

# MACDIARMID PRIMARY SCHOOL

SCHOOL HANDBOOK 2026-27



**WELCOME TO MACDIARMID PRIMARY SCHOOL..... 5**

**STAFFING ..... 6**

**HIGHLAND COUNCIL STAFF..... 6**

**COMMUNICATION..... 6**

**PUPIL ABSENCE AND SICKNESS PROCEDURE..... 6**

**SCHOOL TERM DATES..... 7**

**COMPLAINTS PROCEDURE..... 7**

**ENROLMENT ..... 8**

**PLACING REQUESTS – PARENTAL CHOICE..... 8**

**SCHOOL ADMISSION TO P1..... 9**

**PARENTAL INVOLVEMENT ..... 9**

**THE PARENT COUNCIL ..... 10**

**SCHOOL FUND..... 10**

**SCHOOL ETHOS ..... 11**

**VISION, VALUES AND AIMS..... 11**

**SCHOOL PARTNERSHIPS..... 12**

**POSITIVE RELATIONSHIPS POLICY..... 12**

**HOUSE POINTS .....12**

**ANTI-BULLYING.....12**

**EQUALITY AND INCLUSION ..... 13**

**CURRICULUM AND ASSESSMENT ..... 14**

**CURRICULUM..... 14**

**INFORMING PARENTS ABOUT SENSITIVE ASPECTS OF LEARNING .....14**

**ORGANISATION OF TEACHING AND LEARNING..... 15**

**CURRICULUM AREAS..... 16**

**ASSESSMENT..... 23**

**REPORTING ..... 23**

**PROGRESS..... 23**

**SCHOOL POLICIES AND PRACTICAL INFORMATION ..... 24**

**THE SCHOOL DAY ..... 24**

**TRANSPORT ..... 24**

**HEALTH PROMOTING SCHOOL..... 24**

**POSITIVE RELATIONSHIPS & BULLYING PREVENTION POLICY ..... 25**

**UNIFORM ..... 25**

**PROMOTING EQUALITY & DIVERSITY – POLICY STATEMENT ..... 26**

**SUPPORT FOR FAMILIES..... 27**

**CLOTHING GRANT AND FREE SCHOOL MEALS APPLICATION..... 27**

**EDUCATION MAINTENANCE ALLOWANCE (EMA) ..... 27**

**MILITARY FAMILIES ..... 27**

**HIGHLAND COUNCIL POLICIES ..... 27**

**HEALTH AND WELFARE ..... 28**

**ADMINISTRATION OF MEDICINES ..... 28**

**FIRST AID, SICKNESS AND ACCIDENTS..... 29**

**MENTAL HEALTH AND WELLBEING..... 29**

**EMERGENCY CONTACT ..... 29**

**EMERGENCY/EARLY CLOSURES ..... 29**

**ADVERSE WEATHER CONDITIONS ..... 30**

**MAJOR INCIDENT IN SCHOOL ..... 30**

**FIRE PRECAUTIONS..... 30**

**TRANSITIONS ..... 30**

**TRANSFER TO HIGH SCHOOL..... 31**

**ADDITIONAL SUPPORT NEEDS..... 31**

**USEFUL LINKS ..... 32**

**HOMEWORK..... 33**

**EXTRA CURRICULAR ACTIVITIES ..... 33**

**PROTECTING OUR CHILDREN ..... 33**

**CHILD PROTECTION ..... 33**

**DATA PROTECTION..... 34**

**SCHOOL IMPROVEMENT..... 36**

**DISCLAIMER..... 36**

## WELCOME TO MACDIARMID PRIMARY SCHOOL

Dear Parent/ Carer,

A very warm welcome to Macdiarmid Primary School.

Macdiarmid Primary School is a non-denominational school in the community of Skeabost. We are a cluster partnership with Edinbane Primary. We aim to provide a happy and welcoming atmosphere, in which all children will learn and be able to equip themselves for life outside the school environment.

This handbook is intended to inform you of our values, aims, organisation and the work we do in school. We hope that you will find this booklet useful and informative, and that it will encourage and enhance your involvement in the partnership between home and school.

Kind regards

Roisin Cameron, Head Teacher  
Macdiarmid and Edinbane Cluster

Macdiarmid Primary School

Skeabost Bridge

IV519PD

Tel: 01470 532 229

Email: [macdiarmid.primary@highland.gov.uk](mailto:macdiarmid.primary@highland.gov.uk)

School Website: <https://sites.google.com/portreehigh.org.uk/edinbane-knockbreck-macdiarmid/home>

**School Roll: 22**

**Nursery Roll: 9**

## **STAFFING**

Mrs Roisin Cameron	Head Teacher of Macdiarmid & Edinbane Cluster
Mrs Jennifer Fletcher	Principal Teacher of Macdiarmid & Edinbane Cluster
Mrs Tara Lancaster	Class Teacher
Mrs Catriona MacKinnon	Class Teacher
Mrs Alexandrina MacPhee	Class Teacher
Mrs Alice MacVicar	Class Teacher
Mrs Catherine Hastings	Early Years Practitioner
Ms Sarah Gillies	Early Years Practitioner
Mrs Samantha MacInnes	Pupil Support Assistant & Care and Welfare Auxilliary
Mrs Christina Schuman	Pupil Support Assistant
Mrs Carol MacLeod	Clerical Assistant
Mrs Mairi Gillies	Catering
Mrs Fiona Gillies	Facilities

## **HIGHLAND COUNCIL STAFF**

### **Area Quality Improvement Manager**

Mhairi MacDonald  
The Fingal Centre  
Viewfield Road Portree  
Isle of Skye  
IV51 9ET  
Tel: 07918 842 021

**Education Support Officer:** Sara Matheson

**Educational Psychologist:** Dawn Haigh

**Additional Support Needs Teacher:** David MacLean

## **COMMUNICATION**

### **PUPIL ABSENCE AND SICKNESS PROCEDURE**

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 by 9.30am on the first day of absence on the school number 01470 532229. Written confirmation of the absence and the reason for this should be sent to the school office as soon as possible.

If a pupil needs to leave during the school day for an appointment etc. the school office should be notified in writing, and arrangements will be made to accommodate this. Where at all possible, medical and dental appointments should be made out with school hours.

If pupils fall ill during the day, parents are contacted for them to collect their child. As such, it is essential that we have up to date daytime contact numbers and emergency contact numbers for all pupils.

Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day therefore need to know the whereabouts of absent pupils.

When parents are considering whether 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
- Could result in pupils missing curricular activities and assessments
- 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.

We ask parents to be aware of these considerations when making decisions on planning holidays during term time. In the event a child is removed from school for a family holiday, the school will not provide schoolwork or materials for this period.

## **SCHOOL TERM DATES**

School term dates can be found on the Highland Council website by following the link provided.

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

## **COMPLAINTS PROCEDURE**

If a parent has any concerns, they should contact the Head Teacher either by email or by making an appointment to discuss the issue.

When the complaint is made the following action will be taken by the school –

- Any investigation will be carried out or evidence gathered immediately
- The Class Teacher will be informed if the issue relates to a specific class
- The school's response will be relayed to the parents either by email, by telephone call or by a further appointment with the Head Teacher, Class Teacher and parents and pupils
- Formal documentation will be kept of each complaint and its resolution

The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Area Quality Improvement Manager, Mrs Mhairi MacDonald.

Please note that transport is not a school responsibility and any queries should be addressed to: Transport Development Officer, Highland Council, Glenurquhart Road, Inverness, IV3 5NX, or [public.transport@highland.gov.uk](mailto:public.transport@highland.gov.uk).

## ENROLMENT

In the Highland Council Area, school enrolment weeks normally take place in January/February. Parents wishing to enrol their children for the new session can find enrolment dates on the Highland Council website. Parents can decide for enrolment by contacting the school or by completing the online forms.

If you would like to visit the school prior to enrolment, please contact the school office to arrange a suitable time.

## PLACING REQUESTS – PARENTAL CHOICE

Each school serves its own catchment area. Pupils whose homes are 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. Placing applications must be made to the Area Education Office. Further information and placement request forms can be found here:

[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.

Parents of children with additional support needs (including those that have Coordinated Support Plans) can make placing requests to any school in Scotland, including schools outside of the local authority area they live in. All appeals about placing requests to special schools will be referred to in the Additional Support Needs Tribunal.

## **SCHOOL ADMISSION TO P1**

Admission to Primary 1 is arranged by enrolling your child at the school. There is one intake of pupils, in August each year. These children are usually five years of age by the end of the following February. Proof of birth date is a requirement of enrolment.

## **PARENTAL INVOLVEMENT**

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships are supported through the ongoing exchange of information between home & school.

We aim to develop and maintain positive relationships between school and home. The Head Teacher welcomes parents' enquiries and will be happy to arrange meetings with the class teacher when necessary.

Parents may contact the school at any time to discuss any issues, provide feedback or make suggestions relating to school improvement.

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

The school always seeks to involve parents in any key decisions about their child's education and keeps parents informed about progress.

Information relating to parents' views is obtained from questionnaires, at parents' evenings, open days and at parent council meetings.

Useful information about how parents can get involved in their child's education and key information relating to curriculum developments can be found at Parentzone:

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

School will communicate with you regularly in a range of ways including:

- Open afternoons
- Parent Meetings
- Newsletters/Termly Overviews
- Emails
- Phone calls
- School bag mail
- ClassDojo
- Facebook

## **THE PARENT COUNCIL**

Macdiarmid has an active Parent Council. The Parent Council meet regularly and are a key partner in supporting the planning of activities, events and fundraising opportunities.

The Parent Council addresses many issues of importance to the school. Whilst any issues relating to the staff and children should be addressed by the Head Teacher directly, the Parent Council has an important role to play in promoting home/school links. Parent Council meetings are open to all parents.

The members of the Parent Council are as follows:

Chairperson: Kirstie MacLeod

Secretary: Esthi Martin

Parent Members: All parents and carers are members of the Parent Council

The function of the Parent Council includes the following:

- To promote good relationships between the school, parents and the local community
- To be involved in the appointment of senior staff
- To support and promote fundraising

Parent Councils are entitled to be consulted on:

- National Priorities in education
- Local Authority Improvement Objectives
- School Improvement Plan

Regular meetings are held throughout the year, which you are welcome to attend. Meeting agendas and minutes are sent home to all parents. If you wish to contact the Parent Council, please email the chairperson directly at [macdiarmid.primary@highlandpc.co.uk](mailto:macdiarmid.primary@highlandpc.co.uk)

## **SCHOOL FUND**

Parents help run the School Fund, by sharing and approving decisions about priorities for spending money raised by parents. An audit is carried out by an accountant each summer and accounts are available to all parents. We are extremely grateful for parental support as it enriches the life of the school in many ways.

The School Fund may be used to pay for transport and incidental costs incurred in extracurricular activities. We also pay for items for special events such as Christmas parties, school sports, extra equipment, prizes, etc. Each year the Clerical Assistant prepares the account for audit. This is then independently audited for submission to the Finance Department of the Highland Council.

## SCHOOLETHOS

### VISION, VALUES AND AIMS

Macdiarmid Primary School seeks to provide a stimulating and caring environment in which each pupil can develop his/her own innate abilities.

Pupils are encouraged to develop a positive attitude to work and play, and to show respect and consideration to others, both within the school and in the wider community.

The Values and a Vision Statement were created in consultation with pupils, parents and staff and were reviewed and refreshed as part of our School Improvement Priorities in the 2024-25 session

Our current Vision, Values and Aims are noted below.

#### **Vision Statement:**

‘Our children, parents, staff and community partners will work together to create a happy, positive and purposeful learning environment for all.’

#### **Values:**

- Achievement
- Creativity
- Kindness
- Respect

#### **Aims:**

To help our learners become Successful Learners; Effective Contributors; Confident Individuals and Responsible Citizens we will:

- Provide interesting, fun and inclusive learning experiences through well organised, high-quality teaching and learning.
- Create safe, inclusive, nurturing and stimulating learning environments where the attainment and wider achievements of all are celebrated.
- Work in cooperation with parents, other agencies and community partners to provide an enriched curriculum for all learners.
- Through promotion of our values, support children to understand their rights and develop skills for learning, life and work.

## **SCHOOL PARTNERSHIPS**

We have partnerships with:

- Local businesses
- Active Schools Co-Ordinator
- Youth Music Initiative
- Police Scotland
- Local community (including Community Council & Community Garden)
- Skye Dance
- Nan's Band
- Speech & Language Therapy
- Additional Support Needs Team & Educational Psychologist
- HighLife Highland (encompassing Library, Sport, Leisure & Music)
- Portree Schools ASG

## **POSITIVE RELATIONSHIPS POLICY**

The Highland Council Policy for Promoting Positive Relationships can be downloaded here:

[https://www.highland.gov.uk/downloads/file/20086/promoting\\_positive\\_relationships\\_-\\_framework\\_and\\_guidance\\_2021](https://www.highland.gov.uk/downloads/file/20086/promoting_positive_relationships_-_framework_and_guidance_2021)

At Macdiarmid, we demonstrate positive relationships throughout the school community. We strive to ensure that young people are involved meaningfully in decisions which affect them at all levels of the school and within our school cluster.

## **HOUSES & HOUSE POINTS**

All children across the cluster are split into three Houses: Eagles, Otters and Stags. All staff in the school can award house points for positive actions and behaviour linked to our school values. Staff ensure that children are aware of what they are being rewarded for, i.e. creativity, achievement, respect, kindness etc. Houses compete to win the House Cup, which is awarded at the end of term prizegiving each year.

## **ANTI-BULLYING**

At Macdiarmid, we take all instances of bullying very seriously.

### **Statement of what bullying is:**

- Intimidation
- Excluding other children/child from play
- Threatening
- Persistent name calling
- Being nasty
- Pushing and shoving

- Any physically threatening behaviour
- Teasing/making fun of others for whatever reason e.g. different accent, physical disability, speech impediment etc.
- Ridicule

## **Action**

### **Key elements in combating bullying:**

- A clear lead and active support by staff
- The belief by the school that bullying is a serious issue which needs to be tackled
- A sense of ownership of the policy by the school community, teachers, parents, non-teaching staff and pupils
- An open discussion as to what counts as bullying
- An ethos which encourages victims and witnesses to speak up
- A readiness to treat incidents seriously however trivial they may seem at first
- A willingness to act, and be seen to act, when bullying is reported

### **Adult role models of Anti-Bullying Behaviour**

All adults in the school have a vital role as role models.

Anti-bullying role models:

- Show respect for every child as an individual
- Are aware of vulnerable children
- Focus on the behaviour rather than the child
- Are seen to be fair
- Avoid labelling
- Have high expectations of pupils
- Are consistent in responding to bullying

All children have the right to learn in an atmosphere free from fear and intimidation. We believe in giving children opportunities and responsibilities to allow them to care for other younger children and become part of a happy integrated team.

The Highland Council policy regarding anti-bullying can be downloaded from:

[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)

## **EQUALITY AND INCLUSION**

Macdiarmid Primary School provides equality of opportunity through its ethos and working practices. Access to all subjects will be provided to all pupils without reference to gender, race or colour. Through our teaching we oppose all forms of prejudice and discrimination.

The Highland Council Policy for Equality and Diversity can be downloaded from:

[https://www.highland.gov.uk/downloads/file/11627/promoting\\_diversity\\_and\\_equality\\_policy](https://www.highland.gov.uk/downloads/file/11627/promoting_diversity_and_equality_policy).

At Edinbane we aim to ensure all our learners are supported. We plan according to the specific needs of our individual learners and have support from the Additional Support for Learning Teacher.

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/-updated-link>

## CURRICULUM AND ASSESSMENT

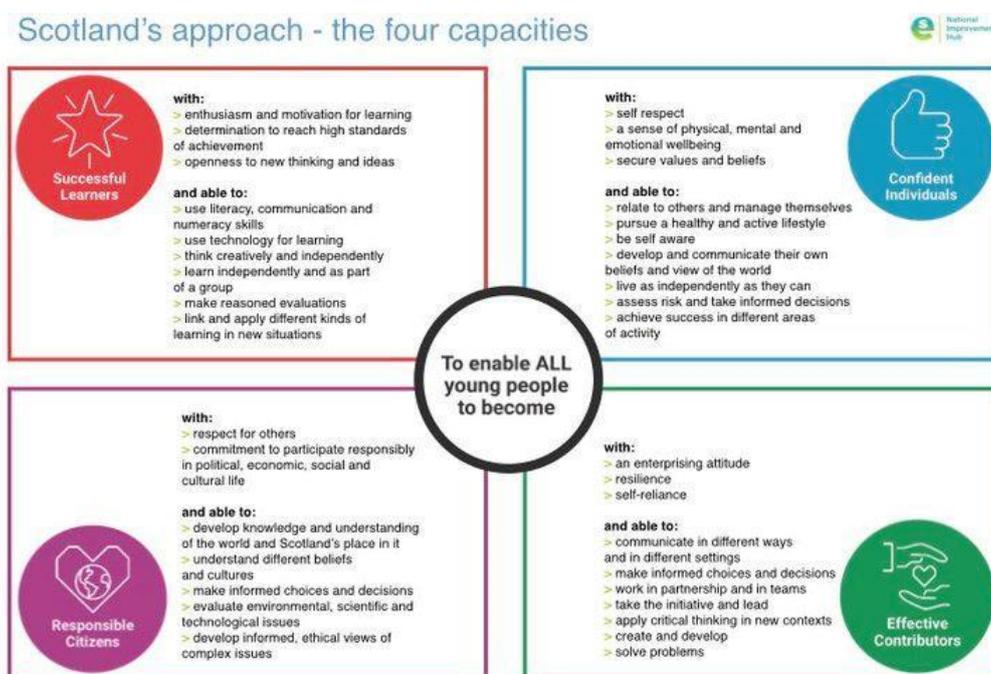
### CURRICULUM

A Curriculum for Excellence aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work both now and in the future.

Information about the Curriculum for Excellence can be downloaded from

[www.education.gov.scot/curriculum-for-excellence/](http://www.education.gov.scot/curriculum-for-excellence/).

The Curriculum for Excellence supports all young people to become:



### INFORMING PARENTS ABOUT SENSITIVE ASPECTS OF LEARNING

At Macdiarmid Primary School, we understand the importance of keeping parents informed about sensitive aspects

of learning. Topics such as relationships, sexual health, parenthood, and drugs awareness are introduced as part of the Curriculum for Excellence in an age-appropriate and sensitive manner. Parents will be informed in advance when these subjects are scheduled, including details of the content and delivery. We value parental input and will provide opportunities to discuss any concerns or questions during scheduled meetings or via direct communication with the class teacher. Parents wishing to view the materials used can request access through the school office .

Progression is indicated through curriculum levels, which are explained in the table below.

Level	Stage
Early	The pre-school years and P1 or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third and fourth	S1 to S3, but earlier for some The fourth level broadly equates to SCQF level 4
Senior phase	S4 – S6 and college or other means of study

The seven principles of curriculum design to ensure coverage are:

Challenge and Enjoyment, Breadth, Progression, Depth, Personalisation and Choice, Coherence and Relevance.

The curricular areas for all children from 3 – 18 are as follows:

- Literacy and English, Literacy and Gaelic, Languages
- Mathematics and Numeracy
- Health and Wellbeing
- Sciences
- Social Studies
- Technologies
- Expressive Arts
- Religious and Moral Education

Our planning and delivery of the curriculum is guided by interests of the children and the unique context of our school. A key feature of our curriculum design is the use of Interdisciplinary Learning. Working in partnership with the children, staff plan interdisciplinary learning experiences, bringing multiple disciplines together in coherent programmes of work and projects that are highly relevant to our learners and their environment.

Our school is successfully delivering the Curriculum for Excellence. Should you wish to find out more, please contact school or visit the website below:

<http://www.ltscotland.org.uk/curriculumforexcellence>

## **ORGANISATION OF TEACHING AND LEARNING**

We employ a range of teaching styles, with careful consideration given to how to best meet the needs of all learners. We differentiate according to the needs of the children within the class/group. Pupils work in groups or individually, according to the activity.

We develop children’s skills for learning, life and work across literacy, numeracy and health and well-being, both

within and outside of the classroom.

Children are given choices in what they learn; both children and parents may be involved in planning contexts for learning.

We aim to ensure that all children experience a balance of curricular experience and activities, with due consideration given to our unique context, throughout their time at Edinbane Primary School.

## **CURRICULUM AREAS**

### **LITERACY**

Our learners need skills in literacy to be effective learners across the curriculum. Therefore, literacy is at the forefront of learning. We use a variety of strategies including Jolly Phonics, Emerging Literacy, Words Up, Wraparound Spelling and the Highland Literacy Project.

Please see the following links for useful parent information on literacy learning.

- <https://bumps2bairns.com/>
- <https://education.gov.scot/parentzone/learning-at-home/supporting-literacy-at-home/>

The literacy curriculum is divided into areas of Listening and talking, Reading and Writing.

Our aim is to encourage children to develop skills which allow them to communicate fluently and confidently.

## **MATHEMATICS AND NUMERACY**

Mathematics plays an important role in our lives. It is used in everyday activities such as buying food, keeping time and playing games.

We plan and track learning in Numeracy and Maths through the implementation of the Highland Numeracy Progression. We develop children's numeracy skills in knowledge and strategy. We use a range of strategies and resources and children are aware of their targets and are involved in setting next steps in their learning.

Mathematics includes areas of number, money and measurement, information handling, shape and position and movement. Children are encouraged to learn through practical experience using concrete materials. Children acquire mathematical concepts and learn number facts. Mental calculation is strongly emphasised. Methods of mental calculation are important in helping children to understand numbers and use it effectively. Regular oral and mental work develop children's calculation strategies and recall skills.

Learning mathematics enables our learners to:

- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- engage with more abstract mathematical concepts and develop important new kinds of thinking
- understand the application of mathematics, its impact on our society past and present, and its potential for the future
- develop essential numeracy skills which will allow me to participate fully in society
- establish firm foundations for further specialist learning
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.

## **HEALTH AND WELLBEING**

Health education caters for the physical, mental, emotional and social health of our children. Through Health Education we aim to provide a curriculum that helps children to acquire knowledge of the human body and how it works and the social and emotional factors which influence health. Children are encouraged to make informal choices and make appropriate decisions that help to ensure a healthy lifestyle. The school aims to foster links between school home and the community so that all are involved in a collective responsibility for promoting good health.

At Macdiarmid we follow the Relationships, Sexual Health and Parenthood Programme (RSHP) which is used across Scotland. More information can be found at [www.rshp.scot](http://www.rshp.scot) and parents can access the lessons which are taught in school. Health Education covers a programme of sex education and drug awareness.

Parents will be informed when children are due to begin work on how human life begins, menstruation and pregnancy.

Throughout school we are continually promoting positive behaviour and all children are given the opportunities to discuss and learn about the importance of citizenship and lifelong learning.

We aim to foster a positive attitude to recreation and leisure with school sports events being held annually.

## **SCIENCE**

Science teaching consists of the development of knowledge, understanding, skills and informed attitudes in the following aspects:

- Earth and Space
- Energy and Forces
- Living things and Life Processes

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.

Learning in the sciences will enable our learners to:

- develop curiosity and understanding of the environment and my place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop the skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulas and equations
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on my life, the lives of others, the environment and on society
- recognise the role of creativity and inventiveness in the development of science
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as a scientifically literate citizen with a lifelong interest in the sciences
- establish the foundation for more advanced learning and future careers in the sciences and technology.

## **SOCIAL SUBJECTS**

These subjects consist of three broad areas, which are usually interlinked.

- People in the past
- People and place
- People in society

Through social subjects, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Learning in social studies will enable our learners to:

- develop my understanding of the history, heritage and culture of Scotland, and an appreciation of my local and national heritage within the world
- broaden my understanding of the world by learning about human activities and achievements in the past and present
- develop my understanding of my own values, beliefs and cultures and those of others
- develop my understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

## **TECHNOLOGIES**

The framework for technology includes creative, practical and work-related experiences and outcomes which develop skills for business, digital literacy, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

As with literacy, numeracy and health and wellbeing, digital literacy should be placed at the heart of all learning, not only the technologies area of the curriculum. Digital literacy outcomes could be met in any/all curriculum areas and so all practitioners can contribute to and reinforce them.

The technologies framework provides a range of different contexts for learning, including the themes across learning; learning for sustainability, global citizenship, enterprise that draw on important aspects of everyday life and work.

The framework develops knowledge, skills, attributes and capabilities around 13 key concepts/significant aspects of learning in technologies.

- Awareness of technological developments (Past, Present and Future), including how they work.
- Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment.
- Using digital products and services in a variety of ways to achieve a purposeful outcome
- Searching, processing and managing information responsibly
- Cyber resilience and internet safety
- Understanding the world through computational thinking
- Understanding and analysing computing technology
- Designing, building and testing computing solutions
- Food and textile technologies
- Designing & constructing models/products
- Exploring uses of materials
- Representing ideas, concepts and products through a variety of graphic media
- Application of Engineering

Within each of the key concepts/significant aspects of learning learners will develop and demonstrate

- knowledge and understanding of the key concepts in technologies
- curiosity, exploration and problem-solving skills
- planning and organisational skills in a range of contexts
- creativity and innovation
- skills in using tools, equipment, software, graphic media and materials
- skills in collaborating, leading and interacting with others
- critical thinking through exploration and discovery within a range of learning contexts
- discussion and debate
- searching and retrieving information to inform thinking within diverse learning contexts
- making connections between specialist skills developed within learning and skills for work
- evaluating products, systems and services
- presentation and communication skills.
- awareness of sustainability

## **EXPRESSIVE ARTS**

Expressive Arts is a term which is used to describe the teaching of Art and Design, Music, Drama and Dance. All these areas encourage self-expression and the development of the child's own ideas and imagination, and an appreciation of the expression of others – e.g. composers, artists, etc. From time-to-time music groups, e.g. Youth Music Initiative, Kodaly Music, support this area of study.

Learning in, through and about the expressive arts:

- enables me to experience the inspiration and power of the arts
- recognises and nurtures my creative and aesthetic talents
- allows me to develop skills and techniques that are relevant to specific art forms and across the four capacities
- provides opportunities for me to deepen my understanding of culture in Scotland and the wider world
- is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations

## **RELIGIOUS AND MORAL EDUCATION**

The presentation of religious education is based under three main headings:

- Christianity
- Other World Religions
- Personal Search

Christianity is studied in various ways, for example, through celebrations, customs, beliefs, stories, sacred writings and key figures.

Other world religions are studied through the year in assemblies or through resources such as television series or books.

Personal search is a very important area where children learn and share ideas about the natural world, relationships and moral values, etc.

Moral Education is linked with Religious Education and children are encouraged to be caring and behave responsibly. Children are encouraged to be charitable and to think of the less fortunate.

Learning through religious and moral education will enable our learners to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from my own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon my own moral values
- develop my beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral

decisions

- make a positive difference to the world by putting my beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life.

Our learners learn about all religions and in doing so develop respect and tolerance of others.

### **RELIGIOUS OBSERVANCE, Withdrawal**

Special arrangements will be made for pupils whose parents do not wish them to participate in religious observances. Please be aware that religious observance is separate to Religious and Moral Education. Should you wish to discuss any aspect of this, please contact the Head Teacher.

### **LANGUAGES**

Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture. The study of language plays an important role in all language learning and the development of literacy skills. At Edinbane, we follow the 1+2 Language initiative: a Scottish Government initiative that wants all children to learn at least two languages during their time in primary school. This means that Language 1 is English, Language 2 (French) is taught through immersion strategies from Primary 1 onwards and Languages 3 (Gaelic) are taught from Primary 5-7.

### **SKILLS FOR LEARNING, LIFE AND WORK**

The development of skills is essential to learning and education to help young people to become successful learners, confident individuals, responsible citizens and effective contributors. The skills and attributes which children and young people develop should provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential.

All children and young people are entitled to opportunities for developing skills for learning, life and work. The skills are relevant at all stages of learning.

The skills should be developed across all curriculum areas, in interdisciplinary studies and in all the contexts and settings where young people are learning. They have been embedded into the Curriculum for Excellence Experiences and Outcomes. It is important to recognise and reflect the important role of parents and carers in influencing young people.

## **ASSESSMENT**

As a school, we seek to provide information to pupils, parents and staff to assist in the effectiveness of learning and teaching processes 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 will receive feedback on their child's progress through pupil reports and continuous profiling.

## **REPORTING**

The main reporting period is in Term 4. The report will indicate strengths and development needs, as well as the proposed next steps. The report form gives parents an opportunity to respond to their child's report. This response will form part of the agenda for the subsequent parent/teacher interview, which will take place shortly after the reports have been issued.

Parents' Evenings are held twice a year. We also have two Open Afternoons where parents can see children's jotters and assessment files. These can also be viewed at any time during the school year by arrangement with the Head Teacher/Class Teacher.

## **PROGRESS**

Parents wishing to enquire about a pupil's progress are invited to get in touch with the Class Teacher.

## SCHOOL POLICIES AND PRACTICAL INFORMATION

### THE SCHOOL DAY

#### Monday – Thursday

Morning Session 9am – 10.45am

Break – 10.45am – 11.05am

Mid-Morning Session – 11.05am – 12.15pm (for infants P1-3); 11:05am – 12.40pm (P4-7)

Lunch – 12.15pm (for infants P1-3); 12.40pm – 1.20pm (P4-7)

Afternoon Session – 1.20pm – 3pm

### TRANSPORT

Transport for the children attending Macdiarmid is provided by Gus's Taxis.

Transport application forms are available on admission and should be returned to school. In some circumstances there are concessionary seats on the bus should there be spare seats.

Only named passengers may use the school bus.

#### Safety note:

From January 2002, all school buses are required to have seat belts. Please regularly remind your child about the importance of good behaviour on school transport and the need to wear a seat belt. To ensure safe transport we rely on partnership working between home, school and our transport partners.

### HEALTH PROMOTING SCHOOL

As a Health Promoting school, we also encourage pupils, staff and parents to think about healthier lifestyles. Healthy living is a regular topic in classes. Staff take part in health promotion activities. We value all the activities that make up a healthy and happy community.

School Meals cost £2.40 for pupils. If a pupil has special dietary needs, please inform the school. A form must be submitted for special dietary requirements to be accommodated.

School meals are prepared at Portree High School and delivered to school. Please send dinner money each **Monday**. We can accept cash, or cheques payable to "The Highland Council". Requests for free school meals application packs should be made to the Head Teacher.

#### Free School Meals for Primary 1-5

As of the 5<sup>th</sup> of January 2015, all Primary 1-5 children are entitled to free school meals.

This Scottish Government funded initiative entitles all Primary 1 to 5 children to a free school meal at lunch time. The meal is completely optional. The choices provided are healthy and nutritious and meet all the requirements of

the Scottish School's Health Promotion and Nutrition Act.

There is no application form involved for a child in Primary 1-5 to have a school meal, however you will still need to apply for clothing grants where applicable. If your child has a medically confirmed special diet an application form (available on request from school) must be completed and returned to the Head Teacher.

This initiative does not cover children in Primary 6 & 7. For P6s & 7s who are entitled to free school meals, applications can be obtained from the school office/head teacher.

### **Healthy Snacks**

Children are welcome to bring a snack for playtime from home. School policy asks that children do not bring fizzy drinks or sweets to school. The school holds a small stock of snack in case any pupil may require this, for any reason.

### **UNIFORM**

The wearing of uniforms adds to the sense of community in our school.

The uniform comprises:

School sweatshirt or cardigan, white polo shirt or blouse and dark trousers/shorts/skirts.

Footwear: All children must have a pair of plimsolls or soft shoes for indoor use.

PE: PE days will be indicated by the class teacher. Children should bring shorts, jogging trousers/leggings and trainers. Children are welcome to leave PE kits in school, taking items home to be washed as required. All P.E kits and shoes are sent home at the end of each term.

If any families require support with uniform costs, please contact the head teacher/school office to discuss options.

Yellow Jackets will be provided for all children to wear when outdoors during term 2 & 3. This promotes road safety, and your child is encouraged to wear the jacket when travelling to and from school, as well as when walking or cycling home.

### **POSITIVE RELATIONSHIPS AND BULLYING PREVENTION POLICY**

Bullying can exist in all schools and all of us working with young people need to challenge behaviour and attitudes which lead to bullying before incidents arise. When incidents do arise, it is important there are proper procedures to ensure the appropriate action is taken. The purpose of this policy and the linked procedures and guidance is to ensure we follow a consistent approach as laid down in the Highland guidance to:

- Establish and maintain a safe environment, free from threats or fear or harassment, so each pupil can

achieve their full potential

- Manage in a systematic fashion any incidents of bullying
- Enable our school community to develop emotional literacy where positive relationships are maintained within and out with school
- Assist the school in fulfilling our obligations under the relevant legislation to pupils, parents/carers and staff

### **Policy and procedures**

At Macdiarmid Primary School we will work to the policy, guidance and procedures for tackling any form of bullying behaviour as laid out in the 'Highland Education Positive Relationships and Bullying Prevention Policy, Guidance and Toolkit'.

[PPR Framework and Guidance 2021 \(5\).pdf](#)

## **PROMOTING EQUALITY AND DIVERSITY – POLICY STATEMENT**

Our children and young people live in a diverse society in 21<sup>st</sup> century Scotland. Macdiarmid Primary School is committed to creating an environment for the whole school community that demonstrates shared values of inclusion, equality, fairness and respect.

Our school recognises and celebrates differences within a culture of respect and fairness and aims to meet the needs of every child in line with the principles of Getting it Right for Every Child (GIRFEC).

We work together with our children and young people, families and staff to ensure that inclusion and equality are part of all our activities. Our policy aims to:

- Promote positive attitudes and behaviours towards equality and diversity
- Promote understanding of equality and diversity through the school curriculum and ethos
- Help the school to meet these aims and fulfil our legal obligations

We are committed to meeting the statutory duties of the Equality Act 2010 and this policy includes information about how we will comply with our duties and provides guidance about our approach to promoting equality and diversity.

We recognise that these duties also reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

We also have equality commitments to our staff under the Highland Council HR policies. This policy and associated guidance will be reviewed every 3 years.

## SUPPORT FOR FAMILIES

At Macdiarmid we aim to ensure that all our families are supported in any way they need. Please get in touch with the school office or Headteacher if there is anything we can do to support you.

### CLOTHING GRANT AND FREE SCHOOL MEALS APPLICATION

There is support available for parents including free school meals and clothing grants. The form can be found on the link below.

<https://freeschoolmealsandassistancewithclothing/Freeschoolmealsandassistancewithclothing/TheHighlandCouncil>

## 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 <https://armedforcesfamilieshighland.wordpress.com/> for lots of helpful information and support for both families and Educators. <https://armedforcesfamilieshighland.wordpress.com/enrolment-in-highland/> may be particularly helpful for enrolment.

Please get in touch with your child's named person or the Headteacher if you have any concerns or if you would prefer, click on the following link to contact the MLG (Education) lead:

<https://armedforcesfamilieshighland.wordpress.com/contact-us/>.

## HIGHLAND COUNCIL POLICIES

Access to further Highland Council policies can be found here:

[http://www.highland.gov.uk/info/893/schools\\_general\\_information/29/school\\_policies\\_procedures\\_and\\_guidelines](http://www.highland.gov.uk/info/893/schools_general_information/29/school_policies_procedures_and_guidelines)

## HEALTH AND WELFARE

The Health Visitor and School Nurse are available to us for advice. P1 and P7 will have the opportunity for a medical examination. There are also vision/hearing checks etc. Please keep us up to date with any medical concerns regarding your child and we will also contact you should we have any areas to discuss.

### 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 several 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 everyone will therefore take account of the health professionals' advice, the pupils' views and, where appropriate, their parents' 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 decide on staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited sources 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 must be given.
- As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopened, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

### MINOR INJURIES

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

## **FIRST AID, SICKNESS AND ACCIDENTS**

First Aid supplies are easily accessible by First Aiders and Appointed Persons in our school.

Parents can help teachers by impressing upon pupils that any accident, however minor, must be reported to a teacher.

The following procedures are adhered to in instances of sickness and accidents:

### Contacting of Parent and Transport:

Where it is desirable that a pupil should return home, contact will be made with either one of the pupil's parents (or in the event of parents being unavailable, with the Emergency Contact who has been nominated by the parent) with a view to arranging collection and transportation of the sick child from school.

### Medical Assistance:

If medical assistance and/or X-Ray are required due to injury or illness every effort will be made to contact and advise parents.

## **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 at <https://www.wellbeinghighland.co.uk/wsa-to-wellbeing>. 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.

## **EMERGENCY PROCEDURES**

### **EMERGENCY CONTACT**

We have a copy of all parents' and other emergency phone numbers for use if your child becomes ill or should have an accident at school. It is vital that you keep us informed of any changes. Please do not wait for the update form issued in September each year to inform us of any contact amendments.

### **EMERGENCY/EARLY CLOSURES**

When known, parents will be informed of planned early closure. Should an emergency closure become necessary you will be contacted as soon as possible to decide on the collection/care of your child.

## **ADVERSE WEATHER CONDITIONS**

Please refer to the circular issued from Highland Council on Advice to parents in Adverse Weather Conditions . We issue this annually to parents around November time each year.

During adverse weather, the school may make the decision to open later in the day or in extreme cases, close for the duration of the day. We aim to minimize all disruption caused by adverse weather; however, our highest priority must always be always the safety of our pupils and staff. We appreciate you're understanding. Please refer to the school closure page on the Highland Council website which gives guidance for parents:

<https://highlandcouncil1.sharepoint.com/sites/SchoolHub/SitPages/Adverse-Weather-Guidelines.aspx>  
<http://www.highland.gov.uk/schoolclosures>

There will also be information on class dojo and sent by email to parents.

## **MAJOR INCIDENT IN SCHOOL**

If a major incident occurs in the school (e.g. a fire) the children will be evacuated from the building and taken to Skeabost Hall to await collection by an adult. The Education Office would endeavour to contact parents by telephone.

In accordance with Highland Council policy, we have developed a Major Incident Plan. The aim of this plan is to set out the initial arrangements for dealing efficiently and effectively with a major incident involving school pupils and/or staff. The plan is not designed to meet the routine, day-to-day incidents which can affect a school's normal functions and resources, such as school closures or loss of public utilities. A major incident for the Highland Council is one which threatens or causes one or more of the following:

- Serious disruption to normal life
- Death or injury to numbers of people
- Extensive damage to property
- Contamination of the environment

## **FIRE PRECAUTIONS**

Fire Drill notices are displayed throughout the buildings and Fire Practices are held termly. Fire alarms and fire exits are checked on a regular basis.

## **TRANSITIONS**

When children are moving from P7 to High School, arrangements are put in place to ensure smooth transitions. All arrangements will be communicated to parents with advance notice of key activities and dates.

## TRANSFER TO HIGH SCHOOL

Children transfer to Portree High School at the end of Primary Seven. The Primary Seven pupils now spend 3 days at the High School as an induction period, during the summer term. During the summer term a Guidance Teacher from the High School will visit the school to speak with the P7 children transferring to secondary school the following August. They will follow them throughout their time at the High School, from S1 to S6.

Address: Mr. Tony Breen  
Head Teacher Portree  
High School  
Portree, Isle of Skye.  
Tel: 01478 614810

## ADDITIONAL SUPPORT NEEDS

All children need support to help them learn; some children may require more help than others.

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

If you have a concern about your child in primary school, please contact your child's class teacher or the Head Teacher in the first instance.

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

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 always work in partnership with parents, but sometimes you will have a concern that you don't feel it 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 met, you should contact the Head Teacher, Roisin Cameron. If your concerns continue, there are several 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)

## USEFUL LINKS

Please see the following links to organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN:

Additional Support for Learning Information <https://additionalupportforlearninghighland.wordpress.com/>

**Enquire** – the Scottish advice and information service for additional support for learning:

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

**My Rights, My Say** – an advocacy and advice service for young people over 12 with additional support needs:

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

**Scottish Independent Advocacy Alliance** - an advocacy service to support parents and child:

<http://www.siaa.org.uk/>

**Scottish Child Law Centre**, an organisation providing free legal advice to young people:

<http://www.sclc.org.uk/>

## **HOMEWORK**

We understand that life after school can be busy for our children and we encourage our children to take part in activities that take place outside of school hours such as shinty, football, swimming etc. Therefore, we keep homework to a minimum. At each stage, pupils will be encouraged to continue their learning at home through various means.

## **READING FOR PLEASURE**

We encourage our children to read for pleasure at home.

Lots of useful information and ideas for supporting reading for pleasure can be found on the Oxford Owl website: <https://home.oxfordowl.co.uk/reading/reading-for-pleasure/>

## **FAMILY LEARNING**

You can help by talking with your child about their day, their learning and reading with your child, discussing the text, trying out new recipes together, playing games and checking spellings and tables.

Ideas for learning together can be found here:

<https://www.savethechildren.org.uk/what-we-do/coronavirus-information-advice/family-learning-activities>

## **EXTRA CURRICULAR ACTIVITIES**

As children progress through school, they will have different opportunities to take part in out-of-school activities. There are lots of opportunities for Extra Curricular Activities run by Active Schools. More information can be found on the Portree Active Schools Facebook page.

## **PROTECTING OUR CHILDREN**

### **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 line with Highland Child Protection Committee Inter-Agency 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.

A copy of the current Child Protection policy (agreed with parents) is available from the school. This is reviewed every two years.

**In our school the designated person is: Mrs Roisin Cameron**

**COPIES OF CHILD PROTECTION POLICY GUIDELINES are available from the designated person or online at [http://www.highland.gov.uk/info/1361/childcare\\_and\\_family\\_care/438/child\\_protection](http://www.highland.gov.uk/info/1361/childcare_and_family_care/438/child_protection)**

## **DATA PROTECTION**

### **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 applications to the Headteacher.

### **DATA PROTECTION LEGISLATION**

Information on pupils, parents 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 about pupils preferred routes, preferred occupations and anticipated school leaving dates are also collected from S3/S4 to support planning for leaving school. This information is shared with Skills Development Scotland. Further information about 16+ Data can be found here:

<https://hi-hope.org/directory/listing/16plus-planning>

### **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?**

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 to 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 because 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](mailto:ScotXed@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

## **SCHOOLIMPROVEMENT**

Self-evaluation is key to improving our school. We continuously evaluate our practice to help plan next steps.

To see Macdiarmid's main achievements over the last 12 months and our evaluation of our standards in literacy, numeracy and health and well-being you can refer to the Standards and Quality Report on our website, or you can ask for a copy from the office.

Our school improvement plan for this session can also be accessed on our school website.

## **DISCLAIMER**

Information in this handbook is up to date as of August 2026. Please note that changes may occur during the school year. Should you have any queries about the information contained in this handbook please contact the school office in the first instance.