



Be the best we can be

AchievingDeterminedDynamicFamily



**Arngask School Handbook
Academic Session 2021/2022**

School information

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:

School Information 1-15

Whilst the information contained in this school handbook was accurate at the time of publication (December 2020), further changes may have occurred since then.

Please also be aware that there are temporary changes to some procedures due to Coronavirus.

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.

School Information

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Introduction

The school is situated in the village of Glenfarg. The main school building dates from 1871. The Early Years building was built in 2002 and is home to the Nursery and P1/2 class. The school has a large playground containing a soft-bark play area with climbing frames, a small wild flower garden, orchard and a grassed football pitch. All of which are used for play and learning.

Delineated Area

The catchment area for Arngask Primary School is as follows:
The most northern point reaches Glenearn Hill, Most Southern point is Birniehill, furthest Western point is Baulk Hill and Eastern is Leden Urquhart.

Further information can be found on contacting the school.

Contact Details

Name: Arngask Primary School
Headteacher: Mrs Suzanne Miller
Address: Main Street, Glenfarg Perthshire, PH2 9NT
Telephone Number: 01577 867250
E-mail: arngask@pkc.gov.uk
Website: <http://arngask.greenschoolsonline.co.uk/>

School Information

Present Roll: 84 Pupils from Primary One to Primary Seven

Nursery: 24 places mornings and afternoons. Please contact PKC Early Years Team if you want to request a place via PKC website.

Arngask is a non-denominational school covering stages Primary One to Seven currently organised in four composite classes.

Teaching Staff

Mrs N. Marshall	Principal Teacher and Class Teacher
Ms. J. Gordon	Class Teacher
Mrs L Mackenzie	Class Teacher
Mrs K. Kinninmonth	Class Teacher
Miss C MacNicol	Class Teacher
Mrs S Crawley	Support for learning Teacher

Nursery Staff

Early Years Practitioner	Mrs C. Reid
Early Years Practitioner	Miss S Cain
Early Years Practitioner	Mrs M Pearson
Play Assistant	Mrs Z Fawsitt

Administration and Support Workers

Mrs S. Jamieson
Mrs T McKibbon
Mrs K Nelson

Perth and Kinross Area Education Office

Head of Education Services (Early Years and Primary)
School Service Manager

01738 476200

Mrs S. Johnston
Mrs G. Knox

Address:

Perth & Kinross Council Education Department

Puller House

35 Kinnoull Street

Perth PH1 5GD

Tel. No. (01738) 475000 Fax. No. (01738) 476210 Text No. 07824 498145

The Perth and Kinross Council web site is: www.pkc.gov.uk

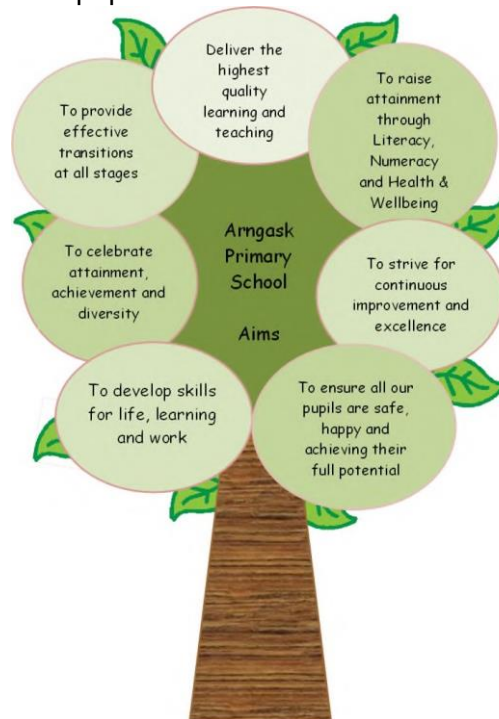
School Ethos: Our vision

Our vision is to create a school community where children can be the best we can be.

Achieving Determined Dynamic Family

School aims

The school aims are regularly reviewed by parents, pupils and staff. Our current design format was created by a Primary Five pupil.



The school rules are based on the aims and values of the school as well as the values of 'Justice, Wisdom, Integrity, Compassion' which are enshrined on The Mace in the Scottish Parliament. Children also learn about the universal golden rule 'Treat others as you would want to be treated yourself'. As a UNICEF 'Rights Respecting School' children learn that respecting others is a value central to life in Arngask.

Children develop their rules for their classes along with their teacher at the beginning of each session. The Pupil Council developed the rules for the playground after consulting with the classes each member represents.

Our school values are:

Be kind

Be honest

Be safe

Respect each other

- Be tolerant
- Be responsible
- Make sure everyone is included
- Try your best and have a growth mindset

Our Relationships and Behaviour Policy is based on our school Values and Aims. Pupils and staff work together in developing positive behaviour through our Citizenship Activities, assemblies, School Council and Peer Support Programmes.

We implement the Perth and Kinross policy in relation to Equal Opportunities and try to ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are committed to the elimination of any form of discrimination on whatever grounds.

Our Curriculum

Our rationale was devised by staff, pupils and parents.



The Curriculum

As we prepare our children for the future in our fast changing world and equip them for jobs which may not yet exist, Curriculum for Excellence has been introduced in schools across Scotland, for all learners aged 3-18.

Within Curriculum for Excellence every child is entitled to a broad general education with the opportunity to acquire depth of knowledge in some areas and to develop Skills for learning, skills for life and skills for work. The learning experiences we deliver will offer learners the opportunity for personalisation and choice. Learning activities will be structured to ensure children work at a pace they can cope with and with the challenge they will thrive on.

Plans and tasks will link knowledge in one curriculum area to that in another, helping children to understand the world and to make connections. Children will think for themselves, make sound judgements, challenge opinions, enquire and find solutions.

Curriculum for Excellence empowers our teachers to make professional judgments about what and how they teach. It encourages creative approaches and promotes cooperative strategies as we seek to engage, motivate and inspire our learners. Progress in learning will continue to be assessed in rigorous ways throughout a young person's time at school.

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

Literacy

The development of literacy skills plays an important role in all learning.

Children's literacy skills are developed through opportunities to:

- Extend and enrich vocabulary through listening, talking, watching and reading.
- Communicate, collaborate and build relationships.
- Reflect on and explain literacy and thinking skills, using feedback to help improve and be able to give constructive feedback for others.
- Engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by technology.
- Be creative with language.
- Engage with a wide range of texts including developing an appreciation of the richness and breadth of Scotland's literary and linguistic heritage. □ Explore and discuss word patterns and text structures.

Pre-reading skills are developed in a carefully planned programme. We currently make use of the 'Jolly Phonics' programme of early reading skills in Primaries One-Three. This is based upon the synthetic phonics programme which has been shown to accelerate learning. This forms one part of our strategy to improve standards of literacy.

The core reading scheme in the Early Years is 'Oxford Reading Tree'. This is used along with other reading resources, including a wide variety of reading games, to develop the ways the children learn to read. Nursery children are introduced to the characters and stories of Oxford Reading tree in the school term prior to starting school in August.

Pupils will go on to use an extensive range of core reading material including Oxford Reading Tree 'Treetops' fiction and Non-fiction books. Pupils will also have access to poetry, newspapers, magazines, comics, advertising as well as the school's fiction and non-fiction library. At all stage's activities are devised to extend pupils' abilities and techniques in reading different kinds of material and to enable them to develop higher order reading skills.

Listening and Talking is assessed through classroom observation. Throughout the school, pupils are encouraged to express themselves and the language programme includes opportunities for children to develop fluency in using oral language. Discussion as a class, in groups or pairs is encouraged and our curriculum offers a wide context for interaction and communication.

The writing programme in the early years is based on a variety of teaching resources which encourage fluent use of language through writing experiences directly related to the child's own world. In the upper school this approach is continued with much writing related to interdisciplinary work including Social Studies, health and Wellbeing, Science and Technologies. Pupils are given opportunities to develop their skills in various forms of writing, such as factual accounts, descriptive writing and reports as well as in imaginative and personal writing. The different forms of writing are spread throughout the year ensuring a balance to their writing programme.

Modern Language in the Primary School

At Arngask we introduce French from Primary One through a variety of games and classroom activities, involving listening and talking. Primary Six/Seven offers opportunities for extending vocabulary into short phrases, basic grammar and more complex sentences through role play, games and written language.

Primary and Secondary colleagues have developed programmes to promote a continuous and progressive learning experience from primary starting through to the end of Secondary Two.

Numeracy

Learning in numeracy aims to enable children to:

- Develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work.
- Engage with more abstract mathematical concepts and develop important new kinds of thinking.
- Understand the application of mathematics, its impact on our society past and present, and its potential for the future.
- Develop essential numeracy skills which in order to participate fully in society.
- Establish firm foundations for further specialist learning.
- Understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills.
- Interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions.
- Apply skills and understanding creatively and logically to solve problems, within a variety of contexts.
- Appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.

Experiences and Outcomes covering Number, Money and Measurement, Information Handling and Shape, Position and Movement are taught across all stages. Children learn through a wide range of experiences including active learning, investigations and problem solving. Children are given opportunities to use and apply their learning in a variety of contexts within numeracy. Children are also given opportunities to 'keep skills sharp' through practise, challenges, games and in on-line learning environments.

The numeracy programme is supplemented by core resources such as Tee Jay Maths, Scottish Heinemann Maths and Education City (on-line learning environment). Much of what the children do in class is based on a visual and hands-on approach to maths, encouraging children to do, talk as well as record their mathematical thinking. Examples include board games, computer software and a wide range of 'fun' and interactive activities designed to improve the mental processing skills of all our pupils and cater for a wide variety of learning styles.

Health and Wellbeing

Learning in Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes needed for mental, emotional, social and physical wellbeing now and in the future.

In Arngask Primary School, we take a holistic approach to promoting health and wellbeing, taking account of the stage of growth, development and maturity of each individual.

Through our Health and Wellbeing programmes we aim to support children in learning to:

- Develop self-awareness, self-worth and respect for others.
- Meet challenges, manage change and build relationships.
- Experience personal achievement and build resilience and confidence.
- Understand and develop physical, mental and spiritual wellbeing and social skills.
- Understand how choices about eating, physical activity, behaviour and relationships affect physical and mental wellbeing.
- Participate in a wide range of activities which promote a healthy lifestyle.
- Understand that adults in the school community have a responsibility to look after all pupils, listen to concerns and involve others where necessary.
- Learn about where to find help and resources to inform choices.
- Assess and manage risk and understand the impact of risk-taking behaviour.

- Reflect on strengths and skills in order to help them make informed choices when planning next step.
- Acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

We are accredited as a Health Promoting School.

As a Health promoting School, Arngask promotes health in its widest sense. We consider the physical, social and emotional development of our pupils, staff and school community. Development of self-esteem is central to this.

Sex education is an important aspect of every child's personal and social development. It is presented in an honest, objective, balanced and sensitive manner within a framework of sound values. Parents will be kept informed about sensitive issues. Through its Relationships, Sexual Health and Parenthood Policy, Arngask Primary School aims to provide information and support for parents and work in partnership with parents/carers.

Science

The Science framework provides a range of different contexts for learning which draw on important aspects of everyday life and work. The overall aim of learning in the sciences will be to enable children to:

- Develop curiosity and understanding of the environment and their place in the living, material and physical world.
- Demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences.
- Develop skills for learning, life and work.
- Apply safety measures and take necessary actions to control risk and hazards.
- Recognise the role of creativity and inventiveness in the development of the sciences.
- Develop an understanding of the Earth's resources and the need for responsible use of them.
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding.
- Develop as scientifically-literate citizens with a lifelong interest in the Sciences.

As a small school we have devised a rolling programme of topics to ensure that children experience as wide a range of science experiences as possible over their Primary career. This involves inter-disciplinary working as well as discrete topics in Science.

Technology

The Technologies framework of Curriculum for Excellence provides a range of different contexts for learning that draw on important aspects of everyday life and work. It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. Learning in the technologies will be to enable children to:

- Develop an understanding of the role and impact of technologies in changing and influencing societies.
- Contribute to building a better world by taking responsible, ethical actions to improve life and the environment.
- Gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community.
- Become informed consumers and producers who have an appreciation of the merits and impacts of products and services.
- Be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues.
- Broaden understanding of the role that information and communications technology (ICT) has in Scotland and in the global community.

Technologies will be incorporated into inter-disciplinary learning contexts as well as on occasion being taught as discrete topics.

Social Studies

Learning in the social studies will enable children to:

- Develop an understanding of the history, heritage and culture of Scotland, and an appreciation of local and national heritage within the world.
- Broaden understanding of the world by learning about human activities and achievements in the past and present.
- Develop understanding of values, beliefs and cultures.
- develop understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- Explore and evaluate different types of sources and evidence.
- Learn how to locate, explore and link periods, people and events in time and place.
- Learn how to locate, explore and link features and places locally and further afield.
- Engage in activities which encourage enterprising attitudes.
- Develop an understanding of concepts that stimulate enterprise and influence business.
- Establish firm foundations for lifelong learning and for further specialised study and careers.

Children study topics within the themes of People, Past Events and Societies, People, Place and Environment and People in Society, Economy and Business.

As a small school to ensure children experience a wide range of topics within social studies, we have planned a rolling programme of study, which incorporates inter-disciplinary contexts.

Expressive Arts

Experiences in the Expressive Arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding. The Expressive Arts curriculum covers the subject areas of Art and Design, Drama, and Music. Learning in these aspects of the curriculum enables children to:

- To experience the inspiration and power of the arts.
- Recognise and nurture creative and aesthetic talents.
- Develop skills and techniques that are relevant to specific art forms.
- Provide opportunities to deepen their understanding of culture in Scotland and the wider world.
- Experience partnerships with professional arts companies and cultural organisations.

Children are given opportunities to share their learning, skills and talents through assemblies, open afternoons, performances and events organised within the school and by the Local Authority.

Instrumental tuition is offered by the Visiting Guitar Teacher and the Visiting Brass Instructor on a weekly basis. This is offered to pupils in Primary Five to Seven.

Primary Six and Seven pupils are offered the opportunity to attend a Youth Music Initiative taking place on Saturday mornings.

Religious and Moral Education

Throughout the school we follow the national framework for Religious and Moral Education whose aims are to enable children to:

- Recognise religion as an important expression of human experience.

- Learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief.
- Explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context.
- Investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life.
- Recognise and understand religious diversity and the importance of religion in society. Develop respect for others and an understanding of beliefs and practices which are different from my own.
- Explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon my own moral values.
- Develop my beliefs, attitudes, values and practices through reflection, discovery and critical evaluation.
- Develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions.
- Make a positive difference to the world by putting belief and values into action. □
Establish a firm foundation for lifelong learning, further learning and adult life.

Children are given the opportunity to develop their beliefs, attitudes, and moral values. Class Topics will be based within topics such as The Natural World, Relationships, Celebrations, Festivals, Ceremonies and Customs, Sacred Writings, Stories and Key Figures, Belief, Sacred Places, Worship & Symbols and Moral Values and Attitudes. Children learn about Christianity and other World Religions.

Links are made to Citizenship activities through regular assemblies and whole school initiatives such as Charity of the Year, Pupil Council, UNICEF Rights Respecting School Award, Eco Schools and Enterprise.

Arrangements for parents who wish to exercise their right to withdraw their child can be made in consultation with the Headteacher.

More information is available from the Parent Zone website:

www.education.gov.scot/parentzone

Assessment & Reporting

We use a wide variety of approaches to assessment following the principles of 'Assessment is for Learning'. Continuous assessment is made of pupil's work, their progress and attainment. Most of the assessment information will be gathered in the day to day work of the class and will cover all components of the 3-18 Curriculum, appropriate to each child.

Pupil profiles are kept which records each child's 'Learning Journey' as they progress through Arngask Nursery and Primary School.

There are three main concepts:

Assessment **for** Learning

Teachers plan and share learning intentions and success criteria with the pupils. Pupils are given feedback and advice about the quality of their work.

Assessment **as** Learning

Pupils reflect on their learning and with teacher support decide how to go about making improvements.

Assessment **of** Learning

Continuous collection of evidence about a pupil's learning occurs. Progress, success, individual difficulties and points for action are summarised.

Assessment practice follows and reinforces the curriculum and promotes high quality learning and teaching approaches, based on teachers' assessment of pupils' knowledge and

understanding, skills, attributes and capabilities, as described in the experiences and outcomes across the curriculum. Reflecting the principles of Curriculum for Excellence, progress is defined in terms of how well and how much, as well as learners' rates of progress.

This promotes greater breadth and depth of learning, including a greater focus on the secure development of skills and knowledge. Assessing progress across a breadth of learning, in challenging aspects and when applying learning in different and unfamiliar contexts will also help teachers to plan, track progress, summarise achievements in a rounded way and better prepare pupils for the next stage in learning.

Moderation

Teachers will have opportunities for professional dialogue within and across schools to develop a shared understanding to achieve consistency in standards and expectations and to build trust in their professional judgements.

Reporting

We have adopted Perth & Kinross Council's Guidelines on tracking pupil progress, and this is designed to assist the teacher when reporting to parents.

Official Parent Contact evenings are held twice yearly for discussion, but parents should feel free to contact the Headteacher to discuss any social or learning problems which may arise throughout the year.

Pupil 'Learning Journey Jotters' will be sent home at the end of each term with examples of work and activities undertaken. 'Learning Journey Maps' will be included, outlining the main experiences and outcomes covered that term.

An annual report is sent to parents/carers in June each year.

School Policies & Practical Information Composite Classes

At Arngask Primary School we have pupils at seven-year stages, Primary One to Primary Seven. A 'year' or 'stage' is defined as a group of children entering Primary education at a common date.

A composite class is one where children of two or more-year stages are grouped together to form a class.

In Perth and Kinross, Schools are staffed to agreed standards based on the total number of pupils within the school, regardless of the number of children in each year stage. The Headteacher organises their classes to make best use of available staff, resources and space. Both educational and organisational factors are therefore taken into consideration when forming a composite class. The Headteacher will structure classes based on advice given by the education authority. In Perth and Kinross composite classes are usually formed on the basis of age.

Extra-curricular Activities

As well as offering a wide range of visits and speakers during school hours, the School has several after school activities.

Throughout the year these change but can include Book Buddies, Gardening and Eco club, football, art/crafts, school show rehearsals and various sports opportunities after school.

Pupils in Primary Four are involved in school swimming activities. Older pupils also get opportunities such as curling, orienteering, hockey, country dancing, and rugby during term time.

From time to time pupils run lunch-time clubs. These have included Dance Clubs, an Art Club and a Rugby Club. Pupils run the clubs with staff supervision.

In addition to these activities the School has an annual organised residential trip as part of the P7 – S1 transition programme.

Instrumental tuition is offered by the Visiting Guitar Teacher on a weekly basis. This is offered to pupils in Primary Five to Seven.

Pupil Involvement

All pupils are included in a Pupil Voice Group. We have five groups that are led by pupils.

Primary Seven pupils are selected to represent the four House Groups as House Captains and Vice Captains. These pupils have weekly responsibilities and contribute to assemblies.

Organisation of School Day

Nursery (Morning Session) 9 am – 12.12 am
Nursery (Afternoon Session) 12.50 pm – 4.02 pm

Primary pupils 9 am – 3.15 pm
Lunch Break 12.35 pm – 1.35 pm

In the interests of their safety, we request that pupils should not arrive at school any earlier than 8.45am.

Uniform/Clothing



The school uniform is red. All ties, sweatshirts and T-shirts are available from BE School wear. All clothing is made to order and can take up to four weeks before being delivered. Orders can be made online on www.beschoolwear.co.uk. The school office holds a small supply of ties priced at £5.00 each

BE School wear can be contacted by telephone on 01361 810304 or email:

info@border-embroideries.co.uk

Shirts are white. For PE, children are required to have shorts, gym shoes and T-shirts for indoor PE. Children will also need tracksuit trousers, a warm top and trainers for outdoor PE.

PE Kit should be available in school Monday to Friday. Please can all items of clothing be clearly marked with the pupil's name – preferably using indelible ink.

Arrangements for Emergency Closures

A whole School closure is regarded as a last resort and every attempt will be made to continue with the normal or best possible educational provision for pupils until there is no alternative, because of health and safety factors, to close.

The decision to close will normally be made early in the morning. We currently use a text and/or e-mail system to communicate this at the earliest opportunity. Current information will also be updated on the Perth & Kinross website. If the weather worsens during the school day and we need to close, parents will be contacted in the same manner. It is, therefore, essential that any change of contact details are communicated to the School.

Further information regarding current closures can be obtained by parents at: -
www.pkc.gov.uk - Go into the link 'Information for you' and then 'School Closures'

Radio Tay

Frequency AM 1584 FM 96.4 - Perth only

Frequency AM 1161 FM 102.8 - Everywhere else

Perth and Kinross Council Customer Service Centre

(Available from 08:00 to 18:00 however this line may operate from 07:00 in exceptional circumstances)

Parents/Carers should dial 0845 3011100 (calls are charged at local rate) or 01738 475000 (main Council line)

PKC Twitter - @PerthandKinross

Health Care

In Primary One routine health screenings of pupils are carried out. At the screening each pupil has height, weight, hearing, vision and so on checked. A more in-depth hearing test is administered by an audiometrician who will also test pupils within the school who may have had previous difficulties with hearing or who are referred by the school. Parents will be kept informed of referrals.

During Primary Seven pupils are again screened for height, weight and vision.

The school doctor does a health assessment only if required by the school nurse, health visitor, parent or school. Parents are informed in advance and asked to complete a medical record for their child. In the case of Primary One pupils, parents may attend the examination if they wish. Any pupil with speech difficulties may be referred by the school to the speech therapist. Parents will be consulted before referrals are made.

Health and Safety

In our school we consider safety to be a very important matter and encourage our pupils to take seriously both their own personal safety and the safety of others. We ask for your support in ensuring that your children act responsibly, helping to prevent accidents in school in the playground and travelling to/from school.

There are safety regulations which apply to all aspects of life – most of these are common sense. Pupils are given instruction in the safe handling of equipment and materials they will use in school and regular fire drills are held so that pupils and staff are familiar with procedures. In addition, aspects of road safety and personal safety are addressed through topic work in the area of Healthy and Safe Living. Often this work is supported by input from a range of specialists outwith the school – Police, road safety and fire officers, BT Emergency 999 team and paramedics are some of the people whose expertise we may draw upon to reinforce the messages we as a school, in partnership with parents, are trying to instil in our pupils.

Safety rules in the playground and the reasons for them are explained to all pupils and it is important that pupils adhere to these. Pupils should also recognise the importance of following any instruction given to them by any member of staff.

Pupils should remain in the playground during break and lunchtime. Only those pupils going home for lunch should be out of the playground.

Our trained Playground Supervisors have been delegated responsibilities to help keep our playground a safe, happy and enjoyable place for pupils. Their role is explained to pupils and we expect that their contribution to our school is valued and recognised by all.

We have a Safe Internet User Code. Staff have had Child Exploitation Online Protection training as part of on-going Child Protection Training. Children learn how to get help if they are worried, upset by anything online through 'Keeping Myself Safe' work in Health and Wellbeing.

Water in School

To prevent dehydration, we encourage pupils to drink lots of water during the day. All pupils are issued with a school water bottle to keep in the classroom so they can drink as required. Bottles can be filled from our drinking water taps. Please note that only plain water is permitted in class, not juice or flavoured water.

Name of Child Protection Officer

"Getting It Right for Every Child" (GIRFEC) introduces the concept of a Named Person. The Named Person is a professional within the universal services of health or education, depending on the age of the child. From Primary One to Seven, the Headteacher is the Named Person and is the first point of contact for children and families and for other agencies when there are concerns about a child.

The Named Person is usually the person to initiate action if a child needs extra help and is critical in supporting early intervention. The Named Person will monitor the child's progress and ensure they are continuing to be protected and their needs are met.

In our school, The Child Protection Officer is Suzanne Miller, Headteacher. The Depute Child Protection Officer is the Principal Teacher, Mrs Marshall.

All staff are trained annually in Child Protection Procedures. Where we have any concern about the welfare of a child, perhaps resulting from what a child says, how she/he behaves, or obvious physical damage which cannot be reasonably explained, then the Child Protection Officer will collate recorded concerns, acting on them and liaising with parents or other professionals as appropriate, keeping the Headteacher, as Named Person, informed. At all times we are concerned to act responsibly to protect the child and to keep parents fully informed.

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 Arngask Nursery, which is part of Arngask Primary School. Copies of the Arngask Nursery handbook will be available at the School Office and Nursery.

Every child in his/her pre-school year has a designated nursery place. The Nursery at Arngask Primary School has accommodation for sixteen children in the morning and sixteen children in the afternoon.

The nursery is led by Early Years Practitioners. Registration for nursery places takes place in February. Parents requiring further information should contact the school directly.

The Nursery has achieved 'I Can' English language skills accreditation.

Procedure in the case of pupil absence or sickness

Please contact the school office on 01577 867250 from 8.30am on the morning of your child's absence. Mrs Nelson or Mrs McKibbin will contact you if you have not informed us of your child's absence. Also, as part of our school policy a note or email to argnask@pkc.gov.uk is required. This prevents the absence from being recorded as unexplained.

Parents are discouraged from withdrawing their children from school for family holidays during term time as this constitutes unauthorised absence.

If your child becomes ill in school, staff will always try to contact parents first and then your Emergency Contact. If your child has been unwell, please keep him or her at home until they are fit and well enough to cope with being at nursery/ school again.

No medicine of any kind will normally be administered to your child in school. If your child requires prescribed medicine, you should ask your doctor to prescribe a dosage which can be taken before or after school time. If your child requires to have medicine administered because they have an on-going condition such as asthma, epilepsy, diabetes or nut allergy this must be negotiated formally with the school and the appropriate forms and procedures signed and agreed beforehand.

Pupils are not allowed to bring medicines of any kind to school. This is part of our safe use of drugs policy and these guidelines are strictly adhered to.

If your child is asthmatic and requires using an inhaler, please arrange for a spare reliever to be kept in school for emergency purposes.

Parental Involvement

At Arngask Primary School we are keen to encourage parents to become actively involved in the life of the school. Open afternoon sessions are held twice yearly to allow parents to visit their child's classroom. Throughout the year parents may be invited to learning assemblies.

We appreciate any help we receive with educational excursions. We also welcome parents or members of the local community who may wish to help on a regular basis such as: -

- Helping within the classroom e.g. cutting paper, displays, filing, laminating
- Gardening
- Lunch-Time and Afterschool clubs e.g. football, fitness, craft

Further information can be found on the link: www.pkc.gov.uk/parentalinvolvement

Transitions

To ensure that pupils feel prepared for the next stage in their educational journey several procedures are in place. Teachers visit the nursery prior to transition; pupils visit their Primary One teacher on three separate occasions in school. As nursery pupils share the same learning environment as Primary One pupils their transition is made with ease.

For pupils with additional needs arrangements will be put in place to make successful transitions. This may include additional visits and planning meetings to co-ordinate support and to share information.

Collaborative planning takes place between Kinross High School and its feeder primaries. This serves to ensure enhanced continuity of experience for the pupils. During the session, prior to transfer, guidance staff visit the school to meet the children who are to move on.

Primary Seven pupils spend two days in Kinross High School where they follow a normal day's timetable. They are given information about uniform, PE kit, lunches and travelling arrangements.

Pupils living within the school catchment area transfer to Kinross High School.

Headteacher: Sarah Brown

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