

# Aberuthven Primary School



## School Handbook Academic Session 2025-2026



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



## **Introduction**

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 2012, Perth & Kinross Council Education & Children's Services' 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 2024), further changes may have occurred since then.

## School information

The information in this handbook meets 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.

A copy of the school handbook is posted on the Perth & Kinross Council website and on our own website at <https://blogs.glowscotland.org.uk/pk/aberuthvenprimaryschool/>

A hard copy of the handbook is available should parents require one, as is a version in an alternative format e.g. Braille, or a version translated into a community language other than English. Please contact the school in this event and we will be happy to help.

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## Introduction

Aberuthven School, situated 12 miles south west of Perth just off the A9, is a rural, village school serving a predominantly agricultural area.

As a small school both our classes are composite, that is, they contain more than one stage of pupil within the same class. We have two multi-composite classes, Primary 1/2/3 and Primary 4/5/6/7. Both classes have a differentiated curriculum so that every child is working at an appropriate level across all curricular areas.

The school is part of its surrounding community and as such it welcomes and encourages parental and local interest in its activities forming a successful and celebrated School Community.



## Delineated Area

The school's catchment area boundary extends from the railway line at the east up to Broom of Dalreoch, west to Lawhill and down the railway line south of Damside.

## Contact Details

Aberuthven Primary School, Aberuthven, Auchterarder, PH3 1HE.  
Tel: 01764 661410

Website: <https://blogs.glowscotland.org.uk/pk/aberuthvenprimaryschool/>  
Twitter: @AberuthvenPS  
E-MAIL: [aberuthven@pkc.gov.uk](mailto:aberuthven@pkc.gov.uk)

Stages P1 – P7  
Present roll: 34  
Non-denominational.

Headteacher: Mrs Nicola Tyrrell

## Attendance

It is a legal requirement that parents ensure their children attend school regularly unless other arrangements have been officially put in place such as home or part-time schooling. The school is required to make official returns to the education authority showing numbers of absences and whether these are authorised or unauthorised. Any absence for which the school does not receive an explanation from the parent must be recorded as unauthorised, so it is important that we are always notified of the reasons for any absences.

If a child is going to be absent from school, parents should contact the school between 8.45 a.m. and 9.00 a.m. on the morning of absence if they have not already notified the school in

advance. Unless the period of absence is specified (e.g. the pupil will be off all week), parents should continue to update the school daily. Pupils will be marked absence if not in School prior to 9.30a.m.

Parents are discouraged from withdrawing their children from school for family holidays during term time due to the adverse effect this has on the continuity and progression of

learning. Family holidays will be marked in school as an unauthorised absence. See our school website for further information

<https://blogs.glowscotland.org.uk/pk/aberuthvenprimaryschool/pkc-attendance-guidance-for-parents/>

## Complaints

We foster positive relationships with our parents and carers and follow an 'open door' policy. We are always open to suggestions about anything we need to improve. We certainly want to know about anything which dissatisfies our parents or is making our pupils unhappy.

If parents have a complaint, it should in the first instance be addressed either to the Class Teacher or the Head Teacher, depending on the situation. If any other pupil or member of staff is involved further investigation may be necessary at this stage to establish exactly what happened from all points of view and according to all witnesses. Formal complaints will be responded to, recorded and sent electronically to Perth and Kinross Council in line with its current Front Line Resolution policy.

There will be feedback to the parent who has made the complaint about:

- a) the outcome of any investigation which has been necessary
- b) action to be taken, if any, as a result of the complaint.
- c) the agreed actions having taken place
- d) the result of any such actions.

The parent's reaction to the above will then be noted and if the complaint is still unresolved its Front Line Resolution report will lead to its automatically being passed to the relevant officer of Perth and Kinross Council for further investigation.

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:

[www.pkc.gov.uk/complaints](http://www.pkc.gov.uk/complaints)

## Communication with Parents and Parental Visits

Parents, both current and prospective, who wish to visit the School are asked to telephone the Headteacher to arrange a mutually convenient time for the visit. Parents are welcome to visit at any time should they have any matters they wish to discuss with staff and need not wait for formal contact evenings. Homework diaries and email can also be used as a method of communication between Home and School.



Our school follows an Open Door Policy and aims to form an effective partnership with parents through good communication regarding all aspects of our children's school lives. Our 'Reporting Jigsaw' which can be found on our School website, shows all of the ways in which we communicate with Parents.

<https://blogs.glowscotland.org.uk/pk/aberuthvenprimaryschool/communication-2/>

Monthly Newsletters are issued to help keep Parents up to date with School news and forthcoming events. A noticeboard is available near the School gate on which parents as well as school staff can display information of general interest. Our School website offers up to date information, this can also be found on our School Twitter page. Information is largely shared through J2E and/or email.

Parent Contact Evenings are held in November and March and Open Afternoons and Evenings also provide parents with opportunities to find out more about curriculum in both classes.

## School Ethos

### Development of Pupils' Values

In Aberuthven Primary School, we are committed to providing a happy, safe, welcoming, nurturing, calm and purposeful school environment in which every member of the school community feels valued, respected and treated fairly; our young people can learn effectively and reach the highest standards of which they are capable.

The ethos of our school is built on our core values of 'Respect and Opportunities for All'. These values are the basis for the social, intellectual, emotional and moral development of the whole young person. We encourage pupils to consider these values, thereby acquiring knowledge, skills and attitudes which enable them to develop as responsible citizens, successful learners, effective contributors and confident individuals.

We use a restorative approach when dealing with any difficulties, encouraging pupils to collaboratively find an appropriate way forward and to make amends and reach mutual consequences where necessary.

Children are encouraged to treat others and their belongings with care and respect, to listen to and value the beliefs, opinions and feelings of others and to express their own views confidently. The value of kindness to others is stressed continually and reinforced during whole School Circle Time and Assemblies.

Perth and Kinross Council's Equalities policy is fully implemented in our school, and linked across the curriculum where possible in activities such as discussing local, national and international current affairs.

We celebrate and embrace empowerment for all within our school community and regularly discuss ways to ensure all feel that their voices and opinions are heard, particularly our pupils. Through a number of initiatives, including school committees and our pupil council, we provide opportunities for pupils to develop personal and social skills within enterprise and global citizenship. Children are regularly consulted on a range of issues via regular meetings, class discussions, assemblies, reflection time, learner conversations etc.

### School Aims

Aberuthven Primary School aims to:

1. Provide high-quality learning and teaching where learning is positive, constructive, active and enjoyable.
2. Provide a well-balanced, challenging but achievable learning experience for each child, extra-curricular as well as curricular, physical as well as emotional, which matches his or her needs and leads to the development of a wide range of skills and knowledge.
3. Enable all young people to develop the four capacities of responsible citizen, effective contributor, successful learner and confident individual.
4. Maintain a secure, nurturing, happy and positive atmosphere in which pupils develop a love of learning, learn effectively, appreciate that learning is a lifelong process and strive to achieve their full potential.
5. Develop in young people a sense of responsibility, fairness, independence, tolerance and respect for the rights and property of others through mutually acceptable behaviour.
6. Encourage young people to be outward-looking and prepared for involvement in the community, society and the world of work by developing personal qualities, skills and ambitions necessary for success in an ever-changing world.
7. Encourage young people to consider health in terms of all its elements - physical, social and emotional.
8. Build a good working relationship with parents, the community and associated

- agencies through communication, consultation and multi-agency working.
9. Support staff in their professional development.
  10. Promote interaction between nursery, primary and secondary to deliver a coherent, continuous and progressive educational experience from 3 - 18.
  11. Actively promote links with other schools in our Local Management Group to ensure sharing where appropriate of resources, experience and expertise.
  12. Actively engage with the local community both during the school day and after school hours.
  13. Act as a resource for the wider community, acknowledging that the wider community is also a resource for the whole school.

## **Culture, Ethos, Values, Aspirations for Pupils and celebration of Achievement**

Our school culture is one which accepts each person completely, whatever strengths and challenges they may have. Children, staff and parents are encouraged to recognise their own value and worth through positive reinforcement and reflection. We value each member of our School community. We work hard to embrace a 'Growth Mindset' and encourage pupils to build a resilient approach to their own learning.

We celebrate pupils' success and achievements both in and out of school, during our weekly celebrating success Assemblies and via our displays around the school which provide a constant positive reminder of all our learning and work.

A copy of our school Curriculum Rational can be found on our school website.

<https://blogs.glowscotland.org.uk/pk/aberuthvenprimaryschool/curriculum-rationale/>

## **Rights Respecting Schools**

Our School earned our Gold: Rights Respecting Award in March 2022. Our Pupil Council help to guide our Rights Respecting Schools journey. More information can be found on our website.

<https://blogs.glowscotland.org.uk/pk/aberuthvenprimaryschool/rights-respecting-schools/>

## **Sports Award Scotland**

Our School earned our Silver Sports Award in September 2023. We are working through our Gold Award Action Plan and hope to achieve this in academic year. Our Sports & Wellbeing Committee help to guide our Sports Award journey. More information can be found on our website.

<https://blogs.glowscotland.org.uk/pk/aberuthvenprimaryschool/our-committees/>

## **School & Community Links**

Many local businesses have supported our School Book Pledge and have donated funds which have allowed us to transform our School Library Area into an exciting environment filled with current reading materials which appeal to our pupils' interests.

The Community Council and local Rotary group also take an interest in the school. Our older pupils participate, along with other local schools, in a variety of competitions including the Rotary Quiz, Rotary Photography Competition and Rotary Writing competition.

We have a very well-supported and positive Parent Partnership, who support in school in a variety of way, such as effectively organising fund-raising events for the benefit of the children.

We believe that pupils from a small school benefit from linking up with others to broaden their friendship base and we join with other schools in the Auchterarder cluster throughout the year for a variety of sporting activities. We also take part in larger PKC cultural events such as the Creative Day of Dance.

We embrace the UNCRC and are a Rights Respecting Schools. We support national initiatives such as Children in Need and raise awareness on behalf of a wide range of charities such as STV Kids Appeal, MacMillan Cancer, Blythswood, CHAS etc.

## Relationships and Behaviour

Strong relationships based on mutual respect are at the heart of our school. Every member of Aberuthven Primary School must respect each other's rights to;

- feel safe and happy within our school
- be treated with courtesy and consideration
- learn and work

At Aberuthven Primary School staff are encouraged to adopt a restorative approach in dealing with challenging behaviour and conflict, focusing on building, maintaining and repairing relationships rather than managing and controlling behaviour.

The approach is solution based and looks at how we rebuild relationships and move forward. Pupils are encouraged to review and analyse their choices and impact, with the focus on communication, responsibilities, feelings and relationships.

Serious, continuing or recurrent behaviours are dealt with in consultation with parents/carers and in line with local authority and statutory policy. We also have access to a range of support agencies if necessary, such as the social work department, educational psychologist or behaviour support.

The school takes a firm stand against bullying. Incidents are dealt with promptly, then followed up to ensure they are properly settled with no repercussions or recurrence.

Perth and Kinross current procedures state that any established case of bullying must be recorded in the appropriate manner.

Our Relationships Policy & Anti-Bullying Policy can be found on our School website.

<https://blogs.glowscotland.org.uk/pk/aberuthvenprimaryschool/school-policies/>

## Parental Involvement

There are a number of ways in which parents can help their children's learning in school and a number of organisations which help and promote this.

Many are online and are well explained on the relevant page of the PKC website which can be seen by clicking the following link:

[www.pkc.gov.uk/parentalinvolvement](http://www.pkc.gov.uk/parentalinvolvement)

The school has a Parent Partnership group.

### Our current members are:

Chairperson- Victoria McLaughlin

Secretary – Kymberley Robertson

Treasurer – Mariesha Payne

Members – Christine Boyle



<https://blogs.glowscotland.org.uk/pk/aberuthvenprimaryschool/parent-partnership/>

Parents' help and interest is greatly valued. Local village and business interest and involvement in the school's activities is always welcome. An annual questionnaire is issued to parents to ask them how they or their families are able to help or support us in school, for example by helping in class, with after school activities or with transport to activities and events out with the school. In line with Perth and Kinross Council policy and for the safety and wellbeing of children, all parents and members of the community who help in school on a regular basis are required to be PVG checked and those who transport pupils other than their own children are required to submit their driver's licence and car insurance to be checked by the school on a regular basis.

Parents are encouraged to join their child's J2E journal prior to the beginning of Primary 1 to receive all regular, up to date information. J2E provides a platform where school and home can communicate on a regular basis in a manner which is easily accessible to all of our families.

Parents receive a monthly Newsletter giving them information on what has been happening at school, plus a news sheet containing school notices and a list of forthcoming events with relevant permission slips for trips, after school clubs, etc. Parents also receive an annual overview of events for the academic year.

Through 'J2E', Staff and pupils are able to record pupil experiences and achievements on a safe online portfolio containing observation notes, pupil reflections, pictures, videos, piece of work etc which are then shared with Parents. Staff are also able to log progress and next steps which are also shared with Parents.

### **Intergenerational Group**

We have an 'Intergenerational Group' of local volunteers who provide additional support on occasion in our School. Further information can be found on our website.

<https://blogs.glowscotland.org.uk/pk/aberuthvenprimaryschool/intergenerational-work/>

We welcome parents' comments on progress in learning and are particularly keen to meet with parents and carers to discuss any concerns at the earliest opportunity. Parents are encouraged to telephone in advance should they wish to discuss any issue to ensure there will be someone available to speak with them properly, because the Head Teacher is class committed most of the week. Although the office is not manned continuously, any messages left are normally responded to within 24 hours and an appointment can usually be arranged within a day or two, sooner if the matter is urgent.

We invite parents into the school on a regular basis. We have informal open afternoons / evenings, as well as more rehearsed annual events such as our Scottish Afternoon, Harvest, Christmas and Easter church services, Sports Day, 'Share the Learning' afternoons, fundraising events, Christmas Show and Summer Concert. Once a term each of our classes host a class led Assembly. Parents are also invited into school for our 'Celebration of Success' Assembly in June.

Parents' and Carers' views are gathered regularly on many aspects of school life, often by means of simple questionnaires, and parents are encouraged to feed back on current school policies which are accessible on the school website at:

<https://blogs.glowscotland.org.uk/pk/aberuthvenprimaryschool/school-policies/>

All parents are invited to become members the Parent Partnership, our parent council, and/or to attend some of its meetings.

## Transitions

We believe that successful transitions are a vital part of pupils' success in school life. This includes transition on entering P1, transition between classes or staff, and the final transition when leaving us to go to Secondary school. At each transition point we try to ensure that children have as many experiences (for example visits) as we can provide to help make the transition easy for them, also that all relevant information is passed on and that meetings take place where necessary between staff from the different settings involved to ensure a smooth transition.

Enrolling for P1 normally takes place in January and is advertised locally. Children enrolling for P.1 at Aberuthven have opportunities to visit the school with their parents during the summer term. An induction morning is held in June when they come into school and spend time in their future classroom with their future classmates and, if possible, their future teacher. Both new Primary 1 pupils and their Parents are then invited to join us for a School lunch. There is also an information meeting for parents and carers at which they receive an enrolment pack and have the opportunity to ask questions of the Primary 1 teacher, the Head Teacher and other professionals involved with the children such as our Community Link Worker and Live Active Co-ordinator.

School staff also visit children in local nurseries to get to know them and if possible new entrants are invited to come into school for activities such as messy play and rhyme time. We also ask parents to complete an information booklet for us to alert us to any individual needs that might not be recorded elsewhere and help us know how best to support each child, for example if they become upset. Our school has a family atmosphere and we treat every child very much as an individual from the moment they come into our care.

When children transfer to Aberuthven Primary from another school or area we try to obtain their records from the previous school as soon as possible and where appropriate we may also contact the child's previous school for further information or clarification to ensure we have enough background knowledge to give him or her the best start possible with us. Families are also invited to join our J2E Transition journal which provided lots of helpful information about school and what our families can expect in August, and going forward.

We plan to ensure the smooth transition from class to class for each of our pupils and offer two 'jump up' days at the end of the summer term to support our pupils in this transition. Handovers between Staff members ensure consistency in approach across both classes in our School.

At the end of P.7 children from Aberuthven transfer to:

The Community School of Auchterarder (Secondary)  
Auchterarder PH3 1BL  
Tel: 01764 661200

A number of transition events take place during Primary 7 to enable children from Aberuthven to meet up with and make friends with children from other schools in the cluster who will be their classmates in S1. These include activities such as a joint ski trip with Blackford and Dunning and the annual Enterprising Maths morning. Several of our transition events take place at The Community School of Auchterarder (Secondary) which allows our pupils to familiarise themselves with the school layout as well as coming into contact with some of the Secondary staff.

Secondary staff from the Community School of Auchterarder visit pupils at Aberuthven at various points throughout the School year. Transition meetings are held to allow the opportunity for Primary School staff to handover information regarding the strengths and needs of each individual pupil, particularly in the case of children with any worries or barriers to learning.

Our P7 pupils have the opportunity to go on a residential trip to Nethy Bridge outdoor education centre which is arranged annually for all feeder primaries in the Auchterarder catchment area.

If a child is at Aberuthven as a result of a placing request and lives outwith the catchment area for The Community School of Auchterarder (Secondary) another placing request form must be completed to apply for a place at The Community School of Auchterarder (Secondary). This request is then considered by Perth and Kinross Council.

Should any parent wish their child to transfer to a secondary school other than The Community School of Auchterarder (Secondary), they are recommended to read the 'Placing in Schools' section of the Basic Information Booklet which can be referred to in school or obtained from Education and Children's Services at Perth and Kinross Council.

Pupils take part in a variety of school and community based transition activities throughout their P7 year. Some pupils may benefit from an enhanced transition where additional visits/ social experiences may be arranged.

Their transition arrangements, visits, etc. will usually begin earlier than their classmates' and there will be close liaison between our class teachers, Head Teacher, Pupil Support Teacher, our Community Link Worker and the relevant Support and Guidance Teachers in Secondary Schools to ensure that all necessary support is in place.

All pupil records we have will be passed on to Staff at Secondary school.

## **The Curriculum**

Our curriculum is based on the experiences and outcomes of the Scottish Curriculum for Excellence. These can be found on the Education Scotland website.

<https://education.gov.scot>

Learning within the school is active as much as possible and is designed to allow children to develop and progress at their own individual rate, supported and challenged as appropriate to attain the highest standards they can. We recognise the value of a range of teaching approaches and learning styles within. We link pupil learning to activities in a real to life context to deepen pupil understanding and reinforce the purpose of their learning.

## **Language**

The development of children's Literacy skills takes place in all areas of the curriculum. The skills necessary for communication to be developed are listening, talking, reading and writing. From the early years an atmosphere is created which encourages children to appreciate reading as an activity which will bring them great pleasure and personal satisfaction. Teachers ensure that children read a wide range of quality texts covering a variety of genres. Teachers model and teach the children in a systematic way in all aspects of reading and writing. From an early stage, reference skills are taught and practised within a meaningful context.

## **Maths**

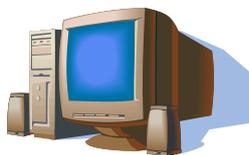
All aspects of Numeracy and maths are taught in a structured and interactive way. When appropriate, teachers develop children's numeracy skills within a context and will look for opportunities to ensure that these are linked to real life situations. Teachers will plan to teach mathematics using a variety of differing resources and approaches, children are encouraged to become independent mathematical thinkers, developing strategies that enable them to tackle problems alone, or in co-operation with peers.

Through primary years, practical experiences are incorporated alongside the computer and calculator to combine in fostering skills such as estimation prediction and data handling, whilst promoting a positive attitude towards mathematics and its value in everyday life.

Information on the content of Curriculum for Excellence maths experiences and outcomes is available on the Education Scotland website.

<https://education.gov.scot>

## Digital Learning



Digital learning skills are developed and used across the curriculum and where possible within the contexts for learning. Pupils in P4/5/6/7 also take part in discrete digital skills lessons. Interactive Whiteboards are used in both classrooms to provide class access to motivating materials from the Internet. Pupils are encouraged to develop independence in accessing and using the iPads available to both classes. Digital Learning also plays a part in providing additional support for some of our pupils. The school has a class set of iPads. All members of Staff have access to an iPad.

## Environmental Studies

Our children are provided with motivating experiences in social subjects, enterprise and sciences which are responsive to current events and as far as possible linked across the curriculum. The big questions for investigation during topics are carefully planned to broaden the children's experiences across Curriculum for Excellence but the level of depth and particular subject matter come primarily from the children's own input with teacher guidance only if required.



Activities are planned to motivate all styles of learners and to ensure that all the thinking skills are covered as far as possible during each block. At least one topic-related trip out of school is usually planned for each class during the course of a school session.

Aspects of CfE studied in each class are recorded and tracked for each stage to ensure the coverage of a broad general education over each level as pupils move through the school. All pupils are given the opportunity to develop skills in Enterprise throughout the year, for example in making objects to sell or raising money for charity.

Social Studies are the study of:

- People, past events and societies
- People, place and environment
- People in society, economy and business

## Expressive Arts

Art, Music and Drama, are integrated into each whole class Topic but also stand as individual subjects. We also celebrate Expressive Arts through our School Christmas show and Summer Concert.

Details of the authority's music instrumental tuition are available in the second part of this handbook or can be obtained from the school.

## Health and Wellbeing

We deliver a strong, nurturing ethos across our School and support each child individually to help them reach their full potential and flourish.

Pupils study aspects of Safety, Nutrition, Drugs and Relationships on a rolling programme, covering the experiences and outcomes of Curriculum for Excellence. Where possible these aspects are included in class topics to make them more relevant and some such as Social Wellbeing and Mental and Emotional Wellbeing will be constantly developed through the school ethos, Circle Time and Rights Respecting Schools.

Some important aspects of Health and Wellbeing (e.g. sexual relationship education, drugs and road safety) may not naturally form part of class topics and these are programmed to be taught discreetly at certain points in the school year.

When sensitive areas such as drugs or sexual health are being covered in school, parents will be advised in advance. They will have the opportunity to view these materials if they wish.

We promote healthy eating on an ongoing basis and pupils are continually encouraged to

take school lunches, bring healthy packed lunches and / or bring healthy snacks for playtime.

We provide a number of opportunities for pupils to take part in cooking and baking activities over the course of the year, sometimes using produce we have grown in our own grounds or polytunnel.

Pupils have two hours of physical education per week enabling staff to deliver a full and varied programme of activities and at least one block of after-school sports activities is usually provided for each class during the session. Pupils take part in a block of Scottish Country Dancing in the lead up to Christmas and Burns Celebration.

Pupils have the opportunity to take part in swimming lessons on a four-year rotation from P4-7. The school also has an annual Health Week containing a wide variety of health-related activities led by several visitors including coaches, instructors and members of the local community.

## **Modern Languages**

French is taught to all pupils from P1-P7.

In addition, pupils in P4-7 have the opportunity to learn Mandarin, Spanish and German on a 3 year rolling rota.

The emphasis is on oral work. Children are encouraged to speak up confidently, use correct words and phrases and also to listen carefully so that they can develop an accent which would be understood by a native speaker. P4-7 develop basic written French.

We celebrate 'Languages Week' annually, where pupils take part in a variety of activities which celebrate various languages spoken around the world.

## **Religious and Moral Education**

We aim to develop knowledge and understanding of the religious dimension of life. Pupils at Aberuthven explore the cultures and beliefs of many different religions, including Christianity, in a variety of ways. These will be linked where possible to current events or topic work and following as far as possible the questions raised by the children themselves.

Children are encouraged to explore their own personal responses to a range of moral issues while building their knowledge of people of other cultures and beliefs. Where possible RME activities will involve a practical element e.g. using role play, research, song, debate, modelling or art activities. We attempt also to invite a variety of speakers into the school to give different perspectives on belief.



It is continually made clear to the children during their R.M.E. work that there are many different opinions about religion and that everyone is free to believe what they choose, including making the choice to have no religious beliefs at all.

## **Religious Observance**

The Scottish Government report "Curriculum for Excellence – Provision of Religious Observance in Schools" (21<sup>st</sup> Feb 2012) says that every school should provide opportunities for religious observance at least six times a year, not including traditional celebrations like Christmas and Easter, and preferably more often than that.

Scotland is a society with a longstanding Christian tradition and our school assemblies focus mainly on that tradition, but Scotland is also home to people of many other religions whose beliefs may also be celebrated at our assemblies, particularly at times of the year when their important festivals are being celebrated.

Rev. Sandy Gunn, Minister at Aberdalgie and Forteviot with Aberuthven and Dunning, may visit the school on occasion to lead some of our religious observance assemblies. Church Elders may also join us on occasion for our weekly Assemblies. At Christmas, Harvest and Easter we hold services in the Village Hall or Church to which parents are warmly welcomed.

## **Parental Rights**

Parents are advised that they have the right to withdraw their children from religious observance or education but should meet with the head teacher to discuss the matter first.

## **Assessment & Reporting**

### **Assessment**

The children's progress is continuously assessed by teachers using formative assessment of children's everyday class work and a keen observation of what they say, write, make and do. Assessment of written work may be done using traffic light system, "two stars and a wish" comments, or a combination of all three.

We use a wide range of different ways to assess children's learning. Both self and peer assessment are planned for and give pupils the chance to consider the quality of their own work. We encourage pupils to use assessment information to celebrate their own achievements as well as form their next steps.

### **Writing**

As well as ongoing formative assessment of writing in class we assess four times a year with "On My Own" writing tasks of various genres across the whole school P1-P7. These pieces of writing are marked and assessed using Write to the Top criteria and children's individual progress from year to year is tracked and discussed with the pupils.

Staff are currently undergoing training in the 'Explicitly Teaching Writing' resources and plan to embed this across our school over the next few years.

### **Reading**

Pupil Reading skills and abilities are assessed formatively in class through ongoing observation and benchmarking assessments. Reading skills are taught explicitly in class and are given a real life context through Teacher led Guided Reading sessions.

### **Spelling**

Pupils complete Jolly Phonics/ 'Single Word Spelling Test' at the beginning of the academic year and again in January of the same academic year to establish the spelling age of each child, pinpoint any gaps in knowledge or understanding and ensure all pupils are progressing in their spelling ability.

### **Maths / Numeracy**

Summative assessments may be used by teachers to confirm children's understanding in real context tasks may be given to confirm that a pupil is secure at that level and can apply information and skills to solve an unfamiliar problem. Tasks can be taken from classwork as long as it is done under conditions where it is guaranteed to be the child's own unsupported work. Identified next steps are discussed between pupils and Teachers setting collaborative targets.

### **Other areas of the Curriculum**

Teachers' comments and assessments will be based on their professional judgement as to the extent to which each child is:

- a) Successfully learning new skills and information, supported by the teacher
- b) Working independently at a good standard, demonstrating knowledge and skills and
- c) Able to apply what they have learned in problems and new situations.

The summary of these across the curriculum provides a good picture of children's overall progress through their broad general education and ensures they are progressing in their learning.

## **Tests**

Teachers may use tests in any area of the curriculum if they wish to check on learning or understanding of particular facts or concept. Formative, ongoing assessment, however, will always be the main focus of our judgements and be moderated against local and National Expectations, for example Curriculum for Excellence Benchmarks.

## **Reporting**

Reports are sent home on three occasions over the academic year, in October, March and June. Parents will receive two Interim Reports (in October and March) followed by an end of year Pupil Report.

Parent-Teacher meetings to discuss children's overall progress are arranged in November and March. We contact parents to arrange a suitable time but in cases where parents can manage neither of the two dates chosen, staff are happy to meet them after school on another day. Each child has a 10-minute interview time allocated with the teacher but again if there is more needing to be dealt with than can be fitted into the time available teachers are happy to arrange another meeting to continue the discussion.

Parents are welcome to arrange an appointment with class teachers to discuss their child's progress and attainment at any time. Initial discussions regarding progress should be with your child's Class Teachers.

## **Support for Pupils**

We provide support for pupils both in and out of class, throughout the day, and are always considering their individual and wider needs in accordance with GIRFEC (Getting it Right for Every Child). More information on GIRFEC is available on the Scottish Government website.

Children are supported in their learning and social skills during class times, lunchtime and playtimes. The lunch hall is welcoming and supportive, catering for individual needs as much as possible. We have 2 playground supervisors on duty each playtime so that one member of staff is always monitoring and available even if a child requires first aid. All issues raised by parents regarding playtimes are communicated to playground supervisors and carefully monitored. We record all instances where children have been upset at play or lunchtime and take action where necessary to ensure that this is not repeated.

## **Pupils with Additional Support Needs**

Our school welcomes pupils with Additional Support Needs, whether these are physical, behavioural/emotional or specific learning difficulties. Individual needs of each child will be considered and reasonable adaptations made in class where appropriate e.g. for seating or particular resources which may aid learning. Playground and lunchtime supervisors will pay particular attention to pupils with Additional Support Needs where necessary to ensure they benefit fully from the play and social opportunities available.

The support required for each child is given full consideration and where appropriate a Child's Plan Meeting may be held to which all interested parties will be invited. Pupils who have significant additional support needs may have an Individual Education Plans (IEPs). These plans will build on pupils' strengths and outline clear targets which are reviewed on a regular basis by the child's Class Teacher and any other agencies providing support. Where appropriate, Support for Learning Assistants and/or additional teaching staff may be appointed or allocated to provide particular support for any such pupils.

Where necessary, a Coordinated Support Plan may be established after consultation with parents, other agencies e.g. School Doctor, School Psychologist and Perth and Kinross Education and Children's Services.

If parents or carers feel that a child has Additional Support Needs which have not been recognised they should contact the class teacher or Head Teacher in the first instance to discuss this. We welcome this contact from parents as we are keen to identify and support children through any barriers to their learning.

Perth and Kinross have a website providing excellent information and advice for parents of children with Additional Support Needs. Full details are available at the following link:

[www.pkc.gov.uk/article/17278/Schools-additional-support-](http://www.pkc.gov.uk/article/17278/Schools-additional-support-)

The following organisations are also available to provide advice, further information and support to parents of children and young people with Additional Support Needs:

- (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; [www.enquire.org.uk](http://www.enquire.org.uk) We have a number of leaflets from this organisation on display in school for parents and pupils. Enquire offers independent, confidential advice and information on additional support for learning through their

Telephone Helpline: 0845 123 2303

Email Enquiry Service: [info@enquire.org.uk](mailto:info@enquire.org.uk)

(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

Our Standards and Quality Report for 2023-2024 is available on our school website.

<https://blogs.glowscotland.org.uk/pk/aberuthvenprimaryschool/standards-quality-report-2023-2024/>

## Plans for improvement of the school's performance over the next three years

The School's strategic plan for the next 3 years and its Improvement Plan for the current session is available on the school website. All parents are encouraged to contribute ideas for school improvement through feedback forms provided in various ways throughout the School year or by speaking to the Head Teacher.

<https://blogs.glowscotland.org.uk/pk/aberuthvenprimaryschool/school-improvement-plan-2024-2025/>

## Information on School Performance

The last inspection of the school was in June 2015. To access the report from this Inspection on the Education Scotland website please click on the link below:

[https://www.pkc.gov.uk/media/32866/Aberuthven-Primary-School-HM-inspection-report-2015/pdf/AberuthvenPS\\_Ins250815\\_tcm4-867336.pdf?m=1440583296827](https://www.pkc.gov.uk/media/32866/Aberuthven-Primary-School-HM-inspection-report-2015/pdf/AberuthvenPS_Ins250815_tcm4-867336.pdf?m=1440583296827)

### Uniform/Clothing

#### Uniform Expectations

Our current expectations for pupil uniform are as follows:

- School jumper or cardigan paired with dark bottoms
- Appropriate PE wear, suitable for indoor and outdoor use



#### Our School colours are:

Jade Green, Black & White

Items of school uniform can be purchased from 'Border Embroideries' should Parents wish from their website [here](#). All orders should be placed directly with Border Embroideries and will be delivered to your home.

Forms for those entitled to a clothing grant are available from school.

Further information can be found on our school website:

[School Uniform | Aberuthven Primary School \(glowscotland.org.uk\)](http://www.glowscotland.org.uk/pk/aberuthvenprimaryschool/school-uniform)

### Homework

Children will be given homework on a weekly basis to support and extend their learning. The content and quantity will vary from stage to stage. For this work to be of most value to the child it is important for parents to support these assignments and encourage children to take pride in their completion. Our Learning at Home Policy is available on our website.

<https://blogs.glowscotland.org.uk/pk/aberuthvenprimaryschool/school-policies/>

### Extra-Curricular Activities

We aim to provide a range of extra-curricular activities:-

**Sports Clubs:** As part of the Auchterarder Cluster of primary schools, our pupils have access to a large variety of sports clubs at the Community School of Auchterarder. In addition to these clubs, some sports activities may be offered for four or five week blocks at Aberuthven in association with our Live Active Co-ordinator.

Our Staff provide a range of Afterschool Clubs every term for a block of 4-5 weeks at a time. Clubs offered are changed every term to provide our pupils with a variety of activities to choose from. Some Clubs offered include Glee Club, Coding Club, Karate Club, Body Combat Club, Football, Gymnastics and Reading Club. Staff regularly consult with pupils and take their feedback on the type of club that they would like to take part in in future terms.

Bikeability Training is programmed for P6/7 pupils on alternate years and is run by staff and Parent Volunteers.

### Instrumental Tuition

Perth and Kinross Council offer instrumental tuition to pupils.

Application forms for tuition are available from the school. Further details of tuition available and fees are available in the second half of this booklet.

## Health Care

Precautions are taken to ensure the safety of the children whilst they are in school and safety issues and procedures are regularly discussed. Parents are asked to support the school's efforts to ensure a responsible attitude on the part of all pupils.



Dental and medical inspections of height, weight, vision and hearing take place at regular intervals throughout children's school lives.

It is important that the school is informed of any allergies or specific medical conditions that children have. It is important that the school is informed of any specific medical conditions that a child may have so that appropriate action can be taken. The school should also be informed if any child is taking a course of medication which may affect their performance in school. Should it be necessary for medication to be taken during the school day, parents should contact the school. Staff may agree to administer medicine on a voluntary basis, but are not able to do so unless necessary forms have been completed by a parent or carer.

In the event of a child being taken ill or involved in an accident whilst at school the parents or emergency contact will be informed as quickly as possible. It is therefore very important that parents ensure the school has up-to-date details of the necessary telephone contact numbers. Parents will always be informed in the case of a head injury.

### School and authority policies

School Policies can be found on the School website.

<https://blogs.glowscotland.org.uk/pk/aberuthvenprimaryschool/school-policies/>

Parents are encouraged to read and feedback any comments they may have on the above policies so that they can be amended as required.

Perth and Kinross Council Policies for schools are available on the Perth and Kinross website.

[www.pkc.gov.uk](http://www.pkc.gov.uk)

### Activities, groups and clubs for pupils outwith school

In association with our Live Active Schools Co-ordinator we try to make pupils and parents aware of the wide variety of clubs, sporting activities and groups for young people which operate in Auchterarder. This is done by means of posters in school and on the outside notice board. Flyers are also sent home to parents when we receive notification of any forthcoming activity that our children might enjoy. Our Co-ordinator, Cat Fairlie also supports pupils in our School.

### Opportunity for pupil representation and involvement

Pupils from P1 – P7 have the opportunity to represent their classmates and take a role in the decision making of the school by becoming members of the Pupil Council, who are elected by our pupils at the start of each school year. Our Pupil Council act as our 'steering group' for Rights Respecting Schools and have been providing feedback about our School using the 'Wee HGIOS' toolkit.

We have three Pupil Committees. They are the Green, Sports & Wellbeing, and Celebrations Committees. All of our pupils have the opportunity to contribute positively to the school, take on individual responsibilities and develop their citizenship skills.

Older pupils serve as House Captains and Vice Captains of the four school houses which develops their leadership skills and makes them significant partners with staff in establishing and maintaining positive rather than negative patterns of behaviour among the children in their house.

## School Meals

School meals are delivered from the kitchens at The Community School of Auchterarder and served in the school hall. All P1-P5 pupils are eligible for free school meals, while for older children information on the eligibility criteria for free school meals and how to apply for these is contained in the second half of this handbook.

## Arrangements for Emergency Closures

In exceptional circumstances where the Director wishes a blanket closure of schools, he will contact Radio Tay and an announcement will be made at 7a.m. In the event of severe weather conditions, the Head Teacher contacts Radio Tay and an announcement is made for full or part closure. Information can be found on school website.

Details of arrangements for Emergency Closures are available on the Perth and Kinross website

[www.pkc.gov.uk](http://www.pkc.gov.uk)

The Head Teacher will attempt to contact all parents by text as soon as any decision to close the school has been made. The number of the mobile phone which will be used is 07511767559. **Please note this phone is only for outgoing calls and will not be checked so parents should not attempt to reply to this number or try to contact it for information.**

Given the difficulties of severe weather conditions and mobile technology it may not always be possible for the Head Teacher to contact everyone by J2E so if still in doubt parents should continue listening to Radio Tay and also keep trying the School Twitter and Council website link. Both will be constantly updated.

In the event of closure during the school day, parents or emergency contacts will be alerted either by text message or by phone from school and asked to collect children at their earliest convenience. Some staff may be sent home but there will always be adequate staff remaining (according to Perth and Kinross pupil – adult ratios) to cater for any children who have not yet been collected and there will always be a member of staff left in school while any child remains.

In the event of planned closure for any reason the school will if possible give at least two weeks' notice.

## Organisation of School Day

### School Hours

9.00 a.m.	Beginning of school day
10.30 a.m. – 10.45 a.m.	Interval
12.15 p.m. – 1.15 p.m.	Lunch Break
3.15 p.m.	End of school day

Parents are informed of any changes to these normal school hours as soon as is reasonably possible.

## Name of Child Protection Officer

Each school has a Child Protection Officer appointed to be responsible for Child Protection matters and specially trained for the task.

In our school that person is Mrs. Nicola Tyrrell. She is also the Named Person for each pupil and the point of contact for any concerns about any of the pupils at the school.

Please be aware that we are required by law to report instances where we think a child has or may come to harm as a consequence of possible abuse, which includes not only physical harm but also any kind of neglect (lack of care, either physical or emotional).

As a school we have good contacts with School Medical Officers, Social Workers and Police, any or all of whom may become involved if Child Protection concerns are suspected.

Please be assured that you will be informed and invited to participate as appropriate in any action which we may initiate regarding your child.

Should you wish to talk further about Child Protection and the safety of the children please feel free to contact the school.

## 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.

## Nursery



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

Further details of nursery provision in Perth and Kinross are available in the Council's "Policy

& Guidelines for Admission to Nursery Schools and Classes for School”, which can be accessed on the Council’s website at the following address:

[www.pkc.gov.uk/families](http://www.pkc.gov.uk/families)

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## **A Placing in Schools - Primary, Secondary and Special**

The policy of Perth & 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 i.e. (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 i.e. (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 i.e. (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 i.e. (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 i.e. (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.

**\* 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.**

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 (i.e. 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.

[www.pkc.gov.uk/article/17276/School-enrolment](http://www.pkc.gov.uk/article/17276/School-enrolment)

## **B School Commencement Arrangements**

The school entry date in Perth and Kinross is the first day of the school session (Tuesday 19 August 2025). 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 19 August 2025** and you should register your child for primary school during the January 2025 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 (i.e., 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 & Children's Services on 01738 476200.

### **Expansion of Early Learning and Childcare (ELC)**

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

As a result of the changes to a child's experience prior to beginning their Primary School education across PKC, Primary One 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 & Kinross Council values the diversity of the communities in this Council area and works towards providing services that are inclusive and accessible. Perth & Kinross recognises 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 Children Service's and agencies who support our children and young people and families.

The guidance is set out in two sections which can be accessed through the following link:

<https://www.pkc.gov.uk/article/17425/Exclusion-of-pupils>

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

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 2024/2025). 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 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. Please download the [information leaflet](#) and [application form](#). Parents can also self-manage simple dietary requirements for their children by using the interactive menu and carbohydrate menu available at [Tayside Contracts](#).

Medically prescribed diets can usually be accommodated within the school lunch service. This does not include pupils who simply dislike certain foods.

For more information on school meals including menus, meal photos and forms, please visit the website:

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

To access the current interactive menu which provides recipe, nutritional and allergy information, please visit:

<https://www.tayside-contracts.co.uk/catering>

and click on the interactive menu link. This site also contains details of forthcoming promotions.

For any other enquiry please contact:

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

E-mail: [SchoolCatering@pkc.gov.uk](mailto: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 P1 to P5 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 P1-P5.

Don't forget to submit an application form for Free School Meals for your child when he/she moves into P6 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 Job Seeker's Allowance (IBJSA)
- Any income related element of Employment and Support Allowance (IRESA)
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £19,995
- Child Tax Credit (CTC) and Working Tax Credit (WTC) and your income is less than £9,552
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £796

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

For more information on Child Tax Credit and Working Tax Credit visit the [Inland Revenue](#) website.

You can apply online for free school meals at the following link: [www.pkc.gov.uk/freeschoolmeals](http://www.pkc.gov.uk/freeschoolmeals)

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 Job Seeker's Allowance (IBJSA)
- Any income related element of Employment and Support Allowance (IRESA)
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £19,995
- Child Tax Credit (CTC) and Working Tax Credit (WTC) and your income is less than £9,552
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £796

Education & Children's Services 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, to attend school.

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

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 2025-26**

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 & 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.

[Musicservice@pkc.gov.uk](mailto:Musicservice@pkc.gov.uk)

[www.pkcmusic.com](http://www.pkcmusic.com)

Facebook – [PKC Music Service](#)

Twitter - [@pkcmusicservice](#)

Instrumental Music Service App



Please download the Instrumental Music Service app by scanning the QR code above 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, on foot, by bicycle, by public transport, etc., 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 well-being. 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.

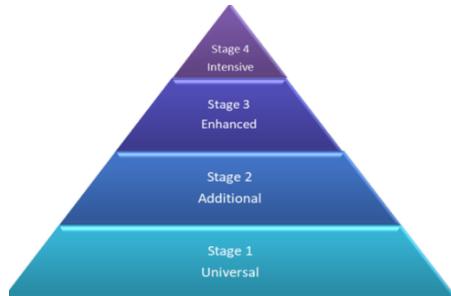
Parents who have made successful placing requests for their children at other schools of their choice have to make their own transport arrangements and meet the costs thereof.

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

Alternatively, application forms may be obtained from Headteachers or Pullar House, 35

## 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 well-being and improve education and wellbeing outcomes.

[https://www.pkc.gov.uk/media/52819/Staged-Intervention-Framework/pdf/Staged\\_Intervention\\_Framework\\_May\\_24.pdf?m=1718366451947](https://www.pkc.gov.uk/media/52819/Staged-Intervention-Framework/pdf/Staged_Intervention_Framework_May_24.pdf?m=1718366451947)

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 Coordinated Support Plan (CSP).

[https://www.pkc.gov.uk/media/52817/Child-and-Young-Person-Planning-Guidance/pdf/Child\\_and\\_Young\\_Person\\_Planning\\_Guidance\\_May\\_24.pdf?m=1718365602270](https://www.pkc.gov.uk/media/52817/Child-and-Young-Person-Planning-Guidance/pdf/Child_and_Young_Person_Planning_Guidance_May_24.pdf?m=1718365602270)

### 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 & Kinross).

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

### Transitions

School transition is a process that prepares children, young people & 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:

[https://www.pkc.gov.uk/media/45195/Leaflet-7-Transitions/pdf/Leaflet\\_7.pdf?m=1724065845613](https://www.pkc.gov.uk/media/45195/Leaflet-7-Transitions/pdf/Leaflet_7.pdf?m=1724065845613)

## 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 <https://www.gov.scot/policies/girfec/named-person>

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

If you require further advice or guidance, enquiries can also be made by contacting [ASN@pkc.gov.uk](mailto: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:

[https://www.pkc.gov.uk/media/10236/Attendance-Recording-Management-Guidance-and-Operational-Procedure/pdf/Attendance\\_Policy\\_and\\_Guidance\\_for\\_Education\\_and\\_ELC\\_Settings.pdf?m=1717080323997](https://www.pkc.gov.uk/media/10236/Attendance-Recording-Management-Guidance-and-Operational-Procedure/pdf/Attendance_Policy_and_Guidance_for_Education_and_ELC_Settings.pdf?m=1717080323997)

## 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](http://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 <https://www.pkc.gov.uk/familysupportdirectory>

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

Further advice or enquiries can be made by contacting [ASN@pkc.gov.uk](mailto:ASN@pkc.gov.uk)

## **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.

Website link: [www.pkc.gov.uk/parentalinvolvement](http://www.pkc.gov.uk/parentalinvolvement)

## **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, i.e. another pupil

- Expensive personal items, e.g. 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 & Children's Services. 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 Services for Children and Young People & Families (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 01738 476768 (24 hour service)
- Visit the Council's Child Protection Website on [www.pkc.gov.uk/childprotection](http://www.pkc.gov.uk/childprotection)

### **Looked After and Accommodated (LAAC) Children**

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 (3-18) 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' e.g. 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.

Further information on Looked After Services can be found on:

[www.pkc.gov.uk/fosteringadoption](http://www.pkc.gov.uk/fosteringadoption)

## **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 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 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.

Further information on GIRFEC can be found on:

<https://www.pkc.gov.uk/article/17389/Information-for-staff-GIRFEC>

## **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 eg 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 2 High Street, Perth, PH1 5PH or to [DataProtection@pkc.gov.uk](mailto:DataProtection@pkc.gov.uk) , 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. Contact details for all Perth and Kinross Council schools are available below: [www.pkc.gov.uk/article/17285/Schools-in-Perth-and-Kinross](http://www.pkc.gov.uk/article/17285/Schools-in-Perth-and-Kinross)

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 e.g., 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 at [DataProtection@pkc.gov.uk](mailto: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 ([www.gov.scot/Topics/Statistics/ScotXed](http://www.gov.scot/Topics/Statistics/ScotXed)) will help you understand the importance of providing the data.

A complete list of the Scottish Governments School Education data collections can be found here: [www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation](http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation)

## 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.

The Scottish Government Privacy Notice for children and young people can be found at: [www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices](http://www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices)

The Perth & Kinross Council main education Detailed Privacy Notice can be found here: [www.pkc.gov.uk/detailedprivacynotices](http://www.pkc.gov.uk/detailedprivacynotices)

## 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 ([www.gov.scot/Topics/Statistics/ScotXed](http://www.gov.scot/Topics/Statistics/ScotXed)). 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 here: [www.pkc.gov.uk/article/20313/Accessing-your-information-Subject-Access-Requests](http://www.pkc.gov.uk/article/20313/Accessing-your-information-Subject-Access-Requests) .

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 at [DataProtection@pkc.gov.uk](mailto:DataProtection@pkc.gov.uk)

## Concerns

The Data Protection Officer for this data is the Data Protection & Information Assets team, [dpa@gov.scot](mailto:dpa@gov.scot)

If you have any concerns around this data collection please contact the DPIAT team, or Mick Wilson, Head of Education Analytical Services ([Mick.Wilson@gov.scot](mailto:Mick.Wilson@gov.scot)).

Or by writing 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 & 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 & Kinross Council Education & Children's Services' 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 & 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 Executive Director (Education and Children's Services).

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.

Website Link:

[www.pkc.gov.uk/article/17283/Schools-rules-attendance-and-behaviour](http://www.pkc.gov.uk/article/17283/Schools-rules-attendance-and-behaviour)

## 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 school work 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.

Website link:

[www.pkc.gov.uk/article/19274/Family-Holidays](http://www.pkc.gov.uk/article/19274/Family-Holidays)

## **Q Care Standard Inspections**

Social Care & 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 & Childcare. Further information on Care Inspectorate inspections is available from the Headteacher or by contacting Care Inspectorate (telephone 0345 600 9527) or [www.careinspectorate.com](http://www.careinspectorate.com).

## **Nursery Inspection Process**

All providers of early learning and childcare for 2, 3 and 4 year olds are currently inspected by the Social Care & 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 2-5 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 is subject to compliance with Perth & Kinross Council bye-laws 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 online: <https://www.pkc.gov.uk/article/17406/Employment-of-children-Permit-and-bye-laws>

Telephone: 01738 476200

E-Mail: [FBSSchools@pkc.gov.uk](mailto:FBSSchools@pkc.gov.uk)

## **T Childcare and Family Information**

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 contact:

E-mail: [childcare@pkc.gov.uk](mailto:childcare@pkc.gov.uk)

Telephone: 0345 601 4477

Website: [www.pkc.gov.uk/families](http://www.pkc.gov.uk/families)

Families can also access information on the national website: [www.scottishfamilies.gov.uk](http://www.scottishfamilies.gov.uk)

## **U Complaints**

As part of Perth & 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 & Learning. At this stage, Perth & 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  
Online contact: [@spsso.gov.scot](mailto:@spsso.gov.scot)  
Website: [www.spsso.org.uk](http://www.spsso.org.uk)  
Mobile site: <http://m.spsso.org.uk>

### **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: [www.pkc.gov.uk](http://www.pkc.gov.uk) or by contacting [ASN@pkc.gov.uk](mailto:ASN@pkc.gov.uk)

Further information on the Council's Complaints Handling Procedure is available on the Council's website: [www.pkc.gov.uk/complaints](http://www.pkc.gov.uk/complaints)

## **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 & Learning  
Council Building  
2 High Street  
PERTH  
PH1 5PH

Telephone: 01738 476200

E-Mail: [FBSSchools@pkc.gov.uk](mailto:FBSSchools@pkc.gov.uk)

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

إن احتجت أنت أو أي شخص تعرفه نسخة من هذه الوثيقة بلغة أخرى أو تصميم آخر فيمكن الحصول عليها (أو على نسخة معدلة لمملخص هذه الوثيقة مترجمة بلغة أخرى) بالاتصال ب: الاسم: Customer Service Centre رقم هاتف للاتصال المباشر: 01738 475000

اگر آپ کو یا آپ کے کسی جاننے والے کو اس دستاویز کی نقل دوسری زبان یا فارمیٹ (بعض دفعہ اس دستاویز کے خلاصہ کا ترجمہ فراہم کیا جائے گا) میں درکار ہے تو اس کا بندوبست سروس ڈیولپمنٹ Customer Service Centre سے فون نمبر 01738 475000 پر رابطہ کر کے کیا جاسکتا ہے۔

如果你或你的朋友希望得到這文件的其他語言版本或形式 (某些時候，這些文件只會是概要式的翻譯)，請聯絡 Customer Service Centre 01738 475000 來替你安排。

Jeżeli chciałbyś lub ktoś chciałby uzyskać kopię owego dokumentu w innym języku niż język angielski lub w innym formacie (istnieje możliwość uzyskania streszczenia owego dokumentu w innym języku niż język angielski), Proszę kontaktować się z Customer Service Centre 01738 475000

P ežete-li si Vy, anebo n kdo, koho znáte, kopii této listiny v jiném jazyce anebo jiném formátu (v n kterých p ípadech bude p eložén pouze stru ný obsah listiny) Kontaktujte prosím Customer Service Centre 01738 475000 na vy ízení této požadavky.

Если вам или кому либо кого вы знаете необходима копия этого документа на другом языке или в другом формате, вы можете запросить сокращенную копию документа обратившись Customer Service Centre 01738 475000

Ma tha thu fhèin neo duine a dh'aithnicheas tu ag iarraidh leth-bhreacden phàipear seo ann an cànan eile neo ann an cruth eile, (aig amannan cha bhith ach geàrr-chunntas a-mhàin ri fhaighinn air eadar-theangachadh) faodar seo fhaighinn le bhith a' cur fios gu: Customer Service Centre 01738 475000

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

All Council Services can offer a telephone translation facility.

[www.pkc.gov.uk](http://www.pkc.gov.uk)