

COULHILL PRIMARY SCHOOL

'Great oaks from little acorns grow'

SCHOOL HANDBOOK 2026-2027



INFORMATION FOR PARENTS

Coulhill Primary School
Coulpark
Alness
IV17 ORD

Tel: 01349 882713

Email: coulhill.primary@highland.gov.uk

Website: www.coulhill.wordpress.com

Facebook: Coulhill Primary School and Nursery

Head Teacher: Mrs A Meneely



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2. WELCOME ☺



Dear Parent/Carer,

I would like to offer you a very warm welcome to Coulhill Primary School. I hope that you find this handbook both interesting and informative.

The purpose of this handbook is to:

- Communicate the ethos of our school
- Help parents when deciding on a school for their children
- Help your child to prepare for school life
- Act as a reference tool while your child is here with us at school or nursery and provide you with all you need to know before joining us.

I am sure that there may be many questions left unanswered, so please, if you have anything you wish to discuss further do not hesitate to contact me through the school office.

Yours sincerely

Mrs A Meneely
Head Teacher





3. COULHILL PRIMARY SCHOOL - VISION, VALUES AND AIMS

Created in partnership by pupils, parents and staff, March 2020

Our vision and values for children and families at

Coulhill Primary School and Nursery

Aspiration
Kindness
Empathy
Resilience
Respect
Acceptance

Strong roots for lifelong learning

OUR SCHOOL - OUR COMMUNITY - AND BEYOND

 "Great oaks from little acorns grow" 

Our aims for all learners at



Coulhill Primary School and Nursery



Work with the community and families to create a safe and nurturing environment where children feel ready to learn.



Establish and maintain high, but realistic, standards and expectations for all, fostering a love of learning in both pupils and adults.



Provide the highest quality of learning and teaching across the curriculum, to equip learners with the knowledge, skills and attributes necessary for life and work in an ever-changing society.



Instill the importance of lifelong learning to ensure that everyone can achieve their full potential.



Encourage every child to have the confidence to believe they can achieve their dreams.



GENERAL INFORMATION

ADDRESS: Coulhill Primary School
Coulpark
ALNESS
IV17 ORD

TELEPHONE NO: 01349 882713

ROLL: 159

SCHOOL HOURS: P1 - P3 9.00am - 2.30pm
P4 - P5 9.00am - 3.00pm
P6 - P7 9.00am - 3.00pm

NURSERY HOURS 9.00am - 3.00pm

SECONDARY TRANSFER: ALNESS ACADEMY
DALMORE ROAD
ALNESS
Tel: 01349 883341 Head Teacher: Mr T Magowan

TERM DATES

2026 - 2027

Autumn

Autumn term starts - 17th August 2026
Autumn term ends - 9th October 2026

Spring

Spring term starts - 6th January 2027
Mid-term break - 15th and 16th February 2027
Spring term ends - 25th March 2027

Public holidays

May Day - 3rd May 2027

Winter

Winter term starts - 26th October 2026
Winter term ends - 22nd December 2026

Summer

Summer term begins - 12th April 2027
Summer term ends - 1st July 2027

In-service days

17th August 2026
18th August 2026
17th February 2027
6th May 2027

At Coulhill Primary, we pride ourselves on being at the heart of our local community. We work closely with health visitors, local Ministers, and businesses to ensure our pupils and families receive the best possible support. We have a strong partnership with Mikeysline Charity, who collaborate with our staff to provide vital emotional and social support for pupils with Social, Emotional and Behavioural Needs (SEBN). Coulhill Primary has successfully achieved its Core Reading Schools Certificate, demonstrating our commitment to fostering a love of reading. We are now working towards our Silver Accreditation, continuing to embed reading across all aspects of school life. Following our success in gaining the Sports Scotland Silver Award last year, we are now striving for Gold Medal status, reflecting our dedication to physical activity and sports participation for all pupils. Through strong community partnerships, a focus on wellbeing, and a commitment to excellence in literacy and sport, Coulhill Primary aims to provide an inclusive, nurturing environment where every child can thrive.



5. PARENT COUNCIL

Our Parent Council has been established since 2007, is very active and involved in a range of activities which benefit all our children. All parents are invited to contribute to the life and work of the school and community. Ideas are taken on board and parents are consulted with the school improvement plan through use of Class Dojo, questionnaires, open meetings, newsletter questions, etc. We use your information to inform the improvement plan and after questionnaires the results are compiled and shared among the parent body.

You can contact our Parent Council Chair Person by email at coulhill.primary@highlandpc.co.uk

6. PARENTAL INVOLVEMENT – PARENTS/CARERS AS PARTNERS

At Coulhill Primary we believe that through building a positive partnership with you we can enable your child to be the best that they can be. The success and strength of the school lies in the positive relationships between staff, pupils and their parents.

Good communication with the school will always lead to a better outcome for your child. We always welcome parental interest in the welfare of our pupils. We work very hard to keep you informed regarding your child's progress and any key decisions being made about their education.

Parents will be kept informed through our school blog, our Facebook page, 'Dojo' or by newsletter of special events, good news, early closures, holiday dates etc. Individual parents can contact their child's teacher directly by participating in our Dojo Points system. Letters will be sent home via the children and parents are asked to check schoolbags and pockets on a regular basis.

A "termly overview" is issued by class teachers at the beginning of each term to keep you abreast of their plans for the term. This details each of the curricular areas. Parents are kept informed of their children's progress through parents' evenings, profile sharing, and an annual written report.

Parents will be informed immediately if the teacher feels at any time that there is cause for concern over a child's work or behaviour. The school makes good use of profiling as a way of sharing the work of pupils with parents while maintaining a log of pupils' learning journey.

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

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 Parentzone:

<https://education.gov.scot/parentzone/>

7. PUPIL ATTENDANCE AND ABSENCE

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian must phone the school on the first day of absence, on the school number 01349 882713. When returning to school after an absence, the parent or guardian must give written reason for the time absent.



Permission to leave during the school day: If a pupil needs to leave during the school day for an appointment etc., pupils need to bring with them a note from parent or guardian. Pupils must report to the school reception to be collected by an adult and 'sign out'. If returning the same day, they must report again to the reception and 'sign in'. Where possible, medical and dental appointments should be made out with school hours.

If pupils fall ill during the day, parents are contacted 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.

8. ILLNESS

If a child feels unwell in school, they should report the matter to the class teacher. The class teacher will then decide if the child should be sent to the office. If it is felt necessary to send the child home, parents will be contacted by telephone. If the parents are not available, the emergency contact will be called and the child kept in school until collected.

In this respect it is important that the school is kept up to date with parents' home, mobile and work telephone numbers. At least one additional emergency contact number is also vital.

The school must be informed of any medical condition that may put the pupil at risk in any school activity e.g. if the child is asthmatic, epileptic, etc.

Minor Injury - Minor cuts and bruises, bleeding noses or upsets will be dealt with by a member of staff. We have two trained first aiders whose qualifications are up to date.

Serious Injury - We endeavour to contact parents immediately. If outside medical attention is required, every effort will be made to contact the parents or emergency contact. Only in an emergency, in the



urgent interests of the child would medical attention be sought without parental knowledge.

Headlice - Unfortunately, headlice are still around in all schools throughout the UK. It is important that parents check their children's heads regularly and if there is evidence of lice infection give the appropriate treatment to the person infected.

Please also let close family friends and all close contacts of the child know as they will also need their hair checked. The school would also appreciate notification. Confidentiality is assured in respect of individual children.

Mental Health and Wellbeing - Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed [here](#). Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from your child's guidance teacher. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#). Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

9. COMPLAINTS PROCEDURE

If a parent has any concerns they should contact the Head Teacher in the first instance. 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, Isobel Sinclair, on 07881270088.

10. TRANSPORT

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

public.transport@highland.gov.uk.

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

Transport arrangements are those laid down by the Secretary of State for Scotland.

11. SCHOOL PLACEMENT REQUESTS - PARENTAL CHOICE

Each school serves its own particular catchment area.

Coulhill Primary Catchment area can be viewed online:

<https://www.arcgis.com/apps/webappviewer/index.html?id=531a30ee33564231866ff94e96607f26>



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, through making a placement request. Application must be made to the Area Quality Improvement Manager, request forms can be obtained from:

[Enrolment in a school outside your catchment area | Enrol your child for school | The Highland Council](#)

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

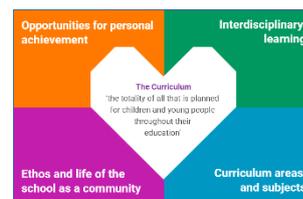
If pupils live out with the catchment area and their parents wish them to attend Coulhill Primary School, they can contact 01349 882713 to arrange a visit.

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.

12. CURRICULUM AT COULHILL

Part of our ongoing school improvement work is updating our Curriculum Rationale at Coulhill, in line with the Scottish National Curriculum of Curriculum for Excellence (CfE). CfE places learners at the heart of education. The core aim is to prepare pupils as lifelong learners, as well as for life and work in the 21st Century by enabling them to become:

- Responsible Citizens
- Effective Contributors
- Successful Learners
- Confident Individuals



[Curriculum for Excellence | Education Scotland](#)

We continue to revise our framework for learning based around the curriculum and research based pedagogy, starting with the core elements of numeracy, literacy and health and wellbeing with skills progressions in place for each class in the school and nursery. Skills for learning, life and work are of increasing focus, and tracked within pupil profiles.

Our skills progressions and teaching approaches for Literacy and Numeracy from Nursery to primary 7 are supported by the wealth of guidance and ongoing developments within Highland Literacy and Highland Numeracy resources. See links

<https://highlandliteracy.com/>

<https://highlandnumeracyblog.wordpress.com/>

Relationships, sexual health and parenthood are a core aspect of the Health and Wellbeing curriculum and do contain sensitive topics. In Primary 5 to 7 classes, working at second level, follow the learning progression and resources set out on the national resource, rshp.scot. Class teachers will inform



parents/carers with information and advice before beginning areas of sensitivity. You can find out more about this resource on the link below

<https://rshp.scot/>

Social Studies, Religious and Moral Education, Sciences, Expressive Arts and Technology are addressed as discrete subjects where appropriate. However, where possible we aim to deliver these curricular areas as interdisciplinary learning and topic based enquiry. This approach provides increased opportunities for connection making, pupil led learning, creativity, as well as personalisation and choice for our learners at Coulhill.

Special arrangements will be made for pupils whose parents do not wish them to participate in specific areas of religious observance.

Learners also have varied opportunities for personal and wider achievements across the school which are celebrated regularly in classes and as a whole school as part of our assemblies.

13. PUPIL COUNCIL



Pupils apply to become class representatives for the Pupil Council from P1 - 7. At Coulhill we believe that children should have a strong voice and their opinions should be heard and discussed within each open forum. All pupil representatives bring pupils' ideas to the meetings and meet with the Head Teacher to discuss the outcomes of meetings. Agendas are discussed and action points are reported back to classes for further discussion.

14. PROMOTING POSITIVE BEHAVIOUR

At Coulhill Primary School, we have recently reviewed our Positive Behaviour Policy to ensure a whole-school approach to enhancing self-esteem and positive behaviour and relationships for all, based around children's rights. We are currently working towards the Rights Respecting Schools Award.



Mental and emotional challenges are entering the life spaces of our children at an accelerated pace, with many implications for behaviour in schools at this time. For this reason, staff at Coulhill Primary School and Nursery are committed to developing as a trauma sensitive school.

A trauma sensitive school is a safe and supportive community that enables both children and adults to feel safe, build caring relationships with one another, regulate their feelings and behaviour, as well as learn. (Jen Alexander, 2019, Building Trauma Sensitive Schools)

"Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves."

Page 5, Scottish Government (2013),
better relationships, better learning, better behaviour



At Coulhill, we recognise that many children self-regulate their behaviour and behave very responsibly every day and rarely need reminding about how to behave appropriately. We want to encourage these children as well as encouraging the children that have difficulty managing their behaviour in a positive way.

Every child needs different things to be able to regulate their behaviour, to learn and to succeed. We know that these diverse needs are compounded by the impact of trauma and adversity on children's health and wellbeing, arousal, emotional and social regulation, brain function and learning.

Children's wellbeing is at the heart of *Getting it Right for Every Child*, providing a focus on the wellbeing indicators to prevent or reduce the impact of adversity. The assessment and planning for children that forms the Highland Practice Model promotes early intervention and preventative strategies, as well as a focus on targeted support and also includes a commitment to developing positive learning environments at a universal level, underpinned by children's rights (Highland Council, 2018, Promoting Positive Relationships Framework and Guidance).

"Children have the right to be educated and the obligation to learn as much as their capabilities allow. Discipline in schools must respect children's dignity." Article 28

"No child should be punished in a way that humiliates them or hurts them." Article 27

United Nations Convention on the Rights of the Child (UNCRC)

A culture where children and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated is essential to the development of good relationships. We are currently developing our Equalities and Diversity Policy to further support this.

At Coulhill we aim to ensure that everyone in the school community (pupils, families, staff and community partners) feels:

- Happy and valued, through developing and maintaining strong, positive relationships;
- Where a relationship has broken down, restorative approaches will be used to repair and rebuild the relationship. This should be applied in a positive manner where previous incidences are not referred to and should focus on the way forward;
- Safe in a secure, inclusive environment, promoting resilience and equitable use of support and resources;
- Nurtured and encouraged, promoting quality learning and teaching, raising attainment and wider achievement;
- Part of the school team modelling shared, mutual and individual respectful behaviours within the school environment, taking responsibility for actions of self;
- Help the growth of acceptance, empathy and consideration in members of the school community.

Our policy takes into account current policy and legislative environment providing the rationale for the development of positive relationships in schools, early years establishments and wider children's services. It sits within the framework within which we operate in Highland, which explains many aspects of child development that are critical to the understanding of the development of positive relationships, as well as the anti-bullying policy. See the links to guidance below:

https://www.highland.gov.uk/downloads/file/20086/promoting_positive_relationships_-_framework_and_guidance_2018
https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools



15. ASSESSMENT AND REPORTING

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

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

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

Parents will receive feedback on their son or daughter's progress through pupil reports, progress checks, and target setting information. Parents are invited to attend Parent's Meetings twice a year, with a written report provided at the end of the school year.

Pupils will reflect on their progress, achievement and best work on their profiles. Parents are invited into school for children to share their learning and progress in terms 2 and 4.

[Assessment and achievement](#) | [Curriculum in Scotland](#) | [Parentzone Scotland](#) | [Education Scotland](#)

Progress

Parents wishing to enquire about a pupil's progress are invited to get in touch with their child's class teacher.

16. ENROLMENT

Enrolment of new entrants to P1 takes place at the end of January 2026 and Nursery enrolment will take place in February 2026. Dates for this are advertised in the local press and are available on the Highland Council website and Dojo.

Parents offered or seeking a place for their child at Coulhill Primary School are welcome to visit the school prior to enrolment by arrangement with the Head Teacher. If you are unable to use the enrolment week, please contact the school to arrange a mutually convenient time.

Council policy is that children who have their fifth birthday before the last day of February 2027 can enrol for the start of the session in August. This means that intake ages range from 4 years 6 months to 5 years 6 months. Birth certificate and proof of address is required at enrolment. There is an induction period for the new Primary 1 during the summer term. Primary 1 children attend school full time from the first day of term.

There are 3 intakes per session for Nursery, these take place in August, January and April, information on which intake your child is eligible for can be found on the Highland Council website or at the school office.

Admission at other times - Families who move into the school catchment area and who have a child of primary school age should contact the Head Teacher to discuss their child's admission to school.



17. TRANSITION

Pupils finishing primary 7 transfer to Alness Academy, although government legislation gives parents the right to send children to the school of their choice. Liaison exists between the schools involving staff meetings and exchange visits of teachers to ensure that the transfer from Primary to Secondary is made as smooth as possible.

P7 pupils are visited by guidance and subject teachers, and in the summer term are taken to visit the Academy. Parents of P7 pupils will receive literature from the Head Teacher of the Academy and an invitation to visit in the Summer term. Arrangements can be made for children with Additional Support Needs for a more enhanced transition with additional visits during term 3, where this is required.

Further information may be obtained from the Head Teacher:

Tom Magowan
Alness Academy
Dalmore Road
Alness
IV17 0UY
01349 883341

At Coulhill, a structured and positive planned transition from different stages ensures that our children move through the education system with ease.

Pre-School to Primary School: Opportunities for children attending nursery to be included in school events include:

- Regular interaction with Primary 1 pupils as part of our weekly routine.
- Taking part in whole school theme days and special events.
- Regular timetabled visits to the Primary 1 classrooms from term 3

Aims for induction into Primary:

- To make a happy transition from home to school
- To encourage all parents to be partners in their child's education
- To assist parents in helping their child towards readiness for school
- To support the pre-school child towards independence
- To ensure that any relevant information from outside agencies is acknowledged and acted on particularly in regard to children with special needs

18. SUPPORT FOR PUPILS

Many children may need support to help them with learning while they are at school. For some children the support they need might be for a short time, for example following a bereavement when they may be upset and unable to concentrate and may be supported by having someone to talk to at school. Or, they may need longer term or more complex support from several people or organisations. The support provided to children and young people will be tailored to their individual needs.

The Additional Support for Learning Act 2009 sets out a framework for the provision of support for learning. This includes the identification of learning needs, and the planning and monitoring of support provided. If you are concerned that your son or daughter may need some support to help their learning, you should discuss this with the school in the first instance.



For further information on Additional Support Needs please visit:

<https://education.gov.scot/parentzone/additional-support/the-additional-support-for-learning-act/>

Children with Additional Support Needs need support to help them learn. Some children require more help than others. We follow The Highland Practice Model staged approach to assessing, identifying and supporting pupils. In this model every child has a 'named person' who is responsible for making sure that the child or young person has the right help to support their development and well-being. If you have a concern about your child please contact your child's class teacher in the first instance or the 'named person', the Head Teacher, Anna Meneely, on 01349 882713.

Sometimes a Child's Plan may be put in place to help organise, monitor and regularly review your child's progress.

More information can be found here.

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

You can find information on these websites

[Support for Learners Website](#)

<http://enquire.org.uk>

<https://www.thrivingfamilies.org.uk/>

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

[Scottish Independent Advocacy Alliance](#)

[Scottish Child Law Centre](#)

Our Family link Worker (FLW) may be asked to contribute to supporting your child. The FLW works in collaboration with the class teacher and support team in school. Further to this the FLW works to support families in their own communities and works with individual pupils and small groups, with a focus on nurture - offering a further level of support as required.

19. SCHOOL IMPROVEMENT

As a school we are committed to ongoing self-evaluation to improve the provision of experiences to ensure progress for all learners.

Our Standards and Quality Report 2022-23 and current School Improvement Plan are available on our school website

<https://coulhill.wordpress.com/standards-and-quality/>

<https://coulhill.wordpress.com/improvement-plan/>

You can view our most recent inspection report from Education Scotland on the following link.

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/>



20. HOMEWORK

In all classes, the work done at home should be within the capabilities of the child and will be covering a variety of the Experiences and Outcomes in different curricular areas. The right sort of encouragement and help at home is invaluable. If at any time you are unsure about what is expected from a homework task, please just contact the school.

We do not want Homework to ever become a stressful event or cause friction in a household. Likewise, if your child refuses to do their homework, despite your best efforts, please bring this up with the class teacher.

21. SCHOOL UNIFORM



Parents who think they may be entitled to clothing grants should complete the online application form on the Highland Council website - see the link below.

The school has a school uniform and parents are strongly urged to ensure that their children wear this to school. The uniform consists of a navy blue sweatshirt, black or grey skirts/trousers and sky blue polo shirt. All Coulhill uniform options with school logo are available at www.myclothing.com.

The policy of the school is that **all** children should wear school uniform. At Coulhill, we believe that this promotes equality, gives a sense of identity and pride in our school and that it is smart.

PE Kit should be brought into school when required. This should consist of T-shirt, shorts and gym shoes. Where possible PE kit should be left in school. **All families are strongly encouraged to clearly mark school clothing with the child's name.**

School Uniforms are available from:

Macgregor Industrial Supplies
15 - 17 Henderson Road
Inverness
IV1 1SN
01463 717999

22. SCHOOL MEALS AND HEALTH PROMOTING SCHOOLS

Meals are prepared in the school and served in the dining room at 3 sittings. School meals for P1-5 are free.



School meals for P6-7 are £2.40 per day. Menus are displayed in areas around the school and are available for parents regularly.

https://www.highland.gov.uk/downloads/file/22860/primary_and_early_years_3-choice_menu

All the choices provided are healthy and nutritious and meet all the requirements of the Scottish School's Health Promotion and Nutrition Act. A system is in place whereby parents pay an amount of money up front, either for a set number of meals or a round amount e.g. £20. The money is deducted from the child's 'account' and topped up by a parent/carer. Money should be handed in by pupils to their class teacher in an envelope marked with the child's name, class, and the amount being paid. Change will not be given; remaining



monies will be carried forward in the child's account. A balance can be obtained from the canteen. Parents can also pay online through the Highland Council website.

Parents receiving Jobseekers Allowance, Income based, may be entitled to free meals for their children. Application forms should be completed on the Highland Council website using the following link. It is important that you apply for this even if your child is in P1 - 5.

https://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

Alternatively, children may go home or bring a packed lunch.

It should be noted by parents supplying their children with packed lunches that Highland Council has a policy which prohibits glass containers and fizzy drinks in schools. We are a 'nut free' school which means it is imperative that no child brings nuts or any product containing nuts to school.

23. EXTRA-CURRICULAR ACTIVITIES

At Coulhill we offer a variety of lunchtime and after school clubs throughout the year, including Art, Cross Country, Tennis and Dance. We aim to offer a variety of activities in order to encourage all pupils to take part in at least one wider activity through the school year. If any parent is able to volunteer to either take a club or help out with one, then please do contact the school as we would be delighted with your help. Disclosure is required, and training can be offered for many activities through our Active Sports Co-ordinator or with staff at the school, depending on the activity.

24. ADMINISTRATION OF MEDICINES

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

[Supporting children and young people with healthcare needs in schools: guidance - gov.scot](https://www.gov.scot/publications/supporting-children-and-young-people-with-healthcare-needs-in-schools/guidance/pages/11.aspx)

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 unopened, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol. Please do not send medicines to school with your child without having previously completed the appropriate forms.

All medicines are locked in a medicine cabinet. Pupils with asthma should have a spare inhaler to keep in their school bag or tray.

25. EMERGENCY/EARLY CLOSURE PROCEDURES AND ADVERSE WEATHER

At the beginning of each school year, parents are asked to provide the name, address and telephone number of an emergency contact. Your support in this is very much appreciated so please ensure that you return the relevant forms to school as soon as possible so that we can update records. Also, we understand that details can change throughout the year so please inform us of any changes as soon as possible.

The previous dial-in phone service to inform parents of school closures has been withdrawn by Vodaphone. Instead parents can obtain information on the Highland Council school closures webpage <http://www.highland.gov.uk/schoolclosures>

This is in addition to schools' own arrangements in place for informing parents of school closures.

If school has to close due to adverse weather or close early for any reason, information will be shared on Dojo, the school Facebook page and on the Highland Council school closures webpage.

www.highland.gov.uk/schoolclosures

26. FIRE PRECAUTION

Fire drills are held once a term. Our plan for dealing with a major incident are displayed throughout the school.

27. ACCESS TO PUPIL RECORDS

The school pupil records (Scotland) Regulations 1990 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.

28. DATA PROTECTION ACT 1998

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 the data Protection Act 1998 and may only be disclosed in accordance with the codes of practice. Further information can be obtained from

www.scotxed.net



29. 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.

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

30. 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.

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 (www.scotxed.net).

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 out with 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 23 #Dream #Believe #Achieve 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.

31. EQUALITY AND INCLUSION

For up-to-date information please see:

https://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 and promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

32. SAFEGUARDING OF CHILDREN

From time to time incidents can occur and be reported or noticed within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse. In terms of Highland Child Protection Committee Inter-Agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

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

COPIES OF CHILD PROTECTION POLICY GUIDELINES online at:

www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection

33. MILITARY FAMILIES

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

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

Please get in touch with us as soon as you can so we can work together to ensure we are ready for your child



or young person joining us. This is particularly important if they have additional support for learning (ASL) needs so that we can where possible have the appropriate support in place. (ASL is the term used in Scotland, in England a similar term is SEND).

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

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

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

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

34. HIGHLAND COUNCIL POLICIES

A full list of Highland Council Policies can be found here [Authority Policies](#)

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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.