

Breadalbane Academy



School Handbook

Academic Session 2022-2023

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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.

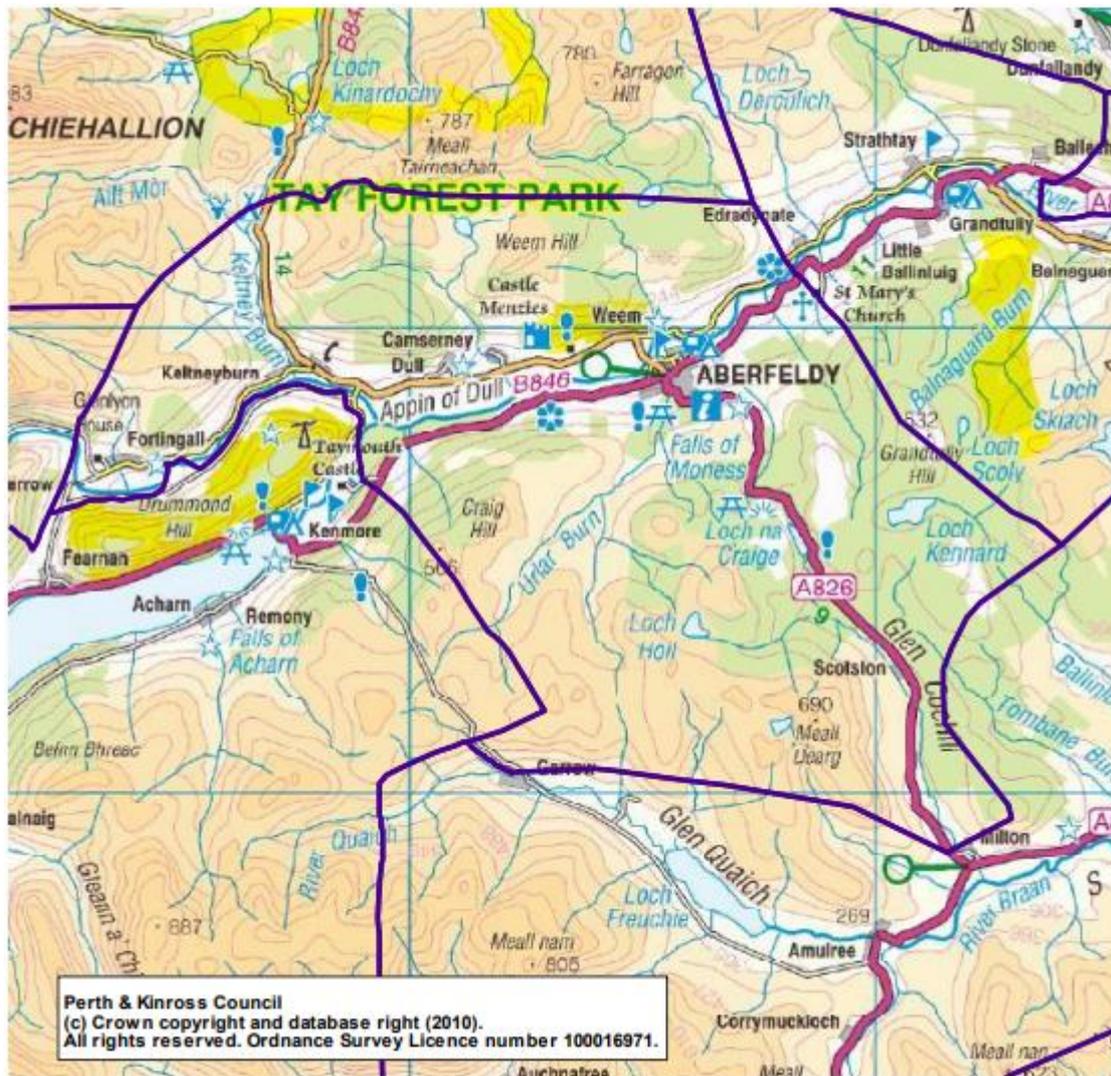
I believe that the very best schools are those that achieve meaningful partnership with their parents, and I would urge you to engage with the life of the school whenever these opportunities arise. I look forward to working together with you in maintaining the quality of our young people's school experience.

Mr John G Devine
Headteacher

2. School Information

Breadalbane Academy is a nondenominational Nursery, Primary and Secondary catering for pupils aged 2-18 years and offering Gaelic Medium Education in all stages. The school roll as at the September 2021 census is 209 pupils in the Primary (including 31 in Nursery) and 430 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. If you wish to check what school catchment your address falls under you can do so by following this link: <https://www.pkc.gov.uk/article/17291/Find-my-school-catchment-area>

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
Email	Breadalbane@pkc.gov.uk
Website	www.breadalbane.pkc.sch.uk

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 Kelly Leighton	Business Manager
Mrs Karen Gatehouse	Depute Headteacher (Support for Pupils and Staff)
Mrs Lorna Libreri	Depute Headteacher (School Improvement)
Mrs Vicky Marshall	Depute Headteacher (Primary)

3.3 Parent Council

The Parent Council is a group of parents selected by all parents in the school to represent their views. Parent Councils have an important role to play in school improvement by ensuring that the parental perspective is represented and taken into account.

Breadalbane Academy Parent Council can be contacted by emailing chairperson@breadalbaneparents.com.

(See also section 5.1: Parent Council)

3.4 Parental Concerns – Support for Pupils

In the primary department, any enquiries or concerns can be addressed with the class teacher or Depute Headteacher. Should parents wish to discuss support for their child's learning, they should contact Miss Katrina Wallace, Principal Teacher (Primary).

Each pupil in the secondary has a designated Guidance 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. Our Guidance staff are Mr Harry Davidson, PT Guidance (Mhor/Schiehallion houses) and Mrs Anna Glover, PT Guidance (Farragon/Lawers houses).

Secondary parents who wish to discuss support for their child's learning should contact the Principal Teacher of Support for Learning, Mrs Lisa Forrester.

3.5 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. Should this prove to be unsuccessful and a pupil is still unaccounted for the pupil may then decide to contact the Police Scotland 101 service for further support.

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 primary class or secondary 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. These may include referral to the PKC attendance sub-committee or the Scottish Children's Reporter.

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

3.6 The Complaints Procedure

The school deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. More information is available on the Council's website as follows:

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

If you have a concern please contact your child's class teachers (primary) or Guidance 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.

3.7 Arrangements for parents, offered or seeking a place for their child in the school, including arrangements for visiting the school.

Any parent seeking a tour of the school or considering placing their child at Breadalbane Academy should contact K Gatehouse (secondary) or V Marshall (primary).

Information on enrolments, including placing requests, can be found in the School section of Perth and Kinross Council website.

3.8 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
- Letters via email and by post
- Bulletins/Newsletters by email
- 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.

[Communications Policy](#)

4. School Ethos

4.1 Our Vision Statement

During sessions 15/16 and 16/17 we undertook a major consultation to look at our vision, values and aims. This involved discussion with pupils, staff and parents. The vision statement below reflects the views expressed by all stakeholders about the sort of school we want to be.

The Breadalbane Academy School Vision Belonging, Believing... Aspiring, Achieving!

Belonging

This is our school. We belong to it, and it belongs to us.

- Everyone in our school community is respected.
- No matter who we are, the school values us and will help us to be successful.
- We have a strong voice in our school and our views are heard and listened to.

Believing

We believe in ourselves.

- We have the self-belief to know that we can be successful.
- We are building the resilience to bounce back when we experience difficulties.
- We take pride in our school community and want people to be happy here.

Aspiring

Together we can do great things.

- We work in partnership to challenge and stretch ourselves and others.
- We know that success requires hard work and we persevere when the going gets tough.

Achieving

We always strive for excellence.

- We are proud of our school's history of achievement and want to be part of this.
- We want people to leave our school as rounded individuals who are happy and ready for life and work

4.2 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.

4.3 Action against Bullying

The school follows the guidance on dealing with bullying set out in the Perth and Kinross Council anti-bullying strategy.

4.4 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.

[Policies | Breadalbane Academy](#)

4.5 Health Care

The Community Health Service organises a programme of health care through the visits of various specialists to the school, e.g. Nurses, 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 K Gatehouse (secondary) or V Marshall (primary), as soon as possible, of any medical conditions or disability which might affect the progress of their son/daughter in school. Pupil information of a medical nature is shared with members of staff in consultation with young people and their families. Occasionally a medical

protocol will be required. This is a more formal document agreed with families and issued to staff to ensure the safety of the young person in school. Confidentiality will be respected at all times and information handled discreetly.

4.6 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.

4.7 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. 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.

4.8 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, 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
Hockey P6-S6
Football Boys P1-S6
Volleyball S4- S6

Netball P6-P7
Basketball S1 – S3
Squash P6 – S2
Table Tennis S1 – S6

Rugby P1-S6
Football Girls P1–S6
Badminton S1-S4
Dance S1 – S6

Clubs

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

Homework Club
Makaton Club

Drama Club
German Club

Baking Club
Dungeons and Dragons
Club

Coding Club
European Club

Science Club
Climate Café

Creative Writing Club

Duke of Edinburgh Award S3-6

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.

School Band
Choir

Ceilidh Bands
Pipe Band

Ukelele Club

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.

Primary Lunchtime Clubs

Big Voices Choir

P1-3 Games

Art Club

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

Details of the Parent Council, its plans and links to minutes of meetings can be found on the school website - [Parent Council | Breadalbane Academy | Aberfeldy](#)

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 homework diaries 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: Breadalbane Academy uses Microsoft Teams to support pupils with the completion of homework, and to encourage parental engagement with pupil learning at home. Class teachers will record all homework via Teams, which will populate pupils' Teams calendar. This will give details of the task including date set, date due and method of submission. Pupils are expected to check their Teams calendar daily to ensure that they are up to date with homework set. Homework notifications will automatically be sent to pupils'

GLOW email account from Teams when a new assignment is set.

Teachers will monitor submission and non-submission of homework. Non-completion of homework will result in a series of actions taking place including deadline extension, learning conversations, parental contact, and reflection on tracking reports. Pupils in S1 – S3 follow a broad general education, so to support parents / carers with pupils' homework deadlines, a schedule of homework will be shared at the start of each term indicating which departments are issuing homework each week. This document will be shared via the school website. Senior pupils in S4 – S6 follow a diverse range of subjects, so the nature and quantity of homework will vary across subject areas and throughout the year.

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.

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 Guidance teacher 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. In addition to this we support parents by holding a Careers Fair and Curriculum evening.

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.

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 two induction mornings in June when they will visit their classroom and meet where possible their teachers. A parental information session is held in June and provides 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 High School

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 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 to view the facilities, meet with the staff and engage in discussions about course choice and careers options.

7. The Curriculum

7.1 A Curriculum for Excellence

Curriculum for Excellence (CfE) is the curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling children and young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

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 can choose from a range of core subjects that they can continue to study in the Senior Phase. In addition, pupils choose from option masterclasses which are skills-based achievement course linking to careers and developing the young workforce.

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 courses and 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
- National Progression Awards – available at SCQF Levels 4, 5 and 6
- Skills for Work Courses – available at SCQF Levels 4 and 5

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 senior wider activities and achievements.

The Senior Phase Curriculum offer continues to widen and develop. This includes opportunities to study virtual courses through the Perth & Kinross Virtual Campus and the Tayside Regional Improvement Collaborative. The School College Partnership with UHI Perth allows pupils access to other courses, such as Foundation Apprenticeships.

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, may 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

Our Careers Coach from Skills Development Scotland (SDS) works in Breadalbane Academy

and Pitlochry High School on a weekly basis offering information to pupils about the types of careers available and support to apply for these opportunities. Our Careers Coach supports the Authority's Careers Education Policy and provides the following services:

- Assistance with subject choice.
- 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.
-
- Attend S2, S3, S4 and S5/6 Parent Contact evenings

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

7.6 Instrumental Tuition

Free instrumental tuition in woodwind, violin, cello, percussion, brass, piano, bagpipes, guitar and singing are offered to pupils within the school.

Details of the IMS service are contained within the Local Authority information appended to this handbook under section F – Music Tuition.

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 trip abroad.

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 / listen to pupils and look at work produced by pupils in a range of situations and forms.
- Formal full-scale tests such as prelims for pupils within the Senior Phase and SQA examinations
- Coursework, assignments and portfolios as components of national qualification courses.
- Scottish National Standardised Assessments for P1, P4, P7 and S3.

8.2 Reporting

In the Primary school parents receive an annual written report on their child's progress and there are two parent contact evenings during the year.

In the Secondary, S1-3 receive 2 tracking reports per year with reports including ratings in relation to a pupil's behaviour, effort and homework. One report also includes a short comment to provide an overview on progress and next steps required for learning.

S4-6 receive 3 tracking reports per year with reports including ratings in relation to a pupil's behaviour, effort and homework. As S4-6 pupils are studying a range of National Qualifications there is also an indication of the level (e.g. National 4 or National 5) at which a pupil is sitting along with a Target Grade (grade agreed with the pupil as potential they have to achieve) and a Working Grade (the grade that at the time of assessment evidence gathered, the professional judgement of the teacher and ongoing moderation activities would indicate a pupil is on track to achieve.). Two reports also include a short comment to provide an overview on progress and next steps required for learning.

If there is a concern noted in between reports being issue then a teacher will detail the concern, and strategies for improvement, in an Intervention Letter which is sent home.

All parents will also have the opportunity to meet class teachers at a parent contact evening.

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 class teacher in Primary 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. 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 is led by of 3 Principal Teachers as follows:

Mrs L Forrester – PT Support for Learning
Mr H Davidson – PT Support for Pupils – Guidance (Mhor and Schiehallion Houses)
Mrs A Glover – PT Support for Pupils – Guidance (Farragon and Lawers Houses)

This team is overseen by the two ‘years heads’:

Mrs K Gatehouse – DHT Support for Pupils and Staff – S1 - 3
Mrs L Libreri – DHT School Improvement – S4 - 6

Mrs Gatehouse maintains an overview of all secondary pupil support issues. She also chairs the Integrated Pupil Support Team Meetings (ITMs) where support staff and partner agencies meet combining expertise to provide a holistic programme of support for pupils who are experiencing particular difficulties. The ITMs operate monthly and have in attendance representatives from Social Work, , Community Link Worker, Educational Psychology, Police, Youth Services and staff from primary and secondary. Their main purpose is to bring together professional representatives support children, young people and their families. An initial referral to 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 (secondary) or Mrs V Marshall (primary) 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 a Child and Young Person’s Plan. Individualised Educational Programmes (IEP) and co-ordinated support plans (CSP) will be prepared for a small number of children and young people with additional support needs. CSPs may be put in place for children and young people 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 Sarah Stephen, Quality Improvement Officer at 2 High Street on 01738 475000. Information and advice can also be obtained from the Enquiries Helpline 0845 1232303, or online at www.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.

Breadalbane Academy 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 opportunities which may benefit some 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 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, Your Call (Road Safety), Breathe, RASAC
- S2 Alcohol, Personal Safety, Bullying, Rights and responsibilities, My world of work, Knife crime, Crash Magnets
- S3 Drugs and the law, YPI, Careers, Domestic violence, Accessing services
- S4 Sexual health, Drugs and alcohol, Hate crime, Target setting, Study skills, destinations, Careers.
- S5/6 UCAS, Further Education, Careers, Financial Education, Safe Drive Stay Alive, Driving Theory, MVP, Drugs/Health

9.4 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>

9.5 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:

9.6 Educational Psychology

The educational psychologist attached to the school is Ms R Rennie. The educational psychologist provides a consultancy service for staff, development and training opportunities, and conducts in-depth assessments of pupils with additional needs. Ms Rennie 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.

9.7 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.

9.8 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) and support for transitions

9.9 Social Work

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

9.10 School Health

The School Nurse, Ms Zoe Smith assists in our health education programme and together with our Health Visitor, Ms Lynn McGregor, carries out screening programmes and provides support for pupils and families. They also act as links with our community paediatrician.

9.11 Community Police

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

9.12 Skills Development Scotland

Ms G Sinclair (Careers Coach) provides 1-1 support for pupils to enable them to find positive destinations.

9.13 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: 0345 123 2303

Email Enquiry Service info@enquire.org.uk

Advice and information are also available at 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

10. School Improvement

An overview of the work of the school in Session 20/21 and development priorities for Session 21/22 is provided in our Standards and Quality Report which can be viewed on the school website.

[External Reports/Development Planning - Breadalbane Academy](#)

We present details of the school’s performance in SQA examinations to the Parent Council annually. This presentation can also be viewed on the school website.

[SQA Performance - Breadalbane Academy](#)

11. School Policies & Practical Information

11.1 School Day

Primary

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

2.20 pm	2.35 pm	Afternoon Interval
2.30 pm	3.30 pm	

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.

Throughout Perth and Kinross Council, all P1 pupils attend full days from the start of the academic year.

Secondary

8.55 am	9.05 am	Registration
9.05 am	10.00 am	Period 1
10.00 am	10.55 am	Period 2
10.55 am	11.10 am	Interval
11.10 am	12.05 pm	Period 3
12.05 pm	1.00 pm	Period 4
1.00 pm	2.00 pm	Lunch
2.00 pm	2.50 pm	Period 5
2.50 pm	3.40 pm	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 which is also available on the Perth and Kinross Council website. . Payment for lunches can be made on ParentPay, this is added immediately to the pupil's lunch card. Pupils may choose to bring a packed lunch which is also eaten in the dining area. Parents may also choose for their child to have a home lunch. On Fridays, with parental permission, P7 pupils can go into Aberfeldy during lunchtime.

More information on primary school lunches including Tayside Contracts menus can be found here: <https://www.pkc.gov.uk/article/17330/Primary-school-meals>

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.

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 online and from the Community Library.

Payments to your child's Young Scot card can be made on ParentPay.

More information on secondary school lunches including menus and price lists can be found here: <https://www.pkc.gov.uk/article/17331/Secondary-school-meals>

Information on Free School Meal Entitlement can be found here:
<http://www.pkc.gov.uk/freeschoolmeals>

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. Please remember that the children in the nursery will have access to our gym facilities and should wear suitable clothing during this activity. As pupils access the outdoors every day and regularly participate in Outdoor Learning Adventures, suitable clothing and footwear should be worn.

- **Primary**

Pupils in primary wear indoor shoes whilst in the building. They also need a PE kit, including suitable footwear, to be kept in school.

Jumpers embroidered with the school logo can be purchased from Grandtully Logos <https://www.grandtullylogos.com> Ties are available for purchase through the school office and can be paid for through ParentPay. Should parents wish to purchase them, PE t-shirts in house colours with the house name on the back can be purchased from Grandtully Logos

Primary 1 to Primary 3

Blue polo shirt and navy jumper or sweatshirt (not hoodie) with black skirt, pinafore or trousers (including smart black jeans).

Navy cardigans and blue checked school dresses are also options offered.

Although it makes changing for PE more difficult for pupils, they can wear a white shirt and black tie with house stripe and logo.

Primary 4 to Primary 7

White shirt and black tie with house stripe and logo, black round neck or V-neck jumper (not hoodie) with black skirt, pinafore or trousers (including smart black jeans). Black cardigans and blue checked school dresses are also options offered.

- **Secondary**

White shirt or blouse

School tie (S1-4 house tie, S5-6 senior tie)

Black jumper or cardigan (no coloured jumpers or hoodies of any colour)

Black skirt, trousers (including smart black jeans), or leggings

Plain black footwear (shoes, trainers, boots are all acceptable)

All ties are available for purchase from the school office and can be paid for through ParentPay.

It has been agreed that school blazers (with braid) will be worn by all prefects and house captains.

Blazers (without braid) are available as an option for all other pupils.

Information on how to purchase a blazer can be found here: <https://www.border-embroideries.co.uk/schools.html>

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:

<https://www.pkc.gov.uk/freeschoolmeals>

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

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

Indoor

Basketball, Volleyball, Gymnastics, Badminton, Social Dance, Fitness, Netball, Handball, Table Tennis

- Indoor trainers (not the same trainers pupils wear outdoors)
- Appropriate sports shorts or Leggings – long shorts or jeans of any kind are not suitable.
- Appropriate sports t-shirt

Swimming

- Swim shorts / swimming costume (one-piece)
- Towel

Outdoor

Football, Rugby, Hockey, Orienteering, Tennis, Summer Games, Athletics (Surface dependent)

- Outdoor trainers suitable for Astroturf surface or Football Boots for activities on Grass Pitch
- Appropriate Sports shorts or leggings

- Appropriate sports t-shirt
- Change of socks
- Towel to dry off in case of rain

For hygiene reasons school uniform (jumpers/trousers/shirts) must not be worn during PE. Trainers must also be different from footwear worn to school.

In all situations Long Hair must be tied back and all jewellery including watches must be removed. Pupils should use roll-on deodorant only in changing rooms. Pupils timetabled for Physical Education at the end of the school day are not required to change back into school uniform to travel home.

If for any reason pupils are unable to participate in PE lessons a letter is required from parents/carers.

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 unless given permission by a teacher 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 child 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:

Radio Tay	Frequency	AM	1584 & 1161	FM	96.4 & 102.8
Heartland FM	Frequency	AM		FM	97.5 & 106.6

For information re school closure and contract bus advice contact;

PKC Customer Service Centre number for parents – 01738 475000 (available from 8am – 6pm Monday – Friday. However, this line may operate from 7am in exceptional circumstances.

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 approximately 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

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

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

Active Schools: <https://sportscotland.org.uk/schools/active-schools/>

Curriculum for Excellence (CfE) <https://education.gov.scot/>

Youth Philanthropy Initiative (YPI) <https://ypiscotland.org.uk>

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 A Glover (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.

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 'indicators':

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help, advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

13 Breadalbane Academy Nursery Information

Options	Weeks per Year	Hours per Week	Sessions	School Holidays Entitlement			
				Spring	Summer	October	Christmas
Gaelic	Term Time only	30	9.00am - 3.00pm	None	None	None	None
English Term Time	Term Time only	30	9.00am - 3.00pm	None	None	None	None
English Extended Year	45	26	2 x 8 hours: 8.30am - 4.30pm AND 2 x 5 hours: 8.00am - 1.00pm	1 week	3 weeks	1 week	None

			or 1.00pm - 6.00pm				
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The nursery class is situated below the primary department and is accessed through a secure entrance beyond the primary playground. The nursery offers a range of funded attendance patterns for children aged 3-5.

Parents can access 1140 hours and can choose from a term time attendance pattern or select a 45 week attendance pattern.

Parents who wish their child to attend nursery should make an appointment to visit by contacting the school office. Further information about our nursery can be found in the Nursery Handbook on the school website.

Information regarding admission to nursery classes in PKC is available at:

https://www.pkc.gov.uk/media/38673/Guide-to-Early-Learning-and-Childcare-2019-2020/pdf/2018603_Guide_to_Early_Learning_2019_CLIENT.pdf?m=636830546330470000

Appendix 1

Additional Perth & Kinross Council Information

Introduction

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 2012, Perth & Kinross Council Education & Children's Services' schools produce handbooks covering the following categories of information:

- 1 School Information
- 2 Local Authority information

Whilst the information contained in this school handbook was accurate at the time of publication (December 2021), further changes may have occurred since then.

Contents

- A Placing in Schools – Primary, Secondary and Special
- B Equal Opportunities
- C School Meals
- D School Clothing Grants
- E Education Maintenance Allowance
- F Music Tuition
- G Travel to School
- H Transport
- I Additional Support Needs
- J Parental Involvement/Parent Councils
- K Insurance
- L Child Protection/Looked After Children
- M Access to Information – Parents and Pupils
- N Transferring Education Data about Pupils
- O Attendance
- P Family Holidays
- Q Care Standard Inspections
- R School Crossing Patrollers
- S Employment of Children
- T Childcare and Family Information
- U Complaints
- V Further Information
- W COVID-19 Information

A Placing in Schools - Primary, Secondary and Special

The policy of Perth & Kinross Council Education Authority is to assign to each school a defined zone known as a catchment area. Each home address has a catchment school for both primary and secondary education. The catchment schools are dependent on pupils' home address. Although we try to provide enough places for all children in the catchment area to attend the catchment school, living within a catchment area does not guarantee a child a place at that school.

In accordance with the provisions of the legislation, parents have a right to make a request that their child be placed in a school of their choice other than the school which normally serves the catchment area in which they reside. Parents' wishes will be met where possible. If the number of places in any particular school is limited, priority for admissions shall be determined on the following basis:

Priority 1:

Children normally resident within the catchment area of the specified school.

Where the number of requests for admission to the specified school by children normally resident within the catchment area exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church).
- (b) Children having a brother or sister (or relative permanently living at the same address as part of an extended family*) in attendance at the school
- (c) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (d) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

*** Provided that the member of the extended family for whom the placing request has been made has lived within that extended family for a period of at least two years.**

**** Priority will be given to those pupils who have attended an associated primary school the longest.**

Where it may be necessary to refuse only some places in any of the Priorities at (a), (b) and (c), because the number of requests exceeds the number of places available, priority will be determined as follows:

Category (a) the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Category (b) the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Category (c) the criterion of length of time attending an associated primary school with priority being given to those pupils who have attended an associated primary school the longest. Where it is necessary to prioritise pupils who have attended an associated primary school for the same length of time, the single criterion of distance from the specified school will be used, with priority being given to those whose normal place of residence is closest to the school.

Priority 2:

Children resident within Perth and Kinross and not normally resident within the catchment area of the specified school but having a brother or sister (or relative permanently living at the same address as part of an extended family*) in attendance at that school.

Where the number of Priority 2 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith ie (Roman Catholic and Episcopal Church)
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (c) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Priority 3:

Children resident within Perth and Kinross and not normally resident within the catchment area of the specified school and having no brothers or sisters in attendance at that school.

Where the number of Priority 3 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church)
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (c) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Priority 4:

Children not resident in Perth and Kinross and not normally resident within the catchment area of the specified school but having a brother or sister (or relative permanently living at the same address as part of an extended family*) in attendance at that school.

Where the number of Priority 4 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church)
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (c) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Priority 5:

Children not resident in Perth and Kinross and not normally resident within the catchment area of the specified school and having no brothers or sisters in attendance at that school.

Where the number of Priority 5 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church)
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (c) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

*** Provided that the member of the extended family for whom the placing request has been made has lived within that extended family for a period of at least two years.**

**** Priority will be given to those pupils who have attended an associated primary school the longest.**

Placement may be recommended within a special school or provision when a child's education needs cannot be met in their catchment school. This will be based upon the assessment of the child's education needs by their parents, teacher, school medical officer and education psychologist.

The Authority may also determine that particular pupils are to be placed in any school in order to meet specific educational or other exceptional needs, as determined by the Authority. These placements will take priority over any of the 5 priorities above.

Placing requests will normally be granted except where there are circumstances defined in the Act which justify the Authority's refusal of such a request.

Parents who have made successful placing requests for their children at other schools of their choice have to make their own transport arrangements and meet the costs thereof.

Any pupil who attends a primary school other than the one proposed by the Authority (i.e. as the result of a placing request) and who is due to transfer to a secondary school will be offered a place at the secondary school in whose catchment area he/she lives.

www.pkc.gov.uk/article/17276/School-enrolment

B Equal Opportunities

Perth & Kinross Council values the diversity of the communities in this Council area and works towards providing services that are inclusive and accessible. Perth & Kinross recognises that social inclusion and promoting equality of opportunity, and good relations between different groups can only be achieved by incorporating equalities into the planning and implementation processes for all Council services. We have a duty to promote and develop the practice of equality of opportunity for all members of our community regardless of:

- Race
- Gender
- Marital/family status
- Disability
- Religion
- Sexual orientation
- Age
- Language

- Place of residence
- Socio-economic status

It is the responsibility of all staff to support a climate conducive to providing equal opportunities for all.

C School Meals

Primary

It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools.

Pupils in primary schools are offered a two-course lunch with a choice of main course including vegetarian option, supplemented by salads and bread, which meet The Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008. A choice of milk or water is also included. Meals are, in the main, prepared from fresh ingredients by well trained personnel in a food safe environment.

There is a fixed, subsidised charge for a meal in a Primary school which is £2.15 (2021/2022). School meal charges are subject to review at any time.

School meals should now be paid through ParentPay, our online payment solution with parents/carers having much more choice of how, when and where they can pay for school costs using modern technology. School meals, trips and other school related items can be paid for online, on a smartphone, tablet or other mobile devices. Parents/carers have the ability to access their own secure account which will give information regarding their accounts, including amount paid, when paid and amounts outstanding. It will also provide increased security for pupils who will no longer have to carry large amounts of cash or cheques to school.

ParentPay is our preferred method of payment, please contact the school for your ParentPay account activation code.

Medically prescribed diets and Nut and Peanut allergy

School lunches can be provided for children in primary schools either requiring a medically prescribed diet or who have a nut and/or peanut allergy. Please download the  [information leaflet \[312Kb\]](#) and  [application form \[161Kb\]](#). Parents can also self-manage simple dietary requirements for their children by using the interactive menu and carbohydrate menu available at [Tayside Contracts](#).

Medically prescribed diets can usually be accommodated within the school lunch service. A medically prescribed diet is one which has been prescribed by your GP or a hospital doctor. This does not include pupils who simply dislike certain foods. Written evidence from a doctor or registered dietician will be required prior to making special arrangements.

For more information on school meals including menus, meal photos and forms, please visit the website:

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

To access the current interactive menu which provides recipe, nutritional and allergy information, please visit:

www.tayside-contracts.co.uk/school-catering.cfm

and click on the interactive menu link. This site also contains details of forthcoming promotions.

For any other enquiry please contact:

Catering Support Team
Support Services
Education & Children's Services
Perth & Kinross Council
Council Building
2 High Street
Perth
PH1 5PH

Telephone: 01738 476341

E-mail: ECSCateringSupport@pkc.gov.uk

Packed lunches for trips

Packed lunches are available for school trips either free (as appropriate) or charged at the standard meal price. The school will normally ask if you require a packed lunch and offer choices as part of the trip registration process.

Home Lunches

Some parents/carers may wish their child to go home for lunch, rather than remain at school.

The school's responsibility for the pupils at lunchtime relates to those who remain at school for either a school lunch, or a packed lunch. Parents/carers are responsible for pupils who go home for lunch.

There is no requirement for school staff to pass a primary age pupil into the care of an adult, so parents/carers must have clear arrangements in place, including whether the pupil can make their own way home, if they require to be met at the school and any contingency plans if arrangements are to change.

Free School Meals

Access to free school meals is an important part of the school meals service in Scotland. It is important that pupils entitled to free school meals get them without fear of stigmatisation. They should not be made to feel different from those who pay, nor be readily identified by others. Our meal payment and pre-order systems fully support these aims.

Who is Eligible for Free School Meals?

If your child is in P1 to P4

Free School Meals are offered to all pupils in P1 to P4 without the need for parents/carers to submit an application form. However, an application form must be completed if you also require a school clothing grant for your child in P1-P4.

Don't forget to submit an application form for Free School Meals for your child when he/she moves into P5 as they will no longer be automatically entitled to Free School Meals.

If your child is P4 or above

You can claim free school meals for your child(ren) if you are receiving:

- Income Support (IS)
- Income based Job Seeker's Allowance (IBJSA)
- Any income related element of Employment and Support Allowance (IRESA)
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,105
- Child Tax Credit (CTC) and Working Tax Credit (WTC) and your income is less than £7,500
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £625

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can claim free school meals for yourself.

For more information on Child Tax Credit and Working Tax Credit visit the [Inland Revenue](#) website.

You can apply online for free school meals at the following link: www.pkc.gov.uk/freeschoolmeals

Alternatively, application forms may be obtained from Headteachers or Education & Children's Services, Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD.

Secondary

Healthier Choices

The marketing of junk food to children can skew their idea of what constitutes a balanced meal – foods high in fat, salt or sugar are increasingly dominating young people's diets. In school, they will be in an environment that takes more responsibility for promoting healthier food and drink choices.

Secondary schools operate a cafeteria style service with a wider choice of food options being made available. Implementation of the Scottish Nutrient Standards has seen a major overhaul of the traditional secondary school menu and there is now an abundance of freshly prepared and tempting food options which are lower in fat, salt and sugar. These include a daily choice of homemade meals including vegetarian option, complimentary salad, vegetables and bread with main meals, healthy meal deals, nutritionally improved snack items, healthier drinks options plus a great deli selection. The cost varies according to the individual choice from the menu.

Payment

School meals should now be paid through ParentPay, our online payment solution with parents/carers having much more choice of how, when and where they can pay for school costs using modern technology. School meals, trips and other school related items can be paid for online, on a smartphone, tablet or other mobile devices. Parents/carers have the ability to access their own secure account which will give information regarding their accounts,

including amount paid, when paid and amounts outstanding. It will also provide increased security for pupils who will no longer have to carry large amounts of cash or cheques to school.

ParentPay is our preferred method of payment however we still currently accept cash at the point of sale.

Cashless Catering operates in all secondary schools, where monetary value is held in a pupil account. This account is accessed via the pupil's National Entitlement Card* (NEC). These cards provide secure access to a pupil's account where value is retained on the system and not the card. Value can be added to a pupil's account through the online payments system (or if required, cash can be accepted at most tills for paying for today's meal or also adding value to their account).

All payments and expenditure can be fully tracked through the online payments system or by the pupil on request. Free school meals pupils have £2.30 (2021/2022) available on their account each day, which can be added to by the pupil if desired. Any unspent *free value* is removed each day. School meal charges are subject to review at any time.

Schools also offer a healthy break time service and a pre-order facility. New developments are continually being assessed and introduced to enable the pupils to have access to a safe and welcoming quick service environment.

* If you have not yet applied for your NEC or you lose it – don't worry. Your Cook in Charge will be able to provide you with a temporary card. If you continue to lose your temporary card, then second and subsequent replacements may attract a small charge to cover costs. NEC's are replaced free of charge (currently) and can be requested by calling 01738 475000. Your school cook will need to re-register any replacement NEC to your account before it will activate the system.

For further information, menu, meal deals and price list go to:
www.pkc.gov.uk/schoolmeals

The school meals service is delivered by our operational partners, Tayside Contracts, Telephone: 01382 812721.

Please also visit Tayside Contracts website for more information and details of forthcoming promotions at:
www.tayside-contracts.co.uk/school-catering.cfm

For any other enquiry please contact:

Catering Support Team
Support Services
Education & Children's Services
Perth & Kinross Council
Council Building
2 High Street
Perth
PH1 5PH

Telephone: 01738 476341

E-mail: ECSCateringSupport@pkc.gov.uk

Free Schools Meals

Access to free school meals is an important part of the school meals service in Scotland. It is important that pupils entitled to free school meals get them without fear of stigmatisation. The automated payment system supports this objective.

Who is Eligible for Free School Meals?

You can claim free school meals for your child(ren) if you are receiving:

- Income Support (IS)
- Income based Job Seeker's Allowance (IBJSA)
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,105
- Child Tax Credit (CTC) and Working Tax Credit (WTC) and your income is less than £7,500
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £625

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can claim free school meals for yourself.

For more information on Child Tax Credit and Working Tax Credit visit the [Inland Revenue](#) website.

You can apply online for free school meals at the following link: www.pkc.gov.uk/freeschoolmeals

Alternatively, application forms may be obtained from Headteachers or Education & Children's Services, Pullar House, 35 Kinnoull Street, PH1 5GD.

D School Clothing Grants

If you are in receipt of:

- Income Support (IS)
- Income based Job Seeker's Allowance (IBJSA)
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,105
- Child Tax Credit (CTC) and Working Tax Credit (WTC) and your income is less than £7,500
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £625

Education & Children's Services will consider one application per year for a grant towards the cost of purchasing essential clothing to enable children, up to the age of 16, to attend school.

You can apply online for a school clothing grant at the following link: www.pkc.gov.uk/freeschoolmeals

Alternatively, application forms may be obtained from the school or Education & Children's Services, Pullar House, 35 Kinnoull Street, PH1 5GD.

E Education Maintenance Allowance

Please note: The following information is correct at the time of going to print but may be subject to change. Please contact the EMA Section of the Finance Support Team or visit the website (details below) for current information.

Education Maintenance Allowance (EMA) is available to eligible young people remaining in full-time education beyond the statutory school leaving age of 16. For academic year 2022/2023 EMA is a weekly payment of £30 paid directly to a young person from a family whose annual household income is £24,421 or less where there is one dependent child (the applicant) in the household. Where there are two or more dependent children, then the household income threshold increases to £26,884.

Payments will only be made to those young people who have 100% attendance of the agreed timetable with their learning centre requirements on a weekly basis. Payments are made fortnightly in arrears.

EMA is available to eligible 16, 17 and 18 year olds during session 2022/2023 whose date of birth falls on or between 01/03/2003 and 28/02/2007. The closing date for applications is strictly 31 March 2023. Any applications received after this date will not be considered. Information and application forms may be obtained from the website below:

www.pkc.gov.uk/ema

Tel: 01738 476234 / 476276

Email: ema@pkc.gov.uk

F Music Tuition

Instrumental Music Instruction and Central Groups 2021-22

In recognition of the integral part instrumental music plays in pupils' education and welfare, Scottish Government has announced that **instrumental music lessons will be delivered free of charge.**

The Perth & Kinross Instrumental Music Service offers opportunities for pupils to play a musical instrument and participate in music making with many ensembles, orchestras and bands.

- Pupils learning musical instruments develop a wide range of unique skills, providing a means of fulfilment and enjoyment whilst nurturing a greater understanding of the arts.
- Parents can enjoy and share their child's excitement in learning to play an instrument. Your child performing at a concert will provide you with a great sense of pride and satisfaction.

- Schools will provide opportunities for pupils to enrich their curriculum and the life of the school.
- Instrumental music prepares pupils to make a meaningful contribution towards the artistic life of the community.

The service offers an exciting opportunity to participate in a unique course within education which will benefit all participants for the rest of their lives. Lessons will be delivered on a blended basis of face to face and some digital lessons

After a short period of time, pupils will also be able to perform in school ensembles and local authority orchestras and bands as well as attending residential music camps. It is strongly advised that pupils receiving tuition in school strive to attend one of these Central Groups as this is recognised as an integral part of tuition.

For further information, please visit our website, Instrumental Music Service App and social media pages via the contact details below.

MusicService@pkc.gov.uk

www.pkcmusic.com

Facebook – [PKC Music Service](#)

Twitter - [@pkcmusicservice](#)

Instrumental Music Service App



Please download the Instrumental Music Service app by scanning the QR code above or search “School App for Parents” in the Apple or Google Play app stores and search “Perth and Kinross Instrumental Music Service”

G Travel to School

The journey to and from school is a very important part of your child’s day and it should be as safe and pleasant as possible. As a parent/carer you are responsible for ensuring this is the case. Where school transport is provided, responsibility is shared between the Council and parents/carers.

The school is very keen to reduce car travel to school and promote safe and healthy journeys to school which can help to reduce the use of the car and impact of the 'school run'.

The decision on whether a child is ready to make the journey to school independently, on foot, by bicycle, by public transport, etc, must rest with parents/carers and children themselves.

The Council wants as many children as possible to walk or cycle to school. We also want children to travel safely and to feel secure on the school journey. We are particularly aiming to increase levels of walking or cycling where journeys are less than a mile for younger children and less than two miles for older children.

Walking and cycling boosts children’s health and well-being. It also allows them to travel

independently and to access the range of flexible opportunities schools will increasingly offer outside the standard school day. Freedom to move around the local area independently is an important part of growing up. Other important benefits of active travel are development of social and life skills, less pollution and greater awareness of environmental issues.

If parents/carers have to drive, they can be asked to park away from the school - some schools suggest a local drop off point. Drivers can also be asked to think about teaming up with another family to share the school run. School Policies will obviously have to recognise different needs and circumstances: some staff and pupils may have no alternative to the car.

School Travel Plans are an essential part of Perth and Kinross Council's strategy to tackle issues related to school transport. School Travel Plans will frequently involve an element of engineering works required to improve the safety of the street environment for the school children, as well as the promotion of initiatives to increase the number of school children who walk, cycle or use public transport to get to their school.

A School Travel Plan is a strategy developed by each school to encourage and promote more active journeys to school for both pupils and staff. The role of the School Travel Plan is to make alternatives to driving easier and safer, and to give parents/carers plenty of information about the options.

A School Travel Plan can help to improve the school run, reduce congestion and increase road safety, make school and pupils healthier, make routes to school safer and look after our environment.

Please contact your school to find out more about their School Travel Plan or if you want to encourage or help your school to develop one.

Given these facts, please carefully consider your mode of transport to/from school with your child and try and leave the car at home if you can.

H Transport

Free school transport is only available to pupils attending their catchment school and living more than two miles (primary) or three miles (secondary) from the school measured by the shortest available walking route.

Transport will be provided from a suitable point on the public highway. Please note that this can be up to two miles (primary) or three miles (secondary) from the pupil's home.

Parents of pupils who are refused school transport have the right to appeal to the Review Sub-Committee of Lifelong Learning Committee, only on the grounds of safety or if transport is withdrawn.

Where appropriate, the Authority may provide free transport for pupils who attend a special school or specialist unit.

Parents who have made successful placing requests for their children at other schools of their choice have to make their own transport arrangements and meet the costs thereof.

You can apply for free school transport online at the following link:
www.pkc.gov.uk/article/17284/Schools-transport-and-trips

Alternatively, application forms may be obtained from Headteachers or Education & Children's

Services, Pullar House, 35 Kinnoull Street, PH1 5GD.

I Additional Support Needs

Most children make satisfactory progress in school and their education can be fully supported by the class teacher. Some children may have additional support needs at some point in their educational journey. Where this is identified to be the case, a Child or Young Person's Plan (CYPP) is used to record those additional needs and the plan in place to support them in school.

A very small number of children with significant and long-term additional support needs may need a Coordinated Support Plan. These will be children who also receive a lot of support from people outside education; for example, health or social work staff.

As a parent/carer you can access information with regard to additional support needs on the PKC website: <https://www.pkc.gov.uk/article/17278/Schools-additional-support->

This internet page also has many other links to related topics which might be of interest to you.

If you cannot access the internet, please ask the school office if you would like a copy of any of this information.

Information on additional support needs is also available to you from outside Perth and Kinross Council.

Supporting Learners - guidance on the identification, planning and provision of support – <http://www.educationscotland.gov.uk/supportinglearners/>

Enquire - the Scottish advice service for additional support for learning

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through: a telephone helpline - 0845 123 2303, an email enquiry service - info@enquire.org.uk,

There are two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people).

Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

Within Perth & Kinross a range of provision exists for pupils with additional support needs. Looked After Children, in line with Education (Additional Support for Learning) (Scotland) Act 2009 are considered to have additional support needs, unless it is otherwise determined at a relevant education planning meeting. A policy of supported mainstream inclusion is complemented by a range of specialist provisions. These are either attached to or are part of mainstream schools. In addition, there is one all through special school (3-18) for children with profound and complex difficulties.

Where a child has been identified as having additional support needs which cannot be met within the Authority, the Authority may consider placement in a special school (either within or outwith Perth & Kinross) .

Where a child has been identified as having additional support needs for which suitable provision cannot be made in a day school, the Authority may provide residential special education at either a special school, within or outwith Perth & Kinross.

Placing requests

Parents may also make placing requests for a special school within or outwith Perth and Kinross.

<https://www.pkc.gov.uk/article/17301/Placing-request>

Parents moving into the area should contact:

Education Services
Education & Children's Services
Council Building
2 High Street
PERTH
PH1 5PH.

Telephone: 01738 476280

J Parental Involvement/Parent Councils

The Scottish Schools (Parental Involvement) Act 2006 became legislation in September 2006. This Act proposed changes which were implemented in August 2007 to abolish School Boards and replace them with Parent Councils.

All parents of pupils attending school are automatically members of the Parent Forum for that school and will be entitled to have a say in what happens at the school.

The Parental Involvement Act aims to do several things:

- It aims to help parents become more involved with their child's education and in schools.
- It places duties on Scottish Ministers and education authorities to promote parental involvement, and a duty on each education authority to produce a strategy for parental involvement.
- It introduces a new system of Parent Councils to replace School Boards, aiming to make it easier for parents to express their views.

All schools have been working with parents to determine if a Parent Council is to be established for the school. The role of the Parent Council is to:

- Support the school in its work with parents.
- Represent the views of all parents.
- Encourage links between the school, parents, pupils, pre-school groups and the wider community.

- Report back to the Parent Forum.

There are currently 76 schools in Perth and Kinross which have established a Parent Council. For more information on the Parent Council for your child's school, please contact the Headteacher.

Advice, Information and Concerns

Parental communication is encouraged and valued. Your child's school is your first point of contact should you require advice, information or to raise concerns. The school will deal with any concerns raised confidentially, timeously and work with you towards a resolution. Your school will advise you how to take your concerns forward should these remain unresolved.

Website: www.pkc.gov.uk/parentalinvolvement

K Insurance

The Authority insures against its legal liability for (i) personal injury, provided negligence is proved against the Council and (ii) loss or damage to property of third parties except where the following exclusions apply:

- Theft of personal belongings
- A pupil's own negligent actions
- The actions of a third party; ie another pupil
- Expensive personal items, eg mobile phones, iPods.

Parents are advised that no insurance cover is maintained for circumstances in which the Council does not have legal liability and may wish to consider making their own insurance arrangements.

L Child Protection/Looked After Children

Child Protection

Keeping children and young people safe and protected from harm, abuse and exploitation is *everyone's job and everyone's responsibility*.

Child Protection sits within the wider [GIRFEC](#) policy and practice framework. [The National Guidance for Child Protection in Scotland](#) (Scottish Government 2014) provides the overarching policy framework for child protection services in Scotland.

The [Perth and Kinross Child Protection Committee CPC Inter-Agency Child Protection Guidelines 2017](#) translate the national guidance into the local child protection working practices and arrangements across Perth and Kinross. These guidelines aim to support local practitioners and managers in the public, private and third sector organisations across Perth and Kinross, including all Schools.

Each school has a Child Protection Officer appointed to be responsible for child protection matters. This person is specially trained for the task.

All schools have good contacts with School Medical Officers, School Nurses and Police, any or all of whom may become involved if child protection concerns arise. Beyond this, close working relationships exist with social work staff who are also part of Education & Children's Services. Any discussion to bring in an outside agency to discuss a concern about a child will only be taken after involving the School Child Protection Officer. The Child Protection Officer will usually contact you to inform you if someone has expressed a concern about your child and discuss the situation with you in order to decide what will happen next, including what information, if any needs to be shared with other agencies. In less usual cases the Child Protection Officer may decide that the concern is so serious that they need to seek advice from Services for Children, Young People & Families (social work) before informing parent(s). these situations are unusual, and we will endeavour to ensure that you are informed and are enabled to participate as appropriate in any action which we may initiate regarding your child should a child protection issue arise.

If you are worried or concerned about a child or young person then, in the first instance you should contact:

- Your child / children's school.
- The Child Protection and Duty Team 01738 476768 (24 hour service)
- Visit the Council's Child Protection Website on www.pkc.gov.uk/childprotection

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' eg 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: www.pkc.gov.uk/fosteringadoption

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 'indicators':

Safe Healthy Achieving Nurtured Active Respected
Responsible Included

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help, advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

M Access to Information – Parents and Pupils

The [Pupils' Educational Records \(Scotland\) Regulations 2003](#) require the Authority to give a parent access to information relating to school pupils, past and present, held by them.

- The regulations cover information which originated from a teacher or other employee of the education authority, the pupil to whom the information relates or a parent of that pupil.
- The regulations only cover information relating to the school education of the pupil.
- The request must be in writing (or other permanent format for future reference purposes eg email/tape recording).
- The parent seeking access must provide the Authority with sufficient information to satisfy the authority of his/her identity and to enable the Authority to locate the information requested.*
- The Authority must comply with a request within 15 school days of receiving a validated request. (A validated request means that the information requested at *(see above) has been provided.

This is only a brief outline of the basic legal provisions. The regulations contain further detailed rules. They also provide for certain exemptions from the right of access to information.

Pupils can also make a request to see their educational records. Requests to see educational records should be made directly to the relevant school.

Data protection legislation means that you can request other personal information, not contained in an educational record, by submitting a Subject Access Request.

If a child is over 12 and is considered to have capacity, you will be required to provide a signed mandate from them authorising you to act on their behalf. You will usually be required to provide proof of your identity (and your child's if they are required to provide a signed mandate) before your request can be processed.

Subject Access Requests should be submitted to the Council's Information Governance Team at 2 High Street, Perth, PH1 5PH or to DataProtection@pkc.gov.uk , 01738 477933.

School Records

The [Pupil's Educational Records \(Scotland\) Regulations 2003](#) gives parents, or people with parental responsibility, the right to see their child's educational record. These records are called Pupil Progress Records, or PPRs.

If you would like to exercise your right to see your child's PPR you should contact your child's school directly. Contact details for all Perth and Kinross Council schools are available below:

www.pkc.gov.uk/article/17285/Schools-in-Perth-and-Kinross

Requests should usually be made by email or in writing, but other recorded formats can be accepted if necessary. The school may ask you to provide them with proof of your identity.

Schools have **15 school days** to respond to your request. There is never any cost to view your child's records; the Council usually waives the charge it is entitled to make for providing a copy if this is required.

Please ask if you need the information requested to be provided in an alternative language or format eg braille.

Occasionally, a school record may contain information – such as information about another pupil - which must be removed before you are provided with it.

If you wish to request information about other records relating to your child, such as social work records, you should submit a [Subject Access Request](#) . If you're unsure about what kind of request you should submit, please contact the Council's Information Governance team on 01738 477933 or at DataProtection@pkc.gov.uk for advice.

N Transferring Education Data about Pupils

Education authorities and the Scottish Government Education Department have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus, the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland, and the analysis of data for statistical purposes within the Scottish Government itself.

What Pupil Data is Collected and Transferred?

Data on each pupil is collected by schools, local authorities and the Scottish Government. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government.

Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, it is hoped that the explanations contained in this information and on the ScotXed website (www.gov.scot/Topics/Statistics/ScotXed) will help you understand the importance of providing the data.

A complete list of the Scottish Governments School Education data collections can be found

here: www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation

Why Do We Need Your Data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows us to:

- Plan and deliver better policies for the benefit of all pupils, or specific groups
- Better understand some of the factors which influence pupil attainment and achievement
- Share good practice
- Conduct teacher workforce planning
- Target resources better
- Enhance the quality of research to improve the lives of people in Scotland
- Provide a window on society, the economy and on the work and performance of government by
- Publishing statistical publications and additional tables about School Education
- Providing school level information

Extracts of the data will also be shared with The Electoral Registration Officer to offer the opportunity to register on the Electoral Roll when approaching their eighteenth birthday, Glow to access digital learning environments, ParentPay for management of online payment of school meals, excursions and activities; CRB for cashless catering, Groupcall for messaging services, Young Person's National Entitlement Card for access to public services across Scotland and with the NHS for monitoring the child health immunisation programme.

The Scottish Government Privacy Notice for children and young people can be found at www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices

The Perth & Kinross Council main education Detailed Privacy Notice can be found here: www.pkc.gov.uk/detailedprivacynotices

Your Data Protection Rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the General Data Protection Regulation and Data Protection Act 2018. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data.

The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.gov.scot/Topics/Statistics/ScotXed). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

The Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the Scottish Qualifications Authority. On occasion we will make

individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities.

Any sharing or linkage of data will be done under the strict control of Scottish Government and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

General Data Protection Regulation gives you the right to access your personal data. This is known as a Subject Access Request. Further details of how to make a Subject Access Request online or using the Subject Access Request Form can be found here: www.pkc.gov.uk/article/20313/Accessing-your-information-Subject-Access-Requests

Note that it's not necessary to apply online or complete the form in order to submit a Subject Access Request, but they provide a useful guide to what details we need in order to respond. If you would like further guidance about how to submit a request for personal information, contact the Information Governance team on 01738 477933 or at DataProtection@pkc.gov.uk

Concerns

The Data Protection Officer for this data is the Data Protection & Information Assets team, dpa@gov.scot

If you have any concerns around this data collection please contact the DPIAT team, or Mick Wilson, Head of Education Analytical Services (Mick.Wilson@gov.scot).

Or by writing to: Education Analytical Services, Area 2A-North, Victoria Quay, Leith, Edinburgh, EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

O Attendance

Perth & Kinross Council is committed to working in partnership with parents, children and other stakeholders to ensure that, wherever possible, all children enrolled in our schools receive an education that maximises the opportunity for each child to achieve his/her potential.

In working towards this, Perth & Kinross Council Education & Children's Services' expects all schools to closely monitor the attendance of all children and young people.

It is every parent's legal duty to ensure that, if their child is of school age, they attend school regularly. Our staff in schools work with pupils and their families to ensure that pupils attend regularly and punctually.

Perth & Kinross Council has an Attendance Sub Committee to consider serious cases of school non-attendance. The membership of the Attendance Sub Committee is composed of Elected Members (Councillors) and parent representatives from Parent Councils in the area.

It is advised by a representative of the Executive Director (Education and Children's Services). The Attendance Sub Committee convenes every 4 weeks during the school year.

If you are having problems with your child's attendance at school you should discuss this with the school in the first instance.

Website Link:

www.pkc.gov.uk/article/17283/Schools-rules-attendance-and-behaviour

P Family Holidays

Family holidays will be marked in school as an unauthorised absence. This will be done even if you have told the school you intend to take your child on holiday. No school work will be given, although some schools may consider giving you information about what will be covered during the absence.

Extended visits overseas to relatives or extended absence in relation to children of travelling people will be marked as an authorised absence.

Extended is defined as a period of more than four weeks. If you wish to discuss the matter further in relation to your child, please contact the school.

Website link:

www.pkc.gov.uk/article/19274/Family-Holidays

Q Care Standard Inspections

Social Care & Social Work Improvement Scotland (known as the Care Inspectorate) has a responsibility to inspect all nursery schools and classes on a regular basis. These inspections are part of the Regulation of Care Standards within Early Education & Childcare. Further information on Care Inspectorate inspections is available from the Headteacher or by contacting Care Inspectorate (telephone 0345 600 9527) or www.careinspectorate.com.

Nursery Inspection Process

All providers of early learning and childcare for 2, 3 and 4 year olds are currently inspected by the Social Care & Social Work Improvement Scotland (known as the Care Inspectorate) and Her Majesty's Inspectorate (HMI), part of Education Scotland. Staff follow national guidelines for the early learning and childcare of children aged 2-5 years that encourage learning through play and the service must meet standards laid down by HMI. Further information on inspections is available from the Headteacher.

R School Crossing Patrollers

It is very difficult to recruit School Crossing Patrollers. If the School Crossing Patroller terminates their employment, or is absent for any reason, it may not be possible to provide cover.

If this happens, Headteachers will inform parents.

Parents have a responsibility for ensuring that their children are able to travel to and from school safely whether or not the Authority is able to provide safe routes or safe crossing

facilities.

S Employment of Children

The employment of children under the age of 16 is subject to compliance with Perth & Kinross Council bye-laws, which outline permitted types of employment and permitted periods of working.

Education & Children's Services will grant and issue an employment permit for children under the age of 16 if:

- The employment is lawful;
- The child's health, welfare or education will not be affected; and
- The child is fit to undertake the work

Children under the age of 13 are not permitted to undertake any type of employment.

Further details and an information booklet called 'The Employment of Children – Perth & Kinross Council Bye-Laws' is available from:

Education & Children's Services
Perth & Kinross Council
Pullar House
35 Kinnoull Street
Perth
PH1 5GD

Tel: 01738 476200

E-mail: ECSSchools@pkc.gov.uk

Website: www.pkc.gov.uk/article/17406/Employment-of-children-Permit-and-bye-laws

T Childcare and Family Information

Perth and Kinross Childcare and Family Information Service can supply details of childcare services within your local area including childminders and out of school care. The service also has a wide range of other information for families including leisure activities and support groups.

For further information please contact:

E-mail: childcare@pkc.gov.uk

Telephone: 0845 601 4477

Website: www.pkc.gov.uk/families

Families can also access information on the national website: www.scottishfamilies.gov.uk

U Complaints

As part of Perth & Kinross Council, our schools are committed to providing high quality services. If something goes wrong or you are dissatisfied with the service provided at your school Perth & Kinross Council's **Complaints Procedure** is there to help you.

The Council regards a complaint as 'any expression of dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.'

If your child is over 12 and is considered to have capacity, you will be required to provide a signed mandate from them authorising you to act on their behalf.

Our schools aim to resolve complaints quickly. Should you make a formal complaint to your school you will receive a response at **Stage 1** of our procedure within **five working days**, unless there are exceptional circumstances. If you are dissatisfied with the school's response at Stage 1, you can ask for it to be escalated to the next part of the Council's complaints procedure.

Stage 2 involves an investigation by an Officer appointed by the Head of Education & Learning. At this stage, Perth & Kinross Council will respond to your complaint **within 20 working days**. If the investigation is going to take longer, you will be contacted, and a revised response date will be agreed with you. You will also be kept updated on the progress of your complaint.

If you remain dissatisfied with the outcome of your complaint, you can contact the Scottish Public Services Ombudsman (SPSO). The SPSO is the final stage for complaints about most organisations providing public service in Scotland. Their service is independent, free and confidential.

The SPSO cannot normally look at:

- A complaint that has not completed our complaints procedure
- Events that happened, or that you became aware of, more than 12 months ago
- A matter that has been or is being considered in court.

The SPSO's contact details are:

SPSO
Bridgeside House
99 McDonald Road
Edinburgh
EH7 4NS

Freepost SPSO

Freephone: 0800 377 7330
Online contact: [@spsoscot](https://twitter.com/spsoscot)
Website: www.spsoscot.org.uk
Mobile site: <http://m.spsoscot.org.uk>

Additional Support for Learning - Resolving Disagreements

There are routes for resolving disagreements where a child or young person has additional support needs. Further information is available in our **Information Sheet on Resolving Disagreements** available on the Council's website: www.pkc.gov.uk or by contacting **Tel No:**

01738 476790.

Further information on the Council's Complaints Handling Procedure is available on the Council's website: www.pkc.gov.uk/complaints

V Further Information

In all cases relating to your child's education you should discuss the matter with the Headteacher. If further information relating to your child's education is required, you should contact:

Education & Children's Services
Perth & Kinross Council
Council Building
2 High Street
PERTH
PH1 5PH

Tel: 01738 476200

E-mail: ECSSchools@pkc.gov.uk

W COVID-19 Information

All schools are following key national guidance issued by the Scottish Government to help ensure schools are safe for children, young people and staff.

Further information is available for parents/carers as follows:

<https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/coronavirus-covid-19>

<https://www.gov.scot/coronavirus-covid-19/>

www.pkc.gov.uk/coronavirus/schools

If you or someone you know would like a copy of this document in another language or format, (on occasion only a summary of the document will be provided in translation), this can be arranged by contacting Customer Service Centre on 01738 475000.

إن احتجت أنت أو أي شخص تعرفه نسخة من هذه الوثيقة بلغة أخرى أو تصميم آخر فيمكن الحصول عليها (أو على نسخة معدلة لمخلص هذه الوثيقة مترجمة بلغة أخرى) بالاتصال ب: الاسم: Customer Service Centre رقم هاتف للاتصال المباشر: 01738 475000
اگر آپ کو یا آپ کے کسی جاننے والے کو اس دستاویز کی نقل دوسری زبان یا فارمیٹ (بعض دفعہ اس دستاویز کے خلاصہ کا ترجمہ فراہم کیا جائے گا) میں درکار ہے تو اس کا بندوبست سروس ڈیولپمنٹ Customer Service Centre سے فون نمبر 01738 475000 پر رابطہ کر کے کیا جاسکتا ہے۔

如果你或你的朋友希望得到這文件的其他語言版本或形式 (某些時候，這些文件只會是概要式的翻譯)，請聯絡 Customer Service Centre 01738 475000 來替你安排。

Jeżeli chciałbyś lub ktoś chciałby uzyskać kopię owego dokumentu w innym języku niż język angielski lub w innym formacie (istnieje możliwość uzyskania streszczenia owego dokumentu w innym języku niż język angielski), Proszę kontaktować się z Customer Service Centre 01738 475000

P ežete-li si Vy, anebo n kdo, koho znáte, kopii této listiny v jiném jazyce anebo jiném formátu (v n kterých p ípadech bude p eložen pouze stru ný obsah listiny) Kontaktujte prosím Customer Service Centre 01738 475000 na vy ízení této požadavky.

Если вам или кому либо кого вы знаете необходима копия этого документа на другом языке или в другом формате, вы можете запросить сокращенную копию документа обратившись Customer Service Centre 01738 475000

Ma tha thu fhèin neo duine a dh'aithnicheas tu ag iarraidh leth-bhreacden phàipear seo ann an cànan eile neo ann an cruth eile, (aig amannan cha bhith ach gearr-chunntas a-mhàin ri fhaighinn air eadar-theangachadh) faodar seo fhaighinn le bhith a' cur fios gu: Customer Service Centre 01738 475000

You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

www.pkc.gov.uk