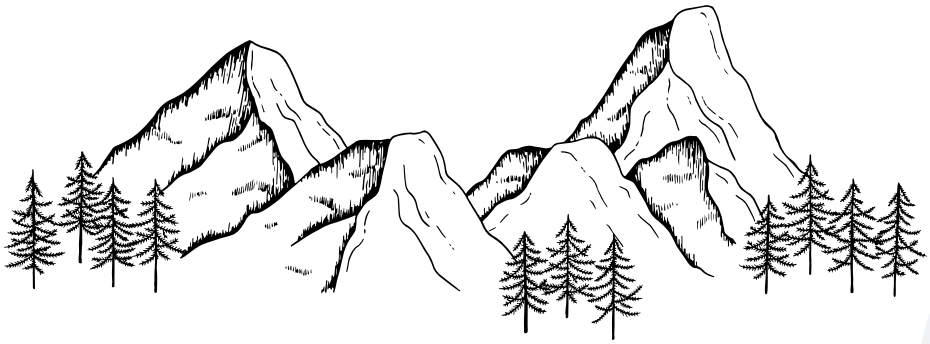
Carrbridge Primary School and Nursery Handbook





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Welcome from Mrs Andrews (Headteacher)



At Carrbridge Primary School, we believe every child deserves to feel safe, valued, and inspired to learn. We are proud to be a welcoming, inclusive school where children, families, and staff work together to create a vibrant and supportive community where everyone can flourish and grow.

Our aim is to nurture confident, happy, and successful learners, helping every child grow academically, socially, and emotionally while developing the skills, resilience, and curiosity they need to thrive in an ever-changing world.

Strong partnerships with families are at the heart of everything we do. We encourage open communication and value the contributions of parents and carers as key members of our school community. Our open-door approach ensures that staff are always available to discuss your child's learning, celebrate successes, answer questions, or provide support whenever needed.

This handbook provides key information about our school, while our Facebook page, regular newsletters and DOJO keep families connected to school life. We hope it offers a glimpse into the caring, ambitious, and inspiring environment that makes Carrbridge Primary School such a special place to flourish and grow.

Our School and nursery

Nestled in the heart of Carrbridge and surrounded by the stunning landscape of the Cairngorms, Carrbridge Primary School offers a nurturing, inclusive, and inspiring environment where children can learn, grow, and thrive.
Our bright, modern school and nursery provide high-quality learning spaces both indoors and outdoors, making the most of our unique setting to enrich children's experiences. We value outdoor learning, community connections, and creating opportunities that inspire curiosity, creativity, and a love of learning.
As a non-denominational, co-educational school, we are proud of our strong sense of community and the positive relationships that exist between children, families, staff, and the wider village. Together, we create a welcoming environment where every child is known, valued, and encouraged to achieve their full potential.
We warmly welcome visits from prospective families and would be delighted to share what makes Carrbridge Primary School such a special place to flourish and grow.

Our Weekly Timetable

	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Nursery	9.00am-3.30pm	9.00am-3.30pm	9.00am-3.30pm	9.00am-3.30pm	9.00am-1.00pm
Primary 1-3	9.00am- 12.30pm 1.20pm-2.50pm	9.00am- 12.30pm 1.20pm-2.50pm	9.00am- 12.30pm 1.20pm-2.50pm	9.00am- 12.30pm 1.20pm-2.50pm	9.00am- 12.45pm
Primary 4-7	9.00am -12.30pm 1.20pm - 3.30pm	9.00am -12.30pm 1.20pm - 3.30pm	9.00am -12.30pm 1.20pm - 3.30pm	9.00am -12.30pm 1.20pm - 3.30pm	9.00am- 12.45pm



Our Staff

Placing Requests

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Care and Learning Manager, Scott Callander. Placing request forms can be obtained from https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

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

If pupils live out with the school catchment area and their parents wish them to attend Carrbridge Primary they can contact Mrs Andrews to arrange a visit.

Parents of children with additional support needs, (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to the Additional Support Needs Tribunal.

Our Curriculum

Our Vision: **'A Place Where Everyone Can Flourish and Grow'**

At Carrbridge Primary School, we believe that children learn best when learning is meaningful, connected and inspiring. Our Discovery Curriculum is a creative, interdisciplinary approach to learning which places curiosity, enquiry and real-life experiences at the heart of everything we do. It reflects our vision of being "A Place Where Everyone Can Flourish and Grow", ensuring every child is supported, challenged and empowered to become a lifelong learner.

Rather than viewing learning as separate subjects, our children experience learning through carefully planned themes and topics that encourage them to make meaningful connections across the curriculum. This approach enables knowledge, skills and understanding to develop together, allowing children to see the relevance of their learning and apply it confidently in different contexts.

Learning Through Discovery

Our Discovery Curriculum follows a simple but powerful learning journey:

The Hook – An exciting and memorable experience that captures children's imagination, sparks curiosity and immerses them in their new learning.

The Line – Rich learning experiences based on the Curriculum for Excellence Experiences and Outcomes, where children develop both knowledge and transferable skills through interdisciplinary learning.

The Sinker – Opportunities for children to reflect, make connections and apply their learning in new situations, deepening understanding and promoting long-term retention.

This learning journey ensures that children move beyond simply remembering facts to analysing, evaluating and creating, developing the higher-order thinking skills needed for life beyond school.

Developing Higher Order Thinking

Our curriculum is underpinned by the belief that every child should be challenged to think deeply and creatively. Inspired by Bloom's Taxonomy.

Children are supported to progress from remembering and understanding new learning, through applying and analysing, to evaluating and creating. This emphasis on higher-order thinking develops independence, resilience and confidence while preparing children to solve problems, make informed decisions and embrace new challenges.

Building Skills for Life

The Discovery Curriculum places equal importance on developing transferable skills alongside knowledge. Through interdisciplinary learning, children learn to think critically, collaborate effectively, communicate confidently and become reflective learners.

Our curriculum nurtures creativity by encouraging children to:

- Connect ideas across different areas of learning.
- Take risks, persevere and learn from mistakes.
- Imagine possibilities and think creatively.
- Analyse information and ask thoughtful questions.
- Reflect on their learning and next steps.
- Collaborate by sharing ideas and working together.
- Experiment with different approaches.
- Refine and improve their work through feedback and self-evaluation.

These are the skills our children will carry with them throughout their education and into adult life.

Empowering Learners Through the Four Capacities

The four capacities of Scotland's Curriculum for Excellence are central to everything we do. At Carrbridge Primary School, we have translated these into meaningful "I Am" statements that help children understand the qualities they are developing every day.

Our children strive to become:

I am a Successful Learner - I imagine, make links, set myself challenges, plan, do and review my learning, learn from mistakes and share my achievements.

I **am a Confident Individual** - I am organised, embrace challenges, manage risk, regulate my emotions, question assumptions and take creative risks.

I am a Responsible Citizen - I explore questions, evaluate evidence, remain objective, reach informed conclusions and respectfully persuade others.

I **am an Effective Contributor** - I get involved, find solutions, take responsibility, build on the strengths of others, work collaboratively and evaluate our success together.

These qualities are embedded across every learning experience, helping children develop the knowledge, skills and attitudes needed to flourish within school and beyond.

Values at the Heart of Learning

Our curriculum is firmly rooted in our school values of:
Kindness
Determination
Belonging
These values run as a golden thread through every aspect of school life, shaping relationships, learning and behaviour. We are also committed to promoting children's rights through the United Nations Convention on the Rights of the Child (UNCRC) and fostering the shared values of democracy, individual liberty, the rule of law, mutual respect and tolerance. Together, these principles help children become compassionate, respectful and active members of their local and global communities.

Our Commitment

At Carrbridge Primary School, our Discovery Curriculum is designed to inspire curiosity, develop resilience and nurture creativity. By providing engaging, relevant and connected learning experiences, we aim to ensure that every child leaves us with the confidence, knowledge and skills to thrive in an ever-changing world.
Through discovery, challenge and reflection, we empower our children not simply to learn, but to think deeply, make meaningful connections and flourish as capable, confident and caring individuals.

What Success Looks Like:

A child leaving Carrbridge Primary School will:
·be curious about the world and eager to learn;
·think critically, creatively and independently;
·communicate confidently and work effectively with others;
·demonstrate kindness, determination and a strong sense of belonging;
·apply knowledge and skills across different contexts;
·respect diversity, uphold rights and contribute positively to their community;
·care for the environment and understand their role in creating a sustainable future; and
·embody the four capacities of Curriculum for Excellence as a successful learner, confident individual, responsible citizen and effective contributor.
Our curriculum is designed to ensure that every learner leaves Carrbridge Primary School not only with secure knowledge and skills but with the confidence, character and curiosity to continue flourishing throughout their lives.

Home learning

Our optional two-week “Brain Builder” home learning is a flexible, bite-sized boost to curiosityx, not extra homework. Designed to complement Carrbridge’s Discovery Curriculum, it offers short, choice-rich challenges that stretch thinking, spark creativity and link to class learning so children can apply skills at home. Families complete what works for them across a fortnight, making it manageable for busy lives; it sits alongside our expectation that every child reads, or is read to, daily to build fluency, vocabulary and a lifelong love of reading. Home learning is shared in a ‘gallery style’ class manner and a ‘Home Learning Champion’ named each time.

Assessment

Assessment is integral to learning and teaching.
Children regularly ask: What am I learning? How will I know I have been successful? What evidence can I provide? What should I improve next?
Teachers gather evidence through: observation, professional dialogue, learning conversations, pupil self-assessment, peer assessment, written outcomes, practical tasks, digital portfolios, presentations and performances.
Assessment information is used to inform next steps, provide timely feedback and support moderation across the school.
Teacher formative and summative assessment including spelling ages, reading ages, benchmarked writing and maths assessment is tracked seasonally alongside National assessment data in P1, P4 and P7 to ensure children make progress and achieve their fullest potential. Pupil progress meetings seasonally allow staff to discuss each child individually and uphold our vision of being a place where everyone can flourish and grow'.

Ensuring Progression and Coherence

Progression across the school is carefully planned so that children revisit key concepts in increasingly sophisticated ways. Topics are sequenced to build upon prior learning, allowing children to deepen knowledge, refine skills and transfer learning to new contexts.

Teachers plan collaboratively using: Curriculum for Excellence Experiences and Outcomes,
Benchmarks, the Discovery Curriculum rationale, the Hook–Line–Sinker model, the Four Capacities, Skills for Learning, Life and Work, Higher Order Thinking.

This shared approach ensures consistency while allowing professional flexibility to respond to learners' interests and emerging opportunities.

Our Nursery

At Carrbridge Nursery, we believe that young children learn best through warm, responsive relationships, meaningful play and rich first-hand experiences. Guided by Realising the Ambition: Being Me and Scotland's Curriculum for Excellence, we create a nurturing environment where every child feels safe, valued and inspired to explore the world around them.
Our curriculum is built around children's natural curiosity, interests and stages of development. Through high-quality play, skilled interactions and carefully planned experiences, children are supported to develop confidence, creativity, communication and independence while building the strong foundations for lifelong learning.

Learning Through Discovery and Play

Learning begins with children's interests and unfolds through exploration, enquiry and joyful discovery. Practitioners create inviting environments that spark curiosity, encourage imagination and provide opportunities for children to investigate, create, solve problems and make sense of the world.
Our learning journey reflects the spirit of our Discovery Curriculum:

- **The Spark** – Observation, Provocations, stories, experiences and invitations to play that capture children's curiosity and encourage exploration.
- **The Journey** – Responsive play experiences where practitioners extend thinking, language and learning through observation, interaction and carefully planned opportunities across all areas of the curriculum. Intentional planning to support attainment and progression.
- **The Reflection** – Opportunities for children to revisit, celebrate and share their learning, helping them make connections, build confidence and develop a sense of achievement. Intentional planning to support children in reaching their potential.

Growing Confident, Capable Learners

In the early years, learning is holistic. As children play, they develop the skills, knowledge and dispositions that underpin future learning. We nurture children who are beginning to:

- wonder, question and investigate;
- communicate their ideas and feelings;
- solve problems and think creatively;
- build positive relationships and work alongside others;
- persevere when faced with challenge;
- become increasingly independent in caring for themselves and their environment; and
- reflect on their experiences and celebrate their achievements.

These early learning behaviours provide the foundations for the higher-order thinking, creativity and resilience that continue to develop throughout primary school.

Developing the Four Capacities from the Very Beginning

Everything we do helps children begin to develop the four capacities of Curriculum for Excellence.
Through play and everyday experiences, children learn:

- **I am a Successful Learner** – I am curious, I explore, I try new things and I enjoy learning.
- **I am a Confident Individual** – I believe in myself, make choices, manage my feelings and take on new challenges.
- **I am a Responsible Citizen** – I care for others, respect differences and begin to understand my place in the world.
- **I am an Effective Contributor** – I share ideas, help others, work together and solve problems through play.

Values at the Heart of Our Nursery

Our school values of Kindness, Determination and Belonging are woven through every interaction, experience and relationship. We foster a strong sense of community where every child knows they are valued and where diversity, inclusion and children's rights are celebrated.
Inspired by the principles of Realising the Ambition, we recognise that children thrive when they experience secure relationships, responsive adults and an environment that supports wellbeing, play, communication and learning.

Our Commitment

At Carrbridge Nursery, we provide an inspiring early learning environment where children are free to play, explore, imagine and discover. By valuing each child as capable and unique, we nurture the confidence, curiosity and resilience that enable them to flourish now and throughout their learning journey.

What Success Looks Like

A child leaving Carrbridge Nursery will:

- feel happy, safe and secure in themselves and their relationships;
- be curious, imaginative and eager to explore;
- communicate confidently in a variety of ways;
- show increasing independence and resilience;
- play creatively, solve problems and persevere with challenge;
- demonstrate kindness, empathy and respect for others;
- develop a strong sense of belonging within the nursery and wider community; and
- be ready to continue their learning journey as a confident, capable and enthusiastic learner.

Our nursery curriculum ensures every child leaves with a strong sense of who they are, a love of learning and the confidence to continue flourishing as they move into Primary 1.

Religious Observation

As a non denominational school in a Christian country we traditionally celebrate Easter and Christmas in the local church or in school. Our local church is very supportive and the minister comes in to school to lead assemblies on occasions. Parents are able to withdraw their children from these celebrations if they wish.

Sex Education

We follow the national resource for relationships, sexual health and parenthood (RSHP) education for children and young people. Parents are informed before any block of lessons are started and there is an option to withdraw their child.

We value our Carrbridge identity and belonging (uniform)

Wearing Carrbridge uniform is a simple, proud way for children to belong to our joyful school community — smart, practical and designed with families in mind. All children change from outdoor to indoor shoes on arrival every morning to help protect our carpets and floors.
Our white polo/shirt and blue Carrbidge sweatshirt (or plain blue jumper, fleece or cardigan) paired with black or grey trousers/skirts keeps children ready for learning and outdoor adventures.
Plain dark leggings, shorts or tracksuit bottoms make PE and play straightforward.
Nursery children have a cheerful blue sweatshirt with a rainbow logo.
We keep costs down by offering flexible, non-branded options and a clear supplier so uniform is easy to buy and replace. 'New to you' uniform is available free on request to the school office. If any family needs extra help with uniform, please contact the school, nobody should miss out on being part of Carrbridge.

School uniform is available here:
https://grantownschoolwear.co.uk/carrbridge/carrbridge-primary

Helping Us - Helping Your child - Helping You

If your household is currently in receipt of any of the following benefits: Income Support, Income-based Jobseeker's Allowance, or Child Tax Credit (but not Working Tax Credit), please do get in touch with us. Sharing this information helps Carrbridge make sure your child and family get every available support quickly and discreetly: from help with uniform, PE kit and school trips, to checking eligibility for free school meals and Pupil Equity Fund support that directly benefits classroom resources and targeted interventions.
We understand this can feel sensitive. Conversations are confidential, judgement-free and handled with care. Contact the school office or speak privately with Headteacher Beckie Andrews and we will explain what support is available and what (if anything) we need from you. Getting in touch helps both you and the school. Families access practical help and the school can target resources where they will make the biggest difference.

Lunchtimes

Lunchtime at Carrbridge is family time, everyone gathers together in the hall to eat, chat and recharge. Freshly cooked meals are available daily (cost £2.40; please pay Monday for the week, cheques payable to 'The Highland Council'), and all children in Primary 1–5 are eligible for a free school lunch. We encourage families to consider school lunches where possible: they support healthy eating habits, make mealtimes easier for busy households and ensure every child shares in the same welcoming lunchtime experience. Children who bring packed lunches eat with their classmates in the hall so no one misses out on the community and calm of our midday routine. We have children with serious nut allergies so nut products are not allowed in school. All allergies and dietary requirements can be catered for but we do need written notice of these in advance.

Positive Relationships

At Carrbridge primary School and Nursery, we are very proud of the exemplary behaviour of our children. We build positive relationships around three simple rules; I respect myself, I respect other people, I respect my world. We celebrate pupils who demonstrate these with stickers, stampers, notes home and celebration certificates. When behaviour is unexpected we use our Positive Relationships Policy: a restorative approach that focuses on repair, learning and reintegration, and which makes clear we have zero tolerance of bullying or prejudice. If concerns are recurrent or serious, parents will be consulted and invited to a solution-focused meeting so school and family can agree clear, supportive actions.

Support for children when needed

Mrs Beckie Andrews, headteacher, is the named person for all children in school and nursery, please do not hesitate to speak to her if you have any concerns about your child(ren).

At Carrbridge primary School and Nursery, we are comitted to Getting Right For Every Child:
GIRFEC:https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf

Many children need extra help with learning or emotional wellbeing at some stage. At Carrbridge we are experienced and ready to support every child so they can overcome barriers and continue to flourish and grow. We work in partnership with families and always listen to the child's voice when planning support, using a joined-up approach that combines classroom adaptations, targeted interventions and, where needed, involvement from outside partners. Our ASN teacher provides focused input (half a day each week) alongside class teachers to assess needs, plan strategies and review progress, and we keep families closely involved at every step so decisions are collaborative, clear and centred on the child.
More information can be found about the Highland Council model for support:
https://www.highland.gov.uk/additional-support-needs/additional-support-learning

Occasionally a Children's Service Worker may join our team to offer extra support for a child's social or emotional needs. They usually work in school alongside our support staff, visit families in the community, and help children individually or in small groups. We will always discuss any extra support with parents and include you in decisions. If you have concerns about your child's support, please speak first to your child's named person or the headteacher (Headteacher Beckie Andrews — contact details), and if you still feel something isn't resolved there are clear routes for raising this which we can signpost you to.
At Carrbridge Primary we follow the Education (Additional Support for Learning) (Scotland) Act 2009.
For more information please follow the links below.

(a) Enquire – the Scottish advice and information service for additional support for learning http://enquire.org.uk/
(b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs. http://enquire.org.uk/myrightsmysay/
(c) Scottish Independent Advocacy Alliance, an advocacy service to support parents and children.
(d) Scottish Child Law Centre, an organisation providing free legal advice to young people.

Military families — welcome

Carrbridge warmly welcomes children from serving, reservist and veteran families. We understand service life brings extra challenges — moves, long training or deployments — and we will work closely with you to make every transition smooth. Please contact the Headteacher as early as possible, especially if your child has additional support for learning (ASL) needs (the equivalent of SEND in England), so we can arrange the right support from day one. Highland Council is a proud supporter of the Armed Forces Covenant and our Military Liaison Group (Education) helps ensure fair access and tailored guidance for Armed Forces families across the area. We look forward to working with you so your child can thrive while with us.

School Development

We are continually striving to improve so every child at Carrbridge experiences the highest quality education and truly flourishes. Our skilled staff and warm setting make this possible. As Aristotle put it, "We are what we repeatedly do. Excellence, then, is not an act but a habit." Recent Curriculum for Excellence checks show excellent outcomes: 100% of pupils assessed in P1 and P4 achieved expected standards in reading, maths, writing and listening & talking, and 85% of P7 pupils met those expectations. Free school meals sit at 5%. Through sharper use of data, targeted resources, Active Play, whole-school outdoor learning and a Chromebook rollout for P3–P7, we have strengthened literacy, numeracy and wellbeing and narrowed poverty-related gaps. Following a visit from HMIe, our focused priorities for the year are: 1) improve teaching and learning and 2) raise attainment; practical, relentless aims so excellence becomes our everyday.

Latest HMIe report: Carrbridge Primary | Inspection Report | His Majesty's Inspectorate of Education in Scotland

Standards and Quality Report

Our school's Standard and Quality report is available on our website at:
Carrbridge Primary | Welcome to our school website.

From this document our key strengths are:

- There is a calm, nurturing ethos across the school. All staff and children share mutually positive relationships.
- All children are well mannered, respectful and proud of their school and achievements. Children enjoy opportunities to work together in groups and pairs and do so with enthusiasm.

- Children across the school are very well behaved.
- All classes have developed charters linked to children's rights.
- Children welcome opportunities to learn outdoors regularly.
- Staff work well with the community to identify areas to reduce the cost of the school day. They provide helpful initiatives, such as a uniform swap and Christmas toy and jumper swap for children and families who require it. They work closely with the Parent Council who carry out significant fundraising. This fundraising ensures that all snowsport activities are free for children and that all school trips are subsidised where needed. This ensures that no child misses out due to financial restrictions.

Parent Council

Parent Councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect children's education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response. We would encourage any parents to get involved in the life of our school, become a member of the Parent Council and help our school be the best it can be. Generally, members of the Parent Council must be parents of children who attend the school and the chairperson must have a child in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them. Members of the Parent Council will bring knowledge from their own experience and personal views. However, as parent representatives, they must also consider how they can ensure that the Parent Council presents a co-ordinated, collective voice through consultation with other members of the Parent Forum. Staff and pupils very much appreciate the help given by the Parent Council to the school. New members are welcome at all times.

Transitions

Pre-school into Primary 1/2

- Our nursery and P1/2 pupils meet regularly for singing and forest school; in the summer term nursery children join P1/2 for taster sessions so they get used to routines, staff and the setting.
- Enrolment for pre-school takes place in the spring term. In June children spend a series of familiarisation sessions in school with their new teacher.

Primary 7 to Grantown Grammar School

- Pupils transfer to Grantown Grammar after P7 and travel by contract bus. Application forms are issued to P7s in the spring term.
- January–February: Secondary learning-support staff visit to discuss P7 pupils' strengths and any additional support.
- May–June: Guidance staff visit to meet P7s and answer their questions about secondary school.
- June: P7 attend a joint residential at Lagganlia with pupils from feeder primaries, followed by a week's induction visit to Grantown Grammar to sample the curriculum and meet staff. Parents are invited to an evening visit to meet guidance and senior staff and view the school.
- After these visits we forward attainment data and personal documentation to the secondary school to ensure a smooth transition.

Equality and Diversity

In Carrbridge primary and Nursery, we believe that our children, staff, family members and the community should be treated with fairness, dignity and respect. The school's Equality and Diversity policy is driven by the Equality Act (2010), through having due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relationships between people who share a protected characteristic and those who do not.

We aim to integrate the Equality Act (2010) and the United Nations Convention on the Rights for the Child (UNCRC, 2014) into our curriculum to develop the knowledge, skills, values and attributes set out in the four capacities of Curriculum for Excellence. Highland Council and National Equality and Diversity policies for schools can be found:
https://www.highland.gov.uk/employee-information/equality-diversity-inclusion
https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/pages/3/

Data Protection

Your 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. 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:
CLICK HERE: https://www.highland.gov.uk/directory-record/12671/information-we-hold-about-you

Highland Council – Data

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:
CLICK HERE – https://www.gov.scot/collections/scottish-exchange-of-data-scotxed/

ScotXed School Education 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.

Adverse weather – school closures

In case of severe weather or an emergency, school may be closed. If that happens it will be communicated via our class Dojo and you can access the Highland school closure website on: http://www.highland.gov.uk/schoolclosures
The closure of the school for weather we be linked not only to the weather but to to the safety of our site, accesibility for staff, ability to provide food and water for our children, function of toilets and sinks and dynamic risk assessment. Work will be set on Google Classroom should we need to close.

Support Line

Children 1st support line provides support for families. They can be contacted free of charge by telephone or via web chat. Information on the link below.
https://www.childrenfirst.org.uk/get-support/support-line/

Complaints and Requests for Service

If a parent has any concerns they should contact their child's key link in the nursery/ class teacher in the first instance, or the Head Teacher if this is deemed more appropriate. 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 Area Quality Improvement Manager, Scott Callander, on Scott.Callendar@highland.gov.uk.

Please note that transport is not a school responsibility and queries should be addressed to the Transport Development Officer, Highland Council on school.transport@highland.gov.uk.

Medication and Health Care

At the beginning of each year we ask parents to complete an Emergency Contact Form which gives us details of how to contact you or a family member or friend if your child is ill. It is important that you inform us of any changes of address, telephone number etc. in writing, in the event that we should need to contact you.

Minor injuries

School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured or becomes unwell during the school day you or the emergency contact you have provided will always be contacted and you may be advised to collect your child from school.

If Your Child Becomes Unwell

If your child becomes ill during school time we will make every attempt to contact you or your emergency contact. If a serious incident occurs, it will be dealt with immediately and this may mean that we take action before we are able to contact you. The safety and good health of your child will always be our main concern.

Administering Medication

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

This guidance is based on 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.