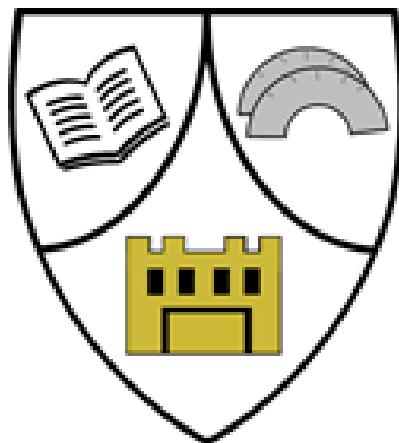


Ruthvenfield Primary School



School Handbook Academic Session 2026-2027



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



School information

The following information areas for inclusion in school handbooks meet the requirements of the Education (School and Placing Information) (Scotland) Regulations 2012.

The purpose of the handbook is to communicate the ethos of the school and provide a welcome for parents to the school, help parents to choose a school, prepare their child for school and act as a reference tool while their child is at the school. The handbook also communicates with parent about the child's learning journey and in doing so, facilitates parental involvement in the school and helps parents support their children.

1. Introduction
2. Delineated Area
3. Contact Details
4. School Ethos
5. Parental Involvement
6. Transitions
7. The Curriculum
8. Assessment & Reporting
9. Support for Pupils
10. School Improvement
11. School Policies and Practical Information
12. Name of Child Protection Officer

Introduction

Dear Parents and Carers,

I would like to take this opportunity to welcome you and your family to Ruthvenfield Primary School.

Ruthvenfield Primary School, built in 1868, is a small, non-denominational rural school situated in the hamlet of Ruthvenfield, just two miles west of Perth. Our school has grown from a one-teacher establishment to a vibrant learning community of 54 pupils across three classes. In 2006, an extension added an additional classroom and office areas. Our building has four classrooms as well as a multi-purpose room which serves as a dining hall and gym hall. Our playground includes a mature willow area with picnic benches, a football pitch, and a mud kitchen area. We also have a climbing wall, painted playground games, and a shelter shed. Beyond our school grounds, we have access to a large field for use in good weather and a trim trail jointly funded by the community and Parent Council. We are proud of our beautiful setting and the strong sense of community that surrounds us.

Our vision, DREAM BIG, inspires every child to aim high, believe in themselves and achieve their full potential. Through high-quality learning and teaching, we support pupils to become successful learners, confident individuals, responsible citizens and effective contributors. We value achievement in all its forms and strive to create a happy, safe and welcoming environment where learning is enjoyable, inclusive and meaningful.

We are proud of our many achievements. We were rewarded with a UNCRC silver award in 2018. In 2025 we were recognised with a Digital Schools Award as well as gaining our Level 1 Nurturing Schools Recognition.

Pupil leadership plays an important role in our school, with children having opportunities to be House Captains and Vice House Captains as well as being part of pupil-led committees. This year, our committees include eco, rights respecting, playground development and inclusive practices.

We believe that strong partnerships between home and school are key to every child's success. From the earliest stages, we work closely with parents and carers to ensure that your child's educational, social and emotional development is supported. Together, we aim to provide opportunities for every child to develop skills for learning, life and work while celebrating individuality and encouraging ambition.

This handbook provides an introduction to our school and a general overview of the education and experiences your child will enjoy here. It also reflects the caring, inclusive ethos that underpins everything we do. Further information can be found on our school website, or you are welcome to contact us directly with any questions.

We look forward to working with you and your family and hope your time with Ruthvenfield Primary School will be a very enjoyable experience.

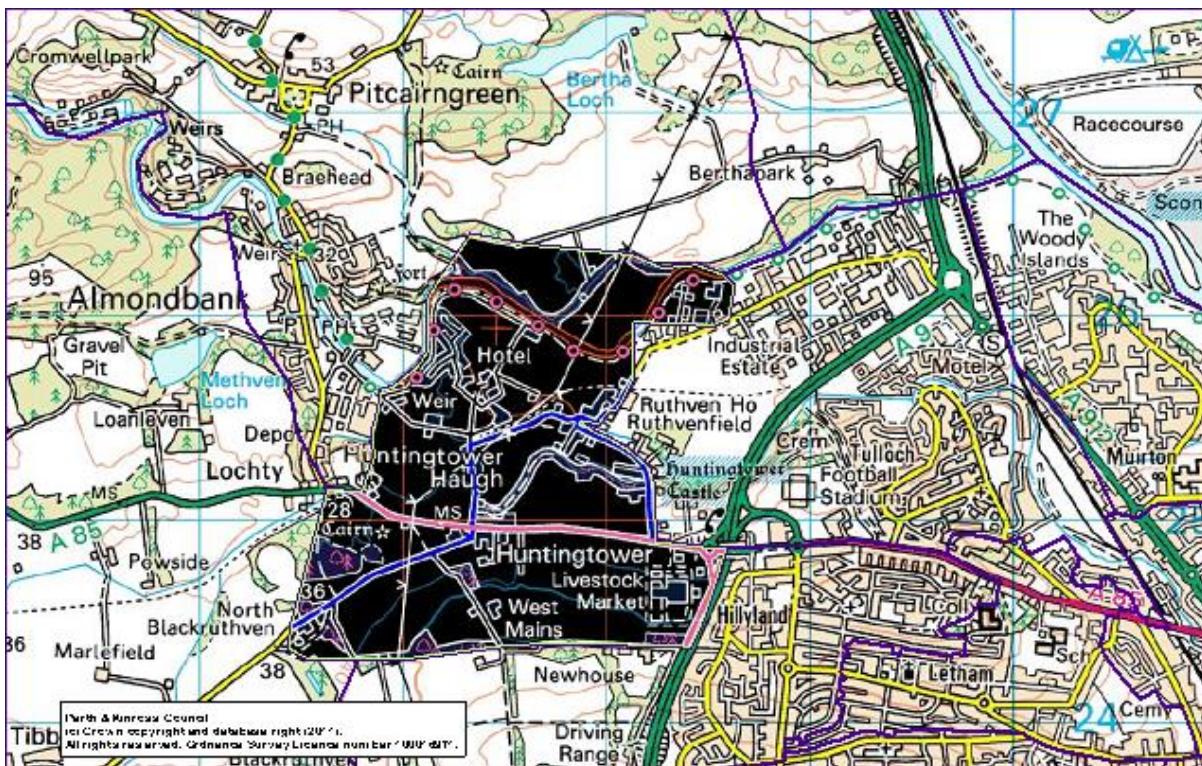
Yours sincerely,



Mairi Kennedy
Headteacher

Delineated Area

Priority is given to pupils within the catchment area shown below as per Perth and Kinross Council policy. For those residing outwith the delineated area, a formal Placing Request is required. This is subject to conditions and forms are available from the school and on the Council's website: <https://www.pkc.gov.uk/article/17301/Placing-request>.



Contact Details

Headteacher: Mrs Mairi Kennedy

Address: Ruthvenfield Primary School
Ruthvenfield
Perth
PH1 3JP

Telephone: 01738 452990

Email: ruthvenfield@pkc.gov.uk

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

Parent Council

Chair: Shona Condie
ruthvenfieldparentcouncil@aol.com

Status: non-denominational, co-educational, Primary 1 – 7

School Roll: 54, across 3 classes (P1/2, P3/4/5 and P6/7)

Concerns

Any concerns should be raised in the first instance with the child's class teacher. Please contact the school office to make an appointment. A response will usually be given within 24-48 hours. Beyond that, you may wish to seek an appointment with the Head Teacher. All concerns will be dealt with in accordance with the school's relevant policy and procedure.

Procedure in the case of pupil absence or sickness

Every school day matters—consistent attendance and being on time help children achieve their full potential. Parents and carers are legally required to ensure that their child attends school regularly. Absences should only occur for illness or exceptional circumstances, and the school must be informed promptly with a reason for any absence.

If your child is unwell and they are unable to attend school, please contact the school by 9:15am on the first morning. Where no explanation is received by 9:30am, school staff will telephone or text parents/carers to ensure your child is safe. If you know in advance that your child will be absent (e.g., for an appointment), please inform the school by letter or email stating the date and reason.

It is important we know the reason for any absence so it can be recorded accurately. For longer periods of illness and frequent absences, we may ask for medical evidence such as a doctor's note. Regular attendance is vital for learning, and unexplained or persistent sickness absence may lead to further follow up. Unexplained absences will be recorded as unauthorised.

Where possible, holidays should be taken out with term time as research shows this can disrupt learning and progress. If a holiday during term time is unavoidable, parents must submit a written request to the Headteacher. Please note that, in line with national guidance, all holidays taken during term time will be recorded as an unauthorised absence even if permission is requested. Regular attendance is essential for your child's education and persistent absence may lead to further action.

When there are concerns about low attendance, the school will action clear steps to address this with parents / carers. Attendance is monitored closely. If a child's attendance falls below an agreed level, the Head Teacher will follow up with parents/carers. This may begin with a formal letter offering support, but continued absence may lead to referral to the Perth & Kinross Attendance Sub-Committee. www.pkc.gov.uk/article/17427/Attendance.

If you are experiencing difficulties with your child's attendance, please speak to the school in the first instance.

If your child becomes ill or is injured during the school day, we will contact you to arrange collection. If parents cannot be reached, the child will be sent home with the emergency contact. In the event of an acute illness or injury and no contact can be made, the child will be transported to a doctor or hospital by staff car, taxi, or ambulance under staff supervision.

Please ensure the school has up-to-date emergency contact details and inform us of any medical conditions so we can support your child appropriately.

The complaints procedure

We aim to work closely with parents and carers to build positive, welcoming relationships based on trust and mutual respect. We aim to resolve any concerns quickly and informally. If you have a concern about your child's education or school experience, please speak to the class teacher or Headteacher in the first instance. A response in writing will be given within 5 working days. If the matter cannot be resolved at school level, you can make a formal complaint through Perth and Kinross Council's Complaints Procedure, which ensures complaints are handled fairly and promptly.

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

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

Arrangements for visiting the school

Prospective parents are welcome to visit the school at a mutually convenient time. During your visit, the Headteacher will give a tour of the school and answer any questions you may have. You can also find out more information on our school website. Please note that we only accept children living within our catchment area. When registering, please have your child's birth certificate, a current utility bill and your council tax documentation ready for photocopying.

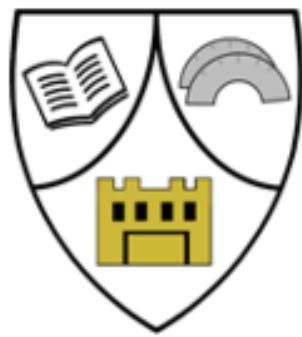
Communication with Parents

Ruthvenfield Primary School values strong partnerships with parents and welcomes regular contact. We use a variety of methods to keep you informed and involved. These are:

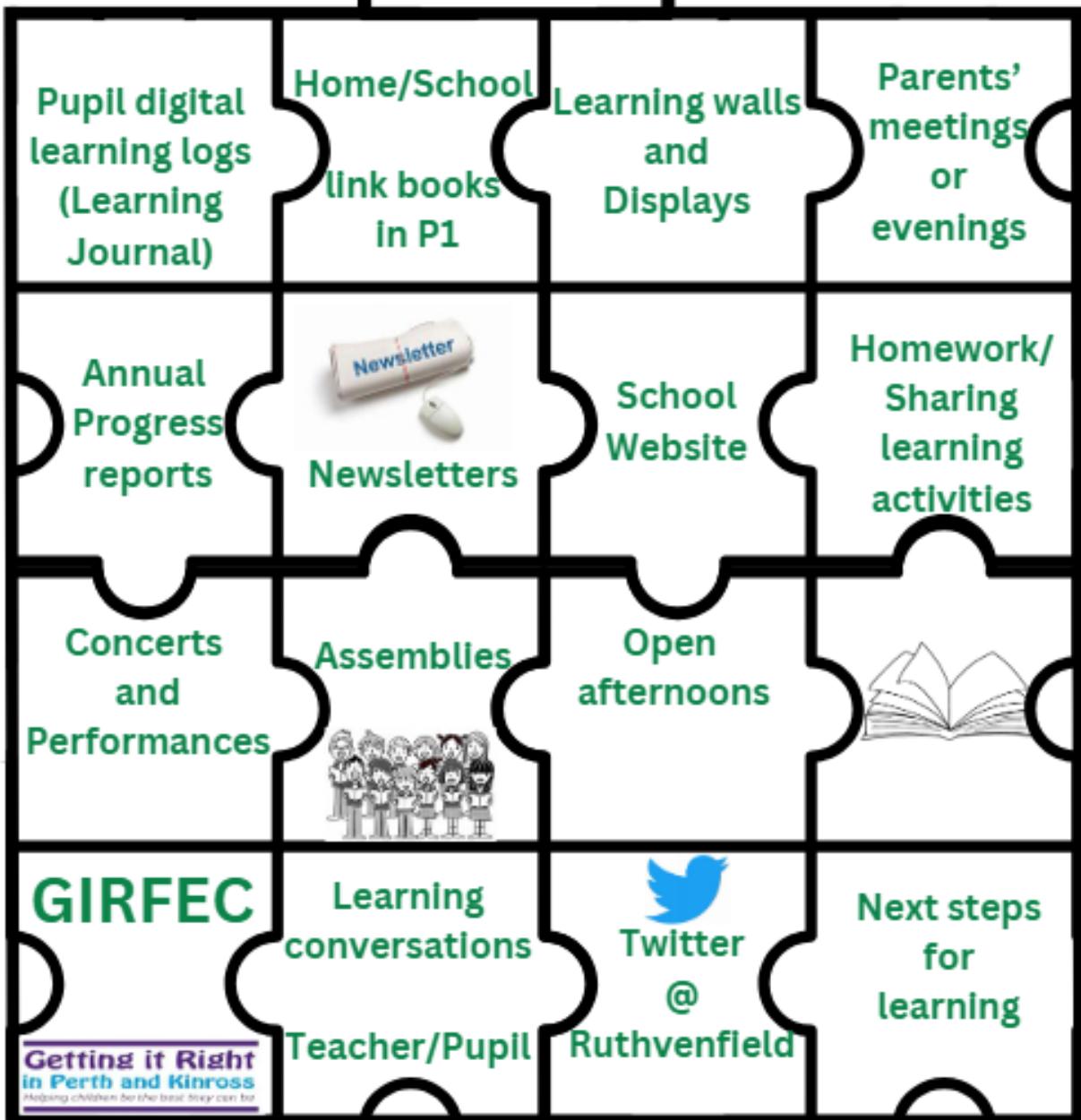
- School website
- newsletters
- phone calls
- emails from school office
- Interim Report (once a year)
- Summary Report (once a year)
- Parent Contact (twice a year)
- Learning Journals
- Meet the Teacher (once per year)
- Sharing the Learning Events (three times per year)

We encourage parents to share any information that will help us support your child's learning and wellbeing. If you would like to speak with a teacher, please make an appointment with the school office.

Please follow the link to our school's Communication Policy: [School-Parental-Carer-Communications-Policy.pdf](http://www.pkc.gov.uk/complaints)



Hardworking, Happy
and Confident



Getting it Right
in Perth and Kinross
Helping children be the best they can be

School Ethos

Our 'DREAM BIG' vision is of a motivated and happy school community where achievement is valued and encouraged through a positive ethos towards learning, work and relationships. We strive to ensure that opportunities exist for all the children in our care to achieve their potential.

Our Values:



We aim:

- to provide excellence in Learning & Teaching and Achievement for all
- to provide a safe and nurturing environment for learners
- to support all members of the school community through effective communication and shared goals

We reinforce the school ethos using our House System on a daily basis. All pupils belong to four houses and collect points for merit based on the school values. The Houses are named after the local area – Gowrie, Huntingtower, Ruthvenfield and Tibbermore.

We celebrate Pupil achievement through our Wider Achievements display and on Learning Journals. If your child has a wider achievement, please share this with the school so we can celebrate this too.

At Ruthvenfield Primary School, we are committed to fostering pupil voice, leadership and active participation in school life. By empowering our learners to take an active role in shaping their school experience, we support the development of the four capacities of Curriculum for Excellence: helping our learners develop the skills to become successful learners, confident individuals, responsible citizens and effective contributors.

We show a commitment to pupil voice, through our recently introduced pupil-led committees, giving children regular, meaningful opportunities to lead, collaborate, and influence positive change across the school. Pupil-led committees align with national priorities around pupil participation and rights-based education.

Each fortnight, our learners will join, in vertical groups, the committee they have signed up to. To lead change, the groupings will work together for a school session. Our committees are eco, rights respecting, playground development and inclusive practices.



Partnerships with the Church

Our school has strong links with our local church at Almondbank and Pitcairngreen. The Gospel Hall lead sessions and share messages with the pupils in some of our Assemblies.

Ruthvenfield Primary School in the community

The school encourages links with the community. Each year we hold a MacMillan Coffee Morning for our Ruthvenfield families and community members. We work closely with Perthshire Rugby and engage in the sporting events delivered by our Active Schools Coordinator at Bertha Park High School. Our Community Christmas Fayres happen every second year, often inviting local community members to attend and sell their goods.

Positive Relationships

At Ruthvenfield Primary, positive behaviour and motivation are rooted in strong relationships and a supportive ethos. Staff model respect and empathy through greetings, active listening, and creating safe spaces for self-regulation. Learners are empowered through class charters, school values, and programmes like Colour Monsters, EmotionWorks and Bounce Back, which build emotional literacy and resilience.

In addition to the positive strategies that form the core of our behaviour blueprint (please see below), Ruthvenfield Primary School uses restorative approaches in line with Perth and Kinross guidance ([restorative approaches.pub](#)). Restorative Approaches are aligned by the philosophy and practices of restorative justice, which prioritise repairing harm and restoring relationships over assigning blame and dispensing punishment.

Recognition systems such as house points, positive notes home, and assembly awards celebrate success, while restorative approaches ensure harm is repaired and relationships strengthened. By combining clear expectations, pupil voice, and inclusive strategies, we create an environment where every child feels valued, motivated, and ready to thrive.



RUTHVENFIELD PS

Behaviour Blueprint



Consistencies

1. Daily Meet and Greet with a smile
2. Kind Words -appropriate voices, good manners
3. Respectful Actions - holding doors, good listening, caring for our learning environment and resources
4. PACE Approach (Playfulness, Acceptance, Curiosity, Empathy)

Daily Routines

1. Responsible and safe walking (in lines, one behind the other)
2. Being ready and on time (tidy up when asked; line up when asked, follow instructions promptly)
3. Classes collected quickly and promptly
4. Focus and praise those doing the right thing

Recognition

1. House Points
2. Star of the Week recognised in weekly Assemblies
3. Achievements shared in Assembly
4. Wonderful Work Wall in Classes
5. Achievement Board to recognise and celebrate wider achievement
6. Success shared with families on Learning Journals
7. End of Year Awards



Scripts and Mantras

1. Bounceback Acronym
2. Colour Monsters and EmotionWorks language
3. Emotional Check ins
4. Use the child's name
5. Self regulation language:

I noticed you are...

Remember, we show (add value) because (give reason).

Let's try that again, but this time (give expectation).

I need you to.... Can you show me how we can do that?

Thanks for listening.

Stepped Consequences

Every day is a new start!

1. Calm reminder of school values and expectations
2. Check in to have a chat and check needs are met
3. Clear and private reminder
4. Additional Opportunity
5. Calm / Reflection Time
6. Support from Senior Leadership Team
7. Repair and possible consequence

Restorative Conversations

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

These conversations are supported through the use of a FIX IT Folder or CALM Kit.

Visuals are used to support our Rights Respecting Actions.

Our pupils think Ruthvenfield Primary School is....



Parental Involvement

Communication with Parents

In our school we believe that children thrive when home and school work together. We value the role parents and carers play in supporting learning and aim to keep you fully informed and involved in school life.

We continue to communicate with parents and carers regularly. Our website is regularly updated to share key information and calendar dates. Achievements and learning are shared through our online Learning Journals. Our monthly newsletter keeps parents up to date with what is happening in school. Our recently introduced Sharing the Learning events are a great way for parents to come into the classroom and take part in learning activities with their child. The school communicates its intentions in relation to the delivery of high-quality education through the School Improvement Plan and Standards and Quality Report.

An Interim Report is shared in November followed by a Summary Report in March. There are two Parent Contact sessions a year where teachers will share a general progress report. The Scottish Schools (Parental Involvement) Act 2006 sets out three broad areas in which

parents and carers can be involved in their child's education.

- **Learning at Home:** The Act aims to help parents become more involved in their child's learning. Our Learning Trees are shared via Learning Journals so parents and carers are aware of what is being taught in school and gives suggestions on how you can support your child at home.
- **Home-School Partnership:** The Act aims to promote parental involvement. Our school involves parents in completing surveys, sharing ideas and suggestions. We invite parents in to Sharing the Learning Events. Where possible, parents will accompany classes on school trips.
- **Parental Representation:** The Act includes all parents as members of the school's Parent Forum. As such, your thoughts will be sought on a wide range of issues and topics. Parental evaluation of the school's performance is gathered on an annual basis and evidence from this is shared in an open way and contributes to the School Self Evaluation. From the Parent Forum, a Parent Council will be elected.

Ruthvenfield Primary School has an active Parent Council that meets termly. Parents are welcome to join the Parent Forum and share their views with the Parent Council. The AGM of the Parent Council is held during the Autumn term.

Present Parent Council Members are:

Chairperson: Shona Condie

Treasurer: Julie Jack

Secretary: Jon Storer

Ruthvenfield Primary School has staff on duty at reception from 8.30am– 4pm. The school also has an answering service. The Head Teacher is also available to meet with parents; however it is best to arrange an appointment. We strive to be responsive to communications within 24-48 hours.

For further information about parental involvement visit:

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

Transitions

From Nursery to Primary One

The transition from nursery and preschool settings is supported by a 'moving to primary school programme'. This programme involves meetings between P1 teachers and nursery staff, visits to preschool centres and joint planning for transition. Pupils and parents are involved in an orientation visit together and then a further visit for pupils only and there is an opportunity for them to stay for lunch on that day. Pupils are also supported in their transition to primary school by buddies from Primary 7.

From Primary Seven to Secondary One

The transition from primary to secondary is supported by a transition programme with some key components. Initial meetings usually take place for pupils and parents with the secondary school, usually during term 2. This is followed by a visit from the Secondary Head Teacher to Ruthvenfield Primary or a 'Roadshow Event' where staff and pupils from Bertha Park High School visit our school to showcase all that is on offer within the secondary experience. During term 4 a series of transition events bring clusters of primary schools together to focus on the social and emotional aspects of moving to secondary school. Near the end of term 4 there are 2 formal transition days where Primary 7 pupils attend secondary school and experience their S1 timetable. These are usually in mid- June. Primary 7 pupils complete a learner profile during their final year at primary school, and this document summarises the pupil's achievements, skills and aspirations in learning. This profile along with a full curricular report is shared with secondary staff to ensure continuity and progression in learning. There is also a meeting between P7 teachers and the secondary school for pupil support prior to transition.

Enhanced Transition arrangements exist for pupils with additional support needs. This process begins with an ASN Transition meeting involving parent/carers, school staff from both primary and secondary and all other relevant professionals.

Bertha Park High School is the destination secondary school for pupils from the catchment area that includes Ruthvenfield Primary. Please find the school contact details below.

The Bertha Park High School catchment area includes pupils from the Local Development Plan (LDP) housing areas at Bertha Park, Almond Valley and Perth West. They are joined by the primary school catchment areas serving Auchtergaven, Logiealmond, Methven, Pitcairn, Ruthvenfield, Oudenarde, Forgandenny, Forteviot and Dunbarney.

Bertha Park High School opened in August 2019 with S1 and S2 pupils transferring from Perth Grammar School.

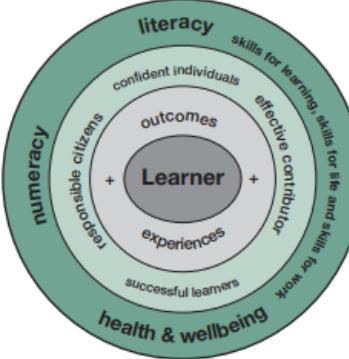
School Address

Bertha Park High School
Perth
PH1 3SW

Tel: 01738 452300
Website: www.berthaparkhigh.org.uk
Email: BerthaParkHSP@pkc.gov.uk
Twitter: @berthaparkhigh

The Curriculum

A curriculum framework to meet the needs of all learners 3 – 18
A schematic guide for curriculum planners

<p>Values Wisdom, justice, compassion, integrity</p> <p>The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.</p>	<p>The curriculum: 'the totality of all that is planned for children and young people throughout their education'</p> <ul style="list-style-type: none">• Ethos and life of the school as a community• Curriculum areas and subjects• Interdisciplinary learning• Opportunities for personal achievement	<p>Learning and teaching</p> <ul style="list-style-type: none">• Engaging and active• Setting challenging goals• Shared expectations and standards• Timely, accurate feedback• Learning intentions, success criteria, personal learning planning• Collaborative• Reflecting the ways different learners progress
<p>Experiences and outcomes set out expectations for learning and development in:</p> <ul style="list-style-type: none">• Expressive arts• Languages and literacy• Health and wellbeing• Mathematics and numeracy• Religious and moral education• Sciences• Social studies• Technologies <p>Curriculum levels describe progression and development.</p>		<p>All children and young people are entitled to experience</p> <ul style="list-style-type: none">• a coherent curriculum from 3 to 18• a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment• a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities• opportunities for developing skills for learning, skills for life and skills for work• opportunities to achieve to the highest levels they can through appropriate personal support and challenge• Opportunities to move into positive and sustained destinations beyond school
<p>Personal Support</p> <ul style="list-style-type: none">• review of learning and planning of next steps• gaining access to learning activities which will meet their needs• planning for opportunities for personal achievement• preparing for changes and choices and support through changes and choices• pre-school centres and schools working with partners	<p>Principles for curriculum design:</p> <ul style="list-style-type: none">• Challenge and enjoyment• Breadth• Progression• Depth• Personalisation and choice• Coherence• Relevance	<p>Arrangements for</p> <ul style="list-style-type: none">• Assessment• Qualifications• Self-evaluation and accountability• Professional development <p>to support the purposes of learning</p>

As we prepare our children for the future in our fast-changing world and equip them for jobs which may not yet exist, Curriculum for Excellence guides us in our delivery of a broad general education for all learners aged 3-18.

The structure of Curriculum for Excellence entitles every child with opportunity to acquire depth of knowledge in some areas and to develop skills for learning, skills for life and skills for work. The learning experiences we deliver offer learners the opportunity for personalisation and choice. Learning activities are structured to ensure children work at a pace they can cope with and with the challenge they will thrive on. Plans and experiences link knowledge in one curriculum area to that in another, helping children to understand the world and to make connections. Children learn to think for themselves, make sound judgements, challenge opinions, enquire and find solutions.

Curriculum for Excellence empowers our teachers to make professional judgments about what and how they teach. It encourages creative approaches and promotes cooperative strategies as we seek to engage, motivate and inspire our learners.

Progress in learning continues to be assessed in rigorous ways throughout a young person's time at school. All staff have a responsibility to develop, reinforce and extend learning in

Literacy, Numeracy and Health and Wellbeing for all our learners. We continue to offer personal support to help young people fulfil their potential and make the most of the opportunities we offer. Ultimately Curriculum for Excellence aims to improve the life chances of all our children and young people, to nurture them as successful learners, confident individuals, effective contributors and responsible citizens.

The curriculum is grouped into eight broad subject categories:

- Literacy and English
- Expressive Arts (Art and Design, Dance, Drama and Music)
- Health and Wellbeing
- Numeracy and Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies
- Modern Languages

• **Literacy and English** (reading, writing, listening and talking)

Literacy and language are at the heart of learning and development. Children develop literacy skills through a wide range of meaningful experiences across all areas of learning. They learn to listen and talk for different purposes, read with understanding and write to communicate ideas clearly. Skills are built progressively, from exploring sounds and words in the early years to analysing texts and creating extended pieces of writing in the upper stages. Literacy is embedded in every subject, giving children plenty opportunities to supply their skills in real-life contexts, think critically and express themselves confidently.

• **Expressive Arts**

Art and Design

In Art and Design, children have opportunities to explore their creativity and express ideas through visual media. They learn to experiment with colour, shape, texture and form using a variety of materials and techniques.

Drama

In Drama, children have opportunities to develop creativity, confidence and communication skills. They learn to create and sustain roles, using movement, voice and expression to bring ideas to life. Drama activities help pupils work collaboratively, listen to others, and build shared performances. Children also explore how to use props, sound and lighting to enhance their work and consider the audience and atmosphere when presenting.

Our children put their expressive arts skills to good use in our biennial whole school Christmas performance.

Music

Music is taught by the class teachers through active, practical experiences that make learning enjoyable. Teachers use a mix of approaches, including singing, playing percussion instruments, listening to different styles of music and creating simple compositions. Lessons involve movement and rhythm to develop coordination and a sense of beat. Music is integrated across the curriculum, e.g. linking songs to cultural traditions in

Social Studies.

Each week, our violin teacher Mrs Mattner will deliver free tuition to some of our middle and upper stage children.

- **Health and Wellbeing**

Health and Wellbeing allow for children to develop skills to maintain physical, emotional and social wellbeing. In the early years of primary school, learning will focus on feelings, building friendships and learning simple safety and hygiene routines. As children move into the middle stages of primary they will learn about healthy lifestyles, resilience, decision-making and managing risk. Within Health and Wellbeing, sits Physical Education. Children will develop skills for physical activity, teamwork and problem solving through PE and outdoor learning. By the upper stages, children will be encouraged to take responsibility for their own health, understand relationships and make informed choices that support wellbeing.

- **Numeracy and Mathematics**

Numeracy and Mathematics are essential for everyday life and future learning. In primary school, children develop skills in number, money and measurement, as well as shape, position, movement and information handling. They learn to calculate, estimate and interpret data, and build confidence in problem solving in real life contexts. Progression begins with understanding numbers and patterns in the early years then moving towards more complex operations, fractions and problem-solving strategies in the upper stages. The teaching of these skills is delivered by teachers in a variety of ways: through a maths scheme, active learning both in the classroom and through outdoor learning as well as digital tools.

- **Religious and Moral Education**

Religious and Moral Education plays an important role in the development of children's personal and social growth as it encourages them to think about moral issues, fairness and respect for others. Children explore beliefs, values and traditions from Christianity and other world religions. This is done through stories, celebrations and real-life contexts whilst children learn about diversity and the importance of living responsibility in a global community. Assemblies take place weekly and throughout the year, religious observance is planned by the school with support from the local minister and other speakers from community organisation.

Guidance issued by the Scottish Government clarifies the current position regarding religious observance provision in Scottish schools. Information can be found here:
<https://www.gov.scot/publications/curriculum-for-excellence-religious-observance/>

Parental Rights

Under the terms of the Education (Scotland) Act 1980, "any pupil may be withdrawn by his/her parents from any instruction in religious subjects and from religious observance". Any parent who wishes to exercise this right should submit a request in writing to the Headteacher.

- **Sciences**

Science helps children develop curiosity and understanding of the world around them. Through practical investigations and problem-solving activities, pupils learn to ask questions,

make predictions and test ideas. They explore topics such as energy, forces, living things and the environment, building skills in observation, measurement and recording. Science encourages critical thinking and teamwork as children learn to interpret results and share findings.

- **Social Studies**

This curricular area supports children in understanding the world by exploring people, past events, places, societies and environments. Pupils develop skills in investigation, critical thinking and decision-making. They learn to ask questions, interpret evidence and consider different perspectives, all while building an understanding of how communities function and how individuals can contribute responsibly. These experiences children develop over their primary education encourage curiosity, problem-solving, and informed citizenship, preparing children to engage confidently with local and global issues.

- **Technologies**

Technologies allow for pupils to develop practical skills and creative thinking while learning how things work in the world around them. They will explore areas such as design and engineering, food technology, textiles, and digital technologies. In these areas, children will plan, create and evaluate solutions to real-life problems whilst using tools and materials safely and responsibly. Digital learning is a key part of this, supporting skills in coding, online safety and using technology for research and communication. These experiences prepare children for life and work in an increasingly technological society.

- **Modern Languages**

The Scottish Government's 1+2 Language Policy means that every child has the opportunity to learn two additional languages during their time at school. All children from P1-P7 take part in active and engaging ways to learn French. In Primary 5 a second language is introduced. Children learn the languages using songs, games, stories and digital tools to make it fun and meaningful. This approach helps children develop listening, talking, reading and writing skills in another language while building cultural awareness and confidence.

The curriculum is delivered through both discrete subject based programmes, and interdisciplinary learning projects. Appropriate and regular use is made of the natural environment for outdoor learning, educational visits and experiences to enrich the curriculum. These methods equip pupils with the development of skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

Learners are involved in planning their learning through regular teacher interaction about progress and next steps and also within broader topics of study.

A weeklong residential experience is offered to pupils during their Primary 6 or Primary 7 year. The purpose of the visit is for social and emotional development as pupils approach transition, and Health and Wellbeing as pupils participate in a multi activity programme of Outdoor Activities.

In addition to learning that takes place within discrete year groups, Ruthvenfield Primary has a structure of leadership and committees that involve learners from P1-7. Our leadership roles and committees vary depending on the current need within the school community and often include:

- House and Vice Captains / House Groups
- Pupil led Committees
- Junior Road Safety Officers (JRSOs)
- iBike Crew
- Buddy Programme
- Restorative Mentors

Sensitive aspects of learning

As learners enter the upper stages of primary, the curriculum content in Health and Wellbeing includes some sensitive topics like relationships, sexual health, parenthood and drugs awareness. These topics are always given careful consideration and parents will be informed in advance with an opportunity to view materials where appropriate. These resources can be viewed within the Parent Section of our school website.

Assessment & Reporting

Pupil progress is assessed on a continual basis. The sharing of learning intentions and success criteria is embedded in learning and teaching strategies at Ruthvenfield Primary. Pupils understand and can share their next steps in learning. The evidence gathered from assessment informs future planning for learning. Assessment methods also include Scottish Standardised National Assessments as per national and regional guidance from 2018.

Progress in learning for each pupil is tracked with rigour and based on robust evidence. This is shared regularly with pupils, and the results form the basis of an oral report given to parents/guardians twice annually at contact times. Formal tracking of progress is completed at three key points through the academic session and data for P1, P4 and P7 pupils is submitted to Perth and Kinross Council on an annual basis.

An interim and summary report is issued in November and March respectively. These reports contain information about progress and next steps in learning. A copy of each Primary 1-7 report follows the child to Secondary School and if moving to any other Primary School.

Support for Pupils

At Ruthvenfield Primary School we recognise that children or young people may need additional support at any time during their school life. We also recognise that any number of different circumstances can affect an individual child's ability to learn. Support may need to come from health, social work or certain voluntary organisations, as well as from within education. Whatever your child's needs, we will strive to identify them as early as possible and provide the necessary support in a way that does not make your child feel singled out.

We currently have a Pupil Support Teacher who visits the school one day every fortnight. The teacher provides advice, guidance and support for pupils. Support for Learning staff work in partnership with class teachers to ensure that appropriate provision is made for all pupils.

Key features of the work undertaken to fully support pupils with Additional Support Needs includes:

- assessing the learning needs of individual pupils
- identifying appropriate strategies, courses and materials to address learning needs
- work with the CIRCLE Framework ([CIRCLE resource to support Inclusive Learning and Collaborative Working \(Secondary\) | Resources | Education Scotland](https://www.educationscotland.gov.uk/secondary/curriculum-and-qualifications/circle-framework/circle-resource-to-support-inclusive-learning-and-collaborative-working-secondary/)) to identify any changes required and to support the measurement of progress
- working in close partnership with parents/carers, pupil support staff and support agencies.

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

It is our aim to always promote the maximum degree of independence in learning, personal management and social activity of each child.

Potential Additional Support Needs are identified by teachers and progressed by referring pupils through the school's ASN process. Parents, carers, pupils where appropriate and other professionals will be invited to attend a formal Child or Young Person's Plan (CYPP) in school. If you feel that your child has an additional support need that has not been identified, please contact the Headteacher in the first instance.

The key adult with the overall picture of your child's progress (named person) is the Headteacher of the School. Contact can be made with the Headteacher by email: ruthvenfield@pkc.gov.uk or by calling 01738 452990.

In addition to the information shown above, the following information specified by the Education (Additional Support for Learning) (Scotland) Act 2009 can be found on the Perth and Kinross Website by following the link below:

- the authority's policy in relation to provision for additional support needs,
- the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.
- the other opportunities available under this Act for the identification of children and young persons who -
 - a) have additional support needs,
 - b) require, or would require, a co-ordinated support plan,
 - c) the role of parents, children and young persons in the arrangements referred to in paragraph
 - d) the mediation services provided
 - e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

Further Advice on Additional Support Needs

Further advice, information and support to parents of children and young people with Additional Support Needs (as specified by Scottish Ministers) is available. 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: 0345 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

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

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

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

School Improvement

The main achievements of Ruthvenfield Primary School can be found in our Standards and Quality Report, published annually in June. This report contains the main achievements of the school over the last 12 months.

https://blogs.glowscotland.org.uk/pk/public/ruthvenfieldprimaryschool/uploads/sites/7083/2025/10/01132749/Ruthvenfield-SQR-2024-25.pdf?attachment_id=585

Information regarding the school's performance at local and national level can be obtained from inspection reports produced by Perth and Kinross Council and Education Scotland. This is available by following the link: <https://www.pkc.gov.uk/article/17550/Ruthvenfield-Primary-School>. The most recent Education Scotland Inspection was in October 2016.

Copies of the Standards & Quality Report are available on request, either by email or as a paper copy. Please contact the Head Teacher or the School Office on 01738 452990.

School Policies & Practical Information

Our school policies can be located on our school website:

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

PKC policies can be located here: <https://www.pkc.gov.uk>

Organisation of the school day

School opens: 0900
Playtime: 1040 – 1100
Lunchtime: 1220-1320
School ends: 1520

Attendance

Children must attend school regularly, a telephone call or email no later than 9.15am on the morning of absence is required and also a written explanation of absence must accompany the child on his/her return to school. Cases of significant or repeated unexplained absence have a detrimental effect on a child's education and are normally referred to the Education Support Service for specialist help. Should this pattern of absence continue the school may refer the case to the Area Attendance Sub-Committee and the parents/carers will have to appear to explain the child's absence. The final referral, if this proves to be necessary, would be to the Reporter to the Children's Panel.

Homework

Homework is given at all stages. It is relevant to the work done in the classroom. The co-operation of parents/carers is greatly appreciated.

- Primary 1 – 3 Reading, Phonics, Number work
- Primary 4 – 7 Reading, Spelling, Language and Number work

From time to time, the children are asked to work on an assignment, which is an extension of the work relating to the centre of interest being developed in the classroom.

School Uniform

The wearing of school uniform is actively encouraged at all times. The school uniform consists of:

Girls	grey skirt / pinafore / trousers	white socks
	white blouse	green tie
	green and white checked dress	black shoes / sandals
Boys	grey shorts / trousers	grey socks
	white shirt	green tie
	black shoes	
P.E.	green shorts	
	short sleeve white pique shirt	
	black / white gym shoes	

No jewellery should be worn during PE lessons.

Parents/carers can order school uniform direct from Border Embroideries <https://www.border-embroideries.co.uk>. A small stock of new items are held in school (dark green V-neck knitted jumpers and cardigans, sweatshirts, PE shorts, t-shirt and gym shoes). We also have a uniform swap shop within school. Please contact the School Office to obtain further details.

School Clothing Grants are payments given to assist with the cost of purchasing essential school clothing for school pupils up to the age of 16. Further information is available on the Council's website at the following address: <https://www.pkc.gov.uk/freeschoolmeals>.

Indoor Shoes

We ask all children to change their shoes in school. Please provide a pair of clean trainers or plimsolls that can be kept in school for daily use. Wearing indoor shoes helps keep our floors clean and free from mud, creating a safer and more comfortable environment for everyone.

School Lunches

Children may have a school meal, bring a packed lunch or go home for lunch. All lunches are eaten together in our dinner hall.

From session 2022, all school meals for pupils in Primary 1-5 are free of charge.

In 2025-26 a school meal costs £2.30.

Ruthvenfield Primary School is a Cashless School and all school meals, trips etc should be paid for through ParentPay online or by using Pay point. You will be given a letter to get you set up on ParentPay when your child starts school with us.

Free School Meals are offered to children of families who are in receipt of certain benefits. Further information can be found on the Council's website at the following address: <https://www.pkc.gov.uk/freeschoolmeals>.

Extra Curricular Activities

During a pupil's primary years, curling sessions will be offered. This is usually in Primary 5-7 and pupils attend Dewar's Curling Rink in Perth.

A residential experience for P6/7 pupils is offered once during their time at primary school.

The school is fortunate in having the use of a large playing field adjacent to the school. During the good weather, sports and games are played e.g. hockey and football.

School outings are a valuable aid to developing learning and whenever possible, are arranged throughout the year. Parental participation is encouraged.

A variety of School Clubs are offered throughout the session depending on availability of teachers, Active School coordinators and volunteers to run these clubs.

School Rules

The code of acceptable behaviour is underpinned by our Vision, Values and Aims. It informs

the guide to appropriate relationships that is expected at all times. Parent/carer co-operation in helping to maintain this is very much appreciated.

The school employs the 'RespectMe' Perth and Kinross Anti Bullying Strategy. This policy has been developed by PKC in partnership with NHS, Police Scotland and the charitable organisation 'RespectMe'. Further guidance on this Authority wide policy can be found at <https://www.pkc.gov.uk/article/17426/Bullying-and-harassment>.

Pupils are expected to be punctual, come straight to school, return straight home and to remain within school grounds until the end of the school day. Children are expected to adhere to school rules, which have been made with their health and safety in mind.

Exclusion

Regarding exclusion, a school is entitled to exclude a pupil when all other behaviour management strategies have been exhausted, and it can clearly be shown that the pupil will not abide by the rules, regulations and disciplinary requirements of the school. Exclusion will not exceed 3 days in the first instance and 5 days for a repeated breach of discipline. Exclusion would be accompanied by a letter requesting the parents/guardian to attend the school as soon as possible to discuss the problem and reach agreement so that the pupil can be readmitted as soon as possible.

Composite Classes

Due to the small size of Ruthvenfield Primary School, composite classes are necessary to accommodate the 7 year stages. A composite class is one where children of two or more year stages are grouped together to form a class. Composite classes are formed as schools are staffed to agreed standards based on the total number of pupils within the school regardless of the number of children at each year stage. In accordance with Perth & Kinross Council policy, the Head Teacher organises the classes to make best use of available staff, resources and space. Both educational and organisation factors are taken into consideration.

In Perth & Kinross composite classes are normally formed on the basis of age.

Further information on composite classes is available in the 'Your Child in a Composite Class leaflet available from the school and the Perth & Kinross Council Website which can be accessed at the following address:

<https://www.pkc.gov.uk/article/17302/Structuring-of-classes-in-primary-school>

Health Care

Routine medical tests and dental inspections take place at school once a year including the annual flu immunisation programme. Any medical condition suffered by a pupil should be made known to the Head Teacher and school staff. If any course of medication is being taken, we will ask you to complete the appropriate Administration of Medicine Form which can be obtained from the School Office or from the school's website. All such information will be treated in strict confidence. In emergency, accident or illness, the parent/**carer** or emergency number will be contacted

Arrangements for Emergency Closures

If there is a planned school closure parents/guardians will be informed by email beforehand. If the school is to close for any unplanned reason during the school day, the first contact will be a message sent to emergency contacts.

In all instances of school closure due to severe weather a broadcast will be made on Radio Tay. The PKC customer service centre will also be able to give details. When widespread conditions exist across Perth and Kinross the council website and X (formerly Twitter) and Facebook account will give details and broadcasts will also be made by Radio Heartland and Radio Central.

Emergency contact information will be required on registration and this should be kept current.

School Terms and Holidays 2026-2027				No of School Days - Pupils	No of School Days - Staff
Autumn Term	Start - Staff	Monday 17 August 2026	In-Service Day (1)	39	40
	Start - Pupils	Tuesday 18 August 2026			
	End	Friday 9 October 2026			
Autumn Holiday	Start	Monday 12 October 2026		10	10
	End	Friday 23 October 2026			
Winter Term	Start	Monday 26 October 2026		41	43
		Thursday 12 November 2026	In-Service Day (2)		
		Friday 13 November 2026	In-Service Day (3)		
	End	Wednesday 23 December 2026			
Christmas Holiday	Start	Thursday 24 December 2026		10	10
	End	Wednesday 8 January 2027			
Spring Term	Start	Thursday 7 January 2027		52	53
		Wednesday 10 February 2027	In-Service Day (4)		
		Thursday 11 February 2027	Occasional Holiday (1)		
		Friday 12 February 2027	Occasional Holiday (2)		
	End	Thursday 25 March 2027			
Spring Holiday	Start	Friday 26 March 2027		11	11
	End	Friday 9 April 2027			
Summer Term	Start	Monday 12 April 2027		58	59
		Monday 3 May 2027	May Day Holiday		
		Friday 28 May 2027	In-Service Day (5)		
	End	Friday 2 July 2027			
				190	195
Notes: Easter Sunday - 28 March 2027					

Name of Child Protection Officer

A member of staff in each school has been appointed to be responsible for Child Protection matters and the Authority has provided special training.

In our school, that person is Mrs G Scrimgeour (Designated Officer – Child Protection).

Should you wish to talk further about Child Protection and the safety of children, please feel free to contact the school. As a school, we have good contacts with School Medical Officers, Social Workers and the Police, any or all of whom may be involved if abuse is suspected. We will always ensure that you are informed and participate in any action, which we may initiate regarding your child.

Child Protection Duty Team - (24 hours)	01738 476768
Police (Non-Emergency Number)	101
In an emergency call 999	999
NHS 24	111
Childline	0800 1111
Crimestoppers Scotland	0800 555 111

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 'indicators':

Safe Healthy Achieving Nurtured Active Respected
Responsible Included

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

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

The Child or Young Person's Plan is one single plan which coordinates all the services and

agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

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:

- 1 School information
- 2 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:

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

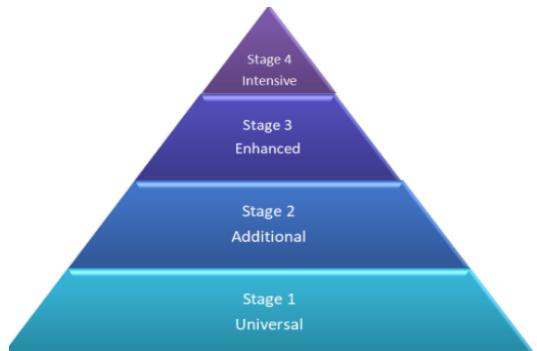
Where appropriate, the Authority may provide free transport for pupils who attend a special school or specialist unit.

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 \(pkc.gov.uk\)](https://www.pkc.gov.uk/article/17301/Child-and-Young-Person-Planning-Guidance-May-24.pdf)

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 \(pkc.gov.uk\)](https://www.pkc.gov.uk/article/17301/Placing-request)

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 \(www.gov.scot\)](https://www.gov.scot/girfec)

In most primary school settings, the named person will be the Headteacher or Deputy 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 \(pkc.gov.uk\)](https://www.pkc.gov.uk/attendance-policy-and-guidance-for-education-and-elc-settings.pdf)

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 \(pkc.gov.uk\)](https://www.pkc.gov.uk/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

Perth and Kinross Childcare and Family Information Service can supply details of childcare services within your local area including childminders and out of school care. The service also has a wide range of other information for families including leisure activities and support groups.

For further information, please email Childcare@pkc.gov.uk, telephone 0345 601 4477 or visit our [information for families webpage](#).

Families can also access information on the [national website](#).

U Complaints

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
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