

# Breadalbane Academy



## School Handbook Academic Session 2017/2018

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## 1. Introduction

Dear Parents/Carers

Welcome to Breadalbane Academy, an all-through school for young people from 2-18 years.

We hope that your child will enjoy his/her time at school, and leave with a broad range of knowledge and skills; a strong sense of values; and well-developed personal qualities. With these in place, he or she should be well prepared for every future challenge of life or work. In order for this to happen, we will try to offer a rich set of experiences in line with the national Curriculum for Excellence, both within the classroom and beyond it. We aim for our school to be excellent and want all of our young people to have this same ambition for themselves. Together, we can do great things.

Contained within this handbook is information which should give you an insight into the kinds of experiences our young people will encounter as they progress through school. You will also find practical information designed to answer the sorts of questions parents often ask. I hope you find this handbook useful, but would invite you to contact us should you require any further information.

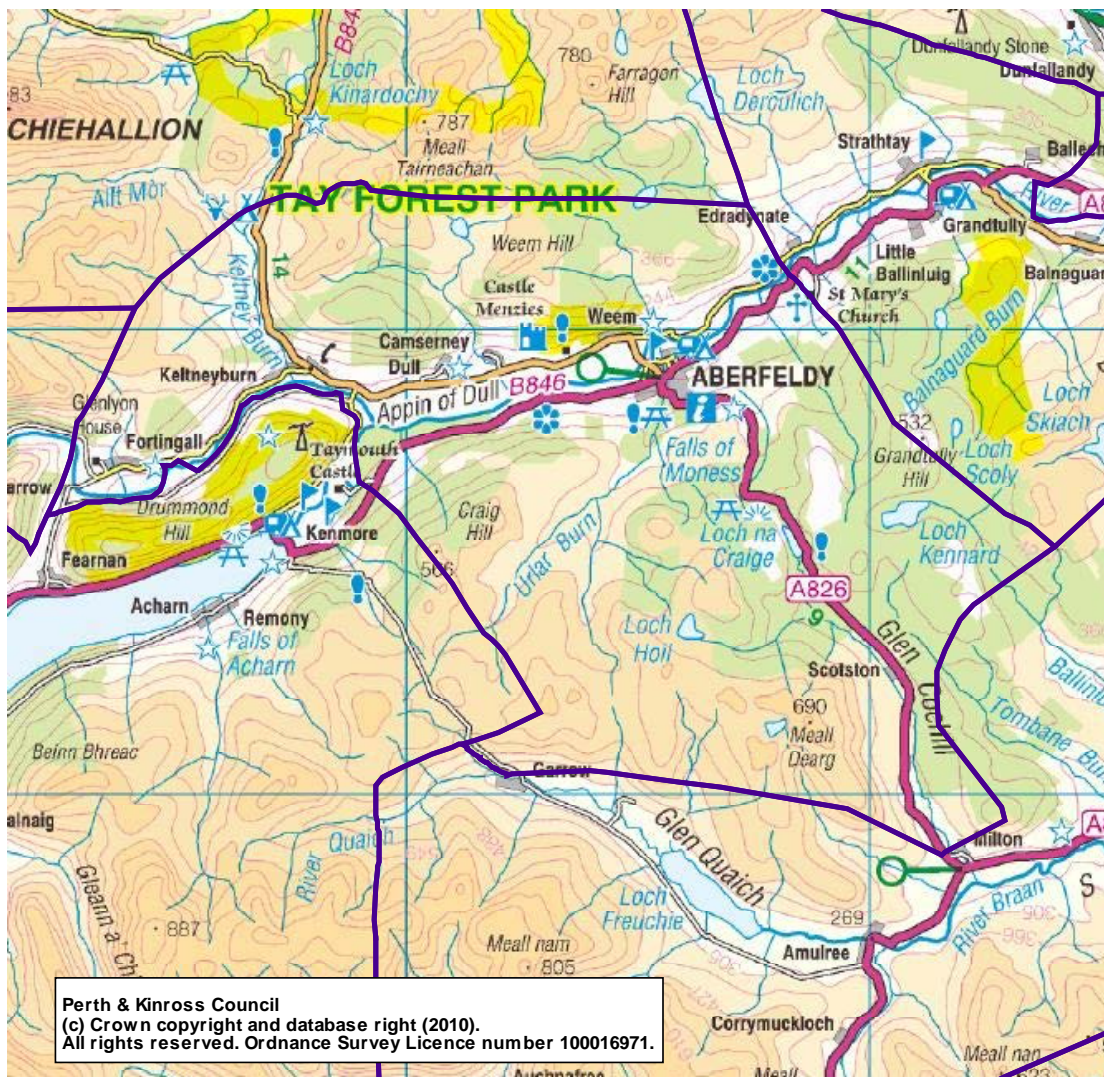
I believe that the very best schools are those that achieve meaningful partnership with their parents, and I would urge you to engage with the life of the school whenever these opportunities arise. I look forward to working together with you in maintaining the quality of our young people's school experience.

Mr John G Devine  
Headteacher

## 2. School Information

Breadalbane Academy is a combined Nursery, Primary and Secondary and caters for pupils aged 2-18 years. Breadalbane Academy is a nondenominational Nursery, Primary and Secondary and caters for pupils aged 2-18 years and offers Gaelic Medium Education in the primary stages. The school roll as at August 25<sup>th</sup> 2016 is 246 pupils in the Primary (including 28 nursery pupils) and 458 pupils in the Secondary.

### 2.1 Breadalbane Academy Primary School Catchment



### 2.2 Breadalbane Academy Secondary School Catchment

The Secondary department is the only Six-Year Secondary School in the Highland District of Perthshire. It receives pupils from the same area as the primary (see map), but **extends** from an area bounded by Killin in the West, Dunkeld in the East, Amulree in the South and Kinloch Rannoch in the North-West. The catchment area covers over 1000 square miles. In addition, Breadalbane Secondary School also receives S5 pupils from Pitlochry High School, a four-year Secondary School.

### 3. Contacting the School

#### 3.1 Main Contact Details

Headteacher	Mr John Devine
Address	Breadalbane Academy Breadalbane Community Campus Crieff Road Aberfeldy PH15 2DU
Telephone Number	01887 822300
Fax	01887 820464
Email	<a href="mailto:Breadalbane@pkc.gov.uk">Breadalbane@pkc.gov.uk</a>
Website	<a href="http://www.breadalbane.pkc.sch.uk">www.breadalbane.pkc.sch.uk</a>

#### 3.2 Senior Management Team

The school is led by a Senior Management Team (SMT) made up of the following positions:

Mr John Devine	Headteacher/Campus Leader
Mrs Jenda Westwood	Business Manager
Mrs Karen Gatehouse	Depute Headteacher (Support for Pupils & Staff)
Mrs Nicola Ross	Depute Headteacher (School Improvement)
Mrs Victoria Marshall	Depute Headteacher (Primary)

#### 3.3 Parental Concerns – Support for Pupils

In the primary department, any enquiries or concerns can be addressed with the class Teacher or Depute. In the secondary the Support for Pupils team is at the heart of the pupils' educational experience providing information and guidance on careers, course choice, social education and arranging work experience.

The Support for Pupils team consists of the following staff members

Mrs Karen Gatehouse	Depute Headteacher
Mrs Yvonne Benning	Principal Teacher Support for Pupils – Farragan/Lawers
Mr Harry Davidson	Principal Teacher Support for Pupils – Mhor/Schiehallion
Mr James Kidd	Principal Teacher Support for Pupils
Miss Isabella McPhee	Support Teacher for Learning
Ms Jill Pearson	Support Teacher for Learning

Each pupil in the secondary has a designated support teacher whom they get to know well throughout their education and they should be the first point of contact for any parent or carer with personal enquiries or concerns about progress.

### **3.4 Pupil absence and sickness**

Pupils must attend school unless prevented by their own illness. If a pupil is likely to be absent through illness, parents are asked to phone the school office before 9am and information will be passed to class and register teachers as appropriate. Members of the business support team may ask you for details regarding your child's absence. This is to allow the school to accurately record the reasons for absence in order to monitor potential outbreaks of illness and take appropriate action.

If no contact is made with the school office explaining a pupil absence, a Groupcall text message will be sent to the main parental contact advising that the school should be contacted immediately. If this does not elicit an explanation, the business support team will telephone the main contacts followed by any emergency contacts to ascertain a reason for absence.

On return to school, a short note or letter must be provided to the pupil's class/register teacher confirming the reason for absence. This is essential for school absence records and is necessary whether or not contact has previously been established by telephone.

Visits to doctors/dentists/hospital should be made out with school hours when possible. Where this is not possible, the pupil should bring his/her appointment card or a note from a parent/carer to the class or register teacher who will ensure attendance records are appropriately updated and the pupil has permission to sign out of school.

Further official procedures will be followed when a pupil has many unexplained or unwarranted absences.

Any special requests for leave of absence such as holidays within term-time or specialist sports training camps should be made in writing to the Headteacher.

### **3.5 The complaints procedure**

The school deals with complaints in line with Perth & Kinross Council's Complaints Handling and Monitoring Procedure for Education & Children's Services. A copy of this document is available on the Council website at:

<http://www.pkc.gov.uk/article/5731/Complaints>

If you have a concern please contact your child's class teachers (primary) or support teacher (secondary), if you are unsure who this is, please contact the school office.

If you have a complaint please contact a member of the SMT via the school office.

If you have a serious concern or a serious complaint, please contact Mr Devine Headteacher/Campus Leader via the school office.

### **3.6 Communication**

Regular communication with parents is key to the school's success and we will contact you in a number of ways:

- Groupcall messaging – pupil absence, event reminders, useful information.
- Website [www.breadalbane.pkc.gov.uk](http://www.breadalbane.pkc.gov.uk)
- Letters in school bags and by post.
- Bulletins/Newsletters by email and paper copy.
- Parents Evenings/Information Evenings.
- Twitter @BreadalbaneAcad or @BreadalbaneCC for campus updates
- Facebook Breadalbane Community Campus - Official.

The school Parental Communications Policy provides details of our approach towards parental communications. <http://www.breadalbane.pkc.sch.uk/BA/wp->

## 4. School Ethos

### 4.1 Introduction

Education is one of the most important experiences in the life of each individual. It is an integral part of the lives of not only young people but also of adults as society becomes familiar with the concept that education and training are part of a lifelong process.

Perth and Kinross Council's Education and Children's Services seeks to satisfy the needs both of the individual and society by promoting the development of knowledge, skills and understanding. In Breadalbane Academy we aim to play a major part in the process by working in partnership with others to provide the highest quality of educational experience for all our pupils during their involvement with the school and the wider community.

### 4.2 Our Vision Statement:

Inspiring Highland Perthshire to be a vibrant successful community

We will achieve this by:-

- Communicating with our **COMMUNITY**
- Understanding the needs of all
- Offering opportunities for **Lifelong Learning**
- Cultivating **Trust** and respect
- Inspiring our community
- Valuing each individual
- Being **Ambitious** for the whole community
- Enabling effective partnerships and **Teamwork**
- Striving for **Excellence**

We undertook a consultation on our vision, values and aims during Session 15-16 and hope to refresh these during Session 16-17.

### 4.3 Development of Pupils' Values

At Breadalbane Academy we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values. This will be undertaken in partnership with parents and will take account of the individual needs of the pupils and the views of parents.

The school welcomes and encourages diversity and individuality while emphasising our common commitments to moral values such as honesty, respect for others, compassion and justice. One of the fundamental principles underpinning our school is that all who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner toward others.

We implement the Perth and Kinross Council policy for equal opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender and disability.



#### **4.4 Action against Bullying**

The school follows the guidance on dealing with bullying set out in the Perth and Kinross Council ant-bullying strategy which can be found here:

<http://www.pkc.gov.uk/CHttpHandler.ashx?id=22744&p=0>

#### **4.5 Positive Behaviour Management**

Our Whole School Positive Behaviour Management Policy explains our approach to behaviour management across the school. It sets out our expectations of pupils as well as defining our staged approaches to tackling inappropriate behaviour. We believe strongly in creating a climate of strong relationships of trust and mutual respect.

<http://www.breadalbane.pkc.sch.uk/BA/wp-content/uploads/2016/08/BA-Behaviour-Management-Policy-Whole-School-20160510.pdf>

#### **4.6 Health Care**

The Community Health Service organises a programme of health care through the visits of various specialists to the school, eg Doctors, Dentists, Speech and Language Therapists, Occupational Therapists and Health Visitors. Pupils are screened at different stages and parents will always be informed by letter prior to the commencement of the next stage in the programme of health care. From time to time, forms are sent home to assist with the collection of data and the advancement of the screening programme, these should be completed and returned in confidence to the school office. The Community Health Service operates in close liaison with family Doctors.

It would greatly aid the school if parents informed the Support for Pupils team, as soon as possible, of any medical conditions or disability which might affect the progress of your son/daughter in school. Pupil information of a medical nature is shared with members of staff as required through a medical protocol agreed with the parent, and only where appropriate for the safety of the young person in school. Confidentiality will be respected at all times and information handled discreetly.

#### **4.7 Medical Care**

Minor injuries are treated by first aid trained school and campus staff.

If professional medical treatment is considered necessary, parents will be informed by telephone. If neither parent/carer nor emergency contact can be reached, the young person will be taken for medical help accompanied by an appropriate member of staff and parents will be advised as soon as possible. When a child becomes unwell at school and is unable to take part in class activities, parents will be informed and asked to collect the child from school.

It is vital that, if both parents are unavailable during school hours you supply us with a suitable emergency contact who can act in your place. If, after professional medical assessment, it is deemed necessary that the young person attends hospital, the responsibility to arrange such treatment this lies with the parents/carers or emergency contacts. In the case of an emergency, the Doctor will call an ambulance and the school will contact parents/carers.

**EMERGENCY TELEPHONE NUMBERS MUST BE PROVIDED TO THE SCHOOL AND ANY CHANGES TO CONTACT DETAILS UPDATED IMMEDIATELY.**

Parents should ensure that children do not return to school after a period of illness until they

are fully recovered. If in doubt, you should contact your local GP surgery for advice.

#### **4.8 Administration of Medicine Policy and Guidelines**

Routine medication should not require to be administered during school hours. Therefore staff should not be required in the administration of routine medication. Parents should ensure their child's medication is prescribed in dose frequencies which enable it to be taken out with school time. There are two exceptions to this rule:

- Where it is important for diagnostic purposes that medication is given at a specific time and the consequences observed and noted.
- Where a short course of prescribed medicine is required to be completed and the prescription states a specific time for the medication to be administered.

In these cases parents should contact the school office for the appropriate forms and return them as soon as possible.

#### **4.9 Extra-Curricular Activities**

Although academic learning is at the heart of all that we do, we aim to support the personal development of all our young people in ways that reach far beyond the classroom.

Our pupils regularly benefit from the enthusiasm and devotion of members of our staff who run an extensive range of extra-curricular activities.

- **Sport**

In our main competitive sports of rugby, football, swimming, fencing, cricket, squash, netball, hockey, and canoeing, pupils regularly achieve recognition at district, regional and national levels. The following afterschool sports are available:

**Cricket P4 – S6**  
**Rugby P1-S6**  
**Hockey P6-S6**  
**Squash P6 – S2**

**Netball P6-P7**  
**Fencing P5-S6**  
**Football Girls P1–S6 Boys P1-S6**  
**Badminton S1-S6**



- **Clubs**

During the school week pupils have the opportunity to join a variety of lunchtime clubs. The following are available:

**Drama Club**  
**Baking Club**  
**Science Club**

**Dungeons & Dragons Club**  
**European Film Club**  
**High Altitude Balloon Club**



- **Duke of Edinburgh Award S3-S6**

Breadalbane Academy has a long history of success in this scheme with large numbers of pupils gaining Duke of Edinburgh Awards in Bronze, Silver and Gold. In order to gain this award, pupils are required to display strong commitment and sustained effort which they do with enthusiasm every year.



- **Music**

Our teachers and instrumental instructors give their time to practice and perform on a variety of musical instruments. Many Breadalbane Academy pupils are not only proficient musicians but also well-known entertainers within our community. Young musicians are also offered the chance to enjoy residential experiences and pupils perform at the local MOD and regional festivals. A variety of lunchtime music opportunities are available including.

**String Group**  
**Windband**  
**Pipe Band**

**Ceilidh Bands**  
**Choir**



- **Community work**

Senior pupils volunteer to support younger pupils in a variety of ways in a number of schools. Some pupils commit to visiting our senior citizens and several pupils are involved in the design and maintenance of the community garden.



- **Study Support**

Many Secondary Departments at Breadalbane Academy offer study support classes at lunchtime or after school to support pupils in exam preparation.

## 5. Parental Involvement

### 5.1 Parent Council

In 2006, the Scottish Government passed the Scottish Schools (Parental Involvement) Act recognising and reflecting the shared role and responsibility that schools, parents and carers have in working together to educate young people.

As a result of this legislation, school boards were replaced with Parent Councils, designed to be less formal than their predecessor and to encourage more parents to contribute to school life.

Breadalbane Academy benefits from an active and supportive Parent Council whose purpose is to:

- Work in partnership with the school to create a welcoming school which is inclusive for all parents.
- Promote partnership between the school, its pupils and all parents.
- Identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.
- Develop and engage in activities which support the school in relation to the education and welfare of the pupils. This includes fund raising for the school.
- Promote engagement with the community.
- Promote the school as a focus point for pupils, parents and the community.

The Parent Council can be contacted by email [chairperson@breadalbaneparents.com](mailto:chairperson@breadalbaneparents.com)

A full list of parent council members including the current chairperson and office bearers can be found on the school website <http://www.breadalbane.pkc.sch.uk/BA/parent-council/>

### 5.2 Homework

- **Primary**

Children at all stages will be given homework to be completed within the school week and we would usually expect this to amount to an hour a week in P1, rising to two hours by P7. Pupils will have reading, spelling/phonics, and Maths homework every week. Homework is recorded in pupil planners which serve as a valuable communication tool for both teachers and parents.

Homework can be issued in the following forms, children are asked to complete a task begun in class, prepare for a forthcoming lesson or to reinforce a learning skill. Parents are asked to check any work, whether oral or written, sign homework diaries and encourage children to produce their best work. Homework is seen as a valuable part of school and children are expected to complete it on time.

- **Secondary**

Secondary pupils will be given homework throughout the course of a year. Our homework policy is currently under review and will be refreshed during Session 2017-18.

- **Pupil Planners**

Homework planners are issued to all pupils in both Primary and Secondary. Teachers ensure that homework tasks are recorded in these diaries and parents are encouraged to check them regularly.

Any young person who is having difficulty completing homework should speak to their class teacher or support teacher who will be able to provide advice and additional support if necessary.

- **The Role of Parents**

Many important aspects of education have already been covered in the home before a child even comes to school. The success of the education process relies on a strong partnership between the school and the parents. We welcome and seek your interest and involvement in school life. When this is achieved, it acts as a considerable encouragement to teachers.

As in any partnership, there may be differences of opinion. The best way to resolve these is for the school or parents to bring the matter out in the open. For our part, we will try to keep you informed and we would hope you will do likewise.

Please follow the following link for further information:

<http://www.pkc.gov.uk/parentalinvolvement>

- **Parental Involvement in Course Choice**

At key stages in a pupil's education, particularly when course choices for qualifications are being made, parents are invited to meet with their child's key worker to discuss options. We also hold annual parents nights for each year group at which parents are invited to make appointments with class teachers to discuss their child's progress. Parents are also invited to contact their pupil's key worker to discuss any aspect of their child's education.

## **6. Transitions**

### **6.1 Pupils entering the school in Nursery, P1 or S1**

Most pupil transitions to Breadalbane are at the stages of Nursery, P1, S1 or S5. A great deal of care is taken to ensure a smooth transition and young people's first impressions of school are positive one.

Nursery entrants will be invited to attend a *play and stay* session prior to starting to meet the staff and other children. All pupils entering P1 participate in the established transition programme in the Nursery and attend an induction day in June when they will visit their classroom and meet their teachers. Parental information sessions are held in June and provide the opportunity to discuss transition and receive essential information about school life.

Secondary pupils transferring from associate primary schools attend a joint residential experience in May, two full induction days in June and a programme of curriculum transition events throughout the year. All of these experiences give the pupils the opportunity to familiarise themselves with the school, establish relationships with new classmates, teachers and follow their timetable. Prior to this, an information evening is held for pupils and parents in October where the transition timetable is fully explained. Enhanced transition programmes are organised for pupils with additional support needs in conjunction with associate primaries if appropriate.

### **6.2 Pupils entering school at other times or stages**

If your child will be joining our school outwith the school session times, for example, due to geographical relocation, please contact the school office in the first instance, where full details will be taken and passed to the appropriate Depute Head (Secondary – Mrs K Gatehouse, Primary – Mrs V Marshall). The depute will then liaise with you to establish a convenient time for you and your child to visit the school.

### **6.3 S5 Pupils from Pitlochry**

There are a number of arrangements in place for the smooth transition of Pitlochry pupils to Breadalbane. The Senior Management Team (SMT) and the Support for Pupils Team liaise with key staff at Pitlochry High School throughout the academic year. The Headteacher and Depute Heads, attend Pitlochry S4 parents' evenings to be meet parents and answer any initial queries about the transition process. In addition to this, members of the Support for Pupils team visit S4 pupils during their personal and social education classes to discuss course choice and transition arrangements. Induction days are held during the year to allow S4 Pitlochry pupils to visit Breadalbane Academy, follow a timetable, meet the staff and spend time with their new peer group. Parents are also invited to visit the school prior to transition.

## 7. The Curriculum

### 7.1 A Curriculum for Excellence

Scottish Schools are currently in a transition period as we move to full implementation of “A Curriculum for Excellence”. Session 15/16 saw the final phase of the CfE implementation with the full introduction of all new qualifications.

In designing the curriculum our overriding aims are to enable all pupils to become:

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

At all levels of the curriculum, equal opportunities are offered to boys and girls with no pupil being denied entry to any subject on the grounds of gender.

### 7.2 The Broad General Education

The broad levels within the curriculum and expected progression are as follows, although these will vary for individual children.

Curriculum Level	Stage
Early	Pre-school to P1
First	P2 to end P4
Second	P5 to end P7
Third and Fourth	S1-S3
Senior Phase	S4-S6

All learners are offered a broad, deep, general education from nursery to S3, building on previous learning. They will experience a wide range of subjects across eight curriculum areas:

- Expressive Arts
- Languages and Literacy
- Health and Wellbeing
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

The courses all build on the knowledge and skills developed in primary, which aim to make the transition from P7 to S1 as smooth as possible.

On entry to S1, pupils are arranged into mixed-ability classes of equal status using information provided by their primary schools. Later in S1, S2 and S3 there is setting by ability in some subjects.

As pupils progress into S2 and S3 they will be offered opportunities for choice within these curriculum areas allowing them to specialise while retaining breadth within their education.

In S3 pupils are able to choose from a range of “Masterclasses” reflecting more traditional academic subjects that they can continue to study in the Senior Phase and skills-based achievement courses.

### 7.3 The Senior Phase Curriculum S4-S6

The Senior Phase – from around age 15-18 – aims to enhance knowledge, understanding



and skills through qualifications and other learning. Our curriculum aims to offer those who opt to stay on at school post 16, appropriate, relevant, and attractive choices to continue their learning. This will give them the best chances of securing long term employability and opportunities to enter further education.

It is during this phase that the pupils are offered the greatest flexibility and choice in their learning with the opportunity to specialise in a smaller number of subjects and study at a range of levels. The number of subjects selected will depend upon the learning pathway chosen but may range from five to eight in any one academic year with some lasting more than one academic year. The levels offered are as follows:

- National 3 – equivalent to SCQF level 3
- National 4 – equivalent to SCQF level 4
- National 5 – equivalent to SCQF level 5
- Higher – equivalent to SCQF level 6
- Advanced Higher – equivalent to SCQF level 7

Depending on the subject and level of study, certification may be achieved through an end exam, on-going and regular internal assessment, or submission of work produced during the course. For some subjects it may be a combination of these.

As well as studying subjects that will lead to formal qualifications in this phase pupils have the opportunity to enhance their learning through other planned opportunities such as work experience, community voluntary work, peer support, and many more.

## **7.4 Religious Education**

- **Core Religious and Moral Education**

Religious and Moral Education is non-denominational in its approach and within core RME lessons our course enable pupils to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of religions selected for study, other traditions and viewpoints independent of religion
- explore and develop a knowledge and understanding of religions
- 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 and cultural 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 value
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life

- **Removal from RME on Grounds of Conscience**

If, on grounds of conscience, the parents of any pupil wish their child to be excused from Religious and Moral Education, a written request should be made to the Head Teacher. The Head Teacher, before granting the request, would be willing to discuss the Religious and Moral Education course with the parent, together with the arrangements which would be required for withdrawal.

- **Religious Observance**

Assemblies of a spiritual and values-based nature are held at key points throughout the year. If you have any queries regarding this please do not hesitate to contact the Head Teacher.

## **7.5 The Careers Service**

Breadalbane Academy's career adviser from Skills Development Scotland is Mr S Mullan. He works in school one day each week and offers information about the types of careers available and support to apply for these opportunities. Our Careers Adviser supports the Authority's Careers Education Policy and provides the following services:

- Assistance with subject choice during Second Year.
- Class sessions during S4, S5 and S6 covering topics such as career options after school; University/College; jobs for school leavers and so on.
- Career Interviews: Any pupil can ask to see the Careers Adviser to discuss career plans and career options as these develop, especially relevant to S5-S6 pupils. Parents should encourage their children to see the Careers Adviser from time to time. The Career Adviser is also very happy to meet parents to discuss any issue.
- Assistance with placing into employment and training.
- Careers Information for pupils and support for the school careers library.
- Attend S2, S3 and S5/6 Parent Contact evenings

Appointments can be made through the Support department, who can provide further information.

## **7.6 Instrumental Tuition**

Instrumental tuition in woodwind, violin, cello, percussion, brass, piano, bagpipes, guitar and singing are offered to pupils within the school. Fees are payable annually to Perth and Kinross Council and can also be paid on a termly basis by arrangement. No fees are charged if you are in receipt of either Family Credit or Income Support or for tuition which is required for a National Qualification.

Some instrumental tuition is offered in Primary according to staff availability please contact the school for further information.

## **7.7 Educational Trips**

From time to time throughout the year, pupils will undertake learning out with the school environment. Annual parental consent will be sought for local field trips involving activities such as outdoor learning or forest schools.

Specific parental consent will be sought for trips outwith the immediate area or involving an overnight stay. A small fee is often requested to cover the cost of transportation and entry fees, details of which will be provided in the information outlining the excursion. In addition to this, the school is fortunate enough to have staff willing to run foreign exchange trips.

## **8. Assessment & Reporting**

### **8.1 Assessment**

An important feature of all pupils' learning experience is the regular assessment of their progress. Assessment will be on-going throughout school life and appropriate to each child's capabilities. The majority of our pupils in the senior school will be presented for national accredited awards.

The purpose of the school based assessment is:

- To encourage pupils to learn and apply themselves to work.
- To identify pupils' strengths, areas for development, and next steps in learning.
- To help teachers to critically examine the appropriateness of the course and materials being used and modify them according to the needs of the pupils.
- To form part of the target-setting, action planning and review process.

Methods of assessment include:

- Informal self or peer assessment which will happen regularly.
- Continuous assessment by teachers as they observe and listen to pupils, and look at work produced by pupils in a range of situations and forms.
- Formal full-scale examinations such as prelims for pupils within the Senior Phase.

### **8.2 Reporting**

All parents receive an annual written report and one tracking report on their child's progress and at least one parent contact evening per year group is held each session, at which parents may make appointments to discuss their child's progress with his/her class teachers.

Reports provide clear, positive and constructive feedback about children's learning and their progress against national standards and expectations.

Information contained in the reports is based upon:

- The teacher's professional knowledge and judgement about the skills and abilities of their students.
- Evidence gained from the range of assessment methods employed over the school session.

In addition, parents are always welcome to make enquiries about the progress of their child by making contact with the appropriate member of the Primary Management Team or in Secondary, the Pupil Support Team.

## 9. Support for Pupils

### 9.1 First Point of Contact for Pupils and Parents

In Nursery, the first point of contact should be the Nursery teacher, Mrs Lesley Sandison or the PT Nursery and Early Years, Mrs Donna Jenkins. In the case of primary pupils, the class teacher is the best first point of contact.

In secondary, the first point of contact will be the PT Guidance, except in the case of issues specifically relating to learning support when it should be the PT Support for Learning.

The Pupil Support Department consists of 3 Principal Teachers, 2 Support for Learning Teachers and 5 Support for Learning Assistants as follows:

Mr J Kidd – PT Support for Learning

Mr H Davidson – PT Support for Pupils – **Guidance** (Mhor and Schiehallion Houses)

Mrs Y Benning – PT Support for Pupils – **Guidance** (Farragon and Lawer Houses)

Mrs K Gatehouse – DHT Support for Pupils and Staff – Head of House – Mhor and Schiehallion

Mrs N Ross – DHT School Improvement – Head of House – Farragon and Lawers

Mrs Gatehouse maintains an overview of all pupil support issues. In addition she chairs Integrated Pupil Support Team (ITM) meetings where support staff and partner agencies meet combining expertise to provide a holistic programme of support for pupils who are experiencing particular difficulties. The ITM operates monthly and has in attendance representatives from Social Work, School Nurse, Community Link Worker, Educational Psychology, Community Warden (where appropriate), Police, Skills Development Scotland, staff from primary and secondary. Its main purpose is to bring together professional representatives support children, young people and their families. An initial referral to the ITM is made with consent of the parents and the school will only share information which it considers to be relevant, necessary, legitimate, appropriate and proportionate to the concerns discussed on a 'need to know' basis.

All members of the Support for Pupils team are happy to discuss any issues or concerns that may arise throughout the year. They can be contacted for an appointment or an informal telephone call through the school office on 01887 822300.

### 9.2 Pupils with Additional Support Needs

The Education (Additional Support for Learning) (Scotland) Act 2004, amended 2009, provides a framework for supporting young people and their families. This framework is based on the concept that all children and young people need support in order to learn, but some require support which is additional to or different from, what is normally provided. Additional support needs can be short or long term.

For most young people their needs will be met through the normal school planning processes or Individualised Educational Programmes (IEP). A co-ordinated support plan will be prepared for a small number of children and young people with additional support needs, especially those with:

- On-going needs arising from complex or multiple factors.
- Needs which are likely to continue for more than a year.
- A requirement for significant support from agencies other than education.

The Act explains the duties of education authorities and rights of children and young people. If more information is required relating to the implementation of the Act within Breadalbane Academy, please contact the school in the first instance.

Information may also be obtained on the local implementation of the Act by contacting Dorothy Henderson at Pullar House on 01738 476390. Information and advice can also be obtained from the Enquiries Helpline 0845 1232303, or email [enquire.seninfo@childrenscotland.org.uk](mailto:enquire.seninfo@childrenscotland.org.uk)

Detailed information regarding pupils transferring from our associate primaries and Pitlochry High School is gathered prior to transition taking place.

A programme of events is organised to enable support staff to get to know both pupils and parents, to identify specific needs and to plan for enhanced transition where appropriate. Planning is carried out in full consultation with appropriate school based staff from current and new schools and other relevant partners including, if necessary, the Community Link Worker.

Breadalbane Academy Support staff are invited to attend additional support needs meetings and meet with class and support teachers in the pupil's current place of education where school reports and the outcomes of specific assessments are shared to assist in planning for transition.

Our policy is to include each child in mainstream education provision wherever possible. However, there may be occasions when extraction from subject classes to work on alternative programmes may benefit an individual child such as Life Skills, Motor Skills, Personal Achievement Awards and Outdoor Learning. Both Primary and Secondary departments have established nurture facilities which may benefit particular pupils. Parents/Carers will be fully consulted by the Support for Pupils team in any plans to remove a child from mainstream classes to follow an alternative programme.

### **9.3 Personal Support**

All adults who have contact with young people have a responsibility to meet their needs and provide personal support. To enhance the level of support available to each pupil, all Secondary pupils have a Personal Support teacher whom they meet daily during registration and for two 30 minute periods every Tuesday and Thursday.

Our registration system is vertical (S1-6) which allows opportunities for peer support as well as individual time with the Personal Support teacher.

The benefits of Personal Support are that each pupil is known well by more than one member of staff, pupils of all age categories build relationships and support each other and each pupil has regular opportunities to reflect on their progress, record their achievement and update their learner profile.

### **9.4 Personal and Social Education**

Throughout the school PSE is delivered by Support and other staff. Where possible it is taught by the pupils own support teacher to help build relationships. The PSE programme varies depending on the age and stage of the pupil. A variety of topics are covered. Examples are as follows:

- S1 Settling in, Bullying, Internet Safety, Careers, Puberty, Crash Magnets
- S2 Alcohol, Personal Safety, Bullying, Rights and responsibilities, My world of work, Knife crime
- S3 Drugs and the law, YPI, Work experience, Domestic violence, Accessing services
- S4 Sexual health, Drugs and alcohol, Hate crime, Target setting, Study skills

## **9.5 Looked After and Accommodated (LAAC) Children**

Each school has a designated LAAC Teacher who deals with all matters relating to children who are 'looked after' e.g. accommodated in foster or residential care, or who are subject to a supervision order through the Children's Hearing.

This designated teacher will be responsible for monitoring the progress of looked after children in the school and will provide a source of advice if your child is looked after. Further information on Looked-After Services can be found on:

<http://www.pkc.gov.uk/fosteringadoption>

## **9.6 Partner Agencies**

The Senior Management Team and Support team do not work in isolation and a number of partner agencies work closely with the school. These include:

### **9.7 Educational Psychology**

The educational psychologist attached to the school is Ms K Blythe. The educational psychologist provides a consultancy service for staff and development and training opportunities and conducts in-depth assessments of pupils with additional needs. Ms Axford usually becomes involved with pupils through referral from the school; in these cases the involvement and agreement of parents is always sought before a referral takes place. Parents who wish to refer their child for assistance should contact their child's support teacher in the first instance.

### **9.8 Community Link Worker**

Our Community link worker is Ms Susan Whyte. Ms Whyte works closely with pupils and families to address a number of issues including school attendance, family health and relationships with a view to building self-esteem and reducing barriers to learning. She also works closely with support staff to provide nurture facilities within the school.

### **9.9 Education as an Additional Language**

Mrs T Davenport provides support to pupils for whom English is a second language. Her work includes enabling pupils to achieve qualifications in ESOL (English for Speakers of Other Languages).

### **9.10 Social Work**

Our social worker is Ms R Simmons. She provides one to one support for families and children and works closely with our other partner agencies to address identified needs.

### **9.11 School Health**

The School Nurse and Health Visitor assist in our health education programme, carries out screening programmes and provides support for pupils and families. She acts as a link with our community paediatrician.

### **9.12 Community Police**

PC Band, (Community Police Officer), provides information and support for the community and works closely with SMT, support staff and families.

### **9.13 Skills Development Scotland**

Ms E Hamilton (careers adviser) provides 1-1 support for pupils to enable them to find positive destinations.

#### **9.14 Further information**

Scottish Ministers advise that further information and support to parents of children and young people with ASN is available from various organisations. These organisations are identified under the Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

(a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 2303

Email Enquiry Service [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)

Enquire provides a range of clear and easy to read guides and factsheets including The Parents' Guide to additional support for learning.

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.

Full information on Additional Support Needs is available on PKC website [www.pkc.gov.uk](http://www.pkc.gov.uk)

## 10 School Improvement

An overview of the work of the school in Session 14/15 and development priorities for Session 15/16 is provided in our Standards and Quality Report. This report also provides details of academic attainment.

<http://www.breadalbane.pkc.sch.uk/BA/wp-content/uploads/2016/03/Standards-and-Quality-report-Sept-20151008.pdf>

## 11 School Policies & Practical Information

### 11.1 School Day

- **Primary**

9.00am	10.50am	
10.50am	11.05am	Morning Interval
11.05am	12.00 noon	
12.00 noon	1.00pm	Lunch
1.00pm	2.20pm	
2.20pm	2.35pm	Afternoon Interval
2.35pm	3.30pm	

Pupils who arrive after 9am will be unable to enter through the security doors in the Primary and must report to the campus reception to gain access to their class.

- **Secondary**

#### Monday, Wednesday & Friday

8.55am	9.05am	Registration
9.05am	9.55am	Period 1
9.55am	10.45am	Period 2
10.45am	11.00am	Interval
11.00am	11.55am	Period 3
11.55am	12.50pm	Period 4
12.50pm	1.50pm	Lunch
1.50pm	2.45pm	Period 5
2.45pm	3.40pm	Period 6

#### Tuesday & Thursday

8.55am	9.45am	Period 1
9.45am	10.35am	Period 2
10.35am	10.50am	Interval
10.50am	11.20am	Personal Support
11.20am	12.10pm	Period 3
12.10pm	1.00pm	Period 4
1.00pm	2.00pm	Lunch
2.00pm	2.50pm	Period 5
2.50pm	3.40pm	Period 6

We ask all parents to ensure that pupils arrive in good time each day for the start of the morning and afternoon sessions.



NB – Pupils are not allowed out-with the school grounds at morning interval or during periods unless they have written permission from a member of the Senior Management Team or their Guidance Teacher.

On arrival at school any pupil who has missed registration **MUST** sign in at the campus reception to ensure their attendance is recorded accurately in case of fire.

## 11.2 Arrangements for Lunch

- **Primary**

Four choices of school meals are available. Pupils are issued with a menu a term in advance and are asked to choose an option at the start of each day. Payment using ParentPay is added to each pupil's lunch card, which is taken to the dining area and debited daily (cheques must be made payable to Perth and Kinross Council). Pupils may choose to bring a packed lunch which is also eaten in the dining area.

- **Secondary**

- "Food to go" is open daily from 8am and serves hot/cold snacks and hot/cold drinks.
- The main counter in the dining centre is open daily at lunchtime serving hot dishes, main meals and drinks.
- The cold food counter in the dining centre is open daily at lunchtime serving cold meats, salads, baguettes and wraps.
- Vending machines are available serving hot drinks and cold snacks.

Cash or Young Scot cards can be used at food outlets within the campus. Using a Young Scot card allows pupils to obtain discounted rates. Application forms can be obtained from the Community Library. A pre-order machine is available for pupils for that day or the next day using their Young Scot card.

Information on Free School Meal Entitlement can be found here:

<http://www.pkc.gov.uk/article/4927/Free-School-Meals>

## 11.3 Uniform/Clothing

All pupils are requested to wear school uniform. Parental surveys have shown that the majority of parents agree with the uniform policy and support the reasons for it. Wearing school uniform is an indication that pupils share a sense of belonging to and pride in their school and that they accept the school's code and standards of behaviour. Uniform emphasises the fact that pupils will be treated equally and serves as an aid to the security of pupils within and indeed without the school grounds. It also eliminates peer pressure to dress in the latest designer clothing. Pupil clothing should be labelled clearly with name and class to avoid loss.

- **Nursery**

The fun and enjoyment of the Nursery experience is lost if your child is worried about spoiling his/her clothes, therefore it is important that your child wears clothes that can be easily washed. We provide plastic aprons for water play and messy activities. For safety reasons jewellery should be kept to a minimum. Please remember that the children in the nursery will have access to our gym facilities and no jewellery should be worn during this activity.

- **Primary**

**Primary 1 to Primary 3**

Blue polo shirt and navy sweatshirt with school logo.

There is an option to wear a white shirt and black tie with house stripe. A cardigan option is offered for girls and in good weather they may wear school blue-checked summer dresses.

**Primary 4 to Primary 7**

White shirt and black tie with house stripe and logo, black round neck or V-neck jumper with school logo. A cardigan option is offered for girls. The blue polo shirt and sweatshirt remains optional.

Gym T-shirts will be in house colours with school house on the back.

The option to purchase a school jacket is also provided.

- **Secondary**

White shirt and house tie OR

White polo shirt if worn with a school sweatshirt (navy with school logo)

Black jumper or cardigan, worn with a shirt and tie

Black skirt or black trousers (no jeans or leggings should be worn and skirts should be an appropriate length)

Black shoes

- **Current prices for school ties are:**

Primary School Tie (Black with house coloured stripe and school logo) - £4.50

S1-S4 School Tie (Black with house coloured stripe and school logo) - £6.00

S5/6 Senior School Tie (Burgundy with school logo) - £6.00

Prefect Ties (Purple with school logo) - £6.00

All ties are available for purchase from the school office. Cheques should be made payable to Breadalbane Academy. Blazers can also be ordered from the school office.

We wish to emphasise that sports clothes, designer tops, jackets and logos are not part of the dress code.

Information on clothing grants can be found here: <http://www.pkc.gov.uk/article/2765/School-Clothing-Grants>

## **11.4 Guidelines for Physical Education (Secondary) – Dress, Health and Hygiene**

In the interest of high expectations and standards, pupils should bring the following change of clothing on days when they are timetabled for Physical Education:-

**Indoor**

Indoor training shoes

Smart sports shorts – Leisure wear eg Bermuda shorts, long shorts or cut down jeans are not suitable.

Plain sports t-shirt

**Swimming**

Swim trunks/costume

Towel

**Outdoor**

Outdoor training shoes

Smart sports shorts or tracksuit bottoms

Plain, football or rugby shirt

Change of socks  
Towel to dry off in case of rain

For hygiene reasons school uniform (jumpers/trousers/shirts) should not be worn during PE. Training shoes should be different from school footwear. Pupils timetabled for Physical Education at the end of the school day should change back into school uniform to travel home.

### **11.5 Insurance and Personal Property**

Perth and Kinross Council insures against its legal liability (a) accidental personal injury or (b) loss or damage to property of third parties. Parents are advised that no insurance cover is maintained for circumstances in which the Council does not have legal liability. Parents are advised to establish whether they are entitled to some compensation through their own House or Contents Insurance.

#### **The school can take no responsibility for personal property:**

1. All personal property should be named. Valuable personal property such as electronic equipment should NOT be brought to school. Money, calculators, etc should not be left unattended. Enquiries about lost property should be pursued with the campus reception or the school office.
2. Pupils are expected to provide their own pens, pencils, rubbers and rulers.
3. We advise pupils not to bring expensive electronic equipment to school. Mobile phones are not advised; they must not be switched on during classes or between periods. Pupils who attempt to use mobile phones during lessons may have them temporarily confiscated.
4. Pupils should not leave any property unattended at any time including schoolbags. Lockers are available for all pupils from P6 through to S6 and temporary lockers are available in the sports facilities for use during PE lessons.

### **11.6 Arrangements for Emergency Closures**

#### **Adverse weather conditions – during school time**

If the weather deteriorates rapidly, we will close the school to ensure the safety of all pupils and staff. We will arrange for pupils on school transport to depart early as a priority and contact all the parents, emergency contacts etc (wherever possible) before releasing pupils. If parents of pupils in outlying areas note a deterioration in the weather and think that school transport may not reach them, they should try to make arrangements for their son/daughter to be uplifted directly from school. If possible, telephone us beforehand.

#### **Adverse weather conditions – out with school time**

When conditions are bad, especially in outlying areas, parents should not send their children to school if they are in doubt. Please inform us if that is the situation. If the school transport does not reach you due to road conditions, do not send your son/daughter to school unless you are prepared to arrange transport to school and home again.

Perth and Kinross Website along with the school website will be updated at all times with current situations. We encourage parents to use this facility, in order to leave telephone lines open for those who do not have computer facilities. If you are in a position where you have to telephone the school for information, please use either 01887 822300 or 01887 822400.

Parents should listen to:

<b>Radio Tay</b>	<b>Frequency</b>	<b>AM</b>	<b>1161</b>	<b>FM</b>	<b>102.8</b>
<b>Heartland FM</b>	<b>Frequency</b>	<b>AM</b>		<b>FM</b>	<b>97.5</b>

For information re school closure and contract bus advice contact;

Perth and Kinross Information Line – Tel: 0845 301 1100 (available from 6.30am for widespread severe weather; available from 8.45am for localised severe weather conditions; available from 7.00am for blanket closure) – this is also charged at the local rate.

In exceptional circumstances, where a blanket closure of schools is considered necessary, the Executive Director of Education and Children's Services will contact Radio Tay. An announcement will be made at 7.00am. This information will also be passed to Tay Connect, Heartland FM and the Perth and Kinross Council's information line.

Groupcall text messages will be sent to the named main contact for each pupil with the most up-to-date and current information available.

### **11.7 Useful Sources of Information**

SQA: [http://www.sqa.org.uk/sqa/CCC\\_FirstPage.jsp](http://www.sqa.org.uk/sqa/CCC_FirstPage.jsp)

Scottish Credit and Qualifications Framework (SCQF): <http://www.scqf.org.uk/>

John Muir Trust: <http://www.jmt.org/>

Active Schools: [http://www.sportscotland.org.uk/schools/Active\\_Schools/Active\\_Schools1](http://www.sportscotland.org.uk/schools/Active_Schools/Active_Schools1)

Curriculum for Excellence (CfE)<http://www.educationscotland.gov.uk/>

Youth Philanthropy Initiative (YPI)

<http://www.instituteforphilanthropy.org/content/Youth-Philanthropy-Initiative>

## 12 Child Protection Officers

Under current legislation the school is required to report if we think any child has come to harm as a consequence of possible abuse. A member of staff in each department has been appointed to be responsible for Child Protection matters. Our child protection officers are as follows: Mrs K Gatehouse (DHT), Mrs Y Benning (Pupil Support) and Mrs N Ferguson (Primary). Should you wish to talk further about Child Protection and the safety of children please feel free to contact them. We have strong relationships with Community Medical Officers, Social Workers and Police, any or all of whom may become involved if abuse is suspected.

## 13 Breadalbane Academy Nursery Information

Nursery Day:	9.00am – 3.24pm
Morning Session	9.00am – 12.12pm Monday – Friday
Afternoon Session	12.18pm – 3.30pm Monday – Friday

At present there are 16 places offered during the morning session and 16 places offered during the afternoon session. Our nursery also benefits from 8 day nursery places which are utilised by children who have been recommended by nursery staff in consultation with central council teams. We also offer 5 *Strong Start* places to eligible children. The nursery benefits from separate secure access and an enclosed outdoor area.

Information regarding admission is available from the Deputy Headteacher (Primary). Priority for admission is given to children in their pre-school year. Thereafter places are given to 3 year olds following their third birthday.

There are a number of points for parents to remember before sending their child to Nursery.

- Enrolling your child at nursery requires commitment and regular attendance.
- A nursery child must be accompanied by an adult to and from the Nursery.
- A nursery child should never be without an accompanying adult in the nursery before 9.00am or 12.18pm respectively.
- No child will be allowed home with another adult unless arrangements have been made between the parent and nursery staff.
- Each child should bring a bag containing a complete change of clothing. Accidents do happen!
- Sandshoes are required for indoors.
- Please put your child's name on everything.
- There is a small charge of £2.00 per week which covers the cost of the children's daily snack and a small contribution to the Nursery Toy Fund.

No of Days	Term1 (8 Weeks)	Term 2 (9 Weeks)	Term3 (12 Weeks)	Term 4 (10 Weeks)
1	£3.20	£5.60	£4.80	£4.00
2	£6.40	£7.20	£9.60	£8.00
3	£9.60	£10.80	£14.40	£12.00
4	£12.80	£14.40	£19.20	£16.00
5	£16.00	£18.00	£24.00	£20.00