

Blackford Primary School



School Handbook

Academic Session 2026-2027



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



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Introduction

Blackford Primary School is in the picturesque village of Blackford, just off the A9 and five miles south of Auchterarder. Established in 1870, the school sits at the east end of the village, close to the historic Parish Church.

Our building comprises three spacious classrooms and a multi-purpose hall used for lessons and school lunches. We are proud of our **outdoor classroom**, providing exciting opportunities for learning beyond the traditional setting.

The playground features a **sensory garden** with **mud kitchen**, and pupils also benefit from access to a neighbouring park and a nearby **Forest School site**, enriching their outdoor learning experiences.

Through this nurturing and inclusive environment, we strive to develop **happy, responsible, and caring children**, fostering self-respect, respect for others, independence, and self-discipline. Our aim is to support every child's growth—not only academically and physically, but also emotionally, socially, and morally—by recognising and responding to individual needs and interests.

Please note: The information in this handbook was accurate at the time of publication (December 2025). Some details may have changed 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

Blackford Primary School
Stirling Street, Blackford, Perthshire,
PH4 1PZ
Blackford@pkc.gov.uk
<https://blogs.glowscotland.org.uk/pk/BlackfordPrimarySchool/>
Tel: 01764 661390
Present Roll: 54 pupils across Primary 1- Primary 7
Head Teacher: Mrs Laura Fowler

Our Parent Council can be contacted via the school office.

Communication

We keep parents informed through a variety of channels, including email, our termly newsletter, parents' appointments, contact sessions, open afternoons, learning journals, the Parent Council, and school assemblies.

If you have any concerns regarding your child, please feel free to arrange an appointment with the Class Teacher at a mutually convenient time.

Complaints Procedure

We value open communication and view concerns or complaints as opportunities to improve. Our approach is to listen carefully, respond promptly, and work in partnership with parents and carers to find constructive solutions that support the best outcomes for our pupils.

Our school follows Perth & Kinross Council's Complaints Handling Procedure. Full details can be found on the Council's website: <http://www.pkc.gov.uk/complaints>

The School Day

The school hours are:	9am 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 most 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 lunchbreaks.

Attendance and Punctuality

Good school attendance is essential for every child's learning, progress, and wellbeing. Regular attendance helps children build strong foundations for success and ensures they benefit fully from all learning opportunities.

Parents have a responsibility to ensure their child is at school and ready to start the day promptly at **9:00am**.

If your child is absent, please notify the school office on the **first day of absence before 9:15am**. The school office is not always manned but please leave a message and we will attend to it promptly.

If we have not received a call by 9:15am, parents/carers will be contacted by text to confirm the reason for absence.

Please also inform the school when your child is returning, so staff know to expect them.

These measures are in place to ensure pupils' safety throughout the school day, and we ask for your full cooperation.

Please make sure that the school office is kept up to date with any changes in telephone numbers/emergency contacts.

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

We warmly invite prospective parents to visit Blackford Primary School, meet our Head Teacher, and explore our welcoming classrooms and vibrant learning spaces. Seeing the school in action is the best way to experience the supportive and inspiring environment we offer.

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

School Ethos

Our Vision

Be Happy, Be Positive, Be Successful

At Blackford Primary School, we believe every child should feel valued, inspired, and empowered to achieve their very best.

Our Values

At Blackford Primary School, we believe in nurturing the whole child. Our regular assemblies bring the school community together to share, celebrate, and reflect on the values that matter most. These gatherings provide opportunities for pupils to explore spiritual and moral themes, deepen their understanding of different beliefs and traditions, and develop respect for the experiences that shape them.

Parents and members of the wider community are warmly invited to join us for assemblies held in the Parish Church. Dates and times are shared in advance so everyone can take part in these special occasions.

We strive to create a caring and respectful community where everyone is:

Honest, Helpful, Fair, Caring, Gentle, Kind, and Wise.

Our Aims

- To provide high-quality learning and teaching that enables all learners to achieve their full potential.
- To respect the rights of everyone in our school community and promote responsibility in all we do.
- To work in partnership with families, carers, and the wider community to create meaningful and engaging learning experiences.
- To actively promote a positive, lifelong approach to health and wellbeing.

Blackford Primary approaches to Promoting a Positive Ethos

At Blackford Primary School, we recognise that positive relationships are essential to helping our children to be ready to learn, safe in their environment and successful in life now and in the future.

Celebrating Achievement

We take pride in recognising and celebrating achievements both within and beyond the classroom. Children are encouraged to share their successes in class, through Learning Journals, in newsletters and at assemblies, helping to build confidence and a sense of accomplishment.

School & Community Links

Blackford Primary School is proud of its strong connections within the local community. We value the support of residents, businesses, and organisations in helping prepare our young people for life beyond school.

Our **Community Lunches** and **Singalongs** create wonderful opportunities for intergenerational activities, fostering friendships and shared experiences. We host and actively participate in local events and competitions. We are committed to supporting a range of charities, helping pupils develop a sense of responsibility and empathy for others.

Positive Relationships, Positive Behaviour and Anti-bullying

Our school is committed to creating a safe, respectful, and nurturing environment where every child feels valued and supported. We promote positive behaviour and strong relationships through restorative and solution-focused approaches, encouraging pupils to take responsibility and learn from experiences.

Our values are embedded in daily practice and expected of all staff and pupils. Health and wellbeing are central to our ethos, with a focus on emotional resilience, inclusion, and personal growth. We motivate learners by fostering curiosity, celebrating achievements, and providing engaging, challenging opportunities. Pupils are supported throughout their learning journey with tailored strategies, nurturing approaches, and collaborative partnerships between staff, families, and the wider community.

Our House system helps all children to feel a sense of belonging and collective responsibility to their school. We reward those who demonstrate our school values as well as academic achievement and attainment.

Parental Involvement

At Blackford Primary School, we actively welcome parental involvement, as research shows that when parents engage with their child's education, children achieve more. We operate an open-door policy and encourage parents to contact us via the school office to discuss any aspect of their child's learning or the wider life of the school.

We communicate with parents and carers in a variety of ways, and they are represented through several channels, the main one being our **Parent Council**. All parents and carers are encouraged to:

- Be involved in their child's education and learning
- Actively participate in the life of the school
- Share their views on school education and work in partnership with us

All parents/carers are automatically members of the **Parent Forum**. As a member, you can expect to:

- Receive information about the school and its activities
- Learn what partnership with parents means in our school
- Be invited to participate in ways and times that suit you
- Identify issues for the Parent Council to discuss with the school
- Share your opinions on matters relating to the school and education
- Work collaboratively with staff
- Enjoy taking part in school life in any way possible

The **Parent Council** is the formal representative body for parents/carers of children attending the school. Parents/carers are encouraged to volunteer or put themselves forward as representatives if they wish.

The main aims of the Parent Council are to:

- Support the school in its work with pupils
- Represent the views of families
- Promote contact between the school, parents, pupils, nursery providers, and the community
- Report to the Parent Forum
- Be involved in the appointment of senior promoted staff
- Raise funds for the benefit of pupils

For more information about parental involvement in Perth and Kinross schools, visit:
<http://www.pkc.gov.uk/parental-involvement>

Transitions

Transitions are an important part of every child's learning journey. They prepare pupils for future stages in life and, while they can sometimes feel daunting, they offer opportunities for growth and confidence-building. Positive transition experiences help children develop resilience and adaptability—skills that will support them in managing change throughout their lives.

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.

The Community School of Auchterarder
New School Lane
Auchterarder
Perthshire
PH3 1BL
Tel. No: 01764 662182

Email: auchterarder@pkc.gov.uk

Our catchment denominational school is St John's RC Academy, Perth.

St John's RC Academy
47 Gowans Ter,
Perth
PH1 5AZ
Tel. No: 01738 454300

Website: www.st-johnsacademy.pkc.sch.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

At Blackford Primary, our curriculum is planned in line with Curriculum for Excellence and national guidance, ensuring a broad, balanced and engaging learning experience for every child. Learning is organised across eight areas: Languages and Literacy, Mathematics and Numeracy, Health and Wellbeing, Expressive Arts, Sciences, Social Studies, Technologies, and Religious and Moral Education. Children also learn French from P1 with opportunities to learn other languages at times too.

Interdisciplinary learning, play, outdoor activities, opportunities to work with community partners and employers and educational trips are planned throughout the year to make learning meaningful and connected to real life.

We focus on developing skills for learning, life and work, including literacy, numeracy and wellbeing, both in and out of the classroom. Pupils are given opportunities to make choices in their learning and are involved in planning through discussion and shared targets. Parents are consulted regularly and informed about sensitive topics such as relationships, sexual health and substance awareness before they are taught.

Our curriculum promotes the four capacities—helping children become successful learners, confident individuals, responsible citizens and effective contributors. We use the Experiences and Outcomes to plan progression through the curriculum levels, ensuring every child receives a broad general education.

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.

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.

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 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. To achieve this, we use a wide variety of material throughout the school.

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/>

Parents can find more information about the curriculum at:

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

<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 many 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 evidence can 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 can 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 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 pupils with additional needs as fully as possible within their peer group and in the normal classroom setting. Learning is differentiated and individually targeted to ensure it is accessible and promotes progress, with the class teacher usually providing this support. Progress is monitored regularly and shared with parents, who are consulted before any changes to the support plan are made. Our approach reflects the principles of inclusion and children's rights, ensuring every child can learn, participate and achieve.

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 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 assessments 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

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.

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. We are currently in the process of updating the school website.

Extra-Curricular Activities

Our P7 pupils are trained as sports leaders and take opportunities throughout the year to lead clubs related to pupil interests. Thanks to the support of volunteers and local clubs and organisations the pupils have access to a variety of activities, for example: bowling, cycling proficiency 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.

Participation and Pupil Leadership

Pupils are actively encouraged to take part in decision-making and the wider life of the school and community. Pupil voice is paramount to how we make decisions in school; we aim to ensure that every child feels heard, respected and valued. Our approach is underpinned by the principles of the United Nations Convention on the Rights of the Child (UNCRC), particularly the right to express views and have those views taken seriously. Through pupil councils, committees and leadership opportunities, children help shape school improvement, learning experiences and community projects, developing confidence and responsibility as active citizens.

Pupil Council

All classes are represented on our Pupil Council which meets with Mrs Fowler regularly to take forward school improvements. We use participatory budgeting approaches where appropriate to ensure children are actively learning to make decisions about how they learn.

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.

Free school meals and clothing grants

While school meals are free to all pupils P1-5, we encourage all eligible families to apply for free school meals and clothing grants. Not only does this support families impacted by the financial crisis, it ensures that our school is able to claim extra funding it is entitled to, to further support our learners.

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

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

Transport 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/carers you are responsible for ensuring this is the case. Where school transport is provided, responsibility is shared between the Council and parents/carers. Parents and carers are responsible for their children before the school opens at 9am and after the children are dismissed at 315pm.

Free transport support

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

Drinks and Snacks

We are a health promoting school. 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. We encourage responsibility for our health and the environment through initiatives such as 'No waste Wednesdays' and 'Fruity Friday' where children can earn house points by enjoying a healthy snack.

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.

Personal property including phones and jewellery

We ask that children do not bring mobile phones to school unless it is absolutely necessary. Where essential, phones can be brought to school but kept in the school office from 9am – 315pm. All emergency communication between children and families can be done through the school office.

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. 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.

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 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 about child abuse, and changes in the law, schools are 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 those people are Mrs Laura Fowler Mrs Karen Whyte (Designated Child Protection Officers).

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 ensure that parents/ carers are informed and participate in actions 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.

Most 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.