



# **Academic Session 2026/2027**

## **Handbook**



**Grandtully Primary School**



**Education and Learning**  
Improving Lives Together  
Ambition | Compassion | Integrity



## School information

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## Welcome from the Headteacher

Dear Families,

Welcome to Grandtully Primary School. This handbook has been produced to welcome you to our school community and to give you the information you need-we hope the following is both interesting and helpful.

Grandtully Primary is a wee school with BIG ideas. Staff, pupils and families work hard to ensure the school is a motivating, inspiring and creative place to work and learn. We place much emphasis on our inclusive and nurturing ethos where pupils are supported and encouraged to do their best both in and out of school. Our continuing focus on learning in all areas of our school community, including our new yurt, ensures that we make the most of our beautiful Highland Perthshire surroundings.

We know that our families are committed to ensuring our children get the best possible start in life. At Grandtully, we enjoy close relationships with all families and work in partnership with them to ensure all pupils are successful, happy and safe.

If there is anything else you would like to know or ask please contact us.

We look forward to meeting you.

Sheona Allen

Headteacher

The information contained in this booklet is correct at November 2025. There may be subsequent changes of which you will be notified.

## Delineated Area

Grandtully is a small village in the beautiful Tay Valley. The pupils come from the village and neighbouring countryside. Catchment stretches from Edradynate and Grandtully Castle in the West to Ballyalnoch on the north side of the River Tay and Kinnaird on the south side of the River Tay.

## Contact Details

|                                     |   |
|-------------------------------------|---|
| <b>School Name</b>                  | <b>Grandtully Primary School</b>  |
| <b>Address</b>                      | Grandtully,<br>Pitlochry,<br>Perthshire<br>PH9 0PL                      |
| <b>Telephone Number</b>             | 01887 822499  |
| <b>School Blog</b>                  | <a href="#">Grandtully Primary School – A Wee School With BIG Ideas</a> |
| <b>Email</b>                        | Grandtully@pkc.gov.uk   |
| <b>Present Roll</b>                 | 35  |
| <b>Stages Covered</b>               | P1-7  |
| <b>Denominational Status</b>        | Non-Denominational  |
| <b>Head Teacher</b>                 | Mrs Sheona Allen (Non-Teaching)   |
| <b>Class teacher</b>                | Mrs Ciara Gibson (P4-7 Monday to Thursday)                              |
| <b>Class teacher</b>                | Mrs Gillian Griffiths (P1-3)  |
| <b>RCCT Teacher</b>                 | Miss Claire Edwards (Wednesday)   |
| <b>Teacher</b>                      | Miss Claire Edwards (P4-7 Friday)                                       |
| <b>Principal Teacher</b>            | Miss Rebecca Morris (based at Kenmore)                                  |
| <b>Visiting Specialist Teachers</b> | Chanter Mr Mulholland (Thur.am)   |
| <b>Auxiliary / Clerk</b>            | Mrs Jade Calder   |
| <b>Classroom Assistant</b>          | Mrs Laura Ross  |
| <b>Pupil Support Assistant</b>      | N/A   |
| <b>Cleaner</b>                      | Mr Graham Stewart   |

## How / When to Contact the School

To make an appointment to see either the Head Teacher or another member of staff please call to arrange a suitable time.

The school may be contacted at any time during the day by email or by phone. Families are asked to leave a message if necessary and this will be picked up as soon as possible.

Our week a sway is sent out on a Friday which contains all the information you will need for the coming week, it also includes reminders and good news stories.

Every Monday there is a drop in time with the teachers where any parent or carer and come in and chat to the teacher about learning,

## Attendance

It is the legal requirement of every parent that their children attend regularly and arrive at school punctually by 9:00am to ensure pupil safety.

We place value on regular attendance and punctuality. We ask parents to inform the school if their child is absent by phoning the school between 8:45am and 9:00am. If we have had no information about a pupil by 9:15am, the school office will contact you. For this reason, we ask that any contact details are up to date. If the child is to be absent for some time, please inform us by letter outlining the reasons for nonattendance. If you have phoned, a note is still required on his / her return to school explaining the absence. Unexplained absences will be recorded as unauthorised. When the school has concerns about absence, support services may become involved.

It is policy of the Education Services to discourage occasional holidays during term time for several reasons.

- a) Such arrangements are generally disruptive of children's learning and education and the cumulative effects can be considerable.
- b) When children are placed in such a position, they are immediately faced with the task of catching up and this not only impacts on their own individual learning but also their place within their peer group.
- c) Continuity, consistency and progression will be disrupted and have a detrimental effect on pupil performance.

Where a planned absence is unavoidable, please notify the Headteacher in writing with dates. Please note that in line with Perth and Kinross guidance pupils will not be given work to take with them on holiday. Extended leave for periods of more than 4 weeks can be authorised as it is recognised that families may have to visit family overseas for blocks of time. If you are unsure, please discuss with the Headteacher who will give more guidance and information.

## School Ethos

Our vision is to create a school where staff, families and the wider community work together to create a safe, happy, healthy environment where everyone is motivated and inspired to learn and achieve their potential. (under review)

We aim to work in close partnership with pupils, parents and the wider community to provide quality learning opportunities for all learners to investigate, challenge, appreciate and develop themselves, their society and their environment allowing each member of the school community to feel fulfilled and equipped to be confident individuals, successful learners, effective contributors and responsible citizens.

In greater detail, our aims should help each child acquire and develop the following: -

- Knowledge, skills and understanding in literacy and communication, numeracy and mathematical thinking, and digital skills.
  - Knowledge, understanding and appreciation of themselves, others and the world around them.
  - The capacity for independent thought through enquiry, problem solving, information handling and reasoning.
  - Positive attitudes to healthy living and physical fitness.
  - Positive attitudes to learning and personal fulfilment.
  - The capacity to make creative and practical use of a variety of media to express feelings.
  - Knowledge of religion and its role in shaping society as well as developing moral and social values.
- It is also our aim within the school to foster a spirit of co-operation, sharing and understanding between school and the wider community within which the pupils live and will one day work.

## School & Community Links

The school is very much part of the local community. Events held in the school are advertised in the village and all our community are warmly invited to attend. Strong links exist between the church and school. End of term services are held there, and the minister visits the school when possible.

The school has many links with the community such as Dun Coillich Community Woodland, our local zero waste shop, the Library Service, local sports clubs, and the Church. We enjoy outings within our local community and further afield.

The school fundraises each year contributing to charities nominated by our pupils.

## **Positive Behaviour Management**

Grandtully Primary School is committed to creating a nurturing environment where positive relationships and respect are at the heart of productive learning. Everyone is expected to accept responsibility for their behaviour and encourage others to do the same. Our Relationships Policy echoes our core values with a heavy emphasis on respectful behaviour.

For pupils who are not following school rules, staff will use these steps: redirection, reminder, caution, internal referral and reparation.

Specific behaviour protocols may be required for individuals with complex additional support needs.

Where a serious breach has taken place then parents will be involved in the restorative process.

## **School Values**

Our school values are *be Ready, be Respectful, be Safe (under review)*

There is a partnership between pupils, families and school staff. Each has a part to play in ensuring a happy environment in which learning can effectively take place.

In our school community we will always recognise and reward learners who go 'Over and Above' our standards. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. We will mark 'Over and Above' behaviours through Praise, Recognition and Celebration.

## **Parental Involvement and communication**

At Grandtully Primary we welcome new pupils and their families warmly and invite families to an individual meeting with their child's teacher in the first few weeks of term. This allows you to give us all the information that you feel we need to meet the needs of your child and you as a family. There are family contact meetings twice a year in March and November to review your child's progress and development. We send homework out weekly and regular posts are put up on-line using Just2Easy.

The Parent Council is very active in promoting the school and contributing to the very positive ethos in the school community. The Parent Council meets regularly, and all parents are welcome to attend the meetings. Agendas and minutes of meetings are emailed out to all parents. Opinions are regularly sought through response at Parent Council meetings and through questionnaires and consultation events. At the end of each learning and teaching block the school hosts a showcase event to demonstrate the learning from our term. These high-quality showcases are led by the pupils.

<http://www.pkc.gov.uk/parental-involvement>

We encourage families to discuss concerns or queries as soon as they occur, and e-mail can be a quick way to find out something without the need for a meeting. We aim to respond to emails within 24 hours.

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

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

## Transitions

### New Entrants

1. Notification to prospective families is given as follows:  
A notice is placed in all usual newspapers providing the following information:
  - a) Commencement of Primary Education
  - b) Placing Requests
  - c) Information available to families
2. Following enrolment the Head Teacher will contact families of new entrants and arrange for them to visit the school and to share information about their child.

### Transfer from Primary to Secondary School

Pupils are normally transferred between the ages of 11 and 12 years.  
Families will be informed of transfer arrangements in the Spring Term.

|  |  |
|--|--|
| School to which pupils normally transfer is: | Breadalbane Academy<br>Aberfeldy<br>Perthshire<br>PH15 2DV |
| Head Teacher - Mrs. Lynne Lambert            | Telephone - 01887 822300                                   |

An evening is arranged in Breadalbane Academy for the new First Year intake in September, to which parents from the feeder schools are invited. There is a two-night residential at Comrie Croft for all of the P7s from the cluster, in May.

In June, all pupils in the new intake make a two-day visit to the school, during which they are introduced to senior members of staff and the guidance staff who will be responsible for them. They are also given a tour of the school.

Where pupils need additional or enhanced transition this will be arranged in consultation with the Support Team at Breadalbane Academy or another school involved in transition. The specific arrangements will be tailored to the needs of the individual children and will be in consultation with families.

## The Curriculum

Curriculum for Excellence places learners at the heart of education. At its centre are four fundamental capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. These capacities reflect and recognise the lifelong nature of education and learning.

It is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity.

### The Principles of our Curriculum

#### Challenge and Enjoyment

Children and young people should find their learning challenging, engaging and motivating. The curriculum should encourage high inspirations and ambitions in all.

At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. They should be supported to enable children and young people to sustain their effort.

## **Breadth**

All children and young people should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

## **Progression**

Children and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework.

Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their needs and aptitudes and keep options open so that routes are not closed off too early.

## **Depth**

There should be opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together and exploring and achieving more advanced levels of understanding.

## **Personalisation and Choice**

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child and young person increasing opportunities for exercising responsible personal choice as they move through their school career.

Once they have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible. There should be safeguards to ensure that choices are soundly based and lead to successful outcomes.

## **Coherence**

Taken as a whole, children and young people's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of children and young people's learning, including opportunities for extended activities which draw different strands of learning together.

## **Relevance**

Children and young people should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

## **The totality of experiences**

The curriculum includes all the experiences which are planned for children and young people through their education, wherever they are being educated. These experiences are grouped into four categories.

## **Curriculum areas and subjects**

The curriculum areas are the organisers for setting out the experiences and outcomes.

Health and wellbeing, literacy, and numeracy skills span across all curriculum areas and are the responsibility of all.

The eight curriculum areas covered are:

**Expressive arts**  
**Health and wellbeing**  
**Languages**  
**Mathematics**  
**Religious and moral education**  
**Sciences**  
**Social studies**  
**Technologies**



## **Interdisciplinary learning**

How the curriculum should include space for learning beyond subject boundaries. We do this through creating themes which then are concluded with a Showcase.

## **Ethos and life of the school**

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community.

## **Opportunities for personal achievement**

Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence.

Added to this, because children learn through all of their experiences - in the family and community, pre-school centre, nursery and school - the curriculum aims to recognise and complement the contributions that these experiences can make.

For more information on the Curriculum for Excellence

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

## **Religious/Moral Education**

School Chaplain - Mr Neil Glover

In accordance with Scottish Educational law, we plan for a minimum of 6 Christian observances and work with our school chaplain to deliver Religious and Moral educational experiences for the pupils. Any parent wishing to exercise their right to withdraw their child from this should send in an email to the head teacher.

## **Homework**

Homework is given out on a regular basis –an explanation sheet is enclosed with comment boxes for families, pupils and teachers. There will be basic maths, reading and spelling as well as other topical activities. Homework is not usually given on short weeks or weeks with family contact meetings in the evenings.

Pupils are expected to organise their homework around other social / sport activities but no more than half an hour on any one night. If they are struggling, they lack understanding or are reluctant to make a reasonable attempt, please advise the class teacher in the first instance.

Homework should not be a stressful situation for either families or child. If you are in any way concerned please speak to your child's teacher.

## **Assessment & Reporting**

### **Assessment**

We consider that the most valuable form of assessment is the continuous process of observation by the teacher of the pupil's daily work. When it is obvious that the pupil is having difficulty or is requiring more advanced work then the appropriate adjustments can be implemented immediately.

Our Assessment Procedures reflect the developments in Curriculum for Excellence. Pupils will be asked to demonstrate their learning through making, saying, doing and writing.

### **Principles**

- Assessment, Formative and Summative is an integral part of the learning and teaching process.
- The assessment process should allow children opportunities to demonstrate what they know, understand and can do.
- The aims of learning activities should be made clear to children.
- Assessment should positively encourage a child's learning and progress.
- Assessment should provide a basis for planning next steps in a child's learning.

- Assessment opportunities should be considered across all learning experiences in the curriculum.
- Assessment decisions should be accurate, fair and consistent.

## Purposes

- to ascertain a child's progress
- to indicate strengths and development needs (to identify next steps in learning)
- to help the teacher evaluate the effectiveness of learning and teaching
- to provide information on children's progress which allows teachers to report to parents

Pupils will share their learning with families through Just2Easy.

Progress reports are issued in June. Copies of these reports are kept by the school and are passed to the appropriate secondary school or any other primary school, which the child might subsequently attend. Family Contact Nights are held twice per session, in November and March. Details are sent out before each evening. All matters concerning the progress and welfare of each pupil can be discussed and parents have the opportunity of viewing their own child's work, plus any National Assessment results.

It must be emphasised here that families are welcome to contact the Head Teacher at the times previously indicated and arrange an interview to discuss any area of their child's progress and welfare at any time during the year.

## Reporting- In the curriculum progress is reported as follows:

### LEVELS OF ATTAINMENT

|                     |  |
|---------------------|--|
| <b>Level</b>        | Stage  |
| <b>Early</b>        | The pre-school years and P1, or later for some.  |
| <b>First</b>        | To the end of P4, but earlier or later for some.   |
| <b>Second</b>       | To the end of P7, but earlier or later for some.   |
| <b>Third</b>        | S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.<br>The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes. |
| <b>Senior phase</b> | S4 to S6, and college or other means of study.   |

The school uses many ways to report to families about the learning and progress of their child/ren and the effectiveness of the school.

Each term there is a showcase of learning, weekly drop-ins and a weekly sway for parents, regular use of Just2easy to share learning, initial meetings with new families at the beginning of the session, parent contact meetings in November and March and a summative report written at the end of the session in June to summarise the learning from the whole session.

## Support For Pupils

### Authority Policy

Children with additional support needs are catered for in the school within the terms of Perth & Kinross Council Education Department Policy on "Additional Support Needs". This policy sets out the procedure by which an individual child's needs are identified and addressed, the central element of the process being a case conference involving parents, child, school and Education Department staff and where appropriate, other specialist agencies.

## School Policy

It is a central aim of the school to provide a curriculum which is appropriate to the needs of every child and we seek to do this by making the very best use of available resources and support services. A significant proportion of children will receive learning support at some point in their school careers. This is frequently of a short-term and very specific nature although for some children, support will be required for a longer period. Parents whose children begin a spell of additional support for learning will always be contacted by the school.

It is important to understand that the initial responsibility for support for learning lies with the class teacher. By tailoring the work and the learning and teaching approach to the needs of the individual child he/she can address difficulties and help the child maintain steady progress. Our pupil support worker also makes an important contribution in pupil support.

Pupils with additional learning needs are identified by the class teacher and through discussion with parents. Regular meetings between the staff and parents are encouraged. Pupils with particular learning needs, which may well be of a temporary nature, are given work to suit these needs by the class teacher / Learning Support Teacher. This work, although individually targeted, will follow the normal class work as much as possible. Parents with children of Additional Support Needs can obtain further information from the school or from Education & Children's Services, Pullar House, Perth.

Children with special aptitudes will be given help and encouragement to develop these areas. The work within each class is organised to ensure that each pupil is given work appropriate to his or her ability. The Authority may make special arrangements for pupils with particular gifts in specialised areas such as music.

Occasionally a child may experience severe learning, social or behavioural difficulties. Should this happen, we discuss the issue with the parents in the first instance. We would then consult the Educational Psychology Services and any relevant agency that would be able to offer advice and guidance.

If you think your child has additional support needs that you feel are not being addressed in class, please contact Mrs Allen and arrange to meet to discuss.

Supporting children with additional support needs – from PKC website:

- “Additional support needs is a broader, more inclusive term and includes significant numbers of children and young people
- All children and young people need support in order to learn, but some require support which is additional to, or different from, what is normally provided
- For most of these children, their needs will be planned for through normal school planning processes e.g. Personal Learning Planning or Individualised Educational Programmes (IEP).

Additional support needs can be short or long term. For instance, additional support may be needed for a child or young person who:

is being bullied, has behavioural or learning difficulties, is deaf or blind, is particularly gifted, is bereaved, is not a regular attender, is living with parents who are abusing substances, is looked after. These are just some examples.

It is the impact upon the individual of any particular factor which will be critical in determining whether the child or young person requires additional support.

Education and Learning within Perth and Kinross Council has a duty to make adequate and efficient provision for the additional support of each child and young person with additional support needs for whose education they are responsible.

All children and young people with additional support needs are supported wherever possible within mainstream education or within a range of specialist provisions. There is one all-through special school (Fairview School) (2 - 18 years). This is located on a mainstream campus between Perth Academy and Viewlands Primary School.

Where a child has been recorded as having Additional Support Needs which cannot be met within the Authority, consideration may be given to placement in a special school (either within or out with Perth & Kinross) for which a successful placing request has been made.

Where a child has been recorded as having additional support needs for which suitable provision cannot be made in a day school, the Authority may provide residential special education at either a special school, within or out with Perth & Kinross Council, nominated by the Authority or a special school for which a successful placing request has been made.

Looked After Children, in line with Education (ASL) (Scotland) Act 2004 “are considered to have additional support needs, unless it is otherwise determined at a relevant education planning meeting.” Perth and Kinross Council website

More information may be obtained in the following ways

- Contacting the Perth and Kinross Council 01738 476390
- <https://www.pkc.gov.uk/article/17278/Schools-additional-support>

The following leaflets are available on the Perth and Kinross Council website

- [Leaflet 1 Does my child have ASN \(PDF\) \[170KB\]](#)
- [Leaflet 2 How will my child's Additional Support Needs be met \(PDF\) \[136KB\]](#)
- [Leaflet 3 What type of plan might my child need \(PDF\) \[126KB\]](#)
- [Leaflet 4 What is a Child or Young Persons Plan meeting \(PDF\) \[113KB\]](#)
- [Leaflet 5 - Additional Support Needs - Resolving Disagreements \(PDF\) \[236KB\]](#)
- [Leaflet 6 What support is available in Early Years \(PDF\) \[196KB\]](#)
- [Leaflet 7 Transitions \(PDF\) \[72KB\]](#)
- [Leaflet 8 Placing Requests \(PDF\) \[67KB\]](#)
- [Leaflet 9 How does the Law support children young people and parents \(PDF\) \[69KB\]](#)
- [Leaflet 10 As a parent and as a yp what can I ask for \(PDF\) \[63KB\]](#)
- [Leaflet 11 Outreach Support Service \(PDF\) \[60KB\]](#)

As specified by Scottish Ministers, further information and support to parents of children and young people with ASN can be found under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

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

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

Telephone Helpline: 0345 123 2303

Email Enquiry service: [info@enquire.org.uk](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 fact sheets including The parents' guide to additional support for learning.

- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.”

## School Improvement

Grandtully Primary has implemented a Quality Improvement Framework which ensures that there is a Quality Improvement Plan in place to take forward all developments being addressed each year. The School reports on the progress made in a Standards and Quality Annual Report which is made available to all parents on the school blog.

### Improvement Priorities for session 2025/26

- Learning and Teaching - To improve learning and teaching and assessment to raise attainment in writing.
- ASN/Nurture - To ensure transitions arrangements support children's wellbeing and therefore continue to ensure high attainment.
- Leadership of change - Revisit Curriculum Rationale and Vision to ensure all stakeholders are invested.

A more detailed Quality Improvement Plan is available from the office or on the school blog on request.

## Practical Information

### School uniform

School uniform is black/navy or grey skirt or trousers with a white polo top and a blue school sweatshirt/fleece. Sweat shirts etc can be ordered through [www.grandtullylogos.com](http://www.grandtullylogos.com)

### Severe Weather

We have a Severe Weather policy that will be sent out to you in November detailing how you will be contacted should there be a reason to close the school for any reason. Information is always available from the PKC website.

### Children's Parliament

Once per term the whole school holds a Children's Parliament where they are able to raise concerns or issues. All pupils can be involved with improving the school and planning developments. P5 children are reading ambassadors and our P6 hold positions of leadership and are our school's Rights Ambassadors.

### Free school meals and clothing grants

If you are receiving benefit payments, you may be eligible to claim for free school meals and/or a clothing grant. Forms can be online at <https://www.pkc.gov.uk/freeschoolmeals>. Please see Mrs Calder who will help.

There are free school meals for all P1-5 pupils.

If your child has any dietary need these can be catered for by Tayside Contracts. Please discuss with Mrs Allen who will contact the appropriate catering team.

### School Policies

We have many policies relating to how the school operates. If you are interested in any, please contact the office and we can arrange for you to receive a copy or to discuss with the Headteacher. We also have a school website where policies are added to.

### Health Care

Grandtully Primary is a Health Promoting School, and we are delighted to have held this standard since February 2010. This involves having a clear focus on healthy eating in school and in delivering a wide-ranging Health Programme for all learners from P1 through to Primary 7. We work in partnership with health agencies to provide the best healthcare for our pupils. Both Speech and Language Therapy and Occupational Therapy can be accessed (within their limited resources) for pupils in need of this service. The School Health Service supports the school in ensuring our children's health needs are met. All P1 children have a 5-year-old vision, height and weight check. We also screen pupils in P1 for gross and fine motor skills. At other stages throughout school hearing and vision tests are carried out if concern is expressed by parents or teachers. Occasional dental checks are carried out, with parental approval, usually in Primary 1 and Primary 7.

Parents should ensure that the school is informed of any specific medical conditions their child may have or

medications he/she is currently receiving. A form for recording this information is available from the school office. Families should let the Head Teacher know whether this information should be shared with relevant school staff or whether they wish it to be held in confidence.

Where there is a need for medication to be administered during the school day, parents should fill in the appropriate form, also available from the office. Medication will be kept safely in the school and each dose administered will be recorded.

For safety reasons, children should not wear earrings at gym time.

## **Organisation of School Day**

### **School Hours**

|             |                 |                   |                 |
|-------------|-----------------|-------------------|-----------------|
| Primary 1-7 | 9:00am –10:40am | 11:00am - 12:20pm | 1:10pm - 3:10pm |
|-------------|-----------------|-------------------|-----------------|

During inclement weather the pupils are permitted to stay in school during intervals. Whenever possible pupils are outside playing, please ensure pupils are suitable dressed.

Currently the school operates a free healthy tuck, funded by our Parent Council, which means all pupils receive a healthy snack during morning break. As we are a health promoting school, we would encourage you to allow your child to do this.

### **School Term Dates for Session 2026/2027**

|                    |           |                           |      |
|--------------------|-----------|---------------------------|------|
| Autumn Term starts | Tuesday   | 18 <sup>th</sup> August   | 2026 |
| Autumn Term ends   | Friday    | 9 <sup>th</sup> October   | 2026 |
| Winter Term Starts | Monday    | 26 <sup>th</sup> October  | 2026 |
| Winter Term ends   | Wednesday | 23 <sup>rd</sup> December | 2026 |
| Spring Term begins | Thursday  | 7 <sup>th</sup> January   | 2027 |
| Spring Term ends   | Thursday  | 25 <sup>th</sup> March    | 2027 |
| Summer Term begins | Monday    | 12 <sup>th</sup> April    | 2027 |
| Summer Term ends   | Friday    | 2 <sup>nd</sup> July      | 2027 |

## **Name of Child Protection Officer**

### **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.

**If, at any time, you have a concern for your child or another child relating to the Protection of the child, you have a duty to discuss your concerns with the Child Protection Officer who is the Mrs Sheona Allen**

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 the School Medical Officers, Social Workers and the 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 may be initiated regarding your child.

## **Nursery**

Each nursery provision will have a defined locality which may not be the same as the primary school catchment area. Localities are agreed and registered with the Education Services within Education & Children's Services. Families of children attending nursery should be aware that a place in a local authority managed nursery class does not give children priority in gaining a place in the same school when enrolling for primary school. Entitlement to primary school is determined by the child's home address. The designated nursery provision for this school is Breadalbane Academy.