



## School Handbook 2026-27

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Head Teacher: Ms Miriam MacDonald  
Email: [miriam.macdonald@highland.gov.uk](mailto:miriam.macdonald@highland.gov.uk)  
Stages Taught: ELC and P1 - P7  
Present Roll: 51 + 242

School Term Dates: [Click here](#)

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## **Welcome!**

Dear Parents / Carers,

On behalf of Crown Primary School and Crown Primary Early Learning and Childcare (ELC) I extend a very warm welcome to you and your child. It is my great privilege to be leading the learning at Crown as Head Teacher of our wonderful learning community. We have an amazing team here- energetic, innovative, creative and together our aim is for your child's learning future to be a confident one.

The Leadership Team comprises Ms Miriam MacDonald, HT and Miss Suzanne Dunbar, DHT. Mrs Rebecca Macmillan is also Senior Early Years Practitioner in our ELC. As a staff we are responsible for the care and learning your child experiences here and we will do everything we can to meet the individual needs of every pupil in our care in a sensitive and inclusive way. We will help your child develop into a confident, capable young person with a real love of learning and an approach to growth which knows no boundaries. We want your child to believe anything is possible with the right mindset.

Over the session your child can look forward to exploring, creating, questioning, cooperating, challenging and developing within a supportive school community. Our staff will be planning exciting curricular contexts for learning and we will always be here to help ease any concerns that may arise.

This handbook has been compiled to answer some of the queries that you may have about the school and ELC. We intend for it to be a source of reference but it is not intended to replace personal contact between school and home. The involvement of parents, carers and our wider school community brings such a diverse richness to our learning community and I very much look forward to getting to know you, whether that be at arranged parent meetings, over the phone, by email, at Parent Council meetings, over a cup of tea at a Coffee and Chat group or in the playground.

If you require clarification about any aspect of this handbook, please don't hesitate to get in touch with us at [crown.primary@highland.gov.uk](mailto:crown.primary@highland.gov.uk) .

Kind regards

Ms Miriam MacDonald, HT

## **Meet Our Team (at Dec 2025)**

### **Meet the Leadership Team**

- ❖ Ms MacDonald – Head Teacher
- ❖ Miss Dunbar – Depute Head Teacher

### **Meet the Teachers**

- ❖ Mrs McCormick & Mrs Forster P1
- ❖ Miss Sutherland and Mrs Lawless P1/2
- ❖ Miss MacCallum – Primary 2/3
- ❖ Miss Gray– Primary 3
- ❖ Mrs Mutch – Primary 4
- ❖ Mrs Manson – Primary 4/5
- ❖ Mr Stewart- Primary 5
- ❖ Mrs Patterson and Mrs Mackay- P5/6
- ❖ Miss Murray – Primary 6/7
- ❖ Mrs Matheson– Primary 7
- ❖ Mrs Edwards – Additional Support Needs Teacher

### **Meet the Nursery Team**

- ❖ Mrs Macmillan – Senior Early Years Practitioner
- ❖ Ms Banach- Early Years Practitioner
- ❖ Miss MacLeod- Early Years Practitioner
- ❖ Miss Maher- Early Years Practitioner
- ❖ Mrs Urquhart – Early Years Practitioner
- ❖ Mrs MacLennan – Early Years Support Worker
- ❖ Mrs Silver – Early Years Support Worker

### **Meet the Pupil Support Assistants**

- ❖ Mrs Kilpatrick
- ❖ Mrs Mackenzie
- ❖ Mrs Mackintosh
- ❖ Mrs MacLeod
- ❖ Mrs O'Hara
- ❖ Mrs Sinclair
- ❖ Miss Wallace

### **Meet our Children's Services Worker**

- ❖ Mrs Amy Ross

### **Meet the Clerical Staff**

- ❖ Mrs Munro
- ❖ Miss Wainwright

### **Meet the Janitor**

- ❖ Mr Cameron

### **Meet Our Visiting Teachers**

- ❖ Mrs Porter - Strings
- ❖ Mr Farmer - Brass
- ❖ Mr Barclay - Chanter
- ❖ Mr Allan - Active Schools Coordinator

### **The School Day**

The school hours are as follows:

All pupils in P1-7- Monday-Friday: 9am-3.00pm

*Morning Interval:*

*All pupils: 10:45 – 11:00am*

*Lunch:*

P1-P3: 12.15pm. - 1.30pm

P4-P7: 12.45pm – 1.30pm

### **ELC Opening and Closing Times**

We are open from 8:30am to 4:30pm, Monday to Friday during term time.

### **School Term and Holiday Dates 2026-2027:**

*Please click [here](#) to check the latest holiday dates and in-service days on The Highland Council website.*

## Vision, Values and Aims (reviewed session 25–26)

### Vision

Our school is a diverse, vibrant, motivating, inclusive and supportive place to learn where we value the skills we will need in the world of work and learning in the future. We value the skills that make us uniquely human as well as embracing the digital world we live and learn in.

We believe in equity and that “what you can do is worth the same as what I can do” and we celebrate everyone’s successes—big and small.

We work together as a whole school community with the aim of empowering everyone to be successful learners, confident individuals, responsible citizens and effective contributors.

With our learners we create a curriculum that encourages change-making citizens of the future and we are always looking for ways to improve. Our wider community helps us know what we need to get better at and what we are doing really well.

### Values

**Creativity** – what can you say, write, make, do to share your learning?

**Fun** – how do we use spaces and approaches to make learning motivating?

**Health** – if we feel well we can learn well!

**Kindness** – respond with kindness, it makes everyone learn better!

**Respect** – treat everyone as they want to be treated: listen to learn

**Teamwork** – we work together because what you can do is worth the same as what I can do



## **Aims**

We want a learning community where it is **safe** to play, learn, dance, sing and we **respectfully** budge up to make room for each other in our games. We focus on social skills and learning behaviours that help us to be **ready** to make the best use of our learning experiences, interactions and spaces. We are ok with taking risks in our learning and believe that mistakes are a chance to develop through **FAIL (First Attempt In Learning)** and are really focussed on learning to be more **resilient** to help us try, try, try again and to be **appropriately assertive** to make sure we express ourselves and have our voices heard.

Our Vision, Values and Aims are currently under review and a consultation on this is being led by our School Council, comprising House Captains, Vice Captains and our Changemakers..

## **School Ethos**

Our school community's ethos is built on warm, mutually respectful and nurturing relationships. Our pupils' needs, rights and ambitions are at the heart of everything we do. We actively promote wellbeing, contributing to high levels of literacy and numeracy, opening up access to the wider curriculum.

Learning is shared through creative, playful and real-life contexts and reflected on through the language of learning. We promote personalisation and choice to enable learners to share their skills in different ways and follow their own interests. Our curriculum takes account of learners' entitlements, offering a wide range of exciting experiences and opportunities across early, first and second levels.

Active involvement in the school community is valued and wider achievements are celebrated and built on. We strive for our pupils to be learners for life, equipped with the skills to make a real difference in the world around them at local, national and global levels, and to be the best person they can be.

## **Equality and Diversity**

In Crown we believe that every child should be given equal opportunity to achieve to the best of their ability in all areas of the curriculum. We seek to extend choice and opportunity for all pupils without discrimination. We strive to provide education tailored to the needs of the child as an individual.

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. We are particularly proud of the fact that our school successfully integrates new children and celebrates everyone for who they are. In addition, we are delighted our good work has been recognised and we have been awarded a Gold Award as a Rights Respecting School by Unicef. We celebrate Diversity Day on the last Friday of every month when we can come “Dressed as our Best Selves”.

Our policy on Equalities and Diversity is driven by the Equalities Act (2010) and is continually being developed in line with Highland Council guidance: [Highland Council – Include – Equality, Diversity and Inclusion Guidance](#) .

### **Links with Our Community**

We work closely with our community partners to provide wide learning experiences and in order to support every child in our school. We have a regular focus on skills for life developed through our curriculum and we highlight these on Termly Learning Overviews, on class blogs and Google Classrooms. Some examples are High Life Highland, local Care Homes, Social Enterprise in Schools, Highland Hospice Young Apprentice, Young Engineers, UHI and Wasps.

We have good contacts with many of the businesses and organisations around us and we work with them to provide experiences within our Developing the Young Workforce agenda, such as Skills Development Scotland, Inverness Museum, Primary Engineers and local Councillors. We also regularly welcome parents into the school to provide us with insights into their own careers or to share stories and information in their native languages.

We work closely with other education and health professionals so that every child has equitable opportunities for learning, such as health visitors, children’s services workers, literacy and numeracy development officers, and early years education support officers.

We are a non-denominational school, however our new ELC setting is based in the former Crown Church hall and we have a hugely positive partnership with the church and many of the groups who also use its spaces and meeting places.

### **Promoting Positive Relationships**

Responsibility for promoting and maintaining positive behaviour lies with all members of the Crown Community including pupils, staff, parents and the local and wider community. Pupils, staff and parents are expected to always model

excellent behaviour and a positive attitude as this is the ideal way to share our expectations and high standards.

Crown Primary is a school that promotes Equality, Diversity and Inclusion (EDI), and everyone in our school community knows that we all have a right to feel:

- Ready to Learn
- Respected
- Safe

These three simple rules help us to ensure the safety and wellbeing of all pupils. Courtesy towards and consideration for others, respect for property, integrity and industry are the basic elements in promoting an atmosphere conducive to sound learning and the progressive development of self-discipline.

We believe in celebrating children's achievements and recognising when they make the 'right choices'. Where children need support to change their behaviour we use restorative, solution-focussed and nurturing approaches. Further information on these approaches can be found at [Support for Learners Website](#).

We will make sure:

- ✓ Everyone feels happy and safe and treats each other fairly
- ✓ We celebrate everyone's differences and learn from them
- ✓ We listen to each other and respect everyone's views even if they are different to ours
- ✓ All the grown-ups in our school are really good at their jobs
- ✓ We work with and learn with our families, people in the community and across the world
- ✓ Everyone looks after our school buildings and the grounds and works together to make it a very good place to play and learn in
- ✓ We have learning experiences at the right level for us and that helps us to be successful now and when we are grown-ups

The school follows Highland Council's guidance on Positive Relationships and Bullying Prevention Policy and Guidance: [Policies and guidance - support for learners | Promoting Positive Relationships - Framework and Guidance 2021](#) and its Bullying Prevention Policy and Guidance: [Policies and guidance - support for learners | Anti Bullying - Guidance for Schools](#)

## **Sharing Information with Families**

Our main mechanism for sharing whole school information is our blog: [Crown Primary and ELC Blog](#). Each class from ELC to P7 has its own Google Classroom where all class-specific and individual information is shared. Links to these Classrooms are shared at the beginning of each school year.

Information may also be shared via letters, emails or texts where appropriate. We pride ourselves on being very responsive but there may be times where absence creates a delay. In these situations we always aim to send acknowledgement of your email within 5 working days. Should this not be your experience please contact the office directly and we will do our best to put things right.

To ensure teachers are focussed on teaching and learning during the school day, we ask that parents communicate through the office [crown.primary@highland.gov.uk](mailto:crown.primary@highland.gov.uk) in the first instance for any routine queries or any requests to discuss their child with the teacher. For anything confidential or any child protection concern, we ask you email [Miriam.macdonald@highland.gov.uk](mailto:Miriam.macdonald@highland.gov.uk) or [Suzanne.dunbar@highland.gov.uk](mailto:Suzanne.dunbar@highland.gov.uk) . Teachers will then get back to you at a time that is convenient and they can give your query their full attention.

## **Parental Engagement and Involvement**

Useful information for parents on how you can get involved in your child's education, how to support the school, and information on curriculum developments, can all be found at Parentzone: [Parentzone Scotland | Parent Zone](#)

## **Enrolment at Crown**

### **Primary 1 Enrolment**

Parents may choose to enrol their child to begin school in August if that child's fifth birthday falls before the last day in February of the following year. Enrolment of new Primary 1 pupils take place in January or February and notice of the exact enrolment dates will be available on the Highland Council website: [Enrol your child for school | Enrol your child for school | The Highland Council](#) .

Arrangements are made between May and June for the new Primary 1 pupils to spend some time in school to get to know the school building and (if possible) their

new teacher. Those attending the Nursery make frequent visits to Primary 1 throughout the year to get used to the spaces, sounds and people.

### **Early Learning and Childcare Enrolment**

Enrolment for Early Learning and Childcare takes place in February each year. We share information about our Nursery on the school Blog.

### **Moving into the Area**

It is usually possible to find places for pupils wishing to enrol at other stages in the school. In the first instance parents should contact the Head Teacher via the school office for details of available places and how to apply.

### **School Placing Requests – Parental Choice**

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 Quality Improvement Manager [tina.stones@highland.gov.uk](mailto:tina.stones@highland.gov.uk).

Placing 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.

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.

### **Attendance at School / Registration / Absence**

Registration takes place electronically by the class teacher using a system called SEEMiS. This takes place every morning/ after lunch and once a teacher has entered the information for a particular day, this can then be accessed by the school office who will make arrangements to contact any parents/guardians of pupils who are absent by phone in the first instance.

Good attendance is vital if pupils are to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone the school on the first day of absence on the school number, (01463) 233879 where you will be able to leave a message. 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 and so we need to know the whereabouts of absent pupils. **Therefore, it is vital that all parents/guardians contact the school by 9.15am.** Failure to contact the school will result in an unauthorised absence. All unauthorised absences are actively pursued by the school.

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 in a note from the parent or guardian. 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 outwith 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.

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 : [School term dates | School term dates | The Highland Council](#)

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

### **Three Day Rule for Unexplained Absence of Pupils**

#### **Day 1 First day of unexplained absence of a pupil**

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

#### **Day 2 Second day of unexplained absence of a pupil**

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

#### **Day 3 Third day of unexplained absence of a pupil**

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

### **Steps for Parents**

- Keep the school up to date with your telephone number, including mobile phones if you have one, and other details for emergency contacts.
- Inform the school of any pre-arranged absence e.g. attendance at hospital appointment prior to the absence taking place
- Inform the school or nursery of your child's absence by 9.15 on the morning of the first day of absence.
- Respond promptly to contacts from the school.

### **Parental Engagement**

Our parents and families are our partners in ensuring positive outcomes for each of our pupils. We embrace the diversity of families within our school and wider world and seek out opportunities to positively promote diversity. We regularly ask parents for their views on a wide range of aspects of school life and we strive to incorporate your views into our plans for school improvement.

We believe that much of the strength of our school lies in the positive relationships between staff, pupils and their parents, nurtured by a healthy exchange of information between teachers and pupils, between home and school. We always welcome parental interest in the life of our school.

The school works very hard to keep parents informed regarding their child's progress and any key decisions being made about their education. This includes:

- Termly Learning Overviews
- Parents' evenings
- Open Afternoons
- Community Events
- Sharing your child's learning profile: these are digital for P4-7, and paper based for ELC and P1-3
- Short written reports
- Information on the school blog and Google Classrooms

We use all of these methods to ensure that parents and carers know what the "Big Learning" for their child is each week and term. The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practising language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning.

The school always seeks to involve parents in any key decisions about their child's education and keep parents informed about progress. Parental information is obtained from questionnaires issued regularly via the Blog.

We are always looking for ways to increase opportunities for more parents and carers to become more involved in the life of the school. and we are widening our offer for parents to volunteer in our classroom, shared spaces and outdoor areas. We share these opportunities each term on the school blog, and class teachers offer opportunities for parents to help out with trips and other events through the class Google Classrooms. Parent volunteers will be required to apply for PVG (Protection of Vulnerable Groups) status, unless they are supporting a "one-off" school trip etc.

### **Parent Appointments**

Parents/carers are encouraged to attend our annual, formal meetings twice a year. The first round of appointments focus on "settling in" to the new academic

year and are an opportunity for parents and teachers to connect and share the progress made to date. Our second round of appointments focus on achievement and give insight to the likely content of the written report.

Parents may also make an appointment outside of these times if they would like to discuss their child's welfare or progress with the class teacher. Please contact the school office by phone or email to make an appointment.

Please be assured you are always welcome to contact the school at any time if you have any other matter you wish to discuss. Again, please contact the school office to make an appointment.

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: [Parentzone Scotland | Parent Zone](#)

### **Parent Forum and the Parent Council**

As a parent of Crown Primary you are automatically a member of the Parent Forum and are welcome at any Parent Council meeting. Parent Council is a group of parents who meet to represent all parents of children at the school and within the Parent Council are office bearers Chair, Vice Chair, Secretary and Treasurer. Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting our Chairperson, Mr Andrew Campbell via email: [crown.primary@highlandpc.co.uk](mailto:crown.primary@highlandpc.co.uk). More information about Crown Parent Council can be found under 'Parent Council' on the school blog.

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/>

We have a diverse community in Crown Primary and we always strive for the Parent Council to reflect this diversity. 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.

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.

## **Supporters of Crown School (SOCS)**

We are also very fortunate to have a group of parents who work with the Parent Council but who are dedicated to fundraising for the pupils and they meet regularly to plan and organise events throughout the school year.

## **Family/ Home Learning**

We recently published a document detailing our approach to homework and the wider aspects of family learning: [Crown Primary: Family Learning](#)

It is the school's policy that homework is given when required to support class work (review and time to work on new skills) or generate enthusiasm for learning through personal projects. We encourage parents to use Home Learning as a way to discuss what their child is working on at school and if possible to extend their thinking through conversations around the topic. Referring to the class termly Learning Overview as well as weekly Big Learning posts on class blogs will give the focus of learning in the class. This will allow you to open up conversations about the topics listed.

## **School Improvement**

We are committed to the process of consulting all our learners, families, staff and community partners in identifying areas for improvement on a continuous basis.

Each year the school develops, with the school community, a school improvement plan. Through evaluating the progress that the school is making, key actions are identified, and a plan for improvement created. At the end of the school year, a standards and quality report is created to detail the progress that the school has made through the school improvement plan.

Our Standards and Quality Report for 2024-25 can be found on our blog at [Crown Primary and ELC Blog](#).

Further information can be found here

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

<https://education.gov.scot/parentzone/my-school/school-information-dashboard/>



## **Our Curriculum**

### **Organisation of classes**

The organisation of classes is dependent on a number of factors. This means that frequently we need to create composite classes at school. This is where we have two stages in the same class: for example, in a primary 5/6 class we may have ten primary 5 and thirteen primary 6 pupils. There is a maximum of 25 pupils in a composite class. The number of pupils in each grouping within the composite class will depend on the composition of the other classes in the school.

Parents sometimes get anxious about their child being put in a composite class and fear that their child will be disadvantaged. Pupils are not held back by being put into a composite class and will be given classwork appropriate to their stage and/or ability whatever class they are in. There is also the advantage that the class size is usually smaller in numbers. We try to arrange opportunities for pupils at the same stage to have opportunities to mix socially with each other.

### **School Curriculum**

All schools in Scotland work with the framework of the 'Curriculum for Excellence'. This embraces a wider definition of how and what children should learn and experience in their journey through their education. It sets out values, purposes and principles for a new 3 – 18 year old curriculum.

"The curriculum needs to promote learning across a wide range of contexts and experiences. It should equip young people with high levels of literacy, numeracy

and thinking skills and support development of their health and wellbeing. It should enable every child to develop his or her potential through a broad range of challenging; well- planned experiences which will help them develop qualities of citizenship, enterprise and creativity.” (Quote from Curriculum for Excellence’ document)

The curriculum covers the ages of 3-18 and is broken down into ‘Experiences and outcomes’ for the different curricular areas.

**Levels                    Experiences and outcomes for most children:**

Early	in pre-school and in primary 1
First	by end of P. 4, but earlier for some
Second	by end of P. 7, but earlier for some
Third	in Secondary 1- 3, but earlier for some
Fourth	Fourth level broadly equates to SCQF level 4
Senior	in secondary 4- 6, but earlier for some

The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated. The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills, values and attributes that they will need to flourish in life, learning and work. The knowledge, skills, values and attributes learners will develop will allow them to demonstrate four key capacities – to be successful learners, confident individuals, responsible citizens and effective contributors.

**The totality of experiences**

The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. These experiences are grouped into four categories.

**Curriculum areas and subjects**

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

**Interdisciplinary learning**

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

**Ethos and life of the school**

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

### **Opportunities for personal achievement**

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

Added to this, because children learn through all of their experiences - in the family and community, nursery and school - the curriculum aims to recognise and complement the contributions that these experiences can make.

Early Years Practitioners and Class Teachers share our curriculum throughout the year with families through our approaches to Profiling and Reporting. If you would like to find out more about our curriculum framework, contact the Head Teacher. Here is a bit of insight into the curriculum at Crown:

[Crown Curriculum for Families](#)

There is also information for parents on: <https://education.gov.scot/parentzone>

### **School Assemblies**

We hold weekly assemblies, which are non-denominational and focus on moral and social topics. We have regular updates from our Classes and we regularly invite them to share their learning with the rest of the school. We sometimes have speakers from organisations/ charities in to talk to the pupils during assemblies too. We also take the opportunity to celebrate other achievements also.



### **Educational Excursions**

Educational excursions are an important part of the school curriculum as they enable pupils to gain first hand experience of their environment and carry out

practical investigations in a meaningful context. They will vary from local visits which can be made on foot to more ambitious outings which will require considerable preparation and planning. Details of excursions are sent to parents before the event. All trips out with the school boundaries are risk assessed to ensure that all classmates can join so each year they are likely to look different. We manage the children's expectations by involving them fully in the planning of the trips to ensure they understand the importance and impact of inclusivity.

### **Learner Voice**

We have a School Council comprising our 4 House Captains and 8 Vice Captains along with our Young Leaders of Learning (YLoL). We also have regular "Class Meetings" across the school to ensure our children have a genuine say in how the school operates and improves. We encourage learner voice from ELC to P7 with children being involved in planning their learning, reflecting on and evaluating their progress and planning their next steps.

### **Road Safety**

As a city centre school, road safety is an important part of our Health and Safety curriculum. We support safe walking and cycling to school but ultimately parents are responsible for pupils walking and cycling to school. All children cycling to school are required to wear a helmet. We encourage children to walk and cycle to school and work in partnership with outside agencies involved in road safety, including the police.

### **Our Data**

Each year, at the end of Primary 1, Primary 4 and Primary 7 we share our attainment data with the Scottish Government to show our progress in attainment.

- Primary 1: % of children that have achieved the 'Early' Level of Curriculum for Excellence
- Primary 4: % of children that have achieved the 'First Level' of Curriculum for Excellence
- Primary 7: % of children that have achieved the 'Second Level' of Curriculum for Excellence.

Teachers at Primary 1, 4 and 7 make these judgements through ongoing assessments and monitoring children's progress in class, linked to the Benchmarks for each of the levels identified by Education Scotland.

Further information can be obtained on:

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/?searchTerm=highland&searchFor=schoolsOrganisations&orderAlias=relevance>

## Curriculum areas and subjects

### Languages and Literacy

The development of literacy skills is central to all learning. Through Literacy and English pupils develop and extend their skills of communicating, collaborating and building relationships. Throughout the school pupils are introduced to an additional language and learning French begins informally in Primary 1 and continues throughout the school with Gaelic being explored in P5-7.

### Numeracy and Mathematics

Through Mathematics pupils develop their understanding of and ability to apply mathematical concepts, principles and processes in different contexts. The way we teach maths has changed in line with the Highland Numeracy Progression. Parents can be kept up to date with any changes to how and what is being taught by following the school blog.



### Health and Wellbeing

Learning in health and well-being ensures that children and young people develop the knowledge and understanding, skills, capacities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. It

enables children to apply their mental, emotional, social and physical skills to pursue a healthy lifestyle which will be continued into adult life.

In all aspects of school life we are concerned with developing personal and social skills such as the ability to work independently, coping with emotions, making informed decisions, showing respect and tolerance for others. Healthy living is a regular topic in classes. We are developing a School Travel Plan which promotes safe and healthy routes to school. All pupils have opportunities to go on local school trips and our primary 7 pupils have a residential trip at an outdoor centre.

We utilise the 'Relationships, Sexual Health and Parenthood' and Jigsaw resources to teach children about their bodies and about healthy relationships. In Primary 6 and Primary 7 we use the resource to teach children about changes in their body during puberty and about human reproduction. Parents will be informed about when this happens and there are always opportunities to review the materials being used prior to this unit of study.

We use Highland Council Physical Education Guidelines and we use the knowledge and expertise from the PE teachers at Millburn Academy.

We strive to allow learners the opportunities to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning and enhance their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle.

The Scottish Government expects schools to work towards the provision of at least two hours of good quality physical education for every child.

P.E. lessons cover aspects of:

- Gymnastics
- Games skills
- Dance
- Athletics
- Rugby
- Shinty
- Football
- Hockey
- Basketball
- Tennis
- Cross country, orienteering

In addition to our PE curriculum we are very lucky at Crown to have a team of dedicated parents who offer many additional sporting opportunities to our pupils.

We are supported by our Active Schools Co-ordinator in arranging a wide range of physical activities throughout the school year. We invite other agencies to share their expertise with pupils e.g. police, ambulance service, emergency services, school nurses, disability groups, charities. Parents are informed of about sensitive aspects of learning e.g. relationships, sexual health, drugs awareness etc.

### **Sciences**

Through Sciences pupils develop their knowledge and understanding of science language, enquiry, investigation and the impact of science on our world. For this, we follow the Highland Science Framework.

### **Social Studies**

Through Social Studies pupils develop their understanding of our country and other countries both in the past and present day. They also develop their understanding of democracy, citizenship and enterprise. A large part of our learning in this area involves exploring global citizenship and working to understand our world and know how to make a difference to our future.

### **Technologies**

Through Technologies pupils develop their understanding of how to use technologies and how these technologies affect our lives. Technology is not exclusively about computer and digital equipment it now explores, food technology and craft and design.

Each class is equipped with an interactive CleverTouch Board which enhances the learning experiences of our pupils. We also use a range of technology to bring the curriculum to life and allow opportunities to use ICT in different ways. Every child in P7 and P6 has access to a personal Chromebook throughout each day, and every child from P1 to P5 has regular access to Chromebooks.

We are also committed to using ICT to support home school relationships and in addition to our school blog, teachers maintain their own Google Classroom where parents and children are encouraged to visit and discover more about the learning happening in our school.

### **Religious and Moral Education (RME)**

Religious and moral education supports the development of beliefs and values. The teaching of values (what makes a good human being) is embedded in all we do as a school and empathy and understanding are at the core. The pupils will learn about and from beliefs, values, practices and traditions of Christianity, the world religions and views which are independent of religious belief. They will

develop respect for others and an understanding and tolerance of beliefs and practices which are different from their own.

The teaching of Religious and Moral Education aids the development of the understanding of religion as a significant area of human experience.

Further information on the Curriculum for Excellence can be found on following links: [https://www.highland.gov.uk/info/878/schools/17/school\\_curriculum](https://www.highland.gov.uk/info/878/schools/17/school_curriculum)  
<https://education.gov.scot/curriculum-for-excellence/>

**Religious Observance: Withdrawal** *Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.*

### **Expressive Arts**

The Expressive Arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding. We know that the Arts provide a valuable resource for children to explore more complex issues and ideas and strive to include it in all we do.

### **Art and Design**

- ❖ Art and design provides pupils with a wide range of rich, practical activities to explore two and three dimensional media and technologies. In addition, they deepen their knowledge and understanding of art and design by studying the work of artists and designers.

### **Music**

- ❖ Music provides pupils with activities to develop their vocal and instrumental skills, explore sounds and musical concepts and use their imagination and skills to create pieces. They also deepen their understanding and capacity to enjoy music by listening to and talking about different genres of music. We have visiting music instruction throughout the year.

### **Dance**

- ❖ Through dance pupils develop their skills of creating and performing different types of dance to convey mood, feelings and ideas.

### **Drama**

- ❖ Through drama pupils develop their knowledge and understanding of different drama forms and participate in presenting them.

### **Instrumental Tuition**

- ❖ Instruction in brass, chanter and strings is available to senior pupils on a weekly basis. A charge is made by the council for this service. Places are limited and interested pupils are given an aptitude test by instructors.

Further information is available from the school office or online through Highlife Highland.

## **Assessment and Reporting**

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of the learning and teaching process and in raising attainment. More information on the national approach to assessment can be found here: <https://education.gov.scot/parentzone/curriculum-in-scotland/assessment-and-achievement/>

Our aim is to work with each child to identify their strengths and areas to work on, in order to improve their attainment, confidence and motivation. To this end, we use observations, class quizzes, topic assessments, learning dialogues etc. to compile information on a child's progress and help identify their next steps. Continuous ongoing assessment takes place throughout the school.

We assess children's learning more formally in the core areas of the curriculum of Literacy and English and Numeracy and Maths through Reading, Writing, Talking and Listening, Numeracy and Mathematics assessments. As children progress through the school we use a combination of different assessment methods to get the best picture possible of a child and their progress.

Teachers 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.

Parents will receive feedback on their son or daughter's progress through parent appointments in Term 2 and Term 3, profile sharing including target setting information and an annual written report in Term 4. Parents wishing to enquire about a pupil's progress are invited to get in touch with Ms MacDonald, Heateacher.

Pupils will reflect on their progress, achievement and best work on their profiles.

## **Profiles**

Throughout the school, from ELC to P7, children are learning to make connections across the curriculum, to take pride in their work, to know what they are learning and to be able to explain why they are learning certain things. All children have a Profile in which their work, their targets, their reflections, teacher/parent comments and feedback are stored. In P4-7 these Profiles are maintained securely online. All Profiles are available for parents to look at throughout the year and we encourage

you to take time to write in these records highlighting your thoughts about your child's progress.

<https://education.gov.scot/parentzone/curriculum-in-scotland/assessment-and-achievement/>



### **Additional Support Needs**

Class and subject teachers, in conjunction with our Additional Support Needs Teacher 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:

[Support for learners | Support for learners | The Highland Council](#)

[Enquire - The Scottish advice service for additional support for learning](#)

Sometimes a **Children's Service Worker (CSW)** will be involved in supporting a child. They may be 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 outwith 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 in the first instance and/or the Head Teacher by emailing [miriam.macdonald@highland.gov.uk](mailto:miriam.macdonald@highland.gov.uk).

If your concerns continue there are a number of means of resolving difficulties and disputes and information on this can be found at:

[Support for learners | Support for learners | The Highland Council](#)

There is a wealth of national guidance online to support parents in supporting children with additional needs:

- (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

## **Clothing & Uniform**

The school encourages all pupils to take pride in their school and one way of doing this is by wearing their school uniform.

To help keep the Cost of the School Day to a minimum, and to support Learning for Sustainability, we actively encourage using our range of pre-loved uniform rather than buying new. We are focused on "Saving the Planet, one sweatshirt at a time"

The school uniform consists of a blue sweatshirt or hoodie worn over a red (or white) polo shirt, dark trousers/shorts/skirt, summer dress (in school colours-red or blue). Pupils are encouraged to wear shoes to school that are practical for running around outdoors. We ask that all children bring a pair of indoor

shoes/slippers to school that can be worn when in the classroom. Most of our rooms are carpeted and as the children often work and sit on the floor, indoor shoes help keep their working space clean.

School uniform can be ordered through the website: [Schoolwear Made Easy - Scotland's Leading Schoolwear Supplier - Schoolwear Made Easy](#)

## **PE Kit**

Each child should have a pair of shoes suitable for indoor gym. Younger pupils should have clearly labelled slip-on or velcro fastening gym shoes. Pupils should have shorts and a suitable vest, T-shirt or top. On PE days, PE kit can be worn to school under the school sweatshirt.

In the interests of safety, watches, necklaces and earrings should, where possible, not be worn and long hair, where possible, should be tied back. We respect and value the cultural practices of different religions and cultures that wear jewellery and head coverings as part of their beliefs. Pupils should change back into their normal school wear after PE/games. Pupils who require to be excused from PE should bring a note of explanation and give it to their class or PE teacher.

***\* Marking of all pupil's property is encouraged – but for their child's personal security parents are asked to ensure that names are not visible to strangers.***

## **School Meals**

School meals are available at Crown Primary and are free for ELC–P5 pupils. A copy of the school menu is available here

[https://www.highland.gov.uk/downloads/download/9/school\\_menus](https://www.highland.gov.uk/downloads/download/9/school_menus) .

School Meals for Primary 6 and 7 cost £2.40 and just keep getting better, with better quality food, healthier meals, larger portion sizes and more and better choices. If a pupil has special dietary needs, please inform the school. Free meals can be claimed in certain circumstances, for information and application form please see

[http://www.highland.gov.uk/info/899/schools\\_-\\_grants\\_and\\_benefits/10/free\\_school\\_meals\\_and\\_assistance\\_with\\_clothing](http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing)

Further information regarding menus and up to date pricing is available on the Highland Council website: [School meals | School meals | The Highland Council](#)

Pupils may also choose to bring in a packed lunch from home and in keeping with Highland Council's Health Promoting Policy, it is the school's hope that this packed lunch should contain a healthy balanced diet. We would also discourage the use of single use plastic in packed lunches.

Any child wishing to go home for school lunches should indicate this to their class teacher during registration in the morning. They will be required to sign themselves out at the office before leaving school and sign in again upon their return.

Children of parents/guardians receiving certain benefits may be entitled to a free school meal. Information and application forms for free school meals may be obtained from the school office or from the Highland Council website. All pupils in Primary 1-5 are offered free school meals in line with the Scottish Government guidelines. No application is necessary for P1-5 children to access these.

The school meal service offers nutritionally balanced, well presented food in an environment that is safe, well ordered and sensitive to the needs of pupils in order that they may enjoy the lunchtime social experience. Healthy choices are very much in evidence in all menus. Food and drinks served meet the requirements of The School (Health Promotion and Nutrition) (Scotland) Act 2007.

### **Special Diet, Food Allergy**

If your child requires a special diet for health reasons, please fill in the [Special Diet Request Form](#) available online. The request should be sent to the Highland Council Catering Department for consideration. Where appropriate, they will seek the advice of the local dietician.

### **Healthy Living and Nutritional Guidance**

For information and guidance on healthy living topics including guidance to assist schools adhering to the nutritional standards set within the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 please use the link [Healthy Living](#) or go to the Highland Council website.

### **Medical & 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 the event that we should need to contact you.**

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 we take action before we are able to contact you. The safety and good health of your child will always be our main concern.

The school nursing team is in regular communication with the school. A screening service is in place throughout the school but if you have any concerns about your child's health which you would like the school medical services to deal with then please simply get in touch with the school office. Advice on health matters is available from the school nurse on request.

Speech Therapy is available for those pupils who require it. Again, an initial request should be made through the Head Teacher.

Other specialist educational services are occasionally needed for individual pupils. The provision of these services will always be discussed in detail with parents before any action is taken. Should a child have a particular medical requirement this should be made known to the Head Teacher as soon as possible.

### **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-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.

### **Minor injuries**

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

**Please note that it is a parent/ carer's responsibility to ensure that any medication including epipens and inhalers are within their use-by-date and stored in school.**

### **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. School 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. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

## **Access to Pupil Records**

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

## **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 the 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 the 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](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, the Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

### **Your data protection rights**

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

<http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation>

The 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 the 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 this 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](mailto: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](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.

The United Nations Convention on the Rights of the Child has now been incorporated into Scots Law. To find out more about this and the rights for all children in Scotland, you can access information [here](#).

## **Protection of Children**

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

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

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

Copies of Child Protection Policy Guidelines are available online at <https://hcpc.scot/wp-content/uploads/2024/09/Highland-Child-Protection-and-GIRFEC-Guidance-2024-FINAL.pdf>

At Crown Primary we take the care, welfare and protection of our children very seriously. We believe all children have a right to feel safe within the school, home and community.

Within our school we strive to provide a safe, secure and nurturing environment for our pupils which promotes inclusion and achievement. All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.

Every staff member undergoes a minimum of one child protection training activity every session. Many of our staff are more extensively trained in specific areas of child protection to support and identify potential child protection concerns.

The Child Protection Co-ordinator for the school is **Ms MacDonald ( Deputy Head Miss Suzanne Dunbar, in her absence)**. If you wish any further information, please contact the school office. If you wish to discuss this important matter further, please make an appointment to see Ms MacDonald.

### **Complaints and Requests for Service**

If a parent has any concerns they should contact the school in order to bring this to the attention of the class teacher. For more serious issues parents should contact their child's Named Person, Ms Miriam MacDonald, Head Teacher, or Miss Suzanne Dunbar, Depute Head Teacher. Contact can be made via the school office on (01464) 233879 or [crown.primary@highland.gov.uk](mailto:crown.primary@highland.gov.uk) .

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, Tina Stones, [tina.stones@highland.gov.uk](mailto:tina.stones@highland.gov.uk)

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 [school.transport@highland.gov.uk](mailto:school.transport@highland.gov.uk).

### **School Community**

Crown Primary plays an important role in the community. We co-operate fully with any activities organised by the local community groups.

As part of Inverness's learning community we have ongoing liaison with our Secondary School colleagues and often use their expertise within specialist subject areas. We welcome various agencies into the school e.g. Police, Fire Service, Road Safety Officers, Environmental Health Officers, Dental Hygiene Officer and School Nurse. We enjoy taking part in any competitions the various agencies run.

### **Extra-Curricular Activities**

There are various lunchtime and after school clubs running during the school term and information can be gained from the school office or on the school blog about what's on offer and how to join.

### **Transitions**

#### **Transfer from Primary to Secondary**

Pupils are normally transferred between the ages of 11 ½ and 12 ½ years old so they will have the opportunity to complete at least 4 years of Secondary Education. Secondary school transition events often start early in the P7 year.

Pupils from this school normally transfer to:-

Millburn Academy  
Diriebught Road, Inverness, IV2 3QR  
Tel: 01463 729152

Head Teacher: Ms Kerry Sinclair, Head Teacher

Children who are not living in the Millburn Academy catchment area will require Placing Requests completed and submitted to the Area Education Office between January and mid March of the P7 year. Dependent on roll numbers a place at Millburn Academy is not guaranteed and for that reason pupils will be encouraged to attend transition events at their catchment school. Placing request decisions are usually finalised just after the Easter break.

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.

## **Military Families**

Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservists.

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

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality and equity for your children and young people in their education.

Visit the Highland Council Armed Forces Website for lots of helpful information and support

[Armed Forces: support for families and schools | Armed Forces - support for families and schools | The Highland Council](#)

## **Highland Council policies**

We adhere to Highland Council policies. These can be found at:

[https://www.highland.gov.uk/info/893/schools\\_-\\_general\\_information/29/school\\_policies\\_procedures\\_and\\_guidelines](https://www.highland.gov.uk/info/893/schools_-_general_information/29/school_policies_procedures_and_guidelines)

## **Travelling to school during Adverse Weather – School Closures**

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

## **When weather conditions are poor**



We will keep families informed through the school blog. Updates will be shared by Parent Council in the class WhatsApp groups.

**Local radio stations** issue news and weather bulletins on traffic conditions and school closures.

Transmissions may not cover all households and may be subject to re-scheduling but should be helpful. Parents are advised to remain “tuned in” to ongoing road weather, or school information updates.

BBC Radio Highland | Nevis Radio | Lochbroom FM | Moray Firth Radio  
(<https://hellorayo.co.uk/mfr/>) | Radio Wester Ross

Please do not telephone local Radio for advice but listen to appropriate broadcasts.

### **Finally...**

We have tried to make this handbook as comprehensive as possible and we trust that you have found it informative. As with everything it is a dynamic document and may change and develop. Whilst the information in this handbook is considered to be accurate at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.

We look forward to welcoming you and your family to Crown Primary and hope you all enjoy being part of our school community.