



SHAPINSAY COMMUNITY SCHOOL HANDBOOK

Contents

Foreword from the Head of Schools

Service Pledges

Welcome from the Head Teacher & Overview of Handbook

Section 1: Practical Information

School Contact Details

Communicating with the School

School Policies and Other Relevant Information

Section 2: Parental Involvement

Section 3: School Ethos

Section 4: School Curriculum

Curriculum

Assessment and Reporting

Section 5: Transitions

Section 6: Support for Pupils

Section 7: School Improvement

Foreword from the Head of Schools

I am pleased to introduce the School Handbook for this session and hope that it will provide you with all the relevant information you may need concerning your child's school.

In Orkney we have a wide range of schools, different types and sizes; each one provides a learning experience which is very much linked to the community the school serves. The School Handbook offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in both supporting your child and getting involved in your child's education.

If you have any queries please contact the Head Teacher of your child's school in the first instance and they will be happy to offer any clarification you may need.

Head of Schools

Footnote: If you want a printed copy of this handbook, please ask the school.

It may be possible to offer some assistance in helping to translate all or part of this brochure to parents whose first language is not English. Enquiries should be directed in to the Education, Leisure & Housing telephone 01856 873535 or email education.leisure@orkney.gov.uk

Service pledges

Orkney Islands Council's Vision, Values & Aims

This is our community. We want the very best for everyone.

Our core values are:

Respect
Responsibility
Enjoyment
Being Safe
Being Healthy
Being Active
Being all we can be

Our vision embraces many aspirational and achievable ambitions. We believe that by working together we will support everyone to develop as active, healthy individuals who take responsibility for their own learning and enjoy learning together for a sustainable future in our diverse community. We aim to ensure everyone feels accepted, respected and safe by providing a tolerant, understanding and caring environment. We want everyone to do their very best in all that they do and we celebrate their successes individually and collectively.

The key aim of the Service is:-

We aim to improve achievement and attainment, health and wellbeing for all pupils, students, service users and members of the community.

In particular we aspire to help people become:-

Successful learners
Confident individuals
Responsible citizens
Effective contributors

Welcome from the Head Teacher & Overview of Handbook

Welcome to the Shapinsay Community School Handbook.

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

If you have any questions, or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact me on 01856 711218 or emma.clements@glow.orkneyschools.org.uk

Emma Clements,
Headteacher

To make our handbook easier to use the information is divided into seven different sections:-

Section One – Practical Information about the School

This section provides you with some background information on our school (and our nursery). It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill. This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- travelling to and from school
- school meals and milk
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunchtime
- wet weather details
- how the school and parents communicate with each other
- how to make a compliment or a complaint to the school
- how to give positive feedback

As with any organisation, to ensure smooth running and appropriate maintenance of standards, a range of procedures and policies have to be implemented within our school.

This section gives an overview of the policies the school has in place. If you would like to see a full copy of these policies or to discuss them in more detail, please contact the school. Most of these policies are available on the school website - www.shapinsayschool.org

Section Two – Parental Involvement

Parental involvement is very important as we know it helps children do better in school. This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership.

It also includes information on our Parent Teacher Association/Parent Association and Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Section Three – School Ethos

Ethos is a key aspect of how we see ourselves as a school in partnership with our parents and the wider community. This section covers the ethos of the school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Section Four – Curriculum

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

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

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

This handbook also tells you how we assess children’s learning and how we will report on your child’s progress.

Section Five – Transitions

This section gives information about transition – from pre-school to primary and primary to secondary school (also post school 16+) – what the arrangements are and contact details of the catchment high school to which our pupils normally transfer. There are also details about making a placing request to another school.

Section Six - Support for Pupils

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

Section Seven – School Improvement

The section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

Whilst Orkney Islands Council is happy to provide this information we do have some reservations that the publication of raw statistics, without any kind of informed qualification, can be misleading to the reader. In particular, they should not be construed as offering an indication of the quality of education provided in any of our schools. We have also shown where you can get further information about our plans for the next three years to improve our performance and how the school will involve parents in that improvement.

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

Emma Clements
Head Teacher
Shapinsay Community School.

Section One – Practical Information

School Contact Details

Emma Clements – Headteacher
Shapinsay Community School
Balfour, Shapinsay, Orkney.
01856 711218
www.shapinsayschool.org
admin.shapinsay@glow.orkneyschools.org.uk

About the School

We provide education for children from the age of 3 – 12 (Nursery – P7), along with eligible 2 year olds.

The present roll– 3 children in Nursery / Preschool, 25 in Primary

The school is of non denominational status.

Organisation of the School Day

Primary

Start Time: 9.00

Morning Break: 10.45 – 11.00

Lunch Time: 12.30 – 13.15

Finish Time: 15.00

PE can take place on any day with class teachers so we ask that pupils have a PE kit in at all times.

Violin tuition takes place on Fridays.

Nursery and Preschool

Start time: 08.55

Finish time: 12.05

Registration and enrolment

Each year in February Education, Leisure & Housing Services announce pre-school registration procedures by advertising in 'The Orcadian'. This is the first opportunity you have to register your child for a pre-school education place.

There are two groups of pre-school children. For school year 2017-2018 these are as follows:

Group 1

All children who were born between the dates 1st March 2011 – 28th February 2014. These children are entitled to receive a full year of pre-school education. Locally, we call this group 'pre-school'.

Group 2

If a child's date of birth falls between 1st March 2012 and 28th February 2015 s/he will only become eligible for a place from the start of the term after their third birthday. Locally, we call this group 'nursery'.

The registration advert details the contact names and telephone numbers in Orkney for all pre-school settings (see below).

Though most parents choose to put their child to a pre-school setting in their local area, some parents may find it more convenient to use pre-school elsewhere. These requests can not be guaranteed unless there are enough spaces. To ask for an alternative placement is called a placing request. A valid reason such as 'siblings attend school already' or 'moving house' may be considered. Parents may want to choose another setting because of their childcare arrangements. For further information on choosing a school please visit <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is recorded twice a day, morning and afternoon.

Absence from school is recorded as authorised, that is approved by the education authority, or as unauthorised, that is unexplained by the parent (truancy).

Please let the school know by letter or phone if your child is likely to be absent for some time, and give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this disrupts the child's education and reduces learning time. The head teacher can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher may also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence

of your work commitments. Absence approved by the head teacher on this basis is regarded as authorised absence.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved by the head teacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However the education authority has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

National guidance on the management of attendance and absence in Scottish schools can be found at the following link:
<http://www.scotland.gov.uk/Publications/2007/12/05100056/0>

School Dress Code

Parents are asked to support the school's guidance on dress code. The dress code at Shapinsay School includes sweatshirts and polo shirts (either blue or red) with the school logo. Children are asked to wear appropriate clothing to school, including sensible footwear. While wearing uniform is not compulsory, most children choose to wear it. Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. Orders for uniform are usually taken once a year to reduce costs for parents. Please contact the school for more information.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please ensure that all items of clothing are clearly labelled, particularly sweat shirts and PE equipment which are often lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories, technical workshops; this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings.

Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted.

If you have any queries regarding the school's dress code, please contact the Headteacher.

School Catering

All schools in Orkney provide subsidised meals, either prepared in-house or, in some cases, at a neighbouring school. Our school meals service aims to provide children with a high quality and varied diet and copies of the menus are available from the school. For more information on catering provision please contact the school directly. Packed lunches and School meals are eaten in the dining room, where the children are able to sit with whom they choose. School meals should be paid to the School cook, generally on Monday mornings. Please contact the school for more information. School meals for P1 – 3 children are free.

Free School Meals & Clothing Allowance

Applications for Free School Meals and Clothing Allowance are made on the same form and should be submitted to Orkney Islands Council for each school year.

The eligibility criteria are outlined on the following webpage, where application forms are also available: <http://www.orkney.gov.uk/Service-Directory/S/School-Meals-and-Clothing-Allowances.htm>

Application forms can also be obtained from the School and Orkney Islands Council (OIC) Customer Services. Applications must be submitted along with supporting documentation as detailed on the form. A new application is required for every school session. For help with filling out the form or more information on school meals and clothing grants please telephone Education, Housing & Leisure on (01856) 873535, email education.grants@orkney.gov.uk or visit in person at OIC Customer Services.

Travel to and from school

Children living within or near Balfour Village can either walk to school or be dropped off. We ask that parents park in the designated parking spaces outside the school building and that they do not use the space allocated for the minibus. Children walking to school should walk on the pavements. All children are given fluorescent jackets to wear during the winter months and they should wear them to and from school.

School Transport

Orkney Islands Council provides school transport for pupils who live out with walking distance as outlined in the [School Transport Policy](#).

Full details of School Transport including entitlement, catchment areas, collection/drop off points, code of conduct and provision for pupils with additional support needs is available on the following webpage: <http://www.orkney.gov.uk/Service-Directory/S/School-Transport.htm>

Parents should remind their child(ren) that, in the interests of safety, good behaviour is expected from all pupils travelling on school transport and the code of conduct for bus users must be followed.

Parents of children living outwith walking distance of the school will receive information about bus routes with enrolment forms when your child starts school.

Transport for Pre-School Children

There is no provision of transport by the local authority for pre-school age children.

General Supervision

Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible. Children are supervised from when the school bus drops them off. Children walking to school or being dropped off by car should not arrive before 8.45.

During intervals the Janitor supervises the children. In addition the Headteacher is on call to cope with any difficulties which may arise. There is always access to the building and the children are made aware of this.

School security

Orkney Islands Council has introduced procedures to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures including a visitors' book and escorts if appropriate, while visitors are within the school building. Normally, anyone calling at a school for any reason, will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit. The front door of the school and the door from the Community centre end of the building are kept locked when the children are in class and visitors are asked to ring the doorbell.

Wet Weather Arrangements

In wet weather pupils are allowed into school during breaks and at lunchtime. Generally children play in the school hall during wet weather and can play games.

Parental Consultation

All of our schools offer opportunities for parents to discuss their child's progress with teachers through arranged meetings. Although arrangements vary from school to school, all parents will be advised of at least once per session when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview.

Communication with Home

From time to time your child will bring home important and routine communications from the school; we do try to keep this to Mondays wherever possible. Parents are encouraged to check their child's schoolbag for these communications. Enquiries of any kind should be addressed to the Class Teacher or the Head Teacher in the first instance.

Unexpected/Severe Weather Closures & Transport Disruption

As you will be aware there can a number of winter days where the weather causes disruption to schools and school transport. It is important to ensure that the school has you up to date contact details in order to inform you of any during the day closures. Information on school closures and transport disruption can be obtained as follows:

Early morning:

- A new OIC School Transport Facebook page is available from this year. This will be your first stop for information on school closures and transport changes.
- The Facebook page and Twitter feed are both updated as soon as information is available. This can be as early as 6.30am to assist isles daily travellers in planning their travel. Information and links to these sites are available at: <http://www.orkney.gov.uk/Council/O/OIC-Updates.htm>
- School closure information is passed to [BBC Radio Orkney](#) and broadcast on the programme at 7.30am (93.7 FM). Radio Orkney will be notified if there is disruption to transport and/or school closures. However detailed information on specific routes will not be provided.
- Information on school closures and transport disruption is also provided on the OIC answer phone (01856 873535).

Note: In bad weather conditions it is very difficult to obtain individual route information to advise parents whether the school bus on their route is running that morning, as this will depend on the local weather and road conditions. We therefore are only able to advise whether there will be disruptions to school transport in general. Parents are best placed to know the road conditions in their area and this will guide their decision whether to put their child out for school transport and how long they wait.

Throughout the school day:

Schools will contact parents if the school is closing or transport is running early. Local media (Radio Orkney, The Orcadian) will also be notified of any disruption during the day. If parents are going to be off the island during potential bad weather, we ask that the school has a mobile number so that we can contact parents.

Use of Electronic Devices e.g. mobile phones

Children are advised not to bring electronic devices into school. If for any reason something does come into school then it should be given to the teacher so that it can be looked after. The Local Authority is currently in the process of updating its guidelines on the use of electronic devices in schools.

Equality

Orkney Islands Council is committed to promoting equal opportunities, challenging discrimination and fostering good relations, both in employment and in carrying out its work and delivering services.

The Council is a member of Orkney Community Planning Partnership. The Partnership has developed an Equality and Diversity Strategy which determines how the community planning partners promote equality and diversity in the work they do. It also sets out how the public agencies and organisations within the Partnership are meeting their duties in terms of equality and diversity legislation, the needs of the local community and the aspirations contained in the Orkney Community Plan.

The Equality Act 2010 introduced a single equality duty covering the nine protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual

orientation. The equality duty requires the Council to have due regard to the need to eliminate unlawful discrimination, victimisation and harassment, advance equality of opportunity and foster good relations across the protected characteristics. The message of the Act is that everyone has the right to be treated fairly, whether at work or when using services.

Education, Leisure & Housing has policies and statements to address equalities issues specific to education to enable us to fulfil these legal duties. All schools have copies of these policies.

English as an Additional Language

The Authority provides a support service of teachers who offer information and advice to address the needs of pupils learning in their second language.

Comments, Suggestions and Complaints Procedure

Orkney Islands Council Education Service is keen that you should be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about the school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible. If we have made a mistake we will apologise quickly and clearly and try to put things right.

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

- Please make any complaints initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.
- We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.
- If you are still unhappy with the service or with our response then you will have the right to take the matter further using the Orkney Islands Council complaints procedure. You can put your complaint in writing or fill in a complaint form, available in the school or any council office. We can help if you have difficulty with this. Completed forms should be sent to: Complaints Officer, Education, Leisure & Housing, Council Offices, School Place, Kirkwall KW15 1NY or email education.leisure@orkney.gov.uk
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

- You should also note that you have the right to raise unresolved concerns with your local councillor, MSP or MP.

School Policies

Reference and links to relevant school, local authority and national policies will be made throughout this document.

A summary of these policy links is provided at the end of the handbook.

School Health Service

Orkney Health and Care provides an Orkney wide school health service to all school-age children and young people to promote their health and well being and to provide them with information to make informed decisions on lifestyle choices. Our aim is that children and young people are as healthy as possible so they can gain the most benefit from their education and that they will make healthy choices and therefore reduce the incidence of ill health in the future.

We undertake routine screening and are involved with child protection, health surveillance, health promotion and education, Human Papilloma Virus (HPV) vaccination and 1:1 support and advice. We can help parents with parenting delivering the Triple P Positive Parenting Programme and help children and young people overcome bedwetting.

We also provide advice and support to education staff and deliver training on many health conditions that impact on childhood e.g. asthma, epilepsy and allergies. We support and coordinate Paediatric clinics and act as a link between consultants and parents/carers and children.

The School Nurse Team offers health screening and delivers the school based HPV immunisation programme to Secondary 2 girls at Kirkwall Grammar School and Stromness Academy.

The team covers all schools in Orkney and comprises of a Public Health Nurse (Specialist Practitioner), Registered Nurse and Healthcare Support Worker who are based in the School Health Department at the Kirkwall Health Centre Annex.

Pupils, parents/carers can request information and advice at any time. Other health professionals and teaching staff can also request advice and input from the school nurse for the child or young person with parental and/or the young person's consent.

- Health screening – All children in primary one and at seven will be seen in order to have their growth and vision checked
- Immunisations – Secondary school girls are offered HPV immunisations. At the appropriate time information booklets and consent forms will be issued.
- Health Education and Promotion– The School Health Team has an important role in encouraging healthy lifestyles, working closely with teaching staff, pupils, parents/carers and the community.

The School Health Service can be contacted on 01856 888 262.

Infectious Diseases

Colds, flu and gastroenteritis are the most common infections affecting children of school age. It is important that you keep your child off school if they are unwell and for 48 hours after they stop vomiting or diarrhoea.

It is also important that your child understands how to prevent picking up and spreading such infections. Good, effective hand washing is the one easy solution to preventing the spread of germs.

You will be able to get further advice about good health from staff in your Health Centre or GP Practice. For advice about early detection and treatment for other infectious diseases eg chickenpox and mumps, please consult your GP or Nurse.

Head Lice

Head lice are spread through head to head contact at home, while playing or in school.

Wet combing of your child's hair using a head lice detection comb is the best way to detect and treat at an early stage and prevent the spread of head lice to family members and to other children and adults. Checking for head lice by wet combing should become a normal weekly routine.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor or pharmacist.

One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely.

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Don't be shy about advising others of this possible problem, as you would tell family and friends about other infections which might affect them.

Regular wet combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it quickly.

Further advice can be obtained from the Health Board head lice leaflet which is available in all schools and health centres. If you would like to discuss your particular concerns, you could speak to your GP.

Clinics & Appointments

From time to time some children are asked to attend clinics (eye clinics, dentist, doctor, etc). Please inform the school of these visits and arrange for your child to be collected if he/she must leave school to attend the clinic.

No child will be allowed away from school during school hours unless accompanied by a responsible adult or unless written permission to do so has been given by the parent.

Insurance Cover for School Children

Details to follow from OIC.

Section Two – Parental Involvement

Parents Welcome

All Orkney Islands Council schools welcome parental involvement as research has shown that when parents are involved children do better in school.

At Shapinsay Community School, we welcome all parents into the school. We hold two parents evenings each session (generally October and March) to discuss children's progress. We try to hold open events through the year where all are invited; this includes visits to the classrooms. Parents are also invited to special assemblies and occasions. Parents are welcome at any point to meet with teachers; please let us know if you would like to arrange a meeting. All children in the primary department have a folder for communication between home and school, while Nursery and preschool parents can meet with the teacher at the beginning or end of the Nursery session. We also send Learning Logs home regularly and use the Seesaw app to communicate learning with parents.

Parental Involvement

We encourage all parents to become involved in the school so that we can work together to provide your child with the best possible learning experiences. All parents are invited to come into the school at various times, and where children need more support we may ask that we meet with parents on a more regular basis. Each year we carry out an ethos survey with all parents to gather views but we welcome opinions at any time.

Parent Councils

Parent Councils are the formal representative body for parents / carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

Parents are welcomed to:

- Be involved with their child's education and learning;
- Be active participants in the life of the school; and
- Express their views on school education generally and work in partnership with their children's schools.

All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to –

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the parent council, to work on with the school;
- be asked your opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to

volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils

If you are interested in learning more about the Parent Council, please contact Marie Phillips, Parent Council Chair. She can be contacted via the school or via her contact details on the school website.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

Information on parental involvement is also available on Orkney Islands Council's website through the following link: <http://www.orkney.gov.uk/Service-Directory/P/Parental-Involvement.htm>

The National Parent Forum of Scotland is the national organisation for Parent Councils and each local authority has a representative on the Forum. For further information about this please contact Education, Leisure & Housing by telephoning (01856) 873535 or emailing education.leisure@orkney.gov.uk More details can be found on the following web pages:

<https://blogs.glowscotland.org.uk/glowblogs/NPF/>

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

The Scottish Parent Teacher Council is the national organisation for, PTAs and PAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 226 4378, fax 0870 706 5814 or email on sptc@sptc.info or write to SPTC, 53 George Street, Edinburgh, EH2 2HT.

Pupil Council

Shapinsay Community School has an active Pupil Council. Pupils are elected each year from the primary department. Pupils take on the roles of chair, secretary and treasurer. Meetings are held weekly with the Headteacher attending the meeting. Minutes are posted on the notice board for pupils and other visitors to see what the pupil council are doing. All pupils have the opportunity to put things on the agenda for pupil council meetings.

Section Three - School Ethos

Shapinsay is a safe school where we can grow and learn because we feel wanted, excited about learning and we have a say in the school.

Our school Values

Safe

Healthy

Active

Part of the Community

Inclusive

Nurturing

Successful

Aiming High

YES WE ARE!

Our School Aims

1. To provide a broad and balanced education which is accessible to all pupils.
2. To provide each child with the opportunity to reach his/her full potential.
3. To use a range of appropriate and effective teaching and learning methods.
4. To provide all pupils with the necessary support for them to develop positive attitudes and become confident citizens.
5. To promote an ethos of achievement for everyone.
6. To provide a safe, secure and stimulating environment for pupils and staff.
7. All teaching staff will review and evaluate all aspects of school life through continuous self evaluation.

Community Partnerships

The school is a central part of the community in Shapinsay. People from the community are invited to school events such as performances and open afternoons. Children share experiences with the Shapinsay Lunch Club (for example, learning to knit) and visit places in our community such as the Jam Factory. Ministers from different denominations come in to do assemblies on some occasions.

Development of Pupils' Spiritual, Moral, Cultural and Social Values

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Pupil Conduct

A partnership between the school and parents is required in order to ensure the best possible standards of pupil conduct.

Pupils are expected to set themselves high standards in appearance and behaviour. School rules have been devised to encourage the maximum amount of self-discipline. The rules themselves are relatively simple and few in number to allow for the smooth running of the school. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property. A behavioural agreement is included in the School Enrolment Form that parents complete when enrolling their child(ren).

Our School Rules

The school rules were decided by the pupils and are revisited each year.

- Behave sensibly
- Respect other people
- Be active and eat healthily
- Be responsible
- Always try your best and never give up

Restorative Approach to Bullying Behaviour

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can at times be ineffective, dangerous, breeds resentment and can make the situation worse.

Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation. Exclusions can only be carried out when incidents fall within the legislation criteria.

Orkney Islands Council has a responsibility to protect those being bullied but also to provide an education for all pupils including children who bully or those with behavioural problems. Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve the problems in the best interests of their child or young person.

Further information is available from the anti-bullying network website: <http://www.antibullying.net/>

At Shapinsay Community School we encourage all children to abide by the school rules. We expect all children to behave appropriately and to take responsibility for their actions. In this way we are able to ensure the happiness and safety of the children in our care. Children who do not follow the school rules appropriately are dealt with on an individual basis following discussion with an adult in the school. Where necessary, parents may also be asked to meet with school staff to discuss their child's behaviour. Children are always expected to apologise for any poor behaviour as well as receiving an appropriate consequence.

Section Four – School Curriculum

Curriculum for Excellence

Bringing learning to life and life to learning

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. Curriculum for excellence will be fully implemented by 2016.

Glow, Scotland's unique, world leading, online network supports learners and teachers and plans are already in place for parents across the country to have access to Glow. Parents should ask the school how to arrange access to Glow and a user name and password will be issued.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of assessing progress and ensuring children achieve their potential. There will be new qualifications for literacy and numeracy from 2012/13. New qualifications at National 4 and 5 will be available from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

At Shapinsay Community School, we provide a broad general education. We make learning relevant so that children learn skills for later life. The three core areas of literacy, numeracy and health and wellbeing underpin all learning. Wherever

possible, learning is cross curricular, for example using data handling skills in science, or literacy skills to follow a recipe.

Children in Nursery and Preschool are encouraged to follow their own interests, with the Early Years worker extending their learning through play. Early literacy and numeracy is taught so that children are ready to begin more formal education in Primary 1.

Children in the primary department are taught in 2 classes; P1 – 3 and P4 – 7. Each class follows a topic cycle so that we can ensure that the curriculum is covered. However, topics are deliberately wide so that children (with the help of their teachers) have more choice. An example is the topic title “Our World in the past”. We encourage children to become independent learners; children in P1 – 3 start most days with “Independent Learning Time” (ILT) where they can direct their own learning, with the teacher observing, extending and supporting. Children in P4 – 7 often have opportunities to personalise their learning through extended topics.

Children from P1 upwards will cover the basic skills of literacy and numeracy each day. Children in P1 learn Jolly Phonics, with children in P2 and P3 learning through Jolly Grammar. We use Scottish Heinemann Maths throughout the school, but other methods of teaching are used as appropriate for each child. Children from P1 upwards learn French, with some Spanish introduced from P4.

Each child is an individual, and each child’s learning journey will therefore be different. All children are taught according to their needs. In some cases, children may be given extra support or challenge outwith the classroom on an individual basis.

School trips take place as often as possible. Children also take part in swimming lessons and other sporting activities where we meet with other schools throughout the year. In the summer term, the older class take part in a residential trip.

Please contact the head teacher if you would like any further information about the curriculum within our school.

If you would like more information about the Curriculum for Excellence in Scotland, please visit <http://www.educationscotland.gov.uk/index.asp>

Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children’s thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

Planning Children’s and Young People’s Learning

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms. Pupils in primary schools negotiate with their teachers their aims for the next block of learning. At the end of the block progress against these aims is assessed by the teacher and pupil, and, new targets are set for the following block of learning.

In order to encourage pupils to take responsibility for their learning, a growing number of primary schools use Learning Logs in which pupils plan their programme for completing homework assessments. In secondary schools, homework diaries serve a similar purpose. These diaries are also used for pupils to record their long-term targets.

At Shapinsay Community School, pupils are consulted before starting a new topic so that we can find out what they already know and what they would like to find out. We use techniques such as mind mapping and talking tubs to allow children to talk about their learning. Children are also consulted as to how we could learn and demonstrate their learning, for example through making a model, doing some research, creating a powerpoint.

Parents are given a planning overview each term and are invited to contribute.

Homework

The school has a clearly defined policy on homework, a copy of which can be obtained from the Head Teacher or from the school website.

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it.

The homework will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class, and makes you aware of what your child is learning and provides you with a useful discussion starter. Homework is also an integral part of school work. Parental interest and co-operation in ensuring homework is undertaken is appreciated. The school encourages parents to sign each homework task.

Care of Books / Materials

To enable us to provide the best possible education for your child, every care should be taken to look after the school's resources and facilities. Parents are asked to remind their child(ren) that all school equipment and fittings should be used with care.

Books and learning resources which are lost or destroyed must be paid for, either wholly or in part, depending on the age of the book. Any loss of school or Council property should be reported immediately to the school.

Sensitive Aspects of Learning

Parents are kept informed through written or verbal communication about aspects such as relationship, sexual and drug awareness education. Parents have the right to withdraw children from this education.

Religious Instruction and Observance

Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the head teacher, in writing, and alternative arrangements will be made for your child.

Extra Curricular Activities

Every school is encouraged to offer as wide a range of sporting and cultural activities as possible. In this context, the Authority provides a degree of financial and administrative support for leagues, competitions, festivals and similar events but it is recognised that, again, the help of parents and the community is irreplaceable.

There is a range of extra curricular activities available for pupils after school (generally one club per week, the nature of which may change each term). Parents will be informed about these by the school. In addition to in-school activities, classes also make regular educational visits and field studies. Wherever possible, these visits are linked to pupils' class work.

All activities are supervised by members of staff, and where participation involves children travelling or staying late after school, written permission for children taking part is required from parents. Parent Councils and parent helpers also support extra curricular activities, parents are encouraged to contact the school if they wish to volunteer to support after school activities.

Facilities for Physical Education and Outdoor Activities

The school hall/gym has a variety of apparatus for physical education within the school. As part of the school's physical education programme, pupils may also use the facilities of the local sports complex, swimming pool or sports pitches.

Active Schools

The Active Schools Network in Scotland is a team of people working within the school and the wider community. Their goal is to offer all children and young people the motivation and opportunities to 'get active' ensuring there are more and higher quality opportunities for all children to participate in sport within schools and to increase capacity through the recruitment of a network of volunteers, who in turn deliver activity sessions in schools. Further information is available on the Active Schools webpage of the Council website: <http://www.orkney.gov.uk/Service-Directory/S/active-schools.htm>

Outdoor Education

Rich in culture and community, set in a diverse, exciting, even exhilarating environment, Orkney has an outdoor education provision set to reflect its own status. Outdoor Education opportunities, especially those with a residential element, play an important part in promoting the personal and social development of people of all ages and abilities, as well as contributing to their understanding of environmental and developmental education themes.

Sometimes the focus of activities will be on the development of particular skills, at other times on the process by which learning occurs, or by the provision of opportunities for learning through direct experience. The range of Outdoor Education and the development of diverse activities create a need for instructors and teachers to be flexible in their approach. Teaching and instructional styles have clear emphasis on the needs of the individual and the group.

Assessment & Reporting your Child's Progress

A baseline assessment is completed for all children on entry to Primary 1, 3, 5 and 7. Baseline assessment allows a snapshot picture of where individual children have reached in their literacy and numeracy development at the beginning of each class. The assessment helps teachers plan for learning at early stages of Primary 1. Further assessments are completed for all children by the end of their Primary 1, Primary 5 and Primary 7 years. These tests build on information from the previous tests and show the progress that children have achieved in literacy and numeracy at each stage.

As pupils progress through school, teachers use a range of assessment strategies, including Assessment for Learning strategies as well as setting tests. Pupils are also involved in assessing their own progress and developing their next steps.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

Parents have the opportunity to discuss their child's progress with class teachers on Parents' Evenings. Pupil Summary Reports are sent home to parents and they have an opportunity to comment on these. In addition, of course, parents are welcome to contact the school at any time to ask for information or for an appointment to consult with the Head Teacher or class teacher.

More information about what data is collected about your child is given in section seven of this handbook.

Written reports are sent out in June of each year, in addition to Parents Evenings in October and March. Written reports will include information on each area of the curriculum as well as levels given in Literacy and Numeracy.

Section Five – Transitions

Pre-school provision

The school's pre-school class provides 9 places for children aged 3 - 5 years.

Pre-school provision is non-denominational. This means that all nurseries are open to children and parents of all religions and beliefs.

Admission to pre-school in Orkney

All Orkney nursery classes follow the Council's pre-school education policy.

A funded pre-school nursery place is available for every child aged 3 to 5 years who lives in Orkney. Places can be provided either in a local authority school with a nursery class or with a recognised provider in the private and voluntary sector who have been accepted onto Orkney Islands Council's framework to provide pre-school education.

Children become eligible for pre-school education from the age of three. The date of eligibility depends on when your child becomes three, please see the table below:

Pre-School Eligibility for 2017-2018

If your child's date of birth is in or between:	Eligible for a funded pre-school education place from:
1st March 2013 – 28th February 2014	August 2017
1st March 2014 – 31st August 2014	August 2017
1st September 2014 – 31st December 2014	January 2018
1st January 2015– 28th February 2015	April 2018

You can apply for a nursery place by contacting the school in your local area directly or at Education, Leisure & Housing on 01856 873535 or emailing education.leisure@orkney.gov.uk. Forms can also be downloaded from the Council's website at <http://www.orkney.gov.uk/Service-Directory/P/Nursery-and-Pre-School-Enrolment.htm>

It is important that you make application by the end of March for children aged three to five as all applications for pre-school places for the forthcoming school year (August to June) will be allocated in May.

Transfer from pre-school to primary

Before leaving nursery, a record of learning for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary.

Primary School Admissions

In Orkney, as well as Scotland, there is one intake to Primary School that takes place in the August of each year. Children born between the beginning of March and the end of the following February are eligible to start primary school in the August when they will be between 4.5 and 5.5 years old.

Children born between March and August must start school in the August after they become five. However, if your child is not five at the start of the school term in

August they have the option of deferring their entry to school until the following August.

Some parents/carers therefore, have a choice as to when their child starts primary school. Taking the choice to delay school enrolment for a year is known as deferred entry. This choice takes place when your child will be starting Primary One, not when they are going into their pre-school year.

Deferred entry to Primary School

Parents/carers who have any concerns about whether or not they wish their child to take up a place in Primary One the following August should in the first instance discuss the matter with the Nursery Teacher or Early Years Worker, or the head teacher/manager of your child's school/setting. Discussions should focus on your child's progress in his/her pre-school education, with a particular emphasis on your child's:

- approach and attitude to learning
- ability to communicate their needs, feelings and ideas
- levels of independence and self help skills
- emotional and personal development, including self-confidence and esteem
- relationships and friendships with other children and adults

Request for Deferral

If after on-going discussions with the nursery staff, you wish to proceed with a request for deferral to Primary One, you should complete the "Deferred Entry to Primary School" form. Your child's school/setting will have this form and nursery staff can support you to fill it in if you wish. You will need to return this to Education & Leisure Services by the end of March.

All deferral request forms should be signed by the head teacher or manager of the school/setting, showing whether the request for deferral has his/her support.

The local authority will acknowledge receipt of the request.

Automatic Deferral

If your child's birthday is in January or February, they will have the right to start school. They will also have the right to defer entry to Primary One and the local authority will provide a free pre-school place for an additional year.

Discretionary Deferral

If your child's birthday is from September to December they will have the right to start school. They will also have the right to defer entry to Primary One.

The local authority will provide a free pre-school place where there is agreement between parents/carers and the nursery staff that this is in the best interests of your child, and where there is a space at the pre-school setting. However the allocation of a free pre-school education place is not automatic and is at the discretion of the local authority.

If your request for an additional year of pre-school education has been refused, your child still has the right to defer entry to primary school and enrol the following year, and every effort will be made to accommodate your request in another pre-school

centre where there is space. Alternatively, you may be offered fewer pre-school sessions if these are available.

Appeals and Decisions

In those cases where staff disagree with parents/carers as to whether a deferral would be in the best interests of your child, the authority will make arrangements for an appeal to be presented to an Admissions Panel. The decision of the Admissions Panel will be based on clear criteria, e.g.

- the level of dependency would prevent the child from benefiting from maximising learning opportunities in P1
- progression to P1 would be detrimental to the child's educational progress
- there are special circumstances which support the parents'/carers' wish for an additional year of pre-school education

In most cases, the form "Deferred Entry to Primary School" will form the basis for the decision of the panel. In some cases, further information may be sought by the Panel.

Particularly in those cases where there may be doubts as to the final decision on deferral, parents are strongly advised to make an application for a primary school place too. Advice on procedures for this is available from all primary schools and from the authority. This will ensure that each child's application for a primary school place can be considered by the due date (Early May). You will hear about any decisions in early May.

When beginning Primary 1, your child will normally attend their local primary school and transfer from it, after Primary 7, to its associated secondary school. Details of the catchment areas and boundaries can be obtained from Education, Leisure and Housing – telephone 01856 873535 or email education.leisure@orkney.gov.uk

Any movement between schools at year stages other than Primary 1 will require a Placing Request Form to be completed.

Children eligible for enrolment are those whose 5th birthday falls between 1st March and the end of February the following year.

Primary to Secondary Transfer

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to view the school and are given a brief explanation of school life.

If you wish your child to attend a secondary school other than the catchment secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

Catchment Secondary School

Shapinsay is within the catchment area for Kirkwall Grammar School (KGS). Children attend from S1 and can choose to travel in by boat each day or can stay in the Hostel.

Children in the P4 – 7 class take part in learning opportunities at KGS so that by the time they transfer they are familiar with the school. Parents are invited to visit KGS during their child's P7 year. School staff communicate about each child so that each child has as smooth a transition as possible.

Children with additional support needs may start the transition arrangements earlier, with more visits arranged and more communication between Shapinsay Community School, KGS and parents. Parents will be kept fully informed at all stages of this process.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school. Applications for Placing Requests should be submitted in writing to:

Education Resources Officer
 Education, Leisure & Housing
 Council Offices
 School Place
 Orkney
 KW15 1NY

As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

Mid Session Transfers

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are places available at the school.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

Section Six - Support for Pupils

Getting It Right For Every Child (GIRFEC)

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Getting it right for every child is a programme that aims to improve outcomes for all children and young people.

It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take. The eight well-being indicators are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Responsible
- Respected
- Included

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the

wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs). Parents will always be kept involved with all stages of this process.

At Shapinsay Community School, the named person is the headteacher, although meetings may also be held with the class teacher and / or the support for learning teacher.

Family Support Service

Details to follow from OIC.

Protecting Children and Young People

All children have a right to be protected from harm, abuse and neglect. It is everyone's job to make sure that children in Orkney are safe. Education, Leisure & Housing have an important role in identifying children who have been abused or are at risk of being abused.

Orkney Islands Council has clear procedures for all staff to follow. Head Teachers or designated members of staff are instructed to notify Orkney Islands Council when a member of staff has a suspicion that a child might have been abused or be at risk of abuse.

Orkney Health & Care will make a decision on whether or not an investigation is necessary and will advise accordingly. In every situation, the welfare of the child overrides other considerations.

Additional Support Needs

Details to follow from OIC.

Children with additional support needs will be identified by the class teacher on an initial basis, possibly through discussion with parents. The class teacher will initially try to address the child's needs through differentiation in the class room, for example by providing additional adult support or a different resource. The child may then be referred to the support for learning teacher for additional support or challenge outwith the classroom. Additional support from outside agencies, for example the Speech and Language therapist or Educational Psychologist may be sought. Parents are kept informed at all stages.

If parents feel that their child has additional support needs, they should speak to the class teacher in the first instance, or the head teacher.

Pupil Support Team

Details to follow from OIC.

Further information on the Pupil Support Team is available on the Council's website: <http://www.orkney.gov.uk/Service-Directory/T/The-Pupil-Support-Team.htm>

Educational Psychology Service

The Educational Psychology Service is part of the Pupil Support sector within Education, Leisure & Housing. The central aim is to promote the development and well-being of children and young people (birth to 24 years), particularly to help them overcome any barriers to learning and self-efficacy. The service aims to achieve this through working collaboratively with teachers, parents, young people and others.

Further information on the Educational Psychology Service, including contact details, is available on the Council's website: <http://www.orkney.gov.uk/Service-Directory/E/Educational-Physchology-Service.htm>

Pastoral Support

We are committed to supporting each child and developing to their fullest potential academically, physically, socially and emotionally. To achieve this we must work in partnership with each child and their parents/carers.

A variety of other agencies are available to further enhance this support. These include:

- Pupil Support Services, eg Psychological Service and Behaviour Support Teacher
- NHS eg School Nurse, School Dental Service, Occupational Therapist and Speech and Language Therapist
- Children and Families Service eg Social Workers

Should you have any concerns regarding your child's development, or details which will help us better support your child, do not hesitate to contact their Class Teacher or the Head Teacher.

In addition to the information shown above, the Council will provide details on request specified by the Education (additional Support for Learning) (Scotland) Act 2009 which includes –

- (a) the authority's policy in relation to provision for additional support needs,
- (b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.
- c) the other opportunities available under this Act for the identification of children and young persons who -
 - i) have additional support needs,
 - ii) require, or would require, a co-ordinated support plan,
- d) the role of parents, children and young persons in the arrangements referred to in paragraph (b),
- e) the mediation services provided
- f) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

The following, outlines organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with

ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

(a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741”

Section Seven – School Improvement

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Education Services

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. Each parent receives a copy of the report, which can also be found on the school website.

School Improvement Plan

Each session the school publishes a School Improvement Plan which can be found on the school website. Priorities for 2017/2018 are French, Sports, Science and Numeracy & Mathematics.

Transferring Educational Data about Pupils

The Scottish Government – Education and Training has asked that the undernoted advice be included in our school brochures.

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

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and the Scottish Government. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on the ScotXed website will help you understand the importance of providing the data.

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better.

Your data protection rights

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

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

Concerns

If you have any concerns about the ScotXed data collections you can in the first instance contact Education, Leisure and Housing on 01856 873535 or email education.leisure@orkney.gov.uk. If you further concerns, please email the Senior Statistician, scotxed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

School Policies

School policies can be found on the school website and hard copies can be viewed at the school.

Websites

You may find the following websites useful.

- <http://www.parentzonescotland.gov.uk>- parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- www.hmie.gov.uk - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.scottishschoolsonline.gov.uk> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- www.orkney.gov.uk- contains information for parents and information on Orkney schools.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.educationscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.
- <http://www.handsonscotland.co.uk/> - information on dealing with troubling behaviour

Glossary

CFE - Curriculum for Excellence

ASN – Additional Support Needs

EMA – Education Maintenance Allowance

ASL – Additional Support for Learning

SQA – Scottish Qualifications Authority

FOI – Freedom of Information

HT/PT – Head Teacher/Principal Teacher

CLD – Community Learning and Development

GIRFEC – Getting it Right for Every Child

Parent feedback

Please take a few minutes to fill in and return the questionnaire on the this page. Your feedback will help us improve the hand book next year.

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find	Please tick	
the handbook useful?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
the information you expected?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
the handbook easy to use?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Please tell us how we can improve the handbook next year.

Name of school: Shapinsay Community School

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to the school.