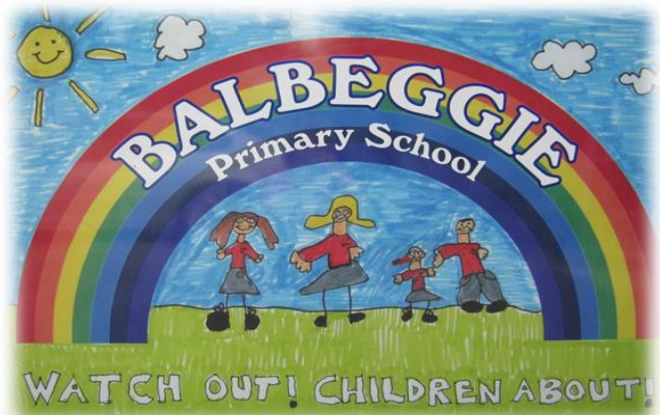


Balbeggie Primary School



School Handbook Academic Session 2021/2022

Introduction

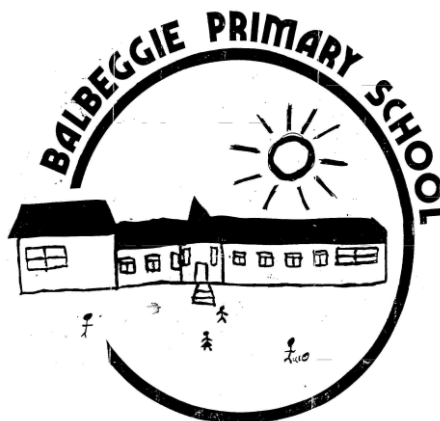
In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 1982, Perth & Kinross Council Education & Children's Services' schools produce handbooks covering the following three categories of information:

- 1 School Information
- 2 Local Authority information

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

School information

1. Introduction
2. Delineated Area
3. Contact Details
4. School Ethos
5. Parental Involvement
6. Transitions
7. The Curriculum
 - a) Language
 - b) Maths
 - c) Learning in context
 - d) Expressive Arts
 - e) Religious Observance
8. Assessment & Reporting
9. Support for Pupils
10. School Improvement
11. School Policies and Practical Information
12. Name of Child Protection Officer
13. Nursery



Dear Parents and Carers

This handbook is given to every pupil who enrolls and has been prepared in an attempt to provide you with as much information as possible on various aspects of school life so that your decision to send your child to Balbeggie Primary School will be an informed one. It will also assist your child to settle at school as quickly as possible.

The Handbook should be kept as a reference and guide in future years. Every effort will be made to update the information as changes occur. It should provide most of the information that parents may require, but if there are any gaps or should there be any questions, please do not hesitate to contact the school for clarification.

Balbeggie Primary School seeks to ensure a safe, secure and happy environment for your child and pupils are encouraged to approach a teacher or myself if they need assistance or have any worries. Parents in turn should not hesitate to contact me for help or information.

I hope that you will find the Handbook useful and will realise that we want pupils and parents to feel they are welcome here. The School looks forward to welcoming you as parents and wishes your child a happy and positive time at Balbeggie Primary School. Should you wish to discuss any aspect of your child's education, please contact me by telephone, email or letter so that we can arrange an appropriate time to meet.

Linda Stewart
Headteacher

2 Delineated Area

Balbeggie Primary School serves the village of Balbeggie and a rural area bounded by Dunsinnan, Bandirran, St Martin's Road and Pitroddie Road. More detailed information including a map is available in school.

3 Contact Details

Headteacher – Mrs Linda Stewart

Balbeggie Primary School
Main Street
BALBEGGIE
PH2 6EZ

Telephone 01738 454490
Email address Balbeggie@pkc.gov.uk
School Website
www.balbeggie.pkc.sch.uk
Twitter@BalbeggiePS

Stages – Nursery and P1 to P7

Roll – 20 place Nursery
54pupils

Staff

Head Teacher	Mrs L Stewart
Teaching Staff	Mrs C Jewell (Principal Teacher) Mrs J Matonti Mrs F Alexander Mrs C McCance Mrs C Roper
Teacher of Additional Support Needs Area Support Teacher	Mrs A McNee Mrs G Harrison
Primary Support Worker	Mrs H Haley Mrs L Hutchison
Early Childhood Practitioner - Primary	Mrs L Proff
Early Childhood Practitioner - Nursery Early Childhood Practitioner- Nursery Early Childhood Practitioner- Nursery Early Childhood Practitioner- Nursery Early Childhood Practitioner- Nursery	Mrs H Clark Mrs C Melville Miss B Murray Miss N Simpson Miss L Back
Play Assistant - Nursery	Mrs A Marandiu
Peripatetic Nursery Development Teacher	Mrs Lesley-Anne Ferguson
School Secretary	Mrs G Doe
Janitor Kitchen Assistant School Cleaner	Mr C Mann Mrs J Appleyard Mrs L Birse
Balbeggie Parent Council Chairperson	Mrs J Martin Email – jillzdoll@hotmail.com

Should you wish to speak to your child's class teacher or the Head Teacher, please contact the school by email or telephone. We aim to respond to any concerns promptly.

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

www.pkc.gov.uk/complaints

Attendance

We expect that all pupils will arrive in time on a daily basis. If your child is going to be absent from school for any reason please contact the School on the first day of absence before 9am. The school secretary is in the office from 8.30am onwards. An answer phone will record any messages prior to this.

- When your child returns following an absence please send a letter/email confirming the reason for absence and the date of absence.
- Doctor/dental appointments should, where possible, be arranged outwith School hours. Any absences that arise due to dental/doctors appointments should be notified in writing prior to the appointment.
- If by 9.30am the school has had no contact as to why a pupil is absent then we will endeavour to make contact with the parents at home, work or on emergency contact numbers provided.
- If for any reason circumstances change for the collection of your child, please telephone in advance to make us aware of these arrangements.

Placing in Schools - Primary, Secondary and Special

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

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

Priority 1 – Children normally resident within the catchment area of the specified school.

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

- (a) Children having a brother or sister (or relative permanently living at the same address as part of an extended family*) in attendance at the school.
- (b) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

NB Within denominational schools places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church)

Priority 2 – Children not normally resident within the catchment area of the specified school, but having a brother or sister (or relative permanently living at the same address as part of an extended family*) in attendance at that school.

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

Priority 3 – Children not normally resident within the catchment area of the specified school and having no brothers or sisters in attendance at that school.

In relation to Priorities 2 and 3, when it is necessary to refuse only some places because the number of requests exceeds the number of places available, priority will be determined as follows:

(a) Between children within Priority 2, priority will be determined by distance from the specified school, with priority being given to children whose normal place of residence is closest to the specified school.

(b) Between children within Priority 3, priority will be determined by the single criterion of distance from the school, with priority being given to children whose normal place of residence is closest to the specified school.

Placement may be recommended within a special school or provision when a child's education needs cannot be met in their catchment school. This will be based upon the assessment of the child's education needs by their parents, teacher, school medical officer and education psychologist.

The Authority may also determine that particular pupils are to be placed in any school in order to meet specific educational or other exceptional needs, as determined by the Authority. These placements will take priority over any of the 3 priorities above.

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

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

Any pupil who attends a primary school other than the one proposed by the Authority (ie as the result of a placing request) and who is due to transfer to a secondary school will be offered a place at the secondary school in whose catchment area he/she lives.

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

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

As a result of the changes to a child's experience prior to beginning their Primary School education across PKC, Primary One children will attend school for a full day from August 2019 and therefore will no longer access ½ days for the first two weeks of term.

Balbeggie Parent Council

This is a very active and supportive group responsible for many social activities for families and people in the local community. Past events include: - Summer Fayre, Car Treasure Hunt & Beetle Drive, Charity Shop. Parents of pupils in the school and members of the local community are invited to every meeting. The Parent Council provide both financial and practical support to the school throughout the year. Their help is invaluable and we could not enjoy our existing standard of provision without their support.

Chairperson: Mrs Jillian Martin

Parents

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

Parents are invited to attend two parents' evenings in a year, parent open afternoons and school events. The school communicates with parents by e-mail, phone calls, letters, monthly newsletters, twitter and information is also available on our school website.

Community

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

Local people are welcome as visitors in the school as part of our audience or formally as visiting speakers.

The area around the school provides a wealth of opportunity for cross curricular learning activities. The school contributes to local, national and international charities.

4 School Ethos

School Aims

Balbeggie Primary School aims to:

- Provide a broad, balanced and varied curriculum which meets individual needs, expectations and develops successful learners.
- Develop a welcoming community, which builds a sense of security, identity, pride and commitment where links and involvement with all stakeholders are encouraged and sustained.

- Encourage and support children and adults to make healthy choices and pursue an active lifestyle.
- Ensure high standards through effective shared leadership and teamwork.

Religious and Moral Education

Pupil's Spiritual, moral and cultural values.

The programme for Religious Education in our school aims to help pupils learn about Christianity and other major world religions and to recognise religion as an important expression of human experience. Pupils will also be encouraged to learn from religions by helping them to develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

Visits

In Balbeggie Primary we believe that a child's learning is not confined to the classroom. We offer plentiful opportunities for 'learning without walls', making the most of any learning experiences on offer. Children in the early years/nursery will venture outside to explore their locality frequently – be it around the school grounds or around the village. We often visit local farms, or even the main street to investigate our surroundings. Further up the school, we offer trips to support learning in all parts of the curriculum e.g. Perth Museum and Art Gallery, Perth Theatre, AK Bell Library. We welcome parental support assisting with transport or accompanying us on these learning experiences. Children are often offered the opportunity to attend sporting events throughout the school year and we link up with other smaller schools in the area to afford the P6/7 classes to go on a residential trip every two years.

Positive Behaviour Management

The School encourages a high standard of positive behaviour at all times and use a range of strategies to maintain this. As far as possible, staff try to integrate the four areas of self-esteem, self-awareness, interpersonal relationships and independence, interdependence into the RME, Health and Personal/Social Development Programmes.

The School will inform parents at the earliest time possible when dealing with challenging behaviour in the school in order to work together to improve behaviour. We have a Positive Behaviour Management Policy, which was created in collaboration with parents and pupils. We are currently integrating 'Restorative Approaches' within the school to resolve minor conflicts and address issues arising from incidents or misbehaviour.

School & Community Links

Parents and carers, other schools, local businesses, Community Groups and other adults are all involved in the life and work of the school. The school has been involved church services, curricular visits and projects cross curricular work and financial support from community. We pride ourselves on the high level of community engagement and parental involvement within the school.



Parents as Partners in their Children's Learning

As a result of government legislation all schools are entitled to have a Parent Forum and Council. Parents are automatically members of the Forum. One of the ways the parents will be able to express their views will be through the Parent Council. As a member of the Parent Forum each parent can expect to:

- Receive information about the school and its activities
- Hear more in future about what partnerships with parents means in their school
- Be invited to be involved in ways and times that suit them
- Participate in deciding how the Parent Council is organised and how it operates
- Identify issues they want the Parent Council to work on with the school
- Be asked their opinion by the Parent Council on issues relating to the school and the education it provides
- Work in partnership with staff
- Enjoy taking part in the life of the school in whatever way they can.

It is important that all parents/carers know about their membership of the Parent Forum.

The Parent Council is a group of parents selected by members of the Parent Forum to represent all the parents of children at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views.

www.pkc.gov.uk/parentalinvolvement



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 Balbeggie Primary School

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

www.pkc.gov.uk/preschool

Transfer to Secondary School

Children who attend Balbeggie normally transfer to Perth Academy. Copies of the handbook for the school are available to parents when they are asked to make the choice of their school known. Parents who wish their child to transfer to a school other than Perth Academy should contact this school for information or procedure.

Perth Academy, based in the Viewlands area is possibly the longest established school in Scotland, dating from the twelfth century.

The Guidance and Support for Learning Staff will visit the primary schools in the course of the second and third terms to talk to pupils, and arrangements will be made for all those transferring to secondary to visit the Academy in June, to meet the Rector to discuss matters associated with the transfer from primary to secondary school.

Pupils who require more support will have the opportunity to take part in an Enhanced Transition Programme of visits & activities. There is liaison between primary staff and the Academy's Learning Support Department to ensure a smooth transition to secondary school for pupils.

The Academy parents' handbook is issued in January to all parents of primary seven pupils in the catchment area, and is available to others on request.



7 The Curriculum

The purpose of primary education is to give children breadth to learning and encourage the development of critical reasoning. This latter aim is to develop the capacity for independent thought and powers of deduction through the child's learning experiences. This is achieved through an integrated and balanced use of the elements of 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 is fully implemented in schools across Scotland, for all learners aged 3-18. In Perth & Kinross we have built on our Setting the Standard documents and the Improving Learning series by producing Creating a Curriculum for Excellence – which incorporates a four-part guide outlining the role played by the 3-18 Curriculum Framework, Effective Learning and Teaching, Enterprise and Vocational Education and Assessment for Learning in creating Curriculum for Excellence in our schools.

Under Curriculum for Excellence every child is entitled to a broad general education with opportunity to acquire depth of knowledge in some areas and to develop Skills for learning, skills for life and skills for work. The learning experiences we deliver 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.

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.

In Balbeggie Primary School, we are all working towards improving the quality of the learning experiences and opportunities for our children through the development of Curriculum for Excellence. We are fostering opportunities for all children to develop their talents and aptitudes through a wide and varied curriculum, which promotes challenge & enjoyment, breadth, progression, depth, personalisation & choice, coherence and relevance to the child and our locality.

a) Language

Language is taught and assessed in accordance with the English Language Curriculum for Excellence experiences and outcomes. The four aspects of Language i.e. reading, writing, listening and talking are taught and practised throughout the school.

In Language the school aims to:

- Give children a command of the English Language and be able to use it accurately and precisely.
- Give children knowledge about Language, to read fluently and with comprehension, write fluently and legibly paying, due attention to spelling and punctuation, listen attentively and talk to the points.
- To develop, in all children, positive attitudes towards their own and each other's Language potential by sharing, enjoying and co-operating with one another in the learning process of Language development.

Reading

Oxford Reading Tree is used throughout the school and is supplemented by Wellington Square and Folens if required. Early reading skills are developed using 'Jolly Phonics' as the core resource. Reading skills are developed throughout the school using a variety of methods e.g. skimming & scanning, reading for information, using pictures as clues

Writing

A wide range of resources form the core of our creative language activities and are not dependant on one published scheme. All classes use a range of active literacy activities to develop different types of writing e.g. story mapping, talking boxes, story cards/cubes, writing within a specific context

Listening

This is improved with the use of recordings and dialogues with the teacher, individually, or in groups in a variety of contexts and a variety of purposes so as to respond to texts, gain information and understand what has been heard.

Talking

Pupils individually and in groups will talk appropriately about experiences, opinions, feelings and texts, showing awareness of audience and purpose; in so doing they will convey information in a variety of contexts and achieve knowledge about language. Class discussion, role-playing, news time, debates, talks etc. encourage these aims.

b) Maths

The maths curriculum is planned in accordance with the Perth and Kinross Maths guidelines and the 'Curriculum for Excellence' maths outcomes.

We aim to help the children to: -

- Master basic skills and knowledge, calculate speedily and accurately and understand the processes and the needs for these skills.
- Develop an interest in mathematics, think logically, and work confidently, co-operatively either with other children or independently on problem solving, applications of mathematics within the environment.
- Acquire the ability to appreciate the structures, patterns and rhythms of mathematics.

Emphasis is placed upon learning through activity and interactive teaching to support/consolidate learning. We have a structured development of mathematical concepts using a happy balance of

mathematical skills with emphasis on practical applications within the school environment. Parents are asked to support learning and teaching through follow up activities/consolidation at home.

c) Learning in context

Children's learning should be enhanced through an awareness and observation of the environment. They should learn about the world around them and develop the knowledge, understanding, skills and attitudes to interpret it. Children are involved in learning through topic work (projects) which are developed in response to the children's needs, interests and learning styles. Partnerships with the local community are developed as contexts for learning; ensuring learning is meaningful, relevant and stimulating.

Through topic work and involvement in projects, children should be helped to understand social, cultural, physical and technological factors to operating on their own immediate European and World-wide dimensions.

The school aims to provide for pupils, the progressive development of knowledge and understanding of the world in which we live. A wide range of skills is also needed to investigate, understand the environment and to obtain practical abilities for day to day living. The aims of Learning within a context are as follows

- Achieve knowledge and understanding of the environment and the world around them;
- Develop skills which will enable children to interact with the environment;
- To recognise the knowledge, understanding and skills associated with Science, Social Subjects and Technology.
- Develop knowledge and understanding of, and the capacity to use, Information Technology;
- Develop informed attitudes and values relating to the care and conservation of the environment.

d) Expressive Arts

Elements within Expressive Arts are taught and assessed in accordance with Curriculum for Excellence experiences and outcomes. The three components of Expressive Arts, Art and Design, Drama, and Music are taught throughout the school. Expressive Arts encourage the exploration of values, foster imagination and creativity, develop practical and perceptual skills and promote intellectual and aesthetic development.

The aims of Expressive Arts are to:

- Promote distinctive ways of understanding self-developing individual abilities and finding
- Personal satisfaction and enjoyment
- Emphasise particular ways of communicating with others
- Develop aesthetic awareness
- Make an important social and economic contribution to our society
- Develop an awareness of our heritage

e) Religious/Moral Education

Religious and Moral Education is delivered in accordance with Curriculum for Excellence experiences and outcomes.

In the school's Policy Statement on Religious and Moral Education the aims are: -

- Develop a consistent set of stances for living values and attitudes, which are the result of a personal process of growth, search and discovery.
- Investigate and understand the questions and answers that religions can offer about the nature and the meaning of life.
- Appreciate and assimilate commonly held values such as honesty, freedom, fairness and concern for others.
- Encourage attitudes of openness and sensitivity towards people whose religious beliefs and customs may be different from their own.

These aims will in no way undermine the faith of any family commitment, but on the contrary, should support and affirm a child's background. We are now living in a multicultural society, children are aware of a wider culture and it is the duty of the school to widen the children's horizons.

8 Assessment & Reporting

Assessment

Staff carry out continual assessment of children's performances. An individual pupil profile containing evidence of performance is kept. Strengths and Next Steps in learning are recorded and used to provide information for planning the next steps in a child's progress. Children's progress is monitored using a Tracking system which informs staff of a child's individual progress. Parents are encouraged to come to discuss any difficulties arising from social, behavioural or learning problems. Parent Contact Evenings are held twice yearly for official discussions on a one to one basis but parents should feel free to come at any time throughout the school year. Throughout each block the staff use a range of assessment strategies to track pupil progress. The information from the assessments is recorded to highlight next steps and development needs.

Reporting

Formal consultations in the form of Parent Contact Evenings take place in November and March although parents are welcome to arrange an appointment with class teachers to discuss their child's progress and attainment at any time. Reports are sent home annually in June. These reports will cover all areas of the curriculum and summarise pupils' achievements in different contexts and settings as well as involvement in the life and ethos of the school as well as learning out with school. Primary 7 pupils also compile Pupil Profiles outlining their goals and achievements as well as any skills they have learned which are updated regularly and passed on to the appropriate Secondary School when the pupil completes his/her primary education.

Parents may also access further information on the following website:

www.education.gov.scot

9 Support for Pupils

Learners who require additional support, as well as able children, are given special consideration and help. Where a child experiences a learning difficulty of a temporary nature, the class teacher will provide the necessary help. If the difficulty is of a more long term nature, extra advice or support is available from Support staff. For children who have identified Additional Support Needs, parents/carers will be informed and invited to an Additional Support Needs meeting where targets to meet the pupil's needs will be identified and agreed. Following on from this meeting an Individual Educational Programme may be created and reviewed regularly. The services of an Educational Psychologist can also be called upon when more specialised advice is required. When necessary, the able child can also receive help from this source in the way of resources to

stretch him/her to their full potential.

Should a parent have concerns about his/her child, they should contact the Head Teacher or access information on the following website.

www.pkc.gov.uk/article/17278/Schools-additional-support-

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

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

Telephone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

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

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

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

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.

10 School Improvement

The main achievements of the school over the past year can be found in the Standards and Quality Report which is published annually and available to view on the Perth and Kinross website by clicking the following link:

www.pkc.gov.uk/article/17485/Balbeggie-Primary-School

Plans for improvement of the school's performance over the next year, including how the school will involve parents, are contained in the School Improvement Plan, a copy of which is available from the school on request.

Details of the school's performance at local and national level can be obtained by viewing our HMI Scotland Inspection through the following links:

http://www.pkc.gov.uk/media/31845/Balbeggie-Primary-HM-Integrated-Inspection-Report-2005/pdf/Balbeggie_Primary_HM_Integrated_Inspection_Report_2005

Homework

Pupils are given homework suited to their age and individual needs, but no great pressure is made on children's 'free time'. If a child has not completed the allocated workload for the day then he/she may have to complete the work at home. Throughout the school homework is given on a weekly basis – a maths activity, a language activity and a current affairs or topic based activity.

In the early years, children will have words to learn for a reading book and parents can help by reinforcing the learning of the words, reading to the children and listening to them reading. I would remind parents that the 'reading book' at this stage is only a small part of the global reading done in the classroom.

It is appreciated if parents supervise homework, guide children in the right direction if topic research work is required and sign it on completion. During the session, information about various topics will be provided for parents to assist in their children's learning through research and discovery, which is invaluable. We value homework as a valuable tool for promoting home study skills, as well as informing parents/carers of the current learning focus in class.

Extra-curricular activities

We take advantage of events/workshops etc which are organised by outside agencies.

These include:-

Football/Cricket/Rugby

Fun in Athletics

Cooking Club

Dance

Art Club

Any parent/carer who has an interest or talent they would like to share with the children as an extra-curricular activity please contact the Head Teacher.

Committees

Children have the opportunity to be a members of either Pupil Council, Media Group or Health Group. These committees meet on a regular basis and through them the pupils have the opportunity to contribute to the wider work of the School.

Uniform/Clothing

A scarlet sweatshirt with the school logo designed by the children is available for sale in the school office. It gives the children a feeling of identity, being bright and cheerful at the same time. Orders are put into school at the end of the summer for the next session ahead.

Each child should have a proper PE kit in school every day. A t-shirt, shorts and gym shoes are required and should be kept solely for PE.

All pupils are requested to wear a uniform. Wearing school uniform is an indication that the pupils accept school discipline and standards of behaviour, and it emphasises the fact that pupils will be treated equally. The uniform comprises of:-

- White/red polo shirt (school logo optional)
- Black/grey skirt/trousers
- Black shoes
- School sweatshirt/cardi (school logo)

Football colours or designer sportswear is not permitted to be worn in school. All personal property, clothing and books etc should be clearly labelled with the child's name, as this will ease the problem of lost/found property. Money and valuables should be left with the teacher, as the school cannot be responsible for loss of these from cloakrooms or schoolbags.

Dinner Money

Money for lunches is collected by online payment through Parent Pay. Activation letters are generated by the School following enrolment.

Health Care

The Community Health Service organises a programme of health care through the visits of various specialists to the school, e.g. Doctor, Dentist, Speech Therapist, and Health Visitor.

Pupils are screened at different stages and you will always be informed of the next stage in the programme of health care. When you are asked to complete and return a form, it greatly aids the school administration if this can be done by the set date. The Community Health Service operates in close liaison with family doctors.

It would greatly aid the school if you informed the Head Teacher, as soon as possible, of any medical condition or disability which might affect the progress of your child in school. Such information, we guarantee, is handled discreetly.

If a pupil becomes ill in school or is injured, the school will try to contact the parent immediately or arrange for the pupil to go to Casualty. It is vital that, if parents are unavailable during school hours you supply us with a suitable Emergency Contact who we can contact in your place.

Where a journey to hospital is required, it is the parents' responsibility to arrange this unless, in emergency, the Doctor calls an ambulance. When parents cannot be contacted, the school will try to arrange the Emergency Contact to do this.

Administration of Medication

Where essential medication is to be administered during the school day, parents are requested to make initial contact with the Head Teacher regarding the details. Any requests should be made in writing. Medicine should be labelled with the child's name and have clear instructions on the medication itself.

Note: Pupil information of a medical nature is shared with members of staff as and when required and appropriate to the safety of that child within the school. Confidentiality at all times will be respected.

Arrangements for Emergency Closures

Where the school has to close at very short notice because of such circumstances as failure of heating, adverse weather conditions etc the following procedure will apply:-

- The Head Teacher will make sure a parent or responsible adult is at home to receive the child.
- Where Education Department transport is provided pupils will be allowed to use it only where there is absolute certainty that they will arrive home safely.

- Communication by telephone will be used to inform parents of what action is to be taken.

If the School has to be closed due to adverse conditions information will be broadcast on Radio Tay from 7.00 am.

It is the duty of parents living in remote areas to ensure that their children do not attend school if weather conditions are uncertain. They must make a responsible judgement of the situation and must not be influenced by the fact that a child expresses a desire to attend school.

Parents should feel assured that all measures taken will be in the interest of the children's safety and where doubt arises they should not hesitate to contact the school.

The School Day



School Times and Nursery Times

School	
Morning session	9.00 am - 12.15 pm
Morning Break	10.40 am – 10.55 am
Afternoon session	1.15 pm - 3.15 pm
Nursery	9 am – 3.00 pm

Unless weather is inclement and because we do not have supervision, pupils are not allowed in school before 8.45am. In bad weather, pupils will be allowed into classrooms at 8.45am and at intervals, when a high standard of behaviour will be expected.

Parents should encourage children to use the crossing.

12 Name of Child Protection Officer

[National Guidance for all Child Protection Agencies ("Protecting Children") requires the school to report if we believe that a child may come to harm as a consequence of possible abuse. Each school now has a Child Protection Officer appointed to be responsible for Child Protection matters and who is specially trained for the task. In our school the person appointed is:

- **Mrs Carol Jewell, Designated Officer (Child Protection)**

The Child Protection Duty Officer at Pullar House may also be contacted Tel 01738 476768.

Should you wish to talk further about Child Protection and the safety of children please feel free to contact the school. As a school we have good contacts with School Medical Officers, School Nurses and Police, all of whom may become involved if Child Protection concerns arise. Beyond this, close working relationships exist with childcare social work staff who are also part of Education & Children's Services. Any discussion to bring in an outside agency will only be taken after involving the School Child Protection Officer. We will endeavour to ensure that you are informed and are able to participate as appropriate in any action, which we may initiate, regarding your child.

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.

13 Nursery

At Balbeggie Primary our Nursery class is an integral part of the school. It provides a valuable pre-school service of the highest order to children from the age of 3.

The Nursery class caters for 20 children. Children may remain over the lunchtime period for a full day.

The Nursery children join with the Primary children when possible and enjoy making friends with the older children. There are regular planned opportunities throughout the session where the Nursery children work alongside P1 which develops strong transition links.

Learning in Nursery is developed through active learning experiences, planned by staff to give your child a wide variety of opportunities which help them to learn about the world around them.

Outdoor learning opportunities are an important part of Nursery so please ensure that outdoor clothing is suitable for the season e.g. cosy jackets, hats and gloves for winter and sun-hats for summer.

Twice throughout the session parents are invited to come and meet with Nursery staff to discuss their child's progress. Parents of Nursery children are provided with a Welcome Booklet which provides them with more detailed information about our Nursery class.