



Shetland Islands Council

Cunningsburgh School Information Handbook



Always do your best

2023/2024

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Introduction

Cunningsburgh School is located in the South Mainland of Shetland, approximately 10 miles south of Lerwick. It is a small, rural school, serving the communities of Quarff, Fladdabister and Cunningsburgh. There are four classes in the primary and one morning nursery session. Our current roll, including nursery is 103 children.

Cunningsburgh School is proud of our strong relationships with our parents. This handbook provides information for parents for the school year 2023/24. Although the information is believed to be correct (December 2023), it is possible that changes have occurred, or will occur during the course of the year, that will affect the contents for this year or for the following school years.

For further information or clarification, please contact the school and/or look at our school website.

<http://www.cunningsburgh.shetland.sch.uk/>

Throughout this handbook, links to websites are provided for further information. Free access to these pages can be gained at the Shetland Library Learning Centre and at Islesburgh Community Centre. Hard copies and different formats of the handbook (for example in Braille or large print) will be made available by request to the school.

Handbooks for all Shetland Islands Council's schools can be found on the council's website. The direct link is: <http://www.shetland.gov.uk/education/SchoolHandbooks.asp>



Contact Details

Name:	Cunningsburgh Primary School
Address:	Cunningsburgh Shetland ZE2 9HB
Telephone:	01595 807250
Website:	http://www.cunningsburgh.shetland.sch.uk/
Email:	cunningsburgh@shetland.gov.uk
Stages of education:	Early Learning & Childcare (ELC) and Primary
Roll:	103
Denominational status:	Non-denominational
Head teacher:	Mr Melvyn Clark
Parent Council email:	TBC Chair – Jenna Laurenson

Visiting the school

If you are seeking a place for your child, or you have been offered a place, we would be delighted to arrange for you to visit us. We are committed to making sure that children are confident and ready to start and will work with you to put in place what your child needs to ensure their move is as straightforward as possible. Please contact the school directly to make arrangements.

Communication

We communicate with parents/carers in a number of different ways. Most importantly, we pride ourselves on having an open door policy and value the opportunity for face-to-face contact to strengthen home/school partnership and learning at home.

Parents/carers receive regular letters via email to keep them informed of school activities and events. Each class teacher sends out a weekly email providing an update for the following week and class blogs are regularly updated and links to these are shared with parents/carers. Parents have class teachers' Glow email address and are welcome to contact class teachers at times when they are not class committed. Our website also hosts a variety of key information.

Urgent communication with parents/carers may also be necessary, e.g. emergency school closure, and when this is required during the school day we would contact them by telephone using the contact details held by us. The evening Radio Shetland programme will announce if it is decided that the school will not open the following day due to bad weather. If the decision is made in the morning, it will be announced on Radio Orkney after 7.30 in the morning. Announcements will also be made on SIBC, Shetland Islands Council website and via the school's Parent Council Facebook page.

Annually, you are asked to fill in a form giving information about addresses, telephone numbers and emergency contacts. If any changes occur during the year please inform the school. Most of this information is stored electronically and has been registered in accordance with the Data Protection Act 2018. Parents are welcome to place a request to inspect data held about their children.

Parental Involvement

Partnerships

Cunningsburgh School openly and warmly welcomes the involvement of parents/carers in the life and work of the school as it is recognised that when parents/carers are involved, children do better in their education.



This can take many forms, including sharing expertise and experiences in class or at assemblies, helping with extracurricular activities and clubs, fundraising, attending social events, performances and concerts and supporting school trips.

However they are involved, we are keen to ensure that time spent in school by helpers and volunteers is as enjoyable and beneficial as possible for all concerned. Therefore, we endeavour to involve helpers as fully as possible in school life whilst ensuring safe boundaries for all involved.

A Learner Led Event, held in September, sees parents/carers welcomed into the school and learners take great pride in sharing their learning and successes.

Parent/Carer/Teacher appointments to discuss children's progress are held in February (Term 3) with an optional appointment in June (Term 4). These also provide a platform for parents and teachers to discuss how best to support learning at home.

Homework is an important link between school and home. It is a way of consolidating work learnt in the classroom e.g. maths, spelling and reading. It also provides an opportunity for parents to share in their children's learning and support them. All children receive homework appropriate to their age and ability. Homework should consolidate/challenge children and not stress/distress them or their parents/carers. If this happens, stop and let your child's class teacher know. Some homework tasks will also provide opportunities for family learning.

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>

Pupil Progress Reports are shared with parents/carers on a twice yearly basis, through a 'Focus Week' approach in term 2 and a final end of year report in term 4.

As part of our process of self-evaluation, the staff at Cunningburgh School actively seek, and take account of, parental views on the education we provide. We welcome feedback and suggestions at any time on any aspect of the life and work of the school. This can be done by telephone or email or by speaking to any member of staff. We regularly ask for parents views on specific areas of our work and each year we undertake a comprehensive audit of views in order to evaluate the school's performance - identifying our strengths as well as areas for improvement.

These areas for improvement form the basis of our School Improvement Plan for the next session. This document is available on our school website and a summary is provided for all parents/carers. All feedback from parents allows us to continuously improve the experience for all at Cunningburgh.

Parental Representation

All parents who have a child at the school are automatically members of the Parent Forum. The Parent Forum can expect to receive information about the school, decide on the format of the Parent Council and how it operates, identify issues for the Parent Council, be consulted by the Parent Council and express views through the Parent Council. The Parent Council is the committee appointed by the Parent Forum to run matters on its behalf.



Cunningsburgh School benefits from a very active and supportive Parent Council which represents the views of our parents and plays an important role in supporting the life and work of the school. It meets termly and parents are welcome to attend these meetings.

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>

Members of the Cunningsburgh Parent Council are listed below:

Parent Representatives:

Jenna Laurenson (Chair

Naomi Adamson (Vice chair)

Jennifer Briggs

Sarah Adamson

Marlene Irvine

Nicole Shearer

John Manson

Moira Philip (Treasurer)

Linda Smith

Dawn Paton

Sinead Sweeney

Isobel Johnson

Sandra Summers

Clerk: Sean and Clair Thuis

Local Councillors: Mr A Duncan, Mr A Armitage, Mr B Peterson

Transitions

Transitions occur at key points in a child's education when they move on to a different stage of learning. Transitions include moving into Early Learning & Childcare, from ELC into primary, moving from primary to secondary school, into 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.

Children are enrolled in Cunningsburgh Nursery using the SIC Education Service admission policy. If your child has any special requirements for snack or allergies please also let us know and any worries about toileting can be discussed so they can be sensitively handled. At this meeting you and your child will then be invited to visit the setting in the weeks before they are due to start. We have a relaxed induction programme, and sessions can be built up gradually as and when children are ready.

Information regarding transition into ELC can be found on the SIC website. The direct link is:

https://www.shetland.gov.uk/education/pre_school.asp



We want to make sure that your child's time in at Cunningsburgh is a happy, safe and enjoyable experience from the very beginning. Children learn through play and activity and each individual child comes with a variety of pre-school experiences. Some children settle quickly while others take longer to gain confidence. We get to know them very well as individuals, learning about their strengths and building on them. Staff and parents work together in partnership, sharing this important stage of your child's development. Parents can stay initially with their child when they are settling in, with the time the child is able to spend on their own being gradually extended until the child stays for the whole session. Staff will advise you on this matter. Staff are always available daily and are delighted to answer any questions or concerns you may have.



Nursery is very much part of our school community and the children have many opportunities to become used to the whole school building and the wider school environment. In the terms before starting school we begin to prepare children for the move into Primary 1, aiming to make the transition as smooth as possible. They have opportunities to experience time in P1 along with lunches in the canteen and break time in the playground, building relationships with other adults and becoming familiar with the school layout.

Each year, the school has a 'moving up' afternoon, during which each year group in the school moves up into their new class. This gives all our learners a chance to spend time with new classmates and, where appropriate, in new classrooms with new teachers.



Sandwick Junior High School (SJHS) is the catchment school for our Primary 7 pupils to transfer to for their secondary education. Throughout their time at Cunningsburgh School they will have opportunities to visit SJHS and meet many of the staff members there, e.g. classes have attended short blocks of science in the lab rooms or have taken part in 'triangular' events where they meet and learn alongside their peers from Sandwick and Dunrossness schools.

Programmes for the children transitioning from Primary 7 into Secondary 1 are always very well planned to ensure as smooth and positive a journey from one stage to the next, this includes school tours, 'taster days' and visits from secondary staff. Parents/carers are provided with specific transition information each year.

National organisations, such as “Parenting across Scotland”, provide advice to parents on supporting their child’s transitions. The direct link is: <http://www.parentingacrossscotland.org/> Regarding transition into adult life, more information can be found on Shetland Islands Council’s website. The direct link is: http://www.shetland.gov.uk/education/transition_into_adult_life.asp

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: <http://www.shetland.gov.uk/education/documents/TransitionAdmissionsandPlacingRequestsInformationForParents.pdf>

Placing Requests

If you do not wish for your child to attend their 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: <http://www.shetland.gov.uk/education/default.asp>

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>

In Shetland, we have two special Additional Support Needs departments (attached to Bell’s Brae School and Anderson High School). A request for a child to access a place in one of these special departments is at the discretion of Children’s Services. Further information can be found on Shetland Islands Council’s website. The direct link is: <http://www.shetland.gov.uk/education/documents/TransitionAdmissionsandPlacingRequestsInformationForParents.pdf>

School Ethos

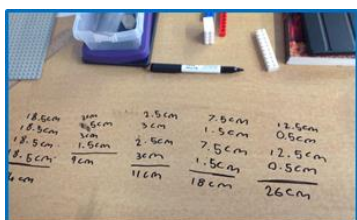
In Cunningsburgh, learning and teaching is at the heart of everything we do. We aim to provide all our learners with the opportunity to reach their full potential in an inclusive, caring and safe environment where they feel confident and valued.

Our School Charter for Learning and Teaching (Appendix 2) was agreed upon following a consultation process that included learners, parents/carers and school staff.

It sets out our aim that Cunningsburgh School & Nursery is somewhere everyone has the opportunity to be **S**uccessful, **H**appy, **I**ndependent, **N**urtured and **E**ngaged. In other words we want everyone to **SHINE** and become young people who are...

Successful Learners who

- Show an enthusiasm for learning and a motivation for long learning
- Show determination and perseverance
- Develop numeracy and literacy skills
- Can use information in different ways
- Can apply their understanding in new situations
- Can learn independently and as part of a group

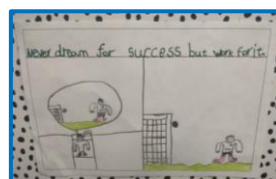


Confident Individuals who

- Know themselves and are able to live a full and healthy life
- Have ambition
- Have skills in managing change, assessing risks and making decisions
- Have established good relationships and acceptance of others
- Develop self-awareness and self-respect

Responsible Citizens who

- Show respect and responsibility
- Show a sense of community at local, national and global levels
- Show care for and an understanding of environmental issues
- Understand rights and responsibilities
- Participate fully in political, economic, social and cultural life
- Can understand different beliefs and cultures



Effective Contributors who

- Have excellent communication and social skills
- Are enterprising
- Show good teamwork
- Have the ability to show initiative and think creatively
- Can solve problems
- Have learned to think critically and question

At Cunningsburgh School we recognise that for children to learn best they need to feel happy and safe. In our recent most parent questionnaire (June 2023), all parents/carers agreed that their child felt happy and safe at school.

The Curriculum

Curriculum for Excellence, overseen by Education Scotland, was implemented in schools in 2011. The curriculum is designed to provide a coherent, flexible and enriched curriculum throughout a child's life from 3 to 18 years old.

The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work.

Curriculum for Excellence defines five levels of learning. The first four levels provide a broad general education, with progression to qualifications described under a fifth level, the senior phase.

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

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. This will ensure children continue to work at a pace they can cope with and be provided with challenge they can thrive on.

Detailed information about Curriculum for Excellence can be found on Education Scotland's website. This includes:

- how the curriculum is organised
- the entitlements of every child
- how progress is assessed.

The direct link is: [Curriculum for Excellence | Education Scotland](#)

Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. In Cunningburgh School, this is planned for and experienced by learners across four contexts:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement



The curricular areas are Language, Mathematics, Science, Social Studies, Health & Well-Being, Expressive Arts, Religious & Moral Education and Technologies. All pupils will be provided with learning opportunities from all these curricular areas on a regular basis.

Interdisciplinary learning takes place in all classes throughout every term. It links different areas of the curriculum and takes place through one-off projects or longer courses of study and provides stimulating contexts for interest-based learning. Pupils experience breadth and balance across the curricular areas and are involved in planning aspects of their learning to provide personalisation and choice and help ensure it is meaningful and relevant.



Educational Visits are an important part of the curriculum. Outings into the local community provide opportunities for social inclusion and to develop and practice life-skills. Permission for local outings within Cunningsburgh is sought at the time of enrolment. If there is to be a half or full day outing, separate consent will be sought.

Pupils in Primary 1-7 learn French. In Primaries 6 and 7 they have opportunities to learn both French and German with input from specialist Modern Languages teachers.

Under Curriculum for Excellence, everyone involved in education has a responsibility to develop young people's literacy, numeracy and health and well-being skills across all areas of their learning.

All children and young people are entitled to opportunities for developing skills for learning, life and work. In Cunningsburgh we provide opportunities for our young people to apply these skills in real life contexts and engage in active learning, interdisciplinary tasks and to experience learning in playful, practical contexts. When weather and context allows, this can take place through outdoor learning.



Our learners are encouraged to become successful learners, confident individuals, effective contributors and responsible citizens and demonstrate these capacities in a number of ways, e.g. enterprise projects, performances, the use of ICT and building links within our local community.

Each week, parents will receive an email from teachers to update them on the planned learning for the following week in their child's class and provide links to each class blog.



Successful **H**appy **I**ndependent **N**urtured **E**ngaged

Our learners also benefit from the expertise and skill of our dedicated visiting specialist teachers for Music (Tuesday), Art & Design (Wednesday) and Physical Education (Friday), as well as music instructors for fiddle (Wednesday) and piano (Thursday).

We have developed relevant partnerships with people, groups and agencies to enhance learning. Amongst many others, Active Schools, the police, the fire service, health professionals, local ministers and local education officers all provide their expertise to enhance the quality of the education we provide.

As mentioned earlier, it is good practice for schools to inform and consult parents/carers as closely as possible about key aspects of the curriculum. This is particularly important in relation to potentially sensitive areas such as relationships, sexual health and drugs awareness. Parents/carers are consulted when we develop or review programmes of work in these areas and also have the opportunity, in advance, to view key teaching materials and to ask questions about any aspect of our health and well-being delivery.

During the teaching of these sensitive areas, class teachers ensure that the pupils have an opportunity to identify and express their own needs.

There is a legal obligation that schools and local authorities must provide religious and moral education in non-denominational schools. In Cunningburgh, we provide children and young people with a broad general education including Christianity, other world religions and developing beliefs and values.

Religious observance is seen to complement instruction in religion and to have an important role in schools. It continues to be a statutory duty on local authorities to provide religious observance in Scottish Schools. We hold regular assemblies for all pupils and these are linked to our school values or specific themes, e.g. citizenship, supporting each other, Armistice, etc. Various visiting speakers are invited to speak to the children.

On occasion, these assemblies are held for the purpose of religious observance, with a local minister in attendance. As well as its longstanding Christian tradition, we take into account the diverse range of beliefs in Scottish society and ensure that all pupils and staff are able to participate in arrangements "without compromise to their personal faith stances".

The law provides a "conscience clause" whereby a parent/carer may withdraw his or her child from any instruction in religious subjects and from any religious observance in the school (s.9 Education (Scotland) Act 1980). Any parent/carer wishing to do so should come and discuss this with the school so that we can ensure that they have sufficient information on which to base a decision. Final requests for withdrawal should be made in writing to the Head Teacher. Alternative activities are organised for pupils whose parents wish to exercise their right to withdraw them from participation in religious observance.



Assessment and Reporting

Assessment is an ongoing and integral part of learning and teaching in Cunningsburgh School. We use a range of approaches to provide a clear picture of our pupil's progress and achievement and to identify next steps in learning. We aim to engage our pupils in all aspects of assessment by reviewing and setting learning targets so that they can maximise their potential. We do this by sharing learning intentions and success criteria, providing opportunities for peer and self- assessment, giving quality feedback to pupils about their progress and discussing next steps in learning so realistic targets can be set.

Classroom assessment involves high quality dialogue based on thoughtful questions, careful listening and reflective responses and staff use this information to monitor provision and progress across the school and plan next steps for learning. They track pupil progress through the Curriculum for Excellence benchmarks to ensure that all pupils experience both breadth and depth in their learning. Opportunities for staff to moderate work and share standards are available throughout the year.

As shared earlier, parents/carers will be offered an appointment to discuss their child's progress with the class teacher in February and again in June. Parents/carers have the option to bring their child along to these appointments. Pupils' Progress Reports are currently issued in terms 2 and 4.

However, we encourage parents to discuss their child's progress with them and, through our open door policy, aim to ensure parents and teachers have regular, open lines of communication so that any issues or concerns can be discussed, and strategies implemented, at the earliest opportunity.

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

[Assessment and achievement | Curriculum in Scotland | Parentzone Scotland | Education Scotland](#)

In August 2017, Scottish National Standardised Assessments (SNSA) were introduced in all schools in Scotland for every child in P1, P4, P7 and S3 covering some aspects of reading, writing and working with numbers. SNSA provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress as they –

- Provide diagnostic reports detailing areas where children and young people have shown particular success or where they require further development;
- Help staff to make decisions about next steps in learning;
- Provide staff with additional information to consider when making a professional judgement on a child's progress in achieving the relevant Curriculum for Excellence level.

Further details can be found here - <https://standardisedassessment.gov.scot/parents-and-carers/>



Support for Pupils

Most pupils will be given the support they need to fully access the curriculum in the general course of their education. There will be times when some pupils will need additional support. This could be on a long-term basis with the amount of support varying according to the needs of the pupil as progress is made through school or as a temporary support when a need arises.

Some pupils will have an alternative and individualised curriculum that may have a higher emphasis on health and wellbeing, and skills for life. Some children with complex additional support needs may be using the CfE milestones for foundation skills and competencies, literacy and English and numeracy and mathematics – more information regarding these can be found here - [Milestones: Supporting learners with complex additional support needs \(education.gov.scot\)](https://www.education.gov.scot/milestones-supporting-learners-with-complex-additional-support-needs)

Information on how pupils' additional support needs (ASN) 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

Cunningsburgh School has a 3 day ASN teacher allocation, two part time Learning Support Workers and two part time Learning Support Assistants, who are responsible for ensuring that the relevant support is given. This will take many forms, including developing extra resources, one to one or small group support, helping a child in their own classroom, making classroom observations or taking the rest of the class to allow the class teacher time to work with the pupil. The ASN teachers will consult with the rest of the staff on support strategies and will liaise with other professionals in order to ensure the needs of the child are met.

The ASN teachers also work very closely with parents to identify and agree the level and type of support needed and will review needs on a regular basis. So, it is really important that parents/carers share information about their child's difficulties and successes with the school so that we can best meet their needs. If you think that your child needs additional support or you would like further information or advice, you should contact Mr Clark.

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/>

Target Setting and Individualised Educational Programme

An Individualised Educational Programme (IEP) is drawn up for children with additional support needs. This document contains personal details about a child such as their name, address and contact numbers, the nature of their learning difficulty and information on how best to assist the child. It also contains details of curricular aims and long and short-term targets. Targets will be reviewed and updated each term. Class teachers set targets after discussing and carefully considering the needs and abilities of each child with all



members of the team of workers involved with the child. Parents/carers are encouraged to be closely involved in this process.

Co-ordinated Support Plans

When a child or young person is referred for assessment, it may be found that a coordinated support plan is required to meet the additional support needs of the child or young person. The plan will be required where a child or young person has additional support needs arising from complex or multiple factors that necessitate the coordination of their support from the authority and from other agencies. Parents and children are fully involved in every stage of preparing and reviewing a Co-ordinated Support Plan or GIRFEC plan.

Reviews and Reports

For children with additional support needs, an educational review of their needs will take place at least once per year. All members of the inter-disciplinary team involved with a child will be invited to attend. Written reports are compiled for this review and future targets for a child's Individual Educational Programme will be discussed. Additional reviews can be called at any time, if the need arises. Parents/carers and others involved with a child's education will be sent a copy of the summary of any review meeting.

Getting It Right For Every Child (GIRFEC)

In Shetland, we believe that children can be better supported by adults working closely together and sharing important information with each other. This process is known as GIRFEC. Before GIRFEC can be used, consent from the parent/carer of the child and/or the child (depending on the age of the child) is required. The staff asking permission will explain more about what GIRFEC means. Detailed information about the process can be found on Shetland Islands Council's website - http://www.shetland.gov.uk/children_and_families/GIRFEC.asp

To ensure children/young people and their families get the right help at the right time, each child/young person in Shetland has a Named Person in the universal services of health (pre-school) and education (school age). They will arrange help for a child/young person if required. Your child/young person's Named Person will be:

- Up to 10 days – Midwife
- 10 days to starting Primary — Health Visitor
- At Primary — Head Teacher or Depute Head Teacher
- At Secondary — Pupil Support Teacher

Child Protection

It is every child's right to be cared for and protected from harm. It is every person's responsibility to make sure that happens. The Shetland Child Protection Committee provides help when there is a need. Their website gives information on how to access that help. <http://www.childprotectionsketland.com>

Shetland Islands Council's website also provides information on our responsibilities towards children and includes where to find help and support - http://www.shetland.gov.uk/children_and_families/child_protection.asp



Illness, Absence 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 here - [Should I keep my child off school checklist poster \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/should_i_keep_my_child_off_school_checklist_poster.pdf)

Please note that this advice states that children with diarrhoea and/or vomiting should be kept home from school until they have had no symptoms for **48 hours** after an episode of diarrhoea and/or vomiting.

If your child is ill or if you think it is necessary for your child to be absent from school for any other reason, please contact the school with the details, before 0930. The school office will contact parents if a child has not turned up for school and no information on that child's absence has been provided. If we are unable to establish a reason for absence by 1100 we will pass these details on to Social Work.

Parents and carers are expected to inform the school on the first day of a pupil's absence and continue to keep the school up to date on the progress of the child's illness should it be longer term.

Section 30 of the 1980 Education Act lays a duty on every parent of a school age child to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Absences are recorded as authorised (when the parent has informed the school of the reason), unauthorised or temporarily excluded from school. Unexplained absence will be recorded as unauthorised.

Pupils' attendance is monitored regularly and Mr Clark will contact parents, if a pupil's attendance gives cause for concern (normally below 80%) . If attendance continues to be concerning, a report may be sent to the Children's Reporter or to the Director of Children's Services who has powers to carry out the statutory responsibilities of the Authority with regard to defaulting parents.

Parents/carers should inform the school in advance of any planned absences. A Pupil Absence form is available from the school office and should be completed for all planned absences and returned to the school as soon as possible.

Every effort should be made to avoid taking family holidays during term time as this both disrupts the child's education and reduces learning time. These absences must now be recorded as unauthorised. Parents should inform the school of the holiday dates before going away. Class work will not be given to pupils who go on holiday during term time.



If your child becomes unwell at school, or if an accident occurs, the school will contact you to make arrangements for them to be taken home. Minor accidents will be attended to and simple first aid administered. Parents/carers will be contacted for more serious incidents and all head injuries. If immediate medical treatment is required, the school will arrange for the pupil to be taken directly to the hospital and will contact you immediately. Please ensure that emergency contact numbers are kept up to date and emergency arrangements are in place.

If your child is suffering from an injury or illness which may affect their ability to participate in school activities, please inform the school as soon as possible.

Medicines

Staff are unable to administer medicines to pupils unless a care plan has been drawn up. Therefore, children should not bring medicines to school without prior agreement with school staff. If your child requires medication please contact a member of the promoted staff so that the necessary paperwork can be completed.

All medicines must be sent to school in their original container, and labelled with the child's name. All medicines are kept in a locked cupboard and are dispensed by a responsible member of staff who keeps a written record of all medicines administered.

Children who need to use inhalers to control their asthma will be able to use them as necessary. Parents/carers should ensure that their child knows when, and how, to use the inhaler correctly. Parents/carers of children with asthma will be asked on a regular basis to complete a School Asthma Card [school-asthma-card2020_download.pdf](#). These provide school staff with information regarding the child's medication and when it may be required. Parents/carers should update these cards if there are changes to their child's asthma care.

Allergies

It is extremely important that parents/carers inform the school of any allergies their child may have. As we currently have members of our school community with severe nut and kiwi allergies, we are a **nut free school**. Food that has been prepared outwith the school premises will **not** be shared with pupils.

School Improvement

Cunningsburgh School is committed to self-evaluation and continuous improvement. Robust procedures are in place for evaluating what happens in our school and for planning for improvement. To ensure that all stakeholders have the opportunity to be involved in influencing our developments and supporting us in our work, we seek the views of pupils, parents/carers, staff and partner agencies on an annual basis. This information allows us to identify the school's strengths and development needs with the latter forming the basis of the School Improvement Plan.



Each year the school produces a single document, called the 'Standards and Quality Report and School Improvement Plan', which outlines the progress we have made each year along with the areas identified for future development.

We consistently review and monitor our practice, including learning and teaching, within the school. We endeavour to ensure that our young people are highly motivated and receive a wide range of learning opportunities, which are resourced to a high standard. This ensures that the standards achieved by our pupils are of a high standard in all curricular areas, in particular literacy, numeracy and health and well-being so they are truly able to **SHINE**.

Information about the school's performance at national level can be found on the Scottish Government's website - <https://www2.gov.scot/Topics/Statistics/Browse/School-Education/Dashboards>

HMIe Inspection reports and School Consultation reports can be accessed directly on Education Scotland's Reports webpage - <http://www.educationscotland.gov.uk/inspectionandreview/reports/index.asp>

Other useful websites

Information on the following websites may also be of interest to you:

Scottish Qualifications Authority

<http://www.sqa.org.uk/sqa/41292.html>

Scottish Credit and Qualifications Framework

<https://www.scqf.org.uk/the-framework/about-the-framework/>

School Policies and Practical Information

A range of policies support the work of the school. These can be accessed by contacting the office directly or by checking our website.

Policies applicable to all schools across Shetland can be found on Shetland Islands Council's website. The policies include:

- healthy eating
- bullying
- exclusion
- school trips
- equality and diversity
- adverse weather.

The direct link is: http://www.shetland.gov.uk/education/policies_guidelines_and_forms.asp



School Day

The school day starts at 0900. Children not arriving by bus should be brought into the main entrance and encouraged to go through the school independently. Morning break is from 1045 until 1105. Lunch starts at 1245 and our afternoon session runs from 1340pm until 1515.

As lessons begin at 0900, all children are expected to be in school prior to 0900. While many staff are in school prior to 0900, they will be busy preparing for the day ahead and not always in a position to supervise children. Supervisory staff are employed from **0845**, so arrival at school from then and on is recommended.

Cunningsburgh Nursery's opening hours are from 0830 to 1630. Information on how to register for ELC and hours of entitlement is available on the SIC website: https://www.shetland.gov.uk/education/pre_school.asp

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 by our kitchen staff each day.

School meals are currently free for ELC and children in P1-5. For children in P6 and P7, they are £2.30.



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.

Parents should inform the school office as to whether their child will be requiring a school meal or will take a packed lunch from home using the online booking system for school meals. They will also find the lunch menu [here](#).

Our pupils have access to fresh drinking water and should bring an appropriate water bottle to use.

School Milk

School Milk is offered to all pupils. For Pupils in P1-7 there will be a weekly charge of £1.10. This must be paid through your ParentPay account. Please note this is a weekly rate regardless of how many days milk is taken.

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.

Financial Help for Parents

Grants are available for school meals and clothing. Guidance and an application form can be found on Shetland Islands Council's website. The direct link is:

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

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

If you feel your child may qualify for school transport please contact the School's Service (744000) for information and advice.

Sports and Clubs

School Sports Days for Primary and Nursery children take place in Term 4. All children are encouraged to participate and parents/carers and friends are welcome to attend.



A range of After School and Lunch Time Activities are organised by school staff or the Active Schools Co-ordinator. Activities take place over a block of time and vary according to the time of year and the availability of instructors.



Tuition in "Bikeability" is offered to P5 and P6 pupils during the summer term. The Road Safety Officer and school staff carry out the tuition. Whilst under instruction, children are asked to bring cycles to school. The school cannot be held responsible for damage to cycles parked in the playground.

Classes take part in the 'Daily Mile' by encouraging the pupils in their class to walk or jog a mile in the multi court or school hall every day.

Instrumental Instruction

From P5, the parents of all pupils have the opportunity to apply to the School's Service for their child to have instrumental tuition. Regular practice is essential and it must be remembered that this is an extra activity and class work missed must be made up in a pupil's own time.

Shetland Island Council's website provides information on Instrument Instruction along with other creative learning opportunities. The direct link is: <https://www.shetland.gov.uk/schools-learning>

The allocation of places and the organisation of the timetable is carried out by staff based in Children's Services at Hayfield House, Lerwick.

School Closure Information

Information about school closures due to bad weather will be announced on local and national radio – Radio Shetland at 1730, Radio Orkney at 0730 and on SIBC. Parents/carers can check for updates on weather conditions and any resulting school closures via the Shetland Islands Council website - www.shetland.gov.uk

However, parents/carers are responsible at all times for deciding whether to send their children to school as you will be best able to judge the weather conditions in your home area.

Also remember that despite operators making every effort to keep to their schedule during periods of snow and ice, buses cannot always operate on time, particularly in the morning.

In the event that an early morning decision is made to close our school, a post confirming this will be placed on the Cunningsburgh Parent Council Facebook page.

If the school has to close early for any reason, we will continue to phone **all** parents/carers to inform them of this. In this event, timing is critical and it may not be possible to delay the school bus until all parents/carers have been informed that the school is closing so parents/carers should ensure that children know each day what to do if there is nobody at home.

Online Protection

For information about online protection for your child, you may like to look at the Child Exploitation and Online Protection Centre's website. The direct link is: <http://www.thinkuknow.co.uk>

Concerns / Complaints

Everyone at Cunningsburgh School and Nursery works extremely hard to provide all children with a positive experiences that allow them to meet their full potential. However, it is recognised that, from time to time, concerns and complaints are raised and action needs to be taken. In this instance, we will always endeavour to deal with any concerns/complaints raised in a prompt, sensitive and effective manner and to the satisfaction of all concerned.

How to raise a concern

Parents/Carers would arrange to communicate directly with the Class Teacher or Mr Clark. This may be by letter, 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.



Making a complaint

In the case of serious concerns or complaints it would be most appropriate to address them directly to Mr Clark. At this stage you will be invited to attend a meeting at a time that suits you and school staff. You will usually meet with your child's class teacher, Mr Clark or both. We always hope to resolve complaints at this stage.

As part of the Shetland Islands Council we adhere to their complaints procedures. Details of this can be found on the following website - <https://www.shetland.gov.uk/contact-us/make-complaint>

In the case of Early Learning and Childcare provision, complaints can also be taken to the Care Inspectorate. Further details can be found at <http://www.careinspectorate.com/> and are displayed within the Nursery entrance area.

And finally...

We are very much part of the wonderful communities of Cunningsburgh and Quarff as well as the wider Shetland one and we do whatever we can to celebrate everything that means to us and our families...



Cunningsburgh School & Nursery Staffing, 2023 - 2024

Head Teacher	Mr Melvyn Clark
ELC Senior Practitioner	Mrs Tracey Malcolmson
ELC Practitioner	Mrs Sadie Meadows
ELC Support Worker	Miss Rachel Macleod
ELC Support Worker	Mrs Dhanika Drakeford
ELC Support Worker	Mrs Nicola Smith
ELC Teacher	Mr Melvyn Clark
Primary 1/2 Teacher	Miss Jessie-May Hunter
Primary 3 Teacher	Miss Louise Chalmers / Mrs Lynda Evans
Primary 4/5 Teacher	Mrs Fiona Johnson
Primary 6/7 Teacher	Mrs Sarah Adamson
ASN Teachers	Mrs Vaila Stevenson, Ms Theresa Tate
Learning Support Worker	Mrs Louise Jamieson
Learning Support Worker	Mrs Dhanika Drakeford
Learning Support / Supervisory Assistant	Mrs Kay Adamson
Learning Support / Supervisory Assistant	Mrs Helen Smith
Art Teacher	Mrs Fiona Burr
Music Teacher	Mrs Shyrleen Pottinger
PE Teacher	Mrs Lynne Ritchie
Fiddle Instructor	Ms Eunice Henderson
Piano Instructor	Mrs Moira Peterson
Clerical Assistant	Mrs Janis Adamson
Senior Kitchen Assistant	Mrs Joanne Sutherland
Kitchen Assistant	Mrs Val Williamson
Kitchen Assistant	Mrs Donna-Marie Hawkins
Janitor	Mr Trevor Jamieson
Cleaner in Charge	Mrs Brenda Williamson
Cleaner	Mrs Val Williamson





A School Charter for Learning and Teaching



<p>Successful</p> <p>I feel proud of what I can do at home and at school</p>	<ul style="list-style-type: none"> • Sharing and celebrating success • High expectations • Opportunities to 'shine' and show off individual strengths, interests and talents • Try new things • Persevere when things are tricky
<p>Happy</p> <p>I feel good about myself and help others to feel the same</p>	<ul style="list-style-type: none"> • Enthusiastic children and staff • Honesty, kindness and politeness are shown by everyone and to everyone • Strong relationships • Sharing resources • Respectful words and actions
<p>Independent</p> <p>I feel able to do things for myself</p>	<ul style="list-style-type: none"> • Children have a say in what they want to learn about • Everyone is ready to learn • Developing skills for school, life and work • Being creative • Taking responsibility for our words and actions
<p>Nurtured</p> <p>I feel looked after and cared for</p>	<ul style="list-style-type: none"> • Welcoming and friendly atmosphere • Everyone is respected and listened to. • Safe and organised classroom environment • Everyone plays and works together • Individual check in and greetings
<p>Engaged</p> <p>I feel excited and involved in my learning</p>	<ul style="list-style-type: none"> • Varied and interesting lessons • Opportunities for outdoor learning • Everyone is busy and on task • Encouraging others • Inter-active, high quality resources.



School Term Dates 2023-2024

Term Dates

Term 1 Monday 14 August – Friday 6 October

October holidays Monday 9 October – Friday 20 October

Term 2 Monday 23 October – Friday 22 December

Christmas holidays Monday 25 Dec – Friday 5 January

Term 3 Monday 8 January – Thursday 28 March

Spring holidays Monday 1 April – Friday 12 April

Term 4 Monday 15 April – Friday 28 June

Occasional Holidays

Day 1: Wednesday 31 January 2024 – Up Helly Aa Holiday

Day 2: Friday 23 February 2024 – Mid Term Break

Day 3: Monday 26 February 2024 – Mid Term Break

Day 4: Friday 29 March 2024 – Good Friday Holiday

Day 5: Monday 20 May 2024 – Mid Term Break

In Service Days

Day 1: Monday 14 August 2023

Day 2: Tuesday 15 August 2023

Day 3: Monday 23 October 2023

Day 4: Tuesday 24 October 2023

Day 5: Monday 8 January 2024



Always do your best

Term dates for the following school year can be found here [Term Dates – Shetland Islands Council](#)



Successful **H**appy **I**ndependent **N**urtured **E**ngaged