



BUN SGOIL THUNGA & SGOIL ÀRAICH



Respect

Honesty

Fairness

Resilience



SCHOOL HANDBOOK 2019

Tong, Isle of Lewis, HS2 OHJ
Telephone@ 01851 822 873
tongschool@gnes.net



In Tong Primary School and Sgoil Àraich we develop happy and confident learners through our creative, challenging and flexible curriculum. A rich, meaningful, positive and bilingual environment will be nurtured through partnerships with parents and the wider community. Learners will be enriched by their local culture and heritage in preparation for life and work in an ever-changing society.

'BE ALL YOU CAN BE'

Be cared for, with respect, no matter who you are.



Have learning that is exciting and meaningful and builds our skills so we are ready for the challenges life may bring us.



Celebrate our cultural identity, Gaelic language and how different we all are.



Have learning that is developmentally appropriate and makes the best use of ICT to make it relevant and enjoyable.

Help our community and have our community help us.



Care and use our local environment.

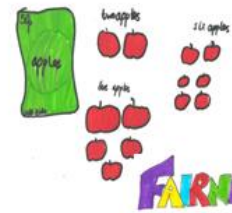
Be creative and curious in learning and learn how to be independent, confident and adaptable so we have the skills for life and work.



Work in teams and be able to lead different parts of school life and learning



Learn Gaelic so we can use it everyday.



Our Vision: 'Be All You Can Be'

Our Core Values: Respect, Honesty, Fairness, Resilience

Our Curriculum Rationale:

In Tong Primary School and Sgoil Àraich we develop happy and confident learners through our creative, challenging and flexible curriculum. A rich, meaningful, positive and bilingual environment will be nurtured through partnerships with parents and the wider community. Learners will be enriched by their local culture and heritage in preparation for life and work in an ever-changing society.

Our Aims:

- Have learning that is exciting and meaningful and builds our skills so we are ready for the challenges life may bring us.
- Have learning that is developmentally appropriate and makes the best use of ICT to make it relevant and enjoyable.
- Be creative and curious in learning and learn how to be independent, confident and adaptable so we have the skills for life and work.
- Work in teams and be able to lead different parts of school life and learning.
- Help our community and have our community help us.
- Care and use our local environment.
- Be cared for, with respect, no matter who you are.
- Celebrate our cultural identity, Gaelic language and how different we all are.
- Learn Gaelic so we can use it everyday.

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FÀILTE BHON CHEANNARD

Fàilte gu Sgoil Àraich agus
Bun Sgoil Thunga.

Tha an leabhran seo a' toirt
beagan fiosrachaidh dhuibh
mun fhoghlam a gheibh ur
leanabh anns an sgoil.

Ma tha ceistean sam bith
agaibh, no ma tha sibh ag
iarraidh tuilleadh
fiosrachaidh air cuspair
sam bith anns an leabhran
seo, no mu fhoghlam ur
leanabh, cuiribh fios don
sgoil.



Welcome to Tong Primary
School & Sgoil Àraich.

This handbook offers an
introduction to our
bilingual school and a
general overview of the
education your child will
be receiving at school.

If you have any
questions, or would
like any further
information on any
aspect of this
handbook or the
education of your
child, please do not
hesitate to contact
the school.

Contact details:

Head Teacher	Mrs Carol Ann Maclean
Name of School	Tong Primary School
Address	Tong Allotments, Tong, Isle of Lewis, HS2 OHJ
Telephone	01851 822 873
Website	https://blogs.glowscotland.org.uk/es/tong/
Twitter	@tongschool
Facebook	@tongschoolandnursery
Email	tongschool@gnes.net
Parent Council Email	marion@finlayson24.fsnet.co.uk

SECTION ONE

PRACTICAL INFORMATION ABOUT THE SCHOOL

1.1 ABOUT THE SCHOOL

The school provides both Gaelic and English Medium Education from Sgoil Àraich to Primary 7. The current school and Sgoil Àraich roll is 123 children.



Organisation of the School Day	
Start Time	9.00am
Morning Interval	10.30am - 10.50am
Lunch Times	
Primary 1-4	12.30pm - 1.30pm
Primary 5-7	12.15pm - 1.15pm
Finish Time	3.20pm

Organisation of the Sgoil Àraich Hours	
Morning Session	Begins at 8.30am
Core Hours	<i>9am -12.10pm</i>
Lunch Time	12.20pm-1pm (lunchtime is protected)
Afternoon Session	Begins at 1.15pm until 5.30pm
Core Hours	<i>1.15pm-3.20pm</i>
Please note children are unable to start/finish within protected core hours.	

1.2 SCHOOL STAFF

Head Teacher	Mrs Carol Ann Maclean
Principal Teacher - EM 6/7	Mrs Karina Mackay
Class Teacher - EM 1/2	Mrs Joanne Cheesman
Class Teacher - EM 2/3/4	Miss Ina Ferguson
Class Teacher - GM 1/2/3	Miss Kirsty Munro
Class Teacher - EM 5/6	Ms. Josie Flett
Class Teacher - NCCT	Mrs Chriselle Bain
Class Teacher- NCCT	Mrs Mairi Macleod
Class Teacher - NCCT	Mrs Sue Emmott
Class Teacher - NCCT	Ms Maureen Murray
Support for Learning Teacher	Mrs Dawn Spark
Support for Learning Assistant	Ms Mairi MacIver
Support for Learning Assistant	Mrs Dorothy Graham
Support for Learning Assistant	<i>Vacant</i>
Support for Learning Assistant	Ms Wilma Mackenzie
School Assistant	Ms Donalda MacIver
Playground/crossing Supervisor	Mr Ally Murray
Cook	Ms Anna MacIver
Cook/ Cleaner	Mrs Fiona Macdonald
Cleaner	Ms Catherine Walker
Canteen Supervisor??	Miss Amanda Thompson
Nursery Play leader EM	<i>vacant</i>
Nursery Key Worker- EM	Mrs Marie Brett
Nursery Key Worker- EM	Mrs Jessie Murray
Nursery Key Worker- EM	Miss Ceitlyn Macleod
Nursery Play leader - GM	Mrs Isabel Macdonald
Nursery Key Worker- GM	<i>vacant</i>
Nursery Key Worker- GM	<i>vacant</i>
Modern Apprentice- EM	Miss Lia Macdonald

1.3 AGREED TERM DATES FOR 2018/19

TERM 1 AUTUMN 2019	Schools Open:	Monday, 12 August 2019 (Teachers) Thursday, 15 August 2019 (Pupils)		Term Length (Working Days/Attendance Days)	
	Schools Close:	Friday, 11 October 2019		Teachers:	44
	In-Service	Monday, 12 to Wednesday, 14 August 2019 (Two Centre-Based)			
	Mid-Term Local Holidays	Friday, 11 October 2019	All Schools (National Mod)		

TERM 2 WINTER 2019	Schools Open:	Tuesday, 22 October 2019 (Teachers) Wednesday, 23 October 2019 (Pupils)		Term Length (Working Days/Attendance Days)	
	Schools Close:	Friday, 20 December 2019		Teachers:	42
	In-Service	Tuesday, 22 October 2019 (School-Based)			
	Mid-Term Local Holidays	Friday, 22 November 2019	All Schools		
		Monday, 25 November 2019	All Schools		

TERM 3 SPRING 2020	Schools Open:	Monday, 6 January 2020		Term Length (Working Days/Attendance Days)	
	Schools Close:	Friday, 27 March 2020		Teachers:	57
	In-Service	Wednesday, 5 February 2020 (School-Based) schools closed to pupils			
	Mid-Term Local Holidays	Thursday, 6 February 2020	All Schools		
		Friday, 7 February 2020	All Schools		
	Monday, 10 February 2020	All Schools			

TERM 4 SUMMER 2020	Schools Open:	Tuesday, 14 April 2020		Term Length (Working Days/Attendance Days)	
	Schools Close:	Friday, 26 June 2020		Teachers:	52
	Mid-Term Local Holidays	Friday, 1 May 2020	All Schools		
		Monday, 4 May 2020	All Schools		

1.4 ATTENDANCE AND ABSENCE

Children are expected to be on time for school and to keep a high level of attendance. If they are persistently late/absent this will be recorded and parents/carers will be contacted.

If pupils cannot attend school because of illness or other circumstances parents are required to telephone the school office with an explanation of the absence. If a child has not arrived at school by 9.30am and the school has not been contacted to indicate absence, then a Groupcall message will be sent to ensure the health and wellbeing and safety of the child.

Parents who intend to withdraw a child from school for any reason during term time must complete a form available from the school office. This form records your intention and lets the school know when a child will be absent school. We strongly discourage withdrawals that interrupt the continuity of children's learning. Requests for absence forms should be submitted at least one week in advance of the proposed date(s).

Please note that the Scottish Government guidance on how we must record absences makes it clear that where children are taken out of school during term time for family breaks/holidays, this is normally to be recorded as an unauthorised absence. (There are a very small number of exceptional circumstances).

1.5 APPOINTMENTS DURING SCHOOL HOURS

If your child has an unavoidable appointment, please give them a letter to hand in or telephone the school and then collect them from the school office at the specified time. You will be required to sign your child in and out of the school.

1.6 SCHOOL UNIFORM

The items which make up Tong School uniform are listed below:

School Skirt/Trousers
White blouse/shirt
Blue sweatshirt/cardigan/ hoodie/ V-neck jumper
School Tie



Tong School Uniform can be bought directly from the supplier

https://www.leonardhudson.co.uk/parents/uniform/Tong_Primary_School_HS2_OHJ

We also have a Uniform Swap-shop. There is no cost for nearly-new second hand uniform but we request donations of old uniform that is still in good condition. If you wish, you may make a small donation to school funds.

1.7 PE KIT

It is important that pupils come prepared to learn and for PE this requires appropriate clothing. All jewellery should be removed. Pupils who are not participating in PE must have a note or a medical certificate. Pupils who are unable to participate in practical PE should still bring their kit to allow them to assist in the lesson by refereeing, keeping scores or assisting with the distribution of equipment. This ensures that they are still able to take part in some way in the work of the class and do not miss out on the knowledge and understanding of the course.

There are forms of dress that are unacceptable in school.

These include items of clothing which:

- Potentially encourage factions (such as football team strips/colours)
- Could cause offence (such as anti-religious symbolism or political slogans)
- Carry advertising particularly for alcohol or tobacco
- Could be used to inflict damage on other pupils.
- Could cause health and safety difficulties (such as loose fitting clothing, jewellery)

1.8 CLOTHING GRANTS

All parents in receipt of Child Tax Credit or Income Support are eligible for a clothing grant from the Education Authority to ensure that their children are able to make full use of educational provision. Parents on low incomes may also make an application for a clothing grant.

Application forms for clothing grants are available from the:

Education, Skills and Children's Services Department
Comhairle nan Eilean Siar
Sandwick Road
Stornoway
Telephone 01851 822763

1.9 SCHOOL MEALS

Primary and Secondary School Menus offer healthy and tasty meal options which reflect the Scottish Government food and drink legal requirements for school lunches. As of January 2015, all children in Primary one to Primary three are entitled to free school meals. Parents can also apply for free school meals if they are in receipt of Income Support or other benefits.

Meals are cooked on the premises and served in the school canteen. At present the school meal is priced at £2.00. Menus are prepared 4 weeks in advance and distributed to parents to allow them to make the meal choice for their child(ren). The menu is also displayed on the school Facebook page and website for easy access. Facilities for eating packed lunches are provided in the school canteen and we would encourage you to provide suitably healthy choices for a packed lunch.

Parents should let the school know in advance if their child has any special dietary requirements.

Payment for school meals should be sent in to the School Office and this will be recorded in their payment book.

1.10 TRAVEL TO AND FROM SCHOOL

Primary School Children living two miles or more from school and Secondary School Children living three 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 purchase passes from the Education Department.

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/school transport.

1.11 COMMUNICATION WITH HOME - Conaltradh le Pàrantan

Throughout the session, information, events, activities, meetings or appointments are notified by parent letter or memo, schoolbag mail, school Facebook/Twitter page, email or telephone contact.

The School Office may from time to time contact parents through Groupcall. This can be in the form of SMS text message or email.

All parents/carers have the opportunity of face-to-face communication at Parents' Evening in November and May. Report cards will be distributed in March/April time. Where a child has an Individualised Education Plan or Co-ordinated Support Plan, additional meetings may be arranged.

Parents are also able to request an appointment with a teacher or promoted member of staff by telephoning the school to arrange a mutually convenient time to meet. The Head Teacher has an 'open-door' policy between the times of 8.30am and 9am and 3.20pm and 4pm where parents can discuss any issues or concerns they may have. Alternative meetings can be arranged outside these times.

1.12 UNEXPECTED CLOSURES

In exceptional circumstances it may be necessary to close the school at short notice and send the pupils home - for example, in particularly bad weather or if the electricity or heating system fails. Parents must make arrangements to have someone available to collect/care for their children should such an emergency occur. The school asks each parent to provide instructions, including the address and telephone number of a person who can be contacted in emergency circumstances. Please make sure that the school is informed of any change to a child's emergency contact information.

We have a Groupcall system which allows us to send automated messages to families for any reason, including notification of emergency closure. It is important that families ensure that the school always has up to date contact information for the sending of these messages.

Parents should also feel free to contact the school if they are concerned about the safety of their children because of deteriorating weather conditions and are free to collect their children at any time.

If there is to be a planned closure before the start of a normal school day:

- ❖ A notice will be posted on the school Facebook page, Twitter page, school website and on the Local Authority website;
- ❖ Announcements will be made on local radio;
- ❖ The Groupcall message system will be used

1.13 EMERGENCY CONTACT INFORMATION

At the start of each school session, parents will be issued with the annual data check form.

Please ensure that this is completed and returned to the school. It is also important that you let us know if there are changes to your telephone number(s) or to those of your emergency contacts throughout the year

1.14 MOBILE PHONES

Tong Primary School generally discourages pupils from bringing mobile phones or other valuable items to the 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. Pupils should hand these into the school office at the start of the day and can collect them at the end of the school day.

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 (eg 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:

- a) 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
- b) 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
- c) 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.

1.15 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, Skills and Children's Services, Comhairle nan Eilean Siar, Sandwick Road, Stornoway, Isle of Lewis, HS1 2BW.
- ❖ 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.

1.16 MEDICAL & HEALTH INFORMATION

Medical Services

Parents should inform the school without fail of any relevant medical history e.g. asthma, epilepsy, diabetes etc. of which teachers should be aware.

Any pupil who feels unwell in class should inform the class teacher who will make arrangements to seek medical advice if necessary. In some cases it may be necessary to send your child home but this will only be done after consultation with the Head Teacher and after contact has been made with the parent/guardian/emergency contact to make arrangements, including suitable transport.

Pupils in Primary One receive a health check from medical staff in term one of the school year. Parental consent is sought prior to this check taking place.

Childsmile - Dental Programme

The Childsmile Programme operates within the school. Children are encouraged to brush their teeth each day after lunch in class. Fluoride varnishing is offered to children and consent is sought prior to this taking place. Dental checks are also carried out annually for pupils in Primary one and Primary seven.

Administration of Medicines

Class Teachers are not obliged to administer medicine to pupils. However, if/when it is essential for a child to have medication while in school, this will be carried out by 2 members of staff. The appropriate request form should be completed and signed by parent/carer. Forms are available in the school office.

No medication will be given without a written request from parents/guardians and the consent of the Head Teacher. It is the responsibility of parents/guardians to deliver and collect medication in person and also to replace medication when it becomes out-of-date. All medicine must be labeled appropriately from a pharmacy.

Allied Health Professionals

In the event of pupils requiring additional support from our Allied Health Professionals such as Speech and Language Therapy, Occupational Therapy, Physiotherapy, the school will complete an Inter-Agency Referral and submit it to the Department of Education, Skills and Children's Services where it will be directed to the appropriate service. All referrals are made in accordance with the "Getting It Right for Children and Young People Policy in the Western Isles."

1.17 SCHOOL POLICIES

The following CNES Policies have been endorsed by the school and form the basis of our practice with our pupils. These can be found listed on the CNES Website in the following location.

<http://www.cne-siar.gov.uk/education/policiesprocedures/index.asp>

- ✓ Anti-Bullying Policy
- ✓ Care and Welfare Policy
- ✓ Citizenship
- ✓ Communication and Consultation Policy
- ✓ Dress Code Policy
- ✓ Disruption to Education on Account of Bad Weather
- ✓ Enterprise in Education
- ✓ Gaelic Policy & Implementation Guidelines
- ✓ Getting It Right (for Children and Young People in the Western Isles)
- ✓ Home Education
- ✓ Home To School Travel
- ✓ ICT
- ✓ Improving Behaviour Policy
- ✓ Inclusion
- ✓ Parental Involvement Strategy
- ✓ Promoting Positive Behaviour
- ✓ Pupil Participation Policy
- ✓ Quality Improvement Policy and Procedures
- ✓ Race Equality
- ✓ Religious Observance
- ✓ Support for Bereavement
- ✓ Transition Planning

In addition to this the School has the following policies available:-

- ✓ Assessment is for Learning
- ✓ Homework
- ✓ Internet Access
- ✓ Learning and Teaching
- ✓ Early Years Transitions

We are currently reviewing a number of our policies. All relevant parties will be notified of any changes made throughout the session.

1.18 GAELIC-MEDIUM EDUCATION - WHAT IS IT?

Foghlam tro Mheadhainn na Gàidhlig - What is Gaelic Medium Education?

Gàidhlig medium education involves the use of the Gàidhlig Language for all teaching and learning across the school curriculum. Gaelic medium education is one of the main ways of achieving or maintaining fluency in Gaelic. This is especially true of children from a non-Gaelic speaking background. The children follow the same curriculum as their peers in the English stream of the school. It must be noted that it is not a requirement that parents must speak Gaelic in order to choose Gaelic Medium Education for their child/ren. The aim is to bring our GME pupils to the stage of 'broadly equal' competence in Gàidhlig and English, by the end of primary 7. Gaelic medium education is open to everyone, those who speak Gaelic and those who do not. Pupils who are not Gaelic speakers to start with, indeed who come from non-Gaelic speaking homes and communities, can be brought to fluency in the language through what is referred to as immersion.

An Dòigh Teagaisg - Gaelic Medium Teaching Methodology

From the Nursery/P1 until Christmas time in Primary 3, the children are in their total immersion phase of learning where all their class work and homework is completed in Gaelic. Therefore, it is in P3 that English is introduced. In P4&5 learning and teaching will mostly be in Gaelic as well as English, in P6 learning will be 60% in Gaelic and 40% in English and in P7, pupils will be learning 50% in Gaelic and 50% in English. All curricular areas are taught through the medium of Gàidhlig and we make daily use of Active Learning strategies to develop the children's Gàidhlig language skills. Teachers utilise all available opportunities to develop pupils' Gaelic skills - through songs, stories, rhymes, games and especially through structured play. Learning is promoted through eye contact, body language, facial gesture and head movement. An oral Gaelic language development programme is in place from the nursery to P7. This is in accordance with the CFE outcomes and helps us monitor and assess the progression of the children's Gàidhlig language skills.

Gàidhlig san sgoil - Gaelic in the school

Tong Primary is filled with Gaelic/English displays of the children's work and achievements. Display headings are bilingual and provide you with an insight into the ways in which the pupils are learning and experiencing the principle of the Curriculum for Excellence. Class displays in GME classes up to P3 are all in Gaelic. In P4&P5 displays are mostly in Gaelic and in P6&P7 they are 50% in Gàidhlig and 50% in English. The school has a Gaelic after school club which is on a Tuesday and a Thursday.

A-mach as an Sgoil - Extra-curricular Activities (Clubs)

We encourage all our children to explore and experience the Gàidhlig language out with the school as much as possible. Comhairle nan Eilean Siar has an excellent network of Adult Gaelic Learner classes, Sradagan youth club, drama clubs etc. Promoting the Gaelic community of our school is vitally important and we ensure this through participation in local/national Mòds, Fèisean, Cèilidhs etc. These cultural events and extra-curricular activities give the parents and pupils opportunities to meet with other GME learners and help strengthen Gàidhlig as a family language. We recognise that the majority of children who go through GME, may not have Gaelic at home. Therefore, we encourage parents to listen to Gaelic radio and watch Gaelic TV

programs.

Activities available for children in Tong School	
Tong School Gaelic After School Club	Tuesday and Thursday - 3:20 - 5pm
Tong and Back Sradagan (Gaelic Youth Club)	Tong Hall (every second Wednesday) 6pm-7pm

Cuideachadh - Help for parents

There are many ways in which you can support your child through their Gaelic Medium Education. Reading books are available in audio form online. Some useful websites are:
www.parant.org.uk www.gaidhlig.org.uk www.gaelic4parents..

Gaelic Medium Education in Bun-sgoil Thunga

We have a budding Gaelic department within the school, which was established in 2015 and at present ranges from Sgoil Àraich to Primary 3, at present. Gaelic is very much part of the ethos and culture of the school and we promote it all times. Gaelic speaking staff converse in Gaelic and encourage pupils to utilise their Gaelic language skills at all times e.g. in the dinner hall, corridors, assemblies etc. We are dedicated to promoting the Gaelic language in a positive, meaningful learning environment and encourage all parents to consider Gaelic. During the early years and the first three years of Primary, children get to experience total emersion in the Gaelic language. The Curriculum is then delivered bilingually in both English and Gaelic. We work to develop curricular experiences and outcomes for Gaelic and Gaelic culture, which is also reflected in our rationale. It is of particular importance that Gaelic should be the language through which the contemporary world and its culture, at local, national and world levels, are viewed and that curricular dimensions such as information technology and media education be explored through the medium of Gaelic. We engage with Comhairle nan Eilean Siar in taking the CNES Gaelic Language Plan outcomes forward through our school community and ethos. Parents interested in educating their children through the medium of Gaelic are very welcome to meet with the Head Teacher and are informed of the benefits through Open Days and Information Packs. A Gaelic Open day is held annually at the school, when current and prospective parents are welcome to attend. The open days are both informative and enjoyable. There is also a Gaelic Medium Education leaflet and position statement available for families. It is not a requirement that parents can speak Gaelic.



SECTION TWO

PARENTAL AND COMMUNITY INVOLVEMENT IN THE SCHOOL

2.1 PARENTS WELCOME

Our school welcomes parental involvement as research has shown that when parents are involved children do better in school.

The school encourages parents to be involved in their children's education by encouraging active involvement in school activities through attendance at parents' evenings, curriculum evenings, open days and school events such as concerts etc. Parents are given formal Parent-Teacher appointments twice a year - in November and May. Parent-Teacher appointments allow class teachers to meet with parents to discuss their child's progress and all parents are encouraged to attend at these times.

In addition to these scheduled evenings, parents are welcome to telephone the School Office to arrange a suitable time to visit the school to discuss any matter which is causing them concern.

Parents are encouraged to discuss their child's report with them as children benefit from and are supported by the ongoing dialogue about their progress, both from school and from home. Such dialogue encourages children as they seek to take the next steps in their learning.

In addition, the parents of those pupils with Support for Learning Action Plans, Individualised Educational Plans or Co-ordinated Support Plans are given the opportunity to meet regularly with teaching and Support for Learning staff in order to review progress, share information and work in partnership with the school. School staff value very much the good relationships that are fostered with parents.

Parents are encouraged to discuss with the Head Teacher and teaching staff any concerns they have regarding their child's schooling. The school has an active and committed Parent Council which works enthusiastically and successfully to organise fund raising events and assists the school in its organisation of events throughout the school year, taking into account events which are ongoing within the local community. The Parent Council welcomes parent members to its meetings and encourages parents of all new pupils to the school to get involved.

The school seeks to be open with its parents about learning and teaching activities and staff members are always happy to meet with parents at a mutually convenient time outside of more formal arrangements to discuss their child's education with them.

Further information relating to the Comhairle's Parental Involvement Strategy can be found here:

<http://www.cne-siar.gov.uk/education/policiesprocedures/documents/policy/Parental%20Involvement%20Strategy.pdf>



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2.2 PARENTAL INVOLVEMENT

In Tong 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 what we do. We encourage parents to participate in extra-curricular activities e.g. cycling proficiency, after-school clubs, swimming, sports, concerts and Mod. Many parents and members of the community have expertise and knowledge which can add to the skills and expertise of staff. We try and capitalise on this by inviting them to come into the class and talk to the children, thus enriching the children's education.

Parents are encouraged to take an active role in supporting their children in their learning at home. Tasks are given which the pupils can work on, independently, but parents are encouraged to oversee their work and contribute to the targets that maybe set by the class teachers.

Information, support and advice is given to parents to help them support their child's learning via newsletters, diaries, letters from the class teacher and organised meetings.

Questionnaires are issued to parents giving opportunities to share their opinions of the school and its work. Parents are encouraged to share their views on the school, what it does well, and areas for improvement.

Parents are invited to be active participants in the life of the school through the Parent Council.

2.3 FORMAL PARENT REPRESENTATION

The role of the Parent Council is to:

- Support the school in its work with parents
- Represent the views of all parents
- Encourage links between the school, parents, pupils, preschool groups and the wider community
- Report back to the Parent Forum (all parents are members of the Parent Forum).

Parents/Carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council. The Parent Council meets at least once a school term. All meetings are open and all parents are welcome to attend.

Parent Council Office Bearers

POSITION	NAME
Chairperson	Marion Finlayson
Secretary	Marina Macleod
Treasurer	Isla MacDiarmid
Staff Representative	Jessie Murray (Nursery) Carol Ann Maclean (HT) Karina Mackay (PT)

To contact the Parent Council, contact via school office or school email address, tongschool@gnes.net or marion@finlayson24.fsnet.co.uk

2.4 SCHOOL ETHOS AND COMMUNITY INVOLVEMENT

The Ethos within the school is one of mutual respect between pupils, staff and all parents and visitors. The school is a welcoming environment for all.

Tong School is at the heart of the Tong Community. It has strong links with the local and wider community. The School regularly use the service provided by the Tong Recreation Association. Pupils invite and welcome the Caraidean Group to a variety of school events and are most appreciative of the support shown by this group within the community. Tong Primary School contributes on a monthly basis to the Loch a Tuath News magazine and report on the ongoing work and achievements within the school. Links with the wider community which enhance children's learning include visits by local businesses, Police, SSPCA, SEPA, Cllr. Maclean, Cllr. Maciver, Cllr. Crichton and others.

Charities and groups which the School have supported include Dwelling Places, Save the Children, Macmillan Nurses, Blythswood, Bethesda Charity, Children in Need and The Leanne Fund.

Tong Primary School is an eco-school with a real commitment to sustainability. The school has two polytunnels in which a variety of fruit, vegetables and flowers are grown on an annual basis. Pupils assist staff with the planting and maintenance work throughout the growing season. A wind turbine contributes to the generation of electricity for both the polytunnel and the school.

The local church works well with the school and we receive regular visits from the chaplain in delivering assembly talks. Visits are also made to the Tong Mission House in March for our annual Easter Service. In line with CnES and national policy and to meet the Spiritual needs of the school community, religious assemblies conducted by the chaplain are purely for religious observance and are not a forum for normal school business. Parents who do not wish their children to attend religious assemblies should notify the school in writing. Separate assemblies are held for normal school business.

2.5 Wider Achievements

Pupils have achieved success in many areas. An achievement tree within the school highlights some of these. Successes on an individual basis, group basis and as a school are displayed on the Tree of achievement for all to see. The school has succeeded in a number of sporting events. Pupils have excelled in athletics, football and cross-country competitions. Pupils regularly participate in the Lewis and Harris Sports Festival Competitions and local and national Art competitions.

2.6 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.

All schools must have rules if pupils are to learn and join in activities, effectively and safely. School rules are primarily for the safety and well-being of pupils, staff and school property. Pupils are expected at all times to exercise common sense and show respect for the safety and comfort of others. Our House System promotes and rewards positive behaviour and hard work.

Unfortunately, there are times when some of these rules are broken and the school system of discipline has a gradually increasing scale of sanctions ranging from verbal admonition, loss of privileges and parental involvement leading to exclusion from school in a few exceptional cases. We would hope to give parents 'early warning' of any problems and we anticipate active cooperation from parents where necessary so that their child and all others in the school will benefit from the education provided.

The Golden Rules -

- Treat others the way you would like to be treated
- We can all help to make the school a happy and safe place
- Be thoughtful
- Be responsible for your own actions
- Always try my best in everything I do
- Keep our school clean and tidy
- Celebrate our successes
- Represent the school in a responsible and positive way
- Reach for the stars
- Show respect to others

As we are currently becoming a Rights Respecting School, our Golden Rules are under review as we are going to be devising a School Charter taking our rights and responsibilities into consideration. More information will follow about these developments.

2.7 DEALING WITH BULLYING

We endeavor to create an anti-bullying ethos in the school through school assembly, RME class discussion, circle-time and through instilling caring values in our interactions with one another.

Parents should inform the School immediately if they become aware of any incidents of bullying. The child should be encouraged to discuss any worries or problems of this nature with the class teacher/Head Teacher as soon as possible.

Parents should keep a written record of any incidents including the date, the child(ren) involved, and what happened. This will help the school to deal with the situation and agree the best way to support the child inside and outside the school.

The School endorses the Comhairle's Policy relating to Anti-bullying which can be found here:

<http://www.cne-siar.gov.uk/education/policiesprocedures/documents/policy/Anti-Bullying%20Policy%20-%20Updated%202007.pdf>

SECTION THREE

THE SCHOOL CURRICULUM

3.1 CURRICULUM FOR EXCELLENCE

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. Scotland's curriculum for 3-18 is designed to provide young people with the knowledge, skills and attributes they need for learning, life and work in the 21st century.

The 3-18 curriculum builds on the solid foundations laid in children's earliest years and aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work.

The knowledge, skills and attributes learners will develop will allow them to demonstrate four key capacities:

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

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.

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

Early level - The preschool years and P1, or later for some

First level - To the end of P4, but earlier or later for some

Second level- To the end of P7, but earlier or later for some

Third level- S1-S3, but earlier for some

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.

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.

Curriculum areas and subjects

The curriculum areas are the organisers for setting out the experiences and outcomes. Each area contributes to the four 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.

Curriculum Subject Areas

Numeracy and Mathematics: Mathematics equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Literacy and English: Literacy helps us to understand the world around us and at all stages children are taught the skills for reading, writing and listening and talking.

Health and wellbeing: Learning in health and wellbeing ensures that children and young people develop the knowledge, understanding and skills which they need now and in the future to help them with their physical, emotional and social wellbeing.

Expressive arts: The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

Technologies: The range of subjects in technical education has changed significantly over the last two decades and now includes craft, design, engineering and graphics.

Science: Science and its practical application in healthcare and industry is central to our economic future, for our health and wellbeing as individuals and as a society.

Social Studies: Through social studies, children and young people develop their understanding of the world by learning about other people and places both past and present, societies, their beliefs and values.

Religious and moral education: Religious and moral education includes learning about Christianity, Islam and other world religions, and supports the development of beliefs and values.

Modern Language - French is introduced at P5 with weekly lessons for P5 - P7 pupils. A variety of techniques and games are used to develop the language orally.

There will be opportunities throughout the year for parents and carers to learn more about aspects of the curriculum and to be consulted about significant changes if appropriate.

Useful websites www.curriculumforexcellencescotland.gov.uk
www.educationscotland.gov.uk/parentzone/index.asp

3.2 HOMEWORK - A HOME-SCHOOL PARTNERSHIP

The setting of homework is by its very nature a co-operative enterprise between home and school. Homework can:

- involve parents/carers and others
- relate homework to class-work (ensuring appropriate tasks for differing abilities)
- promote independent learning (e.g. research / investigation / creativity)
- promote a sense of personal responsibility for learning
- promote awareness of life-long learning
- extend the school curriculum
- exploit the range of non-school resources available to children
- exploit pupils home access to ICT resources
- give additional practice, allow completion of work, prepare for next steps in learning
- help pupils learn to organise themselves and manage their time

It is our policy to provide a range of homework tasks to support and enhance current classroom learning and we seek the active involvement of family members/ carers in supporting and checking homework.



3.3 SENSITIVE ASPECTS OF LEARNING

As part of the pupil's health and wellbeing curriculum there are instances where pupils will be learning about matters of a more sensitive nature, for example puberty. 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.

3.4 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.

3.5 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 Mr Eric MacLeod and he works with the school to develop an action plan of work they can support through the school year.



3.7 ASSESSMENT

Assessment is the means of obtaining information which allows teachers, pupils and parents to determine what a pupil is actually achieving in relation to expectations and drawing conclusions from that comparison. Teachers report on pupils' progress and attainment across the whole curriculum, using their professional judgment and the evidence available to them from continuous assessment throughout the year. Pupils are given the opportunity to discuss their progress and assess their performance.

3.7.1 Assessment is for Learning

Within classes, teachers use a number of strategies, within the Assessment is For Learning model to provide better feedback for pupils. This in turn leads to improved performance and achievement. Assessment is For Learning recognises that children learn best when;

- They understand what they are trying to learn and what is expected of them
- They are given feedback about the quality of their work and what they can do to make it better
- They are given advice about how to make improvements in their work
- They are fully involved in deciding what their next steps in learning require to be and who best can give them support if they need it.

3.7.2 Cognitive Ability Tests (CATs) and Scottish National Standardised Assessments (SNSAs)

Cognitive Ability Tests and Progress Tests are carried out with pupils at P5. These tests give an overall educational profile of the pupil and help teachers to set realistic targets for pupils. All parents are informed of the test scores via pupil reports and the scores are explained to parents at parent-teacher appointments.

SNSAs are carried out at P1, P4 and P7 and provide information of pupil's progress in numeracy, writing and reading. Class teachers use this information to plan for your child and to ensure they are achieving their full potential. It is up to the school's discretion as to what time of year to undertake these assessments.

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 as part of a class setting.

4.1 ADDITIONAL SUPPORT NEEDS

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 receive 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 otherwise. 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 any difficulties to ensure the Authority puts in place the required support. An assessment service is provided by the teacher of children with visual and hearing impairment. The Speech Therapist 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 or she can work directly with pupils and families if required.

Under the Equality Act 2010, the Education Authority is not permitted 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 *Who Cares? Scotland*.

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.
- Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SCO33576
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741

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

4.2 PASTORAL SUPPORT ARRANGEMENTS

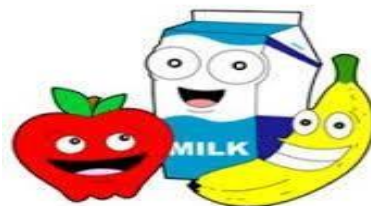
In Tong Primary School, all pupils are fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We aim to ensure all pupils are safe, healthy, achieving, nurtured, active, respected, responsible and included.

Pupils may experience difficulties whether temporary or longer lasting in which they require more focused support and help. The GIRFEC approach is a national initiative and has been adapted by the Western Isles describes the approach which is required to ensure that all young people have the best start in life. This includes the school working in partnership with other service providers using a staged assessment and intervention model.

More information is available on the Scottish Government website: <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

4.3 CANTEEN AND PLAYGROUND SUPERVISION

The canteen is supervised by Mr Murray who is also our Playground Supervisor. In addition to Mr Murray, Auxiliary Staff also support in ensuring that children are safe, healthy, achieving, nurtured, active, respected, responsible and included during playtimes.



The school provides a daily school Crossing Patrol from 8.30am - 9.10am and from 3.20pm - 3.35pm. Crossing Patrol is in place for classes crossing the road to access the hall. This will be undertaken by the class teacher, support assistant or nursery key worker.

4.4 FIRE/EMERGENCY EVACUATION DRILL

Notices describing what to do in the event of a fire/emergency are displayed in every room / area in the school. Teaching staff remind all pupils of procedures at regular intervals and the school holds fire drills regularly.

4.5 PUPIL WELLBEING

There is a buddying system for new pupils and all members of the school community are expected to have consideration for others and to show care, concern, courtesy and respect for each other. All staff are expected to use restorative, solution-focused and nurturing approaches, providing mentoring support where needed. There is a straightforward system for reporting problems, celebrating achievements and making suggestions. The care and wellbeing of pupils is a priority for all adults in the school.

Information on Scottish approaches to *Getting it right for Every Child* can be found by following the link below:

<http://www.scotland.gov.uk/gettingitright>

Information on local Child Protection procedures can be found by following the link below:

<http://www.cne-siar.gov.uk/childprotectioncommittee/documents/proceduresAndGuidlines.pdf>

4.6 INTERNET AWARENESS AND SAFE USE

Only children whose parents have given signed permission after reading our Internet Policy are allowed access to the internet in school.

We strongly recommend that parents monitor their child's computer use and internet access at home. The following are some sources of further information on internet safety awareness:

<http://www.thinkuknow.co.uk/parents>

<http://www.getnetwise.org>

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

<http://www.safekids.com>

<http://www.childnet-int.org>

<https://www.ceop.police.uk/>

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

Education & Children's Services 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 Head Teacher is the Child Protection Officer for Tong School and Sgoil Àraich.**

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; 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*.

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.

The Western Isles Child Protection Committee have produced Child Protection Procedures and Guidelines for use in all schools within the authority. More information relating to this can be found on the CnES website at:

www.cne-siar.gov.uk/childprotectioncommittee/index.asp

4.8 TRANSITIONS

4.8.1 Coming into Sgoil Àraich

Pre School Education enrolment usually takes place in February on a date notified to parents by local press advertisement. Both Gaelic and English Sgoil Àraich places are available. Children aged 2½ can be enrolled at the group if there is sufficient space and provided 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 15hrs 50mins pre- school education will be provided in any one week. Children who enrol in the nursery will be invited in to meet the staff and spend time there before they commence their full time placement.

More information can be obtained from the Sgoil Àraich manager:
Mrs Carol Ann Maclean

4.8.2 Moving from Sgoil Àraich to School

In Tong Primary, the Sgoil Àraich and Primary One classes work very closely together on a variety of projects on a weekly basis. This ensures a smooth transition into Primary One and a greater knowledge of the Sgoil Àraich pupils by the Primary One teachers.

Before leaving nursery, information 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.

We have a separate document that informs you of all information regarding transitions as children move through the Early Years. The *Early Years Transitions* document is available in the Sgoil Àraich and on our website for your own perusal.

Children who will be four years of age by 28th February 2018 are eligible for infant enrolment in August 2018. Enrolment takes place at the beginning of February, on a date specified by press advertisement.

In our school, pupils can be taught through the medium of English and Gaelic. 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 into school in August.

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.

4.8.3 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.

Parents who wish to apply for a place at a school other than the local Primary School should request a Placing Request Form and should submit this to the Head of Education, Education, Skills and Children's Services Department, Sandwich Road, Stornoway, HS1 2BW.

Forms are available from the Comhairle's website or from your local school. 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.

4.8.4 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.

When pupils complete P7 they will normally transfer to:

The Nicolson Institute
Springfield Road
Stornoway
Tel: 01851 707000

SECTION FIVE

SCHOOL IMPROVEMENT

5.1 STANDARD & QUALITY IMPROVEMENT PLAN REPORT

Each year the school publishes a Standards and Quality Report which highlights the school's major achievements in the previous year. Previously this was a separate document to the School Improvement Plan. However these have now been amalgamated into the Standards and Qualities Improvement plan (SQIP) which is available on our school website.

The School Improvement Plan section details the improvement agenda for the school on an annual basis. All projects which are included in the improvement plan are shared with the Parent Council. The Head Teacher also updates the Parent Council on progress with specific projects throughout the session.

The table below outlines our current plan with respect to the School's Improvement Agenda.

2018/19
<ul style="list-style-type: none">• Developing Moderation, Assessment and Quality Assurance• Raising attainment in Literacy and Numeracy• Improving Health and Wellbeing experiences• Developing Early Years experiences and play-based learning

4.9 TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education authorities and Scottish Government have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus, Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within Scottish Government itself.

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 Careers 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

Data Policy

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

A subset of this information is passed to the Scottish Government for research and 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 published by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

Your Data Protection Rights

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

Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at **Peter.Whitehouse@scotland.gsi.gov.uk** or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Want more information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>

SCHOOL ROLL

English Medium	English Playroom	P1	P2	P3	P4	P5	P6	P7	Total
	18	15	12	14	7	9	14	13	102
Gaelic Medium	Gaelic Playroom	P1	P2	P3	P4	P5	P6	P7	Total
	10	5	3	3	-	-	-	-	21

Total School Roll	123
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POLICY ON DISCIPLINE AND ANTI-BULLYING

In Tong School, the staff take a positive attitude towards behaviour, encouraging pupils to develop responsible, social attitudes, good manners, honesty, self-control and consideration for others.

We teach our pupils to abide by the school rules because they are important to the health and safety of themselves and others.

We give positive recognition to pupils who are behaving responsibly. In the upper school, pupils are encouraged to take tasks of responsibility within the day to day organisation of the school.

We expect our pupils' behaviour to be a credit to their families, the school and the community, both in the precincts of the school and while travelling to and from the school.

When any pupil fails to follow the school rules or where misbehaviour occurs, each incident is considered by the class teacher or the head teacher. Pupils may receive a verbal reprimand and/or, a relevant consequence or loss of privileges as a result of misbehaviour.

Where persistent misbehaviour occurs, discussion between parents and head teacher or class teacher takes place with the aim of ensuring that the school and parents are working together to find a solution.

We encourage our pupils to approach the head teacher and/or class teacher with any worries or problems encountered in the school environment and to report any incidents of a bullying nature. We also encourage them to tell an adult, parent, friend or even another pupil who may bring the problem to the attention of someone who may be able to help.

We urge parents to inform the school if their child is being upset by the behaviour of other pupils in the school so that the matter may be discussed and the apparent problem resolved.

We endeavor to create an anti-bullying ethos in the school through the school assembly, RME class discussion and through instilling caring values in our interactions with one another. An aspect of the on-going "circle-time" throughout the school, ensures that pupils are given the opportunity of *'talking things through'*.

Children are made aware that forms of bullying may be:

Physical bullying - pushing, kicking, hitting, punching and any form of violence.

Verbal bullying - name calling, sarcasm, spreading rumours, persistent teasing, threats.

Emotional bullying - excluding (not speaking to), tormenting eg hiding books, unpleasant gestures, ridicule, humiliation.

Racist, cultural bullying - gestures, comments, graffiti.

Sexual bullying - unwanted physical contact, suggestive written or verbal comments.

Staff are made aware of possible signs to look out for, although it is important to realise that there may be reasons other than bullying for these signs.

Possible signs:

- fear of being around the school at breaks and lunchtime.
- fear of travelling to and from school, either on foot or by bus
- poor attendance, truancy.
- loss of books, jotters, school bags.
- underachievement.
- unexplained bruises, scratches, torn clothes.
- becoming withdrawn anxious - showing signs of being unhappy for no apparent reasons.

Teachers will be vigilant, acknowledge any signs of distress which may indicate bullying, isolation, unexpected deterioration in work, insecurity, poor unexplained attendance and even health problems.

Teachers will take the children's complaints seriously, record alleged incidents, inform the parents/guardians of the parties involved, discuss the matter with all parties involved and monitor the situation until the matter is resolved.

INTERNET ACCESS POLICY

This policy outlines our purpose in providing e-mail facilities and access to the internet at Tong School and explains how Tong School is seeking to avoid the potential problems that unrestricted internet access could give rise to.

INTERNET ACCESS IN SCHOOL

Providing access to the internet in school will raise educational standards and support the professional work of staff.

Teachers and pupils will have access to web sites world-wide (including museums and art galleries) offering educational resources, news and current events. There will be opportunities for discussion with experts in many fields and to communicate and exchange information with students and others world-wide.

In addition, staff will have the opportunity to access educational materials and good curriculum practices; to communicate with the advisory and support services, professional associations and colleagues; exchange curriculum and administration data with the LEA and SEED; receive up-to-date information and participate in government initiatives.

In the longer term the internet may also be used to enhance the school's management information and business administration systems.

Staff, including supply staff, will not be expected to take charge of an internet activity without training. Staff should be given opportunities to discuss the issues and develop good teaching strategies. All staff (including teachers, supply staff and classroom assistants) and any other adults involved in supervising children accessing the internet, will be provided with the School Internet Access Policy, and will have its importance explained to them.

Parents' attention will be drawn to the Policy by letter in the first instance and, thereafter, in our school prospectus. Our school Internet Access Policy will be available for parents and others to read on demand.

TONG SCHOOL WEBSITE

Our school web site is in the process of being re-designed. It is intended to:

- provide accurate, up-to-date information about our school;
- enable pupils to publish work to a high standard, for a very wide audience including parents, staff, members of the local community and others;
- celebrate good work;
- provide pupils with the opportunity to publish their work on the internet;
- promote the school.

You can access the school website through the following link:

<https://blogs.glowscotland.org.uk/es/tong/>

