IDL topics or stand-alone lessons [where no natural links exist]. Wherever possible, staff will plan contextualized opportunities for Numeracy, Literacy and Health and Well-Being within these IDL topics. The cross-cutting themes of Learning for Sustainability [including citizenship, global etc.], outdoor learning, enterprise and creativity education will be woven into themes, as and when appropriate.

Progression frameworks developed by Highland Council ensure a BREADTH of opportunity for learners. We take account of the skills children need to learn through each of the areas and we make links to support and enhance learning. This ensures PROGRESSION and COHERANCE. We involve pupils in planning to ensure opportunities for PERSONALISATION AND CHOICE, this allows for areas of interest to be studied in greater DEPTH. This we believe promotes CHALLENGE AND ENJOYMENT and fosters creativity, curiosity and opportunities for cooperative and independent learning. High Quality Assessment Tasks are planned for, in consultation with pupils, at the start of an IDL topic, which brings RELEVANCE to all knowledge learned and skills developed throughout the unit.

School staff created a Learning Blueprint for the Carbost and Dunvegan Cluster. Staff, parents and pupils can be clear about the expectation of continuity in learning, teaching and assessment for all learners across the school. There are three components that pupils and parents can expect from our high quality lessons.

Lesson Structure	Key Principles	Learning Environment
 <p>Lesson Structure</p> <p>Daily Review Use verbal assessment of prior learning from last lesson. Includes required material for the lesson.</p> <p>Presenting Content Begin prior learning, present content clearly with explanation and models. Interact with checks for understanding.</p> <p>Learning Intentions Clearly communicate what students are learning in student-friendly language. Revisited during lesson.</p> <p>Success Criteria Communicate what success looks like using 1-5 scale. Address gaps, key features, and exemplars. Support feedback.</p> <p>Practice Guided support, then independent practice. Cooperative learning opportunities. Clear learning content.</p> <p>Plenary Review Recall learning objectives and evaluate progress. Reinforce main points and gather further evidence about learning.</p>	 <p>Key Principles of Every Lesson</p> <p>Questioning Strategies Utilise strategies like Show the Board, peer-review, discuss, discuss, discuss, and on-the-spot assessments to engage all students.</p> <p>Feedback Delivery Clear, feedback needs to be clear and specific, offer support and next steps, connect to success criteria, and include individual and whole class messages.</p> <p>Feedback Importance Continuous verbal feedback is essential. Be specific, separate this from writing, and provide time for students to act on feedback.</p> <p>Differentiated Support Support students through teacher, peer, practice, and culture. Offer differentiated challenges and balance content levels.</p>	 <p>Learning Environment</p> <p>Building Relationships Develop positive relationships through sharing, listening, and giving praise and learning from others. Build trust and respect for each other and student's individuality.</p> <p>Setting High Expectations Establish high standards for effort, behavior, and work quality. Encourage participation and achievement for all students.</p> <p>Managing Behavior Create a safe and predictable environment. Address any behavior or high standards. Address any behavior or high standards. Address any behavior or high standards.</p> <p>Effective Management Monitor, evaluate, and respond to the environment. Offer time, space, and resources effectively while recognizing appropriate risks.</p>

"We keep moving forward, opening new doors, and doing new things, because we're curious and curiosity keeps leading us down new paths."

Walt Disney

Informing Parents About Sensitive Aspects of Learning

At Carbost Primary School, we understand the importance of keeping parents informed about sensitive aspects of learning. Topics such as relationships, sexual health, parenthood, and drugs awareness are introduced as part of the Curriculum for Excellence in an age-appropriate and sensitive manner. Parents will be informed in advance when these subjects are scheduled, including details of the content and delivery. We value parental input and will provide opportunities to discuss any concerns or questions during scheduled meetings or via direct communication with the class teacher. Parents wishing to view the materials used can request access through the school office.





We provide opportunities for pupils to apply their learning in real life contexts. Here P5-7 visit the local quarry as part of their learning about rocks and minerals.

Religious Instruction and Observance

Carbost Primary School is committed to fostering an inclusive environment that respects the diverse beliefs and values of our community. Religious instruction and observance are provided in line with the Highland Council's guidance, promoting understanding and respect for various faiths and worldviews. Parents who wish to exercise their right to withdraw their child from religious instruction or observance should contact the Head Teacher. Alternative arrangements will be made to ensure that pupils continue to receive meaningful and inclusive learning experiences during these times.

Further information on the Curriculum for Excellence can be found on following links:

www.highland.gov.uk/learninghere/curriculumforexcellence

www.educationscotland.gov.uk/curriculumforexcellence



School Assemblies

We hold weekly assemblies, most of which are non-denominational and focus on moral and social topics. We sometimes have speakers from organisations/ charities in to talk to the pupils during the assemblies and we often enjoy a visit from our local minister Rev Gary Wilson. Pupils play an active part in assembly with Squad Leader updates, Pupil Council updates and Reading Leadership and Rights Respecting Group presentations. We present and celebrate WOW notes from home and award certificates for achievement.



Ocean School (a bit like Forest Schools but on the shore). Here, we are gathering and recording official data for Nature Scotland, so our recordings need to be extremely accurate.

Assessment

Teachers will use the assessment process as an evaluative, diagnostic and formative tool to provide evidence of pupil attainment and progress and to inform learning and teaching approaches and pupil targets.

Children in Primary 1, 4 and 7 take part in the Scottish National Standardised Assessments, a computer-based assessment, which covers some aspects of reading, writing and numeracy. These are age and stage appropriate. These assessments provide evidence for teachers to use when assessing children's progress.

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

Parents will receive feedback on their son or daughter's progress through pupil reports, open afternoons, parents' evenings and target setting

information. Pupils will reflect on their progress, achievement through frequent Learning Conversations and digital profiles developed through Seesaw platform. In addition, P7 pupils work on a transition Profile which will go with them to Portree High School.



Our pupils have lots of opportunities to develop entrepreneurial skills throughout the academic year. Our P5-7 pupils team up each year to plan and launch their enterprise projects.

Progress

Parents wishing to enquire about a pupil's progress are invited to get in touch with Miss Muir.

Level	Stage
Early	The pre-school years and P1 or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to SCQF level 4
Senior Phase	S4 – S6 and college or other means of study

Additional Support Needs

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

<https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>

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. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person, Miss Muir. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

http://www.highland.gov.uk/info/886/schools_additional_support_needs/1/support_for_learners

The following websites provide advice, further information and support to parents of children and young people with additional support needs.

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

My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs

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

Scottish Independent Advocacy Alliance, an advocacy service to support parents and children

Scottish Child Law Centre, an organisation providing free legal advice to young people



We take part in lots of sporting events both at school and around Skye. Here our cross-country runners win the Trophy.

School Improvement

Our detailed improvement plan for session 2025–2026 and Standard and Quality Report from session 2024–2025 can be found on our [website](#).

We pride ourselves on our commitment to raising attainment. To this end, our improvement project last session focused on establishing coherence in learning and teaching approaches across core subjects. Overall, the impact of this improvement project on attainment has been good. The majority of pupils are attaining at the expected level and a few pupils across P1, P4 and P7 have exceeded this. Carbost Primary pupils are experiencing more consistent approaches to high quality learning that will facilitate further good progress.

We continue to strive for excellence in everything that we do. The Care Inspectorate carried out an inspection of our Nursery in 2022. The report is available from:

<http://www.careinspectorate.com/index.php/inspection-reports>

Positive Behaviour Strategy

It is the aim of Carbost Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's Positive Relationships Policy is therefore designed to promote an environment in which everyone feels happy, safe and secure.

The policy is designed to empower pupils to make choices and have autonomy for their behaviour. The school recognises and promotes good choices, as it believes that this will develop an ethos of respect and responsibility. It is a means of promoting good and positive relationships, so that our pupils can thrive in a rich learning environment.

Based on the Zones of Regulation: a framework to foster self-regulation and control, our pupils are empowered with the knowledge, skills and tools to recognise emotion and regulate behaviours appropriate to the context. Where a pupil with additional support needs struggles to regulate their own behaviours, a Child's Plan will be drawn up in consultation with parents and a Supported Regulation Plan will be developed to guide and support the pupil during periods of dysregulation.

Bullying

Bullying is unacceptable in all schools and when it arises we have procedures for dealing with it. We try and be proactive and discuss effects of bullying with the children through class discussions and at school assemblies. Parents should make their children aware of cyber-bullying which is becoming more prevalent through social networking sites/texting etc. which many children access from home.

The task of staff is to identify bullying and to take action to remedy the situation. Discussions with pupils of the desirability of considerate behaviour, is a normal part of a teacher's work.

At Carbost we:

- Provide the pupils with information on what bullying is and what to do about it.
- Encourage pupils to report genuine complaints of bullying.
- Take prompt action if it occurs.
- Investigate and keep records of bullying incidents.
- Work with perpetrator's parents to try and prevent future bullying from occurring if it arises.
- Support the child who has been bullied.
- Have our Anti-Bullying Policy available for parents requesting it.

Our Promoting Positive Relationships Policy and Anti-Bullying Policy can be accessed on our [school website](#).



Sports Day is our annual Cluster Schools event where Carbost and Dunvegan Primary communities come together for an afternoon of fun and games.

Equality and Inclusion

For up-to-date information please see:

http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/pages/1/>

In summary, our activities in school should ensure that we:
Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following ‘protected characteristics’ age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

School Transport

Parents who feel their child may be eligible for school transport will be provided with the appropriate form to complete to send to the Highland Council. A supply of these forms is kept in the school. The following information may be of some help:

Statutory Walking Distance

Under 8 years: 2 Miles

8 years & over: 3 Miles

If official transport passes your home on the way to school and you are very close to the legal distance, your child may be eligible for concessionary transport – this is at the discretion of the council and can vary from year to year. Please direct all enquiries regarding transport to:

Transport Development Officer

Highland Council

Glen Urquhart Road

Inverness

IV3 5NX

Tel: 01397 886606

Public.transport@highland.gov.uk



Our pupils love the opportunities they have throughout the year to develop skills for learning, life and work. We promote and encourage risk management skills and resilience.

School Policies

School Policies are available to view on the [school website](#).

School Fund

The bulk of the school fund is raised by fundraising, organised by the parents whose co-operation and help is much appreciated. The main events sponsored by these funds are the Christmas Party, School Trip and Prize Giving.

Proper accounts are kept and audited once a year. A copy of the audit is sent to the Finance Department of the Highland Council and is available to parents if requested.

Child Protection

The designated Child Protection Officer is the Head Teacher. 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, Care and Learning 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.

Complaints And Requests for Service

If a parent has any concerns they should contact their child’s Named Person in the first instance, Miss Muir the Head Teacher. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact Ms Mhairi Macdonald.

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

Transport Development Officer

Highland Council

Glenurquhart Road

Inverness

IV3 5NX

Public.transport@highland.gov.uk

Access To Pupils’ Records

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

Data Protection Legislation

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

Transferring Educational data about pupils

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



Our pupils are rewarded and celebrated for their successes. Our Rights Respecting Group audits and reviews how well our school provides opportunities for success. They use the How Good is OUR School Quality Improvement Framework to base their evaluations and action plans – very important work.

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
- 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



We love the natural world that we live in. We want to protect it. Our pupils learn how to carry out research and learn how research information is used. We are active participants of a variety of local environmental groups. P6 pupils are whale watching with Calmac Ferries and the Whale and Dolphin Trust.

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>

Your data protection rights:

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<https://www.gov.scot/publications/scottish-exchange-of-data-school-pupil-census>).

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.

Equality and Inclusion:

For up-to-date information, please see:

http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

In summary, our activities in school should ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

Thank you for taking the time to read our school handbook. We look forward to welcoming you to our school.

Sam Muir

