



Parent Information Booklet

2026-27

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Headteacher Welcome



Mrs Robinson

It's a privilege to introduce myself as the headteacher of Stromness Primary School. Our fantastic team are committed to the children and community of Stromness, where we welcome children from Primary 1 to Primary 7.

At Stromness Primary our children are treated as individuals and are valued and supported to be the best that they can be. Our children are encouraged to become confident and independent young people, who thrive on challenge and are motivated to learn. We support and encourage our children to be independent and take responsibility for their learning and behaviour, whilst also having an important role in our wider school and community.

We are located in a fabulous and bright, modern building which overlooks the beautiful Stromness harbour. All our classrooms have amazing views of the sea, which complement our commitment to providing our pupils with a rich and varied curriculum, which reflects our Orkney heritage.

I am extremely proud to lead a team who are committed to children's well-being and who strive to provide the very best opportunities for all in our care. Our staff team work hard to prepare our children for their future in education, through to their world of work. We aim to help them acquire the skills and enthusiasm needed to embrace the opportunities, responsibilities and experiences of later life. We also try to ensure that we all have fun along the way!

To find out about our school, we encourage you to come and visit, to see us in action and meet staff and children. A call to the school office on **01856 850544** is all that is needed to arrange this.

We look forward to welcoming you to our school, and to a happy and successful partnership with all our new children and families.

Mrs Rebecca Robinson
Headteacher

We look forward to working with your child(ren) and yourself to provide your children with the best educational experience we can offer. We hope you find this handbook interesting and useful in getting to know the school. Please contact us with any queries – we will be very happy to hear from you. The school's contact details are as follows:

Address: Stromness Primary School,
Cairston Road,
Stromness,
Orkney
KW16 3JS

Telephone: 01856 850544
Email: admin.sps@glow.orkneyschools.org.uk

School Information

Our school was built in 2012 and is situated in Stromness and serves the Stromness area including Innertown and Outertown to the west, Kirbister to the north and the Brig o' Waith to the east on the main Kirkwall-Stromness Road.

School Vision: At SPS all voices are valued giving us the confidence to believe in ourselves. We work together to build positive relationships within our school community. Everyone will help and support us to achieve our full potential and have the skills we need for life and learning.

School Motto: SPS Be Your Best

School values: Motivation, Responsibility, Resilience, Independence

Our School Aims:

- To provide a safe, nurturing and inclusive environment where everyone feels valued, respected and supported
- To take pride our achievements and always strive to be the best that we can be
- To work in partnership with families and the wider community to enhance learning and wellbeing.
- We strive to develop a growth mindset, welcoming challenges and understanding that mistakes help us learn, improve and succeed.
- All adults will lead by example, inspiring children to develop confidence, responsibility and leadership skills of their own.

Class Sizes, Times and Dates

Class numbers for this current session 2026-27 are as follows:

Nursery & Pre-School	P1	P2	P3	P4/5	P5/6	P7
27	14	18	20	20	22	21

Opening Hours

- School open to staff 8.00am
- Pupils supervised from 9.15am
- Pupil Day Begins 9.30am and Ends 3.30pm
- Morning break: 11.10 - 11.30am
- Nursery morning session 9.30am – 12.00pm (Early Bird session 8.30am – 9.30am)
- Nursery afternoon session 1.00pm – 3.30pm

Lunch

- Nursery/Pre-school, 12.00 – 1.00pm
- P1 & P2, 12.45 – 13.25pm
- P3-P7, 13.00pm – 13.40pm

Timetable (visiting specialists)

Art	Music	PE
Wednesday and Friday	Wednesday and Thursday	Thursday and Friday

The specific times for art, music and PE may be subject to change in August, January and April. You will be given this information by the class teachers at the start of each term.

Term Dates Session 2026-27

Autumn

Start Staff: Monday 17th August 2026
 Pupils: Tuesday 18th August 2026
End Friday 9th October 2026
In-service Monday/Tuesday 26th and 27th October 2026

Winter

Start Wednesday 28th October 2026
End Friday 18th December 2026

Spring

Start Tuesday 5^h January 2027
Midterm Thursday/Friday/Monday/Tuesday 11th, 12th & 16th February 2027
In-service Tuesday 16th February 2027
End Friday 26th March 2027

Summer

Start Monday 12th April 2027
May Day Monday 3rd May 2027
In-service Monday 31st May 2027
End Friday 2nd July 2027

School Staff

Teaching, Support and Administration staff:

Head teacher:	Mrs Rebecca Robinson
Principal Teacher:	Mrs Janet Friel
Early Learning & Childcare Manager:	Miss Caroline Easton
Senior EY Practitioner:	Miss Kelsey Harvey
Early Years Practitioners:	Miss Adele Heddle, Miss Ruth Fogg, Mrs Carly Banks, Mrs Isla Rendall Mrs Erika Gibson & Mrs Sophie Walls
Class P1:	Mrs Joanna Tulloch (Mon/Tues/Wed) & Miss Susan Begley (Thur & Fri)
Class P2:	Mrs Janet Friel
Class P3:	To be appointed (Mon & Tue) & Mrs Natasha Prystupa (Wed-Fri)
Class P4/5:	Miss Shereen Linklater
Class P5/6:	Miss Heather Kelday
Class P7:	Miss Megan Cumming
SfL Teacher:	To be appointed
SfL Assistants:	Mrs Corina Taylor, Ms Lianna Spence, Miss Dawn Wylie, Mrs Miriam Frier & Miss Leah Hamilton
Secretary:	Mrs Kathleen Towers
Auxiliary:	Mrs Tanya McGachie & Mrs Linda Ritch
Janitor:	Mr Ray Brown
Dining Hall Staff:	Mrs Susan Lambourne (Cook supervisor), Mrs Fiona McGibbon, Mrs Dawn Moar
Cleaning Staff:	Mrs Sandra Gray, Mrs Tracy Sinclair & Miss Melanie Hourston
Itinerant Staff:	Ms Diane Curie (PE) Mrs Kirsty MacLeod (Music) & Mr Graham Higgins (Art) Mr Daniel Pickering (Brass) Mr Russ Murray (Woodwind) Mrs Elizabeth Duncan (Violin) Ms Lilian Kelly (Cello)
<u>Outside Agencies:</u>	
Educational Psychologist:	Mrs Imogen Kerr
Speech and Lang Therapist:	NHS staff
Occupational Therapist:	NHS staff
Physiotherapist:	NHS staff
<u>Health Service Personnel:</u>	
Toothbrushing Assistant:	Miss Sarah Drummond
Dental Nurse:	NHS Childsmile Team
School Nurses:	NHS School Nurse Team

The Curriculum

A Curriculum for Excellence describes the 4 capacities that our education service should be building in pupils i.e.

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Each child will have the entitlement to a broad and coherent education with well planned experiences. They will have the opportunity to develop skills for life and to achieve to the highest levels. There will be opportunities for pupils to take ownership of their learning and for interdisciplinary learning to enhance their understanding.

The curriculum is split into 8 different areas. A refreshed narrative was published by Education Scotland in 2019 and provides a useful summary of Curriculum for Excellence.

Further information on Curriculum for Excellence can be found at

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence/>

Expressive Arts includes Art, Music, Physical Education and Drama. We are lucky in Orkney to have specialist teachers all year round to teach these subjects, as well as instrumental instructors who give instruction to some children in P4-7 on strings, brass and woodwind instruments.

Health and Wellbeing includes not only physical health and looking after ourselves but also emotional health, our feelings and relationships and social health, exploring the interaction of the individual with the community and the environment. At SPS we are using a HWB resource called 'Jigsaw'. This resource is a programme of work from P1-7 which covers 6 key themes: Being me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. As part of the 'changing me' units, we cover the topics of physical body difference and changes throughout the school. We use correct terminology for body parts across the school and in our younger classes this is introduced as a matter-of-fact way as part of children's learning. As the children move up through the school, this then covers body changes, puberty and relationship education including how babies are made and born.

Languages & Literacy includes talking and listening, reading and writing. As well as the basic skills of reading aloud, spelling, grammar and handwriting, children are taught to read for information, to choose books for enjoyment, to reflect on the writer's ideas and craft, to write in a variety of ways for a variety of purposes and to recognise various genres and styles of text. Pupils learn to talk and listen in groups, to discuss as a class and give simple oral presentations. This area also includes a modern language, and all pupils from P1 to P7 learn French.

Maths and Numeracy covers number work, practical measurement, money, handling information in tables and graphs and exploring shape, position and movement. An important aspect is to develop mental agility – a prerequisite for confidently handling more challenging calculations. Being able to apply mathematical skills and knowledge in solving problems is a challenging but another important aspect of learning maths in primary school.

Religious and Moral Education involves learning about religions as distinct from religious observance itself. Children learn about Christianity, other World religions and personal search, including the moral issues addressed by religion. Opportunities for religious observance take place as part of school assemblies. We are using a resource called Discovery RE. This is a programme of work from P1-7 which covers various RME aspects across all levels.

Sciences, Technology and Social subjects include aspects of science and technology as well as “social” subjects (traditionally history, geography and modern studies). These subjects are mostly taught as a termly project, helping children learn research and enquiry skills in an interesting way, as well as developing a core of important knowledge.

Instrumental Tuition

Children in P4 - P7 may have an opportunity to learn an orchestral instrument – strings, woodwind or brass, with the schools’ instrumental service. Children will need to show some basic musical competence and be prepared to practice regularly. Instruments are provided free of charge, but parents should be prepared to meet the small expense of sheet music, strings, reeds etc. Places are limited, and the school will let parents know when vacancies become available.

Partnership with Parents

We strive to work in partnership with parents. We want to share information about your child and to hear your views and listen to any concerns, queries or compliments. We do this in a number of ways:

- Parent Consultations twice a year – your child’s progress and attainment levels will be shared at these meetings
- An annual written report at the end of the school year
- Termly overviews – teachers will send a brief overview of the learning to take place on a termly basis
- Termly updates from each class are published on our school website
- HT termly Parent Brews – these are a opportunity for you to have an informal chat with headteacher to raise any queries you may have or just to enjoy socialising with other parents and carers
- The HT sends out regular updates to keep everyone updated on all key elements of school which includes staffing news and any school events or wider school news – these are sent through the Eduspot App
- We have Parent/carers questionnaires twice a year

In addition to the above, we are here for you whenever you have a question or query. The HT is often on the front gate at the start and end of each day, and the teachers are available if you need to speak to them – please contact the school office if you would like to speak to anyone. We are here to support all our families.

Additional Support Needs

Some of our children may require additional support for a variety of reasons and may be short-term or long-term; barriers to learning, social, emotional or behavioural needs, neurodevelopmental differences, communication needs, physical or sensory impairments, attendance, family circumstances, or health-related issues. The level and type of support required will vary depending on the individual child.

Children with additional support needs bring a wide range of strengths, talents and experiences to our school community. Through appropriate support, adaptations and positive relationships, we aim to ensure that every child can participate, achieve and thrive.

All schools in Orkney use a Staged Approach to Intervention to support children who may require additional help with their learning, wellbeing or development. Support can range from strategies and interventions provided within the classroom, to involvement from specialist staff and external agencies. In some cases, children may require a more personalised package of support to help them access learning and achieve their full potential.

We have many spaces in school to support our children with additional needs. We have the following rooms:

- **The Snug.** This is a dedicated space located in the junior area of the school. Furnished with comfortable seating and soft furnishings, it provides a safe, nurturing and calming environment for pupils who may need time and space to regulate their emotions, manage their wellbeing, or access additional support during the school day.
- **The Hamnavoe Room.** This is a supported learning space, also located in the junior area of the school. It provides a calm and structured environment where pupils can work with an adult, either individually or in small groups, when they require additional support away from the main classroom. The room enables children to access targeted learning, build confidence and develop the skills they need to be successful in their learning.
- **Brinkies.** This is a supported learning space located in the senior area of the school and serves as the base for our Support for Learning Teacher. The space is used to provide targeted support for individual pupils and small groups, helping to meet a range of learning and wellbeing needs. Breaktime clubs will also take place in Brinkies, providing opportunities for pupils to build confidence, develop social skills and access additional support in a nurturing environment.
- **The Chille Ville.** This is a supported learning space located in the senior area of the school. It provides a calm and structured environment where pupils can work with an adult, either individually or in small groups, when they require additional support away from the main classroom. The space is designed to help children access learning, develop confidence, and receive targeted support to meet their individual needs while remaining fully included in the life of the school.

We are currently developing our existing Art Room into an additional supported learning space for children in the senior area of the school. This space will provide a calm and flexible environment where pupils can access targeted support, nurture, and learning opportunities tailored to their individual needs. The room will be given a new name in due course, and we look forward to sharing further details with our school community once it is ready.

Where a child's needs cannot be fully met through the universal and targeted support available within school, they may require a more personalised programme of support. In these circumstances, we work closely with parents and carers to develop a Child's Plan.

A Child's Plan identifies the child's strengths, areas for development and individual needs. It sets out clear outcomes, agreed strategies and the support required to help the child achieve success. Parents, carers and, where appropriate, the child are fully involved in planning and reviewing the support provided.

The Support for Learning Teacher has responsibility for coordinating and monitoring the progress of pupils with a Child's Plan, ensuring that support remains appropriate and responsive to their changing needs. Plans are reviewed regularly in partnership with families and relevant professionals.

Where additional specialist advice is required, the school works collaboratively with a range of partner agencies. Within Orkney Children's Services, this may include the Educational Psychologist and specialist support teachers with expertise in areas such as visual impairment, hearing impairment, autism, inclusive practice and positive behaviour support.

We also work closely with a range of health professionals, including Speech and Language Therapists, School Nurses, Health Visitors, Occupational Therapists and Physiotherapists, as well as the Children and Families Social Work Team when appropriate.

By working in partnership with families and other agencies, we aim to ensure that every child receives the support they need to access learning, participate fully in school life and achieve their full potential.

Care and Welfare

The care and welfare and health and safety of the pupils in the school is very important to us and we have in place procedures to help us keep the pupils' safe.

School Security

The main entrance and playground gates and doors are open at the beginning and end of the school day and at break times but are kept locked at all other times in line with Orkney Island's Council policy on security. The main entrance and the reception are manned from 9.00 am – 4.00pm. Visitors to school, including parents, are asked to sign in and out at reception, where they will also be given a visitors' badge. While this can be inconvenient, it is an understandable important safety measure to prevent unknown adults from wandering about in the school building. All members of staff are encouraged to challenge visitors who are not wearing a badge.

Children Arriving to School in the morning

There are two entrances to the playground and school building. They are opened at 9.15am. The children stay in playground until 9.30am when the bell goes to sound the start of the school day. The children then line up where they will be collected by their class teacher. Supervision is provided in the playground from **9.15am** so we ask that children do not arrive before this time. In inclement weather, the children will gather and be supervised in the school hall.

Travel to and from school

Parents and carers are asked to remind their children to follow the Safe Route to School (available to find online) and to cross Ferry Road with the help of our School Crossing Patrol Officer wherever possible.

When dropping off or collecting children, please do not park in front of the school gates or in the designated bus drop-off zone. We also ask that all drivers adhere to the **5mph** speed limit within the school grounds. If the school car park is full, additional parking is available along Ferry Road.

We actively encourage pupils to walk, cycle or scoot to school where possible. Covered storage is available for bicycles and scooters. For children's safety, parents and carers should accompany their child when cycling to school until they have successfully completed Bikeability Level 2 training, which usually takes place in Primary 6. Children should not cycle to school independently until they have achieved this level of training.

To help keep everyone safe, we ask that children dismount from their bicycles and scooters once they enter the school grounds and walk them through the school gates before storing them in the designated area. Thank you for your support in helping us provide a safe environment for all members of our school community.

School Transport

Orkney Islands Council provides school transport for pupils who live out with walking distance as outlined in the following webpage:

<https://www.orkney.gov.uk/Service-Directory/S/School-Transport.htm#:~:text=Entitlement,pupils%20aged%208%20and%20over.>

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

Road Safety and School Transport

We encourage maximum safety measures in travelling to and from school and would ask parents to reinforce these measures. Specifically, we encourage pupils always to use school crossing patrols, wear the luminous safety jackets provided in the winter as well as other reflectors on bags, coats etc and to wear seatbelts on school buses. Good behaviour is essential to safety – unsafe and silly behaviour reported to the school will be reported to the relevant parents. The school works alongside the bus company to ensure children's safety and security on school bus runs.

Emergency Closure

Radio Orkney transmit details of school closures in the morning on days of severe bad weather between 7.30 – 8.00 am. In bad weather it is advisable to make a point of listening to the radio in the morning. Additionally, if you are unsure there will be a message on the council main number regarding snow closure i.e. 873535. Additionally, you can choose to have OIC updates through twitter and Facebook. Please check the OIC website for further details. The HT will also send out an alert to parents through the messaging App.

In the case of severe weather conditions, or any other emergencies which are likely to put the children at risk, the school may be closed during the school day. Pupils in receipt of school transport will be taken home in the usual way. The remainder will be sent home in accordance with your wishes – we will message or telephone you or an emergency contact to make arrangements and send out an update via our app. If, as can often happen, weather conditions in your area are giving cause for concern, please feel free to collect your child from school.

Trips and Outings

We follow the OIC excursion policy and procedures for any excursion out with the school and various consent forms are sent out for trips during a session. Please treat these as important and return them to school promptly.

Trips are assessed to include a level of risk from 1-4 and depending on the risk, the consent procedure is different. Additional insurance is required for each party member for any level 3 or 4 excursion.

First Aid and Administration of Medicines

The school has staff trained in first aid, who deal with any incident requiring first aid. They will also deal with toileting "accidents", e.g. because of a tummy upset. When this occurs, children will be cleaned, given a change of clothes and parents contacted as soon as possible. A record is kept of children requiring first aid and if your child has required first aid, a slip will be sent home with them.

If you would like the school to administer medicine to your child, please contact the school office. You will be asked to complete a form with relevant details, and we will support the administration of medicine for your child. Any medicine administered to a pupil will be recorded and the member of staff administering this will also sign that they have done so as part of the recording. Please ensure that you keep the school informed of any changes to any administration of medicine that is required.

Absence and Attendance

Parents have a legal responsibility to ensure their child attends school. However, there are of course a range of circumstances in which absence is "authorised" by the government – these include illness, family illness or bereavement etc. Family holidays during term time are not "authorised" unless in very exceptional circumstances. Children's attendance is monitored regularly and will be followed up by the school if attendance is low. It is important that children attend school regularly to give them the best chance to succeed in their learning.

If you know your child is going to be absent, please contact the school before 10 am to let us know. We will contact you if your child is absent and we haven't heard from you. Please continue to contact us daily if your child continues to be absent unless you have informed us that they are going to be off for several days.

Head Lice

The OIC policy on head lice follows national guidance and the specific advice of the Orkney Health Board. Extensive research in recent years has shown that head lice are constantly present in nearly all schools in the UK, and that traditional measures such as checking all pupils for lice in school or informing all parents as soon as a case is reported, has been ineffective in combating lice. We depend on all parents to regularly check their child's hair for lice, and treat it, to keep head lice to a minimum in school. Health Board leaflets are available from reception.

School Catering

We have a cooking kitchen at SPS, and our school meals service aims to provide children with a high quality and varied diet that meets the requirements of current school nutritional standards. All lunches are ordered through an App.

Primary 1-2 pupils eat their lunch at 12.45pm and Primary 3-7 pupils eat theirs at 1.00pm. Pupils with packed lunches eat these in the dining room alongside pupils eating school dinners.

Please do not send drinks in cans or glass bottles as part of your child's lunch or snack. We are happy for children to take a light snack into school to eat at break times – but would appreciate if this was not sweets or sweet drinks. Fruit is an ideal snack or there are many other healthy alternatives.

While we discourage sweet drinks as a snack in school, we are very keen to support the national health initiative ("Water is Cool in School") promoting regular drinking of water. Pupils can take water to school in a plastic bottle (preferably one with a sports cap) and drink at their desks. They can refill their bottles throughout the day.

We are an allergy-aware school and have pupils with severe nut allergies. Even small amounts of nuts can cause a serious, and potentially life-threatening, allergic reaction.

To help us keep all children safe, we ask that parents and carers do not send any food containing nuts into school. This includes snacks, packed lunches and items brought in for celebrations or special events.

We greatly appreciate your support and understanding in helping us provide a safe environment for all members of our school community.

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: <https://www.orkney.gov.uk/Files/Education-and-Learning/Forms/FSM-CA-Application-Web.pdf>

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 Kit and Dress Code

The school strongly encourages the wearing of our casual school uniform/colour. Our Parent Council supports the wearing of school uniform/colour as it offers a sense of identity and belonging to the school as well as being a cost-effective way of providing clothes for the children. The uniform consists of a red polo shirt, sweatshirt, rugby shirt, cardigan or fleece. Items bearing the school logo may be ordered from Leviathan International at the Pier Head Stromness. Parents are free to purchase any items of school clothing from any supplier, our school colour is red.

Our dress code is that pupils should wear comfortable, modest and sensible clothes. They should take a jacket to school and make sure they can be warm in winter and cool in summer.

Appropriate footwear is essential – high heels are always a hazard and should never be worn to school.

The appropriate clothing and footwear for PE is a T-shirt, shorts (or tracksuit bottoms) and gym shoes with non-marking soles. These are necessary for health and safety reasons, and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. It is important that children develop good routines and habits in relation to PE clothing, particularly in the senior classes where children are expected to change for PE and change again after PE.

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

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

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

Children are encouraged to bring a school bag each day to carry their snack, packed lunch (where required) and any items needed for learning.

To help avoid items being lost or damaged, we ask that children do not bring toys, games or other valuable personal belongings to school unless they have been requested as part of a planned learning activity. Unfortunately, personal items can sometimes become misplaced or broken, which can cause unnecessary upset. We appreciate your support in helping us maintain a positive and focused learning environment

Ethos

Equal Opportunities

It is vitally important that no child or adult is discriminated against, consciously or otherwise, because of their gender, race, culture, ability or disability, class, belief, lifestyle or family circumstances. All school and class activities are organised in such a way as to dispel the traditional or stereotypical views of what boys and girls, people of certain religious beliefs, or those who have differing abilities, can and cannot do. Gender groupings are avoided. Positive discrimination should be used as necessary.

Children are encouraged to:

- develop self esteem and self confidence
- accept and develop a responsibility for self
- be open minded

- recognise that every person is a unique and worthwhile individual
- respect the opinions of others
- be sensitive to the needs of others
- develop a critical awareness of the stereotyping and bias in books and in the media

Staff will ensure that:

- All pupils will have equal access and opportunities to all classroom and extra - curricular activities, eg, computer; craft work; moving tables; cleaning up; football; netball etc.
- Care will be taken in the use of curricular materials to ensure that they do not offend the spirit of this statement on equal opportunities.
- Visual displays will aim to include non-traditional models, eg, a female diver or a dad helper.
- Appropriate language is used. If a child uses terms or language which perpetuates stereotyping, then teachers will use the opportunity to challenge stereotyping.
- During class discussion/activities care will be taken to ensure the involvement of boys and girls as equitably as possible.
- All administrative procedures in the school avoid sorting by gender and all areas of the school are accessible by all.

Pupil Conduct

A strong partnership between school and home is essential in promoting positive behaviour and helping children develop the skills to manage their own behaviour successfully. By working together, we can provide consistent expectations and support that enable every child to thrive. A behavioural agreement is included in the School Enrolment pack that parents complete when enrolling their child(ren).

Our behaviour expectations have been developed collaboratively with pupils and staff and are centred around our three core principles: **Ready, Respectful and Safe**. These principles underpin all aspects of school life and help to create a positive, inclusive and nurturing environment where every child feels valued and supported.



Ready, Respectful, Safe

What does Ready, Respectful, Safe look like in school?		What does Ready, Respectful, Safe look like in the playground?		What does Ready, Respectful, Safe look like in the lunch hall?	
1	I will help and support others when they need it	9	I will include others in my games and play	17	I will show respect to others
2	I will show respect to everyone in school	10	I will listen to the supervisors and follow their instructions	18	I will show good table manners
3	I will treat others with kindness	11	I will play games that don't hurt other people	19	I will let others sit beside me if there is an empty seat
4	I will be polite to others and show good manners	12	I will show respect to adults and children	20	I will only eat my own food
5	I will listen to staff and others	13	I will line up calmly and quietly	21	I will eat all my food in the lunch hall and not take it outside
6	I will follow instructions when I am asked	14	I will have kind hands and kind feet	22	I will move around the lunch hall calmly and sensibly
7	I will help to look after school equipment and keep the school tidy	15	I will offer to help others if they are hurt or need a friend		
8	I will walk calmly and sensibly around the school	16	I will only play in the areas I am told is safe to play		
					

In addition to our school expectations of Ready, Respectful and Safe, we actively promote four Learning Behaviours that help children develop the attitudes, skills and dispositions needed for success in learning and in life.

These Learning Behaviours encourage children to become confident, resilient and independent learners. They support pupils to embrace challenges, persevere when learning is difficult, work collaboratively with others and take responsibility for their own progress. By developing these behaviours, children are better equipped to achieve their potential both in school and beyond.



Our Learning Behaviours

Term 1	Successful Learner	Term 2	Responsible Citizen
	May the Motivated Puffin		Rhona the Responsible Orca
✓ I take pride in my work ✓ I want to work and learn ✓ I work hard to be the best that I can be ✓ I can help myself and others around me ✓ I can embrace new ideas		✓ I show respect to others ✓ I take part in all areas of school life ✓ I enjoy learning about Scotland and the wider world ✓ I can understand different beliefs and cultures around the world ✓ I am a good member of our community ✓ I work hard to understand the world around me	
Term 3	Effective Contributor	Term 4	Confident Individual
	Rosie the Resilient Bee		Isla the Independent Owl
✓ I am resilient - I don't give up! ✓ I can think for myself ✓ I can be a good member of a team: <u>1.</u> I can listen to the ideas of others <u>2.</u> I can share my own ideas <u>3.</u> I can take the lead if it's needed ✓ I can be creative when faced with a problem or challenge		✓ I respect myself ✓ I know myself well ✓ I can make my own decisions ✓ I can find ways to solve problems ✓ I can ask for help when I need it ✓ I know how to keep myself healthy ✓ I can work well independently	

Anti-Bullying approaches

Any incident of bullying behaviour will be treated seriously. Our policy can be found on the school website.

We are committed to providing a safe, inclusive and respectful environment where every child feels valued and supported. We encourage all pupils to report any behaviour that is hurtful, unkind or bullying. Children should never feel afraid to speak to a trusted adult or worry that reporting concerns will make the situation worse.

We recognise that some children may initially choose to share their concerns with friends or family members. We therefore ask parents, carers, pupils and members of our school community to raise any concerns about bullying or unkind behaviour as early as possible. Prompt communication allows us to investigate concerns thoroughly, provide appropriate support and resolve issues effectively.

Our approach is centred on building positive relationships, restoring trust and helping all children learn from their experiences. We have a responsibility to support children who have experienced bullying while also helping those whose behaviour has caused harm to understand its impact, develop empathy and make positive changes.

We believe that the best outcomes are achieved when school and families work together. By maintaining open communication and a shared commitment to children's wellbeing, we can support all pupils to develop respectful relationships and contribute positively to our school community.

Further information is available from the national anti-bullying network website: <https://respectme.org.uk/>

Extra Curricular Activities

The school has a range of extra curricular activities – run by parent helpers and volunteers. Regular clubs are football and netball. Occasionally other activities are also offered. Sports clubs tend to be run at the Academy because of their larger indoor sporting facilities. They are held out of school hours, and as there is no school transport available, all parents are responsible for transport to and from practices and events. Parents who run or organise extra-curricular activities must be members of the PVG scheme and undertake Safeguarding training with the HT. Please see:

<https://www.mygov.scot/pvg-scheme/>

The Parent Forum and Council

Our Parent Council plays an important role in supporting the school and strengthening the partnership between home and school. The Parent Council is drawn from the Parent Forum, which consists of all parents and carers of children attending the school.

The Parent Council holds its Annual General Meeting (AGM) each September. At this meeting, parents and carers have the opportunity to elect members to serve on the Parent Council for the forthcoming year.

The Parent Council works closely with the school to represent the views of parents and carers, support school improvement initiatives, organise fundraising activities and contribute to the wider life of the school. We warmly encourage all parents and carers to become involved and support the work of the Parent Council wherever possible.

Our current Chair is Mr Dan Lee. If you need more information, ask at the school office for details.

Pupil Council

Our Pupil Council provides children with a meaningful opportunity to have their voices heard and to contribute to the ongoing development of our school.

The Council is made up of pupils from Primary 2 to Primary 7, with two representatives elected from each class at the beginning of the school year. The Pupil Council meets regularly with the Headteacher to discuss ideas, share pupils' views and consider ways to improve school life.

Each class has a suggestion box where children can submit ideas, comments and suggestions throughout the year. These are discussed by the Pupil Council, and many have led to positive changes and improvements within the school.

At the start of each session, the Pupil Council elects a Chair, Vice Chair and Secretary. Council members receive support to develop their leadership and communication skills and are responsible for chairing meetings, taking minutes and ensuring that key decisions are shared with the wider school community. Minutes are displayed in school so that all pupils are kept informed of the Council's work.

Through the Pupil Council, children develop confidence, leadership, responsibility and an understanding of how they can make a positive contribution to their school community.

Learning from Home

All pupils will receive a Learning from Home grid at the start of each term. This will contain a range of ideas that parents/carers can undertake with their children at home for all areas of the curriculum. There will be a mix of practical suggestions and research-based suggestions. All the activities are optional as we recognise that many of our children lead very busy lives after school and often attend after school clubs.

If your child completes some of the activities, they are welcome to bring their work along in the last week of term to share it with their class and teacher.

Parents/carers will also receive a Curriculum Overview which will detail the key areas of learning across the curriculum. This will be sent out with the Learning from Home grid at the start of term.

Complaints and concerns

You may have queries about an element of your child's work, or you may have a concern relating to something that has happened in school. If you have a concern or query about your child, please contact their teacher in the first instance. If you feel that your concerns or queries have not been addressed following a meeting with the class teacher, please contact the Headteacher.

If a more serious problem has arisen or you wish to make a complaint, please contact the Headteacher directly who will work with you to resolve the issue in the first instance.

If a complaint needs to be addressed further, the OIC has a complaints procedure that can be accessed via their website.

Finally, we hope you have found this information pack useful and informative. We are always keen to improve the information we provide, so we would welcome any constructive feedback you may have.

We hope that your child enjoys a happy, successful and rewarding time at Stromness Primary School and that, by working together in partnership, we can provide the very best educational experience for them.

We look forward to working with you and your family and warmly welcome you to our school community.