

Bun-Sgoil Bhaile Dhubhthaich



Tain Primary School

**School Handbook**

**26/27**

# Head Teacher's Welcome

I am delighted to offer you a warm welcome to the School Handbook for our brand new primary school here in Tain! As the first Head Teacher of Tain Primary School, I am so looking forward to working with our staff, families and partners to build a centre of excellence in primary education for the children of Tain and the surrounding areas – a place where children can thrive in all aspect of their lives!



We are in a bit of a funny (but very exciting) place just now, as the staff and pupils of Craighill Primary and Knockbreck Primary wait to move into our new building. Because we are right at the beginning of our journey together, some things you might expect to find in a School Handbook are not yet there, but we have done the best to make sure you know all the key information as you and your child prepare to join us.

If there is something you are not sure about and you cannot find the answer in this Handbook, please do get in touch with us – we want to make sure you have the answers to all your questions.

Finally,

Welcome Aboard -

come and join us for the exciting journey ahead!

*Mr Scott*

# General School Information

## **School Address**

At the time of writing, the official address of the school has not been released but you can contact us at

*Tain Primary School*

*c/o Craighill Primary School*

*Craighill Terrace*

*Tain*

*Ross Shire*

*IV19 1EU*

## **School Contact Information**

At the time of writing, the official contact information for the school has not been released but you can contact us at

*Craighill Primary School*

*Tel – 01862 892663*

*Email – [craighill.primary@highland.gov.uk](mailto:craighill.primary@highland.gov.uk)*

## **Head Teacher**

Our Head Teacher is Mr Simon Scott.

## **Tain Primary School**

Tain Primary School provides education for children from 3 years old in Nursery through to Primary 7 and one of the riches of our school is that we provide education in both gaelic and English mediums.

The role of the school at the time of writing is projected to be 342 in the primary school – this includes 292 in English Medium classes and 50 in Gaelic Medium classes. Pupils are arranged into 3 composite gaelic medium classes and 11 English medium classes – some of which are also composite. (Composite means that there are pupils from more than one year group in the class).

Tain Primary is a non-denominational school. (This means the school has no particular religious foundation or affiliation).

# School Uniform

We expect our pupils to wear our school uniform, as it promotes a feeling of school unity and discourages any teasing or bullying that might be associated with clothing brands.

Our school colours are:

Sweatshirts and cardigans	Purple
Trousers and skirts	Comfortable, practical, dark colour
Polo Shirts / Blouses / Shirts	White, purple or black

School uniform is available from the businesses below. We actively encourage the re-use of school uniform items and keep a stock of donated items in school – if you would like to donate uniform, please do bring it along to the school office. We would encourage you to ask us to see if we have what you need before you buy new uniform.

## **Tain Print and Embroidery:**

2 Ross Street

Tain

01862 892638

**MacGregors Industrial Supplies** – It is possible to get names embroidered on sweatshirts etc at Macgregors for a small cost

15-17 Henderson Rd

Inverness

IV1 1SN

01463 717999

<https://macgregorschoolwear.co.uk/>

Every child needs to bring to school a change of footwear for indoors. Sweatshirts, coats and shoes should be labelled so that they are easier to find. Children also need to have appropriate dress for PE - a pair of gym shoes/trainers; a pair of shorts; a tee-shirt.

# Our Staff Team

At the time of writing, some members of the staff team have not yet been finalised.

<b>Head Teacher:</b>	Mr S Scott	<b>Depute Head Teacher:</b>	Mrs J Robertson
<b>Clerical Staff:</b>	Mrs D Bruce Mrs A MacDonald Mrs F MacLeod Mrs J Ross	<b>Principal Teacher:</b>	Mrs L Hayes
<b>Teachers:</b>	<p><u>ADDITIONAL SUPPORT FOR LEARNING</u></p> <p><u>Gaelic Medium</u> Primary 1/2 – Primary 3/4/5 – Primary 6/7 –</p> <p><u>English Medium</u> Primary 1 – Primary 1/2 – Primary 2 – Primary 3 – Primary 3/4 – Primary 4/5 – Primary 5 – Primary 5/6 – Primary 6 – Primary 7 – Primary 7 –</p>		
<b>Pupil Support Assistants (PSAs):</b>	Mrs S Bannerman Mr D Beaton (Gaelic) Mrs A Bridgeford Mrs J Chisholm Mrs K Corbett Miss D Cowe Mrs M Egan (Gaelic) Miss J Gilbride Miss E Macaulay (Gael)	Mrs J Macdonald Mrs Y MacLennan Miss O Macleod Mrs J McGougan Mrs L Miller Miss E Robbins Mrs N Robbins	Mrs E Stein Mrs L Stewart Mrs A Wilson  <b>Playground/Crossing Supervision :</b> Mrs J Duff Miss E Houliston Miss A Johnstone
<b>Early Years Practitioners:</b>	Miss K Bain Mrs M Campbell (GM)	Mrs M Macaulay (GM) Mrs M MacDonald Mrs A MacKay (GM)	Mrs K Turner Ms K Simpson (support worker)
<b>Visiting Specialist Teachers:</b>	Mr M Bell - Miss L Bolton – Mr N Matheson – Chanter Mr R Hamilton – Drumming Mrs D Ross – Strings Ms N Swanson – PE		

# Vision, Values and Aims

At the time of writing this School Handbook, Tain Primary School has not yet actually opened. As soon as the school opens, our school community will begin to form our school Vision, Values and Aims. In the meantime, we have included the Vision Values and Aims of both Craighill and Knockbreck Primary Schools (these are the two schools that are closing to form our new school family).

## CRAIGHILL PRIMARY SCHOOL

**Vision** (developed with pupils and parents May 2018)

### *Be the Best You Can Be*

#### **School Aims**

Craighill Primary, working together with our parents, carers and community to inspire learning and achievements

By:

- Creating an ethos of equality and inclusion where our children are happy and secure and where they feel valued as individuals.
- Encouraging in pupils an awareness of their potential and strive to be all that they can be.
- Promoting a sense of social justice and personal and collective responsibility through, for example, involvement in Citizenship Groups. Through this to develop an understanding of their ability to affect change.
- Developing in pupils an awareness of the skills they are developing which will support them in life, learning and work.
- Developing an innovative and stimulating curriculum for our children.
- Nurturing creativity.
- Regularly reviewing and evaluating our practices and routines with pupils, parents, staff and other stakeholders as appropriate.

**Craighill Values** (developed with pupils and parents April 2018)

Honesty

Respect

Kindness

Good Manners

Fairness

Fìreantachd

Urram Modh

Coibhneas

Cothromachd

## KNOCKBRECK PRIMARY SCHOOL

Motto - RESPECT

(Resilience, Enthusiasm, Self-Motivation, Perseverance, Equality, Commitment, Togetherness)

Together, as well as recognised achievement for all – these things make Knockbreck GREAT.

### Vision

*At Knockbreck Primary School we will create a welcoming ethos where everyone feels happy and included. Every child will have opportunities to learn and find success by being supported and challenged appropriately, to allow them to do so in a safe and nurturing environment.*

### Values

To be respectful

To be honest

To have enthusiasm for learning

To enjoy a challenge

To make the most of all the opportunities available

To be **'Happy to be yourself'**

### Aims

Ensure our pupils have the ability to be effective learners and take ownership of their learning

Ensure children have the confidence to take risks, in their education

Develop a sense of personal responsibility and encourage high standard of behaviour

Help children learn to celebrate their achievements, recognise individual success and to develop resilience

Celebrate and nurture the children's diversity, provide equality of opportunities and ensure they are aware of their rights and responsibilities.

# Our Curriculum

We aim to offer our pupils a wide programme of work which we hope will act as a very firm foundation for future learning. As with all schools in Scotland, Curriculum for Excellence forms the basis of our curriculum.

Class timetables are flexible to allow for links to be made between the eight subject areas – for example, skills in writing may be developed through a science topic on electricity.

Each pupil's attainment and achievement is monitored by the class teacher and the Head Teacher. Formal discussions about individual pupil progress take place between class teacher and Head Teacher twice in each school year. In addition to this there are frequent informal discussions about pupils when appropriate to ensure pace of learning is as close a match as possible to each pupil.

The subject areas are:

- Languages (which includes listening and talking, reading and writing, French and Gaelic)
- Numeracy and Mathematics
- Health and Wellbeing
- Social Studies
- Expressive Arts
- Religious and Moral Education
- Sciences
- Technologies

Within Curriculum for Excellence progression is indicated through curriculum levels:

Early level - pre-school and P1 or later for some children

First level - to end of P4, but earlier or later for some children

Second level - to end of P7, but earlier or later for some children

Third and fourth levels - S1 to S3, but earlier for some children

Senior phase - S4 to S6 and college or other means of study

Through this approach we hope to enable our children to become successful learners, confident individuals, responsible citizens and effective contributors which are the four capacities outlined in Curriculum for Excellence.

## **Languages and Literacy**

In Language the children are offered a range of activities which will help to develop skills in Listening, Talking, Reading and Writing.

In the early years (Pr. 1-3) the children will be involved in a lot of "play" activities such as the home corner, water, sand, jigsaws, junk modelling, plasticene, and construction etc. All of these activities are designed to help the children develop a variety of skills in language (as well as the other areas of the curriculum) particularly talking and listening. The teacher will also encourage the children to read by showing them a variety of words and writing them underneath their paintings. In fact, it is often the children's own paintings and drawings which are used as their first books. When the teacher feels that the child is ready, a printed book will be discussed with the child and sent home to be shared with the parents. This will not happen straight away nor will it happen every night. The teacher will be developing reading in other ways during the school day. As the child progresses through the school the reading will be more challenging and greater use of novels will be encouraged. The children will be encouraged to read a range of books, fact and fiction, and discuss them with the teacher and each other.

Once the reading has been discussed with the teacher it will be sent home for the child to practise his/her skills.

In writing, the child at Pr. 1 will be encouraged to express ideas in simple drawings where the teacher writes what the child says. This continues until the child can control the pencil and write each letter correctly.

As the child gets older he/she is asked to write stories, poems, accounts of visits, reports, notes etc. Very often he/she will work on one piece of writing for a week trying to improve upon it after discussion with the teacher.

As well as the content of the children's writing the teachers will be developing the handwriting, spelling and grammar.

At early stages much of the time will be taken up by talking and listening but even at Pr. 7 the child is expected to spend a lot of time in this area of language as it is considered vital for modern day living.

From Primary 1 the children are taught French and from Primary 5 the children are introduced to a menu of languages in a smaller way eg Gaelic, Scots and Makaton

## **Mathematics**

During their time in primary school we hope that our children will be able to add, subtract, multiply and divide and to understand a number of strategies they can use to do this. However, mathematics is much more than that. The children will work with shapes, graphs, money, measurement etc.

We teach the children using a lot of practical materials such as blocks, counters, protractors, metre sticks, money etc. This is to help the children understand what they are doing. Where possible the maths is related to the local environment and the children's lifestyles.

The children will be encouraged to memorise multiplication tables but only once they have understood what they are being asked to do. Teachers will spend about 10 minutes a day on mental maths.

The teachers will encourage the children to discover Mathematical rules for themselves as this will help the children to retain the information. Often, they will be set problems which they must try to solve on their own and with other children. Use will be made of calculators to aid the children in solving various problems.

### **Social Studies**

Social Studies is the study of people in the past, people in place and people in society. In primary school we teach these subjects through a theme or project e.g. World War 11, Oil, The Vikings, Toys and Games, Houses and Homes, Tain, etc.

We hope that the children will learn to appreciate and respect their environment by having a greater understanding of it.

This means that the child will work on a theme and find out as much as they can by using a range of skills such as listening, observing, reading, experimenting, recording etc.

In fact, the emphasis will be on developing these skills as opposed to gaining a lot of knowledge as the child can use these skills in a variety of situations to acquire more knowledge and greater understanding.

It would be usual to start with what the child knows and work from there using the local environment as much as possible.

### **Expressive Arts**

The Expressive Arts involves the children in Art and Design, Drama, Dance and Music. These subjects, often regarded as frills, are very important for a child's whole development. Through these subjects the children can express their feeling and emotions by using a range of skills. They will learn, also, to appreciate their own work and that of experts. Sometimes specialist teachers are used to help to teach these subjects alongside the class teacher.

### **Religious and Moral Education**

In Religious and Moral Education we aim to offer the children opportunities to: develop a knowledge and understanding of various religions; investigate and understand the questions and answers that religions can offer about the nature and meaning of life;

develop their own beliefs, attitudes and moral values.

As the culture and heritage of our society is traditionally Christian a major part of this area of the curriculum is the study of Bible stories not with a view to making the children Christian but providing them with experiences upon which they can make informed choices.

To fulfil our aims further we spend time studying some of the World's other religions. This has the added value of preparing our children for life in a multi-cultural society by helping them to understand why different peoples do different things. By adopting this approach, we hope that children will form their own beliefs but be tolerant of others.

Running alongside this the children are engaged in a range of activities which help them to appreciate moral values such as honesty, liberty, justice, fairness and concern for others.

Children attend assemblies regularly in order that we can meet together as a whole school and consider various religious and moral issues.

Parents who do not wish their child to participate in religious observance are asked to let the school know. That child will be given other work during this time which will be supervised by an adult.

## **Sciences**

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society.

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

## **Health and Wellbeing**

Through our health education and PE programmes we will encourage children to think about their physical, emotional and social health. The children will study a range of issues e.g. diet, fitness, hygiene, dental health, personal and interpersonal skills, relationships, sexual health and parenthood, substance misuse, road safety, etc. Parents will be informed by letter or email of any sensitive content to the Health and Wellbeing curriculum e.g. relationships, sexual health or drug awareness.

Our aim is to develop knowledge and understanding of the issues so that each child will be able to make informed decisions about the various issues connected with health.

Parents will be informed when children are going to be studying with sex education and will be given an opportunity to look at the resources used to support the topic.

Schools have a responsibility to help each child to develop personally and socially. This is an aspect of education which we believe to be extremely important.

We hope that the children will: have a positive regard for the needs of self and others; develop skills to enable them to participate effectively and safely in society; take increasing responsibility for their own lives; identify and evaluate the values they and society hold and recognise that these affect thoughts and actions.

We try to develop a high self-esteem in each child which is so important if pupils are to benefit fully from their time in school.

We attempt to achieve this by being positive with the children and praising their efforts and achievements.

The children are encouraged to take a pride in themselves and their work, as this helps them to develop in other ways.

Along with the development of high self-esteem we try and help the children to form good relationships with each other as it is so important in the society of which they are part.

The children are given increasing responsibility as they progress through the school such as getting various pieces of equipment for themselves, helping with the younger children, etc.

## **Technologies**

In terms of the curriculum technologies cover a range of areas: computing science; food; textiles; craft; design; engineering and business.

Learning in the technologies provides a strong foundation for the development of skills and knowledge which are, and will continue to be, essential in maintaining Scotland's economic prosperity.

These experiences and outcomes offer a rich context for developing the life skills that are recognised as being important for success in the world of work.

The technologies curriculum offers challenging activities which involve research, problem solving, exploration of new and unfamiliar concepts, skills and materials, and the rewarding learning which often results from creating products which have real applications. Children and young people will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future. These attributes are essential if, in the future, our children and young people are to play a major part in the global economy and embrace technological developments in the 21<sup>st</sup> century.

The school has a range of ICT equipment. From P1 onwards the children are given opportunities to work on computers. The children will use the computers in a range of situations.

- To undertake a piece of word processing
- To use the internet to access information for various curricular areas
- To use e-mail, skype and text

We believe that it is important that children develop a range of ICT skills as it has become such an important “tool” at work and at home.

It enhances the quality of learning and teaching as it offers teachers and pupils the opportunity to communicate and research locally and across the world.

You can find out more about Curriculum for Excellence at:

[Curriculum for Excellence | Education Scotland](http://Curriculum for Excellence | Education Scotland)

or (more specifically for parents): <https://education.gov.scot/parentzone/>

### **Skills for Life, Learning and Work**

As a school we have identified a range of transferable skills as a focus for development. This skills development is planned and through discussion pupils will develop an awareness of the skills they are practicing and how they will be of use throughout life in a variety of situations. These include skills in literacy, numeracy and health and wellbeing and will be developed both in and out of the classroom.

### **Teaching and Learning**

The teachers will use a variety of methods when teaching. Sometimes they will teach the children as a whole class or as individuals but more but more likely the children will be in groups working on similar activities.

The teacher will ask a range of questions which require the children to think. Some of the time the children will be working on worksheets which require them to make notes, write reports, carry out experiments, solve problems, work with various materials, discuss issues with their classmates etc.

On occasions the children will be working outside the classroom to collect data, sketch, carry out fieldwork, read maps etc.

# School Policies

At the time of writing, Tain Primary School is not yet open and does not yet have a school website. We will be developing school policies that are in line with the wider Highland Council policies. Highland Council policies can be found on the Highland Council website using this link

## [Authority Policies](#)

## Assessment and Record Keeping

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

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

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, guardians and carers will receive feedback on their child's progress through pupil reports, progress checks, and target setting information.

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

### Progress

Parents, guardians and carers wishing to enquire about a pupil's progress outwith the usual cycle of reporting are invited to get in touch with their child's class teacher.

You can find out more about The Scottish Government's approach to assessment by clicking the link below:

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

# Additional Support for Learning

Class teachers work in partnership with Additional Support for Learning Teachers to monitor the progress of pupils with additional support for learning needs. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. In some cases it is necessary for a *Child's Plan* to be put in place to help plan, organise, monitor and regularly review a child's progress. Parents, guardians, carers and pupils will be involved in the development and reviews of these plans. 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/downloads/file/230/highland_practice_model_-_delivering_additional_support_for_learners)

[http://www.highland.gov.uk/download/downloads/id/11/co-ordinated\\_support\\_plan](http://www.highland.gov.uk/download/downloads/id/11/co-ordinated_support_plan)

Sometimes a Children's Service Worker (CSW) will be involved in supporting a child. A CSW is usually based at the child's 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, guardians or 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 seeks to work in partnership with parents, guardians and carers at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone outwith the school. Should you have any concerns that your child's additional needs are not being met, you should contact your child's named person in the first instance. At our school, your child's named person is our Head Teacher, Mr Scott. Mr Scott can be contacted via Craighill school office on 01862 89266. 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](http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners)

## Progress

Parents, guardians or carers wishing to enquire about a pupil's progress outwith the usual cycle of progress updates or who have concerns about their progress are invited to get in touch with their child's class teacher.

More advice on Additional Support Needs is available through the links below:

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

- (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

Information on Education (Additional Support for Learning) Scotland Act 2009:

<http://www.legislation.gov.uk/asp/2009/7/contents>

## School Improvement

All schools in Highland have a School Improvement Plan (SIP) which describes the particular areas of school life that we are current developing. As a brand new school, we do not yet have a School Improvement Plan. However, as they have been moving towards coming together as one school, staff at Craighill and Knockbreck Primary Schools have been focussing on the following priorities:

- National Improving Writing Project
- Transition into Tain Primary School and Nursery

## Standards and Quality Report

At the time of writing, Tain Primary School is not yet open. This means that there is not yet a Standards and Quality Report for our school.

# Equality and Inclusion

In summary, our activities in school ensure that we:

Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities do 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](#).

For up-to-date information please see:

[http://www.highland.gov.uk/info/751/equality\\_diversity\\_and\\_citizenship/313/equal\\_opportunities](http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities)

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

# Positive Relationships

Below is a link to the Council's anti-bullying policy

[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)

Once our new school is open, we will use the council's anti-bullying policy as part of shared development of a Bullying and Positive Relationships Policy for our own school.

# School Meals

School meals, which are cooked on site, are available to all children. Children in P1-P5 are entitled to a free school meal. School Meals for Primary 6 and 7 cost £2.40 for each meal and just keep getting better, with better quality food, healthier meals, larger portion sizes and more and better choices. If a pupil has special dietary needs, please inform the school office. Free meals for pupils in P6 and P7 can be claimed in certain circumstances, for information and application form please see

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

Pupils receive credit on their account which they can use during break and lunchtime in the canteen. The Highland Council operates a 'Cashless catering' system which utilises pupils' NEC cards. For further details please see:

[http://www.highland.gov.uk/info/878/schools/9/school\\_meals/2](http://www.highland.gov.uk/info/878/schools/9/school_meals/2)

## 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 01862 892663. When returning to school after an absence, the parent or guardian must give a written reason for the time absent.

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

If pupils fall ill during the day, parents or carers 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 and therefore need to know the whereabouts of absent pupils.

When parents or carers are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- Will result in a significant loss in classroom experience.
- Will result in a pressure to 'catch up' on missed work by pupils.
- Could result in pupils missing assessments with consequential impact on pupils and teachers.
- Could result in the loss of curricular activities.
- Will affect school attendance records and efforts to raise standards of attendance.
- Under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering

[https://www.highland.gov.uk/info/878/schools/32/school\\_term\\_dates](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.

## Complaints and Requests for Service

If a parent has any concerns they should contact their child's Named Person in the first instance, This will usually be the Head Teacher in a primary school and Guidance Teacher in a secondary school or the Senior Management Team for more serious issues. At our school the named person is Mr Simon Scott – Head Teacher. Mr Scott can be contacted on via Craighill Primary school telephone number which is 01862 892663.

School staff 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 who is Mrs Isobel Sinclair. Mrs Sinclair can be contacted by email at [\*\*Isobel.Sinclair@highland.gov.uk\*\*](mailto:Isobel.Sinclair@highland.gov.uk)

Please note that transport is not a school responsibility and any queries should be addressed to the Local Transport Officer – Lois Bonner - by email to [school.transport@highland.gov.uk](mailto:school.transport@highland.gov.uk).

## School Placing Requests – Parental Choice

Normally, enrolment for P1 at our school takes place in February each year, in line with Highland Council's P1 enrolment week. Pupils wishing to enrol at the school at other times, should contact the school office in the first instance.

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 who is Mrs Isobel Sinclair. Mrs Sinclair can be contacted by email at [\*\*Isobel.Sinclair@highland.gov.uk\*\*](mailto:Isobel.Sinclair@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](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 outwith the school catchment area and their parents wish them to attend Tain Primary School they can contact the school office through Craighill School Office to arrange a visit.

Parents of children with additional support for learning, (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.

## Parents/Guardians/Parents as Partners

We believe that much of the strength of our school lies in the positive relationships between staff, pupils and their families. These relationships must be nurtured by a healthy exchange of information between teachers and pupils and 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.

Our staff work very hard to keep parents, guardians and carers informed regarding their child's progress and any key decisions being made about their education. This includes through:

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

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

We 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.

Our Parent Council is a group of parents selected to represent all parents of children at the school.

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/>

## Transition

(‘Transition’ is the word we use when pupils move from one stage of education to the next)

### **Transition from Nursery to Primary**

Enrolment for P1 takes place in February each year and is advertised in the local press and on posters at the school and around Tain. Enrolment is encouraged online but, if this is not possible, paper copies of enrolment forms are available from the school.

Visits are planned for all new P1 children to join the class. During one of these visits there will be an opportunity for parents to meet with the Head Teacher to find out more about the school and ask any questions they may have.

If further transition arrangements are required these will be arranged on an individual basis.

### **Transition between Primary Classes**

For many children the transition between classes and classrooms causes no anxiety or concern as pupils throughout the school have frequent opportunities to work and play together. This allows pupils to get to know other pupils and staff throughout the school.

However there may be times when transitions between classes cause worry or upset for pupils. If this is the case arrangements will be made to reduce stress for pupils as much as possible. Pupils and parents will be involved in decisions as to how this will be done.

### **Transition from Primary to Secondary**

Most pupils transfer to Tain Royal Academy for their secondary education. To make the transition as easy as possible, teachers from the Academy visit the school to meet the children and discuss the school routine. Pupils also have the opportunity to spend 3 days at the Academy. During this time they will follow a normal timetable and be placed in their prospective classes. Further visits for sporting fixtures, problem-solving days and other activities are also arranged prior to admission.

At the time of writing, the contact details for the Academy are:

Tain Royal Academy,

Scotsburn Road

Tain, Ross-Shire

IV19 1PS

Tel - 01862 892121

Head teacher: Mr Darren Jarvie

### **Transition for Pupils with Additional Support Needs**

We work closely with families to carefully plan transitions at all stages for individual children who have additional support needs.

## **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 through the school office or online at

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

## **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 mental health or wellbeing can be discussed with their Named Person. At our school, every child's Named Person is our Head Teacher, Mr Simon Scott, and he can be contacted via the school office. 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](#). School staff 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 Head Teacher. Alternatively, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed [here](#). Parents, guardians and carers would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

## Minor Injuries

School staff 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.

## 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, guardian's or carer'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, guardians and carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

Where necessary, 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, guardian or 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, guardians or 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.

## 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" which extends a warm welcome to you. This was formed to promote and ensure the equity and equality for any child or young person from an Armed Forces family, within an educational context, so that they thrive whilst with us in Highland.

There is a dedicated website in Highland, [Armed Forces Families Website](#) that has been developed and informed by our Armed Forces community's needs. It is an easy to

navigate website with helpful information, guidance and support for families, educators, children and young people and communities. Here is a link to take you directly to the [Enrolment page](#) which may be particularly helpful.

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

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

## Adverse Weather Conditions and School Closure

Parents, guardians and carers can find information on the Highland Council school closures webpage <http://www.highland.gov.uk/schoolclosures>

Our school will also advise of school closures by email to all parents, guardians and carers who have provided an up to date email address and via the school's website and social media pages.

## 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](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.

### 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>.

### Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at [ScotXed@scotland.gov.uk](mailto:ScotXed@scotland.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.

## **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.

## **IMPORTANT TO NOTE**

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