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WESTRAY JUNIOR HIGH SCHOOL HANDBOOK

2021-2022



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FOREWORD FROM THE HEAD OF SCHOOLS

I am pleased to introduce the School Handbook for session 2021-22 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.

Peter Diamond
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 Westray Junior High 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.

To make our handbook easy to use I've divided the information into seven different sections:-

Section One – Practical Information about the School

This section provides you with some background information on our school. 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
- Financial assistance with school clothing, transport and school meals
- School closures in an emergency or unexpectedly for any reason
- 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.

Child Protection

National Guidance

Local Guidance

Citizenship

Comments, Suggestions or Complaints Procedures

Data Protection Policy

Fire & Emergency Procedures

Unexpected/Severe Weather Closure & Transport Disruption

Equal Opportunities

Homework Policy (under review)

Inclusion Policy

Promoting Positive Behaviour

Pupil Attendance & Absence

Pupil Conduct

Quality Improvement Policy

Trips & Excursions

General Trip Information
Summary of Insurance

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 Forum 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 Early Years to Primary to Secondary school (also post school 16+).

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 and 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.

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.

Mr Alasdair Harvey

Mr Don Hawkins

Head Teacher

Section One – Practical Information

School Contact Details.

Name of Head Teacher	Mr Don Hawkins / Mr Alasdair Harvey
Name of School	Westray Junior High School
Address	Westray Junior High School Pierowall Westray KW17 2DH
Telephone Number	01857 677353
Website	http://www.westrayjuniorhighschool.co.uk/
E-mail Address	admin.westray@glow.orkneyschools.org.uk

About the School

Stages of Education provided for:	Early Years, P1 to P7 and S1 to S4
Current Roll	90
Denominational	Non Denominational

Organisation of the School Day

Nursery	Primary	Secondary
Morning Sessions Mon- Fri 9.00 - 12.00	Mon - 09.50 - 15.15	Mon - 09.50-15.45
Afternoon Sessions Monday - Friday 12.00 - 15.00	Tues, Wed, Thurs - 09.00- 15.15 Fri - 09.00 - 14.25	Tues, Wed, Thurs - 09.00-15.45 Fri - 09.00 – 14.55

Registration and Enrolment

We are always happy to welcome new pupils to Westray Junior High (WJH). If you would like your child to start at WJH, please get in touch and we will provide you with registration forms and new-starter information.

When can my child start nursery?

All children are eligible for five mornings of free early learning and child care in the Westray nursery from the term after they turn three – just get in touch with the school and ask.

Some two-year olds are also eligible for free early learning and childcare, if their parents claim certain benefits. If you would like to find out more about this, please contact the school. If your two year old is not eligible for free nursery sessions, you can purchase hours for them if we have additional spaces in the nursery.

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 throughout the day with statistics drawn twice a day, morning and afternoon. WJHS has a system of having parents/guardians inform us by phone to let us know if pupils are going to be absent from school due to illness.

Registration is a legal process which takes place in every class and at Westray Junior High School. At the start of the school day a class register is taken. If your child is absent due to illness, please phone the school office before 9.30am and inform the front office. Parents will be expected to phone and inform us on each day of illness unless it is a planned absence.

Where the school has not been informed of a pupil's absence, the Office will try to contact the parent / guardian by phone to enquire as to why their child is not in school. Parents/guardians/carers are asked to respond to this request as there may be a serious reason why a pupil has not reached school in time to be registered. If there is no reply to the phone call, another call will be made in the afternoon and if no explanation is received after this point the absence will be changed to truancy.

Important

The school cannot assume that absent pupils are at home under the safe care and supervision of a parent, guardian or carer. All parents/guardians/carers have a duty and responsibility to inform the school when and why their child is absent. Parents/guardians/carers should ensure that the school always has current and up-to-date contact details, including nominated emergency contacts. Pupils will no longer be required to bring notes from parents unless they require time off school for a planned absence (see below).

Arriving Late

If pupils arrive late at any point in the day, they must report to the front office and give a reason for lateness and/or provide a note or appointment card.

Signing Out

Pupils will need to report to the front office if they have to attend a doctor or dentist appointment etc. They must bring an appointment card/note from a parent. On return to school they must report back to the front office at Reception.

Sick Bay

If pupils feel ill during the school day they should ask permission from their teacher to go to Reception. If it's necessary to send a pupil home, parents will be contacted. Pupils must not just go home!

Enforced Absence due to Illness

Most pupils are absent for a short period and their return to school is the decision of the parent(s). However, there are instances where pupils must stay off school for a pre-determined period because of the nature of the condition or illness. In most cases, this is usually an instance of vomiting and/or diarrhoea and which brings with it a 48 hour exclusion period from school, ie 48 hours from the last episode of the illness, not from the onset. The exclusion period from school of 48 hours is set out in the 'Communicable Disease & Infection Control' advice from the NHS and parents are respectfully asked to abide by that guidance or any request from the school to keep their child(ren) off for the full exclusion period.

Absence due to Prolonged Ill-Health

Longer periods of pupil absence due to a condition or illness should be communicated to school after parental consultation with the child(ren)'s GP. 'Prolonged' ill-health is usually taken to mean 15 continuous school days, or 20 days of intermittent absence for verified ill-health reasons. If a pupil is unable to attend school due to prolonged ill-health, parent's should discuss the situation with the Principal Teacher / Head Teacher to determine if and how arrangements will be made for education.

Authorised & Unauthorised Absence

The criteria for 'authorised' and 'unauthorised' absences is listed below:

Authorised Absence

- Sickness
- Medical and dental treatment
- Bereavement
- Short-term exceptional domestic circumstances
- Religious observance
- Meetings prior to and in court
- Attendance at or in connection with a Children's Hearing or Care Review
- Weddings of immediate family
- Agreed debates, sports, musical or theatre productions not arranged by or in conjunction with the school
- Sanctioned extended absence in relation to children of travelling families.

Unauthorised Absence

- Unexplained absence is recorded as unauthorised absence unless a satisfactory explanation is subsequently provided.
- Truancy (unauthorised absence from school for any period as a result of premeditated or spontaneous action on the part of pupil, parent or both).
- Most family holidays during term time unless there are exceptional circumstances.

It is really important that parents try to avoid booking holidays during term time. If you are going on holiday you should write to the Head Teacher beforehand asking for permission and the absence will then be recorded appropriately. If the Head Teacher does not give permission before the holiday, it will be recorded as truancy.

The Head Teacher may exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times (for example a parent is in the armed services or emergency services). 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.

Sometimes pupils will require time off school to attend activities/trips which are not run by the school but which the school supports, eg sports, music etc. If pupils are going on such a trip/activity, parents should also write to the Head Teacher asking for permission and the absence will be recorded appropriately.

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.

If there is no explanation note from a child's parents, absences will be regarded as unauthorised. 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.

Unplanned Absences (not illness)

There may be unexpected circumstances which mean your child cannot attend school, please inform the school office directly of this.

If you know that your child will be off school, for example if they have an appointment or important meeting to attend, please inform the school office.

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>

PE

For indoor work, pupils should wear a plain t-shirt or top, shorts and training shoes (with non-marking soles). Tracksuit trousers can be worn for outdoor activities along with a sweatshirt or similar top. For swimming, pupils should bring trunks or a one piece swimming costume and towel. 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. 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, covering or tying back of pupils' hair and the removal of jewellery and earrings. Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted.

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 menu are displayed in the school. For more information on catering provision please contact the school kitchen directly.

Lunch

Most pupils at Westray Junior High School have school lunches. Pupils may also bring their own packed lunch which can be eaten in the cafeteria.

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.

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>

Proper safety procedures must be followed at all times when walking to and from school and on buses, boats and planes. Bus pupils must wear seat belts at all times on the bus and should be particularly careful when getting off the bus before crossing any roads. The code of conduct for bus users must be followed. Good behaviour is expected at all times on school transport. Pupils who misbehave may have the privilege of free school transport withdrawn.

Parents are requested, when dropping off/collecting children from school that they use the designated drop off areas.

If a pupil misses their bus at the end of the school day, they should report to Reception where parents will be contacted and/or alternative transport will be arranged. Pupils taking part in extra-curricular activities or attending supported study classes may obtain a bus slip from the teacher in charge.

General Supervision

Before school begins there is no formal supervision, therefore pupils should not arrive at school until as near to the school start time as possible. During intervals school Janitors and staff supervise the pupils. In addition the Head Teacher and a Duty Officer are on call to cope with any difficulties which may arise.

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 while visitors are within the school building. 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. Community Schools will have their own specific arrangements for public access to the school facilities.

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 such as letters, newsletters and Excursion forms. Parents are encouraged to check their child's schoolbag for these communications. We also use text, email and Social Media to communicate with parents. Email is a convenient method of contact and we encourage parents to furnish email addresses to the school. Please ensure that your contact details, including email addresses, are up to date so that contact can be made effectively and promptly if required.

Enquiries of any kind should be addressed to the School Office 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 your 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:

- The OIC School Transport Facebook page should 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. This is usually done through text messaging.

Local media (Radio Orkney, The Orcadian) will also be notified of any disruption during the day.

Use of Electronic Devices e.g. mobile phones

Children and parents are asked to follow the School's guidance on use of personal electronic devices. Our current school guidance is that **mobile phones must be switched off at all times in class and only used when instructed by the class teacher.**

Mobile Phones must not be taken into SQA Prelims or exams.

To ensure the safety, security and privacy of all in WJH, any pupil found to be taking unauthorised photographs, videos or recordings while in school will have their phone confiscated by the class teacher or head teacher and may be reported to the relevant authorities. All confiscated phones will be handed back at the end of the day and parents, guardians and/or carers will be informed.

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 Head Teacher. 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 Guidance and Policies

Reference to relevant school, local authority and national guidance and policies are made throughout this document.

School Health Service

Orkney Health and Care provides an Orkney wide school health service to all schoolage 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.

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.

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 eg 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. 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.

- 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 48hours 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). The following procedures should be followed:

If pupils arrive late at any point in the day, they must sign in at the office and give a reason for lateness and provide a note or appointment card.

Pupils need to report to the front office if they have to attend a doctor or dentist appointment etc. They must bring an appointment card/note from a parent. On return to school they must inform the front office at Reception.

Administration of Medication

WJHS does not issue pain relief to pupils. If pupils require medication on a regular basis parents should contact the Office and request an 'Issue of Medication' form.

The school should be notified of any medical condition which may require treatment so correct protocol can be recorded and followed.

Section Two – Parental Involvement

All Orkney Islands Council schools welcome parental involvement as research has shown that when parents are involved children do better in school. Westray Junior High School welcome and works in partnership with parents. The school holds at least one Parents' Evening for each year group annually, and in addition, there are Information Evenings as and when required.

The school holds many events throughout the year to which all parents are warmly invited, including musical concerts, drama evenings and sports events. Communication routes are varied and include email, newsletters, telephone calls, Facebook and Twitter.

The schools website (<http://www.westrayjuniorhighschool.co.uk/>) is a vital resource for parents, pupils and staff alike.

Parental Involvement

Parents are encouraged to become involved in the school, supporting learning at home through offering quiet time and a place for homework/study and showing an interest in the learning which takes place at school. Parental views are welcome and sought from time to time through 'formal' surveys and at all times informally. Please 'lift the phone' if you have a query, concern or compliment.

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.

Westray Junior High School's Parent Council Chairperson is XXXXX XXXXXX who can be contacted through the Parent Council website and the address is <http://www.orkneycommunities.co.uk/kgsparentcouncil>.

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.

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>

Parent Forum

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 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:

[National Parent Forum of Scotland \(npfs.org.uk\)](http://npfs.org.uk)

Section Three - School Ethos

Westray Junior High Schools aim is to develop successful learners, confident individuals, responsible citizens and effective contributors, by:

- Creating and promoting an ethos of achievement for all pupils within a climate of high expectation.
- Value all talents, abilities and achievements.
- Developing self-awareness and understanding of the needs of others.
- Being responsible and treating each other fairly.
- Promoting success and self-esteem by taking action to remove barriers.
- Countering conscious and unconscious discrimination that may prevent individuals from thriving in the school.
- Actively promote understanding and a positive appreciation of the diversity of individuals and groups within society.
- Celebrating the culture and quality of life in our island.

WJHS has a supportive school ethos within which teachers, students, parents and other staff can work together to promote sound learning. An environment for learning is best developed and sustained by praise and the recognition of success. Individual teachers will have a range of strategies for recognising and promoting achievement and positive behaviour on a daily basis.

These are likely to include:

- oral praise and encouragement
- positive written comments on pieces of work and in student jotters
- helpful criticism
- awareness of students' progress and achievement
- highlighting strengths
- informing parents of success

Successful learning is most likely to occur when students feel valued and respected by their teachers and vice versa. There may also be occasions when particular behavioural concerns are discussed more formally at departmental meetings.

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.

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, can breed 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 WJHS a positive approach to behaviour and achievement is important. The qualities of mutual respect, co-operation and self-discipline and an ethos of rewarding success should be the goals of school policy. These values will be best developed if time and effort is spent explaining them and our associated ground rules to students. The consequences of negative behaviour should also be explained so that students feel involved and have a clear understanding of what is expected of them. This guidance needs the active support of the whole school community to ensure its success.

Please see the draft Policy for Promoting Positive Behaviour in Appendix 1 of this document.

Section Four – School Curriculum

Curriculum for Excellence - Bringing learning to life and life to learning

Curriculum for Excellence has 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.

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 are new ways of assessing progress and ensuring children achieve their potential. There are qualifications for literacy and numeracy and qualifications at National 3, 4, 5 Higher and Advanced Higher.

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.

Skills for Learning, Life and Work are integral to the curriculum and supported by the wealth of extra-curricular activities. Literacy, Numeracy and Health & Wellbeing outcomes are incorporated in lessons and activities across the school. Please contact the head teacher if you would like any further information about the curriculum within our school.

The following websites may be of interest:

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

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

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 secondary school, pupils review progress against targets and negotiate new ones with their teacher.

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 can also be used for pupils to record their long-term targets.

Personalisation and Choice

Choices are made by pupils in many ways and at different times in their school career. There are daily choices within lessons where pupils help to plan what they learn and how, and also option choices with respect to achievement opportunities in each year group.

In February/March S2 pupils choose which subjects to study in S3. These choices must include study in all Broad Curricular Areas so that the Broad General Education is continued into S3.

S3

Pupils study a wide range of subjects and a choice of Health and Wellbeing elective. In February/March they choose which subjects to study towards National examinations in S4.

S4

In February/March pupils choose which subjects to study towards National examinations in S5. They also choose which Short Course to study in S5. The many opportunities that are available in school and within the Orkney community support our young people in preparing for the world of work and/or further study.

Homework

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.

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.

Extra Curricular Activities and School Trips

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 during lunchtime and after school. 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.

Various school trips are organised for pupils throughout the school year. These trips are an important part of learning. The Council's safety procedures are adopted and parental consent is always sought before all trips to ensure the safety and enjoyment of everyone taking part.

Safety

All school activities are subject to risk assessments which ensure that any hazards involved are identified and managed appropriately. Whenever parental consent is required the school will issue the appropriate form and information.

This will include consent for:

- Trips and excursions
- Administering medicine
- Using pupil's images outwith school, ie newspaper reports
- Use of Internet

Facilities for Physical Education and Outdoor Activities

The school hall/gym will have a variety of apparatus for physical education within the school. As part of the school's physical education programme, pupils 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/ServiceDirectory/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.

At least one report each session is issued to parents on pupil progress in curriculum, giving information to support future learning. There is at least one opportunity to attend a Parents' Evening and special arrangements can be made for any parent who wishes to contact the school at other times.

Section Five – Transitions

Transition arrangements for P7-S1 - started during covid restrictions

- Parents and pupils are emailed with introductory statements from all secondary staff.
- The email also gives them information about life in the secondary school. i.e. timetables, lunch arrangements, lockers, school equipment, homework diaries etc.
- Every Monday lunchtime on the lead up to transition, meetings were held with all P7 pupils to go over the information provided to them and answer any questions they had.

Pre-covid restrictions, there would be a parents' evening with P7 teacher and parents. Some years secondary staff were invited to the meeting, and other years it was the P7 teacher.

Transition arrangements for S4 onwards

The aim at WJH is for all pupils to find a positive future destination by the end of S4. To do this we work closely with our stakeholders including SDS, DYW, Orkney College, and KGS.

Transition to KGS/College

- Pre-Covid work experience was organised for term 4 of S3 to give pupils the opportunity to stay in Kirkwall, and to meet the PHoR staff.
- Pre-Covid, staff from Orkney College would visit the school to talk about courses available at Orkney College, and life at Orkney College.

Term 1: All pupils have a 1:1 meeting with a Careers Consultant from SDS. Pre Covid, parents would also be invited to this. Letters would be sent home giving information about My World of Work, and the Careers Consultant's contact details. Parents are also offered a Teams meeting to further discuss if required.

Term 3:

- A lot of work is done on subject and career options during PSE. Information on this is also sent home to parents.
- Meetings are arranged online or in person with the Guidance Staff (and sometimes SMT) from KGS with pupil and parents. If a pupil has decided to go to College, the same procedure would take place but with College Staff.
- Meetings are also arranged with PHoR staff either online or in person to discuss life at PHoR.

Any pupil or parent questions are forwarded to the relevant staff at KGS/Orkney College, and information is further cascaded to parents/pupils

Term 4:

Transition visit to KGS arranged.

Letter containing important information about life at KGS i.e. uniform, lunch arrangements, what should be taken for PHoR i.e. pupils don't need to take towels etc., dates of transition, KGS handbook, EMA etc sent to parents and pupils.

Employment

If a pupil chooses to leave school and go into training and/or employment WJH staff would work closely with them, the employer and parents to ensure a smooth transition. We believe it is important that all pupils have the opportunity to explore all options via a close working relationship with SDS.

WJH have built up a number of close links with Orkney College, and our pupils have had the opportunity to do Skills for Work courses at the College.

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).

Main Contacts at WJHS

Mr Donald Hawkins / Mr Alasdair Harvey Head Teacher
Mrs Louise Marcus Principal Teacher

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 member 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

Pupils with additional support needs are identified by class teachers working with the support for learning teacher and when appropriate, the Educational Psychologist. Provision is made for pupils with additional support needs based on assessments in school and on professional advice. If you believe your child to have any additional needs, please speak to the Head Teacher in the first instance.

Pupil Support Team

The Pupil Support team, based at Papdale House, is made up of a range of advisory teaching and non-teaching staff. Team members work with schools, and young people and their families, across Orkney. Staff can give advice and support in a number of areas where difficulties are being experienced, including:

- Language and communication difficulties
- Social and emotional difficulties
- Sensory difficulties (vision, hearing etc)
- Social interaction and emotional regulation difficulties

Further information on the Pupil Support Team is available on the Council's website: www.orkney.gov.uk

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-Psychology-Service.htm>

Personal and Social Education (PSE)

The aims in delivering PSE is to:

- To ensure that each student knows and is known personally and in some depth by at least one member of staff.
- To identify, monitor and review, the needs of each individual student so that he/she has the opportunity to maximise his/her full potential.
- To contribute to and support each student's personal, intellectual, social and emotional development.
- To help students to develop a positive self image.
- To promote a climate of tolerance and consideration for others within the school and beyond.
- To encourage students to take responsibility for themselves.
- Have a positive regard for self, and for others and their needs.
- Develop life skills to enable them to participate effectively and safely in society.

- Identify, review and evaluate the values they and society hold and recognise that these affect thoughts and actions.
- Take increasing responsibility for their own lives.

The content of the PSE courses varies according to the stage pupils are at but topics covered include health education (this includes such matters as smoking, alcohol, drug misuse, sex education, HIV and AIDS education, safety awareness), careers education, study skills, work experience and interview skills.

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. Information is included in our Standards & Quality Report which is available on the schools website.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. This can be found on the schools website [here](#).

School Development and Improvement Plan

Every year each school publishes a School Development and Improvement Plan which identifies the work that the school plans to undertake during the session. This can be also be found on the schools website [here](#).

Transferring Educational Data about Pupils

The Scottish Government 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.

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

Appendix 1

Policy for Promoting Positive Behaviour - (DRAFT)

Policy for Promoting Positive Behaviour

A positive approach to behaviour and achievement is important. The qualities of mutual respect, co-operation and self-discipline and an ethos of rewarding success should be the goals of school policy. These values will be best developed if time and effort is spent explaining them and our associated ground rules to students. Our reward procedures and the consequences of negative behaviour should also be explained so that students feel involved and have a clear understanding of what is expected of them. The following policy needs the active support of the whole school community to ensure its success.

A successful policy requires a supportive school ethos within which teachers, students, parents and other staff can work together to promote sound learning. An environment for learning is best developed and sustained by praise and the recognition of success.

Individual teachers will have a range of strategies for recognising and promoting achievement and positive behaviour on a daily basis. These are likely to include:

- oral praise and encouragement
- positive written comments on pieces of work and in student planners
- helpful criticism
- awareness of students' progress and achievement
- highlighting strengths
- informing parents of success
- departmental stickers and stamps

Successful learning is most likely to occur when students feel valued and respected by their teachers and vice versa. Respect for students can be shown in a variety of ways such as:

- being in the classroom to welcome students at the beginning of the lesson
- delivering a well-prepared lesson with appropriately differentiated tasks to challenge all students
- providing a structured introduction with clear learning intentions and conclusion to each lesson
- awareness and consideration of the individual within the group
- courtesy
- fairness
- sensitivity when returning work, commenting on performance and level of achievement.
- minimising the possibility of negative behaviour between classes by releasing classes at the bell and supervising their departure.

New staff will have the opportunity to discuss ways of promoting positive behaviour as part of their induction. It should be remembered, however, that all staff will benefit from informal discussions with colleagues regarding strategies for encouraging positive behaviour. There may also be occasions when particular behavioural concerns are discussed more formally at departmental meetings.

Procedures for dealing with unacceptable behaviour

In the context of varied teaching styles, methods and curricula, it is neither possible nor desirable to expect uniform patterns of behaviour from students. However, there may be occasions when staff have exhausted positive strategies and may need sanctions to maintain good behaviour. Teachers should use their professional judgement when dealing with any behaviour problems. Most behaviour issues should be dealt with firstly by the class teacher and if the problem persists or is very serious, by the Principal Teacher and/or Head Teacher.

The following strategies are available to support staff and students:

- verbal reprimand
- written exercise
- short cooling off period outside the classroom
- referral to Principal Teacher or Head Teacher
- Break or Lunch time detention

There are three levels of detention that can be used:

A short detention at interval or lunchtime. This might entail holding a pupil back for 5 minutes or getting him/her to report back for 5 to 10 minutes to be counselled. This can be more effective without an audience.

A longer detention can be set for the whole interval, part of a lunchtime. This can be organised by an individual teacher or through the Principal Teacher / Head Teacher. This type of detention can be useful but should not be used too frequently with the same pupil.

If you are intending to hold a detention after school, please ensure that parents have been informed and arrangements can be made for students to get home afterwards. This could be a problem for bus pupils.

An after-school detention may also pose difficulties for those students with a part-time job. In cases of difficulty in finding a suitable time, the pupil should be referred to the Principal Teacher or Head Teacher.

Strategies used to encourage positive behaviour are a matter of professional judgement. For these to be effective staff should consider which are the most appropriate in a given situation.

Behavioural problems considered to be serious or persistent should always be directed to the Principal Teacher or Head Teacher.

The following procedural steps are suggested as a guide:

- Step 1 verbal or other initial warning, usually no more than 2 such warnings in a single lesson
- Step 2 a written exercise
- Step 3 referral to Principal Teacher or Head Teacher

Behavioural problems in the corridors and/or toilets should be dealt with in the same way as they would be in the classroom.

Where there are concerns about students' behaviour, it is vital that the Principal Teacher and/or Head Teacher is made aware.

Once any action has been taken, it is important that behaviour is then monitored for a period of time, either by the Principal Teacher or Head Teacher.

Pupils whose behaviour continues to cause concern

Decisions on the appropriate course of action will be made with relevant staff and the Head Teacher. Group meetings for the particular pupil may involve appropriate personnel such as the Educational Psychologist and Social Worker.

Strategies employed commonly include:

- Extraction from some classes for a short or extended period of time to work on a one-to-one basis with an appropriate Learning Support Teacher;
- Communication and liaison with parents or carers
- Assessment by the Educational Psychologist
- Working with parents
- Additional or intensive Curriculum Support
- Work experience placement
- Multi-agency working using a GIRFEC approach

Internal and External Exclusion

External exclusion is always used as a very last resort as the grounds are very limited, the evidence has to be robust and parents can appeal but above all, we remain responsible for the education of the pupil whilst on exclusion. Whenever we consider exclusion, we always have to ask the question “Will this solve the problem?” and in most persistent cases, the answer is generally negative. It is more common to use internal exclusion. The procedure for this is that after discussion, The Head Teacher will:

- base the student in an appropriate room
- collect work from teachers
- assist the student in keeping up to date with coursework
- work with the student on behaviour modification
- isolate the student from peers
- stagger break/lunchtime to avoid the rest of the school
- sometimes the exclusion will be for a day as an immediate response to a serious incident.
- Begin to work with teachers on reintroducing the student to their classes starting with those where there is most likely to be success

An Appropriate Timetable

When it becomes obvious that despite support being put in place and the sanctions applied, that challenging behaviour is going to continue or be a barrier to learning, the school may modify the student's timetable to include a variety of other means of delivering an appropriate curriculum. The possibilities continue to increase but will always be put together as a package to meet the needs of the individual. Like other specific learning difficulties such as dyslexia or autism, we must continually try to reduce its impact on the individual whilst enabling the vast majority of pupils to make progress.

This policy is subject to ongoing evaluation and all comments are appreciated and will be considered.

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