

Aviemore Primary School, Community Centre and Early Learning Centre





Aviemore Primary School
Muirton
AVIEMORE
PH22 1SF

Dear Parents/Carers,

I am delighted to welcome you and your family to our school community and look forward to working in partnerships with you. Working together really is crucial, in order for children to find school a positive and rewarding experience.

As a school, we believe that achievement and enjoyment go hand in hand to ensure each child's excellent progress. I hope you will support our high expectations in all areas, especially in behaviour and achievement; enabling your child to be a successful learner, confident individual, responsible citizen and effective contributor.

I hope that you find the information contained within this booklet useful.

Please do not hesitate to get in touch if you have any queries, concerns or if there is anything I can do to help and support you with your child's learning and school life.

I look forward to welcoming your child into Aviemore Primary School and to your participation in school life.

Yours sincerely,

W Holton
Head Teacher

Head Teacher: Mrs W Holton
Email: aviemore.primary@highland.gov.uk
Web: www.aviemoreprimary.co.uk

Tel: 01479 813120
Fax No: 01479 810517

CONTENTS

2	Our School Our Vision, Values and Aims	General information
3	Staffing	13 Enrolment Uniform
4	Class Structure The School Day	14 Lost Property Lunch/Interval arrangements
5	Our School Culture & Ethos	16 Pupil absence First Aid, Absence & Illness
6	Curriculum	
7	Homework Additional Support	17 Child Protection Transport
8	PR1 Class	18 Attendance
9	Nurture Room Professional Support Transition	19 Visitors Emergency Contact Adverse Weather
10	Parents as Partners	20 Fire precautions Road safety Cycling Active Schools Getting involved
11	Home/School Liaison	
12	Parent Helpers Parent Council	21 General Concerns Sharing of Information Complaints/Request for Service
		22 Data information

OUR SCHOOL

Aviemore Primary School was built in 2012 and is part of a community building comprising School, Gym, Library, Service Point, Nursery (independently run) and Community facilities: Meeting room, Fitness suite and Dance studio. There is a sports pitch on the campus. The playground for younger children is well-provisioned with permanent play features chosen by pupils. There is an adjacent play park and kickabout area, which the children have limited access to.

There are various extra-curricular activities some of which are run by Highlife Highland.

The school has 258 pupils housed in 2 'wings' - Craigellachie and Cairngorm. Our facility has 12 mainstream classrooms, shared open areas and a vast learning support base all of which equip up to provide a broad range of experiences to enable all pupils to develop skills for life and work.

We understand that you want the very best for your child and want them to be happy, safe and successful in school.

Every member of staff shares this wish and works very hard to ensure that everyone in the school community receives the very best provision.

We set high standards and encourage each pupil to achieve a personal best for themselves. We also aim to help each child develop a real sense of self-worth and personal responsibility.

We constantly monitor and evaluate our work and strive for continual improvement in the provision we offer.



OUR VISION, VALUES AND AIMS

In Aviemore Primary School we are building an emotionally literate school where we are polite and respectful, value each other as individuals and are friendly and welcoming. We encourage and consider the opinions of others and promote fairness in all we do.

We aspire to become a learning community; continuously improving; celebrated for maximising achievement through providing quality experiences and by offering care and support to all.

Our Vision

To work together to achieve our best.

Values and Aims

- ❖ To create an environment where everyone feels welcome, safe and valued.
- ❖ To provide opportunities to experience and learn from our unique local environment and expertise within the community.
- ❖ To promote the physical, social, spiritual, mental and emotional health and well-being of all.
- ❖ To ensure that we provide happy, motivating and enjoyable learning experiences and opportunities that support positive destinations for all.
- ❖ To work in partnership with parents and the wider community to maximise success.
- ❖ To ensure that children have the tools and resilience to meet the challenges of the modern technological world.

STAFFING

Head Teacher	Mrs W Holton	Principal Teacher ASN	Miss E Killan
Depute HT	Miss E MacCallum	ASN Teacher	Mrs K Johnson
Principal Teacher	Mrs R Blackhall		Mrs A Johnstone
Teachers	Miss J Flemming		Mrs T Lewis
	Mrs L MacDonald		
	Miss E Ross	Visiting Staff	
	Mrs S O'Brien	Physical Education	Mrs A Trinder
	Miss A Wilson	Violin	Mr J Rutter
	Mrs S Pentland	Chanter	Mr C Thomson
	Mrs S McIntyre	Woodwind	Mr C Delmonte
	Mrs Tannock-Josey		
	Mrs J Steven	Cleaning Operatives	Mrs I Bell
	Mrs J Creber		Miss D Gould
	Mrs A Hull		Mr J Addy
	Mrs C McMaster		
Pupil Support Assistant	Mrs S MacBean	Cook-in-Charge	Miss K Fraser
	Mrs A Murray	Cook 1	Mrs I Bell
	Miss L Bamford	Cook 1	Mrs P Kerr
	Mrs K Kovacs	Cook 1	Mrs S Musgrove
	Mrs C Johnson		
	Mrs L Cairney	Facilities Manager	Mr P Short
	Mrs A Davies	FM Assistant	Mr S Gibb
	Mrs C Darroch	FM Assistant	Mr P Mathieson
	Miss C Treanor		
	Miss N Beattie	Secretary	Miss J Gordon
	Mrs L Gillard		
	Miss C Harris		
Supply PSA	Mrs J Cain	Playground supervisor (Supply)	Mrs J Cain

School Roll (at 01.11.16) - 258

CLASS STRUCTURE

Aviemore Primary School caters for pupils from P1 to Primary 7.

We currently have 11 mainstream classes and one special class.

In accordance with current regulations, single stream classes contain no more than 25 pupils in P1, 30 pupils in P2 to P3 and 33 pupils in P4 - P7.

Composite classes contain no more than 25 pupils.



The School Day

Class	Morning Session	Afternoon Session
PR1, P1, 2 & 3	9.00am - 12.35pm	1.35pm - 2.45pm
PR1, P4-7	9.00am - 12.35pm	1.35pm - 3.15pm

Morning break for all classes is from 10.40am until 10.55am.

Lunch break on Fridays is from 12.15pm to 1.15pm

NB: Consultation will take place at Easter regarding the 4 ½ day week

Holiday dates for 2017/2018 session are as follows:

<u>School Opens</u>		<u>School Closes</u>	
Monday	8th January 2018	Wednesday	28th March 2018
Monday	16th April 2018	Friday	29th June 2018

Other closures

Mon/Tues	19th & 20th Feb 2018	Holiday
Wednesday	21st Feb 2018	Inset day
Monday	7th May 2018	Holiday
Monday	4th June 2018	Inset day

Holiday dates for 2018/2019 session are as follows:

<u>School Opens</u>		<u>School Closes</u>	
Tuesday	21 st Aug 2018	Friday	12th October 2018
Monday	29 th October 2018	Friday	21 st December 2018
Monday	7th January 2019	Wednesday	5 th April 2019
Tuesday	23 rd April 2019	Wednesday	3 rd July 2019

Other closures

Mon/Tues	17 th & 18 th Sept 2018	Inset days
Mon/Tues	18th & 19th Feb 2019	Holiday
Wednesday	20 th Feb 2019	Inset day
Monday	6th May 2019	Holiday
Monday	3 rd June 2019	Inset day

OUR SCHOOL CULTURE AND ETHOS

Essential to effective learning, is a safe, supportive and disciplined environment that observes the following rights:

- ✓ The rights for all pupils to learn
- ✓ The rights of teachers to teach
- ✓ The rights for all to be safe

There are three simple school rules; we call these our Golden Rules.

In our school we are:

RESPONSIBLE - we look after people and property

RESPECTFUL - we think well of ourselves and others

And say kind things

RELIABLE - we trust each other and count on each other.



In Aviemore Primary School our Behaviour Policy supports effective learning by all members of the school community. Our policy is underpinned by the following principles:

- We expect high standards of personal achievement and behaviour.
- The foundation of positive classroom behaviour is effective teaching, an inclusive and engaging curriculum and respectful relationships between staff, pupils and parents/carers.
- Positive behaviour is enhanced through a whole school approach.
- Partnerships with parents, the wider school community and other support agencies contribute to positive behaviour in our school.
- Staff expertise is valued and developed.
- Standards of expected student behaviour are linked to transparent, accountable and fair processes, interventions and consequences.
- Responses to inappropriate pupil behaviour must consider both the individual circumstances and the actions of the pupil and the needs and rights of our school community.

School Staff are expected to:

- Provide a safe and supportive learning environment.
- Provide inclusive and engaging learning experiences.
- Initiate and maintain constructive communication and relationships with all pupils, staff and parents/carers.
- Promote the skills necessary to be Confident Individuals, Responsible Citizens, Effective Contributors and Successful Learners.

Pupils are expected to:

- Participate actively in lessons.
- Take responsibility for their learning and behaviour.
- Show respect for themselves, other members of the school community and the school environment.
- Behave in a way that respects the rights of others, including the right to learn and to be safe.

Parents and Carers are expected to:

- Be actively involved in their child's social and academic development.
- Cooperate with the school to achieve the best outcomes for their child.
- Support school staff in maintaining a safe and respectful learning environment.
- Initiate and maintain positive and respectful communication and relationships with school staff regarding their child's learning, wellbeing and behaviour.
- Contribute positively to all behaviour support plans and attend all meetings concerning their child.

Pupil Council - Pupils from across the school are elected by their peers to the Pupil Council. Pupil Council meets regularly and reports to all classes.

Pupils can also be members of ECO committee, Junior Road Safety Officers, ARC Buddies, Rights Respecting School Steering Group and Young Leaders

House Captains - will reinforce golden rules in weekly house meetings, praising and rewarding those who are setting a good example.



CURRICULUM

The curriculum is built around nationally agreed aims (capacities); these are for children to become:-

- ✓ Successful learners
- ✓ Confident individuals
- ✓ Responsible citizens
- ✓ Effective contributors

In Aviemore Primary School the child is always at the centre of learning and teaching whether it is -

- ✓ Ethos and life of the school as a community
- ✓ Curricular areas and subjects
- ✓ Interdisciplinary learning
- ✓ Opportunities for personal achievement

All children in Scotland follow a coherent curriculum from 3-18, known as: Curriculum for Excellence (CfE).

Experiences and outcomes set out expectations for learning and development in Expressive Arts, Language and Literacy, Health and Wellbeing (including 'Relationships Education'), Mathematics and Numeracy, Religious and Moral education, Sciences, Social Studies and Technologies.

The curriculum is inclusive, is a stimulus for personal achievement and, through the broadening of experiences of the world, is an encouragement towards informed and responsible citizenship; in preparation for life and work.

Our aim is to provide learning which is challenging, engaging, motivating and encourages high aspirations and ambitions for all.

Aviemore Primary School provides a broad range of experiences enabling children to be active in their learning and have appropriate opportunities to develop and demonstrate their creativity.

RELIGIOUS OBSERVANCE (Withdrawal)

Special arrangements will be made for pupils whose parents do not wish them to participate in religious observance.

Our School Improvement Plan and Report can be found on: www.SQ_SIP_Aviemore_201718

HOMEWORK

Our aim at Aviemore Primary School is for homework to:

- Provide an opportunity to involve parents in their child's learning.
- Encourage positive family interactions.
- Provide children with meaningful and active learning experiences.

Home Learning Grids

Home Learning Grids contain sixteen activities. Some are compulsory and should be completed every week; others are a selected from all areas of the curriculum.

Children will complete grids at the appropriate Curriculum for Excellence level:

Early - P1

First P2-4

Second P5-7

Home Learning Grids are given in the first week of term and should last for a whole term.

Why is encouraging children to be 'active' learners so important?

After 2 weeks we tend to remember:

10% of what we read

20% of what we hear

30% of what we see

50% of what we see and hear

70% of what we say

90% of what we say and do

ADDITIONAL SUPPORT

Additional Support Needs

All children need support to help them learn. Some children require more help than others. We follow The Highland Practice Model staged approach to assessing, identifying and supporting additional support needs. In this model every child has a 'named person' who is responsible for making sure that the child or young person has the right help to support his/her development and well-being.

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

If you wish to find out more about The Highland Practice Model or the Child's Plan you can access more information at: <http://forhighlandschildren.org/>

If you think that your child has additional support needs you can get more information and advice from - <http://enquire.org.uk/>

There are also Information sheets available at: www.chipplus.org.uk - Education.

At Aviemore Primary School we have 1 Principal Teacher of Additional Support Needs, 2.6 FTE Support for Learning Teachers and 12 Pupil Support Assistants, who form the Additional Support Team.

The aims of the team are to -

1. Provide support and achievement for children experiencing difficulties
2. Provide support for class teachers in planning a curriculum which is accessible to all
3. Maximise the potential of all pupils
4. Work in partnership with staff, parents and other professionals

Pupils who are experiencing difficulty are usually identified in the first instance by their class teacher, although some children may have been identified by doctors, the pre-school teaching service or other professionals. Consultation/discussion always takes place between staff and parents before an appropriate intervention programme is started or their curriculum adapted/elaborated.

Individualised Educational Plans set out appropriate targets and a broad curriculum for pupils who require this. These Plans (IEPs) are drawn up through partnership with parents and through a multi-agency approach via consultation with other professionals who may be working with the children. Parents are involved at all stages and regular home-school communication is a priority - this is implemented in the form of home/school diary, meetings and communication via telephone as and when required.

Other agencies, who might be involved in supporting pupils' learning may include: Social Work Department, Educational Psychology Department and other health services.

The Highland Practice Model, based on *Getting It Right for Every Child*, is founded on 10 core components which are applicable to all settings:

- A focus on improving outcomes for children, young people and their families based on a shared understanding of well-being
- A common approach to gaining consent and to sharing information where appropriate
- An integral role for children, young people and families in assessment, planning and intervention
- A co-ordinated and unified approach to identifying concerns, assessing needs, agreeing actions and outcomes, based on the Well-being Indicators
- Streamlined planning, assessment and decision-making processes that lead to the right help at the right time
- Consistent high standards of co-operation, joint working and communication where more than one agency needs to be involved, locally and across Scotland
- A Lead Professional to co-ordinate and monitor multi agency activity where necessary.
- Maximising the skilled workforce within universal services to address needs and risks at the earliest possible time
- A confident and competent workforce across all services for children, young people and their families
- The capacity to share demographic, assessment, and planning information electronically, within and across agency boundaries.
-

Every child has a Named Person whose job already involves working with children in Universal services.

Thereafter to 18 years or when the child leaves school this will be a Head teacher or Depute Head teacher.

PR1 CLASS

Aviemore has an enhanced provision which can cater for an extensive range of severe and complex needs. The provision itself has PR1 - Rainbow class; Nurture room - The Bothy; Sensory and Soft Play rooms; Life Skills; Safe space and ASN Garden. We have a number of staff trained to deliver a wide range of interventions including Physiotherapy; MOVE; Emotional Literacy activities; Deep Pressure Massage; Art Therapy and Rebound Therapy.

Specialist Provision - PR1 - Rainbow Class

PR1 provides a specialised learning environment for pupils from P1 through to P7. All pupils enjoy a range of personalised learning activities and social activities tailored to their specific needs. PR1 pupils benefit from elaborated, adapted or alternative curriculums. These might include activities such as: teach tray tasks, swimming, horse riding, sensory activities, Skiing (through Disability Snowsports Scotland) and many more.

A number of staff who work in the specialist provision are trained to support communication in a range of ways, including: Picture Exchange Communication (PECs), Makaton, Intensive Interaction and Assisted Technology Applications (such as an electronic talking aid).

All staff are trained to provide intimate care and moving and handling support. They are also trained in critical communication, Let's Make a Deal and CALM techniques; all of which support the de-escalation of challenging behaviour and help to provide a safe and secure environment to learn in.

Nurture Room - The Bothy

Nurture rooms offer an opportunity for children to re-visit early experiences, providing new and different chances for them to develop the skills needed to do well at school: making and maintaining friendships, being resilient, dealing more confidently and calmly with the challenges that life brings: giving better life choices.

Children who attend nurture, remain an active part of their mainstream class. They spend appropriate times within the nurture group, according to their need and typically return full time to their own class within two to four terms.



For further information please request a copy of the 'Additional Support Needs at Aviemore Primary' booklet for the school office.

PROFESSIONAL SUPPORT

The school draws on a wide range of other professionals to help support children. You are very likely to meet at least some of them in the course of your time with us. All of the professionals mentioned below are in the school regularly and welcome enquiries from parents. All can be contacted via the Principal Teacher of ASN - Miss Killan.

Educational Psychologist:	Mrs C Yavuz	Community Paediatrician:	Dr C Livingstone
School Nurse:	Mrs J Johnson	Health Visitor	Mrs M Bentley
	Mrs J MacKinnon	English as Another Language:	Ms A Roy
Speech & Language Therapist:	Miss J Hill	Care and Protection	Ms S Roddick
	Mrs R Castello	Children's Service Worker	Miss K Cameron
Occupational Therapist:	Mrs S Lowther	Primary Mental Health:	Mrs G Sermani
Physiotherapist:	Mrs J Pickering	Vision Support:	Mrs P Moncur

TRANSITION

Moving from class to class or from school to school can be a very stressful time and so we ensure that all aspects are planned carefully and managed sensitively.

We have a well organised and varied transition programme for Nursery pupils, which starts in September and continues until the children actually join us the following August.

Most of our P7 pupils transfer to Kingussie High School and take part in a 2 day visit Term 4, in addition to other experiences over the session. The work undertaken by P7 pupils in primary is extended in Year 1 in secondary.

Pupils with identified needs enjoy a tailored Enhanced Transition.

SECONDARY SCHOOL

The school to which pupils from this school normally transfer for their secondary education is:-

Kingussie High School,
Ruthven Road,
KINGUSSIE,
Inverness-shire.
PH21 1ES

Tel: 01540 661475
Head Teacher - Mr O Bray

PARENTS AS PARTNERS

The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning by modernising and strengthening the framework for supporting parental involvement in school education. It places a new duty on Scottish Ministers and education authorities to promote the involvement of parents in children's education and the wider life of the school.

It aims to help parents to be:

- Involved with their child's education and learning
- Welcomed as an active participant in the life of the school
- Encouraged to express their views on school education generally.

A new Curriculum for Excellence is being developed for Scottish Schools which means that schools and parents will need to work together to help all children become:

- Successful learners
- Confident Individuals
- Responsible citizens
- Effective contributors.

What are the benefits of parents getting involved?

The benefits for the children are:

- It is easier for children to learn when they get encouragement at home
- They will do better and achieve more when their parents are involved
- Children get access to more activities in and out of school when there are more adults to help
- Their concerns can be sorted out quicker when their parents have a positive relationship with school staff
- They are happy when their parents are enjoying events in the school.

The benefits for parents are:

- Their children do better when they are involved
- They are better able to help and encourage their children
- They have more information about their children's education
- Parents can build their own confidence and skills
- Parents get reassurance that their children are receiving a good education.

The benefits for the school are:

- Parents bring skills which complement teachers' skills and expertise
- Parents contribute their time, so together parents and teachers are able to do more activities with pupils than teachers can do on their own
- Pupils' attainment and behaviour improve

- Parents have ideas about how the school can best support the children
- Teachers have people with whom they can talk over ideas and get help when developing plans for the school
- Parents can give advice and help around reaching other parents.

The benefits for the education authority are:

- The ideas and experience of a wider pool of people lead to a better strategy which will support participation for more parents
- The education authority gets information on how its policies and education provision are working out in practice
- The education authority is able to discuss plans and ideas for education developments with a wide range of parents
- Parents who are involved in other representative groups help make sure the education policies link in well with the other policies and provision for people living in that area.

You can help your child by:-

- ✓ Spending time talking to your child, discussing homework, shopping, excursions etc.
- ✓ Encouraging your child to read for pleasure.
- ✓ Providing your child with materials to stimulate interests e.g. books, paint, crayons, musical instruments, construction materials etc.
- ✓ Reading daily and playing games with your child.
- ✓ Promoting good study habits at home.
- ✓ Developing the skills involved in everyday tasks such as writing letters, shopping, caring for animals and plants etc.

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>

HOME/SCHOOL LIAISON

You are always welcome here at school.

Parents/Carers are welcome to make an appointment to meet with their child's class teacher at any time - please contact the school office to arrange a suitable appointment; arranged at the earliest opportunity. More information can be found in our Access Policy on our school website.

Newsletters giving relevant information about school activities, forthcoming events and dates for the diary are issued termly. All class teachers produce a Termly Planner which can be viewed on your child's class webpage from the second Friday of each new term. This contains important dates for your diary and an overview of the work planned.

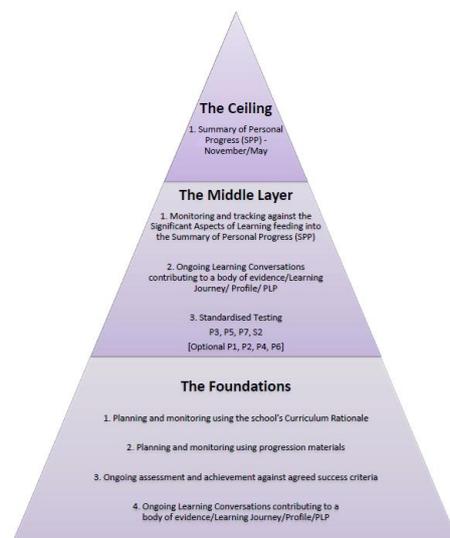
Open mornings/afternoons are arranged so that parents can visit school, to see pupils work and meet the staff and have fun.

Parents Evening

In the second term parents have the opportunity to meet with Class Teachers, Learning Support and Head Teacher to discuss their child's progress.

Assessment and Reporting

Assessment is a central part of everyday learning and teaching for children.



Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work.

Children may assess their own work or that of their classmates.

Some assessment is more formal. From June 2016, teachers of P1, P4 and P7 classes are being asked at the end of every school year whether children have achieved the relevant Curriculum for Excellence level for their stage in reading, writing, talking and listening (literacy), and their ability to understand and work with numbers (numeracy).

Most children are expected to have achieved the early level by the end of P1, first level by the end of P4, and the second level by the end of P7.

From August 2017, new, national standardised assessments will be introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress.

Teachers remain best placed to know how the children in their class are progressing. Their professional judgement will continue to be the most important way of assessing your child's progress at school.

Interim Report - In February of each year you will receive an interim report which is intended to provide you with an update on your child's attitude to learning, behaviour and attendance.

Continuous profiling - Parents/Carers will no longer receive an end of year report and profile and will instead have the opportunity to see and discuss their child's learning throughout the year they make progress in across all areas of the curriculum.

Children are consulted regularly about what they want to learn about. They are using targets to build their awareness of what they do well and what they need to improve further. Much of this is recorded in their learning journals and learning logs which they share with parents/carers.

This change is intended to enhance the dialogue with learners and their families, strengthen the relationship between profiling and reporting, and to ensure learners and their families felt confident in the learning process.

PARENT HELPERS

Parents with some time to spare would be welcomed as helpers. The commitment need not be on a regular or weekly basis but if you have time to help with specific tasks e.g. escorting swimmers to and from pool, Food Bank, photocopying, outside visits, displaying work or working in the library, please contact the school.



PARENT COUNCIL

Our Parent Council was established this session. Office bearers are -

Chairperson:	Mrs J Thurlow
Vice-Chairperson:	Mrs S Roberts
Treasurer:	Mrs C Johnson
Website/Secretary:	Mrs L Warden
Teacher Representative:	staff rota

The Council is supported by other parent members

Parents are important and make a real difference to children's learning - when parents are involved children and young people do better and achieve more. We are here to work together with everyone involved in school life - parents, learners, teachers, school staff and the wider community to support the school. We are here to make sure that all parents have a say in their children's education - and are able to express their views & wishes. We are here to build links and involve parents with the wider learning community - nurseries and pre-school groups, other schools & services. If you would like to join us in making a difference please contact any member of the Parent Council (we are listed on the Aviemore Primary School Website <http://www.aviemoreprimary.co.uk/> under heading parent council) or email us at aps_parentcouncil@hotmail.co.uk Log onto the Aviemore Primary School website and visit us under the parent council where we list our forthcoming events. We look forward to hearing from you.

Jennifer Allen, Secretary

GENERAL INFORMATION

Enrolment

For pupils starting school for the first time, enrolment takes place at the end of January/beginning of February. There is always a notice in the local press and the local Partner Centre is informed. Children starting P1 in August should be 5 years of age by the 28th February the following year.

PLACING REQUESTS - PARENTAL CHOICE

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Education Manager, Mrs K Ralston. Placing request forms can be obtained from http://www.highland.gov.uk/info/878/schools/11/school_enrolment/2

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

If pupils live outwith the school catchment area and their parents wish them to attend Aviemore Primary School they can contact us on 01479 813120 to arrange a visit.

School Uniform

We believe that the School uniform plays a valuable role by: setting an appropriate tone; instilling pride; supporting positive behaviour and discipline; encouraging identity with, and support for, our school ethos; ensuring pupils of all races and backgrounds feel welcome; protecting children from social pressures to dress in a particular way; and, nurturing cohesion and promoting good relations between different groups of pupils. For these reasons, we also believe that school uniform supports effective teaching and learning.

Your child may be entitled to help with the cost of uniform, for more information please see http://www.highland.gov.uk/info/899/schools-grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

Children are expected to wear the following school uniform:

- Purple sweatshirt, cardigan or school hoodie
- Plain white or purple shirt, t-shirt or polo shirt (with or without school logo)
- Plain trousers, skirt, shorts or leggings - dark colours such as grey and black
- Purple gingham dress or Black/Grey Pinafore Dress
- Grey School fleece (optional)
- School tie (optional)
- *Children are not permitted to wear track-suit bottoms or jeans (unless permission has been sought via the Head Teacher in advance).*

Shoes:

- General outdoor: sensible shoes or trainers
- General indoor: any safe, clean shoes which are **not used outdoors** (*these can be the same shoes used for indoor gym*)
- Winter: wellington boots or snow boots are encouraged
- Summer: sandals are permitted providing that they are securely fastened to the feet
- Children are encouraged to wear velcro or zip fastening shoes until they can tie their own laces.

Children are not permitted to wear high-heels or flip-flops.

P.E. Kit

- Shorts, leggings or track suit bottoms
- Purple t-shirt
- Gym shoes (must be well fitted)
- Bobble (for children with long hair)
- Plasters or medical tape (to cover earrings that cannot be removed)

*Children are **not** permitted to wear Football strips and must remove **all** jewellery before participating in curricular PE activities.*

Jewellery

Children are permitted to wear small stud earrings, *but no hoops or dangles.*

Children are permitted to wear watches.

Necklaces and bracelets may be worn, providing that they are not visible (*kept under clothing*).

Discretely painted nails are acceptable (pale colours)

Rings are not permitted

Water

Children are strongly encouraged to bring water to school in non-breakable containers - these can be filled from water fountains during the day.

Lost Property

It is advisable to ensure that all personal items brought to school are clearly labelled with your child's name and class so that lost items can be returned immediately.

Un-named items will be collected and placed in a box, which is located at the end of the corridor in each shared area.

Items which remain uncollected will be placed on display. Items which continue to remain uncollected will be disposed of.

Lunchtime/Interval Arrangements

We operate a 'rolling' lunch hour with the youngest children in first. Special arrangements can be made for those children who are slower eaters.

School Lunch

Meals are cooked on the premises and the cost is £2.30 per day, £11.50 per week. You can pay for lunches by -



- Sending the money into school in an envelope, preferably on a Monday, with your child's name and class on it (envelopes available from school office).
- Pay online by logging into Highland Council website or by clicking on this link - http://www.highland.gov.uk/info/878/schools/9/school_meals/2 . You will require your child's SCN number which can be obtained from the school office.

Free School Meals for Primary 1-3

All Primary 1-3 children are entitled to a free school meal.

This Scottish Government funded initiative will entitle all Primary 1 to 3 children to a free school meal at lunch time only - you will still need to provide your child with money for any other service provision in school such as morning break or breakfast. The meal is completely optional and all 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 1-3 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 4 to 7, who, if entitled still need to apply for Free School Meals following the usual process.

All Highland Primary Schools have been awarded the bronze Food for Life Catering Mark, for more information on school meals and to view school meal menus please visit - www.highland.gov.uk.

For the Clothing Grant and Free School Meal Application log on to Highland Council website or click on this link - http://www.highland.gov.uk/info/899/schools-grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

Packed Lunch

Children may bring packed lunches to school and these will be eaten in the dining hall under supervision. Lunches should be securely packed in a box which is clearly labelled with your child's name. Water & fruit juice may be brought to school to have with packed lunches, however, for safety reasons, these must not be in tin cans, glass bottles, or glass-lined thermos flasks. No fizzy drinks please.

Children are encouraged to put all **empty** packed lunch rubbish into the bin provided. Children are not permitted to put bags of uneaten sandwiches, whole sausage rolls, un-touched pieces of fruit and other such items in the bin as many years of experience has told us that parents/carers prefer to know if their child has not eaten the food provided.

Intervals

At all intervals all children must stay inside the school grounds, unless they are going across to the adjacent sports pitch (which is supervised by school staff).

During intervals children are expected to go outside to play unless the weather is such that it is impossible for them to do so. **The children should come to school dressed appropriately for the weather.** There are ample covered spaces around the school for children to take shelter.

The play park adjacent to school is not part of the school grounds and will be unsupervised should your child choose to use it before or after school.



House Captains and Pupil Support Assistants (PSAs) support children in any concerns that may arise during break time.

All children are expected to display a high standard of behaviour during intervals and play-fighting/rough play is not permitted.

Pupil Absence procedure

Parents/carers must:

- Inform the school of any prearranged absence, e.g. attendance at a hospital appointment or other unavoidable event, prior to the absence taking place.
- To inform the school of their child's absence by 9.15am on the morning of the first day of absence. For afternoon sessions, parents/carers must inform the school no later than half an hour into the session.
- To respond promptly to contacts from the school.
- To provide written confirmation of absence as soon as possible.
- Parents/carers will note that where contact cannot be established in relation to an unexplained absence, schools may inform other relevant service, e.g. social work and /or police.

First Aid, Accidents and Illness at School

We have a purpose built medical room that is equipped with a selection of First Aid resources. Many staff hold certificates for basic First Aid training and are able to deal with a wide range of minor injuries.

A minor incident will result in a child being given an accident or illness report. This details the event that caused the injury/illness and the treatment given. **It is important that you sign the slip and return it to school so that our records can be kept up-to-date.**

In the case of more serious incidents, the emergency contact(s) will be phoned. For this reason, it is imperative that your child's details remain accurate throughout their time at school.

If further medical assistance is required, we will contact the local Surgery and will also contact the emergency contact(s) to inform you of the situation.

If a pupil becomes unwell at school, parents are contacted and are requested to collect their child. Pupils will not be sent home unaccompanied or to an empty house. Parents should not send their child to school if they are unwell. The school must be informed if a pupil has an illness/ medical condition which might put other pupils at risk.

If your child has had suffered from vomiting or diarrhoea, **they must not return to school for a period of 48 hours**, from the time of their last episode.

It is important that the school is informed about any long term medical condition or disability that your child has e.g. asthma, epilepsy, autism, etc. This information will be treated as confidential and should be noted on their enrolment form and subsequent detail update forms, which are sent out annually.

Medical and Dental appointments should be made for times outwith school hours. When such appointments are made for a child during school hours, the school should be informed beforehand and arrangements made for the child to be collected from the school either by parent or by a responsible adult. **Children must be collected from school for such appointments.**

Medicines at School

Sometimes Doctors give prescriptions which require medicines to be taken during the day. If your child requires medication within school hours, please contact the school to inform us of this. Staff are only permitted to administer/supervise the administration of prescribed medicines if written permission has been received. **Cough sweets are not permitted in school.**

Head Lice

Parents are asked to regularly examine their child's hair for head lice and inform the school if they find them. Further information about the treatment of head lice is available from the chemist or from your doctor.

Child Protection

From time to time incidents may be noted 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 is a priority for Education Service staff.

More information about Child Protection Procedures can be obtained on the Highland Council website or by clicking on the link below -

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

Parentline

A national, confidential helpline providing advice and support to anyone caring for or concerned about a child. The helpline number is 0800 028 2233. There is also an email address which people can use: Email: parentlinescotland@children1st.org.uk

Transport

Transport is available for children who live more than three miles from the school. Currently a bus transports children from Glenmore and Rothiemurchus. This service delivers pupils to school by 9.00am and departs from school at 3.20pm. Please note:-

1. Only children who have applied for transport may use it. Space is not available for anyone who has not made an application.
2. Children who live within the limits for transport may be granted a concessionary seat on the vehicles if space permits.
3. Forms to apply for the use of school transport are available from the school.

Currently the bus service is provided by:
Weir Taxis (07783 926444)



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

Attendance

Any absences from school, however short, will have an adverse effect on your child's learning. Parents are asked to co-operate with the school by keeping their children's absences to a minimum and by keeping the school informed. It is **vital** that you contact the school by phone if your child is absent. In the event of a planned absence please contact the school by letter. If no notice is given you will be contacted by text in the first instance.

Parents should try whenever possible to take their holidays in the designated holiday period. However, it is understood that those involved in some jobs, e.g. the tourist industry, often have to take their holidays at unseasonal times. Any holiday taken in term time will be treated as unauthorised.

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

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

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

Pupils on holiday in term time are encouraged to read books and to keep a diary of events which they can subsequently share with the class on their return to school.

Attendance is monitored by the Senior Leadership Team monthly. Where attendance falls below 90% a letter will be sent home. This should be signed and returned to the school office at your earliest convenience.

Each year the school has to inform the Education Authority and the Scottish Office of the number of authorised and unauthorised absences.

Lateness

When a pupil arrives late, they miss out on essential instructions and may feel uncomfortable arriving in the classroom when everyone else is settled. This can be disruptive for everyone and can compromise learning.

The school playground is supervised from 8:40am, which enables children to arrive in good time for the first bell, which rings at 8:58am. This signals to the children that it is time to get into lines, ready for the 9:00am entry bell.

All children arriving at school after 9:00am must report to the school office where they will be issued with a late slip.

Lateness is monitored by the Senior Leadership Team on a monthly basis. Where children have been late 4 times or more in a period of a month, a letter will be sent home by post. This should be signed and returned to the school office at your earliest convenience.

Where children have persistent lateness, the head teacher will invite parents/carers into school for a formal meeting.

Visitors

For security reasons all visitors to the school must report to the school reception.

Emergency Contact

It is vital that parents provide emergency contact addresses and **keep them up to date**.

In times of bad weather it is sometimes necessary to send home early the children who travel on the school bus, and in very extreme conditions it may be necessary to close the school. Parents are asked to make arrangements for children to go to an emergency address in these circumstances if they are unlikely to be at home for their children.

Adverse Weather

Each year you will be sent a copy of our Adverse Weather Procedure in November so that you know what happens in the event of bad weather. **The Schools Information Line will also have up-to-date information (0870 5642272 Pin no. 041460) as will the Highland schools website www.winter.highlandschools.org.uk.**

School Closures Online

- www.highland.gov.uk/learninghere/schools/schoolclosures will also be updated with information for individual schools.
- The school website will also show any closures - www.aviemoreprimary.co.uk

Public Broadcasts

Radio Stations request that, since telephone lines are always busier at such times, parents should not telephone in for advice, but listen to appropriate broadcasts.

Moray Firth Radio (96.6FM)

Hourly news bulletins and half-hourly summaries will carry local information on weather, roads and conditions affecting schools. **In severe conditions normal programmes will be interrupted more frequently to carry emergency bulletins.**

If at any time you are concerned about weather conditions in your area please let us know. Such advice is important in helping us ensure the children are safe.

BBC Radio Highland

6.55am - 7.00am

7.50am - 8.00am

12.55pm - 1.00pm

4.55pm - 5.00pm

In extreme conditions Radio Highland will interrupt Radio Scotland transmissions, usually on the hour, to carry emergency bulletins

Fire Precautions

Should there be a fire or a major incident all staff and pupils are familiar with the evacuation procedure and practices are held regularly. A Major Incident Plan is in place.

Road Safety

Safer Routes to School

Children are provided with fluorescent vests on request and are encouraged to wear them in the dark winter months. **They should be returned clean and undamaged to the school in April.** Children are expected to cross Grampian Road using the traffic lights situated near the ambulance station, the Spar shop and Dalfaber Drive.

Parents of children who travel on the School Bus are asked to encourage them to behave in a responsible manner when travelling to and from school and to take the greatest of care when boarding or alighting from the bus.

Cycling/Scootering

Children wishing to cycle or scooter to school must first obtain a Permit from the school office. Because of the dangers of cycling/scootering on the main road there are a number of rules which must be obeyed, and these are set out on the Permit application. **Permits are only available for children in classes P4 - 7, and must be applied for each year.**

Children in P1-3 who cycle/scooter to school should be accompanied by an adult.

Any child cycling/scootering to school must wear a safety helmet.

Active Schools and volunteers

Active School Co-ordinator

Active Schools is a key element of the Scottish Government's drive to get Scotland more active, a commitment outlined in the National Physical Activity Strategy, Let's Make Scotland More Active. The fundamental aim of the Active Schools Network is to offer children and young people the opportunities and motivation to adopt active, healthy lifestyles, now and into adulthood. The Active Schools Co-ordinator for Aviemore Primary School is Tina Gibson.

Getting involved

Getting involved - Active Schools needs volunteers to assist in the delivery of activities which are linked to your school. A volunteer is someone who does work on our behalf and is undertaken by choice and unpaid. Active Schools offers a variety of activities to children and could not operate without drawing upon a wide range of volunteers to help with -

- Admin
- Young Leaders/Sports Leaders
- After School Clubs (sport specific, targeted, etc)
- School Holiday Programmes
- First Club Golf



Active Schools believes that our relationship with our volunteers is one of mutual responsibility and commitment, within which Active Schools and our volunteers both have rights and responsibilities. We hope that volunteers will enjoy their involvement and gain from it in terms of their own personal objectives.

To become an Active Schools volunteer or for more information please contact Tina Gibson on 01540 662485 or 07904 981836 or email tina.gibson@highland.gov.uk.

General Concerns/Sharing of Information

To create an environment where pupils, staff, parents and the wider community feel welcome, safe and valued, visits by parent/carers must be managed carefully to maintain safety for all.

For this reason, parents/carers must enter school via the main entrance. Permission to access the building will only be granted with a prior appointment or if a member of staff is available to escort you. The school gates will be locked while the children are in class and only opened to allow children to enter or leave the premises or when the playground is being supervised by adults.

Parents/Carers are warmly welcomed to make an appointment to meet with a child's class teacher at any time - please call in to the school office to arrange a suitable appointment or alternatively, telephone the school or contact us via email. Rest assured that an appointment will be made at the earliest possible convenience.

If you need to share general information or your child has an appointment, you are welcome to write a note to the class teacher. This can be handed in at the office or given directly to the teacher by your child.

The class teacher should be your first point of contact, however if concerns are unresolved, a member of the senior leadership team will be happy to meet with you.

If your concern is urgent, the Head Teacher will endeavour to see you without an appointment.

COMPLAINTS AND REQUESTS FOR SERVICE

If a parent/carer has any concerns they should contact their child's Named Person (Head Teacher) in the first instance.

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 Education Manager:

AREA EDUCATION MANAGER

The Area Care & Learning Manager (South) is Mrs K Ralston. She can be contacted at:-

Highland Council
ECS Offices,
Glenurquhart Road,
INVERNESS.
IV3 5NX TEL: 01463 702799

Or Highland Council: www.highland.gov.uk/complaints

Or by telephoning 01349 886606

Any further information can be found at: <http://www.aviemoreprimary.co.uk/>

This brochure was prepared in terms of the Education (School & Placement Information) (Scotland) Regulations 1982. It contains information which was correct at the time of preparation but which may have since altered.

Transferring Educational Data About Pupils

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they are not passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities 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 exam results. Accurate and up-to-date data allows SEED, education authorities and schools 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 that influence pupil attainment and achievement,
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SEED works with a range of partners including HM Inspectorate of Education and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Sharing Panel in SEED, which 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.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, 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