# Blackford Primary School





# School Handbook

#  2024 - 2025

1 **SCHOOL INFORMATION**

### Introduction

Blackford Primary School is situated in the village of Blackford just off the A9, 5 miles south of Auchterarder. It was built in 1870 at the east end of the village in close proximity to the Parish Church. The building consists of three spacious classrooms and a hall where lessons take place and lunch is served. In addition we now also have an outdoor classroom. Our playground is enhanced by a sensory garden and we have the use of a neighbouring park as well as a Forest School site nearby.

Through this environment we aim to develop happy, responsible, caring children, and to encourage self-respect, respect for others, self-discipline and independence. We aim to ensure the development of children, not only physically and academically but also emotionally, socially and morally through an awareness of individual child’s needs and interests.

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

### Delineated Area

Blackford Primary School serves the village of Blackford and the surrounding rural area to a radius of two miles.

### Contact Details

**THE SCHOOL: Blackford Primary School**

**ADDRESS: Stirling Street, Blackford, Perthshire, PH4 1PZ**

**E-MAIL ADDRESS:** **Blackford@pkc.gov.uk**

**WEBSITE:** [**https://blogs.glowscotland.org.uk/pk/BlackfordPrimarySchool/**](https://blogs.glowscotland.org.uk/pk/BlackfordPrimarySchool/)

**TELEPHONE NUMBER: 01764 661390**

**PRESENT ROLL: 55**

**HEAD TEACHER: Ms M. McMillan**

#### Attendance

Parents have the responsibility to ensure that their child is at school ready to start the day at 9:00am. Parents are asked to notify the school office on the first day of any pupil absence before 9.15am. The telephone is manned from 8.30 am onwards and there is also an answer machine where messages can be left. If by 9.15am no call has been received parents/carers will be contacted by text to ascertain the reason for the absence. The school should also be contacted when a child is returning after an absence so that staff expect them back. These measures are in place to ensure pupils’ safety throughout the school day and we ask you to co-operate fully with these directions.

**Please make sure that the school office is kept up to date with any changes in telephone numbers/emergency contacts.** The school office is not always manned but please leave a message and we will attend to it as soon as we can.

Attendance is an issue of concern for everyone who cares about the future of their child. Good and punctual attendance is recognised as a powerful, positive indicator of the effectiveness of a school in engaging with young people, parents and the community. There is an important link between attendance and attainment.

In our drive to raise the standards of educational attainment parents and staff should continue to work hard to ensure pupils miss as little of their schooling as possible, whatever the underlying reason. There is a growing concern over the number of pupil absences due to family holidays and we would urge parents to consider this issue carefully.

#### Enrolment

Parents who are considering enrolling their children are encouraged to visit the school to meet with the Head Teacher and see around the building.

More information about enrolment is available on the Perth and Kinross website: <http://www.pkc.gov.uk/article/17276/School-enrolment>

#### Communication

The school communicates with parents through the Padlet, Parents Appointments, Parent Contact Sessions, Open Afternoons, Seesaw, the Parent Council and Assemblies.

If any particular concerns arise with regard to your child, you are welcome to make an appointment to come and discuss them with the Class Teacher at a mutually convenient time.

#### 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>

### School Ethos

#### Vision

**B**e happy**, P**ositiveand **S**uccessful

#### Values

In Blackford Primary School we try to be honest, helpful, fair, caring, gentle, kind and wise.

#### Aims

* To provide effective Learning and Teaching, and opportunities for all to achieve
* To ensure that the rights of everyone throughout the school community are respected in a responsible manner
* To work in partnership with families, carers and the wider community to provide high quality and meaningful learning experiences
* To actively promote a positive, lifelong approach to health and well being

#### Spiritual, Moral, Social & Cultural Values

The school holds regular assemblies which provide opportunities for pupils to share and celebrate as a school community those things which we value. They also provide opportunities for our pupils to reflect on spiritual and moral concerns. Through this, pupils can increase their understanding of religious practices and the experience which underlies them.

Parents and members of the wider community are welcome to attend the assemblies which take place in the Parish Church and are notified of the dates and times.

#### Achievement

We recognise and celebrate achievements in and out with the school. Children are encouraged to share their successes in class, on Seesaw and at assemblies.

#### School & Community Links

The school has established good links in the community and recognises the importance of local residents, businesses and organisations in contributing to the preparation of young people for life beyond school.

Senior Citizens lunches provide an opportunity for intergenerational activities.

The school takes part in the local events and competitions and supports various charities.

#### Positive Behaviour Management

In Blackford Primary School we seek to ensure that all children are treated fairly and with respect. We are proud of the very good behaviour of the children in our school and recognise that the majority consistently follow the school rules.

The rules of our school are based on the Golden Rules designed by Jenny Moseley and it is expected that all pupils know these and adhere to them.

**We are gentle**

We don’t hurt others

**We are kind and helpful**

We don’t hurt anybody’s feelings

**We listen**

We don’t interrupt

**We are honest**

We don’t cover up the truth

**We work hard**

We don’t waste our own or other’s time

**We look after property**

We don’t waste or damage things

A restorative approach is also in place where children are supported to explore the reasons for inappropriate behaviours and how best to avoid these in future.

### Parental Involvement

At Blackford Primary School, we recognise that the most effective school involves a partnership between school, pupils and parents. Detailed below are some of the methods used:

* There is an active Parent Council which supports the life and work of the school and organises regular fund-raising events.
* We have had parent volunteers in school and constructive ideas and offers of help are always appreciated.
* We employ a variety of ways to inform and involve
* Parents share their views / provide feedback in different ways e.g. through discussions with staff, completing questionnaires, leaving comments at Open Afternoons, by e-mail etc. The views and opinions of parents are valued.
* Parents are made welcome and can contact the school anytime to discuss any issues that may arise.

More information can be found at:

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

Parent Zone provides a wide range of valuable information for Parents:

 <https://education.gov.scot/parentzone/>

### Transitions

#### Transfer from Nursery to P1

Children enrolling in P1 are invited to visit the school and additional opportunities are organised to support a smooth transition process. Staff also visit the relevant Nurseries to meet the children and talk to key workers.

#### Transitions within the school

Class information (including tracking, medical information etc.) is passed on to the next teacher and time is allocated to discuss the learners’ next steps in learning.

When children transfer to Secondary School, or to another Primary School, information is shared by staff.

#### Transfer to Secondary School

Pupils from Blackford Primary School generally transfer to The Community School of Auchterarder for Secondary Education. This transition is supported by the Community Link Worker.

**The Community School of Auchterarder**

**New School Lane**

**Auchterarder**

**Perthshire**

**PH3 1BL**

**Tel. No: 01764 662182**

**Email:** **auchterarder@pkc.gov.uk**

Children with additional support needs will receive enhanced support involving Primary and Secondary staff, and the Community Link Worker to ensure they make a successful transition to secondary school.

### The Curriculum

The learning and teaching at all times takes account of national and Perth and Kinross Council Policies and Guidelines. The content of the curriculum is planned so that it can be adapted to the age, ability and aptitude of pupils; all work thus being tailored to meet the needs of the individual child.

In all classes, children experience learning situations which are organised, according to their nature, as class activities, mixed-ability group activities, similar ability group activities and individual activities. We use our school grounds and the local woodland to support learning, and we take the advantage of educational trips and visitors to the school to enhance the quality of the learning experiences for our pupils. All aspects of the curriculum are planned in detail to ensure progression and development of knowledge and understanding, skills and attitudes. Opportunities are planned for learners to apply their skills in a variety of contexts. The curriculum is continually being evaluated and assessed for relevance and appropriate modifications and changes are made to take account of these results and national guidance.

Our curriculum, as a whole, helps our pupils to develop skills for learning, life and work.

The curriculum is organised into the following 8 areas detailed below:

#### Expressive Arts

All children in our school experience a wide range of experiences in

* Art and Design
* Dance
* Drama
* Music

These are provided by class teachers and at times by visiting specialists.

#### Languages and Literacy

This includes English Language: listening, talking, reading and writing. It also includes French from P1-P7 and German for the pupils from P6 – P7. Curriculum for Excellence also ensures that Literacy skills are developed across all other areas of the curriculum.

The four outcomes Listening, Talking, Reading and Writing all cover a variety of skills and practices. When teaching and learning are taking place, the activities associated with these outcomes of language are very closely connected. All four will interact but with different weightings for particular stages and needs. Through these outcomes we aim to teach pupils to express themselves fluently and well in speech and writing both factually and imaginatively. We support them to read critically and with understanding. In order to achieve this we use a wide variety of material throughout the school.

#### Health and Wellbeing

Learning in Health and Wellbeing ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Curriculum for Excellence also ensures that Health and Wellbeing is developed across all other areas of the curriculum, with all teachers sharing the responsibility to ensure that pupils become respected, responsible, included, nurtured, active and healthy.

The school will inform parents when sensitive aspects of learning will be introduced in class e.g. relationships and sexual health, drugs awareness etc.

#### Mathematics and Numeracy

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in all aspects of life is crucial.

#### Religious Observance

Religious and moral education is a process where children and young people engage in a search for meaning, value and purpose in life. This involves both the exploration of beliefs and values and the study of how such beliefs and values are expressed. The learning and teaching is based around

* Christianity
* World religions selected for study
* Development of beliefs and values

Parents have the right to withdraw children from Religious Education and from Assembly if they wish. Such requests should be made to the Head Teacher in writing.

#### Sciences

Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world. Teaching approaches allow children to collaborate and investigate and develop skills to become more creative, inventive and enterprising.

The main areas of Sciences are

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

#### Social Studies

In this area children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and how it has been shaped. The main areas of social studies are

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

#### Technologies

This area of the curriculum offers a rich context for developing life skills that are recognised as being important for success in the world of work. This includes activities involving research, problem solving, the exploration of new concepts, skills and materials. The learning experiences provide pupils with opportunities to create products which have real applications, allowing for creativity and entrepreneurial skills. Technologies are organised under the following headings

* Technological developments in society
* ICT to enhance learning
* Business
* Computing science
* Food and textiles
* Craft, design, engineering and graphics

Pupils are taught about Internet ethics and safe use of electronic communication.

More information about the curriculum can be found on the following websites:

Education Scotland: <https://education.gov.scot/>

Skills Development Scotland: <http://www.skillsdevelopmentscotland.co.uk/>

### Assessment & Reporting

Assessment of children’s progress is central to the learning and teaching which takes place in the classroom.

Assessment has a number of purposes but mainly allows a teacher to check on a child’s strengths and needs so that the next stage of learning can be planned properly. Results of assessment also allow children to know how well they are doing and what targets still require to be achieved. They are helpful also in reporting on a child’s progress. Each class teacher makes a continuous assessment of progress on a day to day basis and will use that assessment to plan further work. More formal tests and assessments are introduced at times when the class teacher feels it is best for children’s learning and National Assessments take place for P1, P4 and P7 pupils. Interim reports are provided prior to Parent contact sessions and at the end of each academic session information is used to write the pupil report which is sent home to parents. The information is also passed to the new teacher so that they can plan appropriately for the pupil.

Sources of evidencecan include:

* observations of learners carrying out tasks and activities, including practical investigations, performances, oral presentations and discussions
* records (oral, written, audio-visual) created by children which may include self- assessment and/or peer assessment or may be assessed by the teacher
* information obtained through questioning in high quality interactions and dialogue
* written responses
* a product, for example, piece of artwork, report, project
* accounts provided by others (parents, other children or young people, or other staff) about what learners have done

### Support for Pupils

Blackford Primary aims to provide a safe and nurturing environment to ensure pupils are able to benefit from the opportunities provided. All children may experience barriers to their learning or social development during their time in school. All adults working in the school use their experience and knowledge to observe the children throughout their time in school in order to identify issues and challenges as promptly as possible.

Assessment is an everyday integral part of learning and teaching. When a class teacher notices that a child is experiencing a barrier to learning he/she will employ a range of strategies to support the child. If after some time these strategies are not working, the class teacher will make a referral to the Head Teacher.

The school's policy is to support as much as possible the education of pupils with additional needs along with their peer group, in the normal classroom situation. Individually targeted work at a level accessible to the child and designed to support learning progress is normally provided by the class teacher. Progress is monitored from day to day and is regularly reported to parents who are also consulted if any change in the programme of support is being considered.

There are many approaches to supporting a pupil’s learning in school. This can be done by the class teacher providing additional support within the classroom or at times children may also be supported by a member of support staff, for example a Pupil Support Assistant or a Pupil Support Teacher.

All children who have identified Additional Support Needs receive support in school in line with legislation and with the appropriate level of planning in place. This is done in consultation with parents. Liaison also takes place with other agencies e.g. educational psychologist, speech and language therapy, occupational therapy as appropriate.

The Pupil Support Teacher/School Nurse & community link worker can also support staff and pupils through providing advice and resources, and by working with particular pupils.

Referrals may be made by class teachers and/or parents. Parents should discuss any concerns with the class teacher first who will then initiate the referral process through the Head Teacher. Parents will be kept informed of any assessments/referrals to other agencies e.g. Speech and Language, Educational Psychologists etc.

We value the partnership of parents and other agencies in working together to meet additional support needs. We adopt a holistic approach to assessment as recommended by the local authority. There is a range of tests which may help provide some information about difficulties experienced by a learner, but the most important aspect of an assessment is to look carefully at the child and his/her learning, observe difficulties experienced and identify ways of supporting learning. In every case our aim is to respond to the pupil’s needs appropriately, discuss with parent/carer and continue to monitor.

More information about the Education (Additional Support for Learning) (Scotland) Act 2009 can be found at:

<http://www.pkc.gov.uk/article/17278/Schools-additional-support->

Further information and advice to support parents of children and young people with Additional Support Needs can be obtained from the following organisations:

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

Enquire provides a range of clear and easy-to-read guides and factsheets including The parents’ guide to additional support for learning.

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

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.”

### School Improvement

The school publishes an annual **Standards and Quality Report** which is made available to parents and is posted on the school and Council website. The report includes attainment information, details of achievements over the last 12 months and identifies the school’s priorities for improvement over the next session.

A summary of the **School’s Improvement Plan** is also available to parents and is posted on the school website.

Both these documents help to ensure that parents are kept fully informed of the school’s performance.

<https://blogs.glowscotland.org.uk/pk/BlackfordPrimarySchool/>

### School Policies & Practical Information

#### Policies

Parents can access school/local authority policies from the school office or on the school/council website.

#### Extra-Curricular Activities

Thanks to the support of volunteers and local clubs the pupils have access to a variety of activities, for example: bowling, cycling and fiddle. Pupils are also encouraged to participate in activities offered by Live Active through our Active Schools Co-ordinator.

#### Sports facilities

Pupils, parents and the wider community have access to The Community School of Auchterarder Sports Facilities. Tel: 01764 661334.

#### School Council

All classes are represented on The School Council which meets with Ms McMillan regularly to take forward school improvements.

#### School Meals

School meals are cooked at Blackford PS. A two-course meal is provided. More information on school meals in primary schools and the application form for special diets can be found here, <https://www.pkc.gov.uk/article/17330/Primary-school-meals>.

Our method of paying for lunches is on-line using ParentPay. *(School Meals for P1-5 are currently free)*

Children eating packed lunches are also accommodated in the School Hall. Parents are asked to ensure that pupils are able to open items of food/drink which are part of a packed lunch independently. No hot drinks or glass bottles are permitted. We actively discourage sweets and fizzy drinks in school and encourage the children to minimise the amount of unrecyclable packaging they bring in.

Information about free school meals is available on the Council website, <https://www.pkc.gov.uk/freeschoolmeals>

#### Drinks and Snacks

Pupils are encouraged to drink water throughout the day. Individual water bottles are kept in the classrooms and should be labelled with the child’s name. Fizzy drinks and sweets are discouraged in school in the interests of health and wellbeing. Healthy morning snacks are encouraged e.g. fruit

#### The School Day

The school hours are: 9am to 12:30pm. 1:30 to 3:15pm.

Morning Interval: 10:45 to 11:00am.

Lunch Break: 12:30 to 1:30pm.

It is important that all pupils are punctual but should not, in the interests of their own safety, arrive too early when staff supervision is not available. As the majority of pupils live within the village, it should be possible to arrange their arrival shortly before 9am.

In bad weather pupils are allowed into school at 8:50am and at intervals and lunch-breaks.

#### Uniform

The school recommends that grey trousers/skirts (knee length) are worn with white shirts/blouses and bottle green sweatshirts/jumpers/cardigans. Sweatshirts, polo shirts, jackets etc. with the school logo can be ordered on-line, details of suppliers are available on the school website. <https://www.border-embroideries.co.uk/search/Blackford%20Primary%20school>

For health and safety reasons during P.E. pupils should wear appropriate clothing i.e.

* Black shorts and plain white t-shirt and clean trainers
* Warm clothing e.g. black joggers/leggings for outdoors
* Sun hats and sunscreen in the summer
* Warm hats and gloves in the winter

**Parents are requested to ensure that jackets, coats, gym-shoes, boots etc. are marked clearly with the child's name which can be read as the session progresses.**

When boots have to be worn to school, alternative footwear should be available for use indoors.

It would be most helpful to staff if when parents are purchasing coats, jackets, shoes, boots, gym shoes and school bags that consideration is given to the child's ability to cope with the fastening of these articles.

#### Jewellery

In the interest of safety in the playground and during Physical Education lessons, pupils should not wear hoop or dangly earrings, as this can lead to accidents involving ripped ears. In an effort to minimise the risk of any accidents, children will be asked to remove all articles of jewellery, including watches, for P.E. lessons.

**The school cannot be held responsible for any loss or damage to pupils’ personal property.**

#### Homework

Homework helps to develop habits of private study and gives parents an opportunity to take an interest in a child's progress. Parents can help by providing a suitable quiet area away from distraction and, if possible, at a regular time and by giving sufficient supervision to see that the work set is done with care and neatness. Such work should be done promptly, handed in or posted on Seesaw.

Parents are actively encouraged to identify a hobby, sports activity or interest for their child to pursue.

#### Health Care

Under the Dental Inspection Scheme Primary 1 and Primary 7 pupils will be inspected. If treatment is necessary, parents will receive a card giving the option of their child attending the Dental Clinic or the family’s own dentist.

Parents should check the family’s hair, adults and children alike, on a weekly basis in order to greatly reduce the spread of head lice infection.

Children who have had diarrhoea or vomiting should be kept off school for **48 hours** after their symptoms have gone.

Parents should inform the school of any medical condition their child has so that staff are aware of any actions required. No child should carry any form of medication to school, for health and safety reasons. Medicines should be handed into the school office and the relevant medical form completed. Inhalers can be kept under safe storage, in class at the request of parents.

#### Accident/ Illness

First Aid boxes are available in the school and simple First Aid will be administered by staff with First Aid responsibility. For injuries of a more serious nature, appropriate action will be taken e.g. informing a parent, taking child to hospital.

**If, during school hours, a child sustains a more serious injury, or becomes ill, it is important that the school can contact a parent, or a person designated by the parent i.e. the Emergency Contact. Therefore, it is important that parents inform the school of any change in address, telephone number or circumstances of their own and/or Emergency Contact.**

### Name of Child Protection Officer

Given on-going public concern on the subject of child abuse, and recent changes in the law, schools are now required to report if we think any child has come to harm as a consequence of possible abuse.

A member of staff in each school is appointed to be responsible for Child Protection matters and special training has been undertaken. In our school that person is **Mrs K. Whyte** (Designated Child Protection Officer). Ms McMillan has also been trained.

Should you wish to talk further about Child Protection and the safety of children please feel free to contact the school.

As a school we have good contacts with School Nurse, Social Workers and Police, any or all of whom may become involved if abuse is suspected.

We will always ensure that you are informed and participate in any action which we may initiate regarding your child.

#### 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.

### Nursery

Information about Nursery provision in the area around Blackford is available on the council website <https://www.pkc.gov.uk/families>

**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 2023), further changes may have occurred since then.

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**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:

1. 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).
2. 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
3. Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school\*\*.
4. 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:

1. 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)
2. Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school\*\*.
3. 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:

1. 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)
2. Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school\*\*.
3. 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:

1. 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)
2. Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school\*\*.
3. 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:

1. 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)
2. Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school\*\*.
3. 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.**

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.

The Authority may also determine that in exceptional circumstances particular pupils may require to be placed in a specific school in order to meet exceptional needs, such as physical disability, as determined by the Authority. These placements will take priority over any of the 5 priorities above.

**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](http://www.pkc.gov.uk/article/17276/School-enrolment)

**B School Commencement Arrangements**

The school entry date in Perth and Kinross is the first day of the school session (Wednesday 14 August 2024). A child is of compulsory school age on the first school entry date from his/her fifth birthday. If your child is of compulsory school age on the first school entry date from his/her fifth birthday, they are eligible to start school on **Wednesday 14 August 2024** and you should register your child for primary school during the January 2024 registration week, or alternatively, his/her parents may delay the registration until the beginning of the next school session.

Parents will be notified by advertisement in the local press to register their child/children in the school of their choice during a designated registration week in mid January. They will be invited to contact the Headteacher for further information about registration arrangements.

**Early Registration**

Parents who enquire about the possibility of early registration (ie, of children whose fifth birthday falls after the last day of February) should note that early entry is discouraged but are advised to contact Education & Children’s Services on 01738 476200.

**Expansion of Early Learning and Childcare (ELC)**

PKC Education and Children’s offer Early Learning and Childcare (ELC) as outlined in the Scottish Government’s Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland.

All 3-5 year olds and eligible 2 year olds have access to 1140 hours of fully funded ELC. This means that in PKC most children experience early learning and childcare in a funded provider for at least two full days a week and some full days for 5 days a week.

As a result of the changes to a child’s experience prior to beginning their Primary School education across PKC, Primary One children attend school for a full day and therefore no longer access half days for the first two weeks of term.

**C 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.

**Relationships and Behaviour**

Perth and Kinross Council takes a relational approach to achieving positive behaviour. This means that there is an emphasis on consistent, respectful relationships and an understanding of behaviour as communication. Our nurturing approach has a focus on the learning environment to ensure that happy and healthy relationships are the foundation for learning within classrooms.   This requires inclusive classrooms based on an ethos of nurture, respect and a restorative approach to resolving difficulties.

**Fostering Inclusion and Reducing Exclusion**

Fostering Inclusion and Reducing Exclusion is the Authority’s revised guidance to support the planning and decision making for children and young people who may be at risk of exclusion or where an exclusion from school, has been deemed as a last resort and is required to take place. The guidance emphasises the need for learning establishments to create the conditions for inclusion through effective learning and teaching, promoting positive relationships and behaviour, and employing preventative approaches which reduce the need for exclusion.

This guidance applies to children and young people who are enrolled in a Perth and Kinross school or ELC setting and will be relevant to the parents and family of those children and young people, staff in schools, staff in Perth and Kinross Council’s Education and Children Service’s and agencies who support our children and young people and families.

The guidance is set out in two sections which can be accessed through the following link:

<https://www.pkc.gov.uk/article/17425/Exclusion-of-pupils>

Part 1 – Policy which explains the expectations of our schools and ELC settings and the legal basis and parameters relating to exclusions; and

Part 2 – Procedures which provides some easy-to-follow flowcharts and checklists to help school staff manage situations where exclusion might be considered. The Appendices hyperlinked in Part 2 provide copies of the template letters available on SEEMiS, the list of SEEMiS reference codes and a template for the minute of the meeting to resolve an exclusion and support a return to school.

**D School Meals**

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 2020. 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 (as at 2023/2024). 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 accountwhich 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](https://www.pkc.gov.uk/media/42491/Medically-Prescribed-Diet-Information-Leaflet/pdf/Medically_prescribed_diet_leaflet.pdf?m=636688207159270000) and [application form](https://www.pkc.gov.uk/media/10266/Medically-Prescribed-Diet-Application-Form/pdf/PKC_Adapted_Menu_Request_Form.pdf?m=638302952371270000). Parents can also self-manage simple dietary requirements for their children by using the interactive menu and carbohydrate menu available at [Tayside Contracts](https://www.tayside-contracts.co.uk/school-catering).

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:

<https://www.tayside-contracts.co.uk/catering>

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

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 P5**

Free School Meals are offered to allpupils in P1 to P5 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-P5.

Don't forget to submit an application form for Free School Meals for your child when he/she moves into P6 as they will no longer be automatically entitled to Free School Meals.

**If your child is P6 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 £18,725
* Child Tax Credit (CTC) and Working Tax Credit (WTC) and your income is less than £8,717
* Support under Part VI of the Immigration and Asylum Act 1999
* Universal Credit where the monthly earned income does not exceed £726

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](http://www.hmrc.gov.uk/) website.

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

Alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD.

**E School Clothing Grants**

You can claim a school clothing grant 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 £18,725
* Child Tax Credit (CTC) and Working Tax Credit (WTC) and your income is less than £8,717
* Support under Part VI of the Immigration and Asylum Act 1999
* Universal Credit where the monthly earned income does not exceed £726

Education & Children’s Services will consider one application per academic 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](http://www.pkc.gov.uk/freeschoolmeals)

Alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD.

**F Music Tuition**

**Instrumental Music Instruction and Central Groups 2024-25**

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](http://www.pkcmusic.com/)

Facebook – [PKC Music Service](https://www.facebook.com/PKC-Music-Service-711163135694930/)

Twitter - [@pkcmusicservice](https://twitter.com/pkcmusicservice?lang=en)

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 only have the right to appeal to the Review Sub-Committee of Lifelong Learning Committee where transport is withdrawn, or on the grounds of safety where there is no public service bus operating.

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 online for free school transport at the following link: [www.pkc.gov.uk/article/17284/Schools-transport-and-trips](http://www.pkc.gov.uk/article/17284/Schools-transport-and-trips)

Alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD.

**I Additional Support Needs**

Additional support is a broad term used to describe barriers to learning which may be long or short in duration. There are many reasons why children and young people may have additional support needs. These may arise from family circumstances, the school environment, health, learning, and social and emotional difficulties. Therefore, all children and young people at some stage of their education may have additional support needs.

Most children make progress in school and their education can be fully supported at a universal level by the class teacher. Some children require additional support through targeted interventions at times in their educational journey. Where this is identified, a Child or Young Person’s Plan (CYPP) sets out their support needs and the interventions required to address them.

A very small number of children and young people with significant and long-term additional support needs that require input from services other than Education may need a Coordinated Support Plan.

You can access information about additional support, including Coordinated Support Plans, 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 this information.

**Enquire - the Scottish advice service for additional support for learning** also offers information on additional support.

There are two websites - [www.enquire.org.uk](http://www.enquire.org.uk) (for parents/carers and practitioners) and <https://enquire.org.uk/category/children-and-young-people-info/> (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'. <https://enquire.org.uk/enquire-resources/additional-support-for-learning-a-guide-for-parents-and-carers/>

**Placing requests**

Placing requests may be made for Fairview School or an intensive support provision when a child’s education needs cannot be met in their catchment school. Consideration of a request will be based upon an assessment of the child's education needs that includes the views of their parents, teacher, school education psychologist and Inclusion Quality Improvement Officer.

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 out with Perth & Kinross).

Parents are encouraged to discuss with their child’s school in the first instance any concerns that their child’s needs cannot be met in their mainstream school.

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

Further advice or enquiries can be made by contacting ASN@pkc.gov.uk

**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 79 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 link: [www.pkc.gov.uk/parentalinvolvement](http://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, i.e. another pupil
* Expensive personal items, e.g. 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](https://www.gov.scot/policies/girfec/) policy and practice framework.  [The National Guidance for Child Protection in Scotland](http://www.gov.scot/Resource/0045/00450733.pdf) (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](https://www.pkc.gov.uk/media/40313/CPC-Inter-Agency-Child-Protection-Guidelines-2017/pdf/PK_CPC_CP_Guidelines_2017_FINAL.pdf?m=637021745791100000) 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 and 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](https://www.pkc.gov.uk/childprotection)

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

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 intensive support 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.

Each school has a designated Care Experienced 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 compulsory 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](http://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 and 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.

Further information on GIRFEC can be found on:

[Information for staff - GIRFEC - Perth & Kinross Council (pkc.gov.uk)](https://www.pkc.gov.uk/article/17389/Information-for-staff-GIRFEC)

**M Access to Information – Parents and Pupils**

The [Pupils’ Educational Records (Scotland) Regulations 2003](http://www.legislation.gov.uk/ssi/2003/581/contents/made) 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](https://www.legislation.gov.uk/ssi/2003/581/contents/made) 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](http://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 e.g., 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](https://www.pkc.gov.uk/article/20313/Accessing-your-information-Subject-Access-Requests) . 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](http://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](http://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 examination 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](https://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](http://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](http://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 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](http://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.

A school may refer a child to the Scottish Children’s Reporter for consideration of Compulsory Supervision measures if there are serious concerns about non-attendance. Perth & Kinross Council also 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).

If you are having problems with your child's attendance at school you should discuss this with the school in the first instance as they have a range of supports that can be provided before these actions have to be taken.

Website Link:

[www.pkc.gov.uk/article/17283/Schools-rules-attendance-and-behaviour](http://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 would 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](http://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](http://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.

**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 and Kinross Council Bye-Laws’ is available online: <https://www.pkc.gov.uk/article/17406/Employment-of-children-Permit-and-bye-laws>

Telephone: 01738 476200

E-Mail: ECSSchools@pkc.gov.uk

**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: 0345 601 4477

Website: [www.pkc.gov.uk/families](http://www.pkc.gov.uk/families)

Families can also access information on the national website: [www.scottishfamilies.gov.uk](http://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 the Council’s [Complaints Procedure](https://www.pkc.gov.uk/media/48110/Perth-and-Kinross-Council-Complaints-Handling-Procedure/pdf/Complaints_Handling_Procedure_2021.pdf?m=637546173910630000) 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.’

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: @spso.gov.scot

Website:  [www.spso.org.uk](http://www.spso.org.uk/)

Mobile site:  [http://m.spso.org.uk](http://m.spso.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](http://www.pkc.gov.uk) or by contacting ASN@pkc.gov.uk

Further information on the Council’s Complaints Handling Procedure is available on the Council’s website: [www.pkc.gov.uk/complaints](http://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

Council Building

2 High Street

PERTH

PH1 5PH

Telephone: 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](http://www.pkc.gov.uk/coronavirus/schools)

