



Shetland Islands Council

Whiteness Primary School



School Handbook

2026-2027

Introduction

Welcome to Whiteness Primary School. Whiteness Primary is situated in a small rural community in the West Mainland of Shetland. It is a non-denominational school catering for pupils from Early Years to Primary 7. Secondary education for years S1-S6 is provided at Anderson High School in Lerwick.

Over this session, the role comprises 24 Early Years children attending for up to 30 hours per week. A Senior Practitioner ELC, two practitioners ELC, two Support Workers ELC and a Modern Apprentice ELC provide the Early Year provision. The 81 primary children are grouped in four composite classes P1, P2/3, P4/5 and P6/7. Further support is provided by our Additional Support Needs Teacher who provides support for a total of 0.7 FTE hours per week. Six Learning Support Workers and one Play Support Worker are employed to help us meet the specific needs of individual children across the school.

PE, Art and Music are provided by peripatetic specialists with a wide range of additional instrumental instruction also timetabled. Swimming takes place at Clickimin swimming pool in rotating 6-week blocks for P1-4.

Also employed in the school is a Clerical Assistant, three Supervisory Assistants, a Janitor and a team of three cleaners. School meals are freshly prepared on the premises.

The school has an active Parent Council to represent the Parent Forum.

This handbook provides information for parents for the school year 2026-2027 although the information is believed to be correct (August 2026), it is possible that changes have occurred, or will occur during the course of the year, that will affect the contents for this year.

For further information or clarification, please contact the school or visit the school website at [Whiteness Primary School | Love Learning Love Life \(glowscotland.org.uk\)](https://www.whitenessprimaryschool.org.uk)

Throughout this handbook, links to websites are provided for further information. Free access to these pages can be gained at the Shetland Library Learning Centre and at Islesburgh Community Centre. Hard copies and different formats of the handbook (for example in Braille or large print) will be made available by request to the school.

Handbooks for all Shetland Islands Council's schools can be found on the council's website.

The direct link is: [Schools Directory – Shetland Islands Council](https://www.shetland.gov.uk/schools-directory)

Contact Details

Name:	Whiteness Primary School
Address:	Whiteness Primary School Whiteness Shetland ZE2 9LJ
Telephone:	01595 745380
Website:	https://blogs.glowscotland.org.uk/sh/whitenessprimaryschool/
Email:	whiteness@shetland.gov.uk
Stages of education:	Early Years -P7
Roll:	105
Denominational status:	non-denominational
Headteacher:	Rachel Colclough
Parent Council email:	somyww1@outlook.com (Stewart Somerville)

Morning arrangements for children arriving at school:

Primary pupils can arrive on site from 0830 onwards only (this is when the first dedicated school transport arrives). After 0830, there is indirect supervision provided. Therefore, we can guarantee there are adults on site, who are not directly supervising children but are able to respond to children's wellbeing needs. We encourage families who bring children to school do so as near to 0900 as is convenient.

Concerns

If you have any concerns about your child please do not hesitate to contact us. For learning matters, it is probably best to speak to your child's class teacher in the first instance but the Head Teacher is also available.

Absence/Sickness

Our local policy can be accessed here – [Promoting and Managing School Attendance in School Policy 2024](#).

National guidance [Included, engaged and involved](#) was updated in March 2026.

Parents may wish to access [School & Education | Parent Club](#) for further information on supporting their child's attendance.

If your child is ill or if you think it is necessary for your child to be absent from school for any 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/carer of a school age child to ensure that their child attends school regularly.

In the interest of pupil safety, if your child is ill and will not be coming to school, it is essential that you phone and let us know by 9.30am. If the school has not been contacted by this time we will then make every effort to contact parents or named emergency contacts to establish a reason for the absence. If the school is unable to speak to any persons on the contact list then Duty Social Work will be informed. You are expected to inform the school on the first day of a child's absence and continue to keep the school up to date on the progress of the child's illness should it be longer term.

If the absence is due to sickness or diarrhoea, your child must remain away from school for 48 hours after the last episode. This is to prevent the spread of infection to other children.

We are required to record attendance both morning and afternoon for all pupils. Absences must be recorded as authorised or unauthorised. Should it be required, this information is then used as evidence provided to the Court should legal action be taken against a parent for their child's non-attendance in school. It is also evidence provided to the Children's Reporter and may constitute grounds for compulsory measures of supervision. It is therefore very important that registers are completed promptly and accurately.

Parents/carers should inform the school in advance of any planned absences. If the school is satisfied that the reason is valid then this will be classified as an **authorised absence**. Family holidays taken during time term will normally be classified as an **unauthorised absence** from school, unless there are other circumstances considered to be exceptional. A Leave of Absence form for pupils' is available from the school office and can be found on the website by clicking on the following link [Guidance and Forms | Whiteness Primary School \(glowscotland.org.uk\)](#) this must be completed in advance of the absence taking place.

For further information on encouraging good school attendance, please visit the council website at [Parental Involvement – Shetland Islands Council](#)

Complaints

Please be reassured that genuine complaints are valued – they give us an opportunity to further improve – and will always be taken seriously. Please direct a complaint to the Head Teacher in the first instance.

The Shetland Island Council's Complaints Procedure can be found on Shetland Islands Council's website. The direct link is:
[Make a Complaint – Shetland Islands Council](#)

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.

Communication

The school communicates with parents and carers in a range of ways including the website, glow blogs, emails and written notes. In the event of school closure due to adverse weather or other circumstances, we email the parent distribution lists and advise parents to listen to local radio for announcements.

We try very hard to develop and maintain open lines of communication by providing:

- Open, easy access to speak with relevant persons
- Always responsive – within 24 hours wherever possible (Monday – Friday)
- Tools for continuous engagement e.g. staff emails, blogs, Friday email
- Use of technology to improve communication with parents and to strengthen home/school partnership and learning at home.

School Ethos

Please refer to Nurturing Relationships and Positive Behaviour in Shetlands schools and settings - [Nurturing Relationships Guidance](#).

Our ethos at Whiteness is about, **“the feeling you get when you come into our school”**. Here are the feelings pupils, parents and staff agree the school fosters.



- We will use the principles of GIRFEC (Getting It Right For Every Child) to maintain and enhance your child's health, wellbeing and happiness.
- We will give your child the best possible start by working in partnership with families to develop their enthusiasm and confidence as learners.
- We will work together to ensure that your child develops core skills in Literacy, Language, Numeracy and Mathematics.
- We will support creativity and critical thinking across your child's learning.
- We will prepare your child to be responsible citizens within a multicultural Scotland by giving them a range of opportunities and experiences as global citizens; this will include Eco and Health committees as well as work raising funds for charities and worthy causes.
- We will recognise and encourage your child's wider achievements - both in and out of school and celebrate these through assemblies, displays and concerts.
- Your child will be actively engaged in their learning, knowing what, why and how they are progressing in their education.
- We will maintain an ethos of equal opportunities, inclusion and equality.
- Pupil voice will be heard through Pupil Council and other areas of responsibility within the school, your child will be encouraged to take ownership of the part they play in the life of the school.
- Your child will understand how to behave appropriately and the school will help them to foster meaningful and positive friendships.

The school in the local community

The local community is an effective resource and an effective support for the school. We make visits into the local community and invite representatives in to school to support curriculum initiatives, support individuals, and engage with local groups and community projects.

Anecdotal evidence suggests that the school enjoys a very good reputation in the area. Local organisations and businesses make us very welcome. We have very few issues with vandalism, security or litter. Our premises are used by a number of local groups and we support access to our recreational areas and facilities.

Our staff has hosted visitors coming to observe good practice and have been involved in the delivery of local in-service training. We keep abreast of initiatives and trends in Scottish education, judiciously changing our practice as necessary. Useful links with our Quality Improvement Officer have been effective in bringing good practice to the school's attention. Productive links with other schools have

We have continued to engage with a number of charitable projects, helping our children to be outward looking and tolerant of others beliefs. We have contributed to The Blythswood Shoe box appeal, Comic Relief, British Red Cross Ukraine Appeal and Children in Need.

Positive Relationships

The school works hard to foster positive relationship between all school users. Our five core values underpin everything we do here:

- Kindness
- Determination
- Perseverance
- Respect
- Inclusion



Parental involvement in the continuing development of positive relationships is ongoing.

All staff follow our Better Relationships-Behaviour-Learning Policy closely, the policy can be found here; [Policies | Whiteness Primary School \(glowscotland.org.uk\)](https://www.glowscotland.org.uk/policies/WhitenessPrimarySchool)

For incidents of a bullying nature the Shetland Anti-Bullying Policy and procedures are followed by the school. A link to the policy can be found here: [Anti-Bullying Policy – Shetland Islands Council](#)

Curriculum – overview Information taken from the Education Fact file found at the following link
[CfE Facfile \(education.gov.scot\)](https://www.education.gov.scot/CfE_Facfile)

Curriculum for Excellence (often shortened to CfE) is the curriculum in Scotland, which applies to all children and young people age 3-18, wherever they are learning. It aims to raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

The Four Capacities – the curriculum aims for all children to become:

- Successful Learners

- Confident Individuals
- Responsible Citizens
- Effective Contributors

The Seven Principles of Curriculum Design – all learning must take account of these principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

The Eight Curriculum Areas – containing a range of subjects:

- Expressive Arts – including art and design, dance, drama and music
- Health and Wellbeing – mental, emotional, social and physical wellbeing, PE, food and health, substance misuse and relationships, sexual health and parenthood
- Languages – listening and talking, reading and writing in literacy and English and modern languages, plus classical languages and literacy and Gàidhlig/Gaelic learners (where available)
- Mathematics – including analysing information, solving problems and assessing risk
- Religious and Moral Education (denominational and non-denominational) – learning about Christianity, other world religions, and developing values and beliefs
- Sciences – understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science
- Social Studies – understanding people, place and society in the past and present including history, geography, modern studies and business education
- Technologies – including computing science, food, textiles, craft, design, engineering, graphics and applied technologies

In addition there are three key areas which are covered by all teachers/practitioners:

- **Literacy across learning** – talking, listening, reading and writing (including using digital communications)
- **Numeracy across learning** – including money, time, and measurement
- **Health and Wellbeing across learning** – including making informed choices for a healthy lifestyle. Important themes across the curriculum are creativity, enterprise and global citizenship, which includes sustainable development, international education and citizenship.

Experiences and Outcomes – each curriculum area is broken down to a set of experiences and outcomes (often referred to as the ‘Es and Os’):

- Experience – describes the learning
- Outcome – what the learning will achieve. This is often explained, from the pupil’s perspective, as an ‘I can’ statement.

Curriculum levels – there are national levels to describe different stages of learning and progress. For most* children, the expectation is:

- **Early Level** – pre-school to the end of P1
- **First Level** – to the end of P4
- **Second Level** – to the end of P7
- **Third and Fourth Levels** – S1 to S3, with the fourth level broadly equivalent to SCQF (see abbreviations section) level 4
- **Senior Phase** (see Entitlements) – S4 to S6, and equivalents in other settings, where they can continue to develop the four capacities and achieve qualifications *but can be earlier/later for some as applicable, depending upon individual needs and aptitudes.

Entitlements – all young people are entitled to:

- A coherent curriculum – smooth progression through the experiences and outcomes
- A broad general education – the period from age 3 to the end of S3, covering all of the experiences and outcomes across all curriculum areas up to and including the third level, and further experiences and outcomes at the fourth level, chosen to provide greater specialisation and depth
- Support – assistance to help learners access the curriculum, for example because of short- or longer-term needs or circumstances, and help to build resilience
- Skills for learning, life and work – to develop pre-vocational, enterprising and employability skills, personal skills, high levels of cognitive skills and the opportunity to put learning into a practical context
- A senior phase – to prepare for qualifications and develop skills for future learning, life and work
- Positive destinations – to support young people to move successfully on to work or further study.

Learning Differently – CfE represents a different approach to learning in schools intended to help learners develop skills, knowledge and understanding in more depth. Examples of how they will learn differently are:

- Using technologies in learning – to find material, communicate, create and present
- Active learning – being actively engaged, whether mentally or physically, using real life and imaginary situations
- Cooperative learning – encouraging thinking and talking together, to discuss ideas and solve problems
- Interdisciplinary learning – using links between different areas of learning to develop, reinforce and deepen understanding
- Outdoor learning – making use of the outdoor environment for learning
- Personalisation and choice – being given choices and being involved in planning how and what they learn. Not 'one size fits all'
- Skills – CfE emphasises the development of skills for learning, life and work. These include higher order skills – thinking about complex issues, problem solving, analysis and evaluation; creativity; and critical thinking skills – making judgements and decisions, developing arguments and solving complex problems.

Arrangements for: Assessment and Reporting

There is continuous assessment of each pupil's progress throughout the session. We track pupil progress at class and individual level gathering evidence from the work

they do across the whole school year. This can be things they have made, drawn, written about or said.

Progress will be reported to parents in a formal, interim report in March each year. Formal Parents' Evening are held in September and March. At other opportunities, parents are invited into school in order for their children to share their learning with them.

Where a pupil's lack of progress causes concern, parental consent will be sought for more detailed diagnostic assessment to be carried out.

Across the school we give pupils opportunities to reflect on their learning and gather evidence to show how well they are attaining and achieving. We would strongly encourage you to tell us about their achievements outside of school so that we can also include these successes.

A Folio of Evidence is kept for each child, showing their progress through Early, First and Second Level in Numeracy, Literacy and Health and Wellbeing. This Folio is available for you to look at upon request. Your child is involved with selecting work for their Folio. When your child moves onto secondary education, evidence from the Folio will go with them to their new school.

In March of each year pupils in P4 and P7 take part in the Scottish National Standardised Assessments.

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 to the stage of primary education, moving from Primary to Secondary school, moving to 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.

Having completed their seven years in Primary Education, pupils normally transfer from this school to the Anderson High School (AHS) (Tel: 01595 808008). Any parent wishing his/her child to transfer to any other school should make an application in writing for permission to do so to the Executive Manager for Schools.

Prior to transfer we have an extended series of meetings with AHS staff and share information about pupil progress. P7 pupils will experience a tour of the AHS in Term Four, followed by two full days at the AHS following a typical S1 timetable. In the run up to the year-end there is also a careers project and literacy project that runs across Primary 7 and Secondary 1 allowing teachers to share the standard of writing for each child.

Points of transition can be a time of anxiety for our children and it is important that we make time to listen to any concerns they may have. In May, there is a Cluster Parents Evening run by AHS, which can help answer any questions you may have about how things work in the Anderson, but feel free to contact Whiteness if there is anything we can help you with before that. Enhanced transition for those pupils with additional support needs can begin as early as the start of their P6 school year.

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:

[Additional Support Needs Information – Shetland Islands Council](#)

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 here [School Enrolment – Shetland Islands Council](#)

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. The direct link is:

[Choosing a school: a guide for parents, revised November 2016 - gov.scot \(www.gov.scot\)](#)

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 further guidance to aid your decision. The direct link is:

[Advice for parents and carers in Scotland - Enquire](#)

In Shetland, we have two special Additional Support Needs departments (attached to Bells Brae School and Anderson High School). A request for a child to access a place in one of these special departments is at the discretion of Children's Services. Further information can be found on Shetland Islands Council's website,

Shetland Islands Council's Children's Services Admissions Policy can be found at:

[Admissions Policy – Shetland Islands Council](#)

Support for Pupils

All 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 as progress is made through school or as a temporary support when a need arises.

Our school ethos places health and wellbeing and relationship-based approaches at the heart of what we do. We use nurture, trauma-informed practices, CIRCLE, Restorative Approaches, Zones of Regulation, Safety Intervention and rights based planning to inform our actions. Information on how pupils' additional support needs are identified and addressed can be found on Shetland Islands Council's website here [Support for Pupils – Shetland Islands Council](#)

Additional Support Needs (ASN)

Curriculum for Excellence (CfE) – some pupils will have an alternative and individualised curriculum that may have a higher emphasis on health and wellbeing, and skills for life. The Additional Support Needs Teacher works on Monday to Thursday. She works with several children both in their classroom and out with to provide some individual or small group tuition. We have effective links with a number of external agencies including Speech and Language Therapy, Psychological Services and Social work and can call on them to provide additional support as necessary.

Some children will require an Individualised Educational Plan (IEP) this will provide specific targets that are developmentally appropriate for the individual child, this is written by the ASN teacher in collaboration with the class teacher and parents. Some children with complex additional support needs may be using the CfE milestones for foundation skills and competencies, literacy and English and numeracy and mathematics details of which can be found here: [Milestones: Supporting learners with complex additional support needs \(education.gov.scot\)](#). In addition to this some children and young people may be using the CIRCLE / SCERTS model.

Transitions for children and young people (CYP) with Additional Support Needs – planning for **enhanced** transitions starts two years prior to transition itself except for pupils in secondary settings where it begins in S3 to ensure arrangements are in place for any pupils leaving school in S4. Any transition planning should be discussed as part of the GIRFEC process and built into child's planning meetings.

Transitions out of school may include a request for assessment to be undertaken by a social worker to understand a young person's needs to access adult services. Local policy can be found via link: [Getting Transitions Right: Post School Transitions Policy for Young People with Additional Support Needs](#).

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/>.

ASN information – information on how pupils' additional support needs are identified and addressed can be found on the Council 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: [Support for Pupils – Shetland Islands Council](#)

Getting It Right for Every Child (GIRFEC)

Shetland's GIRFEC Practice Framework

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

Co-ordinated Support Plans. 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>.

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.

The Support for Learning review is ongoing and will conclude in September 2027. More details can be found on the Shetland Islands Council website. Additional Support Needs Information. <https://www.shetland.gov.uk/support-pupils/additional-support-needs-information>

Please talk to the Head Teacher if you have any concerns in this area.

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: [Safer Shetland - Safeguarding Children, Young People and Adults in Shetland](#)

Given ongoing public concern on the subject of child abuse, and changes in the law, schools are now required to report if they think that any child is the victim of abuse or neglect. Should you wish to talk further about Child Protection and the safety of children please feel free to contact the school. As a school, we have good contacts with social workers and the police - any or all of whom may become involved if abuse is suspected.

Whiteness Primary has two named members of staff appointed to be responsible for Child Protection matters these are Rachel Colclough and Anita Sinclair.

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: [Child protection and children at risk – Shetland Islands Council](#)

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.

The direct link is: [Thinkuknow - home](#)

School Improvement

The school produces a Standards and Quality Report annually, this includes details on the main achievements of the school over the last 12 months and development priorities for the coming year. These can be obtained by contacting the school office or by visiting the school website.

Planned developments for 2026/2027

- 1) Raising attainment – Building a reading culture
- 2) Raising attainment – early identification of literacy difficulties.
- 3) Partnerships- Reporting to parents

The school's Development Plans and Standards and Quality reports provide more information in this area. Copies can be obtained at school or downloaded from the school website; [School Improvement Plan / Standards and Quality Report | Whiteness Primary School \(glowscotland.org.uk\)](#)

Information about the school's performance at national level can be found on the Education Scotland's HMIE Inspection Reports.

Direct link is: [Inspection reports | Education Scotland](#)

School Policies and Practical Information

Whiteness Primary has an archive of school policies which are gradually being reviewed and updated. As policies are updated they will be uploaded to the website.

Policies applicable to all schools across Shetland can be found on Shetland Islands Council's website. The direct link is:

[Schools – Shetland Islands Council](#)

After school clubs

We welcome out of school clubs for children. As opportunities arise for new clubs throughout the year information will be e-mailed to parents or sent home in bag drops as preferred.

Shetland Island Council's website provides information on Instrument Instruction.

The direct link is:

[Instrumental Instruction – Shetland Islands Council](#)

Pupil Council

We encourage pupils to be involved in decision making about their learning. All children are consulted over the course of the year. There is also a more formal mechanism for their views to be represented and that is through the Pupil Council.

School Meals and School Milk

School Meals

The School 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 - Team Leader at catering@shetland.gov.uk.

The School Meals Service provides a healthy and nutritious lunch, which is cooked on the school premises.

Information on School Meals, including details of the service provided, nutritional guidelines, school menus, school meal prices and adapted diets, can be found on the Shetland Islands Council website: <https://www.shetland.gov.uk/schools/school-meals>

Information on how to book and pay for school meals can be found here:

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

School Milk

School Milk is offered to all pupils. For Pupils in P1-7 there will be a weekly charge of £1.30 for the academic year 2026/27. This should 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.

Financial Help for Parents

The school has developed a tab on the website, signposting parents to many useful supports.

[We are here to help | Whiteness Primary School and Early Years \(glowscotland.org.uk\)](http://glowscotland.org.uk)

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:

[EMA, Bursaries and Financial Support – Shetland Islands Council](#)

All pupils in Early Years and Primary 1 to 5 are eligible for Free School Meals. However, these pupils should still be included on application forms if they wish to apply for Free School Milk and/or a Clothing Grant.

The School Day

Early Years

Whiteness Early Years offers up to 30 hours of free Early Learning and Childcare from Monday to Friday. A maximum of 24 children can be catered for at any one time. Early Years education is free, including lunch, milk and snack, where applicable.

Primary Day

Pupils can arrive on site from 0830 onwards only (this is when the first dedicated school transport arrives). After 0830, there is indirect supervision provided. Therefore, we can guarantee there are adults on site, who are not directly supervising children but are able to respond to children's wellbeing needs. We encourage families who bring children to school do so as near to 0900 as is convenient. We have a School Crossing Patrol Officer (SCPO) employed to assist families to cross the A971 from/to Clach-Na-Strom. Times the SCPO operates are 0840-0850 and 1510-1520.

09:00-10:40	morning classes
10:40 -11:00	snack and break time
11:00-12:30	mid-morning classes P1 (12:30 -12:50 Nurture time)
11:00 -12:40	mid-morning classes P2/3/4/5 (12:40 – 12:50 Nurture time)
11:00 -12:50	mid-morning classes P6/7
12:50-13:40	lunch time
13:40-15:10	afternoon classes
15:10	end of school day

Term dates for the following school year can be found on Shetland Islands Council's website. The direct link is: <https://www.shetland.gov.uk/schools/term-dates/2>

Additional Information

Clothing

While there is no formal school uniform at Whiteness Primary School we do ask that children wear suitable clothes. Help us to promote our dress code by ensuring that children do not come to school with inappropriate slogans on their clothes or fashion items that are too revealing. Hats are not permitted in-doors. It is a good idea to label clothing as many children wear very similar items of clothing and confusion can easily arise. This is, of course, particularly important in the lower classes where children are perhaps less able to identify their own clothing.

For PE and movement lessons children require shorts, T-shirt and gym shoes. These should be available to keep in school but be taken home at the end of term for washing.

Managing jewellery and wearables in PE

Jewellery is defined as personal decorative objects worn on the body such as necklaces, rings, bracelets, ear and body piercings.

Wearables is defined as personal objects worn on the body such as smart watches, heart rate monitors, motion sensors or other electronic technologies, not including those which are prescribed for health.

Jewellery and wearables can present injury risks to the person and/or others involved in school activities, particularly in physical education.

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.

Activities can be adapted by considering how, or if, the context can be made safe by amending the task, conditioning the activity or pupil's role, or creating some other management strategy to make participation safe. Where safe participation cannot be assured then the pupil cannot take part in that element of the lesson.

The control measure options are: Remove	The item must be removed to enable participation.
Adapt	The activity, or the pupil's role in the activity, must be adapted to enable participation.
Exempt	The risks are assessed as negligible and the pupil can participate without removal of the item or adaptation of the activity and pupil's role.

For Art an apron e.g. an old shirt will keep clothes clean.

At both break time and lunch time your child will have time to play outside. Please ensure that your child always brings a warm coat or jacket to school and warm hat, scarf and gloves for the winter months.

Period Equality

Shetland Islands Council are providing access to Free Period Products. These products are available for anyone who menstruates and is attending a school in Shetland.

You can complete the order form by clicking on the following link [Period Equality – Shetland Islands Council](#) to request a one-off three-month supply of products or to sign up to a three monthly subscription that will be sent directly to your door. Delivery may take up to 28 days. If you require your order urgently email childrensservices-finance@shetland.gov.uk

Transport to School

Most pupils are transported to school free of charge. You may ask the Head Teacher to advise you as to whether or not your child may qualify for free transport. All school buses are now fitted with seat belts and children must wear these.

Transport to our Early Years setting is not provided and is the responsibility of parents.

Information on the provision and finance of transport can be found on Shetland Island Council's website.

The direct link is: [School Transport – Shetland Islands Council](#)