



Shetland Islands Council

Bell's Brae Primary School



Information Handbook

2024-25



Contents

| | |
|--|---------------|
| Introduction | Page 3 |
| Contact Details | Page 4 |
| Concerns/Complaints | Page 5 |
| Absence/Sickness | Pages 5 - 6 |
| Visiting the school | Page 6 |
| Communication | Page 7 |
| Parental Involvement: | Pages 7 - 10 |
| Parental Representation | |
| Improving home/school partnerships | |
| Supporting learning at home | |
| School Ethos | Pages 10 - 12 |
| Curriculum-overview | Page 12 - 13 |
| Curriculum | Pages 13 - 14 |
| Assessment and Reporting | Pages 15 - 16 |
| Transitions | Page 16 - 17 |
| Placing Requests | Page 17 |
| Support for Pupils : | Pages 18 - 21 |
| Target Setting and Individual Educational Programmes | |
| Review and Reports | |
| Co-ordinated Support Plans | |
| Illness and Accidents | |
| Medicines | |
| Allergies | |
| GIRFEC | |
| Child Protection | |
| School Improvement | Page 22 |
| School Policies and Practical Information: | Pages 23 - 27 |
| Sport and Social Events | |
| Instrumental Instruction | |
| Pupil Leadership | |
| School Meals Service | |
| Financial Help | |
| School Day | |
| Term Dates | |
| Additional Information: | Pages 27 |
| Online protection | |
| Inclement weather | |
| Personal Belongings/Dress | |
| Appendix 1 – Staff list | Page 28 - 29 |
| Appendix 2 – School Vision and Aims | Pages 30 -31 |
| Appendix 3 – Rights agreement | Page 32 |
| Appendix 4 – School Term Dates | Page 33 |

Introduction

Bell's Brae Primary School is the largest primary school in Shetland and is situated in the centre of Lerwick. The school's catchment area includes much of the town itself and stretches as far north as Frakkafield.

There are 12 classes in the Primary Department, 4 classes in the Additional Support Needs (ASN) Department providing specialised provision for pupils with a wide range of needs and a Nursery providing early learning and childcare (ELC).

This handbook provides information for parents/carers for the school year 2024-25. Although the information is believed to be correct (December 2024), it is possible that changes have occurred, or will occur during the course of the year, that will affect the contents for this year or for the following school years.

For further information or clarification, please contact the school and/or look at our school website.

Throughout this handbook, links to websites are provided for further information. Hard copies and different formats and language other than English of the handbook (for example in Braille or large print) are available from claire.adamson@shetland.gov.uk

Handbooks for all Shetland Islands Council's schools can be found on the council's website. The direct link is:

<http://www.shetland.gov.uk/education/SchoolHandbooks.asp>

We wish you and your family a happy relationship with Bell's Brae Primary School.

Contact Details

Name: Bell's Brae Primary School

Address: Gilbertson Road, Lerwick, Shetland, ZE1 0QJ

Telephone: 01595 743720

Website: <https://blogs.glowscotland.org.uk/sh/bellsbraeprimary/>

Email: bellsbrae@shetland.gov.uk

Stages of education: Early Learning and Childcare/Primary

Roll: 288

Denominational status: Non-denominational

Head Teacher: Mrs Julia McGinlay

Parent Council email: BellsBraeParentCouncil@gmail.com
(Chair – David Thomson)

Concerns / Complaints

Here at Bell's Brae Primary School we constantly strive to provide pupils with a positive experience, which allows them to meet their full potential. However, it is recognised that, from time to time, concerns and complaints are raised and action needs to be taken. We strongly believe that local remedy is by far the best. Therefore, we will endeavour to deal with any concerns/complaints raised in a prompt and courteous manner and to the satisfaction of all concerned.

How to raise a concern

Parents/Carers would arrange to communicate directly with the class teacher or a member of the school management. This may be by letter, by telephone or in person by appointment. Simple clarification or the provision of information can resolve many concerns and it is anticipated that most concerns/complaints will be resolved by this informal stage. When calling to arrange to speak with a member of staff it would be extremely useful if you could share the reason for your call.

Making a complaint

In the case of serious concerns or complaints it may be appropriate to address them directly to the relevant member of the management team. At this stage you will be invited to attend a meeting at a time that suits you and the school staff. You will usually meet with your child's class teacher, a senior member of staff or both. We hope to resolve complaints at this stage.

Next steps

For a concern that cannot be resolved by the class teacher, a formal meeting with the Depute Head Teacher or Head Teacher will be scheduled.

As part of the Shetland Islands Council we adhere to their complaints procedures. Details of this can be found on the following website:

<https://www.shetland.gov.uk/contact-us/make-complaint>

In the case of Early Learning and Childcare provision, complaints can also be taken to the Care Inspectorate. Further details can be found at <http://www.careinspectorate.com/> and are displayed within the Early Years and Childcare open area.

Absence / Sickness

If your child is ill or if you think it is necessary for your child to be absent from school for any other reason, please contact the school with the details, as soon as possible.

Section 30 of the 1980 Education Act lays a duty on every parent of a school age child to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Absences are recorded as authorised (when the parent has informed the school of the reason), unauthorised or temporarily excluded from school. Unexplained absence will be recorded as unauthorised.

Pupils' attendance is monitored regularly and a promoted member of staff will contact parents, if a pupil's attendance gives cause for concern (normally below 80%). If attendance continues to be concerning, a report may be sent to the Children's Reporter or to the Director of Children's Services who has powers to carry out the statutory responsibilities of the Authority with regard to defaulting parents.

Absence reporting – [Included, engaged and involved part 1: promoting and managing school attendance - gov.scot \(www.gov.scot\)](#)

An Attendance Matters leaflet can be found here on the Council website - [Parental Involvement – Shetland Islands Council](#)

Parents/carers should inform the school in advance of any planned absences. A Pupil Absence form is available from the school office or can be accessed on the school website: <https://blogs.glowscotland.org.uk/sh/bellsbraeprimary/for-parents/handbookforms/>

This form should be completed for all planned absences. In the interest of pupil safety it is **essential** that parents contact the school to inform us when their child is absent. Contact should be made prior to 0930. If the school has not been contacted we will make every effort to contact parents or named emergency contacts to establish a reason for the absence. If we are unable to establish a reason for absence by 1030 we will pass these details on to Social Work.

Parents and carers are expected to inform the school on the first day of a pupil's absence and continue to keep the school up to date on the progress of the child's illness should it be longer term.

Every effort should be made to avoid taking family holidays during term time as this both disrupts the child's education and reduces learning time. These absences must now be recorded as unauthorised. Parents should inform the school of the holiday dates before going away. Class work will not be given to pupils who go on holiday during term time.

For further information on school attendance, a guide for parents can be found on the Scottish Government's website. The direct link is:

<https://www.gov.scot/publications/guide-parents-school-attendance/>

Visiting the school

You may wish to visit the school if your child has been offered a place or if you are seeking a place for your child. Please contact the school to make arrangements. We would be happy to meet you and your child(ren) and show you around.

Communication

We communicate with parents/carers in a number of different ways. Parents/carers receive regular letters keeping them informed of school activities and receive these electronically via email. Our school website is updated regularly and hosts all school policies. We strongly encourage parents/carers to look at the website regularly and to subscribe to updates.

On the rare occasion that we have to communicate with parents/carers as a matter of urgency, i.e. emergency school closure, the following procedures will operate:-.

- During the school day we would contact all parents/carers via the contact details that we hold, including by e-mail. We will send a text message to the main contact's mobile alerting them to an email from the school.
- The local Tesco and Co-op stores, Islesburgh Community Centre and Clickimin may be asked to make announcements over their tannoy.
- The evening Radio Shetland programme will announce if it is decided that the school will not open the following day due to bad weather. If the decision is made in the morning, it will be announced on Radio Orkney after 7.30 in the morning. Announcements will also be made on SIBC and on the school and Shetland Islands Council website. Parents can also follow alerts on Twitter. A direct link to this can be accessed through the Shetland Islands Council home page www.shetland.gov.uk

We have an 'open door' policy and welcome contact from parents/carers. We promote this in the following ways:

- We endeavour to respond to all contact within 24 hours
- Parents have class teachers' Glow email address.
- Parents/carers are welcome to contact class teachers at times when they are not class committed
- Parents/carers can e-mail the school to share information bellsbrae@shetland.gov.uk

Parental Involvement

Parental Representation

All parents who have a child at the school are automatically members of the Parent Forum. The Parent Forum can expect to receive information about the school, decide on the format of the Parent Council and how it operates, identify issues for the Parent Council, be consulted by the Parent Council and express views through the Parent Council. The Parent Council is the committee appointed by the Parent Forum to run matters on its behalf.

You may wish to learn more about the role of the Parent Council in representing your views on education matters. You can contact the school's Parent Council directly and/or access information on Education Scotland's website.

The direct link is:

<https://education.gov.scot/parentzone/getting-involved/parent-councils/About%20parent%20councils>

Members of the Bell's Brae Parent Council are listed below:

Parent Representatives:

David Thomson (Chair - Tel: 01595 690788)
Laurie Pottinger (Vice chair)

Anne-Lise Anderson
Sita Goudie
Richard Douglas
Nicole Douglas
Robert Balfour
Heather McIntosh
Jenna Laurenson
Sarah Dempster
Sophi Turnbull
Anne Brown

Clerk: Ms Dawn Ratter

Local Councillors: Mr G Robinson, Mr J Fraser, Mr S Leask, Mr D Leask, Mr N Pearson

The Parent Council meets regularly and parents are welcome to attend these meetings. Dates of meetings are included in newsletters and on the Parent Council Facebook page. The Parent Council are frequently asked their opinion on documentation produced by the school. This is important as it ensures the information we provide is easily understood and appropriate for its intended audience. The Parent Council also have a Facebook page which provides parents with regular information.

Home/school partnerships

Effective home/school partnerships will allow children to get the most out of their school and their education. Working in co-operation will allow potential difficulties and opportunities to be identified at an early stage. We have a number of opportunities for contact with parents/carers and their extended family on an informal basis:

- Day to day contact in the school
- Fundraising events
- School events – performances, concerts and sports day
- Social events

These events take place at various times including weekends, holidays, evenings and through the daytime.

Contact with parents/carers is very important and you are welcome to call at the school at any time. It is not always necessary to make an appointment to visit but we do request that you contact the school office on entering the building.

Non-residential parents are welcome to contact the school to be updated on their children's progress. They can request appointment times to meet with class teachers, copies of school reports and newsletters. Non-residential parents should inform the Head Teacher in writing of their requirements and may have to evidence that they have parental rights.

As your child progresses through the school you will be provided with information about what is taught at the different stages and the teaching methods used.

A Learner Led Event is held in September (Term 1). Parents/carers are welcomed into the school and learners take great pride in sharing their learning.

Parents/Teacher appointments are held in February (Term 3) and an optional appointment in June (Term 4) and you will be given an appointment to discuss your child's progress with the class teacher. We offer afternoon and evening appointments. Other teaching staff are also available at these times. A crèche is available at times when appointments are being held.

Pupil Progress Reports are currently issued in Terms 2 and 4.

Supporting learning at home

Homework is an important link between school and home. It is a way of consolidating work learnt in the classroom e.g. maths, spelling and reading. It also provides an opportunity for parents to share in their children's learning and support them. Each class in P3-7 will have a class TEAM on Glow and may receive their homework on this. Pupils will regularly have reading homework to practise and share at home. Homework should consolidate/challenge children not stress/distress them or their parents/carers – if this happens, stop and let your child's class teacher know. Some homework tasks will also provide opportunities for family learning.

For further information and resources regarding getting involved with your child's learning, please contact the school and/or take a look at Parentzone on Education Scotland's website. The direct link is: <https://education.gov.scot/parentzone/>

Written communication

Letters are sent out as necessary. As these are sent to you via email you are strongly advised to check your emails on a regular basis. Letters requiring a return slip will be sent home in paper form with your child(ren). All letters are uploaded on to our school website.

Volunteers in school

We actively encourage the involvement of parents/carers and other members of the community in enhancing the experiences of the children in the school. This could be by accompanying classes on trips, sharing their knowledge and skills with a class or coming in to support specific projects. It is recognised that when parents/carers are involved, children do better in their education. Our staff work positively to promote an ethos of partnership within our school. Such involvement by parents/carers and other members of our community will benefit the school, by both enriching the curriculum and encouraging a wider understanding of schools and the education system in general.

We are keen to ensure that time spent in school by helpers is as enjoyable and beneficial as possible. We endeavour to involve helpers as fully as possible in school life whilst ensuring safe boundaries for all involved. Our Adult Helpers policy provides additional information about this.

On occasion, you are asked to fill in a form giving information about addresses, telephone numbers and emergency contacts. If any changes occur during the year please inform the school. Most of this information is stored electronically and has been registered in accordance with the Data Protection Act 2018. You are welcome to place a request to inspect data held about your child.

As part of our process of self-evaluation, we regularly gather the views of all parents/carers, pupils, staff and partner agencies. We do this in a variety of ways including audits, questionnaires, QR codes and through discussion. We value your opinions and the information you share with us and analyse these to assist us in identifying our strengths as well as areas for Improvement.

These areas for improvement form the basis of our School Improvement Plan for the next session. This document is available on our school website and a summary is provided for all parents/carers. All feedback from parents allows us to continuously improve the experience for all at Bell's Brae.

School Ethos

In Bell's Brae, we want to ensure that everyone is a valued and respected member of a whole school community. An inclusive culture exists where all learners and staff are encouraged and supported to achieve to the very best of their abilities.

Our vision statement, which was updated in September 2017 (Appendix 2) and agreed upon following a consultation process involving pupils, parents/carers and staff, sets this out clearly –

“Bell’s Brae is a community where everyone achieves and gains happy memories.”

We want to equip every pupil with the values and skills that will enable them to make their mark on the world and be a true global citizen. Our learners created characters which assist them in remembering our values, understanding their meaning and how their learning is connected to these values (Appendix 3).

To support health and wellbeing we use relationship-based approaches such as Nurture and most staff have completed trauma-informed training. Our school is also beginning to use the CIRCLE framework. A sway presentation about Zones of Regulation is available on our school website.

We embrace the concept that “success breeds success” and do not underestimate the impact that even the smallest achievement can have on a child’s confidence. Pupils are always encouraged to share their out of school interests as well as successes in their classrooms, while regular assemblies highlight individual and group achievements. Posts on our website provide evidence of the variety of activities classes participate in. These posts

hopefully ensure that pupils' families, near and far, can find out all about what has been happening. A display in our canteen allows us to share information and successes with pupils and staff on a daily basis. If parents/carers have successes they wish to share they should send this information and any relevant photos to the school email address bellsbrae@shetland.gov.uk

Wherever possible we involve the local media in promoting the successes and achievements of our pupils and staff to the wider community.

The school has a prominent place within the local community, both in terms of its geographical location and its reputation, and is held in high regard by its 'partner' organisations and agencies. These include the NHS, police, social work, Psychological Services, ASN Outreach Team, Shetland Recreational Trust, Home-Link services, Youth Work, etc.

At Bell's Brae, we recognise the contributions outside speakers and visitors can make to the curriculum. Representatives from a wide variety of groups and organisations are invited to speak at assemblies. This not only provides them with the opportunity to share their particular messages but also allows them an insight into the work of the school.

Particularly special bonds have been formed with groups representing local senior citizens. At Christmas time, the school choir and instrumentalists perform in care and respite homes and to community groups. They are consistently praised not only for their singing but also for their positive attitude and immaculate behaviour.

An annual Harvest assembly collection sees food donated by pupils being delivered to the community foodbank.

The promotion of positive behaviour and the importance of forming, and maintaining, good relationships are fundamental in the ongoing development of the pupils and staff here at Bell's Brae. Three key rights have been identified as being crucial in achieving this – the right to **learn**, the right to **be safe** and the right to be **respected**. These rights are presented in a code of conduct using language that is child friendly and understandable by even the youngest of our pupils, e.g. "we try our best", "we keep our hands and feet to ourselves" and "we mind our manners". (Appendix 4)

Our Promoting Positive Behaviour policy supports this code and details the strategies used to manage positive behaviour. Guidelines for responding to challenging behaviour within class time and in the playground are set out showing a staged response.

On the rare occasion when there has been an incident of challenging behaviour, wherever possible children are encouraged to reflect on their actions and supported in considering what the consequences have been and possible alternative actions they could have taken. We use a restorative approach to support discussions with pupils. We believe strongly that helping someone find and understand better solutions to problems they are likely to face again is an important part of becoming a responsible citizen. When a child is unable to respond to this approach, parents/carers will be informed and asked to meet with school staff so that any problem can be resolved.

At Bell's Brae we understand that good health and wellbeing is central to effective learning and preparation for successful independent living and this is reflected in our school aims (Appendix 2). Pupils are provided with a diverse range of activities that enable them to develop their mental, emotional, social and physical skills and make informed decisions regarding all areas of their development, e.g. healthy food choices, active learning in all areas of the curriculum, participation in decision making, etc.

Any reports of bullying are treated seriously and investigated. If there is evidence of bullying or anti-social behaviour taking place in the school we follow the Shetland Islands Council policy 'Anti-bullying in Shetland Schools. This policy can be accessed from the following website: <https://www.shetland.gov.uk/directory-record/1929/anti-bullying-policy> The topic of anti-bullying is addressed through our Health Education and Personal and Social Development programmes at various stages within the school. An anti-bullying programme of work is implemented throughout the school.

We appreciate the importance of ensuring that Bell's Brae pupils are equipped with the necessary skills and understanding to make them global citizens. Interdisciplinary studies at all stages encourage pupils to reflect on events, both past and current, and the wider impact our actions can have.

Curriculum – overview

Curriculum for Excellence, overseen by Education Scotland, was implemented in schools in 2011. The curriculum is designed to provide a coherent, flexible and enriched curriculum throughout a child's life from 3 to 18 years old.

The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work.

Curriculum for Excellence defines five levels of learning. The first four levels provide a broad general education, with progression to qualifications described under a fifth level, the senior phase.

| Level | Stage |
|-------------------------|--|
| Early | The pre-school years and P1, or later for some. |
| First | To the end of P4, but earlier or later for some. |
| Second | To the end of P7, but earlier or later for some. |
| Third and Fourth | S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes. |
| Senior phase | S4 to S6, and college or other means of study. |

Teachers and practitioners will share information to plan a child's "learning journey" from 3-18, helping their progression from ELC to primary, primary to secondary and beyond. This will ensure children continue to work at a pace they can cope with and be provided with challenge they can thrive on.

Detailed information about Curriculum for Excellence can be found on Education Scotland's website. This includes:

- how the curriculum is organised
- the entitlements of every child
- how progress is assessed

The direct link is: [https://www.education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence](https://www.education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence)

Curriculum

Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. In Bell's Brae the totality is planned for and experienced by learners across four contexts:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement

The curricular areas are Language, Mathematics, Science, Social Studies, Health & Well-Being, Expressive Arts, Religious & Moral Education and Technologies. All pupils will be provided with learning opportunities from all these curricular areas on a regular basis. Interdisciplinary learning takes place in all classes throughout every term. It links different areas of the curriculum and takes place through one-off projects or longer courses of study and provides opportunities for interest-based learning. Pupils experience breadth and balance across the curricular areas. Pupils are involved in the planning aspects of their learning ensuring their learning is meaningful and relevant.

Educational Visits are an important part of the curriculum. Outings into the local community provide opportunities for social inclusion and to develop and practice life-skills. Permission for local outings within Lerwick is sought at the time of enrolment. If there is to be a half or full day outing separate consent will be sought.

Pupils in Primary 1-7 are given opportunities to learn key French vocabulary.

Under Curriculum for Excellence, everyone involved in education has a responsibility to develop young people's literacy, numeracy and health and well-being skills across all areas of their learning.

All children and young people are entitled to opportunities for developing skills for learning, life and work. In Bell's Brae we provide opportunities for our young people to engage in active learning, interdisciplinary tasks and to experience learning in practical contexts. Our pupils are encouraged to become successful learners, confident individuals, effective contributors and responsible citizens. They demonstrate these capacities in a number of ways e.g. enterprise projects, performances and the use of ICT.

Parents/carers play a key role in all aspects of their children's education and this is outlined in our Parental Involvement and Parental Engagement strategy. It is good practice for schools to inform and consult parents/carers as closely as possible about key aspects of the curriculum. This is particularly important in relation to sensitive and potentially controversial areas such as relationships, sexual health and drugs awareness. Parents/carers are consulted when we develop or review programmes of work in these areas and also have the opportunity, in advance, to view key teaching materials and to ask questions about any aspect of our health and well-being delivery.

During the teaching of these sensitive areas, class teachers ensure that the pupils have an opportunity to identify and express their own needs.

There is a legal obligation that schools and local authorities must provide religious and moral education in non-denominational schools. At Bell's Brae, we provide children and young people with a broad general education including Christianity, other world religions and developing beliefs and values.

Religious observance is seen to complement instruction in religion and to have an important role in schools. It continues to be a statutory duty on local authorities to provide religious observance in Scottish Schools. We hold regular assemblies for all pupils and each of these are linked to one of our school values and a specific theme, e.g. citizenship, supporting each other, Armistice, etc. Various visiting speakers are invited to speak to the children.

On occasion, these assemblies are held for the purpose of religious observance, with a local minister in attendance. We take into account the increasingly diverse range of beliefs at Bell's Brae and ensure that all pupils and staff are able to participate in arrangements "without compromise to their personal faith stances".

The law provides a "conscience clause" whereby a parent/carer may withdraw his or her child from any instruction in religious subjects and from any religious observance in the school (s.9 Education (Scotland) Act 1980). Any parent/carer wishing to do so should come and discuss this with the school so that we can ensure that they have sufficient information on which to base a decision. Final requests for withdrawal should be made in writing to the Head Teacher.

Assessment and Reporting

Assessment is an ongoing part of learning and teaching throughout the school. It helps to provide a picture of a child's or young person's progress and achievements and to identify next steps in learning.

Assessment approaches at Bell's Brae promote learner engagement and ensure appropriate support so that all learners can achieve their aspirational goals and maximise their potential.

Our learners experience a range of approaches to assessment. The following approaches are used regularly throughout the school:

- Teachers share learning intentions and success criteria with pupils
- Teachers work with pupils to set realistic targets

- Classroom assessment involves high quality dialogue based on thoughtful questions, careful listening and reflective responses
- Staff use assessment information to monitor provision and progress across the school and plan for improvement
- Staff use a range of evidence from day to day activities to check pupil's progress.

Class teachers use the results of their assessments to plan next steps for learning. They track pupil progress through the Curriculum for Excellence benchmarks to ensure that all pupils experience both breadth and depth in their learning.

Opportunities for staff to moderate work and share standards are available throughout the year.

Parent/teacher appointments are held in February and June when parents/carers will be offered an appointment to discuss their child's progress with the class teacher. Parents/carers have the option to bring their child along to these appointments. Other teaching staff are also available at these times. Pupils' Progress Reports are currently issued in December and May. Parents/carers are welcome to contact the school at any time to discuss their child's progress.

A folio of evidence for each learner is in place. These support staff to award levels, set next steps with learners and share progress with parents.

Further information on achievement, reporting and profiling can be found on Education Scotland's website. The direct link is:

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

In August 2017, new national standardised assessments were introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress. Every child in P1, P4, P7 and S3 will undertake national standardised assessments covering some aspects of reading, writing and working with numbers.

Scottish National Standardised Assessments (SNSA) will:

- Provide diagnostic reports detailing areas where children and young people have shown particular success or where they require further development;
- Help staff to make decisions about next steps in learning;
- Provide staff with additional information to consider when making a professional judgement on a child's progress in achieving the relevant Curriculum for Excellence level.

Further details about this can be found on the following website:

<https://standardisedassessment.gov.scot/parents-and-carers/>

Transitions

Transitions occur at key points in a child's education when they move on to a different stage of learning. Transitions can include moving from ELC to primary education, from primary to secondary school, into the senior phase of Curriculum for Excellence and then post-school learning, training or work. Transitions can also include any changes in a pupil's learning journey, for example when a pupil changes school or when learning is interrupted.

Information regarding transition into ELC can be found on the SIC website. The direct link is: https://www.shetland.gov.uk/education/pre_school.asp

In order to support the transition of pupils from Early Learning and Childcare centres, pre-school children have regular chances to visit the school between May and July. This allows them to meet and spend time with their new teacher and classmates as well as getting to know the school layout. Parents/carers receive a 'Starting School' booklet and are invited to attend an information session in May where they will have the opportunity to ask questions, meet staff, see the Primary 1 classrooms and have a tour of the school. Parents also have the opportunity to experience a school lunch with their child in the term before they commence school.

More information about the local authority's school enrolment processes can be found on the council website. The direct link is:

<https://www.shetland.gov.uk/downloads/file/2541/admissions-policy>

Children completing their primary education at Bell's Brae usually transfer to Anderson High School, Lerwick. In order to ensure a smooth transition a programme of events for pupils, including visits to the Anderson High School is arranged. Exact details are intimated to parents of P7 pupils.

Should you require further information on transfer to Secondary Education please contact the school. Details for Anderson High School are as follows:

Mr Robin Calder, Head Teacher, Anderson High School, North Loch Drive, Lerwick, ZE1 0GR.
Telephone (01595) 808008

National organisations, such as Parenting Across Scotland, provide advice to parents on supporting their child's transitions. The direct link to Parenting Across Scotland is:

<http://www.parentingacrossscotland.org/>

We recognise that children with additional support needs may need transition arrangements that are additional to those made for their peers. Information sharing and planning will take place in advance of each transition. Further details can be found on Shetland Islands Council's website. The direct link is:

<https://www.shetland.gov.uk/inclusion/additional-support-needs-information/3>

Transitions for children and young people (CYP) with Additional Support Needs – planning for **enhanced** transitions starts two years prior to transition itself. Local work on transitions is ongoing and a useful document can be found at: <https://scottishtransitions.org.uk/7-principles-of-good-transitions/>

Transitions are also the subject of Chapter 6 in the Code of Practice, found at:

<https://www.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/>

If your child is leaving Bell's Brae, you must inform the school of the address of your child's new school. You should ask the Head Teacher of your new school to contact Bell's Brae in order that your child's records can be passed on promptly from school to school.

Information about a child's progress is passed on at points of transition to ensure that prior learning is built on and that staff are aware of a child's strengths and next steps.

Placing Requests

If you do not wish for your child to attend the catchment area school, you can place a request with Shetland Islands Council that your child attend another school. Details of how to make a placing request can be found in Shetland Islands Council, Children's Services, Admissions Policy. The policy can be found at:

<https://www.shetland.gov.uk/downloads/file/2541/admissions-policy>

Please make your Placing Request in writing to:

Director of Children's Services
Children's Services
Hayfield House
Hayfield Lane
Lerwick, ZE1 0QD

Or by completing the following form:

<https://www.shetland.gov.uk/schools/school-enrolment/3>

To help you, the Scottish Government has published a guide for parents on choosing a school and the placing request system. It is available on the Scottish Government's website: <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

Enquire is the Scottish Advice Service for additional support for learning. If your child requires additional support for learning and you wish to place a request to have your child schooled elsewhere, you may wish to look at leaflets that Enquire have produced; Factsheets 2, 3 and 6 have particular relevance. Please request these from your child's school or refer to Enquire's website. The direct link is: <http://enquire.org.uk/publications/>

In Shetland, there are two Additional Support Needs Departments (one here at Bell's Brae School and another attached to Anderson High School). A request for a child to access a place in one of these departments is at the discretion of the School's Service.

Further information can be found on Shetland Islands Council's website. Direct links are:
<https://www.shetland.gov.uk/support-pupils/additional-support-needs-information/3>

<https://www.shetland.gov.uk/directory-record/5996/admissions-policy>

Support for Pupils

Most pupils will be given the support they need to fully access the curriculum in the general course of their education. There will be times when some pupils will need additional support. This could be on a long-term basis with the amount of support varying according to the needs of the pupil or as a temporary support when a need arises.

In Bell's Brae, each class teacher will develop a relationship with the pupils in their class and will have an overall picture of how each child is progressing. Parents/carers are welcome to contact their child's class teacher at any time. Regular discussions about learning will take place throughout the year with pupils. From these, pupils will be fully aware of their learning targets and will be encouraged to reflect on their learning. Through this process they will identify their next steps in learning.

Information on how pupils' additional support needs are identified and addressed can be found on Shetland Islands Council's website. The website also provides information on mediation and dispute resolution services, links to the NHS and other agencies or organisations that can provide further support, information and advice about support and advocacy. The direct link is: http://www.shetland.gov.uk/education/asn_home.asp

As mentioned above, Bell's Brae has an Additional Support Needs department that caters for primary children from all areas of Shetland who have severe to profound or complex learning difficulties. We also have Additional Support Needs teachers who provide support for children in the mainstream setting.

An educational review for a child with ASN should take place at least once per year, for those with more complex needs this could be every 6 months or more often as needed. All members of the multi-agency team involved with a child should be invited to attend the review meeting. Parents/carers and others involved with a child's education will be sent a copy of the summary of any review meeting.

Some children with complex additional support needs may be using the CfE milestones for foundation skills and competencies, Literacy and English, Numeracy and Mathematics. Some children may benefit from using the SCERTS model. More information about milestones can be found here: [Milestones: Supporting learners with complex additional support needs \(education.gov.scot\)](https://www.gov.scot/Topics/education/ASN/ASN-education/ASN-education/Milestones-Supporting-learners-with-complex-additional-support-needs)

GIRFEC – latest information is available at [Getting it right for every child \(GIRFEC\): policy statement - gov.scot \(www.gov.scot\)](https://www.gov.scot/Topics/education/ASN/ASN-education/GIRFEC) and locally at http://www.shetland.gov.uk/children_and_families/GIRFEC.asp

Pupils can attend the ASN department from the age of three and move on to secondary provision when they are 12. Most pupils are in split placements attending the ASN department for some time but also spending time in their mainstream class, local primary school or early years and childcare setting.

Any parents/carers who think their child may require some additional support should contact one of the Depute Head Teachers (see Appendix 1) who can provide advice. It is vital that parents/carers share information about their child's difficulties and successes with the school so that we can best meet their needs.

Other useful information and advice regarding additional support for learning can be found on Enquire's website. The direct link is: <http://www.enquire.org.uk/>

Information about mediation and dispute resolution services, links to the NHS and other agencies or organisations that can provide further support, information and advice about support and advocacy can be found here: [Additional Support Needs Information – Shetland Islands Council](#)

Target Setting and Individual Educational Programmes

At Bell's Brae we have robust systems in place to identify additional support needs. The management team and ASN teaching staff meet regularly to plan and review support for individual pupils. Guidance for Staged Intervention (February 2022) is closely adhered to during this process to ensure any support provided is fair and equitable.

An Individualised Educational Programme is drawn up for children with additional support needs. This document contains personal details about a child such as their name, address and contact numbers, the nature of their learning difficulty and information on how best to assist the child. It also contains details of curricular aims and long and short-term targets. Targets will be reviewed and updated each term. Class teachers set targets after discussing and carefully considering the needs and abilities of each child with all members of the team of workers involved with the child. Parents/carers are encouraged to be closely involved in this process. Advice regarding IEPs in Shetland [is available on the Shetland ASN Glow tile](#)

Reviews and Reports

For children with additional support needs, an educational review of their needs will take place at least once per year, this could be every 6 months or more often if needed. All members of the inter-disciplinary team involved with a child will be invited to attend. Written reports are compiled for this review and future targets for a child's Individual Educational Programme will be discussed. Additional reviews can be called at any time, if the need arises. Parents/carers and others involved with a child's education will be sent a copy of the summary of any review meeting.

Co-ordinated Support Plans

Coordinated Support Plans (CSPs) and GIRFEC Child's Plans and Reviews for children with additional support needs. We have a Staged approach to interventions in Shetland. Pupils at Stage 2 will usually have a GIRFEC Child's Plan prepared.

When a child or young person is referred for assessment, it may be found that a coordinated support plan is required to meet the additional support needs of the child or young person. The plan will be required where a child or young person has additional support needs arising from complex or multiple factors that necessitate the coordination of their support from the authority and from other agencies. Parents and children are fully

involved in every stage of preparing and reviewing a Coordinated Support Plan or GIRFEC plan. Information about CSPs can be found in the revised Code of Practice chapter 5 <http://www.gov.scot/Publications/2017/12/9598>

Illness and Accidents

If your child is unwell in the morning, please do not put him/her to school. Sending a sick child to school only increases the risk of spreading germs or infection and can sometimes result in someone having to spend lengthy periods of time contacting parents/carers in order to have the child taken home.

Advice on the recommended time off school for specific illness can be found in appendix 3 of the document on the school website:

<https://blogs.glowscotland.org.uk/sh/public/bellsbraeprimary/uploads/sites/2267/2017/04/Infection-prevention-and-control-1.pdf>

Please note that this advice states, "Children with diarrhoea and/or vomiting should be excluded until they have had no symptoms for **48 hours** after an episode of diarrhoea and/or vomiting."

In the case of infectious diseases, please follow the advice given by your GP.

In the event of a child becoming ill at school, or if an accident occurs, every attempt will be made to contact the parent/carer or emergency contact. Minor accidents will be attended to and simple first aid administered and a first aid slip with details will be sent home in the child's bag. Parents/carers will be contacted for more serious incidents and all head injuries.

Please inform the school of any medical conditions, which may affect your child's education.

Medicines

Staff are unable to administer medicines to pupils unless a care plan has been drawn up. Therefore, children should not bring medicines to school without prior agreement with school staff. If your child requires medication please contact a member of the promoted staff so that the necessary paperwork can be completed.

All medicines must be sent to school in their original container complete with original dispensing label. All medicines are kept in a locked cupboard and are dispensed by a responsible member of staff who keeps a written record of all medicines administered. The first dose of any new medication must be administered by parents/carers.

Children who need to use inhalers to control their asthma will be able to use them as necessary. Parents/carers should ensure that their child knows when, and how, to use the inhaler correctly. Parents/carers of children with asthma will be asked on a regular basis to complete a School Asthma Card. These are available from the school office or on the school website and will provide school staff with information regarding the child's medication and when it may be required. Parents/carers should update these cards if there are changes to their child's asthma care.

All schools in Shetland follow the NHS policy, 'Management of Pupils with Health Care Needs in Schools Policy'. A copy of which is on the school website:

<https://blogs.glowscotland.org.uk/sh/bellsbraeprimary/for-parents/policies/>

Allergies

It is extremely important that parents/carers inform the school of any allergies their child may have. As we currently have members of our school community with **severe nut and kiwi allergies**, we request that parents consider carefully the snacks they send to school with their children. We are a nut free school.

Food that has been prepared out with the school premises will **not** be shared with pupils.

Getting It Right For Every Child (GIRFEC)

In Shetland, we believe that children can be better supported by adults working closely together and sharing important information with each other. This process is known as GIRFEC. Before GIRFEC can be used, consent from the parent/carer of the child and/or the child (depending on the age of the child) is required. The staff asking permission will explain more about what GIRFEC means.

Detailed information about the process can be found on Shetland Islands Council's website. The direct link is: http://www.shetland.gov.uk/children_and_families/GIRFEC.asp

To ensure children/young people and their families get the right help at the right time, each child/young person in Shetland has a Named Person in the universal services of health (pre-school) and education (school age). They will arrange help for a child/young person if required. Your child/young person's Named Person will be:

- Up to 10 days – Midwife
- 10 days to starting Primary — Health Visitor
- At Primary — Head Teacher or Depute Head Teacher
- At Secondary — Pupil Support Teacher

Child Protection

It is every child's right to be cared for and protected from harm. It is every person's responsibility to make sure that happens. The Shetland Child Protection Committee provides help when there is a need. Their website gives information on how to access that help. The direct link is: <https://www.safershetland.com/child-protection>

Shetland Islands Council's website also provides information on our responsibilities towards children and includes where to find help and support. The direct link is:

http://www.shetland.gov.uk/children_and_families/child_protection.asp

School Improvement

Robust procedures are in place for evaluating what happens in Bell's Brae school and for planning for improvement. To ensure that all stakeholders have the opportunity to be involved in influencing our developments and supporting us in our work, we seek the views of pupils, parents/carers, staff and partner agencies on an annual basis. This information allows us to identify the school's strengths and development needs with the latter forming the basis of the School Improvement Plan.

On an annual basis we report on standards and quality to the school community. Within this report we detail the school's main achievements over the last 12 months and our plans for the future. Please see page 32 for details.

Our School Improvement Plan and Standards and Quality Report forms one document and is available to all parents/carers on our school website <https://blogs.glowscotland.org.uk/sh/bellsbraeprimary/for-parents/school-improvement-plan/> or from the school. A summary of this document is also available on the aforementioned school website.

We regularly review and monitor our practice, including the learning and teaching, within the school. We endeavour to ensure that our young people are highly motivated and receive a wide range of learning opportunities, which are resourced to a high standard. This ensures that the standards achieved by our pupils are of a high standard in all curricular areas, in particular literacy, numeracy and health and well-being.

Information about the school's performance at national level can be found on the Scottish Government's website.

<https://www2.gov.scot/Topics/Statistics/Browse/School-Education/Dashboards>

HMIe Inspection reports and School Consultation reports can be accessed directly on Education Scotland's Reports webpage. The direct link is: <https://education.gov.scot/>

Other useful websites

Information on the following websites may also be of interest to you:

Scottish Qualifications Authority

<http://www.sqa.org.uk/sqa/41292.html>

Scottish Credit and Qualifications Framework

<https://www.scqf.org.uk/the-framework/about-the-framework/>

For general information on Scottish National Standardised Assessments

<https://standardisedassessment.gov.scot/parents-and-carers/>

School Policies and Practical Information

Copies of all our school policies can be found on our school website.

Policies applicable to all schools across Shetland can be found on Shetland Islands Council's website. http://www.shetland.gov.uk/education/policies_guidelines_and_forms.asp

These include:

- anti-bullying
- admission
- home education
- race equality
- school transport

Sport and Social Events

School Sports Days for different age groups are held annually during school hours towards the end of the summer term, weather permitting. All children are encouraged to participate and parents/carers and friends are welcome to attend.

A range of After School and Lunch Time Activities are organised by school staff or the Active Schools Co-ordinator. Activities take place over a block of time and vary according to the time of year and the availability of instructors. Over recent years the following activities have been offered - indoor hockey, basketball, fiddle, netball, football, knitting, chess, choir, art and craft and badminton.

Tuition in "Bikeability" is offered to P6 pupils. Active Schools and school staff carry out the tuition. Whilst under instruction, children are asked to bring bicycles to school. The school also has a bank of bikes which can be borrowed for Bikeability.

The school offers pupils a daily Breakfast Club from 0845– 0900.

An out of school club for primary pupils is run by the Islesburgh Out of School Care Service at the end of each school day and during the holidays. Staff from the club collect children from Bell's Brae School at 1500 and take them to the club. Further details can be obtained as follows: Islesburgh Out of School Care Service (01595 745112/745113 or 07884470725)

Instrumental Instruction

From P5, the parents of all pupils have the opportunity to apply to the School's Service for their child to have instrumental tuition. Currently lessons in Piano, Woodwind, Traditional Fiddle, Accordion, Brass or Cello are offered in the school.

Regular practice is essential and it must be remembered that this is an extra activity and class work missed must be made up in a pupil's own time.

Shetland Island Council's website provides information on Instrument Instruction along with other creative learning opportunities. The direct link is:

<https://www.shetland.gov.uk/schools-learning>

The allocation of places and the organisation of the timetable is carried out by staff based in Children's Services at Hayfield House, Lerwick.

The School Meals Service

The Schools Meals Service is run and managed by Shetland Islands Council Catering Service. All queries regarding this service should be directed to the Catering and Cleaning Manager, 01595 744129.

The Schools Meals Service provides a healthy, nutritious and inexpensive lunch, which is cooked on the premises. The menu is displayed in various locations within the school and on the school website. Paper copies are also available from the Catering and Cleaning Manager. Children eat their lunch in the school dining hall. On a daily basis pupils will be offered a hot meal as well as other options, e.g. soup and sandwiches.

The current charge for school meals are:

- ELC, P1-5 - Free
- P6-7 - £2.50

Any charges for school meals must be paid through ParentPay – www.parentpay.com.

Parents will be provided with activation details for ParentPay at time of enrolment. All queries regarding ParentPay should be directed to the Children's Services – Finance Team on 01595 743844.

School Milk

School Milk is offered to all pupils. For Pupils in P1-7 there will be a weekly charge of £1.25. This must be paid through your ParentPay account. Please note this is a weekly rate regardless of how many days milk is taken.

You may be eligible for support with Free School Meals/ Milk or a Clothing Grant, please visit EMA, Bursaries and Financial Support – Shetland Islands Council for further information and to apply online.

Children who remain at school during the lunch hour are not allowed to leave the school grounds unless permitted to do so by a member of staff.

Parents of children who are vegetarian or have other dietary requirements should inform a Depute Head Teacher so that suitable arrangements can be made.

Financial Help for Parents

Grants are available for school meals and clothing. Guidance and an application form can be found on Shetland Islands Council's website. The direct link is:

<https://www.shetland.gov.uk/schools-learning/ema-bursaries-grants>

Free transport is provided by the authority for pupils who live in the school's catchment area, who are under eight years of age and live more than **two** miles from the school, and for pupils aged eight years and over who live more than **three** miles from the school. If you feel your child may qualify for school transport please contact the School's Service (744000) for information and advice.

Information on the provision and finance of transport can be found on Shetland Island Council's website: <https://www.shetland.gov.uk/schools/school-transport>

Anchor for Families

The Anchor Team are always ready to listen to any pressures your family may be under e.g. financial, speaking to other services or practical help. More information can be found here: [Anchor for Families – Shetland Islands Council](#)

The School Day

All children in P1 - P7 start school at 0900 and finish at 1500.

Intervals are from 1050 - 1105 (morning break) and from 1230 – 1315 (P5-7 lunch break) and 1250 – 1335 (P1-4 lunch break).

As lessons begin at 0900, all children are expected to be in school prior to 0900. The doors to the three storey block are open from 0845 in the morning. The school security is activated at 0900 therefore children arriving after this time should use the main entrance in Gilbertson Road. Children can enter the school grounds from 0830 and play in their designated playground until the doors open. P1-4 pupils will be in the P1-4 playground and P5-7 pupils will be in the P5-7 playground. There will only be supervision in the playgrounds from 0845.

Bell's Brae Early Learning Centre's opening hours are from 0830 to 1630. Information on how to register for ELC and hours of entitlement is available on the SIC website:

https://www.shetland.gov.uk/education/pre_school.asp

Pupils in P1-7 receive input from specialist teachers as detailed below:

| Subject | Frequency | |
|----------|---|---|
| PE | 1 x 50 min period with the PE specialist and 1 x 50 min period with the class teacher | Pupils will be given information about when they receive these specialist subjects during their first week in school. |
| Art | 1 x 50 min period | |
| Music | 1 x 50 min period | |
| Swimming | 1 period per week for a 6 week block | P4 Term 1 P1-3 Term 4 |

Additional Information

Online Protection

For information about online protection for your child, you may like to look at the Child Exploitation and Online Protection Centre's website: <http://www.thinkuknow.co.uk>

Inclement Weather

In severe and extreme weather conditions parents/carers are strongly advised, for safety reasons, to keep their child(ren) at home. Parents/carers may collect their children from

school if they are concerned about deteriorating road conditions. They should inform a member of staff before taking children out of the building.

Personal Belongings/Dress

The school is not responsible for any monies or valuables left in coat pockets, in the building or in the playground. We would appreciate it if parents would discourage children from taking large sums of money or valuable items to school. Any loss of property should be reported to the child's class teacher, school office or caretakers as soon as possible. Whilst the school cannot accept responsibility for items lost, every effort will be made to trace missing articles.

Pupils are strongly discouraged from taking mobile phones to school. If a pupil requires their phone for after school they accept total responsibility for it. Under **no circumstances** should it be switched on during the school day and it should remain in the child's schoolbag at all times.

All children are expected to be clean and tidy and dressed appropriately for school. For safety reasons it is suggested that children only wear stud earrings to school. It is not appropriate for pupils to bring or wear make-up to school.

For PE and Drama lessons, children require suitable clothing. We recommend trainers and leggings/jogging bottoms for PE. Whenever possible, PE will take place outdoors. School staff and pupils leading, or participating, in Shetland Islands Council organised physical education lessons must be aware of the hazards of wearing jewellery and wearables and the control measures which are in place to reduce the risk of injury. The basic rule is that all jewellery and wearables should be removed prior to the start of a lesson. Where an item of jewellery or wearables cannot be removed then it is the teacher's responsibility, considering the risk assessment of that activity and their own professional judgement to consider if the activity is exempt or requires to be adapted.

As a school we value outdoor learning and the importance of children getting fresh air and physical exercise. To support this we have purchased waterproof suits for all learners. Pupils have the choice to wear all, none or parts of their suits when the weather is wet. Pupils may wish to bring a pair of boots to school for wearing on wet days or to leave in school.

To avoid loss and confusion, **please ensure that clothing is labelled with your child's name**. Items belonging to the school may be labelled in a different way to ensure that they can be easily identified and reused.

Bell's Brae School Staffing, 2024-2025

| | |
|----------------------------|---------------------------------|
| Head Teacher | Mrs Julia McGinlay |
| Depute Head Teacher | Mrs Cheryl Simpson (P4 - 7) |
| Depute Head Teacher | Ms Gail McCulloch (Inclusion) |
| Depute Head Teacher | Mrs Frances Tait (ELC & P1 - 3) |

P1-7 Class Teachers

Mrs C Thompson, Ms M Lister, Ms C MacLeod, Mrs L Tait, Ms L Spence, Ms I Wishart, Mrs L Kay, Mrs M Moar, Mrs C Cheyney, Mrs N Wagstaff, Mr M Sandison, Mrs H McIntosh, and Ms L Birnie.

Additional Support Needs Teachers

Mrs Y Johnston, Mrs J Williamson, Ms N Inkster (P/T), Mrs M Wishart (part time), Mrs J Johnston, Mrs K Graham (P/T), Ms S Thomason (P/T), and Mrs P Nield.

Specialist Teachers

Ms C Williamson (PE), Ms L Birnie (Art) and Miss M Simpson (Music).

Instrumental Instructors

Mrs M Peterson (Piano), Ms E Henderson (Traditional fiddle), Mrs S Tekcan (Woodwind), Mrs J Pottinger (Brass), Ms A Irvine (strings), Mr E Watt (Drums) and Mr S Hook (Guitar).

Early Learning and Childcare Staff

Mrs E Goodlad (Teacher), Mrs L Sawkins (Senior ELC Practitioner), Ms I Young (ELC Practitioner), Mrs T Wiseman (ELC Practitioner), Mrs S Liphorpe (ELC Practitioner), Mrs P Wilson (ELC Practitioner), Miss B Moar (ELC Support Worker), Ms K Odie (ELC Practitioner/ Support Worker), Megan Hyde (ELC Support Worker), Vacancy x 2 (ELC Support Worker).

Learning Support Workers

Ms G Padricaite, Mrs S Leckie, Mrs A Black, Ms L Smith, Mrs L Strachan, Mr N Tindall, Mrs S Hunter, Mr K McIntosh, Ms S Jamieson, Mrs A Stefanska, Ms C Leask, Miss M Kerr, Mrs S Moore, Ms C Hamilton, Mrs M Masson, Mrs L Wood, Ms J Priest, Ms A Eunson, Ms M Farmer, Mrs K Henry, Ms M Arthur, Ms L Graham, Mrs M Hunter, Ms M Calderwood, Mrs M Clark, Mr S Harnett, Ms E Smith, Ms L Simpson, Ms A Brown, Ms D Christie, Mrs J Sutherland and Mrs C Adamson.

Ancillary Staff

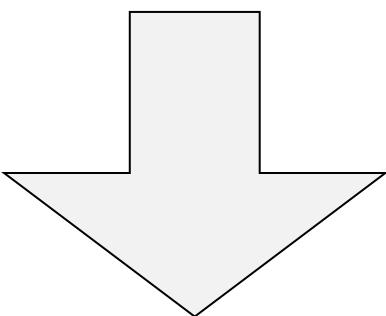
| | |
|------------------------------|--|
| Head Janitor | Mrs G Malcolmson, |
| Janitors | Mr R Calderwood (P/T)/Mr R Duncan (P/T) |
| Learning Support Assistants/ | Ms H Watt and Mrs J Hornal |
| Crossing Patrol Attendants | |
| Clerical Supervisor | Ms P Sinclair |
| Clerical Assistant | Mrs H Smith (P/T) and Mrs E Manson (P/T – ASN) |
| School Auxiliaries | Mrs A Amedro(P/T), Mrs R Zia (P/T) and Ms J Stuart |
| Supervisory Assistants | Mrs I Black and Mrs L Leask |
| School Chaplains | Rev S Charman |

Our Vision

"Bell's Brae is a community where everyone achieves and gains happy memories."

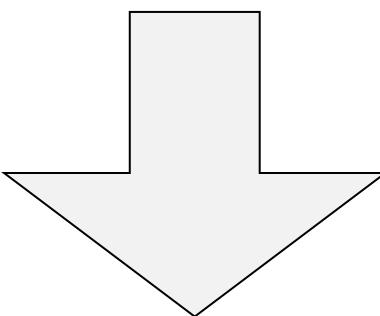
So, we want everyone:

To
LEARN



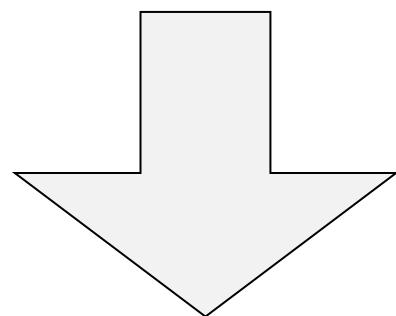
- We always try our best and **enjoy** challenge
- We develop our life skills and **resilience**
- We are **confident** in our own abilities and know our own strengths and needs

To be
SAFE



- We **care** for others and our environment
- We are **responsible**, including in our use of technology
- We are **healthy** and active and make informed choices

To be
RESPECTED



- We communicate and work **co-operatively** with others
- We are **nurturing** and show compassion
- We promote equality, recognise differences and are **inclusive**



Caring Connor



Inclusive Solar System



Confident Kate the Unicorn



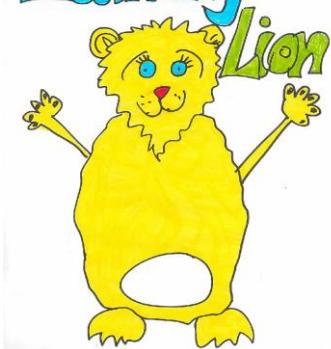
Robbie the Respectful Owl



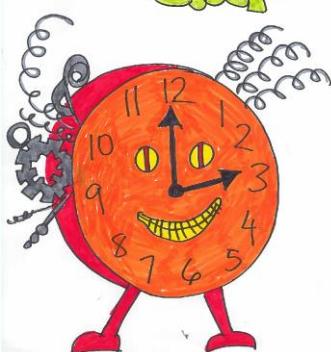
Resilience Super Rabbit



Leo the Learning



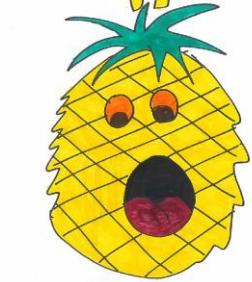
Co-operative Clock



Safe Bob



Pedro the Healthy Pineapple



Nurturing Nurbell



Enjoyment George the Penguin



Responsible Superman



Everyone in Bell's Brae has the right...

- To **LEARN**

We try our best

We ask for help if we need it

We don't waste time

- To be **SAFE**

We walk and don't run

We keep our hands and feet to ourselves

We listen

- To be **RESPECTED**

We mind our manners

We look out for each other

We look after our school and what is in it

School Term Dates 2024-2025

Term Dates

Term 1 Monday 12 August 2024 to Friday 11 October 2024

Term 2 Monday 28 October 2024 to Friday 20 December 2024

Term 3 Monday 06 January 2025 to Friday 04 April 2025

Term 4 Monday 21 April 2025 to Friday 27 June 2025

Occasional Holidays

- Wednesday 29 January 2025
- Friday 21 February 2025
- Monday 24 February 2025
- Monday 21 April 2025
- Monday 19 May 2025

In Service Days

- Monday 12 August 2024
- Tuesday 13 August 2024
- Monday 28 October 2024
- Tuesday 29 October 2024
- Monday 06 January 2025

Term dates for the following school years can be found on Shetland Islands Council's website: http://www.shetland.gov.uk/education/term_dates.asp



2023-2024 Successes...

Literacy

Achievement of a level data

Listening

90% Early level (P1)
90% 1st level (P4)
95% 2nd level (P7)

Reading

80% Early level (P1)
81% 1st level (P4)
81% 2nd level (P7)

Writing

80% Early level (P1)
82% 1st level (P4)
76% 2nd level (P7)

All P2-7 teachers engaged with training to use Improvement Science Methodology with their classes to focus on writing attainment. This will continue next session.



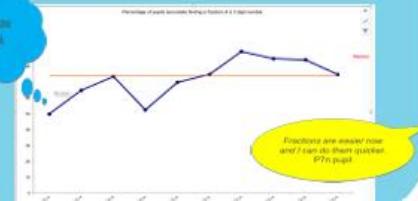
Numeracy

Achievement of a level data

80% Early level (P1)
82% 1st level (P4)
83% 2nd level (P7)

Parents from P1-7 attended Learning Breakfasts with a Numeracy Focus to support family learning.

Teachers trialled a range of ideas in their classes and tracked the impact of these. One example was a P7 class trialled a bundle approach working with cluster schools. The impact was significant.



STEM Skills

Almost all mainstream classes engaged with STEM coordinators to undertake activities and develop their understanding of the Meta-skills involved.

All classes completed assessments focusing on developing Meta-skills. All teachers planned these using the Meta-skills Progression Framework

Teams of P7 pupils competed in Young Engineers and Science Club Scotland's Climate Smart Project. Teams won Runner Up position at this event

