

# Blairgowrie High School



**Learning together today to  
shape the world of tomorrow**



## **School Handbook Academic Session 2017/2018**

In accordance with the requirements of the Education (School and Placing Information) (Scotland) Regulations 2012, this handbook presents School Information about Blairgowrie High School. Whilst the information contained in this school handbook was accurate at the time of publication (December 2016), further changes may have occurred since then.

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# School information

## Headteacher's Introduction

Dear Parents and Carers

Starting secondary school is an exciting transition in the lives of young people. Parents, carers and young people have many questions (and sometimes concerns) about the school they are joining. To help answer any questions you may have, we have put together this handbook as an introduction to the people, the subjects and the experiences which your child will encounter on joining us. It contains lots of practical details about school routines and procedures. Our school website is also a useful source of information and is updated regularly.



Most importantly I hope that this handbook will also demonstrate how we care for the pupils entrusted to us. If, however, we have missed out anything that you need to know, please take the chance to ask me or one of my colleagues during any of our meetings or by contacting us directly (by letter, telephone or email).

Our school is supported by Perth and Kinross Council, led by Director of Education and Children's Services, Sheena Devlin. The council provides a range of services to support our pupils' learning and to improve their achievements.

As parents and carers, you are our key partners in your child's education and important members of our school community. The partnership between pupils, staff and parents is at the heart of our school community. We also work closely with many local businesses, the wider community and the many support agencies of Perth and Kinross Council to give each of our pupils a broad and deep experience of education.

Pupils wrote and devised our school vision statement – **Learning together today to shape the world of tomorrow**. This is underpinned by our school values of ASPIRE. We strive to offer all pupils the highest possible standard of education, closely fitted to their individual needs and delivered in a safe, caring and stimulating environment where they can be happy and secure and encouraged to ASPIRE to be the best they can.

Of course, a handbook cannot reproduce the atmosphere of a school and there will be many opportunities for you to visit school. As a parent/carer you will always be welcome to discuss your child's education with your child's Pupil Support Teacher (Pastoral), Head of House or myself. Likewise, you will be very welcome should you wish to become involved in the wider life of the school, whether as a student yourself, as an individual who wishes to help the school in any way you are able, or more formally as a member of the Parent Council.

I look forward to meeting you during the course of your child's secondary education and to welcoming you and your child to Blairgowrie High School.

Bev Leslie  
Headteacher

## Message from our Head Prefects

As Head Boy and Head Girl of Blairgowrie High School, we would like to give you a warm welcome to our school community. The prospect of moving into secondary education may be frightening but do not worry, we will do everything we can to make your transition as smooth as possible. Just remember that everyone else has gone through the same experience as you and understands what you are feeling.

If you are every lost or need help, look out for one of our school prefects who will be happy to assist you. You can identify them as senior pupils wearing all blue ties and some will have blue stripes around the wrists. They will regularly be on duty around the school at break and lunch, and will look out for you and make you feel welcome.

Members of staff are also here to support you when you need them. You can also find help from your teachers, especially your Guidance Teacher and House Tutor. You will see your Guidance Teacher every week in Social Education and they will be here to guide you through your whole time in school. You will see your House Tutor a few times a week in House Tutor time where they will take registration, give out letters and any school news, and work with you through a variety of activities to find out about you and improve your learning experience.

Finally, we would like to wish you all the best for your future school career at Blairgowrie High School and hope you enjoy it as much as we have. We look forward to meeting you all.

Lewis Kinney and Hannah Robertson  
Head Prefects



## **Delineated (Catchment) Area**

Blairgowrie High School is a six-year, non-denominational comprehensive secondary school which accepts both girls and boys. It is the sole secondary school for East Perthshire and therefore covers a wide catchment area. To the West we extend almost to Dunkeld; to the North our area stretches up Glenshee past the Spittal, to the border with Aberdeenshire Council; to the East our area extends to the Angus border and finally in the South East, Tullybaccart, the highest point on the road between Coupar Angus and Dundee, is our boundary with Dundee Council.

Most pupils transfer to Blairgowrie High School from our partner primary schools, namely: Alyth Primary; Burrelton Primary; Coupar Angus Primary; Glendelvine Primary; Blairgowrie Community Campus (Newhill and St Stephens); Kettins Primary; Kirkmichael Primary; Meigle Primary; and Rattray Primary.

Parents from outside our catchment area who wish to visit the school in order to enrol their child should contact the school to arrange to speak with the Depute Headteacher, Mrs Hill. It is expected that this visit would take place a few days in advance of the child starting to attend Blairgowrie High School. This enables us to allocate class groupings for the child and also provide an opportunity for parents/carers to find out more about Blairgowrie High School.

### **School Roll Session 2016/17**

The present roll stands at 728

First Year (S1)	103
Second Year (S2)	138
Third Year (S3)	151
Fourth Year (S4)	137
Fifth Year (S5)	147
Sixth Year (S6)	52

## **Contact Details**

Headteacher: Mrs Bev Leslie

Blairgowrie High School  
Beeches Road  
Blairgowrie  
PH10 6PW

Tel No: 01250 871200

Absentee line: 01250 871299

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

Web: <http://www.blairgowriehs.org.uk/>

Follow Blairgowrie High School on Twitter: @BlairgowrieHS

Parent Council Chairperson: Mrs Lesley Waugh [leslyanne.waugh@btinternet.com](mailto:leslyanne.waugh@btinternet.com)



## Senior Management Team



Mrs Bev Leslie  
Headteacher



Mrs Lesley Hill  
Depute Head Teacher  
Head of Glenisla House



Mr Lawrie Stewart  
Depute Head Teacher  
Head of Stormont House



Mr Andy Dingwall  
Depute Head Teacher  
Head of Tay House



Mr Kieran Sherry  
Business Manager

Your first point of contact when you are calling or visiting the school will be the Office Staff.



The school admin staff



## Communication with Parents

At Blairgowrie High School we communicate with parents and carers in many different ways, including:

- Texting (Groupcall) – pupil absence, event reminders, useful information.
- Website
- Letters in school bags and by post
- Bulletins/Newsletters
- Parents Evenings/Information Evenings
- Twitter

In a time when many homes do not have a land line, it is vital that parents and carers keep the school informed if mobile phone numbers are changed.

## School Ethos

Blairgowrie High School prides itself in being an inclusive school. We aim to support all of our pupils to achieve their personal best. We strive to achieve this in a safe learning community where every pupil feels valued, develops their talents and participates freely. We encourage all pupils to ASPIRE to be the best they can.

Perth and Kinross Council's Education and Children's Service seeks to satisfy the needs both of the individual and of society by promoting the development of knowledge, skills and understanding. In Blairgowrie High School we seek to play a major part in this process by working in partnership with others to provide the highest quality of educational experience for all our pupils helping them to develop the skills that they need for learning, life and work.

## School Vision and Values

Our vision statement, written by pupils, seeks to encapsulate what we strive to achieve – Learning together today to shape the world of tomorrow. This vision is underpinned by our school values, **ASPIRE**, and we encourage all in our school community to live by these values.

- Ambition: Ambition paves the path to success – have the courage to follow your path.
- Service: Do not ask what others can do for you; ask what you can do for others.
- Perseverance: Decide wisely, exactly what you want in life, then work hard to make sure you get it!
- Integrity: Have the courage to say no and do the right thing, because it is right.
- Respect: You cannot respect yourself, if you do not respect others first.
- Excellence: Excellence is the gradual result of always striving to do better.



We seek to:

- support the health and wellbeing of all in our school community to reduce barriers to learning
- encourage pupils to achieve their maximum potential academically, artistically, in sport and socially, ensuring that opportunities are open to all on an equal basis
- foster in pupils self-confidence, self-discipline and respect for peers, parents, members of staff and the community
- create a supportive and orderly environment which is conducive to effective learning
- welcome parents and carers into a partnership embracing trust, understanding and mutual support
- work in partnership with the local community, industry and commerce so that pupils are fully aware of opportunities for a fulfilling life
- encourage pupils to see education as a life-long experience

### **Positive Behaviour Management and Restorative Approaches**

Our approach to behaviour management reflects and is underpinned by our school vision and values.

The vast majority of pupils in Blairgowrie High School are well behaved and keen to learn. Occasionally behaviour of a few young people may not be conducive to learning. When such occasions occur staff, pupils and parents/carers work together to ensure that young people can get back on track with their learning. In practice this means we:

- acknowledge and reward positive actions of young people
- take a restorative approach, whenever possible, with the aim of discussing with our young people what has gone wrong and helping them to learn how to avoid such situations in the future
- communicate, when appropriate, at an early stage with parents/carers
- may remove a disruptive pupil from the class to a neighbouring class
- ensure that a member of the Senior Leadership Team is on call at all times to support young people and staff in emergency and urgent situations
- support young people for whom full time mainstream education is difficult, through reviews at case conferences and the creation of Coordinated Support Plans and Individual Education Plans when appropriate

Parents and carers can support their son/daughter by:

- discussing and helping them to understand why learning matters
- encouraging and helping them to complete their homework
- promoting a 'can do' attitude
- visiting the school when asked to discuss progress or participate in restorative meetings

## **Pupil Responsibilities**

The highest standards of behaviour are expected of pupils at all times in or near school premises or when representing the school at events. Our pupils wrote and agree that it is their responsibility to be:

- honest
- punctual
- hardworking
- dressed in school uniform
- respectful of ourselves and others
- cooperative with all in our community

In practice this will mean that pupils will

- always try their best
- only use mobile phones at break and lunch – not in corridors and only in class if teachers request
- be polite and mannerly to all in our community
- put litter in a bin
- talk to an adult/prefect if they see/hear something of concern

Pupils make choices. Good choices lead to praise. Praise may be:

- letters of commendation sent home
- achievements acknowledged e.g. at assembly
- certificates awarded annually

## **Restorative Approaches**

Schools are organisations that seek to teach young people not only about subjects but also about life skills and how to be a responsible citizen. Whilst the majority of our pupils are keen to learn and seek to behave appropriately when at school, as in all schools, there will be occasions when some young people do not behave in an appropriate manner. This disrupts learning and staff will be firm but fair in dealing with such matters.

Traditionally in schools if pupils do not take responsibility for themselves then poor choices lead to consequences and warnings. This is known as a retributive (or punitive) approach. However, whenever possible we prefer to adopt a restorative, solution oriented approach. A restorative approach attempts to rebuild relationships that have fractured whether that relationship is between pupil and pupil or between a pupil and a member of staff. This approach seeks to bring together those responsible with those harmed in meaningful dialogue that explores what has happened and helps all parties to move forward in a positive manner together.

When a restorative approach is not appropriate, the school has a number of consequences that can be applied to any situation. For low level misdemeanours this can include morning interval detention (10 minutes) for late-coming, departmental or class punishments of exercises or detention.

More serious incidents are generally referred to Senior Leadership Team (Headteacher and Depute Headteachers) who may issue the following sanctions:

- Lunchtime detention – for non-attendance at morning interval detention, incidents causing concern but are either a first offence or continuing low-level disruption in class.
- After school detention – for non-attendance at lunchtime detention, serious incidents or behaviour that has not been rectified by lunchtime detention.
- Alternative Learning Programme (ALP) – the pupil is removed from timetable for a period of time but remains in school with different social times to peers. The pupil undertakes some learning on a 1:1 or small group basis focussing on the behaviour and how not to repeat.
- Formal exclusion – the pupil is removed from timetable for a period of time not exceeding five school days and does not attend school. In formal exclusions, the parent(s)/carer(s) will be required to attend a resolution meeting in the school.

It is important to stress that senior managers imposing an ALP, an exclusion or an after-school detention will attempt to contact parents/carers in every circumstance. After-school detention has been introduced as a measure between lunchtime detention and formal exclusion. Non-attendance at an after-school detention may result in formal exclusion. We acknowledge the need for parental support in imposing this consequence beyond the school day, and are grateful for the support of parents that is evident in almost every case.

The school attempts to respond to indiscipline in an appropriate and consistent manner. In doing so, the context and individual circumstances of any specific incident will be taken account of. It would be impossible to report every incident of low level indiscipline to parents and a judgement will be made when either the importance of an incident or the consistency of any indiscipline merits a phone call home.

## **Concerns**

If you have personal enquiries or concerns about your son/daughter's progress, your first point of contact should be the Guidance Teachers. Each pupil is assigned a Guidance Teacher as their named person. The Guidance Team are at the heart of the pupils education experience providing information and guidance on careers, course choice, social education and arranging work experience.

Mr A McNiven – PT, Glenisla  
Mrs A Murray - PT, Stormont  
Mrs W Hain - PT, Tay

## Parental Involvement

Children do better at school, and achieve more in life when parents and schools work together. Only 15% of a child's life is spent at school and so it is very clear that parents have the most influential role in a child's education. It is important that we respect that we each have our own role to play, but in working together we will aim to ensure that every child does the best they can at school and beyond.

There are many opportunities for parents to become involved in the school, such as supporting learning at home, getting involved in parental representation through the Parent Teacher Association or the Parent Council and through parents' evenings and other events to support our pupils' progress through the school.

We undertake to be an 'open' school where parents and carers can have direct and easy access and where we will endeavour to respond to any queries within 24 hours.

Further information on parental involvement in schools can be found at:

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

## Transitions

### From primary seven to secondary school

The school retains regular contact with our associated primary schools - particularly when primary seven are concerned, in order that the transfer to the secondary school is as smooth as possible. Teachers from our Support for Pupils Department (Pastoral and Learning) and some subject departments make a number of visits to our associated primary schools particularly during the final term of primary seven.

During these visits discussion with primary seven teachers takes place and advice is given to us, such as special interests and abilities of all the children involved. In addition, and equally important is the sharing of information regarding the sensitivities and personalities which the primary school teachers have come to know and understand about the children during the preceding seven years in their care.

In October we invite parents of primary seven pupils to visit us to spend an evening looking around teaching departments and experiencing some of the work content which their children will experience in S1. We endeavour to arrange transition events during the school day whilst pupils are in P7 in order that they can begin to familiarise themselves with secondary school. In June of the summer term, all primary seven pupils attend the High School for two days and begin to meet their class teachers.

Our staff also carry out visits to the primary schools before the end of the spring term, and spend an evening with primary seven pupils, their parents and their teachers. The intention is always to provide as clear a picture as we can about school life in the "big" school. The intention at all times is to build confidence in order that the children may accept more easily the move from primary to secondary school.

## The School Day

A bell is rung 5 minutes before the start of the morning and afternoon sessions. This enables pupils to proceed to classes in an orderly manner and to arrive promptly for the start of each lesson. The morning session commences with a 10-minute House Tutor period on Monday and Wednesday in designated House Tutor Group rooms.

PERIOD	MON & WED	TUE & THU	FRI
House Tutor Period	09.00 – 09.10	n/a	10.30-11.00
Period 1	09.10 – 10.05	09.00-09.55	09.00-09.45
Period 2	10.05 – 10.55	09.55-10.50	09.45-10.30
Interval	10.55 – 11.10	10.50-11.05	11.00-11.15
Period 3	11.10 – 12.05	11.05-12.00	11.15-12.05
Period 4	12.05 – 12.55	12.00-12.55	12.05-12.55
Lunch	12.55 – 13.50	12.55-13.50	12.55-13.50
Period 5	13.50 – 14.45	13.50-14.45	13.50-14.45
Period 6	14.45 – 15.40	14.45-15.40	14.45-15.40

After-school curricular or extra-curricular activities stop at approximately 4.50 pm to enable bus-travelling pupils to Coupar Angus or Alyth to travel home. It is unfortunate that no late bus transport is available to pupils from other destinations and in such circumstances parents should make their own travel arrangements.

## Uniform/Clothing

School uniform is an important part of setting a positive working atmosphere in the school. We hope that pupils will wear their uniform with pride, particularly when representing the school at outside places and events.

School uniform is supported by all our parents and pupils and as such, there is an extremely high standard of uniform evident in school.

The School Uniform is as follows:

- Black trousers (school trousers, no denim) or skirt, both of which should be at least knee-length.
- White shirt or blouse (these should have buttons to the collar and not be V necked).
- The school tie (available at Doig's, Blairgowrie).
- Plain black sweatshirt or jersey, no hooded or non-uniform tops will be permitted in class or assembly.
- Strong shoes (black or brown) are preferred. Where trainers are worn these should be plain black.
- Outdoor coat, preferably black, for winter weather (no denim)

All pupils are encouraged to wear school blazer.

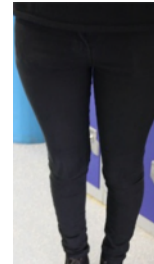
 **DO WEAR:**

 **AVOID:**

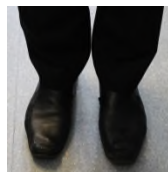
Wear a white shirt or blouse that buttons to collar. Wear your school tie up to your neck and if you need a jumper/cardigan, make sure it is **plain** black.



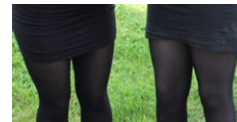
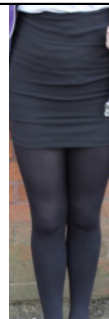
Wear plain black trousers, **NOT** leggings, jeggings or jeans.



Wear **PLAIN** black shoes or trainers.



Wear black skirt at least knee-length.



## Physical Education Kit

The school has limited indoor facilities and it is essential therefore that PE lessons are held outside on the sports field. By necessity, this may include inclement weather. Pupils should therefore be prepared with both change of clothes and towel for showering in the event of rain. Only if conditions are dangerous will PE be moved indoors (such as hard frosted ground for rugby). Shower facilities are available and pupils are encouraged to make use of them after a PE lesson. A towel and soap/shower gel should form part of the kit that pupils bring. The storage of pupils belongings while at PE must conform to the instructions issued by the teaching staff in the PE department.

The Education Authority has a policy to support parents or guardians in the provision of adequate clothing and footwear for all children of school age, to enable pupils to take full advantage of the education which it provides. A child's entitlement is determined by parental/guardian income. If you wish to apply for this entitlement you should complete an application form obtainable from the School Office.

## **Attendance**

Pupils must attend school unless prevented by their own illness. If a pupil is likely to be absent through illness, parents/carers are asked to phone the school attendance line on **01250 871299** before 9 am. Attendance records will be updated and the pupil marked as absent.

An absence note, explaining the reason for absence and including the dates your child was absent, must be brought to the pupil's House Tutor immediately on return to school. This is necessary for school records even if there has been contact with the school during an absence. Parents/carers who wish their child excused from school for reasons other than illness should send a note to the House Tutor asking for permission ahead of time.

If no reason is given for a pupil's absence, a Groupcall text message will be sent to parents, each morning of absence asking them to **contact the school immediately** to advise the school of the reason for absence. If it becomes apparent that a pupil is truanting, parent/carers will be contacted.

Visits to doctors/dentists/hospital should be made outwith school hours when possible. Where this is not possible, the pupil should bring his/her appointment card or a note from a parent/carer to the House Tutor who will then send the pupil to the first aider for a release pass.

Further official procedures may be taken when a pupil has many unexplained or unwarranted absences.

Any special requests for leave of absence should be made in writing to the House Head.



## Our Prefects 2016-17



Glenisla



Stormont



Tay

## The Curriculum



Our curriculum aims to use our school values as the basis for developing relationships which promote respect for self and others.

We seek to provide a broad range of experiences which develop successful learners, confident individuals, effective contributors and responsible citizens and to provide a curriculum which encourages all aspects of learning, enabling pupils to develop their skills and talents and promote achievement.



To be successful in these aims, in Blairgowrie High School our curriculum will not just offer appropriate qualifications but also include opportunities for wider achievement and awards.

The curriculum is split into 2 broad phases: Broad General Education and Senior Phase.

## Broad General Education - S1-S3

All learners are offered a broad, general education from nursery to S3. In secondary school, pupils will experience a wide range of subjects across eight curriculum areas:

	Expressive Arts (Art; Drama and Music)
	Languages and Literacy (English) and (Modern Languages)
	Health and Wellbeing (PE; Personal and Social Education; and Home Economics)
	Mathematics and Numeracy
	Religious and Moral Education
	Sciences (Biology; Chemistry and Physics)
	Social Studies (Modern Studies; History and Geography)
	Technologies (Business and IT; and Craft, Design and Technology)

Learning is organised around experiences and outcomes (Es & Os). Es & Os are divided into 5 different levels that broadly reflect different stages of learning. The Es & Os recognise that children and young people will progress at different rates. During S1-S3 most young people will be working within 3rd and 4th level Es & Os. Secondary courses build on the knowledge and skills developed in primary school, aiming to make the transition from P7 to S1 as smooth as possible.

As pupils progress into S3 they will be offered opportunities for choice within these curriculum areas allowing them to specialise while retaining breadth within their education.

Broad General Education											
S1 & S2	English	Maths	Geog Hist Mod St.	Integrated Science	Art & Design Drama Music	Business Technical HE	French German Spanish (2 from above)	PE PS E	RE		
S3	English	Maths	Choose 1	Choose 1	Choose 1	Choose 1	Choose 1	PE	RE SE	Option1 Any	Option2 Any

## The Senior Phase Curriculum S4-S6

Senior Phase extends across 3 years with exit points as appropriate to individual pupils. In S4 pupils may study up to 6 subjects including Maths and English. In S5/6 pupils can study up to 6 subjects at appropriate levels. By viewing S4-S6 as an integrated phase pupils build on their qualifications over the three years. The number of subjects selected will depend upon the achievement pathway chosen but most will study 5 or 6 national qualifications in any one academic year with some courses lasting more than one academic year. The WAVE programme offers a number of personal development and vocational opportunities as an integrated part of the curriculum some of which will lead to accreditation. Two-year Foundation Apprenticeships are also offered to pupils over S5/6 in collaboration with Perth College.

Levels of national qualifications offered are as follows:

- National 3 (SCQF level 3)
- National 4 (SCQF level 4)
- National 5 (SCQF level 5)
- Higher (SCQF level 6)
- Advanced Higher (SCQF level 7)

Depending on the subject and level of study, certification may be achieved through an end exam, on-going and regular internal assessment, or submission of work produced during the course. For some subjects it may be a combination of these.

As well as studying subjects that will lead to formal qualifications in this phase, pupils have the opportunity to enhance their learning through other planned opportunities such as work experience, community voluntary work, peer support, college courses (WAVE). In S4, pupils will also study Scotland's Culture and have an opportunity to develop their Entrepreneurial and global citizen skills.

SENIOR PHASE S4/5/6												
HIGHER 1	HIGHER 2	HIGHER 3	HIGHER 4	HIGHER 5	PE	WAVE	RME & PSE	H1	H2	H3	H4	H5
S4 English NAT Qualification	S4 Maths NAT Qualification	NAT Qualification Choice 3	NAT Qualification Choice 4	NAT Qualification Choice 5	NAT Qualification Choice 6 Or Employability Award	WAVE	BHS C4 Life	PE	RME & PSE			

### Literacy, Numeracy and Health and Wellbeing

In addition to teaching in their specialist area, all staff have a responsibility to promote the health and wellbeing of all pupils, as well as to develop their literacy and numeracy skills.

Staff are expected to consider the 'wellbeing indicators' in ensuring that there are no barriers to a pupil's learning. The indicators summarise our aspiration that all our young people are: Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible and Included.

The Curriculum for Excellence's renewed focus on literacy reflects the belief that the development of this key skill is fundamental to young people's progress. This idea is stressed in one of the key national documents underpinning the new curriculum:

*Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development. Every teacher in each area of the*



*curriculum needs to find opportunities to encourage young people to explain their thinking, debate their ideas and read and write at a level which will help them to develop their language skills further. (Building the Curriculum 1).*

Maths and numeracy are also of critical importance to our young people, whether for everyday life skills or in preparation for learning a trade or work in business, engineering, science or technology. Numeracy skills are used in different contexts in classrooms across the school and pupils are given opportunities to practise the skills they have learned.

All teachers in Blairgowrie High School are working together to ensure a consistent approach to the development of health and well-being, literacy and numeracy.

### **Pupil Profiles**

All pupils are given opportunities to develop their ability to reflect on their learning and achievements through the profiling process. The process should equip young people with the ability to talk and write about themselves with the goal of a positive sustained destination. All staff who are engaged with children and young people, have a role and responsibility to engage in the profiling process. In Blairgowrie High School S1-S3 pupils are issued with their own profile notebook and parents/carers are encouraged to discuss with their child, on a regular basis, their learning, achievements and aspirations.

### **Educational Trips**

From time to time throughout the year, pupils will undertake learning outwith the school environment. Annual parental consent will be sought for local field trips involving activities such as outdoor learning. Specific parental consent will be sought for trips outwith the immediate area or involving an overnight stay. A small fee is often requested to cover the cost of transportation and entry fees, details of this will be provided in the information outlining the excursion.

In addition to this, the school is fortunate enough to have staff willing to run foreign excursions and in recent years these have included trips to Paris, Champoluc, and Malawi.

A selection of photographs from some of these activities/excursions is shown below and overleaf.

Young Firefighters



London 2016



Champoluc 2016

### **Religious Observance Assemblies**

The definition and aims of religious observance are “community acts which aim to promote the spiritual development of all members of the school’s community and express and celebrate the shared values of the school community”.

Religious observance has an important part to play in the development of the learner’s four capacities: a successful learner, confident individual, responsible citizen and effective contributor. In Blairgowrie High School our assemblies are always reflective of our school values. Assemblies provide opportunities for the school community to reflect upon and develop a deeper understanding of the dignity and worth of each individual and their contribution to the school and wider communities.

As such religious observance plays a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.

Religious observance needs to take place sufficiently frequently to have an impact on the spiritual development of the school community. It is, however, the quality of such occasions which is of greatest importance.

There is a need to balance the frequency which would make a positive impact on children and young people with the need to ensure that the experiences are valuable and inclusive. Every school should therefore provide opportunities for religious observance at least six times in a school year, in addition to traditional celebrations central to the life of the school community.

Parents have a statutory right to withdraw their children from participation in religious observance. Parents should contact the Headteacher with such requests.

Where a child is withdrawn from religious observance, the school will make suitable arrangements for the child to participate in a worthwhile alternative activity.

## **Instrumental Tuition**

Through the Perth and Kinross Music Service the opportunity to continue to play or begin to play a musical instrument may be on offer. Currently the school offers tuition in String, Woodwind, Brass, Guitar, Voice, Bagpipe, Piano and Percussion instruments. Application forms can be obtained from the Music Department or can be downloaded from the Councils' web page. There is a charge for the tuition but it is also possible to apply for a grant from the Music Foundation, details of which can be obtained with the application form. For pupils who are presented in any National Course there is no fee.

## **Careers Advice**

All subject teachers have a responsibility to equip pupils with skills for work and to make their subject area relevant to the world of work. Through the Personal and Social Education programme, all pupils experience planned career focussed education which includes learning about how to access support and financial advice regarding post-school options.

Guidance teachers are specifically involved in individual careers advice to pupils, directing them to careers information in the library and interviews with the Career Coach from Skills Development Scotland (Mrs Whammond). At all times pupils are urged to discuss their interests and ambitions with their parents but particularly at course option times. Help and advice is given to pupils when completing UCAS statements, college applications and job applications. Pupils are also encouraged to use [www.myworldofwork.co.uk](http://www.myworldofwork.co.uk) for help with CV development, career research, courses and interview preparation.

Pupils are offered planned opportunities throughout their school experience to engage in learning about the world of work, including opportunities to meet and hear from employers. In preparation for making post-school destination choices, there are opportunities to visit universities, colleges and fairs/events related to further and higher education options. Speakers from UCAS, SAAS, education providers and other agencies provide opportunities for young people and their parents to consider their options.

The school works in close partnership with a range of partners to ensure a focus on all young people and their routes into positive and sustained destinations upon leaving school, including regular meetings with Perth College and other community partners.

Upon leaving school, support is available to young people and parents/carers through Skills Development Scotland. A Careers Coach is available through a weekly drop in at SCYD, Wellmeadow House, Gas Brae, Blairgowrie held on a Wednesday 1.30-3.30pm or through contacting the service on 01738 637639.

## **Learning Resource Centre**

The LRC supports pupils helping them to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.



The LRC is open from 8.45am until 4.45pm each school day. All pupils have access before and after school and at interval and lunch times. The LRC holds lunchtime clubs BBC News School Report, Chess and Warhammer.

The LRC has both fiction and non-fiction stock available for loan. Pupils can borrow up to three items for a three week period. All stock can be borrowed over the holidays and pupils should renew anything they would like to keep for longer than three weeks.

The LRC Coordinator teaches an Information Skills course for all S1 pupils during their first term. Information skills, research and referencing sessions are also available for all other years.



The LRC supports pupils in their personal reading, we shadow the Scottish Children's Book Award, hold a book fair to celebrate World Book Day and support National Poetry Day every year. We provide author experiences for pupils including in school visits and the Edinburgh Book Festival. A new addition to our resources is Booked magazine. This is available free for all pupils and can be picked up in the LRC.

## **LRC Resources**

The fiction section contains a variety of genres and ranges from Quick Reads to Adult stock. The non-fiction stock contains material to support subject based learning and individual study. There is also a wide selection of material for recreational reading. Pupils are encouraged to suggest titles for stock and request authors or titles they would like to read.

There is a substantial reference section. The LRC provides access to the online Complete Issues for all pupils and staff. E-books are available through our subscription to RM Books online which can be accessed through GLOW, the Scottish Education Intranet. Ask in the LRC for GLOW or e-book support.

Additional resources can be obtained through the wider Library service and LRC staff will be happy to help with any requests.

There is a suite of PCs available in the LRC for pupil and staff use. These are all networked and have internet access. There are two scanners and printing facilities are available. Pupils must make bookings for break and lunchtimes.

For more information and regular book updates please visit the LRC Blog:  
<https://bhslearningresourcecentre.wordpress.com/>

## Assessment & Reporting

### Monitoring and Tracking

The school has comprehensive measures in place to track the progress of all senior pupils towards success in national exams. Based on prior performance targets are set for pupils. Principal teachers of subject and senior management monitor progress with care. If a pupil is falling below expectations, the class teacher will inform them of the steps needed to catch up. When there are significant concerns we will contact parents/carers.

### Assessment

An important feature of all pupils' learning experience is the regular assessment of their progress. Assessment will be on-going throughout school life and appropriate to each child's capabilities.

The purpose of the school based assessment is to:

- encourage pupils to learn and apply themselves to work
- identify pupils' strengths, areas for development and next steps in learning
- help teachers to critically examine the appropriateness of the course and materials being used and modify according to the needs of the pupils
- form part of the target-setting, action planning and review process

Methods of assessment include:

- self or peer assessment which will happen regularly.
- continuous assessment by teachers as they observe and listen to pupils, and look at work produced by pupils in a range of situations and forms.
- examinations such as prelims for pupils within the Senior Phase.

### Reporting

All parents receive an annual written report on their child's progress and at least one parent contact evening each session at which parents may make appointments to discuss their child's progress with his/her class teachers. Reports provide clear, positive and constructive feedback about children's learning and their progress against national standards and expectations. Information contained in the reports is based upon:

- The teacher's professional knowledge and judgement about the skills and abilities of their students.
- Evidence gained from the range of assessment methods employed over the school session.

Our school progress reports aim to advise pupils and their parents of their ability, effort and attainment in each subject area studied. Progress reports also contain comments on pupils' attendance, conduct, attitude and homework. We also issue tracking and monitoring reports for all year groups. These reports are not as detailed as annual written reports but allow parents/carers to look at effort, behavior and homework across all subjects.

In addition, parents are always welcome to make enquiries about the progress of their child by making contact with the appropriate member of the Support for Pupils (Pastoral) team.

## School Improvement

### Attainment

At the end of S3, we now take a measure of the number of learners who are deemed secure in literacy and numeracy at 3rd level or are working within 4th level. A learner is said to be secure when he or she can apply learning in different ways eg through projects, investigations, interdisciplinary learning.

	June 2016
Literacy	
• Reading	63%
• Writing	55%
• Listening and Talking	67%
Numeracy	83%

SQA attainment in the 2015 diet is summarised as follows:

	2015 - %Pass	2016 - %Pass
<b>S4 (SCQF Level 3)</b>		
5+	27	32
<b>S5 (SCQF Level 6)</b>		
1+ Highers	60	39
3+ Highers	37	20
5+ Highers	21	7
<b>S6</b>		
1+ Highers	51	63
3+ Highers	40	52
5+ Highers	28	36
1+ Adv Highers	29	29

### Achievement

Young people of Blairgowrie High School continue to learn in and out of the classroom. The list below represents just a snapshot of some of the many learning opportunities afforded to our young people.

- In Home Economics S2 pupils completed 'Junior Masterchef' and created dishes of a professional standard in collaboration with a number of local business partners.
- All S4 pupils participated in the Micro Tyco enterprise and fundraising challenge which develops entrepreneurial, finance and citizenship skills.
- In PE, to add to the already extensive range of sports clubs, staff undertook Lacrosse training and pupils now participate in this sport.
- The Art & Design Department organised and presented our Fashion Show – a huge success involving S1-S6 pupils and staff.
- Drama, English and History departments worked with the National Theatre Company on an interdisciplinary project that taught pupils about WW2 soldiers previously referred to as deserters. This helped to develop design, communication and presentation skills and we hope to develop this into a reality.

## Support for Pupils

### GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people in Scotland. 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. However, it is the case that at times any family might need extra support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get that help or support if they need it. The Children and Young People Act (Scotland) 2014 will mean key parts of GIRFEC become law in 2016 including:

- i.* the Named Person service being made available for every child and young person, and their family; (NB this has now been delayed nationally pending changes to proposals) and
- ii.* where a child or young person does need some additional help and support there will be one single plan in place, the Child or Young Person's Plan, to coordinate the support from all the services and agencies involved and ensure everyone works together to deliver better outcomes for the child at the centre of the plan.

### Pupils with Additional Support Needs

The Education (Additional Support for Learning) (Scotland) Act 2009 provides a framework for supporting young people and their families. This framework is based on the idea that all children and young people need support in order to learn, but some require support which is additional to or different from, what is normally provided. The additional support needs can be short or long term.

For most of young people their needs will be met through normal school planning processes or Individualised Educational Programmes. A co-ordinated support plan will be prepared for a small number of children and young people with additional support needs, especially those with:

- On-going needs arising from complex or multiple factors
- Needs which are likely to continue for more than a year
- A requirement for significant support from agencies other than education detailed in The Education (Additional Support for Learning) (Scotland) Act 2004, amended 2009.

The Act explains the duties of education authorities and rights of children and young people. For more information, in the first instance, the school will be happy to respond to all enquiries.

Information may also be obtained on the local implementation of the Act by contacting Dorothy Henderson at Pullar House on 01738 476390. Information and advice can also be obtained from the Enquire Helpline 0845 1232303, or email [enquire.seninfo@childrensinScotland.org.uk](mailto:enquire.seninfo@childrensinScotland.org.uk)

Detailed information regarding pupils transferring from our partner primaries is gathered prior to any transition taking place.

A programme of events is organised to enable support staff to get to know both pupils and parents, to identify specific needs and to plan for enhanced transition where appropriate. This planning is carried out in full consultation with primary school staff and where appropriate, the Community Link Worker. Blairgowrie High School Support staff attend additional support needs meetings and meet with class teachers in primary. An additional support needs meeting is arranged prior to transition when pupils enrolling from outwith the immediate catchment area have identified needs. In all cases school reports and the outcomes of specific assessments are shared.

Our policy is to include, wherever possible, each child in mainstream education provision. However where there is a consideration of extraction from subject classes to work on alternative programmes, parents will be fully involved in the planning process. Alternative programmes may include Life Skills, Motor Skills, Personal Achievement Awards and Outdoor Learning. A nurture facility is also available.

Where appropriate, a support teacher (learning) may be the named person for individual pupils with additional support needs. The support teacher aims to provide one to one support on curricular, social, emotional and vocational matters.

The 5 roles of the pupil support teacher are as follows:

- Identification and Assessment
- Planning Learning and Teaching, Including Co-operative Teaching
- Consultancy/Consultation
- Partnership with Specialist Services
- Contributing to Professional Development

The support teacher works closely with families and respects confidentiality.

### **Support for Pupils Faculty**

Mr Dingwall (Depute Headteacher Support for Pupils and Staff) maintains an overview of all pupil support issues and heads Tay House. The Support for Pupils faculty is made up of Support for Learning staff and Support for Pupils (Pastoral) staff – often referred to as Guidance staff. Mrs S Stephen is the Principal Teacher of Support for Learning. Mr A McNiven (Glenisla), Mrs A Murray (Stormont) and Mrs W Hain (Tay) are Principal Teachers Support for Pupils (Pastoral).

On a monthly basis Integrated Team Meetings are held with school staff and partner agencies to combine expertise to support pupils who are experiencing particular difficulties.

If you have any concerns about your son/daughter, please contact your child's Pastoral Teacher in the first instance.  
Contact number 01250 871200.

### **Personal Support**

All adults who have contact with young



people have responsibilities to meet their needs and provide personal support. To enhance the support that each pupil receives each pupil has a house tutor whom they regularly meet and update their profile. As house tutor groups are organised vertically (ie S1-S6 pupils together) this allows opportunities for peer support as well as individual time with their teacher. The benefits of this are that each pupil is known well by more than one member of staff, pupils of all age categories build relationships and support each other and each pupil has a weekly opportunity to reflect on their progress and record their achievement. Parents/carers can assist their son/daughter in this process by discussing pupil learning logs and targets on a regular basis.

### **Personal and Social Education**

Throughout the school PSE is delivered by the Principal Teachers of Support (Pastoral) and visiting speakers. The PSE programme varies depending on the age and stage of the pupil. Areas or topics included in the programme include careers, education on drugs, relationships, sexual health and parenthood. The school has also worked hard to try to tackle issues raised by new technologies such as misuse of social media sites.

In all cases, from S1 to S6, pupil-centred teaching approaches are used.



### **Partner Agencies**

The Senior Management Team (Headteacher and Depute Headteachers) and Support team do not work in isolation and a number of partner agencies work closely with the school. These include:

#### **Educational Psychology**

The educational psychologist provides a consultancy service for staff, provides development and training opportunities and conducts assessments of pupils with additional needs. The educational psychologist usually becomes involved with pupils through referral from the school. In these cases the involvement and agreement of parents is always sought before a referral takes place. Parents who themselves wish to refer their child for assistance should in the first instance contact their child's guidance teacher.

#### **Community Link Worker (CLW)**

Our CLWs are Ross Marshall, Lesley Boyle and Alistair Jelks. CLWs work closely with pupils and families to address a number of issues including school attendance, family health and relationships with a view to building self-esteem and reducing barriers to learning.

#### **English as an Additional Language**

Mrs A Baird provides support for those pupils for whom English is a second language. Her work includes enabling pupils to achieve qualifications in ESOL.

#### **Social Work**

We work closely with Social Work colleagues in supporting families with particular needs.

## School health

Our school first aider assists in our health education programme, carries out screening programmes and provides support for pupils and families.



## Further information about Additional Support Needs

Scottish Ministers advise that further information and support to parents of children and young people with ASN is available from various organisations. These organisations are identified under the Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

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

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

Telephone Helpline: 0345 123 2303

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

Advice and information is also available at: [www.enquire.org.uk](http://www.enquire.org.uk)

Enquire provides a range of clear and easy to read guides and factsheets including The Parents’ Guide to additional support for learning.

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

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



## **Child Protection Officers**

Blairgowrie High School Child Protection Officers are Mrs Murray, Mrs Hain, Mr McNiven and Mrs Stephen.

The school places great emphasis in responding to and supporting children in difficulty. Where this difficulty may be related to child abuse or related issues, we co-operate closely with social work and the police.

Any parent or pupil wishing to raise a child protection issue should approach their son/daughter's Pupil Support Teacher (Pastoral) in the first instance.

## **School Policies & Practical Information**

### **School Policies**

School policies are available for parents/carers on request or on the school website.

### **Prescribed Medication**

If a pupil has been prescribed medication which requires to be administered during the school day, parents/carers are advised to send the medication with clear prescription details and an explanatory note to the school with the child concerned on the first day. As in line with Perth and Kinross Council's procedures, a form (Parental Request for Medication to be Self-administered) will be issued to the child to be completed by the parent/carer before any further medication can be taken in school.

The first aider will retain the medication in safe storage during the day and allow the appropriate dosage strictly according to the prescription details to be taken. It is recommended that a sufficient quantity of the prescribed medication should be retained at home (with a copy of the prescription details), to ensure availability for administration both at home and in school until the medication ceases to be required.

### **Medical Conditions**

Parents are requested to inform the school of any medical condition which may require special attention by the school.

### **ParentPay**

The school uses an online system for payments. [www.parentpay.com](http://www.parentpay.com)  
Login details are available from the school office. Payments can be made for school lunches, school events, trips, Home Economics, Technical, lockers, etc. You can link all your children together under one account, view balances and top up online with your debit or credit card. It is also possible to set up text or e-mail alerts for low balances and new items being added. It is extremely secure and means you do not have to send cash into school.

## Financial Issues

We would be grateful if parents would contact the school office or appropriate Head of House if there are any financial issues which may have an impact on their ability to pay for elements in certain courses or extra-curricular activities. Support may be available within school, or with other agencies, to assist in such cases.

## School Meals

School meals and baguettes are served daily in the dining hall and offer a variety of choices. These range from hot meals to pre-packed cold fare. Alternatively, our café area, Barry Bites, provides soups, sandwiches, wraps and rolls, fresh fruit and tray-bakes. A pre-order system is also in place if pupils wish to avoid queues. There are also vending machines stocked with freshly made snacks, sandwiches and drinks. A two-course main meal will cost approximately £2.00 to £2.50. A free-meal entitlement is worth £2.15 per day. This entitlement may be applied for by completion of the appropriate form obtainable from the school office.

Whenever possible pupils should use their swipe cards to pay for school meals. Money can be loaded onto the pupil's individual card electronically by using ParentPay [www.parentpay.com](http://www.parentpay.com) Login details are available via the school office. By using ParentPay, parents/carers can monitor the meals that their children are eating. Each pupil has an individually issued swipe card which is automatically linked to their ParentPay account.

Electronic payment for meals is the preferred option as it is more quickly processed and allows dinner queues to move more quickly than using cash – although cash is also accepted at till points. Please ensure your child has sufficient money on their card. Free-meals are automatically credited onto the pupil's card on a daily basis. This system ensures complete confidentiality.

A breakfast service is also offered by the meals service prior to the start of the school day.

Parents may prefer to provide their children with a pre-packed lunch and seating is available within the dining hall or in Barry Bites. In summer months, picnic tables are also available in school grounds.

## Homework

Our school emphasises the importance of regular homework being carried out by all pupils. We depend on the support of parents/carers in our efforts to develop a habit of "regular homework and study". Often, this habit is already present before the children come to us. The purpose of regular homework is to enable:

- completion and consolidation of work carried out in the class
- consolidation and sharpening of knowledge and skills gained in class
- reinforcement of the understanding of work covered in class.

Every pupil (S1-S3) is issued with a homework planner at the start of each session. It is required that this planner is carried to school each day. Departments provide a quantity of homework, sufficient for the year and level of pupils. Pupils are required to note in the planner, the homework and the date by which it must be completed and returned.

## **Transport**

1. If Blairgowrie High School is your local secondary school designated by the Education Authority, an entitlement to a free bus pass will be applicable if you live more than three miles from the school, by the shortest possible walking route.
2. Contract bus companies may, as a courtesy, make vacant seats available to pupils who are not normally entitled to free transport.
3. If you make successful placement requests for your children to attend this school, but reside outside our catchment area you will be required to make your own travel arrangements.
4. Those pupils who move from an associated primary school to this school in the normal progression process, will have their bus pass entitlement issued in advance of the movement.
5. In the case of parents arriving into the district during the school session, an application for free transport entitlement may be made on the appropriate form available from the school office.
6. Bus passes are issued only in the name of the individual pupil and for a specific bus.
7. They are not transferable for use by any other pupil, nor can they be used on any alternative bus.
8. Pupils who lose their bus pass will require to purchase a replacement through the school office. The current replacement cost is £5.00.
9. Pupils who fail to bring their bus pass will be required to pay the fare for the journey involved.
10. Pupils may travel to school on bicycles. However it must be noted, for safety reasons, cycling is not permitted in the school grounds. Please also note that bicycles are not insured on behalf of Perth and Kinross Council; they are brought to school strictly at the individual owner's risk.
11. Pupils are required to behave satisfactorily on bus journeys to and from school. Smoking on the bus is absolutely forbidden. The Headteacher will take action against any pupil reported for misbehaviour. The bus companies reserve the right to withdraw a bus pass entitlement from any repeated offender.

## **Insurance and Personal Property**

Perth and Kinross Council insures against its legal liability (a) accidental personal injury or (b) loss or damage to property of third parties. Parents are advised that no insurance cover is maintained for circumstances in which the Council does not have legal liability. Parents are advised to establish whether they are entitled to some compensation through their own House or Contents Insurance.

The school can take no responsibility for personal property:

1. All personal property should be named. Nowadays pupils wish to bring their own electronic equipment to school. Please note that it is the pupil's responsibility to

safeguard such equipment and money, calculators, mobile phones etc should not be left unattended. Enquiries about lost property should be pursued with the school office in the first instance. Mobile phones must not be switched on during classes (unless the teacher is allowing access for the purposes of learning) or between periods. Pupils who attempt to use mobile phones during lessons, without permission of the teacher, may have them temporarily confiscated.

2. Pupils are expected to provide their own pens, pencils, rubbers and rulers.
3. Pupils should not leave any property unattended at any time including schoolbags. Lockers are available for pupils for the duration of their stay at the school. A £5 non-refundable deposit is required. Priority to new S1 pupils will be given (usually in September), please look out for pupil notices. The Sports Centre also have locker facilities for use during PE lessons or alternatively PE staff will offer 'valuables boxes' for the safekeeping of belongings.

### **Arrangements for Emergency Closure**

On days when there are planned early closures, parents will normally receive at least three days' advance warning by means of a letter delivered by their children.

In the event of emergency early closures (e.g. caused by bad weather, fire or a failure of the heating system) the children will be given the choice of going home (if buses have been arranged), staying in school under supervision until the normal closing time or going home or to a friend's house.

Under these circumstances little or no advance warning can be given so we would ask parents to instruct their children what to do and in particular to arrange alternative shelter should the family home not be available. Parents are also asked to ensure that they update the school as a matter of urgency if they change their address, telephone or other contact details. Text messages will be sent to parents to keep them as well informed as we can.

In such circumstances the school maintains close contact with the bus companies and tries to ensure that all pupils from outlying areas are dismissed in good time so that they may get home safely. During periods of extreme weather conditions parents are asked to tune into Radio Tay which will broadcast details of any school closures and to consult the Council website.

Senior staff are always available at such times to help and advise any pupil in difficulties. At all times the safety of our pupils is the main concern.

Information for parents/pupils regarding school closures will be available from the following sources:

- Radio Tay frequency AM 1584 FM 96.4 - Perth only; AM 1161 FM 102.8 – elsewhere
- Tay Connect telephone information:  
Parents should dial 01382 457457 then key in the following numbers: 4051  
This service will be updated every 20 minutes - charged local rate.
- Heartland FM and Radio Forth – used for widespread severe weather conditions
- Perth and Kinross Council Customer Service Centre - 0345 3011100 from 8.45

- Perth and Kinross Council Web-site: <http://www.pkc.gov.uk/schoolclosures>

## **Complaints Procedure**

At Blairgowrie High School, we want to give you the best service we can. However, sometimes things can go wrong, and you may feel you or your child have not had the service you expect from us.

The school deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. A copy of this document is available on the Council website at: <http://www.pkc.gov.uk/Complaints>

If you have a complaint, the first thing you should do is contact your child's Head of House in the first instance. They will do their best to sort out the problem for you.

Mrs Lesley Hill, Glenisla Head of House  
Mr Lawrie Stewart, Stormont Head of House  
Mr Andrew Dingwall, Tay Head of House

You can telephone them on 01250 871200. Serious complaints can be reported directly to the Headteacher, Mrs Bev Leslie.

We will try to resolve your complaint as quickly as possible. In all cases, we will get back in touch with a response. If you are unhappy with our response, or you don't think that we have handled your complaint correctly, you can complain to Perth & Kinross Council as follows:

- telephone the Customer Service Centre on 01738 475000
- email [customercomplaints@pkc.gov.uk](mailto:customercomplaints@pkc.gov.uk)
- write to the Customer Service Centre, Perth & Kinross Council, Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD

## **Scottish Public Services Ombudsman**

If you're still not happy after you've been through both stages of our complaints procedure, you can ask the Scottish Public Services Ombudsman to look into it for you. You can contact the Ombudsman's office at any time for advice, but they won't normally investigate a case until you've been through both stages of our formal complaints procedure.

The Scottish Public Services Ombudsman  
4 Melville Street  
Edinburgh  
EH3 7NS

Tel 0800 377 7330  
Fax 0800 377 7331  
Email: [ask@spsso.org.uk](mailto:ask@spsso.org.uk)  
Website: [www.spsso.org.uk](http://www.spsso.org.uk)

If the Ombudsman agrees to investigate, we will be asked to provide information about your complaint.