



Comhairle nan Eilean Siar
Department of Education and Children's Services



Tolsta Primary School
Bun Sgoil Tholastaidh

School Handbook

December 2015

Tolsta Primary School & Nursery
North Tolsta, Isle of Lewis. HS2 0NH
www.tolstaschool.com



A' Coileanadh Sàr Mhaitheas Còmhla - Achieving Excellence Together

**COMHAIRLE NAN EILEAN SIAR****SCHOOL HANDBOOK - DECEMBER 2015****Welcome from the Head Teacher**

I would like to welcome all parents and children to Tolsta School and Nursery.

This handbook is designed to give parents and carers an insight into our school, our priorities and expectations. I hope that you find it helpful and informative. At Tolsta School we are dedicated to supporting the needs of our pupils and ensuring that high quality learning and teaching supports the children in becoming:

- Confident Individuals
- Effective Contributors
- Responsible Citizens
- Successful Learners

**Curriculum Rationale**

At Tolsta School, our curriculum aims to embrace the ethos, values and principles of the *Curriculum for Excellence*. In doing so, we aspire to provide inclusive, broad and challenging educational experiences for our children from nursery to P7.

As well as providing a broad education that offers depth, challenge and enjoyment in core learning, we want our curriculum to focus on:

- Understanding the history and heritage of our local community
- Promoting Gaelic language and culture
- Using the landscape and environmental resources surrounding the school
- Instilling strong values, respect and a positive ethos
- Making links with parents and the wider community

In addition, we aspire for the curriculum at Tolsta to:

- Encourage involvement and engagement from all children
- Help and support children in reaching their full potential
- Set high expectations for all
- Instill an ethos of confidence, success, respect, responsibility and achievement
- Help children to understand their community and their place within it
- Provide children with the skills needed for learning, life and work
- Give opportunities to celebrate success and achievement within and out-with the school

Please don't hesitate to contact me at the school should you wish to discuss any aspect of your child's learning or experiences at Tolsta School.

Donald Macleod
Head Teacher
Tolsta School & Nursery

December 2015

Please Note:

Information in this school handbook is considered to be correct at the time of publication (December 2015), however, it is possible that there may be some inaccuracy by the start of the school term in August 2016. Please contact the school office or visit our website for the latest information.

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Section One – Practical Information about the School

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This section provides you with some background information on our school. It deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- the school day and school year
- how to contact the school if your child is ill
- travelling to and from school
- school meals
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunch time
- wet weather details
- how the school communicates with parents
- how to complain if you are not happy about something
- an overview of school policies.

Section Two – Parental Involvement in the School

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This section contains information about how parents can be involved in supporting learning at home as part of a home - school partnership.

You can also find out more about the ethos of the school, what our values are and our aspirations for our pupils including how we celebrate pupil success, links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on our Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Section Three – School Curriculum

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This section describes how the curriculum is planned and delivered in the school including the range of subjects your child will be learning. It also includes information on how pupils develop skills for learning, life and work including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious education and observance and arrangements for parents who wish to exercise their right to withdraw their child.

This handbook also tells you how we will report on your child's progress and what written reports may be sent out to parents.

Section Four – Support for Pupils**Page 28**

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school. This handbook also explains who to contact for more information if you think your child has additional support needs.

This section also gives information about transition – from primary school to secondary school – what the arrangements are and contact details of the secondary high school to which our pupils normally transfer. There are also details about making a placing request to another school.

Section Five – School Improvement**Page 34**

This section gives you an overview of the main achievements of the school within the last twelve months and performance information relating to literacy, numeracy and health and wellbeing.

While Comhairle nan Eilean Siar is happy to provide this information, we do have some reservations that the publication of raw statistics, without any kind of informed qualification, can be misleading to the reader. In particular, they should not be construed as offering an indication of the quality of education provided in any of our schools.

We have also shown where you can get further information about our plans for the next three years to improve our performance and how the school will involve parents in that improvement.

We hope you find all of the information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact the school.

SECTION ONE – PRACTICAL INFORMATION ABOUT THE SCHOOL

Contact Details:

Mr Donald Macleod
Head Teacher
Tolsta Primary School
School Road
North Tolsta
Isle of Lewis
HS2 0NH

Telephone Number: 01851 822874
School Website: www.tolstaschool.com
Email Address: tolstaschool@gnes.net

Parent Council (Chair) Email Address: fionahblack@gmail.com

About the School

We provide education from Nursery to Primary 7. Data on our roll in December 2015 is set out in the table below.

Nursery	P1	P2	P3	P4	P5	P6	P7
6	3	5	5	8	6	5	10

Tolsta School Nursery

Tolsta Primary School offers nursery provision from aged two years (subject to status). More information about our nursery can be found in the relevant sections of this handbook.

The Nursery Handbook and Policies are available to view at

<http://www.cne-siar.gov.uk/earlyyears/policyandprocedure.asp>

Tolsta School Nursery – Typical Schedule

Provided below is a typical weekly schedule for the pre-school provision at Tolsta School.

TOLSTA NURSERY – WEEKLY SCHEDULE				
Monday	Tuesday	Wednesday	Thursday	Friday
9.00 Self Registration	9.00 Self Registration	9.00 Self Registration	9.00 Self Registration	NURSERY CLOSED
09.15 Free play	09.15 Free play	09.15 Free play	09.15 Mini laptops at the school	
09.45 Table top games	09.45 Adult lead activities	09.45 Adult lead activities		
10.15 Tidy up time Hand washing Table set by children on rotational basis	10.15 Tidy up time Hand washing Table set by children on rotational basis	10.15 Tidy up time Hand washing Table set by children on rotational basis	10.15 Tidy up time Hand washing Table set by children on rotational basis	
10.30 Snack time Tooth-brushing	10.30 Snack time Tooth-brushing	10.30 Snack time Tooth-brushing	10.30 Snack time Tooth-brushing	
11.00 Free play	11.00 Collaborative work with P1/P2	11.00 Baking time	11.00 Free play	
11.30 Circle time (name recognition and numeracy) Story time and songs	12.00 Circle time (name recognition and numeracy) Story time and songs	11.30 Circle time (name recognition and numeracy) Story time and songs	11.45 Circle time (name recognition and numeracy) Story time and songs	
12.15 Outdoor play	12.30 Outdoor play	12.15 Outdoor play	12.15 Outdoor play	
13.00 Home time	13.00 Home time	13.00 Home time	12.50 Home-time	

Organisation of the School Day

The Nursery Day	The Primary Day
Mon-Wed	9.05 - Open
9.00 - Open	10.45 - 11.05 Interval
13.00 - Close	12.20 - Lunch
Thu	13.25 - Afternoon Session
9.00 - Open	15.30 - Close
12.50 - Close	

- Assembly days for pupils are Wednesdays
- Visits of specialist teachers for PE, Art and Music will be notified to your child by the class teacher as these times vary throughout the school session.

Attendance and Absence

Regular attendance is crucial to a child's learning. Daily attendance is recorded electronically and parents are asked to telephone the school/nursery before 9.30am if their child is absent.

The school office will contact any parent whose child has not registered that day, and for whom no reason has been given for absence.

Attendance Percentage Bands	
98-100%	Excellent
96-97.9%	Very Good
94-95.9%	Good
90-93.9%	Satisfactory
Below 90%	Causing Concern

Parents should avoid holidays during term-time. Any absences that are known about in advance should be notified to the school office and an 'Intention to Withdraw' form completed. This form is available from the school office or can be downloaded from the school website. Please note that, unless there are exceptional circumstances, all such absences will be recorded as 'unauthorised' during term time.

Where attendance falls below 90% or if there are patterns of persistent lateness, without reasonable explanation, the school will contact the parents to highlight concerns.

The Head Teacher completes a monthly audit of attendance percentages and reasons for absence as part of the school's quality assurance programme.

Agreed Term Dates for Session 2016-17**Autumn 2015**

School Status	Affects	Date
Open	Teachers	Monday, 15th August 2016
Open	Pupils	Thursday, 18th August 2016
Close	Teachers/Pupils	Friday, 14th October 2016

Winter 2015

School Status	Affects	Date
Open	Teachers	Tuesday, 25th October 2016
Open	Pupils	Wednesday, 26th October 2016
Close	Teachers/Pupils	Wednesday, 21st December 2016

Spring 2016

School Status	Affects	Date
Open	Teachers/Pupils	Thursday, 5th January 2017
Close	Teachers/Pupils	Friday, 31st March 2017

Summer 2016

School Status	Affects	Date
Open	Teachers/Pupils	Tuesday, 18th April 2017
Close	Teachers/Pupils	Friday, 30th June 2017

In addition to the core dates above, there are eight additional local holiday closure days throughout the year. The predicted dates for these days in the 2016-17 session are as follows:

- Friday 14th October 2016
- Friday 25th November 2016
- Monday 28th November 2016
- Thursday 9th February 2017
- Friday 10th February 2017
- Monday 13th February 2017
- Friday 28th May 2017
- Monday 1st May 2017

These dates are subject to change. Please check with the school office or on our website for the latest information.

School Uniform

The pupils, parents and Parent Council of Tolsta School support the wearing of school uniform.

	26	28	30	32	34	36	38-40
Sweatshirt	£10	£10	£10	£10	£10	£11	Price on request
V-Neck Jumper	£9.50	£9.50	£12	£12	£12	£14.50	Price on request
Cardigan	£10	£10	£12	£12	£12	£14.50	Price on request
Polo Shirt	£9	£9	£9	£9	£9	£10	Price on request
Fleece	24/26 £10.50	28/30 £10.50		32/34 £10.50		34/36 £12.50	38/40 £12.50

All prices stated are correct as at December 2014

Ties are on sale in the school office for £1.60

The Uniform

- Purple sweatshirt, cardigan or v-neck jumper may be worn with white shirt and school tie or white polo shirt
- Trousers and skirts may be black, grey or navy.
- School fleece jackets are also available.

PE Kit

- T-shirt, shorts or jogging trousers, suitable footwear such as plimsolls or trainers
- Jewellery must not be worn during PE classes.

Sweatshirts are purple and cardigans, ties and v-neck jumpers are purple with a gold stripe. Polo shirts are white. Fleece jackets can be ordered in purple, black or navy. Sweatshirts, fleeces and polo shirts have the school badge.

Footwear and Clothing Grants

All parents in receipt of Family Credit or Income Support are eligible for a clothing grant to ensure that their children are able to make use of educational provision. Application forms for clothing grants are available from the Department of Education and Children's Services, Sandwick Road, Stornoway, Tel 0845 600 7090.

School Meals

School menus offer healthy and tasty meal options which reflect the Scottish Government food and drink legal requirements for school lunches. Children in P1-3 and those whose parents are in receipt of Income Support are entitled to free meals.

School meals cost £1.90 per day and consist of a main meal with a pudding or fresh fruit. An alternative is also offered each day which consists of soup and a sandwich along with the pudding or fresh fruit.

The canteen operates a four week menu rotation that is refreshed on a regular basis. The current menu cycle is available from the school office or on our website.

Since January 2015, the Scottish Government has funded free school meals for all pupils in P1-3.

Parents who wish to apply for free school meals should contact the school, or the Education & Children Services Department, Comhairle nan Eilean Siar, for a form.

Children are entitled to a free lunch meal where they are:

- A pupil in P1-3
- children of families who receive Income Support;
- children of families who receive Income Based Job Seeker's Allowance;
- children of families who receive support under Part VI of the Immigration and Asylum Act 1999;
- children who receive Income Support or Income Based Job Seeker's Allowance in their own right;
- children of families who receive Child Tax Credit but do not receive a Working Tax Credit and who have an annual income (as assessed by the Inland Revenue) of below £13,480.

Pupils who bring packed lunches can eat their lunch in the canteen along with the other pupils.

Travel to and from School

Primary school children living two miles or more from school are entitled to free transport. Children who are not eligible for free transport will have to pay a contribution towards the cost of transport if they make use of it. It will be possible for parents to:

- buy weekly books of tickets; or
- purchase a termly pass; or
- purchase a session pass.

Payment for the above can be made by direct debit if parents wish. The overall price is the same regardless of which method parents choose – in other words, there is no cost penalty for choosing to pay weekly or monthly.

There is also a system of stepped discounts for families with more than one child travelling to school.

It is the parent's responsibility to make sure their child arrives at the pick up point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport. For more information for buying tickets and costs contact the Education & Children's Service Dept, Comhairle nan Eilean Siar, on 0845 600 7090.

Discipline on School Transport: Code of Conduct Relative to Pupils' Behaviour

The driver will be responsible for maintaining the good conduct of pupils.

- (a) In the event of misbehaviour by any pupil(s) the following action should be taken:
- (i) drivers should stop the vehicle;
 - (ii) give a warning to those concerned;
 - (iii) drive on.
- (b) If this warning has no effect:

- (i) the driver should stop again;
 - (ii) take the names of the offender(s);
 - (iii) report the nature of the misbehaviour to the Head Teacher, as soon as possible and not later than 24 hours after the occurrence of any misbehaviour.
- (c) A driver shall not put a pupil off a bus for misbehaviour. In the event of severe misbehaviour by a pupil, which affects the safety of the other pupils, the driver should: seek assistance from the company staff, school staff, the police or by any reasonable means.

It should be noted that when a driver is required to warn and/or take the name of a pupil because of misbehaviour the pupil can not be set down at a location other than that indicated by the Comhairle on that particular journey. If the child concerned has to be excluded from the vehicle, the driver will be informed by the Director of Education and any decision to exclude a pupil from the vehicle will be confirmed in writing. No smoking is permitted on the vehicle. Drivers should endeavour to ensure that this is enforced. For more information on bus times/timetables, click onto the link for Comhairle nan Eilean Siar website for bus timetables: <http://187.187.1.42/internet/travel/busservice/current/indexlh.asp>.

Communication with Home

From time to time your child will bring home important and routine communications from the school. Parents are encouraged to check their child's schoolbag for the communications. If you have an email address the school would prefer to send letters by email to parents as a form of communication. The school may also use Groupcall as a form of communication with home, both as a means of giving out information as well as for checking any unexplained absences in school. It is the parents' responsibility to ensure that the school has the most up-to-date information with regards to phone numbers, address and email address. Communication information is also available on the school website.

Unexpected Closures

It may be necessary, occasionally, to close the school at short notice and send the pupils home, for example, in exceptionally bad weather, electricity or heating faults. Parents will be notified by telephone or Groupcall in the first instance, but the local authority website <http://blogserver.cne-siar.gov.uk/wp-notices/> (Public Notices) and local radio stations will also carry updates. In the case of electricity faults we will use analogue/mobile phone to phone parents. If parents are not regularly at home during school hours, they should always make arrangements to have someone available to receive their children should such an emergency occur. The school will ask each parent at the point of enrolment to provide the address and/or telephone number of a person who can be contacted in these circumstances. **Please ensure this information is kept updated and notify the school of any changes.**

Parents should also feel free to contact the school if they are concerned about the safety of the children because of severe weather conditions and are free to call for them at any time.

The main School Office number is **(01851) 822874**. In the event of electrical failure, the analogue back-up number is **(01851) 890293**. Please note that this line is only manned and answered in the event of a power failure. In the event of both these numbers being unavailable, parents should contact the Council switchboard, 0845 600 7090.

Mobile Phones

Tolsta School generally discourages pupils from bringing mobile phones to school on the grounds that they may get lost or stolen. If a phone or other valuable item is brought to the school, parents are advised that, where possible, the items should be marked in some way to aid future identification if lost and subsequently found.

If a pupil does bring a mobile phone to school, the phone must remain switched off during the school day and may not be used on school premises, grounds or during off-site school curricular activities (such as swimming or other sports activities). The only exceptions to this will be on school trips, where the school will have discretion to allow pupils to carry and use phones if they wish (e.g. during planned solo activities), in emergencies or with the express approval of a member of school staff.

If a pupil is found by a member of staff to be using a mobile phone for any purpose, without authorisation, the phone will be confiscated from the pupil and will generally only be returned to the pupil's parent. However, the phone may be returned directly to the pupil:

- on a first breach, if it is clear that the pupil did not understand the school's policy on the use of mobile phones; or
- in a situation where there is genuine concern that the pupil requires the phone directly after the school day on security, health and safety or similar grounds; or
- on receipt of a signed authorisation from the parent, where travel or other issues make it difficult for the parent to attend the school to receive the phone.

Complaints, Comments and Suggestions Procedure

We are keen that you should be completely satisfied about your child's education and we encourage feedback from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints. If you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible. If we have made a mistake we will apologise quickly and clearly and try to put things right.

There are some things which you should take note of in relation to making a complaint:

- Please make any complaints initially to the Head Teacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- If you are unhappy with the service or with our response then you will have the right to take the matter further. You can put your complaint in writing or fill in a complaint form. Completed forms should be sent to: Director of Education and Children's Services, Comhairle nan Eilean Siar, Sandwick Road, Stornoway, Isle of Lewis, HS1 2BW (<http://187.187.1.42/complaints.asp?servicename=Complaints%20-%20procedure&snlid=3158>).
- If you are still unhappy after further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman. The reply will include the contact details.

Medical & Health Information

Medical Care for Pupils

The school has a member of staff who is a trained First Aider. Details of pupils with specific health issues are issued to relevant staff, with copies held centrally for emergency access. Written parental consent is required for the administration of any medication. If you wish for the school to administer any medication to your child you must contact the school office for

a Medical Authority Form. Under normal circumstances, no medication may be given to pupils. If your child has a specific medical condition, please inform the school.

The School works with other External Agencies in a variety of ways e.g. Speech Therapist, Dentist, ChildSmile etc.

Asthma Policy

Our aims are to ensure a child's education is not affected by his/her asthma and our procedures are in line with CNES/NHS Western Isles School Asthma Policy.

The school will:

- ask parents to provide information and spare inhalers (ICP 1 Consent Form; ICP 2 Form; Letter to parents – see Appendix 1, 2, & 3, or request a copy from the school office)
- keep a register of all pupils identified as having asthma
- ensure any pupils with serious asthma have an Individual Health Plan (decision taken by health professional)
- ensure all staff know who has asthma, and the common symptoms and triggers
- store spare inhalers, each marked with pupil's name, in the medicine cupboard
- ensure pupils carry inhalers on trips/excursions

Other School Policies

- **Homework**

Pupils, at all stages, are encouraged to have a homework routine each evening and should use the Homework Diary provided by the school to record details of any work set. Teachers and parents also use the diaries to communicate any information which may be useful. Parents are encouraged to support their child as appropriate to their age/stage. In the event of a prolonged absence, parents should contact the school to arrange for work to be sent home.

- **Pupil Care and Welfare Policy**

Rationale

Tolsta School endorses CNES policies and guidelines in the care and welfare of pupils. At Tolsta School pupil care and welfare is a principal concern of all staff. A caring, happy environment is a good learning environment. Pupils who feel safe, happy and secure in a caring learning environment are more likely to fulfil their educational potential.

Vision

The vision of the school is "to develop happy, ambitious people who care about others".

Aim

We aim to ensure that pupils feel happy, safe and secure when they are in school and that their concerns are addressed with care and consideration. We do this by:

- having smooth transitions and liaising closely with parents/colleagues
- providing 'Buddies' at key transitions, or for particular needs
- pupil rotas for organising indoor games during wet weather
- pupils views are sought through various methods such as Pupil Focus Groups, Pupil Council and questionnaires.
- using the Restorative Practice approach to conflict resolution
- having a clear Behaviour Code (drawn up by pupils and staff)
- having clearly defined PSE programmes

- identifying pupils' learning needs regularly and systematically through ASN procedures and practices
- annual staff training in Child Protection
- routine monthly monitoring of attendance by SMT
- the Group Call system which alerts parents/carers if an absence is unexplained
- having appropriate procedures for monitoring the effectiveness of our pupil care and welfare arrangements

SECTION TWO – PARENTAL INVOLVEMENT IN THE SCHOOL

Parents Welcome

Our school welcomes parental involvement as research has shown that when parents are involved children do better in school. Everyone benefits (children, parents and teachers) when parents and schools work effectively together to support learning. There are 3 aspects of parental involvement:

- supporting learning at home
- improving home/school partnerships
- parental representation

We have an "open" school policy where the teachers and Head Teacher are available to talk to any parent at a pre-arranged time. If you wish to contact the school to make an appointment you can either phone on 01851 822874 or email the school on tolstaschool@gnes.net. The school will respond within 24 hours if there is a query from any parent, whether by letter, phone or email.

PARTNERSHIP WITH PARENTS

In Tolsta School we greatly value partnership with parents and staff. We see the importance of ensuring that parents know how we teach and why we teach as we do. We encourage parents to participate in extra-curricular activities e.g. sports, swimming, concerts and the Mod. Many parents and members of the community have expertise and knowledge which the teaching staff does not have. We try to capitalise on this by inviting them into school to talk with the children, thus enriching the children's education. Parents are also invited to be active participants in the life of the school through the Parent Council.

More information is on the Education Scotland Parentzone website:

<http://www.educationscotland.gov.uk/parentzone/getinvolved/index.asp>

Parental Involvement

The Scottish Schools (Parental Involvement) Act was introduced in June 2006. The Act places duties on local authorities to:

- Involve parents in their own child's education and in the life of the school generally
- Give advice and information to parents in respect of their own child
- Promote the establishment of Parent Councils in schools and support their operation
- Establish a complaints procedure for their duties under the Act.

PARENTAL INVOLVEMENT

We look forward to building strong, working relationships with our parents as this will best support our children's progression. We hope parents/community members will visit the school often and take as active a part in the school as they can. Adult helpers contribute to the variety of educational experiences, while local knowledge and personal strengths add greatly to project work.

Parents and members of the wider community are invited to participate in and attend performances, celebrations and events. This support is invaluable.

As well as coming to us for Parents' evenings or informal visits regarding your child's progress, we hope to see you at any workshops and information sharing sessions that may be held over the school session.

Pupils have home/school diaries and these help keep parents and school up-to-date on issues such as homework.

Regular letters and posts on the school website keep you informed of the life of the whole school. We would be grateful if you would check your child's schoolbag for any letters sent home from us and ensure that returns are sent back promptly. Whole-school letters and mailings are also available for download on the school website.

GENERAL INFORMATION

SCHOOL VOLUNTEERS – DISCLOSURE SCOTLAND PVG CHECKS

The school welcomes the involvement of volunteer helpers who participate in a variety of activities related to the life of the school.

It is the policy of Comhairle nan Eilean Siar to ensure the protection of both children and volunteers. Therefore, voluntary helpers in schools are checked through Disclosure Scotland using the PVG (Protecting Vulnerable Groups) system if they:

- Have one to one contact with children/vulnerable people
- Are in an isolated situation with the child/vulnerable person
- Have regular and ongoing contact (including group leaders)
- Will be supervising children/vulnerable people alone
- Will be involved in activities where there is an overnight stay(s) away from home.

We would like parents to be involved in the whole life of the school. If you currently participate in school activities as a volunteer and wish to continue, or if you wish to start volunteering, you will be asked to complete a PVG application form. New volunteers will also be asked to complete an application form.

If you would like to volunteer to participate in school activities, contact the Head Teacher, in the first instance.

Parent Council

Parent Councils help parents to become more actively and effectively involved in their children's learning. They were established under the Scottish Schools (Parental Involvement) Act 2006 in recognition of the important role that parents can play, both in their own children's learning and in the life of a school.

Parent Forum is the collective name for every parent at a school. The Act gives each school's Parent Forum the right to set up a Parent Council. More information can be found on the Scottish Government website: www.scotland.gov.uk/Parents.

Parent Councils play an active role in supporting parental involvement in the work and life of the school, while also providing opportunities for parents to express their views on children's education and learning. The Parent Council, as a statutory body, has the right to information and advice on matters which affect children's education. The school and the education authority consult with the Parent Council and take their views into account whenever decisions are being taken on education provided by the school.

All parents who have children attending Tolsta School are automatically part of the Parent Forum for the school. The Parent Council acts on behalf of the parent forum. If you feel that

you would be interested in becoming part of the Parent Council, please consult with one of the members listed below.

PARENT COUNCIL MEMBERS:

Parent Council Chairperson: Mrs Fiona Black, Crosabhat Cottage, Lochside, North Tolsta, HS2 0NL

Parent Council Secretary: Mr. Gavin Minion, 41 North Tolsta HS2 0NL

Parent Council Treasurer: Mr. John Maciver, 16B North Tolsta, HS2 0NW

Mr Donald Macleod, Headteacher, Tolsta School, School Road, North Tolsta, Isle of Lewis HS2 0NH Tel: 01851 822874 tolstaschool@gnes.net

Mrs Anne Ramsay, Nursery Representative, Tolsta Nursery, School Road, North Tolsta, Isle of Lewis HS2 0NH

Mrs Catriona Stewart, Councillor, catriona.stewart@cne-siar.gov.uk

Mr Donald Crichton, Councillor, Donald.crichton@cne-siar.gov.uk

Mr John A Maciver, Councillor, johna.maciver@cne-siar.gov.uk

A full list of current Parent Council members is available on our website.

Pupil Council

Tolsta has a Pupil Council. The children write their own manifestos and they are elected by their peers in school. All children in the school can take part. Term of office is usually one year. A constitution has also been decided by the children themselves. The children have their own Pupil Council account, which allows them to run their own fundraisers in school. The Pupil Council and the Eco-Council have been merged at the children's request. This year's representatives are:

YEAR GROUP	REPRESENTATIVES
NURSERY	All Nursery
PRIMARY ONE AND PRIMARY TWO	Arwen Trayner
PRIMARY THREE AND PRIMARY FOUR	Abigail Macleod
PRIMARY FIVE	All P5s
PRIMARY SIX	All P6s
PRIMARY SEVEN	All P7s

School Ethos

Learning is most effective when pupils feel secure and happy. To this end, we aim to promote positive relationships in a number of ways: having a clear anti-bullying policy; modelling positive relationships; regular monitoring through confidential questionnaires and interviews; using Suggestion Boxes to pass on information; using the Restorative Practice approach to resolve conflicts and working closely with parents to identify and resolve bullying issues. Parents should keep a brief record of any suspected bullying (Who? What? Where? When?) and immediately pass it on to the school management.

Opportunities for achievement are planned. Pupil-led assemblies are held over one year, where classes present their learning, through their chosen media: music and song. Certificates of Achievement are issued to pupils for a range of successes.

Pupil-led initiatives (e.g. Buddy Reading Scheme develops confidence, organisational and leadership skills. Young Leader Awards (in partnership with Active Schools Co-ordinator) formally recognise their skills.

Achievements are promoted at school level (assemblies and newsletters), on our website and in the community (local quarterly newspaper "Seanchas") and through collaboration with parents, in individual pupil reports.



Tolsta School prizewinners at the Summer Prizegiving – June 2015

Wider Achievements/Extra Curricular Activities

School pupils have achieved success in many other areas. For example, at the Local Mod, Tolsta School pupils have had successes in solo singing, choir and recitation.

Pupils are encouraged to share their wider achievements with the school who can inform others.

The pupils gain confidence and experience through participation in extra curricular activities. Pupils work with Music Instructors and learn how to play a range of musical instruments.

Throughout the year the pupils may participate in outdoor learning activities, excursions, field work, orienteering amongst others.

Visiting speakers and visits are encouraged to support the pupils' curricular experiences as well.



Pupils participating in The Daily Mile Challenge – August 2015



Pupils from Tolsta School and Sgoil a' Bhac worked together on Gaelic activities – Nov 2015

Pupils' Spiritual, Moral, Social and Cultural Values

The school works in partnership with the chaplain, Reverend R J Campbell in the delivery of assemblies each term. In line with CnES and national policy, and to meet the spiritual needs of the school community, these assemblies are designated purely for religious observance, so are not a forum for normal school business. Parents who do not wish their child(ren) to attend, should notify the school.

Other assemblies are held regularly and cover issues such as bullying, safety, relationships and attainment.

Pupil Conduct

A partnership between the school and parents is required in order to ensure the best possible standard of pupil conduct. Pupils are expected to set themselves high standards in appearance and behaviour. School rules are relatively simple and few in number to allow for the smooth running of the school. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and other property.

Good discipline is essential and perhaps is one of the hardest lessons for children at such a young and active age to learn. Throughout school life, respect and care for others are encouraged. Self-discipline and consideration for others can be difficult to develop, but we are firm and positive in encouraging these qualities. Children are rewarded for good conduct and achievement through Golden Time when pupils are allowed to choose from a range of interactive activities. The achieving of individual special targets is praised in assemblies and unsociable behaviour is not tolerated. Parents will be notified at an early stage if behaviour becomes a problem. We expect children to treat others as they would like to be treated themselves. Adults involved in school treat children fairly, with understanding and with respect. Praise and reward are more effective than sanctions. However, to maintain good order, the school makes use of a number of sanctions:

- 1 Reprimand and warning
- 2 Isolation within the classroom
- 3 Punishment exercises linked to additional learning activities
- 4 Supervised detention during an interval and/or during the latter part of the lunch hour
- 5 Parental involvement, either informally by telephone or personal approach or more formally, by letter
- 6 Temporary exclusion until parents can visit the school to discuss the matter with the headteacher
- 7 Exclusion for a stated period of time, and re-admission only on a written guarantee of pupil's good behaviour, signed by pupil and parent
- 8 Final exclusion

NB Parents have the right of appeal to the Director of Education and Children's Services against all exclusion sanctions.

Parents have a vital role to play in helping the school maintain good discipline. It is school policy to keep parents fully informed of all aspects of their children's education, and we will always seek the help and co-operation of parents whenever a situation arises where there is concern regarding the conduct of a child.

Dealing with Bullying

Please Note: The Council will be issuing a new Anti-Bullying Policy early in 2016 and the school policy will be changed to reflect this latest guidance.

Tolsta School endorses CNES policies and guidelines on Anti-Bullying, Promoting Positive Behaviour, Inclusion and Racial Equality and aims to:

- reduce incidents of bullying;
- raise staff/pupil/parental awareness and understanding of the nature of bullying;
- make sure everyone knows how to deal with bullying

Definition of Bullying

Bullying is behaviour which leaves others feeling helpless, frightened, anxious, depressed or humiliated. It may be name-calling, teasing, putting down or threatening; ignoring, leaving out and spreading rumours; hitting, tripping and kicking; stealing and damaging belongings; sending abusive text, email or other messages; making people feel they are being bullied; targeting someone because of who they are or are perceived to be. It can occur as isolated incidents or over a longer period of time and can affect schoolwork and friendships.

Recognition of Bullying

Teachers and parents should be alert to the possibility of something being wrong e.g. deterioration of work, reluctance to come to school, isolation, desire for physical proximity with adults, bruising etc

Preventative and Reactive Strategies

Staff will:

- promote positive relationships at class and whole school levels;
- ensure pupils are closely supervised, in classes and at breaks;
- ensure pupils know what to do if they see any bullying
- involve pupils and provide opportunities for them to share their experiences, through Circle Time, buddies, questionnaires, interviews and Suggestion Boxes;
- use the Restorative Approach to change behaviours

Codes of Behaviour: Implementation

ALL members of staff are responsible for reinforcing the Codes of Behaviour, monitoring pupil relationships and implementing the strategies outlined above.

Recording and Monitoring Strategies

Staff, pupils and parents should record details (i.e. when, where, who, what) of any incidents and report them immediately to the Headteacher. Monitoring is ongoing, but formally carried out, in September and January, through questionnaires.

Evaluation

The policy will be reviewed every four years, through consultation with pupils, staff and parents.



SECTION THREE – THE SCHOOL CURRICULUM

The Curriculum for Excellence aims to ensure that all children and young people to develop the attributes, knowledge and skills they will need to flourish in life, learning and work.



Fundraising for Save the Children

Developing Skills and Attributes

Curriculum for Excellence aims to develop 4 capacities, helping children to become:

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

The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. These experiences are grouped into 4 categories.

- **Curriculum areas and subjects**
The curriculum areas are the organisers for setting out the experiences and outcomes. Each area contributes to the 4 capacities.
- **Interdisciplinary learning**
How the curriculum should include space for learning beyond subject boundaries.
- **Ethos and life of the school**
The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community.
- **Opportunities for personal achievement**
Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence.

Added to this, because children learn through all of their experiences - in the family and community, pre-school centre, nursery and school - the curriculum aims to recognise and complement the contributions that these experiences can make.

Literacy and English/Literacy and Gaelic

This is defined as listening; talking; reading and writing. Pupils are also taught French in the upper stages. In developing literacy skills children will learn to:

- communicate and collaborate with others to build relationships
- reflect on and explain their thinking
- describe and share experiences
- engage with a range of texts
- write for a variety of reasons and compose stories, poems and plays
- explore the richness and diversity of language, how it can affect them and the wide range of ways in which they can be creative
- enrich and extend their vocabulary through, listening, talking, watching and reading
- reflect on how well they listen, talk, read and write
- act on feedback to help them improve and provide useful feedback to others
- take advantage of the opportunities offered by ICT.

Numeracy

Children are taught Number, Money and Measure; Shape, Position and Movement; Information Handling. (Problem Solving is integrated across the maths and numeracy curriculum.) In developing numeracy skills children will learn:

- to understand the four processes of number (addition, subtraction, multiplication and division)
- good mathematical vocabulary
- common units of money and measure
- to estimate
- two and three dimensional shapes, figures, position and movement
- to collect, organise, display and interpret information
- to tackle investigations and problems
- how maths is relevant in the 'real' world
- to mentally manipulate and calculate number
- to use a calculator and computer where appropriate

Health and Wellbeing

In developing health and wellbeing children will learn:

- that we all experience a variety of emotions that affect how we think, feel and behave
- to describe their feelings about what is going well or where support is needed
- that feeling and behaviour change depending upon what is happening within and around them. This helps them understand the way others behave.
- to value friendships and know that caring, sharing, fairness, equality and love are important in building friendships
- that people can often feel alone and can be misunderstood and left out by others
- the importance of showing support by a caring reaction.
- the importance of mental wellbeing, and know that people do not always enjoy good mental health
- the rights to which they are entitled in society and the responsibilities which fall on them. They will learn to respect the rights of others.
- that representing the school and/or wider community encourages self-worth and confidence and allows them to contribute to and participate in society.
- to assess and manage risk, to protect themselves and others, and to reduce the potential for harm when possible.

Expressive Arts

In developing the expressive arts children will be inspired by a range of imaginative stimuli, including popular culture. Working on their own and with others, they will express their ideas, thoughts and feelings through creative work. Children will have the freedom to:

Art and Design

- discover and choose ways to create images and objects using a variety of art materials, exploring line, shape, form, colour, tone, pattern and texture
- through natural curiosity, exploration and imagination, they will work on their own and with others to solve design problems.

Dance

- choose and explore ways they can move rhythmically, expressively and playfully, discovering how to control their body and how to use space and resources creatively
- enjoy taking part in dance experiences, becoming aware of different features of dances from a range of styles and cultures.

Drama

- choose and explore movement, expression and voice in different kinds of role play and drama
- explore real and imaginary situations, helping them to understand their world.

Music

- use their voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm
- enjoy singing and playing along to music, from a range of styles and cultures.

Social Studies

Children are taught People - Past and Societies; People - Place and Environment; and People - Society, Economy and Business. In developing social studies children will learn to:

- develop an understanding of how Scotland developed as a nation, resulting in an appreciation of their local and national heritage within the global community
- 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
- locate, explore and link periods, people and events in time and place
- locate, explore and link features and places locally and further afield
- engage in entrepreneurial activities which stimulate an enterprising attitude
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

Sciences

Children are taught about Planet Earth, Forces, Electricity and Waves, Biological Systems, Materials and other areas of Science arising from events or interests. In developing the sciences children will learn through our physical world, our living world and our material world. Children will learn about:

- planet earth, sustainability, biodiversity, climate and earth sciences and astronomy
- energy and the environment, energy transfer, energy sources and energy in food and electricity
- forces and motion
- life and cells, keeping their bodies healthy, cells, biotechnology, reproduction and using their senses.
- communication, communication systems, light and sound
- materials, properties and uses, chemical reactions and forensic science.

Religious and Moral Education

Children are taught about Christianity and other World Religions. In Religious and Moral Education children will:

- learn about the beliefs, values, practices and traditions of Christianity
- develop knowledge and understanding of Christianity and other world religions

The attributes and capabilities of the 4 capacities are outlined below:

successful learners	confident individuals	responsible citizens	effective contributors
<p>attributes</p> <ul style="list-style-type: none"> • enthusiasm and motivation for learning • determination to reach high standards of achievement • openness to new thinking and ideas <p>capabilities</p> <ul style="list-style-type: none"> • use literacy, communication and numeracy skills • use technology for learning • think creatively and independently • learn independently and as part of a group • make reasoned evaluations • link and apply different kinds of learning in new situations. 	<p>attributes</p> <ul style="list-style-type: none"> • self-respect • a sense of physical, mental and emotional well-being • secure values and beliefs • ambition <p>capabilities</p> <ul style="list-style-type: none"> • relate to others and manage themselves • pursue a healthy and active lifestyle • be self-aware • develop and communicate their own beliefs and view of the world • live as independently as they can • assess risk and make informed decisions • achieve success in different areas of activity. 	<p>attributes</p> <ul style="list-style-type: none"> • respect for others • commitment to participate responsibly in political, economic, social and cultural life <p>capabilities</p> <ul style="list-style-type: none"> • develop knowledge and understanding of the world and Scotland's place in it • understand different beliefs and cultures • make informed choices and decisions • evaluate environmental, scientific and technological issues • develop informed, ethical views of complex issues. 	<p>attributes</p> <ul style="list-style-type: none"> • an enterprising attitude • resilience • self-reliance <p>capabilities</p> <ul style="list-style-type: none"> • communicate in different ways and in different settings • work in partnership and in teams • take the initiative and lead • apply critical thinking in new contexts • create and develop • solve problems

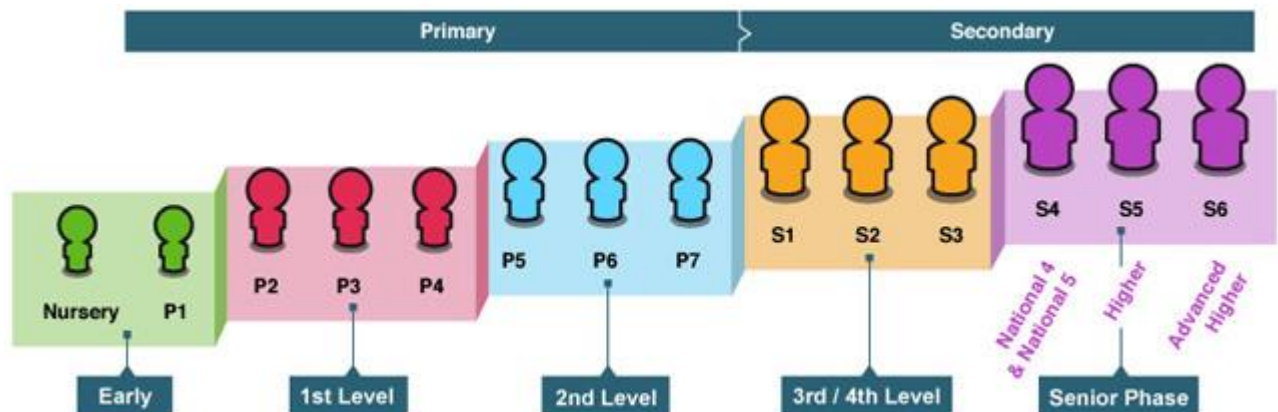
The attributes and capabilities can be used by establishments as a guide to check whether the curriculum for any individual child or young person sufficiently reflects the purposes of the curriculum.

Developing the 4 Capacities

The experiences and outcomes are a set of statements which describe the expectations for learning and progression for each of the eight curriculum areas. The title "Experiences and Outcomes" recognises the importance of the quality and nature of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An outcome represents what is to be achieved.

The experiences and outcomes for each curriculum area build in all the attributes and capabilities and so develop the 4 capacities.

Levels of Achievement



How the levels look in nurseries, primary and secondary schools

These levels provide scope for challenge for pupils and depth of study. Pupils can progress through them at a pace that suits their progress. It is clear that fast tracking, if appropriate to individual pupils, is catered for within this framework.

Recognition for the wider achievement of pupils is a key feature of the new curriculum. This new element will cater for recognition of wider achievements, beyond attainment in examinations.

Broad General Education

All children and young people in Scotland have an entitlement to a curriculum which will support them in developing their values and beliefs and enable them to:

- achieve the highest possible levels of literacy and numeracy and cognitive skills
- develop skills for learning, skills for life and skills for work
- develop knowledge and understanding of society, the world and Scotland's place in it
- experience challenge and success so that they can develop well-informed views and act responsibly.

They should be encouraged to adopt an active and healthy lifestyle and be equipped with the skills needed for planning their future lives and careers.

The period of education from pre-school to the end of S3 has the particular purpose of providing each young person in Scotland with this broad general education.

Those involved in planning the curriculum, including partners, should be conscious of the positive role which experiences and learning connected with culture, art, music and drama can have in providing a basis for developing the four capacities and for providing innovative approaches to learning across other areas of the curriculum.

A broad general education will include all of the experiences and outcomes across all curriculum areas up to and including the third level. These should be experienced by all pupils, as far as this is consistent with their learning needs and prior achievements. The exceptions to this statement are where specific sets of experiences and outcomes are specialised: Gàidhlig, Gaelic (learners) and classical languages and religious education in Roman Catholic schools.

This should enable and motivate learners to develop to their fullest across the four capacities. Most learners will progress into the fourth level in many aspects of their learning before the end of S3, laying strong foundations for more specialised learning, qualifications and lifelong learning.

For those learners whose needs are best met through learning at levels below the fourth level, the framework provides the opportunity to build on their prior learning and provide breadth, depth and enrichment.

More information on Curriculum for Excellence can be found on the following websites:

Education Scotland website: <http://www.educationscotland.gov.uk/thecurriculum/index.asp>

Education Scotland Parentzone: <http://www.educationscotland.gov.uk/parentzone/>

SQA website: <http://www.sqa.org.uk/sqa/34714.html>



A visit to Arnol Black House

Sensitive Aspects of Learning

As part of the pupil's health and well-being curriculum there are instances where pupils will be learning about matters of a more sensitive nature, for example, puberty etc. In these circumstances it will be age-related and parents will be informed prior to the particular lessons and will be offered the opportunity to withdraw their child. Parents will also be offered the opportunity to view resources for these lessons.

Religious & Moral Education & Religious Observance

Parents who wish to execute their right to withdraw their child from RME or Religious Observance should put their request in writing to the Head Teacher.

Active Schools

Active Schools work with schools and communities to help make sure children start active and stay active. The fundamental aim is to offer children and young people the opportunities and motivation to adopt active, healthy lifestyles, now and into adulthood. Our Active Schools Co-ordinator is Claire Scott and she works with the school to develop an action plan of work they can support through the school year.

Assessment

Assessment of attainment is a continuously on-going process. This may be observations; formal tests; dialogue with pupils; evidence from written work; photographs; audio or video presentations.

In recording attainment and reporting to parents, the school follows the reporting guidelines of the local authority in indicating which of the curriculum levels indicated in the diagram on page 25 your child is working through and when that level has been achieved. This information is made available during parent appointments and is recorded on the annual pupil report.

In addition to recording progress through the Curriculum for Excellence, the school uses a number of standardised assessments during a pupil's school life, as required by the local authority. They are:

- P1 – Literacy Baseline and Reasoning
- P3 – PiEs and PiMs 7 (Progress in English and Progress in Maths)
- P5 – CATs (Cognitive Ability Tests)
- P7 – PiEs and PiMs 11 (Progress in English and Progress in Maths)

Results of these tests are made available to parents upon their completion and verification.

Reporting to Parents

Parents are always welcome at the school. Appointments may be made to meet with any staff members, by phoning the school office, to arrange a mutually convenient time.

Parents evenings are held bi-annually throughout the school session. The first is held around October/November. The second Parents Meeting is held around late May/June. There may be other occasions when parents are invited in, for example, Open Afternoons. Parents can join the children and find out what they have been learning about.

A formal written report will be issued prior to the second meeting.

Parents should not hesitate to contact the school if they have any concerns or queries regarding their child's progress.

SECTION FOUR – SUPPORT FOR PUPILS

We aim as far as is possible to educate pupils who have additional support needs alongside their peer group. When necessary, extra help is provided. This help is delivered in a flexible manner and the pupils can be seen individually, in a group or class.

The Additional Support Needs of the Children are identified through a process of Staged Assessment and Intervention. The process of Staged Assessment and Intervention provides a structured system for identification, assessment, planning, review and record keeping for individual children who receive additional support of any kind. The Getting it Right Approach for Children and Young People (GIRFEC) in the Western Isles puts in place a network to promote wellbeing so that children and young people get the right help at the right time.

All 'Looked After' Children and Young People are considered to have additional support needs. This is the case unless the school establishes they do not have additional support needs. The Local Authority must consider whether each looked after child requires a Co-ordinated Support Plan (CSP). The CSP is used to ensure a co-ordinated approach to providing support for children. The CSP will summarise assessments carried out for the child, explain the nature of the child's difficulties and outline the difficulties the Authority will take to support the pupil's needs. An assessment service is also provided by the teacher of children with visual and hearing impairment. The Speech Therapist also visits the schools to help any pupils who require support.

In addition, an Educational Psychologist advises on the varied behavioural and learning difficulties which all pupils can experience. He can work directly with pupils and families if required.

Under the Equality Act 2010, the Education Authority is not allowed to discriminate against disabled pupils.

Mediation is provided by Resolve in the Western Isles. It is a non judgemental voluntary process which seems to resolve misunderstandings in the early stages to prevent them escalating. Parents also have the right to have an advocate present at Mediation and this is available through Advocacy Western Isles. Parents should also be aware of the following organisations which provide advice and further information.

- Children in Scotland: Working for Children and their Families, trading as Enquire – a charitable body registered in Scotland under registration number SC003527 <http://enquire.org.uk/publications/parents-guide>. Enquire – the Scottish advice service for additional support for learning. Enquire provides a range of clear and easy-to-read guides and factsheets including The Parents' Guide to Additional Support for Learning. Enquire offers independent, confidential advice and information on additional support for learning through:
Telephone Helpline: 0845 123 2303 Email Enquiry Service: info@enquire.org.uk
Advice and information is also available at <http://www.enquire.org.uk>
- Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741

Further information locally can be obtained from the school or Area Principal Teacher of Learning Support.

Pastoral Support Arrangements

Getting it Right for Every Child (GIRFEC)

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be:

Safe...	protected from abuse, neglect or harm
Healthy...	experiencing the highest standards of physical and mental health, and supported to make healthy, safe choices
Achieving...	receiving support and guidance in their learning – boosting their skills, confidence and self-esteem
Nurtured...	having a nurturing and stimulating place to live and grow
Active...	having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future
Respected...	to be given a voice and involved in the decisions that affect their wellbeing
Responsible...	taking an active role within their schools and communities
Included...	getting help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn

As children and young people progress on their journey through life, some may have temporary difficulties, some may live with challenges and some may experience more complex issues.

Sometimes they, and their families, are going to need help and support.

No matter where they live or whatever their needs, children, young people and their families should always know where they can find help, what support might be available and whether that help is right for them.

The GIRFEC approach ensures that anyone providing that support puts the child or young person, and their family, at the centre.

GIRFEC is important for everyone who works with children and young people, as well as many people who work with adults who look after children. Practitioners need to work together to support families, and where appropriate, take early action at the first signs of any difficulty, rather than only getting involved when a situation has already reached crisis point.

This means working across organisational boundaries and putting children and their families at the heart of decision making – and giving all our children and young people the best possible start in life.

What Getting it Right for Every Child means

For children, young people and their families:

- They will feel confident about the help they are getting
- They understand what is happening and why

- They have been listened to carefully and their wishes have been heard and understood
- They are appropriately involved in discussions and decisions that affect them
- They can rely on appropriate help being available as soon as possible
- They will have experienced a more streamlined and co-ordinated response from practitioners

For practitioners:

- Putting the child or young person at the centre and developing a shared understanding within and across agencies
- Using common tools, language and processes, considering the child or young person as a whole, and promoting closer working where necessary with other practitioners

For Managers in children's and adult services:

- Providing leadership and strategic support to implement the changes in culture, systems and practice required within and across agencies to implement *Getting it Right for Every Child*
- Planning for the transition as staff in agencies move from the current working processes to the new child-centred processes

More information is available on the Scottish Government website:

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>.

Child Protection Procedures

- Children have a right not to be abused or neglected, and to be protected from abuse and neglect.
- Child protection is a public concern and is the responsibility of all who work with children.

Agencies involved in working with children have a duty to promote policies and practices which are inclusive and child-centred, the basic values and principles of which are laid down in the UN Convention on the Rights of the Child (UNCRC) The Comhairle is committed to upholding the 3 principal UNCRC rights of the child:

- **Non-discrimination:** All rights apply to all children equally, regardless of race, gender, religion, language, disability, opinion or family background.
- **Best Interests:** When adults or organisations make decisions which affect children, they must always think first about what would be best for the child.
- **The Child's View:** Children have the right to say what they think about anything which affects them. Agencies must listen to what children want and feel and take their views into account.

The Comhairle aims to promote collaborative working by all organisations and partner agencies involved in the delivery of children's services to ensure the effective protection, safety and wellbeing of all children.

The Comhairle has a designated officer for Child Protection who works to assist the Police, Health, Social Work and Education Departments in implementing effective procedures and practices to keep children safe and well.

The Department of Education aims to protect children in its educational establishments by implementing legislation, providing clear guidelines, raising awareness, and improving competence and confidence for staff in dealing with child protection issues through the provision of enhanced training for all.

The Scottish Executive has outlined that Education staff should be aware of their legal duty to safeguard and promote the welfare of children. Where appropriate, staff should also be aware of any particular support needs arising from children who are looked after, the subject

of a supervision requirement, or child protection procedures, or children with additional support needs. In addition, staff should understand protocols for collaborative working, information sharing and confidentiality.

The aim for all staff in schools and pre-schools must be to make sure that children can access the help they need when they need it, and to assist in achieving the best possible outcomes for children who need help, support and protection. Any action in response to a child or young person's need for help and support, or action to protect them, must be properly co-ordinated and undertaken in accordance with these guidelines and the procedures detailed in **Safe and Well**.

In this regard, all schools have a person with designated responsibility for Child Protection (the Head Teacher) who co-ordinates the school's response to concerns for children and young people's safety and wellbeing.

It is not the role of schools to investigate child protection concerns, but to report them and provide appropriate support for the children / young people involved. Staff in educational establishments should clearly understand the steps that must be taken when there are concerns for children's safety and wellbeing. Any member of staff who has any concern about the protection of any child or young person should bring this to the attention of the school's Child Protection Co-ordinator/Social Work/Police as a matter of priority.

Transitions

Nursery

Pre-school education enrolment usually takes place in February on a date notified to parents by local press advertisement. Children aged 2 (subject to certain status) can be enrolled at the group if there is sufficient space and that their birthday falls before the 28th of February of the current academic year. If demand for places outweighs supply, priority will be given to children eligible for their pre school funded place. Children securing a funded place are entitled to 600 hours over 38 weeks and a maximum of 15 hours & 50 minutes pre-school education will be provided in any one week. Children who enrol in the nursery will be invited into the nursery before they begin to experience a little of the nursery atmosphere and to meet the nursery staff.

More information can be obtained from the Nursery Manager, Ann Ramsay on 01851 890475.

Transfer from Nursery to Primary

Before leaving nursery, a profile and transition record for each child will be prepared by nursery staff to hand over to Primary School staff to ensure a smooth transition and continuity of education for the child transferring to Primary.

Early years staff work together to plan and progress this stage of the curriculum. The nursery and P1 pupils work together several times within each week through various activities such as literacy, numeracy and topic work amongst others.

Primary School Admissions

Children who will be four years of age by 28th February 2015 are eligible for infant enrolment in August 2015. Enrolment takes place at the beginning of February, on a date specified by press advertisement.

In our school, pupils are taught through the Medium of English. At the time of enrolment, parents should bring their child's Birth Certificate and should inform the school of any medical problems or special needs which their child may have. New entrants are invited into the school in June prior to entry to sample some typical P1 activities.

Other children, whose families have just moved into our catchment area, should be accompanied by a parent or guardian on their first day of reporting to school if they have not already been in contact with the school.

Parents who wish to apply for a place at a school other than the local Primary School for new enrolments should apply in writing to the Head of Education and Resources, Education and Children's Services Department, Sandwick Road, Stornoway, Isle of Lewis, HS1 2BW, indicating the name of the school that they wish their child to attend.

Primary to Secondary Transfer

A visit to the Secondary School is organised before the summer holidays and children from other catchment schools will have the opportunity to meet and get to know each other and their teachers. Members of staff from SMT and Guidance meet with P7 pupils prior to the transition days. In some instances there may be enhanced transition with more than one visit.

Secondary Schools

The Nicolson Institute, Sandwick Road, Stornoway, Isle of Lewis. Contact by telephone: 01851 707000 or email: nicolsoninstitute@nes.net. For more information go to the school's website: <http://www.nicolsoninstitute.org/>

Sir E Scott School, Tarbert, Isle of Harris. Contact by telephone 01859 502900 or email: sirescottschool@nes.net. For more information go to the school's website: <http://www.sirescott-school.co.uk/>.

Placing Requests

As a parent, you have the right to make a Placing Request to be educated in a school other than the local school. Every effort will be made to try to meet parental wishes but you should note that it is not always possible to grant every Placing Request to a particular school.

If you wish to make a Placing Request, you should complete the appropriate form (available from school) and return it to Louise Smith, Principal Officer, Education and Children's Services, Comhairle nan Eilean Siar, Sandwick Road, Stornoway, Isle of Lewis HS1 2BW. If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

SECTION FIVE – SCHOOL IMPROVEMENT

Standard & Quality Report

Each year the school publishes a Standards and Quality Report which highlights the school's major achievements in the previous year. The school's Standard & Quality Report is available on the school website at www.tolstaschool.com

School Improvement Plan

The school's Improvement Plan is available on the school website at www.tolstaschool.com

Transferring Education Facts about Pupils

When pupils transfer schools it is important that their new school has, and acts on, information about previous performance. The requirement of the 'old' school to send the pupil's educational records and the Common Transfer File (CTF) within 15 school days of a pupil ceasing to be registered at the old school and the new school making the 'transfer' request.

The pupil's educational record will comprise any record of information which is processed by or on behalf of a governing body of, or a teacher at, any school maintained by a local authority and any special school not so maintained or originates from or was supplied by or on behalf of an employee of the local authority which maintains the school. This will include any teacher or other employee at the school, including any educational psychologist engaged by the governing body under a contract. Information which is processed by a teacher solely for the teacher's own use will not form part of the educational record.

Activities, Groups, Clubs

Pupils may be offered lunchtime or after school clubs e.g. football, cycle club etc.

P7 pupils help run activities through Young Leaders.



Lots of fun at Recorder Club

APPENDICES

Appendix 1: ICP 1 Form



ICP 1: Consent for a Child to Carry their Own Medication

This form must be completed by parent/carer.

Pupil's Name:	
Class:	Date of Birth:
Address:	

Condition or Illness:
Name of Medicine:
Procedure to be taken in an emergency:
Doctor's Name & Telephone:

Contact Information	
Parent's Name:	
Parent's Daytime Contact Number:	
Relationship to Child:	

I would like my son/daughter to keep his/her own medication for him/her to use as necessary.

Signed: _____ **Date:** _____

Appendix 2: ICP 2 Form**School Asthma Form**

Does your child tell you when he/she needs medicine? YES NO

Does your child need help taking his/ her asthma medicine? YES NO

What are your child's triggers (things that make their asthma worse)?

Does your child need to take any medicines before exercise or play? YES NO

If yes please describe below

Medicine	How much and when taken

Does your child need to take any other asthma medicines while in the schools care? YES NO

If yes please describe below

Medicine	How much and when taken

Reliever treatment when needed

For wheeze, cough shortness of breath or sudden tightness in the chest, give or allow my child to take the medicines below. After treatment and as soon as they feel better they can return to normal activity.

Medicine	Parents/carers signature

Expiry dates of medicines checked

Medicine	Date checked	Parent/carer signature

What signs can indicate that your child is having an attack?

Parent/Carers Signature: _____

Date: _____

What to do in an asthma attack?

1. Make sure the child takes two puffs of their reliever medication, preferably through a spacer.
2. Sit the child up and ensure tight clothing is loosened.
3. If no immediate improvement during an attack, make sure the child continues to take one puff of reliever inhaler every minute for five minutes or until their symptoms improve.
4. If the child's symptoms do not improve in five minutes- or if you are in doubt- call 999 or a doctor urgently.

Asthma UK Adviceline freephone 0800 121 6244
www.asthma.org.uk/adviceline 9am-5pm, Monday-Friday.

[Appendix ICP 2 made using information from Asthma UK school asthma card].

Appendix 3: Letter to parents

_____ School

Dear Parent/Carer

THE SCHOOL ASTHMA REGISTER

Thank you for informing us of your child's asthma on his/her registration form. As part of accepted good practice and with advice from the Department of Education and Skills, Asthma UK, our school has recently established a new School Asthma Policy for use by all staff.

As part of this new policy, we are asking all parents and carers of children with asthma to help us by completing a school asthma form.

The completed form will store helpful details about your child's current medicines, triggers, individual symptoms and emergency contact numbers. The completed form will help school staff to better understand your child's individual condition.

Please make sure the form is regularly checked and updated by your child's Doctor or asthma nurse and the school is kept informed about changes to your child's medicines, including how much they take and when.

I look forward to receiving your child's completed school asthma form.

Thank you for your help.

Yours sincerely

Head Teacher