



**Information for
Parents**

2024/25

1. Introduction

This booklet is designed to be a brief guide to Nesting Primary School and, as such, I hope you find it useful. Nesting Primary School welcomes a wide variety of pupils and promotes a happy and friendly school community. The school is committed to ensuring that children's needs are met and parents can be assured that children will settle quickly and comfortably into the school environment. At all stages pupils are encouraged to develop their self confidence and gain in independence. Parents are encouraged to participate fully in their child's academic and social development. Parents are welcome to telephone, e-mail, or call at the school should queries or concerns arise at any time.

School Vision Statement

"I mean no jist whit you find in books and schools and education
But whit you fin in anterin nueks and denkies o' creation"

J Haldane Burgess

School Values

Nurturing, Excellent, Safe, Teamwork, Included, Nurture and Great.
(NESTING)

SCHOOL AIMS

Challenging Learning Experiences

1. To engage children and young people in the highest quality and challenging learning experiences

A Caring Environment (Everyone Valued)

2. To value and empower our staff, children and young people to promote well-being and respect

An Ethos of Achievement

3. To develop a culture of ambition and achievement which focuses on quality experiences and maximises success for all learners

A Shared Vision

4. To develop a shared vision for all by promoting fairness, justice and equality of opportunity, involving the whole school community in the life of the school

Partnerships

5. To work in partnership with parents, the community of Nesting and other agencies in order to meet the needs of every child in Nesting School

Leadership

6. To encourage a whole school approach to leadership.
Responsibility and decision making

Outdoor Environment

7. To promote the outdoor environment as a space for learning and encourage everyone to explore, appreciate and respect their world

The School

The postal address is:

**Nesting Primary School
Skellister
Shetland
ZE2 9PP**

Telephone: 01595 743701

E Mail : nesting@shetland.gov.uk

Emergency No: 01595 890 316

Nesting Primary School is a non-denominational rural school. The roll stands this year at 15 pupils.

After Primary 7, the pupils transfer to Anderson High School and details of this are intimated to parents of Primary 7 pupils at the beginning of their final year. There are several opportunities throughout their last year in the primary school for the Primary 7 pupils to become acquainted with their new secondary school, so making the transition an easy one.

The address of Anderson High School is:

Anderson High School

North Loch Drive

Lerwick

Shetland ZE1 0GR

Email ahs@shetland.gov.uk

Telephone 01595808008

Nesting Primary School Hours

Monday - Friday	
09.00 - 10.45	First Session for pupils
10.45 - 11.00	Interval
11.00 - 12.30	Second Session
12.30 - 13.15	Lunchtime
13.15 - 15.00	Afternoon Session

Term dates for the following school year can be found on Shetland Islands Council's website. The direct link is:

http://www.shetland.gov.uk/education/term_dates.asp

Staffing

Mrs Sandra Petrie	Head Teacher Seconded to SJHS & BJHS
Mrs Louise Malcolmson	Acting Head Teacher
Mrs Fiona Marshall	ASN Teacher Head Teacher Administration Cover
Mrs Lois Paul	Art Teacher
Mrs Shyrleen Pottinger	Music Teacher
Mr Colin Kirkness	P. E. Teacher
Ms Debbie Scott	Fiddle Instructor
Mrs Jane Pottinger	Piano Instructor
Mrs Karen Coutts	Clerical Assistant Learning Support Assistant
Mrs Tracey Cassidy	Learning Support Worker
Mrs Julia Odie	Support Play Worker
Mrs Helen Thomason	School Cook
Mr Andrew Pearson	School Cleaner Supervisory Assistant

All fulltime and part-time teaching staff are fully qualified primary teachers who have completed Professional Review with the General Teaching Council for Scotland.

Pre-school pupils will be invited to Nesting Primary one visit a week from April, so enabling them to become familiar with their new environment.

School information is sent out by email or bagdrop letters.

SCHOOL IMPROVEMENT PLANNING

In order to ensure that we move forward and keep up with educational developments, the whole staff are involved in a programme of professional development activities. Along with the 5 in-service days, we also have a programme of curriculum development meetings throughout the session. This means that, teachers meet to discuss, plan and develop the curriculum.

We have to consider very carefully how we move forward as there are many areas we could work on and too few hours are available. This is done through a process of planned self evaluation. Improvement priorities also take account of Scottish Executive and Local Authority priorities. As a staff, we then agree a School Improvement Plan. We have had considerable recognition from Education Scotland on the planned improvements we are working on. The School Improvement Plan is presented to and approved by the Quality Improvement Team each year. A full copy of the most recent plan is available in the school for any one who wishes to have one and is also shared with the Parent Council.

A Standards and Quality Report is also prepared on an annual basis and approved by the Authority. A copy of the full report is available at the school.

The Curriculum for Excellence

Curriculum levels

Early Level Nursery - P1

First Level P2-P4

Second Level P5-P7

Third & Fourth Level S1-S3

Obviously children will progress through these levels at different rates.

Curricular areas:

Mathematics

Languages

Health and Wellbeing

Sciences

Social Subjects

Religious and Moral Education

Expressive Arts

Technologies

However, it is less the content of the curriculum that will change and more the methods of teaching and encouraging learning. The purposes of the curriculum will ultimately be to enable all young people to become:

- successful learners
- confident individuals
- effective contributors
- responsible citizens.

If you would like more information on A Curriculum for Excellence you can visit [Education Scotland | Education Scotland](#) and follow the links. We also have copies of the new outcomes and experiences in school if you would like to view these.

THE 3 CORE CURRICULAR AREAS

LANGUAGES

Throughout education, effective learning and teaching in literacy and English will involve a skilful mix of appropriate approaches including:

- the use of relevant, real-life and enjoyable contexts which build upon children's own experiences
- effective direct and interactive teaching
- a balance of spontaneous play and planned activities
- harnessing the motivational benefits of following children's interests
- collaborative working and independent thinking and learning
- making meaningful links for learners across different curriculum areas
- frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences
- the appropriate and effective use of ICT.

Languages is organised under the following headings:

- listening and talking
- reading
- writing.

This curricular area also incorporates Modern Languages. In Shetland this is French and, although primary 6 is currently the most common point at which pupils begin to learn a modern language, many children begin earlier.

MATHEMATICS

Children should experience learning and teaching approaches that challenge and stimulate them as well as promote their enjoyment of mathematics. To achieve this, teachers will use a skilful mix of approaches, including:

- planned active learning which provides opportunities to observe, explore, investigate, experiment, play, discuss and reflect
- learning collaboratively and independently
- opportunities for discussion, communication and explanation of thinking
- developing mental agility
- using relevant contexts and experiences, familiar to young people
- making links across the curriculum to show how mathematical concepts are applied in a wide range of contexts
- using technology in appropriate and effective ways
- ensuring that children understand the purpose and relevance of what they are learning
- developing problem-solving capabilities

Mathematics is structured within three main organisers, each of which contains a number of subdivisions:

Number, money and measure

Shape, position and movement

Information handling

HEALTH AND WELL BEING

Learning through health and wellbeing should enable children to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

The area is organised under the following headings:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood.

THE REMAINING CURRICULAR AREAS WILL BE DELIVERED THROUGH INTER DISCIPLINARY LEARNING & FOCUS ELECTIVES

EXPRESSIVE ARTS

Learning within expressive arts should enable children to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills that are specific to expressive arts and also those that are transferable
- develop an appreciation of aesthetic and cultural values, identities and ideas

This curricular area is organised under the following headings:

- art and design
- dance
- drama and music

SCIENCES

Children participating in the sciences will:

- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- recognise the role of creativity and inventiveness in the development of the sciences
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding

The Sciences has been organised under the following headings:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science.

SOCIAL SUBJECTS

Through learning in social studies children will:

- develop their understanding of the history, heritage and culture of Scotland
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise

Social Studies has been structured under the following headings:

- People, past events and societies
- People, place and environment
- People in society, economy and business

TECHNOLOGIES

Learning in the technologies enables children to be informed, skilled, thoughtful, adaptable and enterprising citizens, and to:

- develop understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment
- gain the skills and confidence to embrace and use technologies now and in the future
- become informed consumers and producers
- be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their understanding of the applications and concepts behind technological thinking, including the nature of engineering and the links between the technologies and the sciences
- experience work-related learning

Technologies has been organised under six headings:

- technological developments in society
- ICT to enhance learning
- business
- computing science
- food and textiles
- craft, design, engineering and graphics.

RELIGIOUS AND MORAL EDUCATION

Learning through religious and moral education enables children and young people to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions, other traditions, and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action

Religious and moral education is structured as follows:

- Christianity
- Other World Religions
- Development of Beliefs and Values

RELIGIOUS OBSERVANCE

This is an expression of Christian worship. It is developed through IDL . Our school chaplain will also pay regular visits to the school but we do not have assemblies. Parents reserve the right to withdraw their children from R.E. and/or R.O. after such a request is submitted in writing.

ADDITIONAL SUPPORT NEEDS

If a class teacher has any concerns over a child's learning the school will contact the parent and together we will decide the way forward for the child. We have some allocated ASN time for 2024/25. It may be that we decide that the class teacher best meets the child's needs with advice from the SfL teacher. If any child is deemed to be particularly able we will consider how this child's needs are best met through a professional discussion with the class teacher and the parents.

The school's policy is to support the education of all pupils regardless of needs, along with their peer group, in the normal classroom situation. Individually targeted work at a level accessible to the child and designed to support learning progress, will normally be provided by the class teacher with the support of any other learning support personnel involved with the child.

It may be that we need to involve other agencies, e.g. Education Psychologist, Speech and Language Therapist, etc. to help us determine the specific nature of a child's need and to help us plan the way ahead. If this is the case parental permission will be sought before we progress. Information on how pupils' additional support needs are identified and addressed can be found on the Council website. The website also provides information on mediation and dispute resolution services, links to the NHS and other agencies or organisations that can provide further support, information and advice about support and advocacy. The direct link is: [Support for Pupils - Shetland Islands Council](#)

HOMWORK

We believe in a partnership between home and school. Part of this partnership is the support that parents give to their children when they are asked to do work at home. Homework has undergone many changes over the last few years and therefore often requires collaborative work or research etc. Teachers issue homework where it is felt to be beneficial as a development of the studies being pursued by pupils. Homework should not be too onerous and is matched to the ability of the pupil. Examples of homework generally given include reading and spelling. Homework is an added means of informing parents and involving them in work being done in school. Parents are asked to ensure that children do their homework. If it is considered by a teacher that a child has not worked well enough in school then the work may be sent with them to be completed at home and the parents informed.

ASSESSMENT, RECORDING AND REPORTING

Children are continually assessed by teachers through informal observation and interaction to ensure that progress is being made and the most effective "next step" is planned. Occasional standardised tests are given to assist the staff in planning appropriate programmes of work for each pupil.

Assessment is done in a number of ways using AIFL principles, e.g.

- observing tasks like practical investigations, performances, presentations and discussions
- learners' assessment of their own work and comparisons with others
- written responses like tests
- evaluation of final products e.g. a piece of artwork, report or a project.
- Peer and self assessment

Assessment will take place throughout the school year. If a class teacher has any concerns the school will contact the parent at the earliest opportunity.

Parents receive end of year reports on their child's progress.

Parents should feel free at any time to ask for a parent/teacher interview if they have any concerns over their child's progress.

Further information on achievement, reporting and profiling can be found on Education Scotland's website. The direct link is:

[BtC5: Recognising Achievement, Profiling and Reporting](#)

Transitions

Transitions occur at key points in a child's education when they move on to a different stage of learning. Transitions can include moving to the stage of primary education, moving from primary to secondary school, moving to the senior phase of Curriculum for Excellence and then post-school learning, training or work. Transitions can also include any changes in a pupil's learning journey, for example when a pupil changes school or when learning is interrupted.

In order to support the transition of pupils from early learning and childcare centres, pre-school children have regular chances to attend school 1 afternoon a week from February. This allows them to meet and spend time with their new teacher and classmates as well as getting to know the school layout.

More information about the local authority's school enrolment processes can be found on the council website. The direct link is - [Admissions Policy - Shetland Islands Council Interact](#)

On enrolling your child you will fill in a form giving information about addresses, telephone numbers and emergency contacts. If any changes occur please inform the school. All information given is

treated in the strictest confidence and registered in accordance with the Data Protection Act 1984.

Children completing their primary education at Nesting usually transfer to Anderson High School, Lerwick. In order to ensure a smooth transition a programme of events for pupils, including visits to the Anderson High School is arranged. Exact details are intimated to parents of P7 pupils.

Should you require further information on transfer to Secondary Education please contact the school. Details for Anderson High School are as follows: Mr Robin Calder, Head Teacher, Anderson High School, North Loch Drive, Lerwick, ZE1 OGR Telephone (01595) 808008

We recognise that children with additional support needs may need transition arrangements that are additional to those made for their peers. Information sharing and planning will take place in advance of each transition. Further details can be found on Shetland Islands Council's website. The direct link is: [Support for Pupils – Shetland Islands Council](#)

Placing Requests

If you do not wish for your child to attend the catchment area school, you can place a request with Shetland Islands Council that your child attend another school. Details of how to make a placing request can be found in Shetland Islands Council, Children's Services, Admissions Policy. The policy can be found at: [School Enrolment – Shetland Islands Council](#)

Please make your Placing Request in writing to:

Director of Children's Services, Children's Services,
Hayfield House, Hayfield Lane, Lerwick ZE1 0QD

To help you, the Scottish Government has published a guide for parents on choosing a school and the placing request system. It is available on the Scottish Government's website. The direct link is: <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

Enquire is the Scottish Advice Service for additional support for learning. If your child requires additional support for learning and you wish to place a request to have your child schooled elsewhere, you may wish to look at leaflets that Enquire have produced; Factsheets 2, 3 and 6 have particular relevance. Please request these from your child's school or refer to Enquire's website. The direct link is: <http://www.enquire.org.uk/publications/factsheets>

Information on how pupils' additional support needs are identified and addressed can be found on Shetland Islands Council's website. The website also provides information on mediation and dispute resolution services, links to the NHS and other agencies or organisations that can provide further support, information and advice about support and advocacy. The direct link is: http://www.shetland.gov.uk/education/asn_home.asp

Other useful information and advice regarding additional support for learning can be found on Enquire's website. The direct link is: <http://www.enquire.org.uk/>

CURRICULAR ACTIVITIES

Most pupils participate in SRT clubs and activities. The Active Schools Co-ordinator offers short term after school clubs.

School Meals

The School Meals Service is run and managed by Shetland Islands Council Catering Service. All queries regarding this service should be directed to the Catering and Cleaning Manager on 01595 744129.

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

The current charge for school meals are:

- ELC, P1-5 - Free
- P6-7 - £2.50
- Secondary - £3.00

Any charges for school meals must be paid through ParentPay - www.parentpay.com. Parents will be provided with activation details for ParentPay at time of enrolment. All queries regarding ParentPay should be directed to the Children's Services - Finance Team on 01595 743844.

School Milk

School Milk is offered to all pupils. For Pupils in P1-7 there will be a weekly charge of £1.25. This must be paid through your ParentPay account. Please note this is a weekly rate regardless of how many days milk is taken.

Free School Meals Entitlement

You may be eligible for support with Free School Meals/ Milk or a Clothing Grant, please visit [EMA, Bursaries and Financial Support - Shetland Islands Council](#) for further information and to apply online.

Dress

Pupils require suitable clothing for P.E. The school provides pupils with waterproof clothing and boots for when they take part in outdoor activities. A painting apron or old shirt will protect your child's clothing during practical lessons. Please ensure that pupils come suitably dressed for the weather, as the school encourages outdoor play wherever possible.

School Fund

The Parent Council now holds the school fund. This allows us to list the Parent Council as match providers in any grant application.

Valuables & Lost Property

The school is not responsible for any monies or valuables left in coat pockets, in the building or the playground. Valuables may be handed to a class teacher for safe keeping if necessary, but parents are urged to discourage children from taking large sums of money or expensive items to school. Mobile phones are not permitted in school unless there are exceptional circumstances. In this case the phone should be left at the school office for safe-keeping. Children should not wear jewellery to school, with the exception of simple stud earrings.

Cycle Safety

Every third year pupils in P5 - 7 undertake training in Bikeability. The training stretches over six sessions and gives the children confidence in cycling on the local roads safely as well as teaching them how to look after their bikes. There is a bike shelter at the school. Children are welcome to cycle to school, with their parent's permission. A cycle helmet and hi-vis top should be worn, but can be provided by the trainers. P1-4 have occasional one-off training sessions.

Outings

The children have the opportunity to go on school trips from their first year at the school. At the start of each session parents are asked to complete a general permission slip which allows for children to be taken out of school in the school day. Further permission slips will be sent home with your child if there are opportunities to do After School Activities. There may be opportunities for longer excursions for the older pupils, involving overnight stays.

Playground Safety

Pupils are expected to spend their intervals in the playground when weather permits. They are allowed to remain in the building when the weather is inclement, or when given permission by a member of staff in order to carry out a particular activity. Pupils are not allowed to leave the school grounds unless permitted to do so by a member of staff.

Snowballs

The throwing of snowballs is not permitted in the interests of safety. This is Council policy.

School Psychological Service

When a child has a marked learning or behavioural difficulty, or when it is felt to be in your child's best interest, staff might ask for specialist advice. Referrals are only made after consultation with parents.

School Health Service

Medical checks are carried out in P1 and P6. Ophthalmic and Audiometry Tests are also carried out at various stages. The School Nurse occasionally gives health talks to the children and is involved in sex education with the P6 and P7 classes. Parents are always informed prior to commencement of lessons in sex education,

and have the right to withdraw their children from these classes. School dental screening is provided annually. This is a 'very brief inspection' to assess a child's risk of getting dental problems. Full check-ups should be carried out every six months by your family dentist.

Attendance

We would ask that the school be informed by telephone or by email, if your child is/or has been absent from school. If a child is absent with no explanation, the school aims to contact parents by 9.30am on the day of absence in order to ensure that the child is safe. It is not usually necessary to take action regarding attendance but, should attendance become unsatisfactory, the Authority has powers to take action. The Scottish Executive has revised its guidance to authorities on attendance and absence in circular No 5/03. Within this circular it states that family holidays are to be classified as 'unauthorised absence' from school, unless under exceptional circumstances. Should it be absolutely necessary for your child to be absent during term-time (other than illness), please request an absence form from the school office.

For further information on school attendance, a guide for parents can be found on the Scottish Government's website. The direct link is: <http://www.gov.scot/Publications/2009/12/04134640/0>

Illness and Accidents

If your child is unwell in the morning, please do not put him/her to school. Sending a sick child to school only increases the risk of spreading germs or infection and can sometimes result in someone having to spend lengthy periods of time contacting parents/carers in order to have the child taken home.

Advice on the recommended time off school for specific illness can be found on the school website or on the following website:

<http://www.documents.hps.scot.nhs.uk/hai/infection-control/guidelines/exclusioncriteria-childcare-A3-2011-12.pdf>

Please note that this advice states, 'Children with diarrhoea and/or vomiting should be excluded until they have had no symptoms for 48 hours after an episode of diarrhoea and/or vomiting.' In case of infectious diseases please follow the advice given by your GP.

In the event of a child becoming ill at school, or if an accident occurs, every attempt will be made to contact the parent or emergency contact. Minor accidents will be attended to and simple first aid administered. Under no circumstances will children be sent home unaccompanied without parental permission.

Please inform the school of any special medical conditions or requirements (e.g. allergies) pertaining to your child.

If a serious accident or illness occurs and it is impossible to contact parents or emergency contact, the child will be seen by a doctor or taken to hospital without delay to receive vital treatment.

Accidents are also reported to S.I.C. Education Department through completion of a Personal Injuries Notification form.

[Included, engaged and involved part 1: promoting and managing school attendance - gov.scot \(www.gov.scot\)](#) was published in 2019 and attendance guidance is currently being developed. An Attendance Matters leaflet can be found here on the Council website - [Parental Involvement - Shetland Islands Council](#)

Communicable Diseases

If children contract certain ailments (e.g. chickenpox) it is necessary for them to be excluded from the school for a period of time. The following exclusion periods are recommended by the Health Education Board for Scotland.

Ailment	Exclusion Period
Chicken Pox	"From onset until all spots are dry"
Measles	"Until recovered but not less than 5 days after rash is gone."
Mumps	"Once swelling has diminished (approx. 10 days)".

If you are in any doubt about other ailments please contact the school, your own G.P. or the School Doctor.

Headlice

The Scottish Executive has provided schools with "National Guidance on Managing Head Lice Infection in Children".

As far as this school is concerned, the main points coming from this document are:-

- Managing head lice infection is not simply a task for schools but must, primarily, involve parents and carers in detection and treatment. Thereafter, other professionals may need to be involved.
- "Alert letters" should not be sent to all parents in a school or year group when a child has lice.
- Wet combing when a child has an infection should be done every third day for three weeks.
- If a child has an infection, every member of his/her household must be treated.

In addition to these points, we believe it is extremely valuable for families to share information. If your son/daughter is infected, please contact his/her friends' parents and inform them so that

they may inspect their child/rens heads and give treatment if necessary.

Leaflets giving instructions on how to deal with head lice are available at the school.

Use of Medication in School

Requests may be made to the Head Teacher to deal with the administering of medicines to pupils at school in the following circumstances:

1. Cases of chronic illness or long-term complaints such as asthma, diabetes or epilepsy.
2. Cases where children recovering from a short-term illness are well enough to return to school but are receiving a course of antibiotics, cough medicine etc.

A form must be completed: 'Request for Schools to Administer Medication'. The Head Teacher will only accept responsibility if the medicine is brought to the school by the parent, **NOT THE CHILD**, delivered personally to the Head Teacher and is accompanied by the completed form.

Winter Emergencies

The following procedures will operate in bad weather:

1. In severe weather conditions, once school has commenced for the day, every effort will be made to keep the school building open until the normal closing time but if weather is extremely bad early in the morning, you are strongly advised for safety reasons, to keep your child at home. Parents are responsible at all times for deciding whether to send their children to school.

2. If conditions worsen through the day, parents will be asked to collect their children. Please collect your child as soon as possible. Children will not be released from the building unless into the care of a responsible adult.
3. In the event of school not being open for a normal school day, you will be informed in the morning by phone call through the school's 'ring round' system. Messages will be broadcast on Radio Orkney between 7.30am and 8.00am and SIBC.
4. When the Head of Education decides in the afternoon that all schools shall be closed the following day, he/she will inform Radio Shetland and SIBC and set in motion the 'communication tree' which will trigger our local 'ring round' system. Radio Shetland will broadcast the information between 5.30pm - 6pm.
5. Parents are asked to supply the school with the name and telephone number of an emergency contact, which may be required in the event of an accident or school closure when the parent is not readily available. Please notify the school if there are any changes in work phone numbers or emergency contacts.

Fire Safety

Fire Equipment is regularly tested and maintained.

School Discipline

It cannot be stressed too strongly that the relationship between pupil and teacher is similar to that between the child and his or her own parents requiring mutual consideration on both sides. It must also be stressed that certain rules governing general behaviour are necessary to ensure that education will take place in a calm atmosphere. Every child is expected to accept the normal pattern

of school discipline. Non observance of rules will normally be dealt with within the school but parents should realise that they must play a large part by ensuring that their child conforms to the code of behaviour laid down by the school.

In serious cases parents will be invited to the school to discuss the problems.

Parents will appreciate that the disruptive child causes the conscientious hard working pupil to lose many hours of important teaching and learning. Therefore, it is in everyone's best interest to preserve a quiet working atmosphere in the school.

The school is concerned to keep the school community free from incidents of bullying. Parents and children are encouraged to tell the teachers about any concerns, however small. Also, should your child come home upset about an incident at school, please let us know before the incident becomes a problem.

It is recognised that, from time to time, concerns and complaints are raised and action needs to be taken. We strongly believe that local remedy is by far the best. Therefore we will endeavour to deal with any concerns/complaints raised in a prompt and courteous manner and to the satisfaction of all concerned.

Parents should arrange to communicate directly with the class teacher or a member of staff. This may be by letter, email, by telephone or in person by appointment. Simple clarification or the provision of information can resolve many concerns and it is anticipated that most concerns/complaints will be resolved by this informal stage. When calling to arrange to speak with a member of staff it would be extremely useful if you could share the reason for your call.

In the case of serious concerns or complaints it may be appropriate to address them directly to the Head Teacher. At this stage you will be invited to attend a meeting in school at a time that suits you and the school staff. You will usually meet with your child's class teacher, a senior member of staff or both. We hope to resolve complaints at this stage. For a concern which cannot be resolved by the class teacher, a formal meeting with the Head Teacher will be scheduled.

The School Complaints Procedure can be found on Shetland Islands Council's website.

http://www.shetland.gov.uk/education/hpc_complaints_procedure.asp

Punctuality

Children are expected to be punctual and should arrive at school on time.

Transport

Free transport is provided by the authority for pupils who live in the school's catchment area and are under eight years of age who live more than two miles from the school, and for pupils aged eight years and over who live more than three miles from the school. If you feel your child may qualify for school transport please contact the School's Service (tel 744 000) for information and advice.

Information on the provision and finance of transport can be found on Shetland Island Council's website. The direct link is:

http://www.shetland.gov.uk/education/hpc_school_transport.asp

Parent Council

Nesting has an active Parent Council and all parents are welcome to attend and participate in the work they do.

You may wish to learn more about the role of the Parent Council in representing your views on education matters. You can contact the school's Parent Council directly and/or access information on Education Scotland's website. The direct link is:

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

For further information and resources regarding getting involved with your child's learning, please contact the school and/or take a look at Parentzone on Education Scotland's website. The direct link is: <http://www.educationscotland.gov.uk/parentzone/index.asp>

Suggestions and Additions

I hope that you have found this booklet useful. There may, however, be aspects of school life you would like to know about but are not included in this edition. Please let us know of anything you would like to see included in future.

In Conclusion

Please be assured that we will do our utmost to work with you in the best interests of your child and hope that you will equally give the school your full co-operation and support.