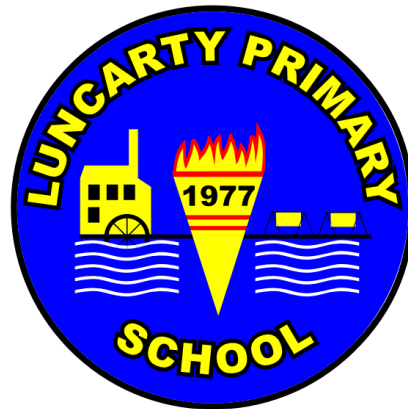


LUNCARTY PRIMARY SCHOOL



School Handbook Academic Session 2026/2027



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



School Information

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1 Introduction

LUNCARTY PRIMARY SCHOOL

Dear Parent/Carer,

Welcome to Luncarty Primary School.

Luncarty Primary School opened in 1977, is all on the one level within its own playground, playing field and garden areas which have been developed over recent years to include a quiet area, garden areas and trim trail.

The school has a nursery class, five primary classes, and a purpose built after school area for all children from nursery age to Primary 7. The school has a gym hall which is used for assemblies and lunches.

The school has a very positive ethos which extends to its good reputation in the community, encourages high expectations, enthusiasm, hard work and a caring attitude towards others. We work hard to develop positive attitudes for lifelong learning.

We aim to provide a broad and balanced range of educational and social experiences to meet the needs and abilities of all our pupils, providing opportunities for all to reach their potential. Luncarty Primary School has a secure and caring, environment where each child is valued as an individual and where everyone has equal opportunities.

We are very proud of our school, and this is reflected through our positive attitudes and in the quality of work we expect from our pupils.

Parents are welcome to visit the school, by arrangement with the Head Teacher, to discuss their child's education and well-being. We also aim to involve parents, where possible through open afternoons, class showcases and to help with sports and educational trips. We welcome the opportunity to 'meet' with parents through twice yearly Parent Contact opportunities. We value the contributions of parents and the wider community to the education of our pupils. The positive partnership that exists between parents and teachers is greatly assisted by an active Parent Council which represents the whole parent forum to which all parents belong.

As Head Teacher, I welcome all parents and children who will be attending Luncarty Primary School during the session 2026 / 2027.

Warm regards,

Emma Bendoris
Acting Head Teacher

2 Delineated Area

Luncarty Primary School is situated approximately 6 miles NW of Perth, turning off the A9 at the Luncarty signpost. The school is situated in Marshall Road, which is a cul-de-sac.

The school's delineated boundary extends to the River Tay in the East, from Ordie Cottage in a North Westerly line to Woodend Farm and Southeast to Bertha Park.

Pupils residing in this area can be registered directly at this school.

Additional information is contained in the second half of the handbook compiled by Perth and Kinross Section A.

Information regarding school catchment areas is available on the Perth & Kinross Council website.

<https://www.pkc.gov.uk/article/17291/Find-my-school-catchment-area>

Families living out with these areas, who wish to enroll their child at Luncarty Primary School, must complete an online placing request form: <https://www.pkc.gov.uk/article/17301/Placing-request>

3 Contact Details

Useful Information

Address: Luncarty Primary School
Marshall Road
Luncarty
Perth
PH1 3EX

Telephone: 01738 474185

School E-mail: luncarty@pkc.gov.uk

Wraparound E-mail: LuncartyWraparound@pkc.gov.uk

School Website: <https://blogs.glowscotland.org.uk/pk/luncartyprimary/>

2025-26 School Roll – 107, Nursery – 24

Staff

Acting Head Teacher:	Mrs E Bendoris	
Principal Teacher	Mrs E Hepburn	P2/3
Class Teacher	Mrs L Phillips	P2/3
Class Teacher	Miss N Taylor	P1
Class Teacher	Miss A Carruthers	P3/4/5
Class Teacher	Mrs S Burnett	P6/7
Class Teacher	Mrs P Gentles	P6/7
Pupil Support Teacher	Mrs Claire Bruce	
Early Childhood Practitioner	Mrs S Fertacz	
Early Childhood Practitioner	Ms A Watt	
Early Childhood Practitioner	Mrs M Godden	
Play Assistant	Mrs M Scott	
Nursery Peripatetic Teacher	Mrs N Brown	

Extra Curricular Teachers:

P.E.

Mrs R Harrow

School Support Staff
School Support Staff
School Support Staff
School Support Staff
Facilities Co-ordinator

Mrs L Smith
Mrs E Bruce
Mrs J Mercer
Miss J Abrey
Mr S Parks

Childcare Supervisor
Depute Childcare Supervisor
Wraparound Play Assistant

Mrs A Peters-Waistell
Vacant Post
Mrs Y Campbell

Our Quality Improvement Officer at Luncarty Primary School is Mrs Kim Ramsay

Luncarty Parent Councils

Parent Council Members are:

Mrs S Delo	Chairperson
Mrs K Young	Vice-Chairperson
Vacant Post	Secretary
Miss K Stephen	Treasurer
Mrs E Hepburn	Staff member
Mrs J Mercer	Staff member

Ms C Cruickshanks	Mrs J Fisher	Mrs R Rennie
Mrs L Awburn	Mrs G Clark	Ms H Findlay
Mrs K Swan	Mrs K Carling	

The Head Teacher attends in an advisory capacity.

Parent Forum / Council meetings will be held at regular intervals throughout the year to discuss school related issues and fundraising events.

All parents are automatically members of the Parent Forum and are invited to attend all meetings.

Parental Concerns

We promote an environment of open communication where mutual trust and respect is continuously encouraged. We welcome the suggestions and comments of all involved with our school and particularly value parents' insights, as they can only serve to further improve our school and build on positive home-school relationships. If you have any concerns or queries about the service we are providing, please contact the Headteacher in the first instance. Every effort will be made to deal with your concern/query as soon as possible.

If there is a concern about your child, then you should contact the school to discuss this with the class teacher or Head Teacher. Please contact the School Office by phone or email. All concerns will be dealt with promptly.

Complaints Procedure

Where a problem is not resolved, a complaint can be made through Perth & Kinross Council's Complaints Handling Procedure. More information is available on the Council's website as follows: <http://www.pkc.gov.uk/complaints>

A complaint will be acknowledged within 5 working days for Stage 1 Investigation and 20 working days for a Stage 2 investigation. In the event that a full response can be made within 5 working days an acknowledgement will not be sent.

Attendance

It is essential your child attends school every day; however, we know this is not always possible. Some reasons for not attending can be authorised by the school, i.e. illness, whilst others are unauthorised, i.e. holidays during term time. These will be recorded accordingly.

Please try to avoid taking holidays during term time, as your child will miss important teaching, which cannot be replaced and continued absence affects your child's learning and attainment both short and long term.

If your child is absent due to illness, please phone or e-mail the school before 9am to report the absence.

If you know that your child is going to be absent for a particular reason, please inform the school beforehand by letter or email stating the date of absence and reason your child will not be attending school.

This information enables the staff to know who is in school and who is absent each day, thus ensuring the safety of your child.

Registration

Registration for Primary 1 takes place in January. Parents should enrol their child online at www.pkc.gov.uk - schools. You will require your current Council Tax notice, child's birth certificate.

A Primary 1 parent information sharing session will be arranged during the summer term, to provide our prospective parents the opportunity to meet staff, one another and gather information prior to their child beginning in August.

Our pre-school children will participate in transition activities throughout the year with building to spending time with their prospective Primary One teacher. Children out with our Nursery setting will be invited along to join transitional opportunities in term 4.

4 School Ethos

Our Vision

- Kind and Supportive
- Curious and Ambitious
- Engaged and Enthusiastic

We will be the best we can be every day!

Our Values

The Luncarty Values are **Kindness, Responsibility, Respect, Teamwork** and **Trust**.

Expectations of all **Luncarty learners** are to be -

- ready – being ready for learning, being positive and having a growth mindset
- respectful – showing respect towards others and the wider environment
- safe – keeping yourself and others safe both physically and emotionally

School Aims

We aim to:

- **develop positive, trusting and nurturing relationships** between parents, staff and children.
- **promote self-esteem and self-regulation and build resilience** to enable them to deal with a range of relationships and life challenges.
- **encourage and recognise ready, respectful, safe relationships**; supporting learners to make positive choices and develop skills to build and repair relationships.
- **ensure excellent behaviour is an expectation for all** through teaching and modelling appropriate behaviour through positive interventions,

Community

The school has a responsibility to ensure that the community shares the life and the work of the school. Events held in or out of school are advertised in the village and villagers are warmly invited to attend.

Local people are welcome as visitors in the school, as part of our audience or formally as visiting speakers or to coach the children in particular skills. A PVG check is required prior to welcoming visitors into our school.

The area around the school provides a wealth of opportunity for learning. Local businesses support the school through community working days and at our various school events.

Pupils take an active part through their involvement in Eco activities, Pupil Council, and wider achievement groups broadening their skills and experiences.

5 Parental Involvement

Co-operation and communication between home and school is necessary and important and parents are encouraged to participate in all aspects of school life. We appreciate the parental support as both pupils and staff benefit as a result.

Communication between school and home takes place in a variety of ways: -

- School diaries/record books
- Class Learning Tree issued every teaching and learning block
- Via school newsletters, and Learning Journals
- Open afternoons
- Class showcase
- At parent contact opportunities.

All parents are members of the Parent Forum, which is represented through the Parent Council. Meetings are held each term; or more frequently as required and all parents are always invited to attend to participate in both school developments and take forward Parent Council ideas.

Positive Behaviour

At Luncarty we set high expectations of behaviour and aim to create an ethos where all pupils feel valued and respected, with positive contributions and behaviours welcomed and praised. Effective learning and teaching take place when pupils, school staff and parents work cooperatively to achieve these high standards together.

Through ongoing work within school, the children learn the values of being responsible citizens, effective contributors, successful learners and confident individuals. Where issues arise, a restorative approach is used to enable pupils to feel listened to, can discuss their issue and come to a resolution of how to resolve the issue and move forward. This approach is very effective in enabling children to be reflective of behaviours and the impact these can have on others.

Class Charters are used to promote Children's Rights and are a structure to support an agreed set of expected expectations and behaviours in the classroom.

Values are also developed through our Health and Wellbeing Programme which supports the ethos of the school and the wellbeing of all children.

Where unacceptable behaviour becomes a major concern, the full co-operation with parents is essential to solve any problems. Class teachers and Senior Management will discuss concerns with families and will seek advice, if necessary, from other agencies to support finding a solution.

Anti-bullying Policy

Bullying is defined as unwanted and uninvited verbal, physical, emotional or online conduct which causes distress and harm to the person experiencing it. The behaviour may be intentional or unintentional, can cause physical or emotional harm, may be repeated over time or be a one-off incident. Bullying is a combination of behaviours and the impact they have. It can be a range of behaviours including:

- Physical: This may include hitting, kicking, pushing or taking someone else's property.
- Verbal: This may include spreading rumours, name calling, teasing or talking about people.
- Emotional: This may include excluding someone from the group, embarrassing someone or making someone feel bad for being different
- Cyber: This often involves the same type of behaviour as other bullying, for example name calling, spreading rumours or leaving people out, but takes place online, on social networking sites etc.
- Prejudiced-based bullying: This may include being targeted because of who you are or how people see you.

Bullying behaviour has an impact upon the child who experiences it and it is everyone's responsibility to deal with negative behaviour quickly and effectively.

This school adopts a proactive approach including a focus on anti-bullying through class work, assembly themes and Health and Wellbeing resources.

When bullying behaviour does take place, we need to respond appropriately by addressing the needs of those involved. This will be carried out within a framework of respect, responsibility, resolution and support. We will use Restorative approaches to help build, maintain and repair healthy relationships.

Incidents of bullying behaviour will be recorded as it is essential we monitor responses and the effectiveness of our anti-bullying policy and practice.

Support for Parents, Carers and Pupils leaflet - www.pkc.gov.uk (and on school website)

School Rules

Ready, Respectful and Safe are our 3 overarching rules under which the children have categorised the following:-

READY

- We listen to others without interrupting them.
- We try our best, work hard and learn from our mistakes.
- We come to school on time.

RESPECTFUL

- We treat others the way we would like to be treated.
- We always tell the truth.
- We are kind, polite, helpful and aware of other's feelings.
- We look after our own and other people's belongings.

SAFE

- We speak to an adult or older pupil if we need help with a problem.
- We encourage respectful behaviours.
- We always walk in corridors to avoid accidents.

We reinforce this approach in class time, in the playground and during assemblies to celebrate children's success through praise and rewards both at class level and at whole school level.

6 Transitions

Transfer from Nursery to P1

Transition visits are organised during the Summer Term for children who will be moving from nursery to P1.

Children enrolling in P1 attending other nurseries are also invited to visit and additional opportunities are organised to support a smooth transition process.

Transitions within the school

Time is organised for class information including tracking, medical information and next steps in learning, to be passed on to the next teacher to help achieve continuity and progression.

Transfer to Secondary School

Children who attend Luncarty Primary shall transition to Perth Grammar School for their secondary education unless a Placing Request is made to undertake their secondary education elsewhere. Please do contact the school should you wish to discuss further.

Throughout their Primary Seven year, children benefit from a variety of transition opportunities, inclusive of meetings and tours with parents, online sessions and in-person visits and activities.

An enhanced transition programme is in place for those children who require it. This is often for those with additional support needs, however, this can be arranged if deemed necessary for children who may find this process particularly challenging.

The Grammar's parents' handbook is available in January to all parents of Primary Seven pupils in the catchment area; and is available to others on request.

7 The Curriculum

A Curriculum for Excellence ensures that the pupils receive a broad, balanced, cohesive, curriculum from Nursery through to secondary school and beyond. It provides a balance of teaching which supports children in becoming successful learners, confident individuals, responsible citizens and effective contributors.

Children learn at different rates and have different strengths and needs. Ensuring that each child reaches their potential is an integral part of learning and teaching at Luncarty Primary.

Programmes of skills are planned at whole school level for each curriculum area, ensuring there is progression as each child moves through each level. Benchmarks are used to track pupils' progress year on year to ensure the teaching and learning is at the correct pace and there is good support and challenge.

A variety of teaching approaches are used taking account of children's learning styles, interests and opportunities to work outdoors, experience trips and work with experts within and out with school, all contributing to the children's learning experiences.

Contexts for learning offer regular opportunities for cross curricular work, application of skills taught and develop independent learning skills.

Children have regular opportunities to be involved in planning what they learn, how they learn and choice in ways to show their learning. As children become more skilled, they show increasing confidence in making good choices and working independently towards the desired Learning Outcomes.

Each teaching and learning block, parents will receive the Learning Tree. This will give information on the key areas of learning.

Language and Literacy

English Language

The Literacy and English Framework aims to develop competence in listening and talking, reading and writing as well as to develop critical and creative thinking, interpersonal and team working skills which are so important in life and the world of work. The literacy experiences and outcomes promote the development of skills in using language; particularly those that are used regularly by everyone in their everyday lives. These include the ability to apply language.

The Literacy and English Framework promotes competence and confidence in literacy, including competence in grammar, spelling and the spoken word, all essential for progress in all areas of the curriculum.

The three lines of development for literacy skills are reading, writing and listening and talking within each of these there are organisers relevant to all curriculum areas as indicated below.

Reading

Enjoyment and choice
Tools for Reading
Finding and using
information
Understanding, analysing
and evaluating

Writing

Enjoyment and choice
Tools for Writing
Organising and using
information
Creating texts

Listening and Talking

Enjoyment and choice
Tools for listening and talking
Finding and using information
Understanding, analysing and
evaluating
Creating texts

Maths and Numeracy

Numeracy is a fundamental life skill and involves developing a confidence and competence in using number that involves solving problems, interpreting and analysing information, making informed decisions and setting foundations which can be built upon through lifelong learning.

Numeracy is a subset of Mathematics and is a core skill which permeates all areas of learning allowing pupils the opportunity to access the wider curriculum.

The core skills are planned, taught and revisited and are organised around the following themes:

- Estimating and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Information handling

Mathematics is the study of the properties, relationships and patterns in number and shape and the application of this knowledge to analyse, interpret, simplify and solve problems. Mathematics develops logical reasoning and developing the ability to think in abstract ways.

The mathematics outcomes are outlined as follows:-

- Number, money and measure
- Basic number processes
- Measure
- Patterns and relationships
- Expressions and equations
- Shape, position and movement
- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation
- Information Handling
- Data and analysis
- Ideas of chance and uncertainty

The importance of Mental Arithmetic is recognised, and this will always be within daily numeracy and maths teaching and learning programmes at all stages.

Health and Wellbeing

The main purpose of health and wellbeing is to develop the knowledge and understanding, skills, capabilities, and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions.

Certain aspects of health and wellbeing are taught through focussed programmes, such as Emotion Works, developed within the school to develop skills and learning in a progressive way. These are structured under the following headings:

- Mental, Emotional, Social and Physical Wellbeing
- Planning for Choices and Changes
- Physical Education, Physical Activity and Sport
- Food and Health
- Substance Misuse
- Relationships, Sexual Health and Parenthood

Social Studies

Social Studies are taught from Nursery through to P7 to develop children's understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. Social Studies are taught through planned contexts, which offer a progression in knowledge and understanding, skills, attitudes and values and are designed to link with other areas of the curriculum to provide learners with a deep, enjoyable active experience.

The following areas are the focus for context work within Social Studies:-

- People, Place and Environment

- People, Past Events and Societies
- People in Society, Economy and Business

Science

Through Science children develop their interest in, and understanding of living things, materials and the physical world through engagement in a wide range of collaborative tasks, enabling pupils to develop important skills to become creative and enterprising in a world where the skills and knowledge of science are key.

Technologies

Technologies relate particularly to contexts which provide scope for developing technological skills, knowledge and understanding and attributes through creative and practical activities. The technologies are:-

- Technological Developments in Society
- ICT to Enhance Learning
- Business
- Computing science
- Food and Textiles
- Craft, Design, Engineering and Graphics

Information Technology

Digital Technology supports all pupils in their learning. There are laptops and iPads in each class. The children access a wide range of digital technology to support them in their learning.

Expressive Arts

Expressive Arts includes Art and Design, Drama, Music and Dance.

Through Expressive Arts we aim to stimulate children's imagination and develop their emotional and aesthetic responses. Where possible, work in these areas is linked to the class contexts. Class teachers integrate art and design, drama and dance into their teaching and learning programmes and contexts.

Modern Languages

French is taught throughout the school from P1 - P7 as the first modern language. This focuses on Talking and Listening in P1 and extends to reading and writing in P2 – 7.

Religious and Moral Education

Religious and moral education helps children explore the world's major religions and views which are independent of religious belief, and to be challenged by these beliefs and values. It supports children in developing their values and their capacity for moral judgement, through developing awareness and appreciation of the value of each individual, in a diverse society. Religious and moral education engenders responsible attitudes to other people. Through teaching and learning children will be encouraged to reflect on the beliefs, values and traditions they have studied. The following areas are part of the R.M.E programme:-

- Christianity
- Other World Religions
- Development of Beliefs and Values

Religious Observance

We enjoy visits from the Gospel Hall who share Bible stories and songs several times during the session. We also have occasional visiting speakers to lead assemblies.

Under the terms of the Education (Scotland) Act 1980, "Any pupil may be withdrawn by his/her parents from 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

Further information can be found at:

<http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/ACE/Religion>

8 Assessment & Reporting

Assessment

Assessment of pupils is carried out in an ongoing basis by the class teacher and is in line with Curriculum for Excellence guidance. This is to ascertain the progress made by individuals to provide challenge or to diagnose difficulties encountered and to plan a suitable support programme and next steps in teaching and learning which is appropriate to individuals' developmental needs. Ongoing formative diagnostic and summative assessment is an integral part of the curriculum and is built in at the planning stage. In conjunction with this, children self and peer assess at all stages to reflect on their own and others work and progress.

The experiences and outcomes are set out in lines of development which describe progress in learning. Progression is indicated through curriculum levels, which are explained in the table below.

Level	Stage
Early	The pre-school years and P1 or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third and Fourth	S1 to S3, but earlier for some the fourth level broadly equates to SCQF level 4
Senior phase	S4-S6 and college or other means of study

Scottish National Standardised Assessments

The Scottish Government has introduced a single, nationally developed set of standardised assessments, designed to reflect the way we deliver education in Scotland, through Curriculum for Excellence. The online, diagnostic assessments will focus on reading, writing and numeracy skills. Each child in P1, P4 and P7 (and S3) will complete the assessments as part of their normal class work. The assessments usually take place in November (P7), January (P4) and April (P1). The assessments are diagnostic and will give teachers and managers a picture of each child's strengths and next steps for learning. Children do not have to revise or prepare for these assessments. The assessments do not give scores, grades or levels. The assessment data gathered will give information on each child's progress in their learning and will be used by teachers when they are planning the learning experiences and activities for their class. This information, along with all the other information teachers gather on how children are progressing, will inform teachers' professional judgements on their pupils. As this is very new to us all, there will be a number of training opportunities for all staff and further information for parents.

Meanwhile information for parents can be accessed on:

<https://standardisedassessment.gov.scot/parents-and-carers/>

Attainment

The school is committed to ensuring that every child reaches their potential. This is achieved through focussed teaching, parental support and involving children in their learning. All of these factors contribute significantly to each child's attainment. We expect a high standard of work and most of our pupils attain or exceed the standards expected.

Learning Journals

Learning journals provide an opportunity for learners to share their progress and next steps with parents. We use Learning Journals to communicate these, aiming for approximately one entry per week, across a range of curricular areas.

The purpose of sharing our Learning Journals is to stimulate discussion about learning at home and to provide an opportunity for feedback from parents and carers.

Wider Achievements

Recognition of children's wider achievements both in and out of school is important for them to apply and develop new skills.

We encourage children to talk about their wider achievements and the skills they are developing through them. These are recorded in a variety of ways appropriate to their age and stage of development. Children are encouraged to share any wider achievements out of school at our weekly assembly.

Reporting

Evidence of each pupil's work is used to inform progress and reporting to parents. Along with formative and summative assessments, this information enables the teacher to plan teaching and learning appropriately. We welcome meetings with parents to discuss the work of their child and our open afternoon offers the opportunity for each child to discuss their progress with their parents, taking the responsibility to organise and present this to them.

Written Annual reports are sent home at the end of March.

We look forward to welcoming parents into school as positive partners in their children's learning.

Parents are also encouraged to contact their child's teacher or Head Teacher (telephone or email) if there are any issues or concerns that require immediate action.

9 Support for Pupils

Additional Support Needs (ASN)

The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework which underpins the system for identifying and addressing the additional support needs of children and young people who face a barrier to learning.

The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential. It also promotes collaborative working among all those supporting children and young people and sets out parents' rights within the system. The Act has been subsequently amended by the Education (Additional Support for Learning) (Scotland) Act 2009 ("the 2009 Act") and the Equality Act 2010.

It is the duty and responsibility of everyone within Education and Learning to promote and implement the requirements of the legislation in relation to children with additional needs. At Luncarty Primary School, children who have Additional Support Needs (ASN) are supported within the terms of the overall Additional Support Needs Strategy of Perth & Kinross Council.

Their barriers to learning may be identified from the overlapping themes of learning environment, family circumstances, disability or health need, and social and emotional factors. 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. Children may require additional support long or short term, to ensure that they benefit from their school education.

In consultation with the Headteacher, collaborative working practice with parents, class teachers, the Pupil Support Teacher and other professionals is promoted through the

appropriate level of planning. i.e. Child and Young Person Planning (CYPP); Individualised Education Plan (IEP) or Coordinated Support Plan (CSP).

Staff seek and take account of children's views as part of this process. Regular reviews of children's additional support needs and progress involve children, parents, school staff and other professionals as appropriate.

The school is fully accessible to children and young people with mobility difficulties and the school and local authority, as appropriate, provide specialist equipment.

Parents who think their child may have additional support needs or who wish further information are encouraged to contact the school in the first instance.

Information can also be accessed via the Website Link:

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

The following organisations also offer advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

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

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

Telephone Helpline: 0845 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.

10 School Improvement

The school publishes an annual **Standards and Quality Report** which is emailed 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 issued to parents and is posted on the school website.

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

11 School Policies & Practical Information

Organisation of the school day

School starts	9:00am
Break	10:45am – 11:00am
Lunch	12:15pm – 1:15pm

School Ends	3:15pm
Nursery hours	9.00am – 3.00pm
Wraparound Breakfast Club	8.00am – 9.00am
Wraparound After School	3:00pm – 6.00pm

School Meals

School meals are served daily in the dining hall at a cost of £2.30 per day. To facilitate banking, we request that all dinner money is paid in advance through ParentPay. Free school meals are currently available for pupils in P1 – P5. Packed lunches may be provided by home, if preferred.

Application forms for Free School Meals are available from the school office or the Education Services. For further information see Perth and Kinross Council information at the back of this handbook.

School Policies

The authority website provides information on policy

School enrolment to include primary, placing requests and composite classes
www.pkc.gov.uk/article/17276/School-enrolment

Grants and benefits to include free school meal entitlement, clothing grants, transport and music tuition
www.pkc.gov.uk/article/17282/Schools-grants-and-benefits

Information of Educational Psychology Services www.pkc.gov.uk/eps

Primary School Meals and free fruit <http://www.pkc.gov.uk/freeschoolmeals>

Homework

In Luncarty P.S we aim for each child to achieve their best. Children learn best when they feel supported and in doing so, both in school and at home, we can help children become successful learners, confident individuals, responsible citizens and effective contributors in all that they do.

Why is homework important?

Homework helps children

- Practise and build on what they have learned in school
- Learn how to organise and manage their own time
- Take more responsibility for their own learning
- Develop confidence, overcome difficulties and solve problems
- Learn and work independently
- Share their learning with parents/carers

What could homework activities include?

Homework consists of weekly reading, spelling and numeracy tasks. These are a combination of written and online activities should take up to 30 minutes to complete. This may be shorter for P1- P3 and slightly longer for P6 – P7. From time-to-time, there may be a specific context-related activity or research project which children will work on at home over a longer period of time.

Whatever the task, we expect good quality homework of an equal standard to what is produced in class. It's the quality that matters not the quantity.

Homework records should be signed by an adult each week to confirm that the work has been completed at home.

Uniform/Clothing

All pupils at Luncarty Primary are expected to wear school uniform. The school has its own sweatshirts with the school logo. School uniform can be purchased from:

<https://www.sprinterz.co.uk/spr/>

The basic items of uniform are:

- Grey trousers
- Grey skirt or pinafore
- White shirt or polo shirt
- School tie
- School sweatshirt, hoody or cardigan

For Physical Education, all children are required to wear:

- Black shorts. Leggings or jogging bottoms
- T-shirt (House Colours)
- Gym shoes or indoor trainers
- Gym shoes / trainers or other indoor shoes will be required to be worn inside the school building and children will change into outdoor shoes. These indoor shoes should be kept in school as they will need them every day.

No earrings to be worn at gym. If they cannot be taken out, then tape should be put over them.

Please put names or some identifying mark on ALL clothing.

You can apply for funding to help with uniform costs.

Health Care

Luncarty Primary is proud to be a health promoting school. This involves delivering a wide-ranging health programme for all learners from Nursery through to P7 and having a clear focus on healthy eating (e.g. play-piece snacks, school dinners, breakfast club) in school. Relationships, Sexual Health & Parenthood, Internet Safety and Substance Misuse form part of the overall Health & Well Being curriculum. Parents are informed of these inputs prior to implementation of learning so parents can support their child in partnership with the school. The headteacher will offer to meet with any parent with concerns about their child accessing this learning to ensure that they are clear about the school policy and to explore the various options; we do of course respect the views of parents /carers, and we do also wish to offer a full education to all our learners. For further information please visit:

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

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 screening check. At other stages of the school hearing and vision tests are carried out if concern is expressed by parents or teachers. Occasional dental checks are carried out, if parents wish, from time to time and usually in P1 and P7. The School Nurse carries out medical examinations of pupils at different times during the school year and discusses health care issues with parents when necessary. Parents will be informed in advance if pupils are to be examined.

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. Parents should let the Headteacher 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 must fill in the appropriate form, available from the office. Medication will be kept safely in the school office and each dose administered will be recorded.

From time to time, and in common with all schools, we may find that a pupil has an infestation of head lice. When that is the case, we will notify the parent of that child directly. We will also inform parents to be vigilant about their children's hair.

Parents should keep their children at home if unwell. We ask that children remain at home for 48 hours if they have had a stomach upset.

Staff can only administer medication to children if prescribed by GP have been completed appropriate forms and permission granted. In the case of a child with a known, severe allergy, staff will receive training on what to do in the event of an allergic reaction. Medication will be stored safely in school.

If the child has an accident or takes ill during the school day, we will attempt to contact parents or the emergency contact, and the child will be taken care of until they arrive. It is important that parents keep us informed of any changes to telephone numbers as soon as possible so contact can be made quickly. We always contact parents or carers if a child has a bump to the head and we follow Perth and Kinross guidance to monitor flow chart to ensure careful observation.

Other Health and Safety issues

In the first instance, staff trained in basic First Aid procedures, are available to deal with minor injuries, which occur during the school day. Parents are contacted if necessary.

Statutory safety regulations applying to all aspects of school life have to be observed while the children are at school. These include fire safety, road safety etc. Fire drill practices are held during the session and valuable help is received from the local Fire Services, during their annual inspections.

Each school has a designated Health and Safety Officer and the Head Teacher is responsible for monitoring the Health and Safety of staff and pupils at Luncarty.

In order to ensure the safety of the pupils, we ask for the co-operation of parents when it comes to the transporting of children to and from school. No cars should be driven into Marshall Road between 0815 – 0905 and 1445 – 1530. This is a permit only zone during these times. Similarly, the school car park is extremely busy with staff cars, authorised transport and delivery vehicles. Parents should **not** bring their vehicles into the car park at either end of the school day. Children should be met at one of the two entrances into the playground.

You will understand that security is a very important issue for us in school. It is very important that we know exactly which adults are in school at any given time. We have a security entry system at the main front entrance and the Infant/Nursery door and must ask that all parents entering school do so by these doors only. Once inside the building, parents are asked to sign in at the office.

Parents and children are not permitted to open the external doors for visitors – entry to the building is controlled by office staff.

Inclement Weather

Children should not arrive at school before 8.45am. There is no access to the school for children before this time unless it is an emergency situation or if they are attending breakfast club. The Head Teacher will decide, during inclement weather, if children can come into the school between 8.45am and 9.00am. During this time there is no supervisory staff available. In inclement weather children are permitted to stay in school during intervals. The school support staff, and Head Teacher circuit the classes to ensure safety. Good behaviour is expected of all pupils on these occasions for their own safety.

Arrangements for Emergency Closures

Luncarty Primary School closely follows the Perth & Kinross local policy on school closures. Key principles are as follows.

- a. The health and safety of all pupils will be paramount at all times.
- b. In normal circumstances every effort will be made to keep the school open.
- c. Close contact will be maintained with buses or taxis regarding transport arrangements. Please note if the Taxi Company deems it unsafe to transport children then they will contact you. If however you decide to transport your child to school yourself, you must accept the responsibility for collecting your child from the school on that particular day.
- d. In circumstances where conditions worsen during the day, every effort will be made to alert parents or emergency contacts to arrange to pick up their children from the school.
- e. School will not close because staff are concerned for their own journey. The school will not be closed until the last pupil and staff members have left.
- f. If you are unsure as to whether the school will open on a morning where weather conditions appear bad, please contact:
 - a) The school direct 01738 474185
Or
 - b) Perth & Kinross website www.pkc.gov.uk
Or
 - c) Perth and Kinross Council Information Line - 0845 3011100.
This may not be operational before 06.45 and is charged at the local rate.
Or
 - d) Radio Tay – frequency AM1584 FM 96.4

To ensure these procedures run smoothly, parents should keep the school informed of any changes of address or telephone numbers of emergency contacts.

Pupil Groups

Pupil groups include a role within pupil groups such as Pupil Council, iBike Crew, Eco Committee and through being a House or Vice-Captain or through participation in a variety of opportunities through class based learning, sharing learning with other classes, through opportunities available in activity weeks and through educational field trips.

Extra-Curricular Activities

Activities vary from year to year, and term to term. e.g.

- Football
- Cross country
- Gymfest Club

Educational Field Trips

Throughout the school year children may participate in educational excursions.

Instrumental Tuition

Visiting Music Instructors offer tuition in drumming and chanter in our upper stages. Pupils are assessed and prioritised based on their musical ability.

12 Child Protection

The Child Protection Officers in Luncarty Primary are Emma Hepburn (Principal Teacher) and Emma Bendoris (Acting Head 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, and will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

13 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 & Learning. Parents 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 24. Further details of this provision can be obtained from the school.

Further details of nursery provision in Perth and Kinross are available in the Council's "Policy & Guidelines for Admission to Nursery Schools and Classes for School", which can be accessed on the Council's website at the following address:

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

The nursery provides a nursery session for 24 children.

Further details regarding nursery provision are available in the nursery handbook. This can be obtained on request from the school.

PKC Education and Learning are working towards the expansion of Early Learning and Childcare (ELC) as outlined in the Scottish Government's Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland.

By 2020 all 3-5 year olds and eligible 2 year olds will have access to 1140 hours of fully funded ELC. This means that in PKC most children will experience early learning and childcare in a funded provider for at least two full days a week and some full days for 5 days a week.

Wraparound Care

The school has an after-school wraparound provision available for school aged children from 8am – 8.55am and 3pm to 6pm each day during term time and from 8am-6pm during holiday periods, including in-service days.

Nursery children are escorted to Nursery when the bell rings. All other children go straight to their classes.

In order to access the Wraparound service, a registration form must be completed. This can be found at www.pkc.gov.uk/kidsclubs along with booking information and costs.

Introduction

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

- School information

- Local Authority information

Whilst the information contained in this school handbook was accurate at the time of publication (December 2025), further changes may have occurred since then.

If you cannot access the internet, please ask the school office if you require copies of any of this information.

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A Placing in schools - primary, secondary and special

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

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

Priority 1

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

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

Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith, for example Roman Catholic and Episcopal Church.

Children having a brother or sister (or relative permanently living at the same address as part of an extended family*) in attendance at the school.

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

Thereafter, places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

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

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

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

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

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

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

Priority 2

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

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

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith, for example Roman Catholic and Episcopal Church.

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

Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Priority 3

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

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

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

Priority 4

Children not resident in Perth and Kinross and not normally resident within the catchment area of the specified school but having a brother or sister (or relative

permanently living at the same address as part of an extended family*) in attendance at that school.

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

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

Priority 5

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

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

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

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

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

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

Any pupil who attends a primary school other than the one proposed by the Authority (for example as the result of a placing request) and who is due to transfer to a secondary school will be offered a place at the secondary school in whose catchment area he/she lives. For further information, view our [school enrolment webpage](#).

B School commencement arrangements

The school entry date in Perth and Kinross is the first day of the school session (Tuesday 18 August 2026). A child is of compulsory school age on the first school entry date from his/her fifth birthday. If your child is of compulsory school age on the first school entry date from his/her fifth birthday, they are eligible to start school on **Tuesday 18 August 2026** and you should register your child for primary school during the January 2026 registration week, or alternatively, his/her parents may delay the registration until the beginning of the next school session.

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

Early registration

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

Expansion of Early Learning and Childcare (ELC)

Perth and Kinross Council's Education and Learning offer Early Learning and Childcare (ELC) as outlined in the Scottish Government's Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland.

All those aged three to five years and eligible two-year-olds have access to 1,140 hours of fully funded ELC. This means that in Perth and Kinross most children experience early learning and childcare in a funded provider for at least two full days a week and some full days for five days a week.

As a result of the changes to a child's experience prior to beginning their primary school education across Perth and Kinross, Primary 1 children attend school for a full day and therefore no longer access half days for the first two weeks of term.

C Equal opportunities

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

race

gender

marital/family status

disability

religion

sexual orientation

age

language

place of residence

socio-economic status

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

Relationships and behaviour

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

Fostering Inclusion and Reducing Exclusion

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

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

The guidance is set out in two sections:

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

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

D School meals

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

Pupils in primary schools are offered a two-course lunch with a choice of main course including vegetarian option, supplemented by salads and bread, which meet The Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020. A choice of milk or water is also included. Meals are, in the main, prepared from fresh ingredients by well-trained personnel in a food-safe environment.

There is a fixed, subsidised charge for a meal in a primary school which is £2.30 (as at academic year 2025 to 2026). School meal charges are subject to review at any time.

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

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

Medically prescribed diets, and nut and/or peanut allergy

School lunches can be provided for children in primary schools either requiring a medically prescribed diet or who have a nut and/or peanut allergy. An information leaflet and application form are available on our [school catering webpage](#). Parents can also self-manage simple dietary requirements for their children by using the [interactive menu](#) and carbohydrate menu available on Tayside Contracts' website. Medically-prescribed diets can usually be accommodated within the school lunch service. This does not include pupils who simply dislike certain foods.

View further information on [school catering](#), including menus, meal photos and forms, or access the [current interactive menu](#) from Tayside Contracts which provides recipe, nutritional and allergy information. The website also contains details of forthcoming promotions.

For any other enquiry please contact:

School Catering
Perth and Kinross Council
Council Building
2 High Street
Perth
PH1 5PH

Email SchoolCatering@pkc.gov.uk

Packed lunches for trips

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

Home lunches

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

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

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

Free school meals

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

Who is eligible for free school meals?

If your child is in P1 to P5

Free school meals are offered to all pupils in Primary 1 to Primary 5 without the need for parents/carers to submit an application form. However, an application form must be completed if you also require a school clothing grant for your child in Primary 1 to Primary 5.

Don't forget to submit an application form for free school meals for your child when he/she moves into Primary 6 as they will no longer be automatically entitled to free school meals.

If your child is P6 or above

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

Income Support (IS)

Income-based Jobseeker's Allowance (IBJSA)

Any income-related element of Employment and Support Allowance (IRESA)

Support under Part VI of the Immigration and Asylum Act 1999

Universal Credit where the monthly earned income does not exceed £850

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

From 17 March 2025, families of Primary 6 and Primary 7 pupils who are not currently eligible for free school meals but who are in receipt of the Scottish Child Payment will now be eligible for free school meals. You can claim free school meals for Primary 6 and Primary 7 pupils by submitting an online application form and providing proof of your Scottish Child Payment.

You can [apply online for free school meals](#) or, alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, Perth, PH1 5GD.

E School clothing grants

You can claim a school clothing grant for your child(ren) if you are receiving:

Income Support (IS)

Income-based Jobseeker's Allowance (IBJSA)

Any income-related element of Employment and Support Allowance (IRESA)

Support under Part VI of the Immigration and Asylum Act 1999

Universal Credit where the monthly earned income does not exceed £850

Education and Learning will consider one application per academic year for a grant towards the cost of purchasing essential clothing to enable children, up to the age of 16 years, to attend school.

You can [apply online for a school clothing grant](#) or, alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, Perth, PH1 5GD.

F Music Tuition

Instrumental Music Instruction and Central Groups 2026 to 2027

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

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

Pupils learning musical instruments develop a wide range of unique skills, providing a means of fulfilment and enjoyment whilst nurturing a greater understanding of the arts.

Parents can enjoy and share their child's excitement in learning to play an instrument. Your child performing at a concert will provide you with a great sense of pride and satisfaction.

Schools will provide opportunities for pupils to enrich their curriculum and the life of the school.

Instrumental music prepares pupils to make a meaningful contribution towards the artistic life of the community.

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

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

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

Email MusicService@pkc.gov.uk

www.pkcmusic.com

Facebook [PKC Music Service](#)

X [@pkcmusicservice](#)

Instrumental Music Service App - Please download the Instrumental Music Service app by scanning the QR code below or search "School App for Parents" in the Apple or Google Play app stores and search "Perth and Kinross Instrumental Music Service".



G Travel to school

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

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

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

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

Walking and cycling boosts children's health and wellbeing. It also allows them to travel independently and to access the range of flexible opportunities schools will increasingly offer outside the standard school day. Freedom to move around the local area independently is an important part of growing up. Other important benefits of active travel are development of social and life skills, less pollution and greater awareness of environmental issues.

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

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

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

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

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

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

H Transport

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

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

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

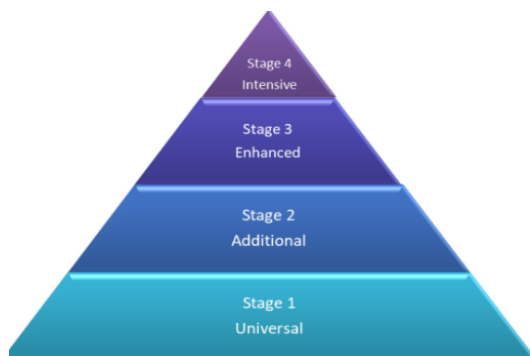
Where appropriate, the Authority may provide free transport for pupils who attend a special school or specialist unit.

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

You can [apply online for free school transport](#) or, alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, Perth, PH1 5GD.

I Additional support needs

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



All children and young people are supported in ELC settings and schools by a **Staged Intervention Model**, which aims to identify and meet needs at the earliest opportunity to promote, support or safeguard wellbeing, and improve education and wellbeing outcomes.

[Staged Intervention Framework May 24.pdf \(pkc.gov.uk\)](#)

Most children make progress in school and their education can be fully supported at a **universal** level by the class teacher. However, some children require **additional** or **enhanced** support through targeted interventions at times within their mainstream educational journey to allow them to achieve their full potential.

Where the requirement for additional or enhanced support is identified, a Child or Young Person's Plan (CYPP) sets out their support needs and the interventions required to address them.

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

[Child and Young Person Planning Guidance May 24.pdf \(pkc.gov.uk\)](#)

Placing requests

Placing requests may be made for Fairview School or an Intensive Support Provision (ISP) when a child's education needs cannot be met in their catchment school and their learning requires to be supported at an **intensive** level.

A Transition Panel will consider the request, basing its decision on a comprehensive assessment of the child's educational needs. This assessment will incorporate the perspectives of the child's parents, teacher, school Educational Psychologist, and the Inclusion Quality Improvement Officer.

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

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

Transitions

School transition is a process that prepares children, young people and their families with the necessary skills, knowledge and relationships to assist in successfully moving from one setting to another. The transition process can be challenging for some children and young people with additional support needs. You should discuss any transition concerns with school staff and any professionals supporting your child.

Transitions will be discussed as part of the child or young person's planning process (CYPP). Additional arrangements (enhanced transition) may be agreed if appropriate.

The following leaflet explains the support that may be provided during this process:

[Microsoft Word - Leaflet 7 \(pkc.gov.uk\)](#)

Signposting

If you have any concerns about the support your child or young person is receiving, please contact their school in the first instance.

Each school has a 'named person' who serves as a clear point of contact for all children, young people, and their families. This person can provide access to ASN information, advice, and assistance. They can also offer insights into your child's progress and discuss the support currently in place [Named person - Getting it right for every child \(GIRFEC\) - gov.scot \(www.gov.scot\)](#)

In most primary school settings, the named person will be the Headteacher or Depute Headteacher.

If you require further advice or guidance, enquiries can also be made by emailing ASN@pkc.gov.uk.

Communication from school

Schools continually monitor and assess all children and young people's needs. If it is identified that your child requires additional support, the school will contact you to discuss this. Schools aim to offer support, advice and to agree appropriate interventions and next steps.

If your child has established additional support needs, you will be contacted throughout the academic year as agreed within your child's CYPP or CSP should there be any changes.

Occasionally, challenges may arise that negatively affect a child or young person's attendance and engagement. To address this, support for the child and their parents or carers through assessment, planning, and action is provided. Therefore, the school will contact you following the attendance guidance outlined below:

[Attendance Policy and Guidance for Education and ELC Settings.pdf \(pkc.gov.uk\)](#)

Online support and information

Enquire – This is a Scottish independent advice service for additional support for learning. It has two websites available www.enquire.org.uk (tailored for parents/carers and practitioners) and <https://enquire.org.uk/category/children-and-young-people-info/> (tailored for children and young people).

Enquire also provides a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school' <https://enquire.org.uk/enquire-resources/additional-support-for-learning-a-guide-for-parents-and-carers/>

PKC website - This has a variety of ASN information, along with links to related topics of interest: <https://www.pkc.gov.uk/article/17278/Schools-additional-support->

PKC Directory of Services – This offers comprehensive information on the various support services available to families locally and nationally. This includes designated sections on additional support needs, parenting advice and mental health support [Whole family support - Directory of services - Perth & Kinross Council \(pkc.gov.uk\)](#)

If you cannot access the internet, please ask the school office if you require copies of this information.

J Parental involvement/Parent Councils

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

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

The Parental Involvement Act aims to do several things:

it aims to help parents become more involved with their child's education and in schools

it places duties on Scottish Ministers and education authorities to promote parental involvement, and a duty on each education authority to produce a strategy for parental involvement

it introduces a new system of Parent Councils to replace School Boards, aiming to make it easier for parents to express their views

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

- support the school in its work with parents
- represent the views of all parents
- encourage links between the school, parents, pupils, pre-school groups and the wider community
- report back to the Parent Forum

There are currently 79 schools in Perth and Kinross which have established a Parent Council. For more information on the Parent Council for your child's school, please contact the Headteacher.

Advice, information and concerns

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

Read our [parental involvement webpage](#) for further information.

K Insurance

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

theft of personal belongings

a pupil's own negligent actions

the actions of a third party, such as another pupil

expensive personal items, for example mobile phones, personal electronic devices

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

L Child Protection/Looked-After Children

Child Protection

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

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

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

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

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

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

your child/children's school

the Child Protection and Duty Team on 01738 476768 (24-hour service)

visit the Council's [Child Protection webpage](#)

Looked-After and Accommodated Children (LAAC)

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

Each school has a designated Care-Experienced Teacher who deals with all matters relating to children who are 'looked after', for example accommodated in foster or residential care, or who are subject to a compulsory supervision order through the Children's Hearing.

This designated teacher will be responsible for monitoring the progress of looked after children in the school and will provide a source of advice if your child is looked after.

Read our [fostering, adoption and kinship care webpage](#) for further information on Looked-After services.

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 eight indicators - Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

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

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

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

Further information can be found on our [GIRFEC webpage](#).

M Access to information – parents and pupils

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

The regulations cover information which originated from a teacher or other employee of the education authority, the pupil to whom the information relates or a parent of that pupil.

The regulations only cover information relating to the school education of the pupil.

The request must be in writing (or other permanent format for future reference purposes, for example email/tape recording).

The parent seeking access must provide the Authority with sufficient information to satisfy the authority of his/her identity and to enable the Authority to locate the information requested. *

The Authority must comply with a request within 15 school days of receiving a validated request. A validated request means that the information requested at *(see above) has been provided.

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

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

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

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

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

School Records

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

If you would like to exercise your right to see your child's PPR, you should contact your child's school directly – [view contact information](#) for all Perth and Kinross Council schools.

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

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

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

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

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

N Transferring education data about pupils

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

What pupil data is collected and transferred?

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

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

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

View a complete list of the [Scottish Government's School Education data collections](#).

Why do we need your data?

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

plan and deliver better policies for the benefit of all pupils, or specific groups

better understand some of the factors which influence pupil attainment and achievement

share good practice

conduct teacher workforce planning

target resources better

enhance the quality of research to improve the lives of people in Scotland

provide a window on society, the economy and on the work and performance of government by publishing statistical publications and additional tables about School Education

providing school level information

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

View the [Scottish Government Privacy Notice for children and young people](#).

View the [Council's main education Detailed Privacy Notice](#).

Your data protection rights

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

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

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

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

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

General Data Protection Regulation gives you the right to access your personal data. This is known as a Subject Access Request. Further details of how to make a Subject Access Request online or using the Subject Access Request Form can be found our [Subject Access Request webpage](#).

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

Concerns

The Data Protection Officer for this data is the Data Protection and Information Assets Team, email dpa@gov.scot.

If you have any concerns around this data collection, please contact the Data Protection and Information Assets Team, or Mick Wilson, Head of Education Analytical Services (email Mick.Wilson@gov.scot).

You can also write to Education Analytical Services, Area 2A-North, Victoria Quay, Leith, Edinburgh, EH6 6QQ.

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

O Attendance

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

In working towards this, Perth and Kinross Council Education and Learning expects all schools to closely monitor the attendance of all children and young people.

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

A school may refer a child to the Scottish Children's Reporter for consideration of Compulsory Supervision measures if there are serious concerns about non-attendance. Perth and Kinross Council also has an Attendance Sub-Committee to consider serious cases of school non-attendance. The membership of the Attendance Sub-Committee is composed of Elected Members (Councillors) and parent representatives from Parent Councils in the area. It is advised by a representative of the Strategic Lead for Education and Learning.

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

For more information, visit our [school rules attendance and behaviour webpage](#).

P Family holidays

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

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

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

For more information, visit our [family holidays webpage](#).

Q Care standard inspections

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

Nursery inspection process

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

R School Crossing Patrollers

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

If this happens, Headteachers will inform parents.

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

S Employment of children

The employment of children under the age of 16 years is subject to compliance with Perth and Kinross Council byelaws which outline permitted types of employment and permitted periods of working.

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

Further details and an information booklet called 'The Employment of Children – Perth and Kinross Council Bye-Laws' is available on our [employment of children webpage](#).

For more information, telephone 01738 476200 or email FBSSchools@pkc.gov.uk.

T Childcare and Family Information Service

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

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

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

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

If you remain dissatisfied with the outcome of your complaint, you can contact the [Scottish Public Services Ombudsman \(SPSO\)](#). The SPSO is the final stage for complaints about most organisations providing public service in Scotland.

Their service is independent, free and confidential.

The SPSO cannot normally look at:

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

The SPSO's contact details are:

SPSO

Bridgeside House
99 McDonald Road
Edinburgh
EH7 4NS

Freepost SPSO

Freephone 0800 377 7330

Additional support for learning - resolving disagreements

There are routes for resolving disagreements where a child or young person has additional support needs. Further information is available in our **Information Sheet on Resolving Disagreements** available on the [Council's website](#) or by contacting ASN@pkc.gov.uk.

Child-friendly complaints - Children's Rights in Scotland

In Scotland, children and young people aged 17 years or under have the right to express their views on anything that affects them, including complaints made on their behalf or about issues which affect them.

Perth and Kinross Council follows guidelines from the Scottish Public Services Ombudsman (SPSO). Parents and carers can also find more information in the [SPSO Child-Friendly Complaints Parents Guide](#).

Further information is available on the [Council's website](#) or by contacting CustomerComplaints@pkc.gov.uk

V Further information

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

Education and Learning
Council Building
2 High Street
PERTH
PH1 5PH

Telephone 01738 476200

Email FBSSchools@pkc.gov.uk

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

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

All Council Services can offer a telephone translation facility.

BSL users can contact us via Contact Scotland BSL, the online British Sign Language video relay interpreting service. Find out more on the [Contact Scotland BSL website](#)