Bun Sgoil Dhun Bheagain

Dunvegan Primary School

Handbook 2021-22

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Bun-sgoil Dhùn Bheagain
Dun Bheagan
An t-Eilean Sgitheanach

Dunvegan Primary School
Dunvegan
Isle-of-Skye
IV55 8GU
Tel: 01470 521 307

School website: www.dunveganprimaryschool.com
School e-mail: dunvegan.primary@highland.gov.uk

The current pandemic has affected the normal running of schools in many ways. This Handbook reflects the way the school usually runs but does not cover all of the changes that we have made because of the pandemic. Our arrangements have changed in many ways this session, and may well change again, depending on how the pandemic develops. For the most up-to-date information about any aspect of the work of the school, please make contact and we will be able to tell you about our current arrangements. For the latest information about how the pandemic affects children, young people and families across Scotland, please visit the Scottish Government website, which has helpful information about Coronavirus and its impact on education and children.

Foreword / Ro-ràdh

Dear Parent / A Phàrant Chòir,

The purpose of this handbook is to provide you with as much information as possible about the school. For example: facilities available, organisation of the school day, school aims, curriculum, work and assessment.

If you have any queries regarding any aspect of the school or you wish to visit, please phone to arrange an appointment.
We benefit greatly from working in partnership with parents and we look forward to meeting you.

Yours sincerely,

Vicki Parfitt

Vicki Parfitt (Mrs)
Head Teacher / Ceannard

Dunvegan Primary School is a non-denominational school, which caters for children from Nursery to Primary 7 age inclusive. We have a Gaelic Nursery, one Gaelic class and two English classes. Parents can choose for their child to be educated through the medium of Gaelic or English when enrolling them for Primary 1.
Tha Bun-sgoil Dhùn Bheagain a' gabhail sgoilearan de chreideamh sam bith eadar Clas 1 agus Clas 7. Tha dà chlas Ghàidhlig againn agus a dà Bheurla. Tha roghainn aig pàrantan a' chlann aca a bhith air an oideachadh ann an Gàidhlig no Beurla nuair a bhios iad gan clàradh airson Clas 1.

Staff / Luchd-obrach

Head Teacher (Cluster with Edinbane)	Mrs V. Parfitt
Teacher E1-3	Miss L. Kater / Mrs J. Allan
Teacher E4-7	Miss D. MacKenzie
Teacher G1-2	Mrs. M. MacGregor
Teacher G3-7	Mrs L. Taggart
Non Class Contact Time Teacher	Mrs M. Sinclair
Additional Support Needs' Visiting Teacher	Mrs M. Sinclair
Pupil Support Assistants	Mrs L. Wood
	Miss Hajar Moujib
	Mrs S. Wood
	Miss. M. MacGregor
Gaelic Nursery – Early Years Practitioners	Mrs. C. Matheson
	Mrs. A. Campbell
Gaelic Nursery Assistant	Miss K. Campbell
Clerical Assistant	Mrs L. Coull
Cook	Mrs F. MacAskill
Dining Supervisor	Mr D. Slater
Cleaning Operative	Ms. A. Blair
North Skye Area Janitor	Mr. M. Fozzard

School Hours / Uairean na Sgoile

School Day	Morning / Madainn	Afternoon / Feasgar
	9.15am - 11.00 am	1.30 pm – 3.15pm
	11.15am - 12.45 pm (P1-7)	

(P1-3 will have a 15-minute break from 10.45-11.00 or 1.30-1.45pm)

Office Hours / Uairean Oifis

During term time the Head Teacher will be available from 8.30am – 5.00pm Monday – Friday and can be contacted at Dunvegan Primary, 01470 521307.

Bun Sgoil Dhun Bheagain Dunvegan Nursery & Primary School Aims

Our Vision

Dunvegan Primary School strives to be a happy and nurturing school that fosters positivity, curiosity, resourcefulness and creativity. Working with the community to enrich our village, we hope to thrive and flourish and become an important part of the community around us.

Our Values

- Kindness
- Hard work
- Sharing
- Honesty
- Friendship
- Happiness
- Respect

Our Aims

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

- Learn together with our parents, family and the community and celebrate everyone's individual talents and achievements.

- Play, explore, question, and use our imaginations to learn both in school and outside in our school grounds and local area.

- Develop the skills to lead our learning and join in to make improvements to our school and our community.

Facilities and Accommodation / Goireasan agus Togalach

Our school premises consist of:

- the main building which is single storey and has a ramp at one main door, three classrooms, a gym, a resource room, girls' and boys' toilets, an office, a staffroom and staff toilets;
- a demountable unit which has two classrooms, a cloakroom and two large walk-in cupboards;
- a demountable unit which has one main room for the nursery;
- the canteen where meals are cooked and served;
- the playground which is tarmac immediately round the school leading into large grassed areas.

Staff, School Roll and Organisation of Classes/ Luchd-obrach, Àireamhan is Clasaichean

Dunvegan Primary is a four class school with visiting teachers - Support for Learning.

The present roll is 43	23 English	20 Gaelic
	12 (P1-3)	12 (P1-2)
	11 (P4-7)	8 (P3-7)

The school day is divided into three main periods, two in the morning and one in the afternoon.
Whole class, group and individual teaching methods are used to allow all aspects of the curriculum to be covered.

Attendance/Absence / A' frithealadh na sgoile/Ma bhios tu far na Sgoile

Good attendance is vital if pupils are to achieve their full potential.
If your child is absent through illness, please phone the school on the first day of absence or e-mail dunvegan.primary@highland.gov.uk.
If you wish your child to be off school for any reason e.g. for a dental appointment, please notify the Head Teacher in advance. Schools are required to keep an attendance register by law. We have a responsibility for the care and welfare of all pupils during the school day and therefore need to know the whereabouts of absent pupils. If your child is absent and no explanation is given the absence will need to be marked as unauthorised. The authority does not authorise holidays taken during term time.

Pre-School Education / Foghlam fo Aois Sgoile

There is an on-site nursery which operates 5 full days a week as a Gaelic Nursery. Please ask for a separate Nursery brochure.

Enrolment / Clàra

Children who have reached their fifth birthday by the following February are eligible to start school in August. Parents are invited to enrol their children for Primary 1 during enrolment week which is usually in January and should bring their child's birth certificate to this meeting.

Early in the summer term we have a meeting with parents to familiarise them with the P1 timetable and some of the resources which will be used. We give an outline of the general curriculum along with targets and activities learners will be involved in. Dates are set at this meeting for nursery induction visits to the school. P1 staff visit the nursery in

the summer term. Primary 1 learners attend school full time from the first day of the Session.
For parents moving into the area there is a list of schools and related information on www.highland.gov.uk click on 'A-Z of Council Services' then click on 'School List'.

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 Manager:
Mr Don Esson
Care and Learning Office
Fingal Centre,
Portree,
Isle of Skye,
IV51 9EE
Don.Esson@highland.gov.uk
01478 613697
Placing request forms can be obtained from http://highland.gov.uk/info/878/schools/11/school_enrolment/2 Transportation to and from school for placing request pupils is a parental responsibility.

Transfer to Secondary / A' dol dhan Àrdsgoil
Learners transfer to Portree High School after completing their P7 year.
In the spring term prior to transfer, profiles are completed by the school and sent on to the High School.
During the spring/summer term members of staff from Portree High School visit the school and meet with P7 learners. The P7s have a three-day induction at the High School during June and parents are invited to attend an open evening at the High School at this time. All relevant work and records are transferred to the High School at the end of the summer term.

Any queries related to the High School can be made to:
Ms Catherine MacDonald,
Head Teacher,
Portree High School,
Portree,
Isle of Skye, IV51 9ET

More information can be found at: www.portreehigh.highland.sch.uk/

Parents & Carers as Partners / Pàrantan
The current pandemic has affected the way in which we are able to engage with parents, and this may change further depending on how the pandemic progresses. For the latest information, please contact the school. Regular newsletters are provided to keep parents informed of school activities and general school related information. The Parent Council has an informative Facebook page and the school regularly updates its website where much information can be accessed http://www.dunveganprimaryschool.com
Curriculum open afternoons are held each term and provide opportunities to share information and views along with giving parents an opportunity to share their child's learning. Parents are welcome to make appointments to see class teachers or the Head

Teacher at any time during the school year. Learning profiles are regularly shared with parents and we are in the process of developing a new continuing profiling system in line with a new Highland schools' system. P4-7 children are also developing their own digital profiles via Google Sites. Parents are always welcome to visit, but please check in at the office on arrival.

If there are concerns or worries about your child or the school please email vicki.parfitt@highland.gov.uk or phone **01470 521307** and a meeting will be arranged or put a note in the 'homework/reading diary' which is also used as a communication link. In the event of adverse weather or any emergencies the school telephone messaging service will be updated – phone **0800 5642272** and enter the school's pin number when prompted **041950.** Information can also be found at http//www.highland.gov.uk/info/827/education_and_learning

Parent Council / Comhairl na Parant

Our Parent Council is very active and supports the school on many matters. It provides an important link between parents and the school. The Council has one staff member and several parent members.

Parent members
- Dan Wood (Chairperson)
- Mali MacKenzie (Treasurer)
- Lucy Salter (Secretary)
- Leona Coull
- Catherine Matheson
- Katyana Ranicar
- Anna Campbell

Staff member
- Marion MacGregor

The Head Teacher is a non-voting member of the Council. Meetings are held once a month and the minutes of the Council meetings will be posted on updated website. Our AGM is held between September and November when members are elected.

Parental Involvement / Taic do Phàrantan

We welcome support from parents in helping at school, at school based events and in providing transport for outings. We request all parents who are willing to transport learners to school related events to check with their insurance company that they are covered for 'business travel'. We have to request that any parent or volunteer who has access to learners through coaching/training or transporting them regularly to swimming or other school related events completes a 'Disclosure' form. This will be processed by the Scottish Criminal Records Office.Parental information is obtained from questionnaires and through regular discussions and feedback.

Homework / Obair Dachaigh

We welcome and encourage parental involvement with reading, spelling and number work. Although we do not over-prescribe homework, we regularly share websites and ideas for at home active learning.

Each learner has a homework/reading diary for your reference as well as their own and can be used as a communication link between home and school. Workshops to support learning at home are also run for parents.

Useful information for parents on how to get involved in your child's education, how to support the school and information on curriculum developments can all be found at Parentzone: https://parentzone.org.uk/

Complaints & Concerns / Gearain agus Trioblaidean:

If a parent has any concerns, please contact the head teacher in the first instance. All complaints and concerns will be dealt with immediately where possible, or as soon after as possible. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership.

Parent Complaint Procedure/ Doigh Gearain Parantan

We aim to find appropriate solutions to all concerns/complaints at school level if at all possible.

- Parents should initially discuss concerns or complaints with the class teacher where appropriate.
- Discussion with HT where appropriate.
- If the complaint is not adequately addressed, the parent may contact a member of the Parent Council and the issue may be raised at a meeting provided that the complaint is of a general nature. The Parent Council won't be able to discuss individual staff members, parents or children.

If any of the above channels seem inappropriate or have failed, then the parent should contact the Area Education Manager:
Mr Don Esson
Care and Learning Office
Fingal Centre,
Portree,
Isle of Skye,
IV51 9EE
Don.Esson@highland.gov.uk
01478 613697

Pupil Complaint Procedure

Pupils may voice concerns or complaints through:

- Pupil Council
- Playground Supervisor
- Class teacher
- HT
- Suggestion box in the corridor and in Nursery (parents may also use this).

Please note that transport is not a school responsibility and any queries should be addressed to the Local Transport Officer, Transport Office, 01397 709037

Reporting / Aithisgean Parents' Meetings/ Coinneamhan Pharantan

Twice a year, in December and June, parents will be offered meetings with their child's teacher to discuss their child's progress.
In May, teachers complete a written profile and report on each learner which indicates progress and performance in Literacy & Numeracy, progress and achievements in Health & Wellbeing and a general comment for the other curricular areas of Curriculum for Excellence with overall next steps. It also summarises the wider learning and includes a section for learner's self-evaluation and one for parents' comments. It is helpful if the parents' comments sheet is returned before the

parent/teacher meeting as it helps to set a focus for discussion. A copy of the report will be held centrally in the Pupil's Progress Record (PPR) which is kept in a locked file in the office. The PPR moves with the child on transfer to another school.

Each learner is continuing to develop their 'learning profile' which provides a snapshot of work covered in different areas of the curriculum, as well as achievements and learning targets and aspirations. Parents are invited into school each term to share the learning profile. If you have any concerns about your child, please contact the school as soon as possible.

Assessment / Measadh:

As a school we seek to provide information for learners, parents and staff to assist in the effectiveness of the learning and teaching process and in raising attainment.
Teachers use assessment every day as an evaluative, diagnostic and formative tool to inform learning and teaching approaches and to provide evidence of learners' attainment and progress and targets for learners. Assessment is viewed as central to the teaching and learning process.

We encourage learners to view assessment as a key part of their learning experience which takes place within the overall context of a supportive school. They make use of feedback, in all its forms, to inform next steps for the improvement in their own learning.

We assess learners' progress continuously through observation; discussion; sampling work; check-ups; evaluating targets with learners and regular setting of short tests. This informs us of the next steps in learning and gives learners and parents an idea of the progress being made.

Our forward planning focuses on Experiences and Outcomes from the Curriculum for Excellence. Through inter disciplinary planning, learning intentions and success criteria are linked to the experiences and outcomes and these are assessed to determine a learner's progress. Diagnostic tests/assessments are used to determine a learner's strengths and development needs. This enables learning programmes to be adjusted. SNSA (Scottish National Standardised Assessments) are also carried out with children in P1, P4 and P7.

All involved should understand and take appropriate account of the three main types of assessment:

Assessment *for* Learning is essentially formative. It is the process of seeking and interpreting evidence so that learners, parents/carers and teachers can decide, through high quality dialogue, where the learners are in their learning, where they need to go next and how best to get there.

Assessment *as* Learning is essentially evaluative. It is about using assessment to learn how to learn and thus encourage the development of autonomous learners. In effective assessment *as* learning, learners through self and peer assessment identify and reflect about their own evidence of learning. Personal learning planning provides a supportive framework for these processes.

Assessment *of* Learning is essentially summative. It is about measuring, analysing and reporting performance. Effective assessment *of* learning provides information about

individual skills and knowledge leading to awards which are passports to opportunities in life, work and education.

Further information on tracking and assessing pupils' progress and planning future learning can be found at:
https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement

School Policies / Poileasaidhean na Sgoile

School policies have been drawn up on the main curricular areas and issues such as anti-bullying, administration of medicines, race equality and child protection. These are kept on file and are available for any parent who requests a copy and will be available on the school website as they are updated. Highland Council policies are available at http://www.highland.gov.uk/info/893/schools_-_general_information/29/school_policies_procedures_and_guidelines

School Improvement

This year, because of the pandemic, all schools in Highland are focusing on certain key priorities as followings:

1. Health and wellbeing
2. Recovery of learning, teaching and assessment
3. Attainment in session 2020/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Dunvegan Primary's Standards and Quality Report is available on request. From the June 2019 document **our key strengths are**:

- A strong commitment to improvement and to Gaelic language and culture.
- The positive ethos of the school in providing a caring, supportive environment based on respect and equality and the recognition of the value of each individual within.
- Children are engaged, well-motivated, confident, polite, well behaved and respectful.
- The curriculum takes account of the 4 contexts for learning, the promotion of challenge, enjoyment, breadth, progression, relevance, coherence, personalisation and choice for all learners and provides opportunities to broaden and enrich learning through a variety of ways e.g. in learning profiles, during weekly whole school gatherings, on the achievement wall, via classroom blogs and in the press.
- Interdisciplinary learning, personal projects and outdoor learning (including Forest Schools) provide opportunities for learners to be actively involved in their own learning.
- Involving parents and the community in enterprise activities and fund raising for charities has helped learners to develop a range of skills.
- A high priority is placed on working closely with parents and other agencies, following the Highland Practice Model, to ensure all children are safe, healthy, achieving, nurtured, active, respected, responsible and included.
- Staff are reflective practitioners and adapt their learning and teaching approaches to improve provision for learners. Meetings within the cluster have supported this.
- Staff share their expertise across the school and regularly teach other age groups in their specialist subjects.

Our improvements last session:

- Continuing to review monitoring and tracking to inform areas of development, in line with Highland Council tracking.
- Embedding Forest schools sessions for all P1-3 children.
- A variety of opportunities is offered for 'pupil voice' to be taken into account e.g. through the Pupil Council, Eco-Committee, whole school gatherings and contributions to self-evaluation.
- Health and Well-being continues to be a key priority with the introduction of the Resilient Kids programme and P4C.
- Parents are involved in evaluating their child's work and giving their views through the Learning Profiles.

Our priorities for improvement this session:

1) **Health and wellbeing**
2) **Recovery of learning, teaching and assessment**
3) **Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)**

Curriculum / Clàr-oideachaidh

Detailed information on the curriculum can be found at:
https://parentzone.org.uk/
http://www.educationscotland.gov.uk/keycfesupport/

Gaelic Education / Foghlam Gàidhlig

Tha na clasaichean Gàidhlig agus Beurla a' leantainn an aon chlàr-oideachaidh. Sa chiad dà bhliadhna, tha a' chlann aig ìre bogaidh agus agus 's e a' Ghàidhlig an aon chànan a thathar a' cleachdadh sa chlasrum.
Tha a' chlann ag ionnsachadh na Gàidhlig tro sheinn, geamannan, dràma agus sgeulachdan. Nuair a bhios a' chlann air na h-uiread de chomas fhaotainn ann an èisteachd is labhairt, bidh leughadh agus sgrìobhadh air ionnsachadh dhaibh an uair sin ann an Gàidhlig.
Nuair a bhios a' chlann air greimeachadh air na sgilean ann an Gàidhlig, tòisichidh iad a' leughadh agus a' sgrìobhadh ann am Beurla. Bidh a' Ghàidhlig air a cleachdadh airson teagaisg anns gach suidheachadh. Bidh sgoilearan Gàidhlig agus Beurla a' tighinn còmhla airson cuid de rudan m.e. Foghlam Corparra.

The curriculum in the Gaelic classes will be the same as that in the English classes. The first two years is ideally an immersion period during which Gaelic is the only language used in the classroom. Learners learn to speak Gaelic through language

activities such as singing, games, role-play and listening to stories. When children have acquired a degree of oral/aural competence then reading and writing will be taught through Gaelic. When skills have been firmly established in Gaelic then reading and writing will be introduced in English. Gaelic will be the language used in any teaching situation. Gaelic and English pupils team up for some curricular activities, e.g. PE.

Curriculum for Excellence / Curraicealam airson sar-mhathais

The purpose of the curriculum is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. The curriculum 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, now and in the future. The attributes and capabilities of the four capacities are outlined below:

The curriculum areas are Sciences; Languages; Mathematics; Expressive Arts; Social Subjects; Technologies; Health and Wellbeing; Religious and Moral Education .They are broken down into experiences and outcomes which focus on developing the four capacities.

The principles for curriculum design are based on – challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.

The key principles which inform learning and teaching in our school are based on inclusion and focus on *engagement, participation, dialogue and thinking.*

The curriculum levels are indicated below.

Level	Stage:
Early	The pre-school 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-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

Language / Cànan

Literacy across learning is the responsibility for all practitioners and is defined in Curriculum for Excellence as 'the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful'.
The development of literacy skills plays an important role in all learning and offers opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain literacy and thinking skills, using feedback to help improve and to provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop an understanding of what is special, vibrant and valuable about their own and other cultures and their language
- explore the richness and diversity of language, how it can affect us, and the wide range of ways in which we can be creative
- extend and enrich vocabulary through listening, talking, watching and reading
- engage with a wide range of texts and develop an appreciation of the richness and breadth of Scotland's literary and linguistic heritage
- enjoy exploring and discussing word patterns and text structures

Literacy is broken down into three main organisers – listening and talking, reading, writing and within these organisers there are subdivisions:

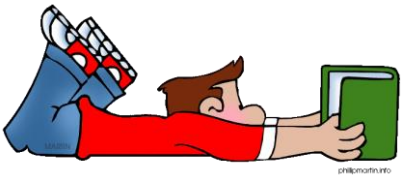
The following describes these subdivisions:

Listening and talking:

Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in learners' lives.
Tools for listening and talking – to help learners when interacting or presenting within and beyond their place of learning
Finding and using information – when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary.
Understanding, analysing and evaluating – investigating and / or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes.
Creating texts –applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.

Reading:

Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in learners' lives.



Tools for reading – to help learners use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond their place of learning
Finding and using information – when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary.
Understanding, analysing and evaluating – investigating and / or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes.

Writing:

Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in learners' lives.
Tools for writing – using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning
Organising and using information – considering texts to help create short and extended texts for different purposes.
Creating texts – applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary.

Language resources currently in use:
Reading Schemes: Oxford Reading Tree, Heinemann Storyworlds, Oxford Treetops, Shared Reading texts for Writers' Craft; Heineman non-fiction, sets of novels.
Language Schemes: Collins Primary English; Writing; Comprehension; Word Work; Punctuation & Grammar; Jolly Phonics; Jolly Grammar.

Numeracy across Learning:

All teachers have responsibility for promoting the development of numeracy.
With an increased emphasis upon numeracy for all young people, teachers need to plan to revisit and consolidate numeracy skills throughout schooling.

Numeracy experiences and outcomes have been structured using eight organisers:

- Estimation and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Data and analysis
- Ideas of chance and uncertainty.

The experiences and outcomes promote and support effective learning and teaching methodologies which will stimulate the interest of children and young people and promote creativity and ingenuity

A rich and supportive learning environment will support a mix of a variety of approaches, including:

- Active learning and planned purposeful play
- Development of problem-solving capabilities
- Developing mental agility

- Frequently asking children to explain their thinking
- Use of relevant contexts and experiences, familiar to children and young people
- Using technology in appropriate and effective ways
- Building on the principles of Assessment is for Learning, including understanding the purpose and relevance of the activities
- Both collaborative and independent learning
- Making frequent links across the curriculum, so that concepts and skills are developed further by being applied in different, relevant contexts
- Promoting an interest and enthusiasm for numeracy

Learning in numeracy will enable learners to:

- Develop essential numeracy skills which will allow them to participate fully in society
- 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, 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 concept.

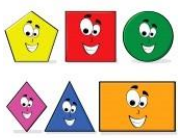
Mathematics / Matamataig

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.
The mathematics experiences and outcomes are structured within three main organisers, each of which contains a number of subdivisions:

Number, money and measure

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations

Shape, position and movement



- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation.

Information handling

- Data and analysis

- Ideas of chance and uncertainty

Maths resources currently in use:
Highland Maths; Heinemann; New Scottish Heinemann; Heinemann Mental Maths; Anita Straker Mental Maths; T.J.Maths

Technologies / Teicneòlas

Learning in the technologies enables learners to be informed, skilled, thoughtful, adaptable and enterprising citizens. The technologies framework has six organisers:

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft, design, engineering and graphics

Well-designed practical activities in the technologies offer children and young people opportunities to develop:

- Curiosity and problem-solving skills, a capacity to work with others and take initiative
- Planning and organisational skills in a range of contexts
- Creativity and innovation, for example through ICT and computer aided design and manufacturing approaches
- 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 skills.

We have 17 Google Chromebooks throughout the school and all have access to the Internet. There are SMARTBOARDs in all classrooms.

Sciences

The key concepts have been identified using five organisers:

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

The main purposes of learning in the sciences will help learners to:

- Develop a curiosity and understanding of their environment and their 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 skills of scientific enquiry and investigation using practical techniques
- Develop skills in the accurate use of scientific language, formulae and equations
- Recognise the role of creativity and inventiveness in the development of sciences
- Apply safety measures and take necessary actions to control risk and hazard
- Recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- 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 scientifically literate citizens with a lifelong interest in the sciences
- Establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies

Social Studies / Eòlas Àrainneachd

Through social studies, 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, learners' 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. All learners find out 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.

The Social Studies experiences and outcomes have been structured under three main organisers:

- People, past events and societies
- People, place and environment
- People in society, economy and business

Teachers will use this framework to provide learners with opportunities for effective interdisciplinary working by making connections across and between subject boundaries.
Learners will:

- Develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world

- Broaden their understanding of the world by learning about human activities and achievements in the past and present
- Develop their understanding of their own values, beliefs and cultures and those of others
- Develop an 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 encourage enterprise and influence business
- Establish firm foundations for lifelong learning and for further specialised study and careers.

Social studies experiences and outcomes encourage links with other areas of learning to provide learners with a deeper, more enjoyable and active experience.

Expressive Arts / Na h-Ealain

The experiences and outcomes in expressive arts come under the organisers of:

- Art and design
- Dance
- Drama
- Music

By engaging in experiences within the expressive arts, learners will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting our learners to recognise and value the variety and vitality of culture locally, nationally and globally.

Learning in, through and about the expressive arts enables learners to:

- Be creative and express themselves in different ways
- Experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- Develop important skills, both those specific to the expressive arts and those which are transferable
- Develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

Through providing a wide range of learning activities in expressive arts we will enable our learners to become:

- **Successful learners,** who can express themselves, think innovatively, meet challenges positively and find imaginative solutions to problems and who have developed knowledge and skills related to the different arts and broader skills such as the use of technologies
- **Confident individuals,** who have developed self-awareness, self-discipline, determination, commitment and confidence through drawing on their own ideas, experiences and feelings, and through successful participation
- **Responsible citizens,** who can explore ethical questions, respond to personal and social issues, and develop stances and views, who have deepened their insight and experiences of cultural identities and who have come to recognise the importance of the arts to the culture and identities of Scotland and other societies
- **Effective contributors,** who can develop and express their creativity, work cooperatively and communicate with others, and in so doing, show initiative, dependability, leadership and enterprise.

Health and wellbeing / Slàinte

Good health and wellbeing is central to effective learning and preparation for successful independent living and there needs to be a concerted approach in delivering a programme which meets the shared vision and common goal for all:
Safe, **H**ealthy, **A**chieving, **N**urtured, **A**ctive, **R**espected, **R**esponsible, **I**ncluded (known as **SHANARRI**).

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this it is the responsibility of every teacher to contribute to learning and development in this area.

Learning through health and wellbeing enables learners to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- Experience challenge and enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Make a successful move to the next stage of education or work
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children

Experience and outcomes for health and wellbeing are structured under the following organisers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood

Learning through health and wellbeing ensures that learners develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, social and physical wellbeing now and in the future. Parents are consulted about sensitive aspects of health.

Our learners are taught to recognise that they are part of the school community and ultimately part of the wider community and that they have responsibilities within that community. They are expected to show respect for others and to be kind and considerate to others. As they mature they are encouraged to take a more active role in promoting good behaviour.

We have regular whole school gatherings when we promote school values and discuss subjects such as road safety; good citizenship and raising multi- cultural awareness. We have an active 'pupil council' which gives learners an opportunity to have their views on general school issues considered and discussed and our ‘eco-committee’ contributes towards developing environmental awareness. The School has been recognised for its Eco work by gaining an Eco-School Green Flag.

Promoting Positive Behaviour / Modh

We actively promote positive behaviour through creating an ethos of trust which values, respects and protects the rights of everyone in our school community. Class teams record their own 'gem points' which can be earned for a variety of achievements. Certificates are given out at our weekly whole school gatherings for achievements and highlight the four capacities - successful learners, responsible citizens, effective contributors and confident individuals.

We actively develop attitudes, skills and activities which aim to prevent all aspects of bullying and we foster trust among members of the school community so that should a bullying incident occur, it can be reported, discussed and dealt with swiftly and appropriately.

Usually incidents of misbehaviour are minor ones and can be dealt with in the school context. Should a problem arise which needs to be brought to the attention of parents they will be invited to the school to discuss the matter. The support and co-operation of parents will be sought in resolving any such issues. Should a parent be concerned that their child is unhappy at school please contact the Head Teacher immediately so that we can act together to address and resolve the matter.

School Virtues / Riaghailtean na Sgoile

We have adopted 'Magnificent Seven Values' to give our learners clear guidelines and boundaries to support them in making the right decisions when choosing how they behave. These are our values and they are displayed throughout the school in English and in Gaelic and they are discussed during whole school gatherings and regularly in classes.

- Sharing
- Respect
- Honesty
- Kindness
- Happiness
- Friendship
- Hard work

Religious and Moral Education / Fohghlam Creideimh is Moraltachd

Religious and moral education is a process where learners engage in a search for meaning, value and purpose in life. This involves both the exploration of beliefs and values and the study of how such beliefs and values are expressed.

Learning through religious and moral education enables 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 the 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 their own
- Explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- Develop their 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 their beliefs and values into action
- Establish a firm foundation for lifelong learning, further learning and adult life.

We are visited regularly by Pastor G. Wilson who delivers Religious Observance which makes an important contribution to learners' spiritual development, increasing their understanding of religious practices, promoting the ethos of the school and providing opportunities for individual reflection on spiritual and moral concerns. Parents have the right to withdraw their child from religious activities if they wish. Special arrangements will be made for learners whose parents do not wish them to participate in religious observance.

Gaelic / Gàidhlig

Mrs Sinclair, who covers classes for teachers' non-class contact time, is a fluent Gaelic speaker and teaches Gaelic in E1-3 and E4-7.
We aim to teach the vocabulary for colours, numbers, parts of the body, family, school, home and clothes. This is done through interactive activities, song and drama.

French / Frangais

All children are introduced to early French. They are taught to recognise and respond correctly to simple forms of personal language. Through interactive activities they are taught the vocabulary of numbers, colours, days, body parts, weather, home and classroom objects. They learn to recognise and respond to simple greetings and answer simple questions about themselves.

Additional Support Needs/ Taic Oideachaidh

Additional Support Needs' teacher –Mrs Sinclair -provides support in school on a regular basis. They work mainly in classrooms with individuals or groups of learners. 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.

If you have a concern about your child in primary school, please contact your child's class-teacher in the first instance or the 'named person' who will usually be the head teacher. In a secondary school, the 'named person' will usually be the Principal Teacher Guidance/Pupil Support. 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:
https://www.highland.gov.uk/info/886/schools_-_additional_support_needs/1/support_for_learners

There are information sheets available at: http://www.chipplus.org.uk/ - click on Education.

Enquire is the Scottish advice service for additional support for learning. Enquire offers independent, confidential advice and information on additional support for learning through: Telephone helpline: 08451232303 /Email Enquiry service: info@enquire.org.uk Advice and information is also available at www.enquire.org.uk. Enquire provides a range of clear and easy-to-read guides and fact sheets including The Parents Guide to Additional Support for Learning. Additional information is also available at: www.siaa.org.uk/ and www.sclc.org.uk/ 2009 Additional Support for Learning Act: http://www.legislation.gov.uk/asp/2009/7/contents

Educational Psychologist / Inntinn-eòlaiche an Fhoghlaim

If the school, in consultation with the parent, considers that a child's significant and continuing difficulties in learning require advice, a referral to the psychological service will be made. Stephanie Bennett is currently in post for our area. The Educational Psychologist will then meet with parents and assess the child in the school. A course of action and advice will be recommended.

Multi-Agency Groups/ Buidhnean Ceangail na Sgoile

Multi-agency Groups meet to facilitate the best possible support for children and families. This involves mainly Education, Social Work and Health Services working closely together. Meetings will be arranged to discuss how the needs of individual learners can be met and the parents/carers and child (if appropriate) will be invited to these discussions.

Child Protection / Dìon Chloinne

From time to time incidents occur within the school setting which cause concern and could indicate that a child 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. At times this might involve information being passed to these agencies without immediate reference to a learner's parents or guardians.

The Head Teacher is the designated person for dealing with Child Protection issues in Dunvegan Primary.
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.
More information about Child Protection Procedures in Highland can be obtained from: http://www.forhighlandschildren.org/2-childprotection/publications_90_87636571.doc; http://www.highland.gov.uk/info/1361/childcare and family care/438/child protection

Health Care / Slàinte

Medicals: All new entrants will receive a medical questionnaire. The school nurse will then decide whether the child should have a medical examination during primary one. Parents can be present at this examination. The same procedure applies to primary seven pupils.

Nurse: The school nurse (Laura Shirley) visits the school from time to time. Should you wish to contact her please phone the school and we can arrange contact with her.

Dentist: The school dentist visits the school periodically. All children are examined and parents are notified if their child requires treatment. Parents can choose to have this treatment carried out by the school dentist or by their own family dentist.

Speech and Language Therapist: The speech and language therapist (Alexis Oates) visits school to work with children who have been referred for Speech and Language Therapy. Parents will be consulted prior to any referral being made.

Injuries: When a child is injured at school they will be administered to by any member of staff who is on the scene. If it is felt that the injury is serious then the parents will be informed and arrangements made to take the child to the Medical Centre or a Doctor will be called. Some members of staff have full First Aid training.

Medical Requirements: If your child has any medical requirements please inform the school. If medication has to be administered by the school please could you inform us in writing detailing the name of the medicine, the quantity of the medicine to be given and the time it has to be given.

Road Safety: Every effort is made by staff to develop good habits in road safety with everyone.

Fire Drill: Fire drills are carried out once a term and children are taught to respond quickly and calmly. In the event of a real emergency where the school building has to be evacuated, children will be escorted to Dunvegan Village Hall. Once there, the Emergency Planning Officer and the Area Education Office take responsibility for giving out information, contacting parents and arranging transport.

Swimming / Snàmh

All pupils have one or two weeks of swimming during a year. The swimming session lasts for one hour a day.

Trips/Outings/Photographs/Internet & Email Access/Mobile Phones

When you enrol your child you will be asked to complete a consent form which is included in the data capture form. This allows you to agree or not to the following for your child:

- taking part in any trips or visits organised by the school teaching staff within the area local to the school
- their work being published on the school website
- being photographed/videoed whilst attending education facilities provided by Highland Council and for any such photographs/videos to be processed
- appropriate images and videos of them accompanied by name retained in Profiles and school archives
- appropriate images of them accompanied by name published in classroom/school displays

- appropriate images and videos published in school publications provided that photographs will not be accompanied by names
- appropriate images and videos published on the school website provided that photographs will not be accompanied by names
- appropriate images and videos published in the Press publications provided that photographs will not be accompanied by names
- appropriate images and videos published in non-school publications provided that photographs will not be accompanied by pupil names
- using the Internet and email at school

If we are going on a major excursion we will ask you to complete a separate permission slip detailing the outing and asking for your permission to allow us to administer medication or involve a doctor if a need arises.

If children need to make contact with home for any reason they are able to use the school telephone therefore they do not need their mobile phones in school.

School Meals / Biadh na Sgoile

The school has a canteen where meals are cooked and served. Meals cost £2.30 each, (£11.50 for the week)

Money for school meals should be brought in on a Monday for the week with any cheques made out to 'Highland Council'.

The canteen offers a choice of meals and menus are sent out to all parents at the beginning of each school session and run in a 4 weekly cycle. Children are able to make their choice the day before each meal.

Free school meals - if you are in receipt of Income Support; Income-Based Job Seekers Allowance; Child Tax Credit, but not in receipt of Working Tax Credit, and income of less than £16,105; Child Tax Credit and Working Tax Credit and income of less than £6,420; Support under Part VI of the Immigration and Asylum Act 1999 your child is entitled to free school meals. Application forms are available from the school or http://www.highland.gov.uk/info/899/schools_-_grants_and_benefits/10/free_school_meals_and_assistance_with_clothing

Children may bring packed lunches if they wish and join those having school dinners in the canteen. We ask that you do not send anything in a glass container. All children will be supervised.

Milk Bar: During the morning interval healthy snacks of fruit and fruit drinks are on sale in the school canteen and toast is served on some days. We encourage healthy snacks at morning break and ask children not to bring in sweets or chocolate.

School Transport / Còmhdhail

Children under the age of 8 years who live more than two miles from the school are entitled to free transport.

Children who are 8 years and over are entitled to free transport if they live more than 3 miles from the school.

Application forms for school transport may be obtained from the school or the Area Education Office or from www.highland.gov.uk/learninghere/schools/informationforparents

School Uniform / Èideadh na Sgoile

We encourage learners to wear a navy blue school fleece or sweatshirt with the Dunvegan Primary badge printed on it, a white or blue blouse/polo shirt/shirt and dark trousers/skirts. School uniform can be ordered through the My Clothing website at https://myclothing.com/?gclid=EAIaIQobChMIleLEsNyk7AIVM4BQBh1Z8gKYEAAYASAAEgKlsfD_BwE

Clothing assistance - if you fulfil the criteria above for free school meals you are entitled to footwear and clothing assistance for your child. Application forms are available from the school.

P.E. - Learners are requested to have shorts, t-shirt and a change of trainers or gym shoes for twice weekly sessions of PE. Please could your child's articles of clothing be

identified by a name tab or their name written in permanent ink on the clothing's own labels this helps us return 'lost' property.

Forest schools – Children in our school spend a lot of time outdoors! Children are requested to have their own set of waterproofs in school every week along with a change of clothes, lots of layers and wellies.

Dismissal Procedures / Deireadh an Latha

At the end of the school day learners are escorted to the buses, taxis and to parent transport. When learners are settled on the taxis these will depart followed by the buses. When the buses have left, then parent car drivers may leave. Cyclists will depart next, followed by walkers.

Thank-you for following this procedure which ensures that everyone leaves school safely.

Emergency Arrangements / Èiginn

In the case of an emergency it is helpful for the school to have an up to date contact number and a second contact for each learner. At the beginning of each school year we will send out a form which you can fill in with the relevant information. If you change your mobile number, please can you update us as soon as possible.

In the event of an early closure due to bad weather or power cuts, every effort will be made to contact parents. If parents cannot be contacted, then the second contact name will be informed. We now have a telephone messaging service and in the event of severe weather or circumstances preventing the school from opening the Head Teacher will update this service by 8am. Telephone **0800 5642272** and key in the school's pin number **041950.** A list of school closures will also be posted on www.highland.gov.uk/learninghere/schools/schoolclosures

School Fund/ Maoin na Sgoile

Money is raised for the school fund in various ways e.g. commission from the sale of photographs and books; concerts; enterprise activities.
The Parent Council helps to raise funds in a variety of ways for supporting the school. The school fund is used to finance transport for trips, Christmas parties, visiting groups presenting workshops and events where the Village Hall is required. The accounts are audited annually and a statement submitted to the Highland Council.

Extra-Curricular Activities/ Cur-seachadan

Our learners have access to the following activities: After School Shinty Club; After School Music Club; After school Basketball club; Rainbows; Brownies; North West Football training.

Area Education Manager West / Oifigear Foghlaim na Sgìre

Mr Don Esson
Area Education Office,
Fingal Centre,

Viewfield Road,
Portree,
Isle of Skye
IV51 9EE
Email: Don.Esson@highland.gov.uk
Tel: 01478 613697

DATES FOR YOUR DIARY 2020/2021

School/Nursery Opens	Tuesday	11th August **2020**
School/Nursery are Closed	Monday/Tuesday	14th/15th September
School/Nursery Opens	Wednesday	16th September
School/Nursery Closes	Friday	9th October
School/Nursery Opens	Monday	26th October
School/Nursery Closes	Tuesday	22nd December
School/Nursery Opens	Wednesday	6th January, **2021**
School/Nursery Closed	Monday/Tuesday/ Wednesday	15th /16th /17h February
School/Nursery Opens	Thursday	18th February
School/Nursery Closes	Thursday	1st April
School/Nursery Opens	Monday	19th April
Day Off	Monday	3rd May
School/Nursery Closed In Service Day	Thursday	6th May
School/Nursery Closes	Thursday	1st July

Useful websites:
www.bbc.co.uk/cbbc; www.co.uk/bitesize/ks1/literacy
www.literacysites.com/litgames.htm; www.mathsisfun.com
www.coolmath4kids.com; www.kidsites.com/sites-edu/science.htm

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.

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

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

- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

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.

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 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 (www.scotxed.net).

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

Concerns:

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

Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Equality and Inclusion:

For up-to-date information please see:
http://www.highland.gov.uk/info/751/equality_diversity_and_citizenship/313/equal_opportunities

In summary, our activities in school should ensure that we:
Eliminate unlawful discrimination, advance equality of opportunity, promote good relations. Activities should not discriminate against any of the following 'protected characteristics' age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

The Highland Council's anti-bullying policy:
https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools

Many thanks for taking the time to read our Dunvegan Primary School Handbook. We look forward to welcoming you to our school.

Vicki Parfitt

Whilst the information provided is considered to be correct at the time of printing, it is possible that there may be changes affecting a matter dealt with in the document.