

Breadalbane Academy



School Handbook Academic Session 2020/21

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1. Introduction

Dear Parents/Carers

Welcome to Breadalbane Academy, an all-through school for young people from 2-18 years.

We hope that your child will enjoy his/her time at school, and leave with a broad range of knowledge and skills; a strong sense of values; and well-developed personal qualities. With these in place, he or she should be well prepared for every future challenge of life or work. In order for this to happen, we will try to offer a rich set of experiences in line with the national Curriculum for Excellence, both within the classroom and beyond it. We aim for our school to be excellent and want all of our young people to have this same ambition for themselves. Together, we can do great things.

Contained within this handbook is information which should give you an insight into the kinds of experiences our young people will encounter as they progress through school. You will also find practical information designed to answer the sorts of questions parents often ask. I hope you find this handbook useful, but would invite you to contact us should you require any further information.

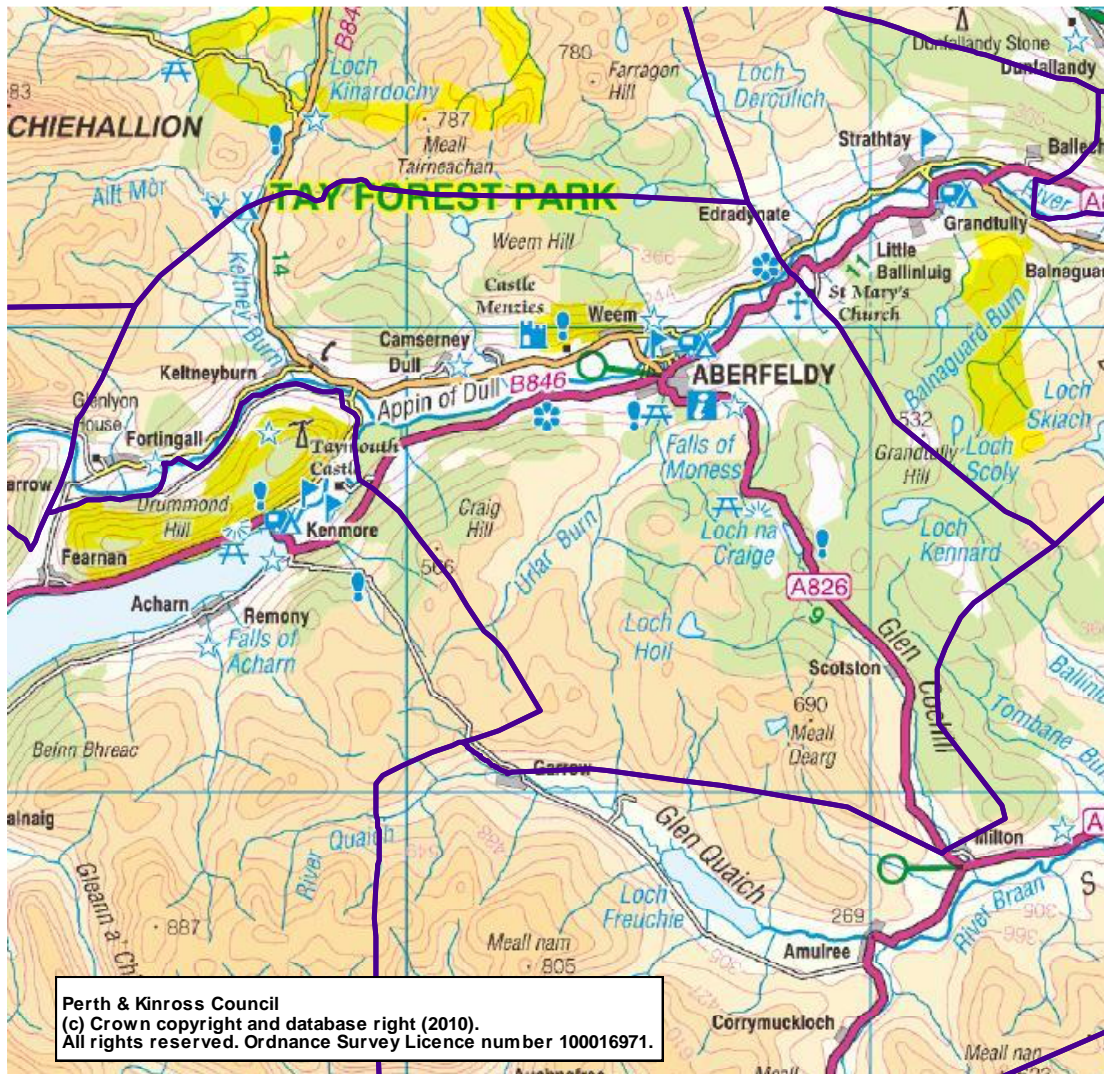
I believe that the very best schools are those that achieve meaningful partnership with their parents, and I would urge you to engage with the life of the school whenever these opportunities arise. I look forward to working together with you in maintaining the quality of our young people's school experience.

Mr John G Devine
Headteacher

2. School Information

Breadalbane Academy is a combined Nursery, Primary and Secondary and caters for pupils aged 2-18 years. Breadalbane Academy is a nondenominational Nursery, Primary and Secondary and caters for pupils aged 2-18 years and offers Gaelic Medium Education in the primary stages. The school roll as at 20th November 2018 is 233 pupils in the Primary (including 34 nursery pupils) and 413 pupils in the Secondary.

2.1 Breadalbane Academy Primary School Catchment



2.2 Breadalbane Academy Secondary School Catchment

The Secondary department is the only Six-Year Secondary School in the Highland District of Perthshire. It receives pupils from the same area as the primary (see map), but **extends** from an area bounded by Killin in the West, Dunkeld in the East, Amulree in the South and Kinloch Rannoch in the North-West. The catchment area covers over 1000 square miles. In addition, Breadalbane Secondary School also receives S5 pupils from Pitlochry High School, a four-year Secondary School.

If you wish to check what school catchment your address falls under you can do so by following this link: <https://www.pkc.gov.uk/article/17291/Find-my-school-catchment-area>

3. Contacting the School

3.1 Main Contact Details

Headteacher	Mr John Devine
Address	Breadalbane Academy Breadalbane Community Campus Crieff Road Aberfeldy PH15 2DU
Telephone Number	01887 822300
Fax	01887 820464
Email	Breadalbane@pkc.gov.uk
Website	www.breadalbane.pkc.sch.uk

3.2 Senior Management Team

The school is led by a Senior Management Team (SMT) made up of the following positions:

Mr John Devine	Headteacher/CampusLeader
Mrs Rhona Munro	Business Manager
Mrs Karen Gatehouse	Depute Headteacher (Support for Pupils & Staff)
Mrs Lorna Libreri	Acting Depute Headteacher (School Improvement)
Mrs Vicky Marshall	Depute Headteacher (Primary)

3.3 Parental Concerns – Support for Pupils

In the primary department, any enquiries or concerns can be addressed with the class Teacher or Depute. Should parents wish to discuss support for their child's learning should contact Mrs Donna Jenkins, Acting Principal Teacher (Primary) or Mrs Stephanie Brown, Pupil Support Teacher.

Each pupil in the secondary has a designated Guidance teacher whom they get to know well throughout their education, and they should be the first point of contact for any parent or carer with personal enquiries or concerns about progress. Our Guidance staff are Mr Harry Davidson, PT Guidance (Mhor/Schiehallion houses) and Mrs Yvonne Benning, PT Guidance (Farragon/Lawers houses).

Secondary parents who wish to discuss support for their child's learning should contact the Principal Teacher of Support for Learning, Mrs Lisa Forrester.

3.4 Pupil absence and sickness

Pupils must attend school unless prevented by their own illness. If a pupil is likely to be absent through illness, parents are asked to phone the school office before 9am and information will be passed to class and register teachers as appropriate. Members of the business support team may ask you for details regarding your child's absence. This is to allow the school to accurately record the reasons for absence in order to monitor potential outbreaks of illness and take appropriate action.

If no contact is made with the school office explaining a pupil absence, a Groupcall text message will be sent to the main parental contact advising that the school should be contacted immediately. If this does not elicit an explanation, the business support team will telephone the main contacts followed by any emergency contacts to ascertain a reason for absence. Should this prove to be unsuccessful and a pupil is still unaccounted for the pupil may then decide to contact the Police Scotland 101 service for further support.

On return to school, a short note or letter must be provided to the pupil's class/register teacher confirming the reason for absence. This is essential for school absence records and is necessary whether or not contact has previously been established by telephone.

Visits to doctors/dentists/hospital should be made out with 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 class or register teacher who will ensure attendance records are appropriately updated and the pupil has permission to sign out of school.

Further official procedures will be followed when a pupil has many unexplained or unwarranted absences. These may include referral to the PKC attendance sub-committee or the Scottish Children's Reporter.

Any special requests for leave of absence such as holidays within term-time or specialist sports training camps should be made in writing to the Headteacher.

3.5 The complaints procedure

The school deals with complaints in line with Perth & Kinross Council's Complaints Handling and Monitoring Procedure for Education & Children's Services. A copy of this document is available on the Council website.

If you have a concern please contact your child's class teachers (primary) or Guidance teacher (secondary). If you are unsure who this is, please contact the school office.

If you have a complaint please contact a member of the SMT via the school office.

If you have a serious concern or a serious complaint, please contact Mr Devine Headteacher/Campus Leader via the school office.

3.6 Communication

Regular communication with parents is key to the school's success and we will contact you in a number of ways:

- Groupcall messaging – pupil absence, event reminders, useful information.
- Website www.breadalbane.pkc.gov.uk
- Letters in school bags and by post.
- Bulletins/Newsletters by email and paper copy.
- Parents Evenings/Information Evenings.
- Twitter @BreadalbaneAcad or @BreadalbaneCC for campus updates
- Facebook Breadalbane Community Campus - Official.

4. School Ethos

4.1 Our Vision Statement

During sessions 15/16 and 16/17 we undertook a major consultation to look at our vision, values and aims. This involved discussion with pupils, staff and parents. The vision statement below reflects the views expressed by all stakeholders about the sort of school we want to be.

The Breadalbane Academy School Vision Belonging, Believing... Aspiring, Achieving!

- **Belonging**

This is our school. We belong to it, and it belongs to us.

- Everyone in our school community is **respected**.
- No matter who we are, the school **values us** and will help us to be **successful**.
- We have a strong **voice** in our school and our views are heard and listened to.

- **Believing**

We believe in ourselves.

- We have the **self-belief** to know that we can be successful.
- We are building the **resilience** to bounce back when we experience difficulties.
- We take **pride** in our school community and want people to be **happy** here.

- **Aspiring**

Together we can do great things.

- We work in **partnership** to challenge and stretch ourselves and others.
- We know that success requires hard work and we **persevere** when the going gets tough.

- **Achieving**

We always strive for excellence.

- We are proud of our school's history of **achievement** and want to be part of this.
- We want people to leave our school as **rounded individuals** who are **happy** and ready for life and work.

4.2 Development of Pupils' Values

At Breadalbane Academy we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values. This will be undertaken in partnership with parents and will take account of the individual needs of the pupils and the views of parents.

The school welcomes and encourages diversity and individuality while emphasising our common commitments to moral values such as honesty, respect for others, compassion and justice. One of the fundamental principles underpinning our school is that all who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner toward others.

We implement the Perth and Kinross Council policy for equal opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender and disability.

4.3 Action against Bullying

The school follows the guidance on dealing with bullying set out in the Perth and Kinross Council anti-bullying strategy.

4.4 Positive Behaviour Management

Our Whole School Positive Behaviour Management Policy explains our approach to behaviour management across the school. It sets out our expectations of pupils as well as defining our staged approaches to tackling inappropriate behaviour. We believe strongly in creating a climate of strong relationships of trust and mutual respect.

<https://www.breadalbane.pkc.sch.uk/our-school/policies/>

4.5 Health Care

The Community Health Service organises a programme of health care through the visits of various specialists to the school, e.g. Nurses, Doctors, Dentists, Speech and Language Therapists, Occupational Therapists and Health Visitors. Pupils are screened at different stages and parents will always be informed by letter prior to the commencement of the next stage in the programme of health care. From time to time, forms are sent home to assist with the collection of data and the advancement of the screening programme, these should be completed and returned in confidence to the school office. The Community Health Service operates in close liaison with family Doctors.

It would greatly aid the school if parents informed the Support for Pupils team, as soon as possible, of any medical conditions or disability which might affect the progress of your son/daughter in school. Pupil information of a medical nature is shared with members of staff in consultation with young people and their families. Occasionally a medical protocol will be required. This is a more formal document agreed with families and issued to staff to ensure the safety of the young person in school. Confidentiality will be respected at all times and information handled discreetly.

4.6 Medical Care

Minor injuries are treated by first aid trained school and campus staff.

If professional medical treatment is considered necessary, parents will be informed by telephone. If neither parent/carer nor emergency contact can be reached, the young person will be taken for medical help accompanied by an appropriate member of staff and parents will be advised as soon as possible. When a child becomes unwell at school and is unable to

take part in class activities, parents will be informed and asked to collect the child from school.

It is vital that, if both parents are unavailable during school hours you supply us with a suitable emergency contact who can act in your place. If, after professional medical assessment, it is deemed necessary that the young person attends hospital, the responsibility to arrange such treatment this lies with the parents/carers or emergency contacts. In the case of an emergency, the Doctor will call an ambulance and the school will contact parents/carers.

EMERGENCY TELEPHONE NUMBERS MUST BE PROVIDED TO THE SCHOOL AND ANY CHANGES TO CONTACT DETAILS UPDATED IMMEDIATELY.

Parents should ensure that children do not return to school after a period of illness until they are fully recovered. If in doubt, you should contact your local GP surgery for advice.

4.7 Administration of Medicine Policy and Guidelines

Routine medication should not require to be administered during school hours. Therefore staff should not be required in the administration of routine medication. Parents should ensure their child's medication is prescribed in dose frequencies which enable it to be taken out with school time. There are two exceptions to this rule:

- Where it is important for diagnostic purposes that medication is given at a specific time and the consequences observed and noted.
- Where a short course of prescribed medicine is required to be completed and the prescription states a specific time for the medication to be administered.

In these cases parents should contact the school office for the appropriate forms and return them as soon as possible.

4.8 Extra-Curricular Activities

Although academic learning is at the heart of all that we do, we aim to support the personal development of all our young people in ways that reach far beyond the classroom.

Our pupils regularly benefit from the enthusiasm and devotion of members of our staff who run an extensive range of extra-curricular activities.

- **Sport**

In our main competitive sports of rugby, football, swimming, cricket, squash, netball, hockey, and canoeing, pupils regularly achieve recognition at district, regional and national levels. The following afterschool sports are available:

Cricket P4 – S6
Rugby P1-S6
Basketball S1 – S3
Squash P6 – S2
Volleyball S4- S6
Dance S1 – S6

Netball P6-P7
Hockey P6-S6
Football Girls P1–S6 Boys P1-S6
Badminton S1-S4
Table Tennis S1 – S6



- **Clubs**

During the school week pupils have the opportunity to join a variety of lunchtime and after school clubs. The following are available:

Homework Club
Drama Club
Baking Club
Makaton Club
German Club

Dungeons & Dragons Club
Coding Club
Science Club
Creative Writing Club
European Film Club



- **Duke of Edinburgh Award S3-S6**

Breadalbane Academy has a long history of success in this scheme with large numbers of pupils gaining Duke of Edinburgh Awards in Bronze, Silver and Gold. In order to gain this award, pupils are required to display strong commitment and sustained effort which they do with enthusiasm every year.



- **Music**

Our teachers and instrumental instructors give their time to practice and perform on a variety of musical instruments. Many Breadalbane Academy pupils are not only proficient musicians but also well-known entertainers within our community. Young musicians are also offered the chance to enjoy residential experiences and pupils perform at the local MOD and regional festivals. A variety of lunchtime music opportunities are available including.

School Band
Ukelele Club
Pipe Band

Ceilidh Bands
Choir



- **Community work**

Senior pupils volunteer to support younger pupils in a variety of ways in a number of schools. Some pupils commit to visiting our senior citizens and several pupils are involved in the design and maintenance of the community garden.



- **Study Support**

Many Secondary Departments at Breadalbane Academy offer study support classes at lunchtime or after school to support pupils in exam preparation.

- **Primary lunchtime clubs**

- Big Voices Choir
- P1-3 games
- Art club

5. Parental Involvement

5.1 Parent Council

In 2006, the Scottish Government passed the Scottish Schools (Parental Involvement) Act recognising and reflecting the shared role and responsibility that schools, parents and carers have in working together to educate young people.

As a result of this legislation, school boards were replaced with Parent Councils, designed to be less formal than their predecessor and to encourage more parents to contribute to school life.

Breadalbane Academy benefits from an active and supportive Parent Council whose purpose is to:

- Work in partnership with the school to create a welcoming school which is inclusive for all parents.
- Promote partnership between the school, its pupils and all parents.
- Identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.
- Develop and engage in activities which support the school in relation to the education and welfare of the pupils. This includes fund raising for the school.
- Promote engagement with the community.
- Promote the school as a focus point for pupils, parents and the community.

The Parent Council can be contacted by email chairperson@breadalbaneparents.com

A full list of parent council members including the current chairperson and office bearers can be found on the school website <http://www.breadalbane.pkc.sch.uk/BA/parent-council/>

5.2 Homework

- **Primary**

Children at all stages will be given homework to be completed within the school week and we would usually expect this to amount to an hour a week in P1, rising to two hours by P7. Pupils will have reading, spelling/phonics, and Maths homework every week. Homework is recorded in homework diaries which serve as a valuable communication tool for both teachers and parents.

Homework can be issued in the following forms, children are asked to complete a task begun in class, prepare for a forthcoming lesson or to reinforce a learning skill. Parents are asked to check any work, whether oral or written, sign homework diaries and encourage children to produce their best work. Homework is seen as a valuable part of school and children are expected to complete it on time.

- **Secondary**

Secondary pupils will be issued homework tasks in a variety of different forms depending on the type of learning taking place within class at any given point and also depending on the subject area. The frequency of homework tasks is outlined fully in our Homework Policy, which can be accessed on the school website, but can be summarised into the following statement; for subjects that are taught for one or two periods per week then a minimum of one piece of homework per month per subject would be expected whilst for subjects taught 3 times or more per week, a minimum of 2 pieces of homework per month would be expected.

We launched “*Show My Homework*” in September 2018, which is an online platform that pupils and parents can access to view all homework tasks issued to a particular pupil. All homework tasks issued are uploaded to Show My Homework to support pupil organisation and communication with parents.

- **The Role of Parents**

Many important aspects of education have already been covered in the home before a child even comes to school. The success of the education process relies on a strong partnership between the school and the parents. We welcome and seek your interest and involvement in school life. When this is achieved, it acts as a considerable encouragement to teachers.

As in any partnership, there may be differences of opinion. The best way to resolve these is for the school or parents to bring the matter out in the open. For our part, we will try to keep you informed and we would hope you will do likewise.

- **Parental Involvement in Course Choice**

At key stages in a pupil's education, particularly when course choices for qualifications are being made, parents are invited to meet with their child's Guidance teacher to discuss options. We also hold annual parents nights for each year group at which parents are invited to make appointments with class teachers to discuss their child's progress. Parents are also invited to contact their pupil's key worker to discuss any aspect of their child's education. In addition to this we support parents by holding a Careers Fair and Curriculum evening.

6. Transitions

6.1 Pupils entering the school in Nursery, P1 or S1

Most pupil transitions to Breadalbane are at the stages of Nursery, P1, S1 or S5. A great deal of care is taken to ensure a smooth transition and young people's first impressions of school are positive.

Nursery entrants will be invited to attend a *play and stay* session prior to starting to meet the staff and other children. All pupils entering P1 participate in the established transition programme in the Nursery and attend two induction mornings in June when they will visit their classroom and meet where possible their teachers. A parental information session is held in June and provides the opportunity to discuss transition and receive essential information about school life.

Secondary pupils transferring from associate primary schools attend a joint residential experience in May, two full induction days in June and a programme of curriculum transition events throughout the year. All of these experiences give the pupils the opportunity to familiarise themselves with the school, establish relationships with new classmates, teachers and follow their timetable. Prior to this, an information evening is held for pupils and parents in October where the transition timetable is fully explained. Enhanced transition programmes are organised for pupils with additional support needs in conjunction with associate primaries if appropriate.

6.2 Pupils entering school at other times or stages

If your child will be joining our school outwith the school session times, for example, due to geographical relocation, please contact the school office in the first instance, where full details will be taken and passed to the appropriate Depute Head (Secondary – Mrs K Gatehouse, Primary – Mrs V Marshall). The depute will then liaise with you to establish a convenient time for you and your child to visit the school.

6.3 S5 Pupils from Pitlochry High School

There are a number of arrangements in place for the smooth transition of Pitlochry pupils to Breadalbane. The Senior Management Team (SMT) and the Support for Pupils Team liaise with key staff at Pitlochry High School throughout the academic year. The Headteacher and Depute Heads, attend Pitlochry S4 parents' evenings to meet parents and answer any initial queries about the transition process. In addition to this, members of the Support for Pupils team visit S4 pupils during their personal and social education classes to discuss course choice and transition arrangements. Induction days are held during the year to allow S4 Pitlochry pupils to visit Breadalbane Academy, follow a timetable, meet the staff and spend time with their new peer group. Parents are also invited to visit the school prior to transition to view the facilities, meet with the staff and engage in discussions about course choice and careers options.

7. The Curriculum

7.1 A Curriculum for Excellence

Curriculum for Excellence (CfE) is the curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling children and young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

In designing the curriculum our overriding aims are to enable all pupils to become:

- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible Citizens

At all levels of the curriculum, equal opportunities are offered to boys and girls with no pupil being denied entry to any subject on the grounds of gender.

7.2 The Broad General Education

The broad levels within the curriculum and expected progression are as follows, although these will vary for individual children.

Curriculum Level	Stage
Early	Pre-school to P1
First	P2 to end P4
Second	P5 to end P7
Third and Fourth	S1-S3
Senior Phase	S4-S6

All learners are offered a broad, deep, general education from nursery to S3, building on previous learning. They will experience a wide range of subjects across eight curriculum areas:

- Expressive Arts
- Languages and Literacy
- Health and Wellbeing
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

The courses all build on the knowledge and skills developed in primary, which aim to make the transition from P7 to S1 as smooth as possible.

On entry to S1, pupils are arranged into mixed-ability classes of equal status using information provided by their primary schools. Later in S1, S2 and S3 there is setting by ability in some subjects.

As pupils progress into S2 and S3 they will be offered opportunities for choice within these curriculum areas allowing them to specialise while retaining breadth within their education.

In S3 pupils can choose from a range of core masterclasses reflecting more traditional academic subjects that they can continue to study in the Senior Phase. In addition, pupils choose from option masterclasses which are skills-based achievement course linking to careers and developing the young workforce.

7.3 The Senior Phase Curriculum S4-S6

The Senior Phase – from around age 15-18 – aims to enhance knowledge, understanding and skills through qualifications and other learning. Our curriculum aims to offer those who opt to stay on at school post 16, appropriate, relevant, and attractive choices to continue their learning. This will give them the best chances of securing long term employability and opportunities to enter further education.

It is during this phase that the pupils are offered the greatest flexibility and choice in their learning with the opportunity to specialise in a smaller number of subjects and study at a range of levels. The number of subjects selected will depend upon the learning pathway chosen but may range from five to eight in any one academic year with some lasting more than one academic year. The levels offered are as follows:

- National 3 – equivalent to SCQF level 3
- National 4 – equivalent to SCQF level 4
- National 5 – equivalent to SCQF level 5
- Higher – equivalent to SCQF level 6
- Advanced Higher – equivalent to 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, and many more senior wider activities and achievements.

7.4 Religious Education

- **Core Religious and Moral Education**

Religious and Moral Education is non-denominational in its approach and within core RME lessons our course enable pupils to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of religions selected for study, other traditions and viewpoints independent of religion
- explore and develop a knowledge and understanding of religions
- 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 and cultural diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral value
- develop their 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 their beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life

- **Removal from RME on Grounds of Conscience**

If, on grounds of conscience, the parents of any pupil wish their child to be excused from Religious and Moral Education, a written request should be made to the Head Teacher. The Head Teacher, before granting the request, may discuss the Religious and Moral Education course with the parent, together with the arrangements which would be required for withdrawal.

- **Religious Observance**

Assemblies of a spiritual and values-based nature are held at key points throughout the year. If you have any queries regarding this please do not hesitate to contact the Head Teacher.

7.5 The Careers Service

Our Careers Coach from Skills Development Scotland (SDS) works in Breadalbane Academy and Pitlochry High School on a weekly basis offering information to pupils about the types of careers available and support to apply for these opportunities. Our Careers Coach supports the Authority's Careers Education Policy and provides the following services:

- Assistance with subject choice.
- Class sessions during S4, S5 and S6 covering topics such as career options after school; University/College; jobs for school leavers and so on.
- Career Interviews: Any pupil can ask to see the Careers Adviser to discuss career plans and career options as these develop, especially relevant to S5-S6 pupils. Parents should encourage their children to see the Careers Adviser from time to time. The Career Adviser is also very happy to meet parents to discuss any issue.
- Assistance with placing into employment and training.
- Careers Information for pupils and support for the school careers library.
- Attend S2, S3 and S5/6 Parent Contact evenings

Appointments can be made through the Support department, who can provide further information.

7.6 Instrumental Tuition

Instrumental tuition in woodwind, violin, cello, percussion, brass, piano, bagpipes, guitar and singing are offered to pupils within the school. Fees can be paid annually to Perth and Kinross Council and can also be paid on a termly basis by arrangement. This is completed online at www.pkcmusic.com/resources. No fees are charged for guitar and singing. No fees are charged if you are in receipt of either Family Credit or Income Support or for tuition which is required for a National Qualification.

Some instrumental tuition is offered in Primary according to staff availability please contact the school for further information.

7.7 Educational Trips

From time to time throughout the year, pupils will undertake learning out with the school environment. Annual parental consent will be sought for local field trips involving activities such as outdoor learning or forest schools.

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 which will be provided in the information outlining the excursion. In addition to this, the school is fortunate enough to have staff willing to run trip abroad.

8. Assessment & Reporting

8.1 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 majority of our pupils in the senior school will be presented for national accredited awards.

The purpose of the school based assessment is:

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

Methods of assessment include:

- Informal 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.
- Formal full-scale examinations such as prelims for pupils within the Senior Phase.
- Scottish National Standardised Assessments for P1, P4, P7 and S3.

8.2 Reporting

In the Primary school Parents receive an annual written report on their child's progress and there are two parent contact evenings during the year.

In the Secondary, S1-3 receive 2 tracking reports per year with reports including ratings in relation to a pupils behaviour, effort and homework. One report also includes a short comment to provide an overview on progress and next steps required for learning.

S4-6 receive 3 tracking reports per year with reports including ratings in relation to a pupils behaviour, effort and homework. As S4-6 pupils are studying a range of National Qualifications there is also an indication of the level (e.g. National 4 or National 5) at which a pupil is sitting along with a Target Grade (grade agreed with the pupil as potential they have to achieve) and a Working Grade (the result that is predicted would be achieved if all current factors remained the same for the rest of the course). Two reports also include a short comment to provide an overview on progress and next steps required for learning.

If there is a concern noted in between reports being issue then a teacher will detail the concern, and strategies for improvement, in an Intervention Letter which is sent home.

All parents will also have the opportunity to meet class teachers at a parent contact evening.

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.

In addition, parents are always welcome to make enquiries about the progress of their child by making contact with the class teacher in Primary or in Secondary, the Pupil Support

Team.

9. Support for Pupils

9.1 First Point of Contact for Pupils and Parents

In Nursery, the first point of contact should be the Nursery teacher, the Acting PT, Mrs Donna Jenkins. In the case of primary pupils, the class teacher is the best first point of contact.

In secondary, the first point of contact will be the PT Guidance, except in the case of issues specifically relating to learning support when it should be the PT Support for Learning.

The Pupil Support Department is led by of 3 Principal Teachers as follows:

Mrs L Forrester – PT Support for Learning

Mr H Davidson – PT Support for Pupils – **Guidance** (Mhor and Schiehallion Houses)

Mrs Y Benning – PT Support for Pupils – **Guidance** (Farragon and Lawers Houses)

This team is overseen by the two ‘years heads’:

Mrs K Gatehouse – DHT Support for Pupils and Staff – S1 - 3

Mrs L Libreri – Acting DHT School Improvement – S4 - 6

Mrs Gatehouse also maintains an overview of all secondary pupil support issues. She also chairs the Integrated Pupil Support Team Meetings (ITMs) where support staff and partner agencies meet combining expertise to provide a holistic programme of support for pupils who are experiencing particular difficulties. The ITMs operate monthly and have in attendance representatives from Social Work, School Nurse, Health Visitor, Community Link Worker, Educational Psychology, Police, Skills Development Scotland, staff from primary and secondary. Their main purpose is to bring together professional representatives support children, young people and their families. An initial referral to ITM is made with consent of the parents and the school will only share information which it considers to be relevant, necessary, legitimate, appropriate and proportionate to the concerns discussed on a ‘need to know’ basis.

All members of the Support for Pupils team are happy to discuss any issues or concerns that may arise throughout the year. They can be contacted for an appointment or an informal telephone call through the school office on 01887 822300.

9.2 Pupils with Additional Support Needs

The Education (Additional Support for Learning) (Scotland) Act 2004, amended 2009, provides a framework for supporting young people and their families. This framework is based on the concept 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. Additional support needs can be short or long term.

For most young people their needs will be met through the normal school planning processes or Individualised Educational Programmes (IEP). 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.

The Act explains the duties of education authorities and rights of children and young people. If more information is required relating to the implementation of the Act within Breadalbane Academy, please contact the school in the first instance.

Information may also be obtained on the local implementation of the Act by contacting Dorothy Henderson, Quality Improvement Officer at 2 High Street on 01738 475000. Information and advice can also be obtained from the Enquiries Helpline 0845 1232303, or online at www.childreninScotland.org.uk

Detailed information regarding pupils transferring from our associate primaries and Pitlochry High School is gathered prior to 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. Planning is carried out in full consultation with appropriate school based staff from current and new schools and other relevant partners including, if necessary, the Community Link Worker.

Breadalbane Academy Support staff are invited to attend additional support needs meetings and meet with class and support teachers in the pupil's current place of education where school reports and the outcomes of specific assessments are shared to assist in planning for transition.

Our policy is to include each child in mainstream education provision wherever possible. However, there may be occasions when extraction from subject classes to work on alternative programmes may benefit an individual child such as Life Skills, Motor Skills, Personal Achievement Awards and Outdoor Learning. Both Primary and Secondary departments have established nurture facilities which may benefit some pupils. Parents/Carers will be fully consulted by the Support for Pupils team in any plans to remove a child from mainstream classes to follow an alternative programme.

9.3 Personal and Social Education

Throughout the school PSE is delivered by Support and other staff. Where possible it is taught by the pupils own support teacher to help build relationships. The PSE programme varies depending on the age and stage of the pupil. A variety of topics are covered. Examples are as follows:

- S1 Settling in, Bullying, Internet Safety, Careers, Puberty, Your Call (Road Safety), Breathe, RASAC
- S2 Alcohol, Personal Safety, Bullying, Rights and responsibilities, My world of work, Knife crime, Crash Magnets
- S3 Drugs and the law, YPI, Careers, Domestic violence, Accessing services
- S4 Sexual health, Drugs and alcohol, Hate crime, Target setting, Study skills, destinations, Careers.
- S5/6 UCAS, Further Education, Careers, Financial Education, Safe Drive Stay Alive, Driving Theory, MVP, Drugs/Health

9.4 Looked After and Accommodated (LAAC) Children

Each school has a designated LAAC Teacher who deals with all matters relating to children who are 'looked after' e.g. accommodated in foster or residential care, or who are subject to a supervision order through the Children's Hearing.

This designated teacher will be responsible for monitoring the progress of looked after children in the school and will provide a source of advice if your child is looked after.

Further information on Looked-After Services can be found on:
<http://www.pkc.gov.uk/fosteringadoption>

9.5 Partner Agencies

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

9.6 Educational Psychology

The educational psychologist attached to the school is Ms R Whitby. The educational psychologist provides a consultancy service for staff, development and training opportunities, and conducts in-depth assessments of pupils with additional needs. Ms Whitby 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 wish to refer their child for assistance should contact their child's support teacher in the first instance.

9.7 Community Link Worker

Our Community link worker is Ms Susan Whyte. Ms Whyte works 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. She also works closely with support staff to provide nurture facilities within the school.

9.8 Education as an Additional Language

Mrs T Davenport provides support to pupils for whom English is a second language. Her work includes enabling pupils to achieve qualifications in ESOL (English for Speakers of Other Languages) and support for transitions

9.9 Social Work

Our social worker is Ms Kerri Birch. She provides one to one support for families and children and works closely with our other partner agencies to address identified needs.

9.10 School Health

The School Nurse, Ms Dawn McCallum assists in our health education programme and together with our Health Visitor, Ms Lynn McGregor, carries out screening programmes and provides support for pupils and families. They also act as links with our community paediatrician.

9.11 Community Police

PC James Elder (Community Police Officer), provides information and support for the community and works closely with SMT, support staff and families.

9.12 Skills Development Scotland

Ms T Wood (Careers Coach – new appointment pending) provides 1-1 support for pupils to enable them to find positive destinations.

9.13 Further information

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 through:

Telephone Helpline: 0345 123 2303

Email Enquiry Service info@enquire.org.uk

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

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

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

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

Full information on Additional Support Needs is available on PKC website www.pkc.gov.uk

10 School Improvement

An overview of the work of the school in Session 18/19 and development priorities for Session 19/20 is provided in our Standards and Quality Report which can be viewed on the school website. This report also provides details of academic attainment.

11 School Policies & Practical Information

11.1 School Day

- **Primary**

9.00am	10.50am	
10.50am	11.05am	Morning Interval
11.05am	12.00 noon	
12.00 noon	1.00pm	Lunch
1.00pm	2.20pm	
2.20pm	2.35pm	Afternoon Interval
2.35pm	3.30pm	

Pupils who arrive after 9am will be unable to enter through the security doors in the Primary and must report to the campus reception to gain access to their class.

Throughout Perth and Kinross Council, all P1 pupils attend full days from the start of the academic year.

- **Secondary**

8.55am	9.05am	Registration
9.05am	10.00am	Period 1
10.00am	10.55am	Period 2
10.55am	11.10am	Interval
11.10am	12.05pm	Period 3
12.05pm	1.00pm	Period 4
1.00pm	2.00pm	Lunch
2.00pm	2.50pm	Period 5
2.50pm	3.40pm	Period 6

We ask all parents to ensure that pupils arrive in good time each day for the start of the morning and afternoon sessions.

NB – Pupils are not allowed out-with the school grounds at morning interval or during periods unless they have written permission from a member of the Senior Management Team or their Guidance Teacher.

On arrival at school any pupil who has missed registration **MUST** sign in at the campus reception to ensure their attendance is recorded accurately in case of fire.

11.2 Arrangements for Lunch

- **Primary**

Four choices of school meals are available. Pupils are issued with a menu a term in advance and are asked to choose an option at the start of each day. Payment for lunches can be made on ParentPay, this is added immediately to the pupil's lunch card. Pupils may choose to bring a packed lunch which is also eaten in the dining area. Parents may also choose for their child to have a home lunch. On Fridays, with parental permission, P7 pupils can go into Aberfeldy during lunchtime. More information on primary school lunches including Tayside Contracts menus can be found here: <https://www.pkc.gov.uk/article/17330/Primary-school-meals>

- **Secondary**

- "Food to go" is open daily from 8am and serves hot/cold snacks and hot/cold drinks.
- The main counter in the dining centre is open daily at lunchtime serving hot dishes, main meals and drinks.
- The cold food counter in the dining centre is open daily at lunchtime serving cold meats, salads, baguettes and wraps.
- Vending machines are available serving hot drinks and cold snacks.

Cash or Young Scot cards can be used at food outlets within the campus. Using a Young Scot card allows pupils to obtain discounted rates. Application forms can be obtained from the Community Library. A pre-order machine is available for pupils for that day or the next day using their Young Scot card. Payments to your child's Young Scot card can be made on ParentPay.

More information on secondary school lunches including menus and price lists can be found here: <https://www.pkc.gov.uk/article/17331/Secondary-school-meals>

Information on Free School Meal Entitlement can be found here: <http://www.pkc.gov.uk/freeschoolmeals>

11.3 Uniform/Clothing

All pupils are requested to wear school uniform. Parental surveys have shown that the majority of parents agree with the uniform policy and support the reasons for it. Wearing school uniform is an indication that pupils share a sense of belonging to and pride in their school and that they accept the school's code and standards of behaviour. Uniform emphasises the fact that pupils will be treated equally and serves as an aid to the security of pupils within and indeed without the school grounds. It also eliminates peer pressure to dress in the latest designer clothing. Pupil clothing should be labelled clearly with name and class to avoid loss.

- **Nursery**

The fun and enjoyment of the Nursery experience is lost if your child is worried about spoiling his/her clothes, therefore it is important that your child wears clothes that can be easily washed. We provide plastic aprons for water play and messy activities. Please remember that the children in the nursery will have access to our gym facilities and should wear suitable clothing during this activity. As pupils access the outdoors every day and regularly participate in Outdoor Learning Adventures, suitable clothing and footwear should be worn.

- **Primary**

Pupils in primary wear indoor shoes whilst in the building. They also need a PE kit to be kept in school.

Primary 1 to Primary 3

Blue polo shirt and navy sweatshirt with school logo (available from Grandtully Logos) with black skirt or trousers.

There is an option to wear a white shirt and black tie with house stripe. A cardigan option is offered for girls and in good weather they may wear school blue checked summer dresses.

Primary 4 to Primary 7

White shirt and black tie with house stripe and logo, black round neck or V-neck jumper with school logo with black skirt or trousers. A cardigan option is offered for girls. The blue polo shirt and sweatshirt remains optional.

Gym T-shirts will be in house colours with school house on the back.

The option to purchase a school jacket is also provided.

- **Secondary**

White shirt or blouse

School tie (S1-4 house tie, S5-6 senior tie)

Black jumper or cardigan (no coloured jumpers or hoodies of any colour)

Black skirt or trousers

Plain black footwear (shoes, trainers, boots are all acceptable)

All ties are available for purchase from the school office and can be paid for through ParentPay. It has been agreed that school blazers (with braid) will be worn by all prefects and house captains. Blazers (without braid) are available as an option for all other pupils. We wish to emphasise that sports clothes, designer tops, jackets and logos are not part of the dress code. Information on how to purchase a blazer can be found here:

<https://www.border-embroideries.co.uk/schools.html>

We wish to emphasise that sports clothes, designer tops, jackets and logos are not part of the dress code.

Information on clothing grants can be found here: <https://www.pkc.gov.uk/freeschoolmeals>

11.4 Guidelines for Physical Education (Secondary) – Dress, Health and Hygiene

In the interest of high expectations and standards, pupils will bring the following change of clothing on days when they are timetabled for Physical Education:-

Indoor

Basketball, Volleyball, Gymnastics, Badminton, Social Dance, Fitness, Netball, Handball, Table Tennis

- Indoor trainers
- Appropriate sports shorts or Leggings – long shorts or jeans of any kind are not suitable.
- Appropriate sports t-shirt

Swimming

- Swim shorts/costume
- Towel

Outdoor

Football, Rugby, Hockey, Orienteering, Tennis, Summer Games, Athletics(Surface dependent)

- Outdoor trainers suitable for Astroturf surface or Football Boots for activities on Grass Pitch
- Appropriate Sports shorts or leggings
- Appropriate sports t-shirt
- Change of socks
- Towel to dry off in case of rain

For hygiene reasons school uniform (jumpers/trousers/shirts) must not be worn during PE.

Trainers must also be different from footwear worn to school.

In all situations Long Hair must be tied back and all jewellery including watches must be removed.

Pupils timetabled for Physical Education at the end of the school day are not required to change back into school uniform to travel home.

11.5 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. Valuable personal property such as electronic equipment should NOT be brought to school. Money, calculators, etc should not be left unattended. Enquiries about lost property should be pursued with the campus reception or the school office.
2. Pupils are expected to provide their own pens, pencils, rubbers and rulers.
3. We advise pupils not to bring expensive electronic equipment to school. Mobile phones are not advised; they must not be switched on during classes or between periods. Pupils who attempt to use mobile phones during lessons unless given permission by a teacher may have them temporarily confiscated.
4. Pupils should not leave any property unattended at any time including schoolbags. Lockers are available for all pupils from P6 through to S6 and temporary lockers are available in the sports facilities for use during PE lessons.

11.6 Arrangements for Emergency Closures

Adverse weather conditions – during school time

If the weather deteriorates rapidly, we will close the school to ensure the safety of all pupils and staff. We will arrange for pupils on school transport to depart early as a priority and contact all the parents, emergency contacts etc (wherever possible) before releasing pupils. If parents of pupils in outlying areas note a deterioration in the weather and think that school transport may not reach them, they should try to make arrangements for their son/daughter to be uplifted directly from school. If possible, telephone us beforehand.

Adverse weather conditions – out with school time

When conditions are bad, especially in outlying areas, parents should not send their children to school if they are in doubt. Please inform us if that is the situation. If the school transport does not reach you due to road conditions, do not send your son/daughter to school unless you are prepared to arrange transport to school and home again.

Perth and Kinross Website along with the school website will be updated at all times with current situations. We encourage parents to use this facility, in order to leave telephone lines open for those who do not have computer facilities. If you are in a position where you have to telephone the school for information, please use either 01887 822300 or 01887 822400.

Parents should listen to:

Radio Tay	Frequency	AM	1584 & 1161	FM	96.4 & 102.8
Heartland FM	Frequency	AM		FM	97.5 & 106.6

For information re school closure and contract bus advice contact;

PKC Customer Service Centre number for parents – 01738 475000 (available from 8am – 6pm Monday – Friday. However, this line may operate from 7am in exceptional circumstances.

In exceptional circumstances, where a blanket closure of schools is considered necessary, the Executive Director of Education and Children’s Services will contact Radio Tay. An announcement will be made at approximately 7.00am. This information will also be passed to Tay Connect, Heartland FM and the Perth and Kinross Council’s information line.

Groupcall text messages will be sent to the named main contact for each pupil with the most up-to-date and current information available.

11.7 Useful Sources of Information

SQA: http://www.sqa.org.uk/sqa/CCC_FirstPage.jsp

Scottish Credit and Qualifications Framework (SCQF): <http://www.scqf.org.uk/>

John Muir Trust: <http://www.jmt.org/>

Active Schools: <https://sportscotland.org.uk/schools/active-schools/>

Curriculum for Excellence (CfE) <https://education.gov.scot/>

Youth Philanthropy Initiative (YPI) <https://ypiscotland.org.uk/>

12 Child Protection Officers

Under current legislation the school is required to report if we think any child has come to harm as a consequence of possible abuse. A member of staff in each department has been appointed to be responsible for Child Protection matters. Our child protection officers are as follows: Mrs Y Benning (Pupil Support) and Mrs N Ferguson (Primary). Should you wish to talk further about Child Protection and the safety of children please feel free to contact them. We have strong relationships with Community Medical Officers, Social Workers and Police, any or all of whom may become involved if abuse is suspected.

13 Breadalbane Academy Nursery Information

The Nursery Day	
Age 2s	AM 09:00 – 12:12
	PM 12:18 – 15:30
	Full day 09:00 – 15:24
Age 3-5s Term Time	09:00 – 15:00
Age 3-5s Extended Hours	AM 08:00 – 13:00
	PM 13:00 – 18:00
	Full day 08:30 – 16:30
Support for Children and Families	Full day 09:00 – 15:00
<p>The nursery class is situated below the primary department and is accessed through a secure entrance beyond the primary playground. The nursery offers a range of funded attendance patterns for children aged 3-5. We also offer 600 hours of care for eligible 2 year old children through the <i>Strong Start</i> programme.</p> <p>Parents can access 1140 hours and can choose from a term time attendance pattern or select a 45 week attendance pattern.</p> <p>Parents who wish their child to attend nursery should make an appointment to visit by contacting the school office. Further information about our nursery can be found in the Nursery Handbook on the school website.</p> <p>Information regarding admission to nursery classes in PKC is available at: https://www.pkc.gov.uk/media/38673/Guide-to-Early-Learning-and-Childcare-2019-2020/pdf/2018603_Guide_to_Early_Learning_2019_CLIENT.pdf?m=636830546330470000</p>	