



Durness Primary School & Early Years

2026-2027

Information for Parents

Welcome

Welcome to Durness Primary School. Durness is situated in the north west of the Scottish mainland. Durness is made up of several townships and the main areas of employment here are tourism, local services, fish farming and crofting.



We are fortunate to live amongst some of the most beautiful scenery in the country and the children at the school have this as a backdrop to their education. We have the outdoor classroom on our doorstep and make full use of this to enhance the children's learning experiences.

Our school has two classrooms, a nursery, a dining room and kitchen and is surrounded by an interesting playground with features such as climbing frames, a play house, a garden area, a rocky hill, painted games and much more. There are currently 9 pupils in the primary school and 3 pupils in the nursery.

Although Durness is a place where traditional values are very much appreciated and valued, we aim to provide an education for the 21st century. Our school is well resourced and staff are keen to provide an education that is varied, stimulating and aims to help all the pupils achieve their best.

Education is a partnership between home and school, and we aim to provide a safe, happy environment which will help your child to face the challenges of the future.

John Naples-Campbell
Head Teacher

Address: Durness Primary School
Durine
Durness
By Lairg
Sutherland
IV27 4PN

Telephone: 01971 511237

HT Email: john.naples-campbell@highland.gov.uk

School e-mail: durness.primary@highland.gov.uk

Website [Currently under construction](#)

Durness Primary School and ELC currently provides education for children from Early Years (age 2 non-funded) to Primary 7.

Staff

Head Teacher	Mr John Naples-Campbell
Depute Head Teacher/	Ms Katy Lee
Class Teacher (P1-7)	Mrs Jennifer MacFadzean
ELC /ASN Manager	Mrs Aileen MacDonald
Early Years Practitioners	Mrs Kris Coulton / Ms Charlotte Sutherland
Art Teacher	Mrs Nicola Poole
Chanter Instructor	Mr Finn Macpherson
Fiddle Instructor	Ms Anne Wood
Pupil Support Assistants	Mrs Ellen Parker
Clerical Assistant	Ms Wendy Morrison
Active Schools Co-ordinator	Ms Rachel Cumming
School Cook	Mrs Valerie Mitchell
School Cleaner	Mr John Miller
School Chaplain	Rev Andrea Boyes (Church of Scotland)

School Aims

Durness Primary is a school where we endeavour to ensure that our pupils become successful learners, confident individuals, responsible citizens and effective contributors.

- Every child is known and treated as an individual.
- Every child is helped and encouraged to reach their full potential.
- Children's differences are accepted and celebrated.
- Staff have high expectations for their pupils.
- Staff are committed to keeping their skills and methodology in line with current best practice.
- School, parents and the wider community are viewed as partners in providing the best possible education for our pupils.



Mon-Thurs

9:00	Classes Begin
10:45 - 11:00	Interval
12:30 - 1:15	Lunch
2:55pm	End of Day P1-3
3:30pm	End of Day P4-7

Friday

09:00	Classes Begin
10:15 - 10:30	Interval
12:15	Lunch
12:30	School Closes

Every Thursday our ASG (Durness, Scourie and Kinlochbervie Primaries and Kinlochbervie High School) all learn together, P1-6 in Kinlochbervie Primary School and P7 in Kinlochbervie High School.

Term Dates 2026-2027

Autumn Term: Wednesday 19th August - Friday 9th October 2026

Winter Term: Monday 26th October - Tuesday 2nd December 2026

Spring Term: Wednesday 6th January - Thursday 25th March 2027

Summer Term: Monday 12th April - Thursday 1st July 2027

Other School Closures

In-service Days	Monday 17 th and Tuesday 18 th August 2026
In-service Day	Monday 14 th September 2026
School closed	Monday 15 th and Tuesday 16 th February 2027
In-service Day	Wednesday 17 th February 2027
May Day Holiday	Monday 3 rd May 2027

School Roll 9 pupils (Dec 2025)

Admission Arrangements

Dates for enrolling children in P1, usually in January, are posted in the press. Parents wishing to enrol a child in the school should do so on the given date. They will be issued with guidance regarding placement of a child in a school, the choice of school and information regarding this school. Parents of prospective pupils are welcome to view the school at any mutually convenient time.

Transition to P1 and First Day at School

Hopefully your child will be familiar to some extent with the school building, the toilets, other pupils and staff and will have most of the skills necessary for attending school. He or she will have been invited in on several occasions for visits throughout the year prior to starting and they will meet the various members of staff. This means that the first day of school should not have any fears of the unknown.

Any worries you may have about how well your child will settle into school should be discussed with the staff beforehand. To help your child have a smooth, trouble-free start, have a look at the following section and pass on the appropriate information to the school.

Does the Teacher Know?

- Their ability, interests, fears, like and dislikes?
- Will they ask to go to the toilet?
- Do they need encouraged to eat their lunch?
- Are there foods they will not eat?
- Are there any health or social problems?
- Do they need help with shoelaces?

This is the type of information we would like to know, but if there is anything else we should know about, please tell us.

ELC

Durness Primary ELC is within the school building, it re-opened in August 2025.

The ELC is currently open Wednesday - Friday at the following times:

Wednesday 9am-3:30pm

Thursday 9am-3:30pm

Friday 9am-1:00pm

All together Thursdays

Each Thursday, we transport the primary pupils from Scourie & Durness to Kinlochbervie to spend the day with their peers in bigger classes according to their ages.

Subject areas covered on a Thursday include Literacy, Numeracy, Science, RME, PE and Spanish. The primary pupils sometimes join the secondary pupils for assemblies, fund raising events, guest speakers, sporting events and a wide variety of activities.

These together days give our pupils, who are usually based in small schools with multi-composite classes, the opportunity to socialise with peers from neighbouring villages, to be challenged with larger groups they are less comfortable with & to become familiar with the secondary building & staff before they transfer to high school.

Visiting chanter & fiddle tutors visit Kinlochbervie each Thursday, giving every age-appropriate pupil from across our group of schools, the opportunity to participate in instrumental instruction.

Receiver Secondary School: Kinlochbervie High School

The local secondary school for pupils to attend is **Kinlochbervie High School**. Close liaison has been built upon between the feeder primary schools and the High School.

Transition P7-S1

We have various opportunities to learn together ensuring a smooth transition from P7 to S1, including: NWSS Primary Altogether Learning Day (every Thursday); Goblin Car Project (P7's); P6/7 Residential Trip each May, as well as various other altogether learning activities throughout the year.

Details regarding the school can be obtained from the Head Teacher:

John Naples-Campbell

Kinlochbervie High School

Manse Road, Kinlochbervie, Lairg, Sutherland.

Tel: 01971 521767 **Email:** john.naplescampbell@highland.gov.uk

The High School school's brochure is published in January each year.

For pupils needing enhanced transition this will normally start in P6 and will be coordinated by the Depute Head Teacher (Ms Katy Lee), the ASN Lead (Mrs Aileen MacDonald) and Head of Guidance (Mr Dan Price-Davies)

Parent Council

As we function as North West Sutherland Schools, we have one parent council to cover all 4 schools. Every parent is a member of this parent council & welcome to attend the meetings which take place once each term.

The current Parent Council Secretary: Currently vacant

Meetings are very informal and parents are welcome to attend or to contact the secretary to ask that a particular issue be on the agenda:

northwestsutherland@highlandpc.co.uk

Individual fund-raising meetings are also held in each location, giving parents an opportunity to discuss matters specific to their school.

Pupil Parliament

NWSS established their own Pupil Parliament. The parliament is made up of members from all four schools within our campus. Members meet termly to discuss and debate motions put forward.

Discipline

We are currently redeveloping our whole campus policy on this but at present the school's positive behaviour policy is aimed at generating a secure, friendly atmosphere with an effective and safe learning environment. This is achieved through a variety of means from teaching styles, constructive relationships between staff and pupils, the structure of the curriculum and adherence to the SAFE philosophy of encouraging positive behaviour.

Children are expected to behave at all times with good manners and follow the common sense school rules. When needed, sanctions are verbal reprimand, following a course of positive behaviour rewards, detention during interval and withdrawal of privileges. In extreme cases exclusion would be considered.

The school has an anti-bullying policy which is part of the Health and Wellbeing Policy and is available from the school if requested. This will be posted on the school website once launched in early 2025. If there are any issues with

bullying parents will be informed, and their support welcomed. Guidance from The Highland Council can be found here.

[https://www.highland.gov.uk/downloads/file/19358/anti_bullying - guidance for schools](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools)

Contact between Home and School

The school runs a very open policy on contact between parents and teachers and you are always welcome to make an appointment to come along to discuss your child's progress, and indeed you are welcome to come and have a look round just to see what is going on. There are two appointments per year when you can come to school and meet with your child's teacher. If we have any concerns, we will get in touch with you.

Parents are also encouraged to help throughout the school year when specialised skills are required in connection with project work, e.g. baking, craft skills and Christmas party etc.

Learning Journals are continuously updated with events, photos, dates, schoolwork, changes or reminders to school policy, etc.

Parents are encouraged to contact the school if there are ever any issues that need to be discussed. Parents can phone the school and speak to the clerical assistant, teachers or the head teacher.

The school has a website which is updated regularly, and we share good news and general information on our school social media pages.

Attendance/Absence

Regular attendance is vital for your child to achieve their full potential. If a pupil is absent from school, a parent or guardian should phone the school on 01971 511237 by 9.30am. Contact can also be made by email.

If it transpires your child is to be off for several days, please let us know as it helps with class planning.

If a pupil needs to leave during the school day for an appointment or any other reason, parents should contact the school with details.

If a pupil falls ill during the school day, parents are contacted to collect their child, therefore it is essential that we have up to date daytime contact numbers and emergency contact numbers for all pupils.

Shopping trips or family holidays taken during school time will be marked as unauthorised, as will any unexplained absence.

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 therefore need to know the whereabouts of absent pupils.

Termly attendance audits are carried out & will be available for you to see in your child's learning profile. We encourage pupils to maintain an attendance level of 90% as the very minimum.

Additional Support Needs

The class teacher 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:

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

[Home - Thriving Families](#)

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 class teacher in the first instance and/or the Headteacher: Mr John Naples-Campbell by telephone 01971 521767 or email: john.naples-campbell@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:

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

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

[My Rights, My Say](#)

[Free Expert Legal Advice | Scottish Child Law Centre](#)

[Home - Scottish Independent Advocacy Alliance](#)

Progress

Parents wishing to enquire about a pupil's progress or have concerns about their progress are invited to get in touch with the class teacher. This can be done through Learning Journals or by contacting the school office in the first instance.

Parental Assistance and Support

Parents have many responsibilities, but the following could be summed up as those directly linked to school.

1 - to show by their example that they support the school in striving for a high standard in all that it does.

2 - to ensure that their children come to school regularly, on time, refreshed, alert and correctly dressed for work.

3 - to take an active and supportive interest in their children's work and progress.

4 - to support the authority and discipline of the school, helping their children to achieve maturity, self-discipline and self-control.

5 - to control the development of their children's leisure time.

In practical pursuit of the above, parents could:

- spend time talking to their children, discussing homework and schoolwork, emphasising their commitment to education
- encourage their children to read
- promote good home study habits: find a place away from TV and computers, use a work surface not the floor, concentrate and try not to daydream
- provide materials to stimulate interest - books and magazines, paint, paper, musical instruments, construction toys
- develop their children's practical skills - shopping, counting change, writing letters, making telephone calls, helping with household chores
- encourage their children to join local clubs and take part in local events
- encourage their children to come to school prepared

Curriculum

The curriculum in Durness Primary School follows Scottish national guidelines with Curriculum for Excellence. We aim to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens with the young person at the centre of learning.

The eight curricular areas for all children aged 3 -18 are as follows:

1. Literacy
2. Mathematics
3. Health and Well-being
4. Sciences

5. Social Studies
6. Technologies
7. Expressive Arts
8. Religious and Moral Education

The curriculum is planned and delivered ensuring that the children receive a meaningful set of experiences and entitlements that prepare them for the 21st century.

All children receive personal support to help them to fulfil their potential and make the most of their opportunities. Our staff have a responsibility to look after our children's health and wellbeing - to ensure that the school is a place where children feel safe and secure.

Children have access to new technologies to support creativity and learning. *Curriculum for Excellence* develops skills for learning, life and work to help young people go on to further study, secure work and enjoy life and leisure. It makes learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping children and young people understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions. Every child is entitled to a broad and deep general education, whatever their level and ability. All staff will be responsible for literacy and numeracy - the language and numbers skills that unlock other subjects and are vital to everyday life.

HMIE Report

The school has not been inspected recently.

Standards and Quality Report and School Improvement Report

Our Standards and Quality report will be available from the school if requested.

Getting to School

Transport is provided according to statutory requirements. Pupils aged eight or under living more than two miles, or more than three miles if over eight, from the school by the shortest route available are entitled to transport.

However, children from Druim Bhlar and Sangomore areas have gained exemption from this on road safety grounds.

If there are spare seats on the bus these will be made available to children not entitled to transport and who live on the route.

Pupils are expected to wait patiently for the bus and to behave in an orderly fashion when on it.

Children walking from Balnakeil and Durine should cross the main road in the vicinity of the telephone box, not at the school car park entrance.

Entry to the school grounds should be by the West End or School Road gate rather than through the car park.

Transport is not available for P1-3 at 2:55pm.

Advice on travelling to school in adverse weather is issued at the onset of each winter.

School Meals

School Meals are provided by Highland Catering and Cleaning Services and are cooked on the premises. Free school meals are provided for primary 1-5.

The cost of a school meal for primary 6-7 is currently £2.40 and money for the week should be paid to the cook on a Monday morning. The children can bring along the money in an envelope or a wallet/purse and they take it along to the kitchen. Children choose from menus issued in advance. Children are encouraged to try all meals and to leave an empty plate. Menus are varied and conform to a healthy diet. Yoghurt and fruit are available as an alternative to a hot pudding.

Should your child wish to have a packed lunch, a table is available in the dining room.

Pupils are eligible for free school meals if their parents are in receipt of certain benefits. Application forms are available online by clicking the link below: https://www.highland.gov.uk/info/878/schools/9/school_meals

Issue and return of these forms are confidential as is the number and names of those receiving free school meals.

School Uniform

We have a school uniform that consists of a bottle green sweatshirt or cardigan and a white polo shirt both with the DPS puffin motif. Along with this, pupils are expected to wear black, or dark trousers or skirts. Footwear should be dark, self-coloured shoes or trainers. Children should change out into suitable indoor footwear in school. All footwear and clothing should be clearly marked with your child's name. Earrings, if they must be worn, should be studs only and children are strongly discouraged from wearing chains and other jewellery which can get tangled and caught when children are playing in the playground or during P.E. lessons.

Make up and nail varnish should not be worn in school. It is very advisable for children with long hair to have it tied back.

Gym kit is T-shirt, shorts, socks, gym shoes and, for outdoor activities, a track suit. This can be kept in a bag in school and taken home periodically for washing. Children are expected to change fully for PE.

School uniform can be ordered online via: <https://www.schoolwearmadeeasy.com>

For information on financial and application forms for help with school uniform: [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)

Assessment and Reporting

Pupils' progress is continuously monitored and tracked in line with HC guidance. A range of assessments are used to inform this process. We use Assessment for Excellence and the Scottish Criterion for this.

Parents are invited in for an appointment with the class teacher every term to discuss progress and next steps.

There are also numerous and regular opportunities when parents are invited in to school to share the learning of pupils from P1-P7.

Pupils are always keen to take their parents or any visitors to the school on a learning walk to discuss their learning.

At the end of the year a written report and pupil profile is sent home.

Getting Involved

All parents are very welcome to come along to the Parent Council meetings and can help the school by being involved in a whole variety of events and workshops. Parents are welcome to become involved by volunteering to help with clubs and out of school activities as well as classroom activities.

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 | Education Scotland
<https://www.children1st.org.uk/help-for-families/parentline-scotland/>

Out of School Activities

Durness Diggers: Durness Primary Gardening Group - All year round
(Ms Lee - 511237)

Junior Golf Coaching: May - October at Durness Golf Club
(Lucy Mackay - 511364)

Junior Badminton: October - March at Durness Village Hall
(Alistair Morrison)

Community Partners

We work closely with the following partners:

Reay Forest Estate

Loch Duart Fish Farm

Ridgway School of Adventure

Highland Council Countryside Rangers

Aigas Field Centre Outreach team

Eden Court Theatre

Global Citizenship through Connecting Classrooms: Kenya

Our North West Sutherland Schools are partnered with two schools in Kenya; Sachangwan High School and Nguzu River Primary School.

Together we have worked on a number of projects: outdoor learning, numeracy strategies, gender equality and the UN Rights of the Child.

Desired Outcomes for Connecting Classrooms Kenya

- Through global citizenship education empower young people to be active citizens, willing and able to contribute to the development of a fair, sustainable society, locally and globally.
- To develop skills that enable children and young people to participate in their communities, to think critically, to challenge discrimination and stereotyping and to value all human beings as equal.
- To join together two associated schools' groups in Kenya and Scotland through collaborative global citizenship projects.
- Through the context of the British Council core skills work together towards the development of a professional network to support teacher learning and practice in global citizenship.
- To further extend and embed the partnerships between NW Sutherland and Molo District, Nakuru County school communities.

The Highland Council Primary Curriculum Rationale

THE SEVEN PRINCIPLES

In constructing our curriculum we take full account of the seven principles of curriculum design identified in BtC3. These apply at all stages of learning, with different emphases at different stages. They also apply to the curriculum at a strategic level, in the classroom and in other settings where children and young people are learners.

When planning learning experiences our teaching staff ensure that the curriculum accords with the seven principles:

Challenge and Enjoyment

Learners should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable learners to sustain their effort.

We plan for challenge and enjoyment by:

- setting learners challenging goals
- making learners think hard about their learning
- ensuring that learning is active and engaging to motivate all learners

Breadth

All learners should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life

We plan for breadth by:

- using a variety of contexts through which to develop and demonstrate learning
- giving all pupils the opportunity to be involved in all aspects of school life.

NB: The final outcomes and experiences by design are intended to provide the overall breadth of the curriculum across all curricular areas.

Progression

Learners and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. Learners should be able to progress at a rate which meets their needs and aptitudes, and keep options open so that routes are not closed off too early.

We plan for progression by:

- ensuring that all learners have the opportunity to achieve appropriate success
- sharing expectations and standards with learners
- reviewing and evaluating learners' progress
- providing timely, accurate verbal and written feedback on learning.

Depth

There should be opportunities for learners to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.

We plan for depth by:

- giving learners the opportunity to develop and apply greater intellectual rigour
- giving learners the opportunity to develop secure understanding

Personalisation and choice

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child increasing opportunities for

exercising responsible personal choice as they move through their school career. Once they have achieved suitable levels of attainment across a wide range of areas of learning the choice should become as open as possible. There should be safeguards to ensure that choices are soundly based and lead to successful outcomes.

We plan for personalisation and choice by:

- taking account of their prior learning
- ensuring that all learners have ownership of the learning
- taking account of different learning styles.

Coherence

Taken as a whole, learner's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of learner's learning, including opportunities for extended activities which draw different strands of learning together.

We plan for coherence by:

- helping learners see the links between different aspects of learning
- providing opportunities for learners to transfer and apply learning in different contexts.

Relevance

Learners should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

We plan for relevance by:

- ensuring learners understand the purpose of the activity
- making links with learners' experiences, learning and interests within and beyond the school.

Curriculum for Excellence details expectations of learning and progression through a series of levels - early to fourth. Within these levels the children are experiencing ways of developing their skills and attributes, to enhance their knowledge and understanding

Level	Stage
Early	The pre-school years and Pr. 1 or later for some
First	To the end of Pr. 4, but earlier or later for some
Second	To the end of Pr. 7, but earlier or later for some
Third and Fourth	S.1 to S.3, but earlier for some and the fourth level broadly equates to SCQF level 4

Languages

This curricular area consists of:

Literacy and English - Listening and talking, reading and writing

Modern languages - French (P1-7), Spanish (P1-7)

Language is a key aspect of our culture and literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. Being literate increases opportunities through all aspects of life. Our school provides a broad range of learning opportunities which will contribute to the development of Literacy and English. Literacy is taught through all subjects, not just during English lessons.

We teach Literacy and English through relevant, real-life, enjoyable contexts often building on the children's own experiences. It may be taught through play and other planned activities. Children are encouraged to work collaboratively - with partners- as well as on their own. Pupils often communicate their work to others eg online, to other schools and classes, to a wider audience. ICT is widely used throughout all Literacy and English work.

Throughout all the levels teachers plan to enable their learners to develop their skills with increasing depth.

Scots language studies are very much included in their English work. Scottish texts are used to help develop an appreciation of Scotland's vibrant literary heritage.

There are some lessons which encourage an understanding of our **Gaelic** heritage. We encourage Gaelic speakers to visit the school and staff have enough experience of the Gaelic language and can teach the children some of the basics.

French is taught to P1-7. Learning other languages enables children to make connections with different people and their cultures. Much of this learning is through songs and games and children are encouraged to join in and have fun and learn at the same time.

Spanish is taught to P1-7 on Thursdays as part of the *ASG* learning days.

Mathematics

Mathematics consists of studies in:

- Number, money and measure
- Shape, position and movement
- Information Handling

We recognise that maths is important in our everyday life. It allows us to make sense of the world around us and to manage our lives. Maths plays an important role in other subject areas like science or technologies. We aim to make all our maths lessons rich and stimulating and to engage all our learners from Pr. 1 to Pr. 7.

All children are encouraged, through experiencing success in maths, to develop their confidence in taking risks, asking questions and exploring alternate solutions to problems without fear of being wrong. They will work collaboratively - with partners- to help them to reason logically and creatively through discussion of maths ideas and concepts.

Teachers use active learning situations in the class to provide opportunities for all the children to observe, explore, investigate, experiment, play, discuss and reflect. Children are helped to develop their mental agility. There is appropriate use of technology.

Expressive Arts

The areas of the curriculum which we describe as the Expressive Arts include music, art and design, drama, PE, dance and movement. The sharing of expertise between the specialist teacher and the class teacher gives rise throughout the year to a great deal of lively work.

The Expressive Arts, is an essential part of the pupil's curriculum and develops and provides outlets for talents, creative abilities, individual expression and response. Although much of the work done in this area is integrated across the curriculum, our specialist teachers ensure that a planned development of skills and techniques takes place within the individual areas of the Expressive Arts programme.

Expressive Arts aims to promote pupils development in all areas plus developing confidence and self-esteem and a growing awareness of cultural heritage, values and diversity.

Pupil's Artwork is constantly on display in the school.

Chanter instruction is available as an option. The instructor visits Kinlochbervie each Week. This normally leads on to bagpipe playing in secondary school.

Pupils also have the opportunity to learn fiddle with weekly lessons from a fiddle instructor.

The school stages a drama event every Christmas.

Health and Wellbeing

Health and wellbeing are positive and dynamic concepts that embrace physical, emotional and social dimensions.

We have a comprehensive Health Programme that considers the 3 above dimensions. We aim to enable the children to explore and clarify their beliefs, attitudes and values, develop personal and interpersonal skills and increase their knowledge and understanding of a range of health issues.

We are providing children with a variety of health promotion initiatives, for example, healthy snacks, healthy meals and providing drinking water, sporting activities and promoting citizenship and achieved our award as a Health Promoting School at Level 4 in October 2005.

All children participate in all aspects of PE. Lessons take place in Kinlochbervie every Thursday. Outdoor activities take place on the school playing field. The major sporting event of the year is the Northwest Schools Sports, held in May, either in Durness, Scourie or Kinlochbervie.

The school works closely with the local Countryside Ranger who is involved in various outdoor activities and in the maintenance of the school garden.

We maintain productive flower and vegetable gardens in the school grounds as well as a tree nursery.

All senior pupils have the chance to experience a residential trip, for a 2-3 days fieldwork. Trips in recent years have included: Orkney, Edinburgh and Ridgeway Adventure Centre.

Mental Health and Wellbeing

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

Religious and Moral Education

Religious Education in Durness School is approached on a non-denominational basis. The aim of our Religious Education programme is to provide our pupils with an understanding and appreciation of the stories from the bible, the moral values and attitudes they impart and an awareness and tolerance of other world religions, beliefs and festivals. The teaching of Religious and Moral Education aids the development of the understanding of religion as a significant area of human experience. It enables the pupils to explore questions relating to the meaning of life and to develop responsible attitudes. We have monthly assemblies which are conducted by the local minister, members of staff and our own classes.

Moral issues are dealt with in a sensitive way in the classroom or at assemblies. We have Personal and Social Development Policy in which our aims are:

- To help the pupils have an appropriately positive regard for self, and for others and their needs
- To develop life skills to enable them to participate effectively and safely in society
- To identify values held by pupils and society and how they affect thoughts and actions, and to encourage increasing responsibility for their own lives. We also have a programme for developing Citizenship.

As Religious Education is required by statute to be included in the curriculum, parents who wish to have their child withdrawn from religious activities should inform the school.

Social Studies

Social Studies is the curriculum area in which children acquire and develop the skills,

attitudes, knowledge and understanding which they need in order to understand themselves and the world around them.

Pupils should:

- Develop an understanding of the environment, their place within it and the factors, past and present that have shaped it.
- Acquire knowledge and skills that will enable them to interact effectively with the environment in all aspects of life.
- Progressively recognise the knowledge, understanding and skills associated with social subjects.
- Develop informed attitudes and values relating to the use of resources and sustainable global development.

Sciences

Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world. They engage in a whole variety of tasks which allows them to develop important skills to become creative, inventive and enterprising adults.

Learning in science is organised in the following areas:-

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

Through teaching science our school aims to:

- Develop a curiosity and understanding of their environment and their place in the world
- Help them to demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- Develop skills for learning, life and work
- Develop skills of scientific enquiry and investigation using practical techniques
- P7 pupils have the opportunity to work on the Goblin Car Racing Car Project with their peers from Kinlochbervie and Scourie. This involves building an electrically powered kit car and entering the Scottish Goblin Car rally held annually in Alford, Aberdeenshire.

The project has proved to be a very successful P7 transition activity



Goblin Car Group 2024

Technologies

The technologies curriculum aims to provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. Children will have experiences which can be applied in business, computing science, food, textiles, craft and design.

We have excellent Information Communication Technology Resources including PC computers with access to the Internet, Scanners, Digital Cameras, Interactive White Board and a wide selection of software, appropriate for all curricular areas.

The use of ICT is integrated into all areas of the pupils' curriculum, the skills are taught in a progressive manner and applied to work in maths, language and where appropriate to all other curricular areas.

The children have opportunities for cooking and baking. We have very good resources to enable them to design and make items using textiles and other craft materials.

Homework

Research has shown that the completion of homework has a very positive and significant effect on children's achievement and embeds positive learning habits to support life-long learning.

Purposes:

- It allows consolidation of work done in school
- It allows for children to prepare for the work to come
- It develops research skills such as using libraries and other resources which may not be available in the classroom
- It provides opportunities for individual work
- It provides structured opportunities for parental involvement and support
- It provides information for parents about the on-going work of the class
- It encourages the children to develop a sense of ownership and responsibility for learning
- It develops good habits of independence and self-discipline in learning
- It trains pupils in planning and organising their time.

If pupils or parents have any problems with homework /instructions given or expectations, then please contact the class teacher immediately so that the problem can be resolved.

All children from Primary 4 to 7 may be asked to complete a short personal project and/or prepare a personal talk during the course of the school year.

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.

Child Protection

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.

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

Our designated Child Protection Co-ordinator is:

John Naples-Campbell Head Teacher 3-18

Tel: 01971 521767 Email: John.Naples-Campbell@highland.gov.uk

Data Protection

Any information you supply or any information gathered from or about your child will be used only for the purpose for which it was provided and any relevant procedures following from this. This data will be maintained in accordance with the Data Protection Act and will not be passed onto any other organisation without your prior approval unless this is a legal requirement.

Parent-line Scotland is a national, confidential helpline providing advice and support to anyone caring for or concerned about a child, open seven days a week, 365 days a year.

Telephone number is: **08000 28 22 33** or email:

parentlinescotland@children1st.org.uk

Complaints Procedures

Any parent with a complaint should contact the Head Teacher in the first instance, either by phone, e-mail or writing at the earliest opportunity. The Head Teacher will then deal with the complaint in line with The Highland Council Complaints procedure. In the event, that a satisfactory resolution cannot be agreed, parents should then contact the **Area Quality Improvement Manager** as detailed below:

Katherine Van Voonveld

katherine.wood@highland.gov.uk

Please note that transport is **not** the responsibility of the school, and any queries should be addressed to the **Local Transport Officer, Transport Co-Ordination Unit, Community Services, Highland Council HQ, Glenurquhart Road, Inverness IV3 5NX.**

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 Education Manager: Area Education Offices, Drummie, Golspie, KW10 6TA.

Placing request forms can be obtained from:

http://www.highland.gov.uk/info/878/schools/887/enrol_your_child_for_school2

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 Durness Primary School, they can contact the Head Teacher, Mr John Naples-Campbell, to arrange a visit.

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 Headteacher.

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.

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here: https://www.highland.gov.uk/directory_record/1095920/enrol_your_child_at_a_school

Why do we need your data?

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

- Plan and deliver better policies for the benefit of all pupils.
- Plan and deliver better policies for the benefit of specific groups of pupils.

- Better understand some of the factors which influence pupil attainment and achievement.
- Share good practice.
- Target resources better.
- Enhance the quality of research to improve the lives of young people in Scotland.

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 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

Our campus has recently created a Health and Wellbeing policy that includes Equality and Inclusion. This is available from the school upon request and will be available from the school website once launched in early 2025.

For up-to-date information from The Highland Council please see:

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

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

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

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

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](#).

Military Families

Our school welcomes and supports families, their Children and Young People from Armed Forces families: Serving, Reservists and Veterans.

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 or Early Years setting. 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 Armed Forces community. There is a dedicated Highland Council partnership, **The Military Liaison Group (Education)**, often referred to as "The MLG" which has been formed to promote and ensure the equity and equality for your Children and Young People within an educational context.

Visit the Highland Council [Armed Forces Families Website](#) for lots of helpful information and support for both families and Educators. The [Enrolment page](#) may be particularly helpful.

A Welcome to Your Children and Young People

Children and Young People from Armed Forces families in Highland have co-produced a 'Welcome' specifically for your Children and Young People moving into Highland. Click these links to view: [Primary School Welcome](#)

Please get in touch with your child's class teacher or Headteacher, Mr John Naples-Campbell if you have any concerns or if you would prefer, contact the MLG (Education) lead [here](#)

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

Appendix 1: Guidelines for Parents/Carers

TRAVELLING TO SCHOOL DURING ADVERSE WEATHER

It is the responsibility of parents or carers to decide if a pupil should attempt to travel to school, by transport or on foot, in adverse weather conditions. The Council encourages full attendance at school, but in severe weather conditions the safety of pupils is much more important. Parents and pupils are often concerned that important examinations may be missed, but this should not over-ride good judgement. Schools normally make alternative arrangements for missed examinations.

The school updates its procedures for adverse weather closure annually, therefore

- **parents** should advise schools of an alternative address, as close as possible to the school, which may be used by their children in emergencies
- **the school** will advise parents of normal local arrangements for school transport and any special arrangements in the event of adverse weather
- **the school** will establish a system of communication with parents and local transport operators and ensure that parents are fully informed of any revised arrangements

The Highland Council website

The Council's webpage <https://www.highland.gov.uk/schoolclosures> will be updated with information for individual schools.

When weather conditions are poor

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.

For pupils using school transport

- Parents should note that the final decision on whether it is safe to operate rests with the driver of the school transport vehicle. Therefore there may be occasions on which a school is open but some routes, or parts of routes, are unable to operate.
- Parents should advise their children on how long they should wait at the pick-up point for their transport. This will depend on the prevailing weather conditions and the availability of shelter at

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