School Information
Newtonmore Primary School Handbook
2025 - 2026



Newtonmore Primary School
Newtonmore
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Whilst the information in this handbook is considered to be true and correct at the date of publication, changes in circumstances after the time of publication may impact on the accuracy of the information.

WELCOME TO NEWTONMORE PRIMARY SCHOOL

Dear Parent/Carer,

This handbook has been designed to provide you with all the information you require for your child starting school. I hope you will find it useful and that you and your child enjoy being part of Newtonmore Primary School and Nursery.

When your child joins Newtonmore Primary School or Nursery it is the beginning of a partnership between home, school and the community working together to enable each child to be a successful learner, confident individual, responsible citizen and effective contributor.

We aim to create a happy and secure place for all our pupils, parents, staff and visitors. As the year progresses, we will keep you informed of events and activities through our weekly email, notes sent home with your child, our school website and Facebook page.

We operate an open-door policy at Newtonmore and parents are most welcome to contact the school at any time.



Our School

Newtonmore Primary School, situated in the middle of Newtonmore, was completely modernised in 1991 and was formally re-opened by the late Councillor A. J. Russell, Esq., O.B.E., J.P. on 31st January 1992.

The first records of school life in Newtonmore date back to January 1868 when the Free Church of Scotland ran a school with a roll of 125. The Education Act of 1874 resulted in new buildings and control passing to the newly formed Parish of Kingussie School Board. New facilities were opened in 1910 and improvements were added little by little thereafter. The building was vacated in June 1990 to allow extensive remodelling and refurbishment. The building offers spacious accommodation of a very high standard with a tarred and paved play area and an enclosed grass playing area to the rear. There is a seated area for outdoor classroom activities. The school hall offers a multi-purpose area for the school and community. These activities may vary from term to term.

General School Information

Newtonmore Primary School is a co-educational local authority primary school run by Highland Council and comes under the management of a teaching Head Teacher and Principal Teacher. The current school roll is 116 (including nursery).

The school is in the unique position to offer Gaelic Medium Education in both the primary school and nursery and there are 6 classes in total which are organised into 4 composite classes from P1-7 and 2 Gaelic Medium classes from P1-7. English and Gaelic nurseries are within the school.

We also strive to use our local area to great effect. We are fortunate to have our own 'Wildwood' area for our outdoor learning expeditions which has been kindly loaned to us by the Highland Folk Museum in Newtonmore.

Gaelic Medium Education

Before enrolment to Primary 1, and at the beginning of the child's pre-school year in nursery, parents must decide to enrol their child either in the English Medium or the Gaelic Medium.

Gaelic Medium Education (GME) is offered to new entrants to Newtonmore Primary School. The Gaelic Medium is an integral part of the school, sharing guidelines and policies in all aspects of education and classroom management with the rest of the school. Children in GME are taught through the medium of Gaelic for their seven years of primary education. Physical education, music, weekly school assembly and whole school activities such as drama productions, swimming and school visits take place with combined classes.
In GME, Gaelic is not taught formally as a lesson: instead, it becomes the everyday language of the classroom with the children being encouraged to use Gaelic as soon as possible. During the initial two years of immersion the pupils become fluent in speech and learn to read and write in Gaelic. They are introduced to English reading and writing in Primary 3/4.

Foghlam Tro Mheadhan Na Gàidhlig

Tha foghlam tro mheadhan na Gàidhlig air a thabhainn do chloinn nuair a thig iad a-steach as ùr do Bhun Sgoil Bhail ùr an t-sleibh. Tha an roinn Gàidhlig air a h-aonachadh mar phairt den sgoil gu lèir agus thathair a' leantainn phoileasaighean agus stiùireadh airson foghlam agus dòighean riaghlaidh 'sa chlas mar a tha iad sin air an cur sìos airson na sgoile gu lèir. Ann am foghlam tro mheadhan na Gàidhlig tha a' chlann air an teagaisg air leth airson na seachd bliadhnaichean a tha iad anns a'bhun sgoil. Aig àmmanan bidh iad a' tighinn ri chèile airson cleasachd, ceòl, smàmh, obair dràma, mòr-chruinneachadh na sgoile agus cuairtean sgoile. Tha Gàidhlig air a' chleachdadh mar phrìomh chànan 'sa chlas agus a' chlann air am brosnachadh gus Gàidhlig a bhruidhinn ri chèile agus ris an tidsear cho luath 's a ghabhas. Anns a' chiad dà bhliadhna tha a' chlann air am bogadh sa Ghàidhlig gus am fàs iad fileanta sa chànan agus comasach air leughadh agus sgrìobhadh a dhèanamh innte cuideachd. Bidh iad a' toiseachadh air leughadh agus sgrìobhadh ann am Beurla mu ìre 3/4.

The school was inspected by HMIe in March 2025 and a copy of the report can be found on the Highland Council website: www.highland.gov.uk and www.educationscotland/gov.uk

Our Team at Newtonmore Primary School (October 2025)

Teaching Staff

Head Teacher	Ruth McCarthy
Principal Teacher	Deborah Wrightson
Primary 1-4E	Catherine Grover
Primary 4/5E	Deborah Wrightson / Callum Lloyd
Primary 6E	Ruby McCall
Primary 7E	Lisa Falconer
Class 1-4G	Sarah-Jane Ferguson
Class 4-7G	Ruth Menzies / Kathryn Cooper
Additional Support Needs	Victoria Cameron-Mackintosh Emma Killan (Thursday)
Class Contact Reduction	Jacqueline Douglas Michael Betts (supply)

Early Years Practitioners (EYPs)
Agnes Richardson (Gaelic Medium)
Claire Campbell-Poriazik (Gaelic Medium)
Lindi Binnie (Gaelic Medium)
Caroline MacDougall (English Medium)
Fiona Johnston (English Medium)
Leah Miller (English Medium)

Early Years Support Worker
Kelly Cathcart

Clerical
Carly MacMillan

Pupil Support Assistants
Kirsty Biddiscombe
Kirstin Mackintosh
Maureen Croft
Rachel Cooke
Kelly Cathcart
Louise Maclennan

Facility Management Assistant
Keith Hunter

Catering
Adrianna Ferenc
Phil Darcy

Cleaning
Kelly Sutton

The School Day

The school day hours are shown below:

Monday – Thursday Session	Class	Morning Session	Afternoon Session
	P1,2,3,4	9:00am – 12:15pm	1:15pm – 3:20pm
	P4-7	9:00am – 12:45pm	1:30pm – 3:25pm
Friday	P1,2,3	9:00am – 12:35pm	
	P4-7	9:00am – 12:35pm	

Morning break for all classes is from 10:30am – 10:45am

Nursery

The school offers nursery education in English and Gaelic.

The current hours are shown below:
Monday – Thursday 8:40am – 3.15pm
Friday 8:40am – 12.20pm



To ensure that the transition from Nursery setting to Primary 1 and toddler group to Nursery is as smooth and meaningful as possible, and in order to familiarise your child with their new environment and staff members, we have put steps in place throughout term 3 and 4 to aid this process.



Our nursery handbook, with more detail, is available from the school office.

School Office

All visitors must report to the school office on entering the building.
Our school office is staffed from 8:00am – 2:00pm Monday – Thursday and 8:00am-12:00pm on Fridays.

Vision, Values & Aims of Newtonmore Primary School

Our vision for Newtonmore Primary School is to be a place where all pupils and staff, through relevant learning and teaching, can develop their individual talents and strengths in a fun, challenging and supportive environment empowering them to engage with the wider world, making effective contributions to society.

Our aims for Newtonmore Primary School are to enable everyone in our school to become;

Successful Learners with;

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas



Confident Individuals with;

- **o** self-respect
- a sense of physical, mental and emotional wellbeing
- a positive attitude and secure values and beliefs
  - **o** an ethos of achievement with high expectations
- independence

Responsible Citizens with;

- respect for others and inclusion for those with additional needs
- understanding of good health
- appreciation of leisure, recreation and cultural diversity



Effective Contributors with;

- an enterprising attitude
- a sense of self worth

The aims of our school are to:

- Listen to and value other equally
- Support and challenge all individuals to be the best they can be
- Provide a safe and welcoming environment where children experience a wide range of learning opportunities

Our Values are:

- ❖ More Kindness
- ❖ More Learning
- ❖ More Teamwork

*Our Vision, Values and Aims are due to be reviewed Session 2025/2026

Enrolment

Primary 1 enrolment Parents may choose to enrol their child to begin school in August if your child's fifth birthday falls before the last day in February of the following year.
Enrolment of new Primary 1 pupils take place in January or February and notice of the exact enrolment dates will be available on the Highland Council website.

Arrangements are made between April and June for the new Primary 1 pupils to spend some time in school to get to know their new teacher (if possible) and the school building. Those attending our Early Learning and Childcare (ELC) setting work alongside Primary 1 throughout the year as part of the Early Level curriculum.

Early Learning and Childcare enrolment

Enrolment for Early Learning and Childcare takes place in February each year.

Moving into the Area

It is usually possible to find places for pupils wishing to enrol at other stages in the school. In the first instance parents should contact the Head Teacher via the school office for details of available places and how to apply.

School Placing Requests – Parental Choice

Each school serves its own particular catchment area. Pupils whose homes are located in that area will have priority in being allocated a place in the school. However, parents have the right to specify the school in which they wish to place their child. Application must be made to the Area Education and Learning Manager. Placing request forms can be obtained from:
CLICK HERE – Make a Placing Request

Highland Council Transportation to and from school for placing request pupils is a parental responsibility.

Transition to Secondary School

Pupils will normally transfer to Kingussie High School. Enquiries should be directed to:
Rector – Mr Gavin Murphy, Kingussie High School, Ruthven Road, KINGUSSIE, Inverness-shire PH21 1ES, Tel– 01540 661 475

A close partnership exists between Kingussie High School, and its associated primary schools; regular meetings take place to discuss matters concerning us all. Throughout the year, High School staff, Primary Head Teachers and Primary 7 class teachers work closely together to ensure continuity of education by providing adequate information about pupils in Primary 7 at the transition stage.

During Term 2, P7 pupils take part in a three-day residential trip with pupils from other local schools as part of the preparation for transition. In the Spring and Summer terms, English, Mathematics, Guidance and Support for Learning Staff from the High School visit the school for discussion, observation and assessment which will highlight pupils likely to have support needs in the secondary school. There are also enhanced transition opportunities for children who have additional needs.

In June there is a three-day visit to the High School by the Primary 7 pupils. In addition, Primary 7 parents are invited to a Parents' Evening at the High School.

School Uniform

The uniform is designed to be smart, yet practical and economical. It comprises any combination of:

- Black or grey trousers, skirts or shorts
- White polo shirt – with or without school logo
- Blue sweatshirt with school logo
- Black shoes – children should have a pair of indoor shoes to change into

All items of clothing and footwear must be clearly marked with the child's name otherwise tracing of lost articles of clothing or footwear can be impossible.

Uniform can be purchased from:
https://www.schoolwearmadeeasy.com/badged-school-uniform/m-p/n/newtonmore-primary-school/

Assistance with school clothing is available to families in receipt of certain benefits.
https://www.highland.gov.uk/downloads/download/10/free_school_meals_and_assistance_with_schoolwear

Curriculum

Curriculum for Excellence is Scotland's curriculum for children and young people aged 3 to 18. 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. It aims to raise standards; prepare our children for the future they do not yet know and equip them for the jobs of tomorrow in a fast changing world. It brings real life into the classroom, making learning relevant and allows the children to make connections and link knowledge in one subject area to another. This encourages children to develop skills to enable them to think for themselves, make informed judgements, undertake challenges with confidence and find solutions.

Curriculum for Excellence provides greater personalisation and choice for learners so that learning is more challenging and enjoyable and relevant to each child's needs, strengths and interests. Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

Experiences and Outcomes

Each learning experience will provide the opportunity for children to learn a number of outcomes throughout a range of curriculum area. We use detailed planning to ensure that the full and broad curriculum is delivered. Teaching staff use a wide range of Learning and Teaching methodologies to maximise the children's learning. The ability to transfer knowledge and skills over a wide range of learning experiences from the different curriculum areas is desired.
The **Experience** describes the Learning activity taking place.
The **Outcome** describes what the Learning will achieve (e.g. knowledge, skills, understanding, awareness and attitudes)

Further information about Curriculum for Excellence and supporting your child can be found on
https://education.gov.scot/

Curriculum for Excellence Levels provide a very broad indication of a child's progress in their learning from ages 3 to 18 in Scotland. These levels are 'open-ended', allowing learners to work and progress in different ways.

Level	Stage
Early	The pre-school years and P1, or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
3rd/4th	S1 to S3, but earlier for some

The curriculum is divided into 8 main areas:

Languages, Mathematics, Health and Wellbeing, Social Studies, Sciences, Technology, Religious and Moral Education and the Expressive Arts.

Literacy & Languages Talking

Today spoken language is given a central place in the primary school curriculum. Speech is without doubt the most common form of communication. We encourage children to talk as we believe that it is important that children can express themselves clearly and intelligibly in an acceptable form. Pupils are given many opportunities to discuss their work, in all subjects. They are invited to present prepared talks to their classmates. They are encouraged to put forward their views and opinions on varied topics and issues and are given opportunities to question other speakers and the validity of what is being said to them.
Listening is also important, and pupils are encouraged to look for meaning in what they hear and to be critical of what is expressed. They are encouraged to hold polite conversations and discussions and are taught the techniques of good listening.



Reading

This has always been regarded as one of the most important areas of the curriculum. We aim to provide a full range of purposeful reading tasks in as meaningful a context as possible in all areas of the curriculum. At all stages, reading is taught in a meaningful way. Even at the infant stages, children learn through enjoyable, interesting material, and related activities encourage in the pupils the desire to read. Parents are encouraged to actively engage with reading activities.

When children can read, we aim to teach them the higher reading skills which they will need for secondary school and in later life. Specific tasks aim to help children grasp literal meaning (looking for main ideas and specific details), to read "between the lines" (to be aware of inferences), to read "beyond the lines" (to be able to predict what will happen next), to distinguish fact, fiction and fantasy, and to read critically and thoughtfully.

We also aim to help children locate information in written form using reference material, encyclopaedias, dictionaries and atlases as well as school textbooks designed to give pupils practice in such skills. We try to teach our pupils to read at different speeds, in different ways and for different purposes e.g. telephone directories, timetables, recipe books and instruction cards. In this way pupils are taught to use appropriate reading strategies.

The importance of reading for pleasure cannot be overstated. Parents can help greatly by showing an interest in the books their children read, by taking them to the

library and by allowing them to purchase their own books. Recent research indicates that children who are brought up with books tend to do better at school.

This is equally important at the nursery stage, even before the child can read for him/herself. We aim to foster in the children a love of books and to encourage the reading habit. Pupils have opportunities to read for pleasure in class and are encouraged to take books home from our School Library. Occasionally, too, we have book sales at school. This supports the current Highland Literacy programme which we follow.

Writing



Written skills also need to be highly developed to meet the demands of the increasingly complex society in which we live. When we talk about "writing" we are talking about two things. One is the ability to use a pen or pencil – the secretarial skills – and the other is what the child is trying to communicate through his writing – the composing skills. We aim to teach our children to write legibly, with fluency and speed at all stages of instruction.

Our main aim is to improve the ability of children to communicate through writing. Children, throughout the school, are taught to write in different ways for different purposes, and for different audiences. At all stages writing is seen as a meaningful and purposeful activity and children are given many opportunities to practice their writing skills.

Pupils are given opportunities to write on their own and in groups. They are given time to discuss their work with others and all children are encouraged to respond positively and constructively. From the pupils' written work, teachers make assessments and look for ways of improving each child's writing. Grammar and punctuation are taught selectively to suit the needs of the children. In the same way spelling is taught to suit different ability groups.

Languages

French is currently taught in primaries at all stages while Gaelic is also taught to pupils from P5 upwards under the Government 1+2 Languages initiative. These language provisions take place in a fun, interactive way with lots of practical activities and opportunities to understand different culture and traditions.

Numeracy & Mathematics

Pupils enter school as active thinkers, having already experienced informally many aspects of mathematics in their play and everyday activities. At school we build on these experiences and as pupils' progress they are helped to develop increasing awareness of a range of mathematics and its applications. Pupils are encouraged to learn actively through practical real life and outdoor experience, using concrete materials. They will undertake work on basic numeracy, money, measure, information handling, shape, position and movement.

At school mental calculation is strongly emphasised. Methods of mental calculation are important in helping children to understand number and use it effectively. Regular oral and mental work develops children's calculation strategies and recall skills. We expect children to learn tables and simple number facts.

Where possible maths is taught in cross curricular work to enable the children to apply their learning in different contexts. Financial Education through school Enterprise events is also a very important part of maths.



Computers and calculators are part of the world in which we live, and the school makes good use of mathematical programmes on the computer at all stages. Similarly, children have access to calculators, but in a restricted way, so as not to impede the development of the child's mental numeracy.

Health and Wellbeing

Good health and wellbeing is central to effective learning and this area of the curriculum ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. The curriculum includes learning about mental, emotional, social and physical wellbeing; planning for choices and changes; physical education and sport; food and health; substance misuse; relationships, sexual health and parenthood.



Pupils are encouraged to make informed choices and take appropriate decisions that help to ensure a healthy lifestyle.

Children will experience certain aspects of health and wellbeing through focussed programmes at times but much of the work in health and wellbeing is ongoing and happens on a daily basis through a wide variety of activities and experiences.

Physical Education

This aspect of Health and Wellbeing provides experience for the children in body and space awareness, gymnastics, apparatus work, games skills both indoors and outdoors, athletics and sporting activities. They may do creative movement to music, learn national dances or compose their own dances. Individuals are entered occasionally in cross country, gymnastics, football tournaments, skiing, orienteering

and shinty matches. It is very important that pupils bring a change of clothing for PE – shorts, tee shirt and gym shoes/trainers and all items of clothing should be named. **No jewellery to be worn.**

Expressive Arts

These are integrated where appropriate into other areas of the curriculum and teachers liaise with visiting teachers of music and PE to provide a varied experience for the pupils. Other subjects in the curriculum can be brought to life through the inclusion of Expressive Arts.

During **Music** lessons children will have opportunities to take an active part in music making sessions – inventing, listening and responding to music. Pupils are encouraged to learn to play instruments where possible. Mr Thomson our chanter instructor visits the school weekly to work with individual pupils as do a Brass tutor - Heath Hook, Pipe Band Drumming tutor - Drew Cauldwell and Singing tutor Christopher Josey. This instruction is paid for by parents.



Art and Design work is always included in any area of study and children are taught various techniques using a wide variety of materials. Activities range from drawing, painting, modelling and printing to collage, pen and ink work, marbling and fabric dyeing. An interest in the work of well-known artists is encouraged.

Drama is a very good means of bringing studies to life. Pupils can identify themselves with people, real or imagined, by acting out situations within their experience or their imaginative range. By expressing in movement and speech the feelings of themselves and others, the children can enlarge their experience and learn in ways natural to them. Imagination is stimulated and powers of discrimination, observation and awareness are increased.

Some children throughout the school perform in Starhfest as well as regular and varied concerts for the parents and community in the school hall.

Religious and Moral Education

This area of the curriculum deals with the development of self-awareness, relationships with others and the need for an awareness and understanding of the beliefs, values and practices that contribute towards a religious outlook on life. Class teachers teach Religious Education. Christianity and aspects of the bible are studied as well as tolerance and respect for all the major religions of the world. Children are at all times encouraged to be caring, considerate individuals with a strong sense of fairness and justice.

Weekly throughout the school year the whole school meets for assemblies and at the end of term for the Christmas Carol Service, Easter Service and Summer Closing

Service at St Bride's Church of Scotland, Newtonmore. Parents are invited and encouraged to join us for these services.

Parents have the right to withdraw their children from Religious Education/Observance. Any parent who wishes to do so should contact the Head Teacher who will make the necessary arrangements. Pupils who are withdrawn from RME are given alternative work to do at this time.

Social Studies

This subject aims to introduce and develop in our pupils a greater understanding of the world they live in. Aspects of the social and physical changes that affect individuals and communities are explored. It covers the social subjects (history, geography and modern studies). Much of the work is approached through themes (projects). Content includes local studies, history and geography of both Scotland and the wider world. Where possible these themes make connections to other areas of the curriculum and involve learning by doing, learning through direct experience, learning both inside and outside the classroom.

Technologies



Technologies are connected strongly with other areas of the curriculum and provide opportunities for active learning in creative and work-related contexts. Learning in the technologies helps children to develop their skills for the world of work and enables pupils to be informed, skilled, thoughtful, adaptable and enterprising citizens. It includes creative, practical work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

Pupils are encouraged to develop an understanding of the role and impact of technologies in society and how to be responsible users of these technologies. They are given opportunities to develop the skills to make informed decisions about the environment and sustainable development and contribute to building a better world.

Parental Involvement in Learning

We believe that much of the strength of the school lies in the positive relationships between staff, pupils and their parents. These relationships must be nurtured by a healthy exchange of information between children and adults, and between the adults at home and at school. Families are encouraged to contact the school to discuss anything that is pertinent to their child's development, learning or wellbeing.

Your child's key worker, if your child is in our Early Learning and Childcare (ELC) setting, or your child's class teacher if your child is in Primary 1 – Primary 7, will share your child's learning across the year through a range of approaches including:

- home learning tasks
- sharing your child's learning profile
- pupil progress discussions
- short written report.

Throughout the year we also plan for family learning opportunities so that you can support learning at home. We seek the feedback of families to review our approaches to parental involvement and family learning.

Assessment

Our aims are to identify the strengths/areas to work on for each child and improve their attainment, confidence and motivation. To this end, we use observations, class quizzes, baseline and topic assessments, learning conversations, etc. to compile information on your child and help identify their next steps. Continuous on-going assessment takes place throughout the school. As children progress through the school we use a combination of different assessment methods to get the best picture possible of your child and their progress. We use this information to plan your child's learning, sharing their progress and next steps. CLICK HERE – Education Scotland: Assessment and Achievement

High Quality Assessment Tasks

As part of your child's learning in primary school, teachers plan for High Quality Assessment Tasks throughout the year to demonstrate what they have learned. These are part of your child's profile and will be shared with families throughout the year.

Written Report

For children in P1-P7, an end of year written report is issued to parents in June which summarises a child's progress in relation to what is appropriate for their age and stage.

Pupil Progress Discussions

Parents are encouraged to come to our twice annual, pupil progress discussions where teachers will share their on-going assessments and identify the next steps for an individual child. Parents may also make an appointment outside of these times if they have an urgent need to discuss their child's wellbeing or progress with the class teacher. Please be assured you are always welcome to visit the school at a mutually convenient time if you have any other matter you wish to discuss. Please phone the school office to make an appointment or email your child's class teacher in the first instance.

Parent Forum and the Parent Council

The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parental representation in all schools. Since August 2007, all parents are automatically members of the Parent Forum for their school and they have a right to establish a Parent Council to represent them.

The membership of the Parent Forum is made up of all parents who have a child at an education authority school. Membership of the Parent Forum allows parents to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents. One of the ways parents in the Parent Forum will be able to express their views will be through the Parent Council.

The Parent Council is a group of parents selected by members of the Parent Forum to represent all the parents of children at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views.

The types of things a Parent Council could get involved in include:

- Supporting the work of the school
- Gathering and representing parents' views to the Head Teacher, education authority and Her Majesty's Inspectorate for Education (HMIE)
- Promoting contact between the school, parents, pupils and the local community
- Fundraising
- Involvement in the appointment of senior school staff

Parent Council

Parent Councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect children's education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response. We would encourage any parents to get involved in the life of our school, become a member of the Parent Council and help our school be the best it can be.

Generally, members of the Parent Council must be parents of children who attend the school and the chairperson must have a child in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them.

Members of the Parent Council will bring knowledge from their own experience and personal views. However, as parent representatives, they must also consider how they can ensure that the Parent Council presents a co-ordinated, collective voice through consultation with other members of the Parent Forum. Staff and pupils very much appreciate the help given by the Parent Council to the school. New members are welcome at all times.

The Parent Council Chair is Laura Mackinnon-Walsh
The Parent Council can be contacted on: newtonmore.primary@highlandpc.co.uk

Attendance at School / Registration

Registration will take place by the early years practitioner/ class teacher and is recorded using an electronic system called SEEMiS. The school office will make arrangements to contact any parents/guardians of pupils who are absent.

It is Highland Council policy that where a child is absent or late (and the school has not been given prior notice), the school will make concerted efforts to contact parents/guardians to find out why. Therefore, it is vital that **all parents/guardians should contact the school by 9.15am**. Failure to contact the school will result in an unauthorised absence. All unauthorised absences are actively pursued by the school.

Three Day Rule for Unexplained Absence of Pupils

Day 1; First day of unexplained absence of a pupil

The school will endeavour to make contact by telephone or email to parents, carers or emergency contacts informing them that the child is absent and requesting a reason for the absence. If no contact can be made with the parents/carers or emergency contacts on the first day of absence this will be noted by the school. If the family is known to other agencies, because of possible concerns about his/her wellbeing, then contact will be made with these agencies.

Day 2; Second day of unexplained absence of a pupil
The school will make vigorous attempts to contact a carer or family member by telephone, or e-mail. If no contact can be made on the second day of absence, this will be noted by the school.

Day 3; Third day of unexplained absence of pupil
If no contact is established, a member of staff will arrange a home visit to check the situation. If the child is not found and no satisfactory explanation is given for absence, the police will be notified of the child's non-attendance. The police will treat this as a missing persons alert. The police may be involved to conduct visits where it is not possible for the school to do so.

Steps for Parents

- Keep the school up to date with your telephone number, including mobile phones if you have one, and other details for emergency contacts.
- Inform the school of any pre-arranged absence e.g. attendance at hospital appointment prior to the absence taking place
- Inform the school or pre-school of your child's absence by 9.15am daily
- Respond promptly to contacts from the school

Holidays During Term Time
When parents are considering whether or not to remove their children from school for a family holiday, they should be aware that such a decision:

- will result in a significant loss in classroom experience
- will result in a pressure to 'catch up' on missed work by pupils
- could result in pupils missing assessments with consequential impact on pupils and teachers
- could result in the loss of curricular activities
- will affect school attendance records and efforts to raise standards of attendance
- under the guidance issued at a national level, most family holidays will be coded as unauthorised absence, only in exceptional cases will the absence be recorded as authorised.

In conclusion, we would ask parents to be aware of these considerations when making decisions on planning holidays during term time. We have enclosed a link to the school term dates on the Highland Council website to aid parents in planning any holidays they may be considering. CLICK HERE – Highland Council Term Dates

If parents decide to make holiday arrangements during school term, this should be confirmed in writing to the Head Teacher.

Equality and Diversity

In Newtonmore we believe that our children, staff, family members and the community should be treated with fairness, dignity and respect. The school's Equality and Diversity policy is driven by the Equality Act (2010), through having due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relationships between people who share a protected characteristic and those who do not.

We aim to integrate the Equality Act (2010) and the United Nations Convention on the Rights for the Child (UNCRC, 2014) into our curriculum to develop the knowledge, skills, values and attributes set out in the four capacities of Curriculum for Excellence.

Highland Council and National Equality and Diversity policies for schools can be found: CLICK HERE – Highland Council Equality & Diversity
CLICK HERE – Scottish Government Presumption of Mainstream

Additional Support for Learning

Early Years Practitioners (EYPs)/ Class Teachers, in conjunction with Additional Support Needs Teachers, monitor the progress of pupils with additional support. The needs of such pupils are generally catered for within the normal curriculum but with specialist advice and support as required. If necessary, a child's plan may be put in place to help plan, organise, monitor and regularly review a child's progress. Parents and pupils will be involved in these procedures and in reviews.
More information can be found about the Highland Council model for support and child's plans at: CLICK HERE – Highland Council Additional Support for Learning

All children have a Named Person. In P1-P7, the Named Person for your child is Ruth McCarthy, the Head Teacher. In Early Learning and Childcare this will be your child's health visitor.

Parents will be involved in discussions about any additional support being suggested for their child and any need that may be identified within the school. Highland Council would seek to work in partnership with parents at all times, but sometimes you will have a concern that you don't feel is being addressed, or will want to talk to someone out with the school.

Should you have any concerns that your child's additional needs are not being met, you should contact the Head Teacher. If your concerns continue, there are a number of means of resolving difficulties and disputes and information on this can be found at:
CLICK HERE – Highland Council Additional Support for Learning
CLICK HERE – Coordinated Support Plan

Further information can be found:

a) Enquire – the Scottish advice and information service for additional support for learning
b) My Rights, My Say – an advocacy and advice service for young people over 12 with additional support needs
c) Scottish Independent Advocacy Alliance, an advocacy service to support parents and children
d) Scottish Child Law Centre, an organisation providing free legal advice to young people.

Mental Health and Wellbeing

Staff will support the emotional development and wellbeing of pupils through formal and informal curricular activities. Any concerns about a pupil's wellbeing can be discussed with the named person. There is a website managed by Highland Council that supports a variety of information relating to mental health and emotional wellbeing that can be accessed here.
Schools have access to Highland Council's Primary Mental Health Worker Service and consultation and advice may be sought if there are concerns that might require more targeted support. Counselling is also available for all pupils from age 10. Information on your school's service can be accessed from your child's teacher. Alternately, there is a completely confidential, online counselling service called Kooth for children and young people from age 10 that can be accessed here. Parents would generally be involved in discussions beforehand, however a young person over the age of 12 can ask for support themselves.

Military Families

Our school welcomes and supports families, their children and young people from Forces families: serving, veteran and reservists. We understand some of the challenges that mobility of service life can bring and we look forward to working with you to ensure a smooth transition for your child coming into or moving on from our school. Please get in touch with us as soon as you can so we can work with you to ensure the transition is as smooth as possible.

Highland Council have proudly committed to the Armed Forces Covenant and as such support our veteran and reservist families as well as those currently serving. There is a dedicated Highland Council Military Liaison Group (MLG) which has been formed to promote and ensure equality and equity for your children and young people in their education. Visit the Highland Council Armed Forces Website for lots of helpful information and support:
CLICK HERE: Highland Council Armed Forces

Children and Young People from Armed Forces families in Highland have co-produced a 'Welcome' specifically for your Children and Young People moving into Highland. Click this link to view:
CLICK HERE: Primary School Welcome

Positive Relationships and Bullying Prevention

The school is due to review their approach during Session 2025/2026. This will support implementation of Highland Council's guidance on Positive Relationships and Bullying Prevention Policy and Guidance:
CLICK HERE: Highland Council Promoting Positive Relationships
CLICK HERE: Highland Council Positive Relationships Bullying Prevention Policy & Guidance

Religious Observance: The Rights of Learners and Families

Religious observance adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families. Under the terms of the Education (Scotland) Act 1980, parents have the right to withdraw their child from religious observance. The terms of the Act state that "no pupil in any such school shall be placed at any disadvantage with respect to the secular instruction given therein by reason of his being withdrawn". The school will deal with such requests with sensitivity and understanding. The Head Teacher is happy to meet with any parent wishing to withdraw their child to ensure that they are clear about the school's policy. Where a child is withdrawn from religious observance, the school will make suitable arrangements for your child to participate in worthwhile alternative activity.

Protection of Children

From time to time incidents can occur within the school setting which cause concern and could indicate that a pupil is suffering some form of abuse.

In terms of Highland Child Protection Committee Inter-agency Protection Guidelines, Education Service staff must report such incidents to Social Work Services which can lead to a joint Social Work/Police investigation.

All agencies involved in Child Protection are obliged to make the welfare of children their paramount consideration and this will be the priority for Education Service staff. Copies of the Child Protection Guidance can be found on:
CLICK HERE: Highland Council Child Protection
CLICK HERE: Highland Council Child Protection Guidance

The Designated Child Protection Officer for the school is the Head Teacher.

Medication and Health Care

At the beginning of each year we ask parents to complete an Emergency Contact Form which gives us details of how to contact you or a family member or friend if your child is ill. It is important that you inform us of any changes of address, telephone number etc. in writing, in the event that we should need to contact you. Minor injuries School will only deal with minor cuts and bruises, these will be cleaned and a plaster applied. If your child is injured or becomes unwell during the school day you or the emergency contact you have provided will always be contacted and you may be advised to collect your child from school.

If Your Child Becomes Unwell

If your child becomes ill during school time we will make every attempt to contact you or your emergency contact. If a serious incident occurs, it will be dealt with immediately and this may mean that we take action before we are able to contact you. The safety and good health of your child will always be our main concern.

Administering Medication

National Guidance on the Administration of Medicines in Schools has been issued by the Scottish Government.
CLICK HERE – Supporting Children & Young People With Healthcare Needs

This guidance is based on a number of common principles that will be consistently applied when identifying, supporting and reviewing the healthcare needs of children and young people in Highland schools to enable them to make the most of their learning.

Under Article 24 of the United Nations Convention on the Rights of the Child, all children have a right to the highest attainable standard of health and to health care services that help them attain this. Article 7 of the United Nations Convention on the Rights of Persons with Disabilities states that children with disabilities have the right to express their views freely on all matters affecting them. The arrangements for each individual will therefore take account of the health professionals' advice, the pupil's views and, where appropriate, their parent's views.

NHS Highland, Highland Council and school staff will work collaboratively to ensure that pupils receive the service they need in the way most appropriate to their personal circumstances.

We will work with pupils and parents/carers to support the healthcare in our school, making reasonable adjustments that children and young people with healthcare needs might need and require.

Where appropriate, we will make arrangements for staff providing healthcare to pupils to receive appropriate training from a health professional, or other accredited source in the care they are providing.

Assistance with intimate care may be needed by children in any school and this will be provided if required to support these needs quickly and with respect for children's privacy, dignity and rights.

If your child requires medication, please note that this will only be administered by staff when there is clear written guidance from a parent/carer, providing:

- The name of the medicine, the quantity of the medicine to be given, the time it has to be given.
- As far as possible prescriptive medication should be given at home by parents/carers. If it is required to be given in school, the medication should be unopen, clearly marked with the directions from the pharmacist and administered as part of an agreed medical protocol.

Parent Line

Children 1st Parentline provides support for families. They can be contacted free of charge by telephone or via web chat. Information on the link below.
CLICK HERE - Children 1st Parentline

Complaints and Requests for Service

If a parent has any concerns, they should contact their child's key link in the nursery/ class teacher in the first instance, or the Head Teacher if this is deemed more appropriate. The school will always endeavour to resolve issues by listening to parents and seeking solutions in partnership. Should a situation not be resolved, parents can contact the Quality Area Improvement Manager, Mark Jones, on mark.jones@highland.gov.uk.

Transport

Please note that transport is not a school responsibility and queries should be addressed to the Transport Development Officer, Highland Council on public.transport@highland.gov.uk

School Meals

School meals are available at Newtonmore Primary School at a price of £2.40 per meal (at time of print). A copy of the school menu is on the Highland Council website: CLICK HERE – Highland Council School Meals

At present, children from Nursery to Primary 5 are entitled to a free school meal.

Pupils may also choose to bring in a packed lunch from home, and in keeping with Highland Council's Health Promoting Policy, it is the school's hope that this packed lunch should contain a healthy balanced diet.

Any child wishing to go home for school lunch should indicate this to their class teacher during registration in the morning. Research shows that eating breakfast helps you concentrate and perform better in school. Children of parents/guardians receiving certain benefits may be entitled to a free midday meal. Information and application forms for free school meals may be obtained from school office and from Highland Council website.

The school meal service offers nutritionally balanced, well presented food in an environment that is safe, well ordered and sensitive to the needs of pupils in order that they may enjoy the lunchtime social experience. Healthy choices are very much in evidence in all menus. Food and drinks served meet the requirements of The School (Health Promotion and Nutrition) (Scotland) Act 2007.

Special Diet, Food Allergy

If your child requires a special diet for health reasons, please fill in the Special Diet Food Allergy form available on the link below and from the office. The request will be considered by the head teacher in consultation with the school meals service. Where appropriate, they will seek the advice of the local dietician. For information and guidance on healthy living topics check out:
CLICK HERE – Healthy Living Guidance

Further information on school meals can be found:
CLICK HERE – Highland Council: School Meals

Severe Weather

Procedures In exceptional circumstances, for example as a result of heavy snowfall, power outage or water failure, it may be necessary for the school to be closed or to send children home early.

Where road conditions are the main factor involved, the decision to close the school early will usually be made at the request of the transport contractors who have an obligation to ensure that the children are returned to their pick-up points safely. The school will contact parents to warn of this outcome. Where parents cannot be reached, the school will contact the emergency contact to arrange collection either at the normal dropping off point, or at the school. In the event of no contact being made with parents or emergency contact, the child will be kept in school until they are collected. Parents are strongly advised to ensure that the names of emergency contacts are kept up to date and that the school be notified immediately should this change.

Please note that while the school contractors will make a risk assessment on the advisability of taking children to school in the morning, the decision as to whether a pupil should attempt to travel to school in adverse weather conditions, either by transport or by foot, lies with the parent.

While recognising that education should be interrupted as little as possible, the Education Authority accepts that in severe weather, safety of the pupils is paramount. The previous dial-in phone service to inform parents of school closures has been withdrawn by Vodaphone. Instead parents can obtain information on the Highland Council school closures webpage.

The school will also use SEESAW to communicate school closure information with families.

Further information regarding Highland Council Closure guidelines can be found at:
CLICK HERE – Highland Council School Closures

Your Data

Data Protection Legislation

Information on pupils, parent and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by data protection legislation and may only be disclosed in accordance with the codes of practice.

Data Policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Information on why we collect data about pupils and who we share this data with can be found in Highland Council's Privacy Notice which is available here:
CLICK HERE: Highland Council – Data Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with data protection legislation. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. Data protection legislation gives you the right to know how we will use your data. This note can give only a brief description of how we use data.
More details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website:
CLICK HERE – ScotXed School Education Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, 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.