



Dochgarroch
Primary School



Dochgarroch Primary School Handbook

December 2026 - December 2027

*In Dochgarroch Primary and Nursery we aim to learn by **being kind, happy, respectful and honest**. By learning in a stimulating learning environment that allows us to **be adventurous, active, creative and safe** across the whole curriculum. All who work and learn in the school understand the **value of teamwork, friendship and facing challenges together** across our community and the wider world.*

Welcome to our wonderful school!

Whilst the information in this handbook is true at the time of publication, changes in circumstance after the time of publication may affect the accuracy of the information.

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1. OUR VISION, VALUES AND AIMS

Dochgarroch Primary School is an inclusive school, which aims to provide an educational environment suitable to the needs and abilities of each child.

Our curriculum aims to ensure that all children develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future, and to appreciate their place in the world.

In Dochgarroch Primary and Nursery we aim to learn
by being
kind, happy, respectful and honest.

By learning in a stimulating learning environment that allows us to be
adventurous, active, creative and safe
across the whole curriculum.

All who work and learn in the school understand the
value of
teamwork, friendship and facing challenges together
across our community and the wider world.

These values underpin our school motto:

From small seeds **mighty trees grow!**

2: OUR SCHOOL IMPROVEMENT PLANS



Below is a summarised version of our school improvement plan. Each year we reflect in our progress and write a standard and qualities report which can be found on Highland Council Website [here](#) or by contacting the school office. From this we then write our school improvement plan, a summary of which is below:

Improvement Priority 1 Action Plan:	Pedagogy: Improving Attainment through Sharing Standards, IRA ASG +Dochgarroch PS.	Lead: Headteachers + selected teaching staff
<p>Please detail the information/data which has prompted this work:</p> <p>We have been focussing on pedagogy as an ASG across the past two years. Session 2024/25 themes came from feedback from teachers.</p> <p>Pre and post Questionnaire for Digital and Feedback showed increased confidence levels in teaching staff from 3.7/6 to 4.4/6.</p> <p>Pre and post questionnaire on Creativity showed an increase in staff confidence from 3.5/6 to 4.4/6.</p> <p>Through evaluation with staff and head teachers, the following themes came through as next priorities</p> <ul style="list-style-type: none"> • Continued focus on high quality Learning, Teaching and Assessment • Continued time for teacher dialogue to improve judgements and share good practice • Continuing to improve the confidence, accuracy and consistency of teacher judgement through moderation • Making links with school with similar focus (Learning Pairs/Quads) <p>Looking forward, our approach must incorporate our council's Raising Attainment Strategy.</p>		
Improvement Priority 2 Action Plan:	The 3 Ps: Pupil and Parent Participation	Lead: Louise Robertson
<p>Please detail the information/data which has prompted this work:</p> <p>Dochgarroch and Aldourie Primary school: Pupils are keen to be involved in the life of the school and involving them in leadership opportunities and decision making will promote active and authentic participation, motivation and engagement. Active participation in school life and leadership roles provides pupils with practical experience</p>		

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in developing the meta skills that are vital for success is both in and out of the classroom. When pupils feel genuinely involved, it is good for their health and wellbeing as they develop stronger relationships and improve behaviour creating a positive and inclusive environment for all. The school will gain insights that allows us to adapt and change, supporting needs and interests, leading to more relevant and engaging learning experiences. We need to create structured opportunities for children, with real responsibilities and influence on decision making. Engaging pupils well, may support parents to participate in the school in a wider way. This will tie in with SIP 3, where we will be using Learning for Sustainability self-evaluation framework.

Dochgarroch PS ELC

Language is fundamental to all areas of learning and development in early years. High-quality interactions and language-rich environments are strongly linked to improved outcomes in literacy, cognitive development, and social skills. In line with *Realising the Ambition: Being Me*, there is a clear need to support staff in developing the skills, confidence, and understanding to embed purposeful language experiences throughout the day. Many staff are keen to enhance their practice in extending children’s vocabulary, supporting early communication, and fostering critical thinking through dialogue. Parents are keen to be involved to support their child in literacy activities before starting in P1.

Improvement Priority 3 Action Plan:	Curriculum: Rationale and Learning for Sustainability	Lead: Louise Robertson
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Please detail the information/data which has prompted this work:

Updating curriculum rationale in both cluster schools, involving school and ELC parents in helping identify local partnerships and links to support curriculum delivery has been carried over from last year and should be completed by January 2026.

This is the second year of developing IDL cyclical planners. We recognise the need to expand the three-year cyclical IDL progression planners to include clearer links with DYW, community/partner links, Awards/Events and links to UNCRC/Equality themes by making links within planning documents, as and when they are covered and will be reviewed at the end of the year. We will use the Learning for Sustainability framework and self-evaluation tool to support this action plan and staff development and training. If time we should consider how we promote learner agency by extending opportunities for personalisation and choice in curricular areas through enquiry-based activities for a greater development focus next year if appropriate. This would tie in with SIP 2 about Participation.

3. GENERAL INFORMATION ABOUT THE SCHOOL

Dochgarroch PS is a small rural school four miles from Inverness, sitting beside the nearby northside shores of Loch Ness and alongside the Caledonian Canal. The school currently has 9 pupils enrolled and 7 in the nursery. In August 2024 it formed a new two school cluster, with Aldourie PS which is 12 miles from Dochgarroch, on the south side of Loch Ness, near the village of Dores. A cluster means that there is one headteacher leading the two schools and she spends 0.5 of her time in each school.

CONTACT DETAILS:

Dochgarroch Primary School, Dochgarroch, Inverness, IV3 8JG

Tel: 01463 861240

E-mail: dochgarroch.primary@highland.gov.uk

SCHOOL TIMES:

- P1-7 - 9am to 3.30pm, Break at 10.45, Lunch at 12:15 - 1pm
- FRIDAYS - 9am to 12:15pm for everyone (Grab and Go bags for lunch)

STAFFING

Our Staff:

- Cluster Head Teacher - Mrs Louise Robertson
- P1-7 Class teacher - Mrs Donna Grant
- Additional Support for Learning Teacher - Mrs Sarah Ritchie
- School Secretary - Mrs Jana Paterson
- Pupil Support Assistant - Mrs Nicola Gilham

Nursery:

Mrs Hilary McLean - EYP

Mrs Joanne Ball - EYP

Mrs Rachel Gillanders- Children's Support Worker and EYP.

Canteen:

Staff form Production kitchen at Inverness High school

Janitor: FMA from Charleston Academy

School Cleaner: Ms Alison Wright

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SCHOOL UNIFORM

At Dochgarroch we always look smart and wear our school uniform. Our school jumpers/polo shirts are blue with our school logo on them. You can wear black or grey trousers or also wear a blue checked dress or pinafore. Uniforms can be purchased from

Schoolwear Made Easy
Harbour Road,
Inverness
01463 222022

Website: [Schoolwear Made Easy](#)

School Clothing Grant

The school clothing grant is £164 for primary school children. Here is a link to the Highland Council Website to apply. [Highland Council Website Apply](#)

Who should apply

Children in primary 1 to 5 may be entitled to a clothing grant and free school meal holiday payments if their parents or guardians are on a qualifying benefit.

P6 to S6 pupils are entitled to free school meals, clothing grants and holiday meal payments if the household receives one of the qualifying benefits.

Qualifying benefits

You can apply if your household receives any of these benefits:

- Income support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit (where their monthly earned income is not more than £850)
- Pension Credit Guaranteed Credit

You can also apply if:

- you are 16 to 18 years old and receive a low income qualifying benefit
- you have no access to public funds, normally due to immigration status
- you are a family awaiting your first monthly Universal Credit award notice

School Enrolment: How do I enroll my child for school or ELC?

Enrolment dates for new P1 pupils are advertised in the local press and are usually in January/February. Parents are welcome to contact the school at anytime during the session to visit and enroll children in other age groups. Nursery enrolments take place three times during the session to accommodate children turning three. Parents should note there is no automatic right to a place in Dochgarroch P1, even if your child has attended Dochgarroch Nursery.

Highland Council Enrol my child for school

THE SCHOOL FACILITIES

Dochgarroch Primary School is a small rural school situated four miles from Inverness on the A82 Fort William Road. The school was first opened in 1875. The school provides bright comfortable accommodation for pupils within the designated area, which is from the Caledonian Canal to Loch Laide in Abriachan and from the Crematorium to the Clansman Hotel on Loch Ness Side

The school is of a traditional stone design and is situated in spacious grounds with a sports field, grass and tarmac play areas and shelters. The Nursery has a lovely newly refurbished setting in the school building. P1-7 are in a porta cabin in the grounds.

School meals are cooked at Inverness High School Production Kitchen and transported to Dochgarroch. As we do not have a hall, children eat in the small classroom just off the nursery and can choose to eat outside at our picnic tables if the weather is nice.

We utilise our outdoor area well and make sure that the children are outside as much as possible.

THE SCHOOL ATMOSPHERE AND ETHOS

At Dochgarroch we are happy, kind, respectful and honest. Our staff, parents, children and community work well together and we are a strong team.

Achievements:

At Dochgarroch we celebrate achievements on a regular basis. Children are given lots of opportunities to achieve.

Pupil Voice and Roles

In our school every child is valued and given opportunities to lead and help shape the school. Our Pupil Voice group is made up with everyone in the class. They meet with Mrs Robertson (HT) throughout the year to discuss how to improve the school.

Within Pupil Voice we include:

- Digital Leaders
- Buddies
- Playground developments
- Learning for Sustainability

The Wider Community:

Our vision is for Dochgarroch to become a true community school, working in strong partnerships with those in the local area.

Our 150th birthday celebration in June 2025, was well attended by pupils and staff past and present with the children displaying a wealth of learning through the creation of a school museum which past pupils and staff thoroughly enjoyed visiting. The children also performed a short play they had written to share scenes of life at the school over the past 150 years. They also shared their talents by playing violins and cellos while everyone enjoyed afternoon tea.

Working in Partnerships:

PARENTS/GUARDIANS/CARERS AS PARTNERS

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

- Keeping in touch with parents' views.
- Parents' evenings.
- Progress checks.
- Target Setting.

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing 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 keeps parents informed about progress. Parental information is obtained from questionnaires issued regularly at Parents evenings/school events/online.

At Dochgarroch PS we are fortunate to have an active Parent Council. The Parent Council is a group of parents selected to represent all parents of children at the school. The parent council will support the school in a number of ways :

- Encouraging links between the school and parents.
- Taking part in the appointment of senior staff.
- Working closely with the staff and Head Teacher to support and benefit the school as a whole.
- Fundraising

Any parent who wishes to raise an issue for the Parent Council to consider can do so by contacting the chairperson, Mr Mungo Laing by emailing:

dochgarroch.primary@highlandpc.co.uk .

Partnerships with our cluster school

We regularly work with Aldourie Primary school as they are our cluster school. Usually this is the pupils visiting either school once per term. Staff and pupils work with each other for many activities. We also work with other school in our ASG and take part in events as they arise.

4. EDUCATION WITHIN OUR SCHOOL

THE PURPOSES OF THE CURRICULUM

In Dochgarroch, we follow Curriculum for Excellence and staff plan using the experiences and outcomes and benchmarks for the 8 curricular areas.

The experiences and outcomes describe the expectations for learning and progression in all areas of the curriculum. The benchmarks are used alongside professional judgement to assess whether or not a child has achieved a level. The Levels in Curriculum for Excellence that children work within are:

- Nursery and P1 - Early
- Primary 2 to Primary 4 - First
- Primary 5 to Primary 7 - Second

The title 'Experiences and Outcomes recognise the importance of the quality and nature of the learning **experience** in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An **outcome** represents what is to be achieved.

The purposes of the Curriculum are outlined in the Scottish Executive's document 'A Curriculum for Excellence (2004)': 'To enable all young people to become Successful Learners; Confident Learners; Responsible Citizens and Effective Contributors'

The Primary Curriculum consists of 8 Curricular Areas: **Literacy, Mathematics and Numeracy, Health and Wellbeing**, Social Studies, Sciences, Technologies, Expressive Arts, Religious and Moral Education. Those in bold form the CORE curriculum.

TEACHING and LEARNING

In Dochgarroch Primary we have one single multi-composite class from P2-P7 at present [i.e. more than one primary group per class].

There are differences in age, maturity, ability and personality of the children in each class. Each child has different educational strengths and needs. Effective teaching and classroom organisation has, therefore, to be flexible and varied to extend the abilities of all the pupils.

These methods include:

- Class teaching and discussion to introduce, emphasise and revise the main points in all the pupils' learning.
- Group work to accommodate and extend groups of pupils at a similar stage of development.
- Co-operative learning to extend understanding and sharing of ideas in ability or mixed ability groupings.
- Individualised work and activities to allow children to work independently at their own level.

In Dochgarroch we also ensure that children are part of the planning process for learning and also to aid assessment.

LITERACY

The development of children's literacy skills is a top curriculum priority because good language development provides the sound basis for understanding and communicating in all parts of the curriculum. A broad-based curriculum with a variety of experiences and activities will nourish the development of language.

Talking, listening, reading and writing are all parts of literacy. We all recognise the importance of reading and writing in the curriculum, but oral expression and careful listening are also very necessary parts of learning. All pupils must have opportunities to develop these *skills* in the classroom.

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The teaching of reading goes on right through the primary school. This year all classes are focusing on reading comprehension skills. Pupils are taught to read text fluently, with oral expression and with good understanding. This teaching continues into the senior years, developing skills of comprehension and broadening the awareness of the function and structure of language. In particular, we wish to encourage an interest in recreational [or personal] reading as this improves a child's language abilities substantially and can give them a joy throughout life.

The pupils are taught how to write and to use their writing skills for different purposes. They will be writing reports, notes, stories, poems, letters and sometimes plays. The children are encouraged to write for an audience and as such should be able to be read by them, i.e. read what they write. Punctuation, spelling and presentation are important aspects of writing. Spelling is taught in a variety of ways to ensure capacity for use. Spelling is another priority on our school plan this year.

MATHEMATICS AND NUMERACY

Mathematics is a subject that permeates many aspects of modern life. An understanding of mathematics is therefore very important for our pupils for their intellectual development and prospects. The mathematics curriculum includes work in number, money and measurement, shape, position and movement, information handling and problem solving.

Pupils are introduced to new number work and mathematical concepts through practical experiences and situations. They learn to use mathematical materials, counters, cubes, etc. to gain a good understanding of the concepts involved. When the opportunity arises, work in class is directly related to real situations, so pupils know just why they are doing such work.

Particular attention is given to making the pupils numerate - a necessary aspect if children are to deal competently with the mathematics in later stages. In this respect, pupils must become adept at mental arithmetic, using calculators and also with traditional paper and pencil methods of calculation. Active learning is encouraged as is outdoor learning.

Problem solving is given importance at all stages as this involves a real use of thinking skills.

All classrooms have access to resources for stretching the more able in mathematics.

Chromebooks are increasingly being used for problem solving activities and for information handling using databases and spread sheets.

HEALTH AND WELLBEING

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.

The health and well-being of every pupil at Dochgarroch is paramount. Through the curriculum we work through 5 key areas:

- Mental, emotional and social wellbeing
- Physical Health
- Food and Health
- Substance Misuse
- Relationships, sexual health and parenthood

Staff will share any sensitive learning with parents prior to starting the sequence of lessons, sharing what will be covered, how it will be covered and any key resources that may be used. An appointment can be made with the class teacher and/or headteacher to discuss any concerns.

RELIGIOUS AND MORAL EDUCATION

The aim of Religious & Moral Education in school includes learning about Christianity and other world religions and supports the development of beliefs and values.

The School Assemblies have a role in giving children experience of participation in song, prayer and story. School assemblies take varied formats, including minister led, Class led, Head Teacher led, visiting groups led [Charity]. Parents who desire the withdrawal of their child from these activities may do so by contacting the school. Suitable arrangements will then be made.

SCIENCES

Learning in the sciences will enable our children to:



- develop curiosity and understanding of the environment and my place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on my life, the lives of others, the environment and on society
- establish the foundation for more advanced learning and future careers in the sciences and the technologies.

TECHNOLOGIES

At Dochgarroch we are trying hard to improve our use of technology. We have Chromebooks for each child at the school and the children use these on a regular basis to enhance their learning. Digital Leaders within our school are responsible for learning how to use new equipment and resources and to teach others.

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ASSESSMENT OF PUPILS, KEY ASSESSMENT TASKS AND PROFILING

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



Day-to-day assessment takes place in every class and in the nursery. The teachers regularly assess pupil progress. Children are aware of their targets and how to progress. Each term, the class teachers spend time with each child and lead a learning conversation. This gives the teacher a good insight into individual pupils' strengths and needs. Pupils are also responsible for keeping their Pupil Profiles up-to-date. These profiles show each child's progress over a year. Within these profiles, teachers will include Key Assessment Tasks (KATs). Each child will be assessed using a KAT twice a term. Each term one assessment will focus on Literacy or Numeracy and 1 other area. Pupil voice, parent voice and teacher voice are all gathered in these assessments in order to ensure next steps are meaningful.

We have parental contact evenings twice a year so parents/carers can talk to the teacher about their child's progress. At Dochgarroch we write short reports and evidence for these reports are backed up in pupils profiles. We also hold termly open afternoons for parents where parents/carers can see what their children have been learning in school.

5: SOCIAL POLICY AT DOCHGARROCH

ENSUING WELLBEING, EQUALITY AND INCLUSION

GETTING IT RIGHT FOR EVERY CHILD (ASN)

Support for learning in school follows a staged approach to ensure the child in need of support receives the most appropriate involvement with an external agency where it is deemed necessary. It is our duty to ensure our children are:

SAFE, HEALTHY, ACTIVE, NURTURED, ACHIEVING, RESPECTED, RESPONSIBLE, INCLUDED.

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These are called the SHANARRI Indicators and they are used to assess children's basic needs.

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

http://www.highland.gov.uk/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners

http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan

Sometimes a Children's Service Worker will be involved in supporting a child. A Children's Service Worker is often based at the school and will generally focus on more social and emotional needs rather than issues about the curriculum or classroom learning. They:

- work in collaboration with the support team in school
- work to support families in their own communities
- work with individual pupils and small groups - offering a further level of support

Parents/Carers will always be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school.

Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed or will want to talk to someone out with the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance and/or the Head Teacher. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:

http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners

Information about the 2009 Additional Support for Learning Act:

Legal information

The Education (Additional Support for Learning) (Scotland) Act 2004 came into force in November 2005. In June 2009, the Act was amended. These amendments form the Education (Additional Support for Learning) (Scotland) Act 2009 and it comes into force on 14 November 2010.

What does this mean for pupils and parents?

The new Act doesn't change the basic purpose of the 2004 Act - it aims to strengthen some duties under the Act and clarify parts that have been confusing. Here are some of the main changes:

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- Under the 2004 Act 'additional support' means support that is provided in a classroom or a school. The 2009 Act changes this to include support that is given out of school but that helps a child get the most out of their school education. This could include a social worker helping a child who refuses to go to school or a mental health nurse supporting a child to cope with issues affecting their school life.
- Children who are looked after by a local authority will automatically be assumed to have additional support needs. For looked after children who don't need extra help this will have little impact. For those who do need help it will make sure their needs are considered as they move through school or if they change school. Local authorities will also be expected to check whether these children require a Co-ordinated Support Plan (CSP) or not.
- The 2009 Act allows parents to ask their local authority for a specific type of assessment at any time. Under the 2004 Act parents had this right only when asking the education authority to identify whether their child had additional support needs or when asking the education authority whether their child required a CSP.
- The duties that local authorities have towards young disabled children have been strengthened. Under the new Act local authorities have a duty to assess disabled children aged between 0 and 3 and provide them with additional support, if required, in agreement with their parents.
- Local authorities will have to publish information on where parents and carers can find help, information and advice, including contact details for Enquire. Local authorities will have to make sure that a summary of this information (including details of dispute resolution and mediation services) is available from all schools (and other sites that provide education). They also need to make sure this information is included in school handbooks and on their website
- There is a section about placing requests that states that parents of children with additional support needs, (including those that have CSPs) 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 (whether the child has a CSP or not) will be referred to the Additional Support Needs Tribunal. Some of the changes made in the 2009 Act deal specifically with children who have, or may require a CSP, and in particular to disagreements between local authorities and parents about the CSP.
- The Act extends the reasons that a parent or young person can make a referral (called a reference) to the Additional Support Needs Tribunal. Parents can make a referral when a local authority decides that a child does not need a CSP but also when local authorities have: failed to provide the additional support set out in the CSP; not responded to parent's request to find out whether their child needs a CSP within a given time; or, after having said they will consider whether a CSP is required have not made a decision (within a given time) on whether the child needs a CSP or not.
- The Act also gives the Additional Support Needs Tribunal extra powers to force local authorities to provide or make arrangements providing additional support that is set out in a CSP if they have not done so.
- The new Act includes a duty for the Scottish Government to fund a national independent advocacy service (on request and free of charge) to support parents and young people in Additional Support Needs Tribunal proceedings.

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The above points do not include all the changes resulting from the 2009 Act but simply cover the main points.

If you have any questions about the 2009 Act
Please contact the Enquire Helpline on **0845 123 2303** or by email on info@enquire.org.uk

Further information and support to parents of children and young people with ASN: These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

(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

POSITIVE BEHAVIOUR POLICY

We work hard at Dochgarroch to ensure that positive behavior techniques are used and promoted by all staff and helpers in the school. The policy we follow can be found below:

https://www.highland.gov.uk/downloads/file/20086/ppr_framework_and_guidance

ANTI-BULLYING POLICY

Bullying, should it occur, is taken very seriously. While it is not in any way prevalent in this school, it can be very distressing for those involved if it happens. This is why we wish to explicitly address this subject and provide clear guidance for pupils, parents and staff on what to do if a situation should arise.

What counts as bullying?

Bullying can take many forms. Sometimes it involves physical harassment i.e. kicking or hitting. Less visible, but no less distressing, is name calling, 'sending to Coventry', exclusion from playground games, or taunting.

Bullying is the deliberate hurting, threatening or frightening of an individual or group by another individual or group. It is distinct from the spontaneous upsets and disagreements which may happen among children from time to time.

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Note: The victim of bullying may show signs of being unhappy, unduly quiet or weepy, play separately, feel 'ill', and/or not wish to go to school. If these symptoms occur frequently then the question of bullying should be considered.

Reacting to bullying incidents:

If parents see, or are told about bullying taking place, they should ensure that someone at the school knows about it. Situations are made far worse, when bullying continues over a period of time without the school being aware of what is happening. On the other hand, bullying is often quickly stopped when addressed at its onset.

If your child is involved in bullying, you should reassure him or her and talk about the full scenario. Try to ascertain the facts of the incident and contact someone at the school as soon as possible. Do not wait to see if the matter resolves itself.

If pupils see or hear about bullying taking place, they should speak up and come forward to establish the truth and hopefully end the unpleasantness. To have knowledge of bullying and not to speak up is to condone this behaviour.

If the school is told about an incident of bullying, we will address the matter seriously and sensitively and in co-operation with the parents of the victim. We will seek to reassure the victim, encourage others to speak up to establish truth and fairness and make clear that the bully's behaviour is unacceptable. The bully will be encouraged to see the victim's point of view and, if appropriate, be set a punishment and have his/her parents contacted. We emphasise the importance and success of early intervention.

6. FAMILIES MATTER 😊

At Dochgarroch, we work closely with families in a variety of creative ways. In our schools, families:

- Help out with school trips like swimming
- Help us in the garden or with decorating
- Work alongside teachers to plan fun events
- Talk about their jobs and help us with our learning
- Help with fundraising events
- Attend Coffee mornings and information evenings
- Help us make our school a better place 😊

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

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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:

- Parents' evenings
- Progress checks
- Target Setting
- Information on the school website

The support of parents in their children's education is key to the success of young people. Taking time with them, discussing work, practicing language, helping them manage their homework and encouraging responsibility are important ways of supporting children's learning.

The school always seek 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 at Parents evenings and from Parent Forums.

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/>

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.

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

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

7. PUPIL WELFARE

INFORMATION, ENQUIRIES AND VISITS TO THE SCHOOL

General enquiries can be made by phoning or calling at the school office (**01463 861240**)

Parents seeking a place for their child in the school are welcome to visit the school by appointment.

Parents are encouraged to contact the school about welfare issues and anything that is important for the well-being of the pupils.



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 should phone the school on the first day of absence, on the school number 01463 861240.

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 a parent or guardian or the parent should contact the school office. Where at all possible, medical and dental appointments should be made out with school hours. If pupils fall ill during the day, parents are contacted for them to collect their child, therefore it is essential that we have up to date daytime contact numbers and emergency contact numbers for all pupils

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils. When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- Will result in a significant loss in classroom experience.
- Will result in a pressure to 'catch up' on missed work by pupils.
- Could result in pupils missing assessments with consequential impact on pupils and teachers.

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- 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 Headteacher.

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:

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- 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.

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.



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, which is the headteacher, Mrs Louise Robertson. 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.

SCHOOL MEALS AND PACKED LUNCHES

- A two-course lunch is served daily. A menu is issued at the start of the term and will be served on a rotational basis. A school lunch costs £2.40
- Lunches may be paid monthly or weekly in advance on Mondays.
- On Fridays, children can request a GRAB AND GO bag as we finish at 12:15 on a Friday.
- Children of families receiving Income Support qualify for free meals. Application forms are available online https://www.highland.gov.uk/info/878/schools/9/school_meals
- All P1 - P5 pupils receive free schools meals



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PACKED LUNCHES IN SCHOOL

Children having a packed lunch sit with the children having a school lunch.

The Highland Council has drawn up a set of guidelines in order that certain standards of health, hygiene and safety are maintained.

1. All food must be carried in a semi-rigid container with a secure lid. i.e. Tupperware, ice cream containers or similar, Containers should be clearly marked with the name of the pupil,
2. We would prefer that no glass bottles or containers are used for packed lunches due to Health & Safety guidance.
3. Vacuum flasks containing hot liquid are treated with care because of the danger of scalding, and staff should be informed if a child has one with them.
4. We ask that fizzy drinks are not brought into school as we aim to ensure that children eat a healthy, balanced diet.
5. Water beakers will be available in all dining areas.

CHILD PROTECTION

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

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

Here is our Procedure:

Child Protection Officer: Louise Robertson (Head Teacher)



IF YOU HAVE ANY CONCERNS: CONTACT Louise Robertson ASAP -
Dochgarroch PS 01463 861240 or Aldourie PS 01463 751272 or mob 07734469367

IF A CHILD DISCLOSES SOMETHING:

1. Listen carefully and calmly
2. Reassure the child
3. DO NOT AGREE TO KEEP A SECRET
4. DO NOT INVESTIGATE - JUST LISTEN
5. SPEAK TO HT or class teacher in her absence
6. RECORD THE INCIDENT ASAP AFTER TALKING TO CHILD

***** If you see or hear something that feels wrong, pass it on.***

TECHNOLOGY IN SCHOOL

The use of modern technology can make a significant contribution to the teaching of the curriculum making learning more interesting and engaging. Pupils will therefore have access to different types of technology at appropriate times.

Unfortunately, the use of computers and modern technology can be abused. Therefore, the school has drawn up an Information Communication Technology Access Policy to protect all parties - the pupils, the staff and the school. The policy includes the following points:

All ICT use should be appropriate to the pupil's education. Computers should not be personalized by changing desktop settings. Unauthorised software should not be loaded as it may not be compatible and may alter the operation of existing software. Pupils' access to the internet is carefully supervised by the school and is also filtered by the Council's servers. E-mail will be under direct teacher supervision i.e. one computer with the teacher and relevant pupils. Children will not have access to chat rooms at school.

There have been very few instances of abuse of computers within Highland Council. However, it is necessary to state that any pupil found maliciously abusing access to ICT, may lose the opportunity to use the school system.

Other items of modern technology (mobile phones, digital cameras, CD and DVD players etc.) are becoming increasingly attractive items for children to own. However, given the desirability, expense and potential loss of these items, as well as on-going safety concerns, we ask that pupils do not bring these items into school.

PHOTOGRAPHY IN SCHOOL

Whilst the information in this handbook is true at the time of publication, changes in circumstance after the time of publication may affect the accuracy of the information.

Photography in school has an important place to record events for sharing and providing parents and the school with mementos and records of occasions.

This photography should be discreet, not intrusive, respect the views of pupils, staff, and parents and comply with 'child protection' guidelines.

A professional school photographer would photograph the children each session (with parent permission). This would normally be for stage groups and family and individual pictures.

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. Applications are made to the Area Quality Improvement Manager, Tina Stones Tina.Stones@highland.gov.uk. Placing request applications are made online at:

https://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school/2

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

If pupils live out with the school catchment area and their parents wish them to attend Dochgarroch Primary School they can contact Louise Robertson, Headteacher, to arrange a visit by phoning 01463 861240 or emailing Dochgarroch.primary@highland.gov.uk

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.

CATCHMENT AREAS AND SECONDARY SCHOOL

At the end of the primary stage of education, pupils from the Dochgarroch Primary School catchment area transfer to Charleston Academy. We have strong arrangements with Charleston Academy to support children at the time of transition to secondary. For those with additional needs, an Enhanced Transition is available and is agreed as part of their child's plan review in P7.

Contact details are: Charleston Academy, Kinmylies, Inverness, IV3 8ET

Telephone: 01463 234324 Fax: 01463 715 352 email:charleston.academy@highland.gov.uk

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Parents of pupils who currently live outside the catchment area of the Academy are required to make a placing request to the Area Education Manager if they wish their child to transfer to any other secondary School. Placing request forms can be obtained from

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

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

ADVERSE WEATHER CONDITIONS AND SCHOOL CLOSURES

School is sometimes disrupted by the adverse weather conditions that are prevalent in the winter months. Whilst a decision by the Head Teacher to close the school due to adverse weather is never taken lightly, it is occasionally inevitable.

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>

This is in addition to schools' own arrangements in place for informing parents of school closures which at Dochgarroch PS includes email and text messages.

In the event of school closure during the day because of weather conditions or other emergency, every attempt will be made to see that children will be sent home in family groups and/or with friends. To enable this to take place smoothly, all children and the school should be made aware of their emergency arrangements.

Parents should advise the school of an alternative address which may be used by their children in such emergencies.

COMPLAINTS PROCEDURE

If a parent has any concerns they should contact their child's Named Person in the first instance, Mrs Louise Robertson, Head Teacher.

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Quality Improvement Manager, Tina Stones - 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 public.transport@highland.gov.uk.

TERM DATES -

[School term dates | Highland School Calendar 2025 to 2026](#)

[School term dates | Highland School Calendar 2026 to 2027](#)

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 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 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.

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Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here:

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

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

Your data protection rights

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

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

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria

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Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Equality and Inclusion

For up-to-date information please see:

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

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

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