# Braco Primary School





# School Handbook

# Academic Session 2022-2023

### Introduction

Dear Parents,

I would like to extend a warm welcome to you. As a school, we look forward to getting to know you and your child and to working in partnership with you.

We welcome and encourage active parental support and involvement both within and outside the classroom. We believe that this enhances the educational experience of your child. Every stage within school is of equal importance to your child’s development. Throughout these stages your child is valued, encouraged, and has equal opportunities to develop and learn to his or her potential in a supportive and caring environment.

Braco Primary School is at the heart of village life. We enjoy support from the community and welcome opportunities to become involved with community life. We recognise community involvement enriches the learning experiences of the children, and just as importantly allows us to give something back to the community in which we are part of.

Staff are always available to discuss any aspect of your child’s development. We are usually able to speak with parents most afternoons after 3pm. Please call the office to make an appointment.

We look forward to you and your family joining us here at Braco Primary School.

Yours sincerely,

Susan Ross

Headteacher

### Delineated Area

Braco is approximately eight miles south of Crieff and eight miles north of Dunblane.

The catchment area comprises the Villages of Braco, Greenloaning and surrounding area, reaching south towards Kinbuck and north towards Muthill.

See Appendix 1 – Map

### Contact Details

Braco Primary School

Feddal Road

Braco

Perthshire

FK15 9QD

Telephone: 01764 661420

Fax: 01786 880730

Email: [Bracoparents@pkc.gov.uk](mailto:Bracoparents@pkc.gov.uk)

Website: [www.braco.pkc.sch.uk](http://www.braco.pkc.sch.uk)

Braco Primary School is a rural, non-denominational school with 3 classes and a nursery (14 places)

Current role is 56 pupils (school)

For further details including information about the parent council please see our school website <https://blogs.glowscotland.org.uk/pk/BracoPrimaryWebsite>

**Complaints Procedure**

If parents/carers have any concerns about Braco primary School please contact the Headteacher in the first instance.

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>

**Procedure in the case of pupil absence or sickness.**

If your child is unwell and unable to come to school, please call the absentee line on 01764 661430 or email bracoparents@pkc.gov.uk and leave a message

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

If your family would like to join our school community please phone 01764 661420 or email on us on [braco@pkc.gov.uk](mailto:braco@pkc.gov.uk) so we can answer any questions you may have

**Communication with Parents**

Good communication between school and home is essential especially at this challenging time. We communicate with our parents virtually using our School APP, Digital Learning Journal, email and phone calls. All teachers are usually present in the playground before and after school, however for longer discussions please make an appointment.

Our communication Policy can be found on our school website.

If your child will be absent from school please phone the school office or email [Bracoparents@pkc.gov.uk](mailto:Bracoparents@pkc.gov.uk)

#### Staff

Head Teacher Mrs Susan Ross

Principal Teacher P4/5 Mr Craig Torrens

Primary 1/2/3 Mrs Maureen Champion

Primary 6/7 Miss Georgia Merchant

Principal Teacher Relief/ Probationer Relief Miss Jessica Rogers

Pupil Support Teacher Mrs Margaret Gibson

Early Childhood Practitioner Nursery Mrs Louise Fridge

Early Childhood Practitioner Nursery Ms Helena Carey

Play Assistant Mrs Melody Chapman

Auxiliary/Clerk/Typist Mrs Ellen Speakman

Classroom Assistant Mrs Shirley Gillies

Pupil Support Assistant Miss Rachael Lamb

Pupil Support Assistant/Lunch Time Assistant Mrs Cairnie LeCornu

Dinner Lady Mrs Jackie Lonnen

Cleaners Mrs Jackie Hallyburton/Mrs Fiona Taylor

#### Visiting Staff

Janitor Mr Jim Perry

School Chaplain Rev. Mairi Perkins

School Nurse S Milne

Peripatetic Nursery Teacher Mrs C Reid

Educational Psychologist Ms Linden Hampton

Violin Teacher Mrs Fiona Chalamanda

Guitar teacher Mr Adam Bully

### School Ethos



We celebrate our children’s achievements through Get Togethers, twitter feeds, Pupil Achievement wall and wider achievement folder in our digital learning journals

Our school has excellent community relationships with local groups such as Ardoch in Bloom and the Ardoch Development Trust.

We are presently working towards our Rights Respecting Schools Silver Award and have made links with a school in Malawi through the Malawi Scotland Partnership. We have a pupil and adult group made up for staff, a parent and community member. We have an active Pupil Council and Bike Group who work hard to give their peers a voice to influence the life and work of the school.

At Braco School we believe in creating a positive environment for all to work in.

As well as developing a caring attitude towards each other, the children are encouraged to foster a positive awareness of the needs of others.

Braco School employs a system of positive reinforcement to encourage the best from our pupils.

If negative behaviour occurs, then the children will restore any harm done through a restorative conversation which enables all those involved the opportunity to have their voice heard.

Parents /carers will always be kept informed of issues arising.

**Parent Council**

Office Bearers 2021/22

Chair: Rebecca MacRae

Secretary: Dominic Edward

Treasurer: Jenni Allardyce

Fundraiser Co-ordinator: Sylvia Lauder

Estate Transformation: Gillian Elliott

Our Parent Council is an integral part of our school community. All parents are warmly welcomed to attend meetings.

### Parental Involvement

Parent voice is vital to school and nursery improvement, and we welcome feedback from parents and our wider school community. We communicate with our parents through our twitter feed, school APP and digital learning logs. We often ask for feedback at school events to inform our next steps and make use of online surveys to gather parental views.

Our staff are happy to discuss learners’ progress and Health and Wellbeing over the telephone. Please make an appointment with our school office.

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

### Transitions

#### Nursery to P1

To ensure a smooth transition from Nursery to Primary 1, we provide a range of visits and activities to help make this an enjoyable experience for your child. This is continuous throughout their pre-school year.

If your child attends a different Nursery, the Primary 1 teacher will arrange to visit your child in their nursery setting during the last term. The purpose of this visit is to allow your child to meet their new teacher for the first time in familiar surroundings.

#### Transfer to Secondary School

After completion of their Primary 7 year, pupils of Braco Primary transfer to Crieff High School.

Crieff High School

Strathearn Community Campus

Crieff

PH7 3RS

Tel: 01764 657600

Head Teacher: Mr John Donnelly

Parents of children transferring to Crieff High School will be invited to attend a meeting in June and children will experience induction activities as an introduction to secondary school. Throughout the year there is liaison with both these schools and teachers talk with the Primary 7 pupils. There will also be opportunities for parents and pupils to communicate with Secondary Schools.

Pupils from local schools transferring to Crieff High may have opportunities to meet with their peers at various area events due to Covid-19 restrictions these may take place online.

Pupils who have additional support needs may have an enhanced transition which may include additional visits to the school and meetings with key member of support staff.

Parents who wish their child to attend a Secondary School other than Crieff should complete a placing request form and submit it to Education and Children’s Services, Pullar House, 35 Kinnoull Street, Perth, PH1 5GD, between January and March. Parents should receive notification of transfer to Secondary School by April of the year of transfer.

NB For further information about Placing in School and School Commencement Arrangements, please see Perth & Kinross Council, Education & Children’s Services, Pullar House, 35 Kinnoull Street, Perth for information.

### The Curriculum

Our aim in Braco School is to provide pupils with a motivating and engaging curriculum which is appropriate to each pupil’s needs.

At Braco School we use A Curriculum of Excellence to offer pupils learning opportunities within Literacy, Numeracy, Health and Wellbeing, Social Studies, Technologies, Sciences, Religious and Moral Education, Expressive Arts and Modern Languages.

#### Language and Literacy (reading, writing, listening and talking)

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are advantageous for progress in all areas.

We aim to foster positive attitudes to literacy and learning by providing purposeful challenges and experiences. We do this through providing a wide range of language experiences and using a range of resources. Braco School uses a variety of resources to establish successful learning, including core material such as Oxford Reading Tree, Read Write Inc, Jolly Phonics Spelling and Grammar and access a rich variety of texts from the school library. Pupils also work in literacy circles to explore and foster a rich understanding of texts. Big Writing is used to structure writing lessons focusing on Vocabulary, Connectives, Openers and Punctuation.

#### Maths and Numeracy

We aim to provide our learners with mathematics that is enjoyable, motivating and engaging. Our aims are to develop computational skills with speed and accuracy whilst also developing knowledge, facts and techniques in aspects of mathematics.

Braco School uses a variety of resources to establish successful learning including core material such as Scottish Heinemann Mathematics, Big Maths and TJ Maths, as well as real maths investigations, problem solving and practical tasks. Maths games both traditional and IT based are also used to support understanding in maths across the curriculum.

#### Health and Wellbeing

Emotional, social and physical wellbeing are essential for successful learning.

We aim to positively develop everyone’s social, emotional and physical wellbeing by fostering a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect.

From time to time there will be areas of the curriculum that may require parental involvement before a series of lessons begin e.g. sex education or drug awareness. In these cases, parents will be contacted prior to the lessons being taught and there will be an opportunity to view resources and discuss the programme with the class teacher should it be necessary. Core resources used are Emotionworks and Bounceback.

#### Social Studies

Our aim is to promote the children’s knowledge of their own environment and their understanding of how it works, and to compare this environment with those of other places and times.

Projects are undertaken within the school year based on the themes of People, Past Events and Societies; People, Place and Environment and People, Society, Economy and Business.

Social Studies are taught through a varied style of learning involving practical activities, visits and learning from experts, book and research type tasks as well as listening and discussion.

#### Sciences

Science is typically taught as a discrete subject by class teachers, though every opportunity is made to link science projects to other areas of the children’s learning through a variety of interdisciplinary projects throughout the school year.

#### Technologies

Our technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work.

It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

Also, as children play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

#### Modern Languages

In Braco School pupils from Nursery to Primary 7 have the opportunity to learn French and Primary 6/7 are also introduced to a Spanish. Staff are being trained in the delivery of French through the Perth & Kinross development sessions and use The Power Language Platform to plan and deliver lessons. Lessons are taught using games, songs and practical tasks to encourage listening, speaking, reading and some writing.

#### Expressive Arts

Music is taught by class teachers. Children sing and learn both tuned and un-tuned percussion. They have opportunities to respond to music, describing thoughts and feelings about own and others’ work

Mrs Fiona Chalamanda visits weekly to provide Violin tuition and group work from P3.

Mr Adam Bully, a specialist Guitar tutor visits on a weekly basis to provide tuition for P6-7 pupils.

Art and Design is taught by the class teacher and the children are given the opportunity to develop a wide range of creative skills, use a variety of media and respond to work of other artists through constructive comment.

Drama lessons are delivered by the class teacher. Children are inspired by a range of stimuli to create, express and communicate thoughts, feelings and ideas. They experiment with movement, voice and expression.

#### Physical Education

The children receive a minimum of 2 hours PE per week and are taught gymnastics, athletics and games skills, as well as expressive dance. Both PE lessons are taught by the class teacher.

We have the use of the Village Hall for PE twice per week, although we spend as much time as possible outdoors when delivering PE lessons.

#### Pupil Involvement in their learning

Pupils will also have the opportunity to apply and consolidate their learning through a variety of interdisciplinary projects. These projects enable the pupils to plan in partnership with the teachers to set learning intentionsbh and areas of focus. These interdisciplinary projects are very much based on addressing the needs of the pupils in the class and offer opportunities for individual projects, co-operative learning tasks and group work with a greater emphasis on personalisation and choice.

If parents have any areas of skills or expertise and could support aspects of our interdisciplinary work, please let the school know.

#### Learning outside the classroom

We take every opportunity to use our outdoor environment as much as we can. The school garden, playground and local community are used extensively by all Braco pupils and the continual development of outdoor learning through our Forest School curriculum is a key area of focus.

School trips are planned for every class in the school each year.

Pupils also have opportunities to represent the school at a variety of regional events. All these opportunities ensure the pupils are exposed to as many high-quality opportunities and experiences and possible.

(Not all events are possible at present due to COVID-19 restrictions, however classroom practitioners are being creative with online opportunities.)

#### Skills Groups

The school regularly provides opportunities to develop skills for life, learning and work. Pupils work in mixed groups with children from Nursery to primary 7. Groups work in a four week cycle on a particular skill allowing all children to experience different skills within the school year. These skills include developing Leadership and Teamwork, Digital Literacy, Health and wellbeing through Rights Respecting Schools, Creativity and Problem Solving.

#### Religious and Moral Education

The school welcomes and encourages diversity and individuality while emphasising our common commitment to moral values such as honesty, respect and equity.

We ensure all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

It is a fundamental principle of our school that all who are involved in the life of our school both have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

We hold a whole school Get Together on a weekly basis. Here we can share news and time together. This may include reflecting and responding to a story of religious or moral significance. A children’s song may be used to join us in collective singing.

At the end of each term a service is held in the Parish Church, to which parents and friends are invited. (due to COVID-19 restrictions this is not currently possible)

Under the terms of the Education (Scotland) Act 1980, "any pupil may be withdrawn by his/her parents from any instruction in religious subjects and from religious observance". Any parent who wishes to exercise this right must first discuss the matter with the Head Teacher.

**For further information about Curriculum for Excellence please see**

[CfE Facfile (education.gov.scot)](https://education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf)

### Assessment & Reporting

Assessment of pupils is an integral element of the teaching and learning process. Teachers assess often in order to plan for pupils’ learning needs. Summative and formative assessment takes place within the planning period and this is recorded and evidenced. Various methods of assessment are used to gauge children’s knowledge, skills and understanding e.g. observation, questioning, discussion, writing, and drawing along with standardised assessment in reading, maths and spelling and SNSAs.

Information regarding children’s learning, attainment and achievement is shared with parents throughout the session by coming along to Get Togethers, performances and curriculum events and digital learning logs. The school endeavours to share information through both formal and informal communication such as news on the Braco App, Twitter, Learning links, Digital Learning Journals, certificates home, phone calls and meetings. Parents are welcome to make appointments to discuss their child’s progress at any time of the school year.

Formal parent contact evenings are held twice a year. These take the form of a 10-minute confidential meeting between class teacher and parent /carer to discuss the child’s progress and future steps.

Annual written reports are issued once a year, normally in May.

In Braco School, we believe that fostering good communication between home and school is vital. We encourage families to share with the school any information which will help us ensure children are happy and cared for in school. Likewise, it is important that families are aware of any issues which arise in school concerning their child. Each child has a digital Learning journal that can be used for informal home-school communication.

Due to Covid many of these meetings/ events are currently being held digitally.

### Support for Pupils

Some of our pupil may need additional support at some point during their education. This may be long or short term. The support may be universal or targeted. This support may take the form of a targeted intervention programme or additional time or resources to enable progress.

Our peripatetic PPST (Primary Pupil Support Teacher) works in collaboration with class teachers and support staff to gather information to give the best support possible for the individual. Parents will be notified of any evidence gathering and permission sought for referrals to partner agencies such as Speech and Language Therapy.

If a parent or carer is concerned about their child’s progress, they should contact their class teacher in the first instance who will communicate concerns with the PPST and Senior Management Team who will take it forward.

In some cases a CYPP (children’s and young person’s planning) meeting will be held. This is a collaborative meeting with school, home and partner agencies such as health or community link workers to devise a comprehensive plan to support a child.

If you have any concerns about the safety of a child or young person, please contact our child protection officers, Mrs S Ross and Mr C Torrens.

More information about the Education (Additional Support for Learning) (Scotland) Act 2009 can be found in the link below

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

Additional information and support for parents of children and young people with ASN can be found through the following:

(a) “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](mailto:info@enquire.org.uk)  
  
           Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)  
  
Enquire provides a range of clear and easy-to-read guides and factsheets including The parents’ guide to additional support for learning.

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

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

### School Improvement

**Main improvement priorities**

**2021-2022**

* Almost all parents will report that their children’s learning logs provide helpful and informative feedback on their children’s progress, strengths and development needs by June 2022
* All children will feel they have a voice to influence the life and work of the school.
* Almost all parents will feel included and involved in their children’s learning journey and the life and work of the school by June 2022

**ATTENDANCE, ATTAINMENT and ACHIEVEMENT**

The majority of pupils are making good progress in their learning and attaining well in Literacy and in Numeracy. It is important to note that the number of children in cohorts is variable and often fewer than ten, therefore, overall statements about progress have been made to ensure the anonymity of individuals. The majority of P1 pupils have achieved Early Level Numeracy, fewer than half have achieved Early Level Reading and Writing. Most pupils in Primary 4 have achieved First Level in Listening and Talking, Reading and Numeracy. The majority have achieved First Level in Writing. The majority of pupils have achieved Second Level in Listening and Talking and Reading and Numeracy. Fewer than half are on track in writing (50%).

Pupils with Additional Support Needs were well supported in school with regular planning meetings in place to ensure that their needs were met effectively, and advice given and acted upon. Targeted support is in place for those that require it.

Through learning conversations, discussion with parents and assessments of children’s progress, we identified that due to disruption of learning in March 2020, priorities for 2020/2021 were agreed as planning and implementing recovery strategies and to reconnect children’s engagement in learning by developing awareness and understanding of their own personal, social, physical and mental health and wellbeing. ‘Emotionworks’ was implemented throughout school; children use sophisticated emotional vocabulary and articulate their feelings and what to do to help manage their emotions. Children’s Health and Wellbeing was monitored through use of the wellbeing web to ensure our leaners felt Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, and Included. Through use of the CIRCLE resource, which supports inclusion of all learners, the social and physical environment and structures and routines of our school day were discussed and monitored to ensure our pupils felt comfortable and safe. Braco School prides itself on the many whole school learning experiences we have throughout the school year, and we kept as many of these opportunities as possible going using digital means or the outdoors such as Get togethers, Skill Groups. During our period of remote learning in 2021, live interactions took place almost every day to ensure learners engaged with their teacher and had social interactions with their peers. This had a positive impact on their personal, social and mental health and wellbeing. Teachers’ formative assessments of engagement gave information that helped to reconnect pupils in class learning.

Parental Engagement questionnaires highlighted many strengths of our school in relation to their children being active, nurtured, respected and included.

Forest School continues to be highlighted by parents as an integral part of their child’s learning. Most parents (89%) felt that staff showed concern for the care and welfare of their child. Most strongly agreed or agreed that teachers set high standards for pupils’ attainment and that the school encourages their children to work to the best of their ability. Most strongly agreed or agreed the school was well led and managed.

Almost all children reported that teachers helped them if they needed it and understood school expectations and how harm is repaired (Restorative Approaches)

Children’s wider achievements were celebrated though Get Togethers with children receiving “Golden Achievers” for progress made within the 4 capacities. Headteacher Tea Parties are celebrations for individual achievements. Proud Cloud achievements are awarded for wider achievements both in and out of school.

Learners have had opportunities to attend authority events such as online transition events and author talks. Attending these events gives the pupils valuable opportunities to represent their school which builds confidence, self-esteem, provides enjoyment and the opportunity for success. Pupils also have the opportunity within school to take part in our thematic weeks in Maths, Scottish book week and Bike week. Our Scots Poetry competition, Easter celebrations and our Twelve Days of Christmas entertainment which were celebrated digitally.

The Daily Mile provides opportunities to improve fitness and stamina and to talk with children regularly about successes or concerns. The Pupil Council was highlighted by parents as a positive experience for our learners. They were given a voice and they felt listened to and valued.

**LEARNING**

Children at Braco Primary School benefit from excellent relationships and collaboration with partners and stakeholders. Staff have a good awareness of equity and ensure all children access learning and teaching appropriate for their own unique learning style. Most children across the school, achieve the appropriate Curriculum for Excellence levels in literacy and numeracy.

All teachers use outdoor learning opportunities to implement, assess and engage learners, this includes active learning, whole class lessons, group and paired work. Across the school, staff share the intended learning and success criteria of lessons. Staff know children well and provide additional support for those who need it and good differentiation for effective support and challenge

Our school community have an excellent understanding of community social, economic and cultural context, we continue to have excellent working relationships and teamwork across the school, there is evidence of hardworking, happy, dedicated staff and school ethos.

There is effective leadership at all levels with very good collaboration within a small schools’ network.Almost all our learners reported that they understood school expectations and how to repair harm**.** All staff and learners are familiar with GIRFEC, the Wellbeing Indicators and UNCRCandwe have a universally inclusive learning environment considering needs of all.

Across our school all staff take account of children’s wellbeing and plan for equity of provision for all activities, e.g., P7 leavers day. Children’s needs are always taken into consideration when planning such events. The impact is that all children have access to all experiences provided.

Staff plan for children to learn core skills in Literacy, Numeracy and Health and Wellbeing, at an appropriate level. Termly planning has ensured our curriculum coverage of Experiences and Outcomes and parents are kept informed through our Learning Links and digital learning logs. Classrooms are busy, well managed learning environments. Through Visible Planning using the 4 contexts for learning (Inter-disciplinary Learning, Life and Ethos of the School and Opportunities for Personal Achievement) children influence what they will learn in some areas of the curriculum, and this is responsive to their needs. It allows children to understand what they are learning and why. In the nursery class children are well-involved in planning aspects of their learning. As a result, almost all immerse themselves very well and are creative in their play. Children focus very well on the wide range of activities planned to enrich learning across the curriculum and extend their learning.

Staff have high expectations of their pupils across all areas of the curriculum. Pupils have continued to benefit from a focus on Forest Schools and outdoor learning. A program of work is used to track progress from Early to Second Level.

Our school events are planned throughout the year showing Experience and Outcomes being met in Literacy, Numeracy and HWB. Transitions are continual throughout the year. Transition experiences have differed from previous years due to COVID-19, they have been well planned and implemented through digital means. Tracking of pupils learning ensures progression in learning is evident. Pupils’ wider achievements are encouraged and celebrated. Pupils have participated in and achieved success in a broad range of endeavors, including sporting, community and musical activities both within school time and out with.

### School Policies & Practical Information

### School Transport

For information on Free school transport please see link below

[www.pkc.gov.uk/article/17284/Schools-transport-and-trips](http://www.pkc.gov.uk/article/17284/Schools-transport-and-trips)

### Anti-Bullying

We take allegations of bullying at Braco school seriously and would urge you to report bullying behaviours directly to the Headteacher.

Please see link below for further information from PKC

[**www.pkc.gov.uk/media/40989/Anti-Bullying-Strategy/pdf/Antibullying\_Strategy\_1\_**](http://www.pkc.gov.uk/media/40989/Anti-Bullying-Strategy/pdf/Antibullying_Strategy_1_)

### Positive Relationships

At Braco School we believe in creating a positive environment for all to work in.

As well as developing a caring attitude towards each other, the children are encouraged to foster a positive awareness of the needs of others.

Braco School employs a system of positive reinforcement to encourage the best from our pupils.

If negative behaviour occurs, then the children will restore any harm done through a restorative conversation which enables all those involved the opportunity to have their voice heard.

Parents /carers will always be kept informed of issues arising.

### Uniform

The school uniform consists of:

Girls: Navy blue pinafore, skirt or trousers, light blue polo shirt, navy blue sweatshirt, jumper or cardigan.

Boys: Navy blue trousers or shorts, light blue polo shirt, navy blue sweatshirt or jumper.

Gym Kit: Navy shorts, light blue t-shirt, black gym shoes

Navy school sweatshirts, light blue polo shirts, navy school coats, navy school bags navy book bags and red gym bags (all with our embroidered logo) are available to order online from School Trends Website. Uniform is also available through ‘Logo Embroidery Scotland’. Orders can be made through [sylvialauder85@gmail.com](mailto:sylvialauder85@gmail.com)

Red sweatshirts are also available for Nursery pupils.

All items of clothing should be clearly marked with the child’s name.

In the interests of safety all jewellery must be removed during PE lessons. Security of removed jewellery is the responsibility of the child. School cannot accept any responsibility for lost jewellery.

If you would like assistance applying for funding to help with uniform costs, please contact the school.

### Homework

Homework is an important and valuable activity for both pupils and parents.

At Braco School we follow the advice from the Scottish Office in setting homework tasks appropriate to the age, stage and ability of our pupils.

Homework is an important feature of promoting good study habits at home and can take the form of any curricular area and should reinforce the learning in the classroom.

The co-operation and support of parents is sought to aid their child in the completion of homework.

Please see our homework policy on our school website.

### School Lunches

At present school lunches are free for Nursery and P1/2/3/4, snack in Nursery is also free. From January 2022 for P5 and August 2022 for P6 and P7school lunches will also be free.

Payment for lunches should be made using Parent Pay.

Lunches are eaten in the village hall located across from the school building

### Timings of the Day

9am: Morning bell for all children (including nursery)

10:45-11am: Morning Interval

12:15-1pm Lunch Break

3pm: end of the school day for all children (including nursery)

### Pupil Council

The Pupil Council works in partnership with the Head Teacher, Principal Teacher and all school staff to ensure pupils are included in decision-making processes.

Pupils apply and are interviewed to be on the pupil council each year and work towards making the school a better place for all.

The following charter was written with these aims in mind.

|  |
| --- |
| **PUPIL COUNCIL CHARTER**  ***At Braco Primary School, the Pupil Council will endeavour …***   * To make sure everyone’s voice is heard * To improve learning and social activities in school * To take care of and respect our environment * To make changes that will help the whole world and enable us to be Global Citizens * To help children be happy so that everyone wants to be in school |

### School closures

Information on School closures can be found on <http://www.pkc.gov.uk/schoolclosures>

If the school or nursery is going to close an alert will be put on the School APP and Parent Council Chair contacted as soon as possible.

### Name of Child Protection Officer

### The Child Protection Officers for Braco School are Mrs Susan Ross (Head Teacher) and Mr Craig Torrens (Principal Teacher)

#### 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.

Appendix 1

