



Crieff High School

Strathearn Community Campus



School Handbook

2021/2022

School Foreword

The purpose of the handbook is to communicate the ethos of our school and provide a welcome for parents and carers who are in the process of supporting their young person in readiness for joining us here at Crieff High School.

The handbook also communicates with parents and carers the young person's learning journey and in doing so, facilitates parental involvement in the school and helps parents support their children.

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 categories of information:

- A School Information
- B 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.

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1 Introduction

I am very pleased to offer you our Handbook for Parents and Carers. Crieff High School is one of the eleven secondary schools administered by Perth & Kinross Council. It is a six year comprehensive school offering a full range of courses leading to national certification from the Scottish Qualification Authority as well as a variety of other awards. The school has a wide range of very active teams, clubs and other extra-curricular activities which are organised by staff and pupils on a voluntary basis. The ethos of the school aims to be that of a caring and friendly community and relationships between staff and pupils are warm and positive. The wearing of school uniform is supported by parents/carers, the local community and our young people.

Mr John Donnelly
Headteacher/Campus Leader

2 Delineated Area

Pupils transfer each year from the associated primary schools of Crieff, Muthill, Braco, Madderty and Comrie. We also welcome a consistent intake of pupils from St Dominic's R.C. Primary School. All Primary 7 pupils from our associated primaries visit the High School for two 'induction' days in June and they also receive visits to their own school from members of the Senior Leadership Team and Support for Pupils staff of Crieff High School. A P7 Parent Open Evening is arranged in the High School during June and further details of this event will be sent in due course. Parents of other children who are likely to enrol in the school may arrange an appointment to meet a member of the senior staff at any time during the school session.

The main purpose of this handbook is to provide you with information about how our school operates but should you require further advice about the school, please do not hesitate to contact me at any time.

I look forward to welcoming your young person as a pupil of Crieff High School and to working with you, in partnership, to ensure that all our young people receive the best educational experience possible.

3 Contact Details

Main Contact Details

Crieff High School
Strathearn Community Campus
Pittenzie Road
CRIEFF
PH7 3JN

Tel. 01764 657600
Fax 01764 652842

Email: crieffhigh@pkc.gov.uk

Website: <https://blogs.glowscotland.org.uk/pk/crieffhighschool/>

School Roll

The school roll is currently 591.

Senior Leadership Team

- | | |
|--------------------------|---------------------------|
| • Mr John Donnelly | Headteacher/Campus Leader |
| • Mrs Kerry Telford | Acting Depute Headteacher |
| • Mrs Morag Fotheringham | Acting Depute Headteacher |
| • Mrs Jenda Macluskey | Campus Business Manager |

Staff

In addition to the Senior Leaders of the school, there are approximately 51 teachers who are members of different subject departments or faculties. Departments or faculties are usually managed by a Principal Teacher or Faculty Leader and a full list of staff showing such positions of responsibility is shown on pages 7 and 8.

There are 16 support staff who work in Crieff High School – including office staff and pupil support assistants. A full list is shown on the next page.

Campus staff includes Librarians, Live Active Leisure personnel, Tayside Contracts (Catering) staff, MITIE (facilities) and agencies to support pupils and families. All of these people contribute meaningfully to the life and work of the school. A full list is shown on pages 7 and 8.

The School and Facilities

The school is situated on the south-eastern edge of Crieff with pleasant outlooks across the town to the mountains of the north and west and across the rich farmland of the Strathearn Valley to the south and east.

Crieff High School forms part of the purpose built Strathearn Community Campus, opened in November 2009. The extensive accommodation has state of the art facilities which include:-

- Bright, airy classrooms each with an interactive whiteboard and purpose designed teaching wall.
- Break out areas in most departments where pupils can work individually or in small groups
- Indoor sports facilities including a heated swimming pool, squash courts, fitness suite, dance studio and sports halls*
- Extensive playing fields which include a multi-use games area (MUGA), full size 3G pitch and rugby football and hockey pitches *
- An extensively resourced library with friendly staff able to assist pupils where required *
- 21st Century provision for the performing arts including a recording studio, designated drama space, theatre and outdoor performance area
- Designated space appropriately equipped to support young people with additional support needs if this should be required
- A hairdressing salon
- A pupil garden

* denotes facilities which are shared with the public during the school day.

<p>Staffing</p> <p>Senior Leadership Team (SLT) Mr John Donnelly Headteacher/Campus Leader</p> <p>Mrs Kerry Telford Depute Headteacher</p> <p>Mrs Morag Fotheringham Acting Depute Headteacher</p> <p>Mrs Jenda Macluskey Campus Business Manager</p> <p>Business Management Team Mrs Diane Porter Campus Management Officer</p> <p>Mrs Laura Fraser - Assistant Campus Management Officer</p> <p>Mrs Lorna Ivey Mrs Lesley Adams Mrs Catriona Smith Mrs Janice Orchard Mrs Lynn Jennings Mrs Jane Eadie Mrs Mairead Hamer Mrs Lisa Hassan</p> <p>Computing and Enterprise Mr M Tennant (PT) Mr M Wright Ms N McDonald</p> <p>Design Miss L Arnott (Faculty Leader) Miss M Johnstone Mrs K Wilson Mr A Munro Mr R Sorley</p> <p>English, Literacy and Drama Mrs K Russell (Faculty Leader) Mrs E Basford Ms J Forbes Mr T Kotsis Mrs M McIntosh Mrs M Wilkie Mrs R Craig</p>	<p>Health and wellbeing Mr G Aitken (PT) Mr G McIntosh Miss S Brown Miss G Barrowman Miss S McCully</p> <p>Mathematics and Numeracy Mrs J Knak (PT) Mr P Mayne Mrs M Adam Mrs A Hone Mrs K Sorley</p> <p>Modern Languages Mrs L Yates (PT) Mrs L Ruiz</p> <p>Music Mr D Griffiths (PT) Mrs M Howitt</p> <p>Music Instructors Mr P Murch (Percussion) Mr O Nicholson (Guitar) Ms S Oxenard (Cello) Mr G Seith (Brass) Miss I Crosby (Woodwind) Ms M Young (Violin/viola) Mr M Popp</p> <p>Religious, Moral Education and Citizenship Mrs J Petrie (PT) Mr M Young</p>	<p>Science Mrs L Potter (Acting PT) Mrs L Ansley Mrs B Marchbank Mr I McKenzie Mrs R Gallagher Mr G Grant Mrs J Grant</p> <p>Social Subjects Mrs M Logan (PT) Mr D Faunce Smith (PT) Mrs L Russell Mrs M Gilfoyle Miss S Fitzsimon</p> <p>Support for Pupils-Guidance Miss R Stitt (Acting PT) Head of Barvick House</p> <p>Mr G Duncan (PT) Head of Kelty House</p> <p>Miss K McEwan (Acting PT) Head of Turret House</p> <p>Support for Pupils-Learning Mrs E Cargill (PT) Mrs A Scott Madame C Bergeron</p> <p>Pupil Support Assistants Mrs A Cramb Mrs J Baker Mrs S Wilson Ms A King Miss L Whyte Mrs N Shaw Mrs V Cameron Ms J-A Crawford-Ross</p> <p>Technicians Mr N Ford Mrs C Reid</p> <p>General Assistants Mrs E Perry Mrs F O'Donnell</p>
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<p>Tayside Contracts Mrs S Aitchison (Cook in Charge) Mrs L Gourlay (Functions Manager) Mrs K Maxwell (Asst Cook) Ms V Grimmes Ms J McAllister Mrs T Melville Mrs P Michie Ms A Wikarska Ms I Thompson Ms T McKay Mr M Liddle</p> <p>Youth Services Miss P Armstrong</p> <p>Adult Learning Team Ms H Gordon</p> <p>Housing and Community Care Ms A Sutherland</p> <p>Greenspace Ranger Mr C Bachell</p> <p>Skills Development Scotland Mrs K Davey</p> <p>Educational Psychologist Mrs E McGuffog</p> <p>Active Schools Mr N Keiller</p> <p>Community Link Workers Mrs G Corbett Mr D Graham</p> <p>Developing Young Workforce Mrs S Bissett</p>	<p>Culture Perth & Kinross Mrs K Brown (Senior Officer)</p> <p>Library Supervisor Ms J Bourelle</p> <p>Senior Library Assistants Mrs D Donnachie</p> <p>Library Assistants Ms W Martin Mrs R Roberts</p> <p>Mitie (Facility Management)</p> <p>Facilities Manager Mr T James</p> <p>Service Support Officers Mr D Gourlay Mr N Lockhart Mr L Ramsay Mr J Awburn</p>	<p>Live Active Leisure Miss K Bathgate Facilities Operation Manager</p> <p>Duty Leisure Managers Mrs E Laycock Mrs E Knox</p>
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Parent Council

There is an active Parent Council which promotes the relationship between school, home and the community. The Parent Council are always keen to hear from parents in order to represent you more closely. They also welcome parents to join them, getting involved at whatever level suits you.

There is more information about the Parent Council in the Parents section of the school website. You can contact Cathy Tilbrook, the chairperson for 2021/2022, through the school office.

Parental Concerns and the Role of Support for Pupils

Each member of our Support for Pupils team works closely with a particular group of pupils whom they get to know well. They are the first point of contact with the school for any parent wishing to make general enquiries about personal matters or pupil progress in school. Support for Pupils staff work hard at developing good individual relationships with pupils and take a sympathetic and constructive approach to any problems. The team also works in close co-operation with the Educational Psychology Service, Social Work Department and other agencies as needs arise.

Support for Pupils staff, together with register teachers, monitor attendance and timekeeping on a day to day basis. They are also at the heart of the programmes of social education, personal, curricular and vocational guidance which the school runs. Typically, this involves liaison with advising and consulting with parents and other staff as appropriate, assisting with personal profiling and arranging work experience placements as required

In course choice and career guidance, Support for Pupils staff are assisted by the Careers Officer who visits the school on a weekly basis to provide individual interviews and careers information. The Careers Officer is also available at Parents' Evenings.

Pupil Absence and Sickness

The school has a statutory obligation to maintain accurate records of pupil attendance. If your child is absent from school please alert the school by phone (01764 657799) or by email (CHSAbsence@pkc.gov.uk) as soon as possible. On the child's return please again, phone, email or send in a letter explaining the reason for the absence.

If your child is absent from school, and we do not know the reason, the school will send you a text message.

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

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 at: www.pkc.gov.uk/complaints

If you have a concern please contact your young person's Guidance Teacher.
If you have a complaint please contact your young person's Year Head.
If you have a serious concern or a serious complaint, please contact Mr Donnelly, Headteacher/Campus Leader.

Pupil Enrolment Procedure

Visits to the school should be organised through the relevant Depute Headteacher – Mrs Telford (S3, S4, S5) or Mrs Fotheringham (S1, S2, S6).

How the school communicates with parents

Effective communication with parents and carers is a priority for the school. We do this in a number of ways:

- Email – our preferred means of communication. Please ensure we have an up-to-date address for you.
- Groupcall messaging
- Website
- Letters by post and letters by school bag
- Twitter - @crieffhigh
- Facebook - /Crieff High School
- Instagram - @crieffhigh
- Parents' evenings and Information evenings
- Show My Homework

4 School Ethos

Schools Culture, Ethos and Values

Our vision: A happy school where each member of our community is valued and given every opportunity to achieve his or her best.

Our values: People count

The school is keen to recognise and celebrate the achievements of all members of the school community, pupils and staff.

Achievements are highlighted on the Headteacher's monthly update, in assemblies and in the local press. We would welcome contact from parents / carers to tell us about their young person's achievements.

Our rules: That our young people are ready, respectful and safe.

Positive Relationships

The school sets high standards of behaviour and expects young people to respect others, value their opinions and points of view and to treat them with courtesy and kindness.

The school has a successful approach to building positive relationships. It focuses on encouraging young people to respect themselves and others and supports them in making sensible choices. In general, pupils behave very well at Crieff High School.

In cases of inappropriate or disruptive behaviour staff make use of a number of interventions. It is within the professional discretion of the member of staff dealing with a particular situation to decide which of these are appropriate.

A full copy of the Positive Relationships Policy is available on request from the school.

Religious & Moral Education

Religious & Moral Education (RME) aims to develop a child's awareness of themselves and others, their insights into situations that pose moral and religious questions and their capacity to respond to those situations in a balanced and understanding way.

It is to be recognised that no personal religious or non-religious stance is reflected in the teaching of Religious and Moral Education within Crieff High School.

The aims of Religious and Moral Education are to help pupils to:

- Develop a knowledge and understanding of world religions and to recognise religion as an important expression of human experience.
- Appreciate moral values such as honesty, liberty, justice, fairness and concern for others.
- Investigate and understand the questions and answers that religions can offer about the nature and meaning of life.
- Develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

Religious Observance

School Chaplains support our House assemblies in partnership with our Heads of House and House Captains. General moral themes are covered during these assemblies. Parents who wish to withdraw their child from assemblies should contact the Headteacher

School Chaplains

Rev Paddy Allen – Episcopal Church, Crieff
Pastor Marcel Ghioalda– Seventh Day Adventist Church, Crieff
Rev Graham McWilliams – Comrie and Dundurn Parish Churches
Rev Jim Newell – Crieff Baptist Church
Rev Andrew Philip – Crieff Parish Church
Rev Klaus Bwert – Muthill Parish Church

Uniform/Clothing

Pupils are encouraged to wear our school uniform. There will continue to be high expectations placed upon Crieff High pupils to wear our uniform and parents will be asked for their full support in this matter. A clean and tidy appearance, together with smart and sensible dress does help to foster an orderly and productive attitude to work. It also means we can easily identify any young people in those areas of the campus shared with the public.

Pupils should wear:

- white shirt and school tie
- black V-necked pullover
- black trousers or skirt
- black blazer with school badge or black jacket
- black footwear

Many retail outlets stock most of these items. The blazer is available from Aitken & Niven in George Street, Perth. All new pupils are given a tie as a welcome gift from the Parent Council. Football strips, track suits or any clothes decorated with slogans or logos should not be worn in school. In the interests of safety, large earrings, and other jewellery may need to be removed, particularly in workshops or in Physical Education. Pupils should therefore avoid wearing these items. It is not advisable to bring expensive personal items to school as the school cannot accept liability for any loss or damage.

Please see our website for examples of school uniform.

Health Care

In a school with approximately 590 pupils and 100 staff, health and safety for all is of paramount importance. In a number of subjects, e.g. Science, Physical Education, Home Economics and Craft, Design and Technology, pupils may work with substances and equipment which are potentially dangerous. School staff are, of course, experienced in the use of these and take all possible steps to reduce any risk. We do expect our pupils, however, to act in a responsible and safe manner, not only in the subjects mentioned above, but in all areas of the school.

We have a number of trained first-aid personnel to assist in any emergency. Parents will be contacted by member of the Business Management Team if their child is unwell and a pupil will not be released from school unless they are collected by a parent/carer. Within any session we have at least two practice evacuations of the school. All firefighting equipment is inspected annually and a number of staff have been trained in its use. If you have any concerns regarding Health and Safety please contact Mrs Macluskey (Campus Business Manager).

The local Health Board undertakes statutory duties in relation to the health of all young people at school. Parents are always informed in advance of such arrangements. Where pupils feel unwell or suffer injury during the school day, staff will assess the situation and, where appropriate, contact parents or the named emergency contact and/or arrange transport to the local health centre. It is vital that these contact details are kept up-to-date. Pupils who have medical appointments during the school day should show their appointment card in advance to the school reception and sign out of school at reception. Support for Pupils staff should be informed of any medical condition which may influence a pupil's performance at school. Staff cannot take responsibility for issuing medication – any medication issues should therefore be drawn to our attention.

5 Parental Involvement

The school is keen to work in close partnership with parents and carers – this is the way we work most effectively and achieve the best outcomes for our young people.

Parents' views are sought on an annual basis through a written questionnaire the findings of which inform our improvement priorities for the coming year.

Please follow the following link for further information

www.pkc.gov.uk/parentalinvolvement

How the School Involves parents and carers in a young person's education

It is important that parents are aware of developments in education within the school and at a national level. Each session, we hold a series of information evenings to share with parents where we are at and how we can best support young people together. These include events at key times, for example, just before a young person comes to the High School and at times of transition (S1 to S2/3, S3 to S4, S4 to S5/6). Presentations from these events are posted on our website. Pupil Support teachers play a key role and will meet with parents individually or in groups. Your young person's Support for Pupils teacher may be the person in school who knows them best and can play an important role in linking parents to other staff.

6 Transitions

Young people are fully supported through periods of transition, for example, P7 to S1, or on leaving school. However, other times in a young person's education can be crucial; for example, course choice, post examination results or in dealing with a personal circumstance. School staff including Guidance and Year Heads work closely with young people and their parents.

7 The Curriculum

This consists of the courses that are taught within the school. The range of such courses is usually partly determined by external influences including the Scottish Government and the Local Education Authority.

Pupils develop knowledge, understanding and a range of skills and attitudes as a result of the work that is undertaken. Increasingly, these include a focus on skills for the world of work (Developing Young Workforce) and opportunities for Outdoor Learning.

Through other school-based activities individual talents are developed such as musical skills, sporting aptitudes, performance, as are the 'life skills' of leadership, co-operation, responsibility, confidence and participation.

It is the responsibility of everyone in the school to promote a friendly, caring and achievement-centred environment in which staff and pupils can live and work together. The curriculum is therefore at the heart of everything that we do.

Broad General Education

S1

Pupils follow a timetable of study which allows for continuity and progression from Primary 7 which enables them to have wide range of experiences and outcomes across a variety of subjects as shown below:

Broad General Education – Period allocations

Curricular Area		S1	S2/3
English		5	5
Maths		5	5
Expressive Arts	Art	1	3
	Music	2	
	Drama	1	
Languages	Modern Languages	2	2
Science		4	3
Social Subjects	History	1	3
	Geography	1	
	Modern Studies	1	
	Learning About Scotland	1	
Technologies	Design and Technology	2	3
	ICT and Enterprise	2 1	
	HE	1	
Health and Well Being	PE	2	2
	PSE	1	1
	RME and Citizenship	1 1	1 1
			Plus two additional curricular areas x 3 periods each
Total no of Periods		35	35

S2/3

At the end of S1, pupils have the opportunity to choose subjects they wish to focus on more throughout S2 and S3. This enables them to do more of what they enjoy and what they are good at while still experiencing a broad general education on which to build further in the senior phase.

Senior Phase

S4

Pupils undertake a course choice during S3 and begin their S4 timetable in June of S3, thus allowing them a full year to work towards National Qualifications (National 3 to National 5).

S5 and S6

S5 students will be expected to follow a 35 period curriculum, choosing one course from each column. No free time or study time should be on the timetable for an S5 student.

All S6 students will be allocated private study time. This is partly to encourage the good habits necessary for further study beyond school and partly in recognition of the importance of focused effort in S6 in order to achieve particular grades.

All time not allocated to classes must be committed to one or more of the following options:

- study in Department
- study in Library
- service to School
- service to Community

Negotiated options must be agreed by SLT and will be monitored.

Careers Guidance

All pupils receive support with career planning during course choice in S1, S3, S4 and S5.

This involves sessions during Social Education classes which look at skills and qualities required for jobs and Further/Higher Education, writing personal statements, UCAS and College applications. Pupils who may have difficulty in accessing a positive 16+ destination receive additional support from their Guidance teacher and the careers adviser when transition programmes may be put in place. The careers adviser is in school on a weekly basis and is able to offer advice to and work with individual pupils. Pupils receive financial education as part of the S1 and S2 citizenship courses as well as in S5 and S6 through Social Education.

For further information regarding careers you can contact Skills Development Scotland Highland House, St Catherine's Road, Perth PH1 5R or:

www.skillsdevelopmentscotland.co.uk/

Educational Excursions

At various times throughout the school year, pupils may leave school during the school day to take part in a variety of excursions, field trips and study visits; sometimes a small charge is made to cover the cost of transport and/or admission. Parental permission for all such excursions will be sought. Where the excursion is further afield or involves an overnight stay or a potentially hazardous activity, parents will be provided with detailed information for each such event. In planning such excursions staff follow Education & Children's Service guidance to ensure that safety is maintained at all times.

Tracking and Assessing Pupils' Progress and Planning Future Learning.

Tracking and assessing pupil progress in Crieff High is carried out in a variety of ways.

In classrooms, teachers regularly assess pupil work in order to plan next steps for their learning. This information is passed to Principal Teachers to enable interventions to take place to support individual pupils where necessary. Principal Teachers, in turn, work with Support for Pupils colleagues and SLT to best support all young people.

The data gathered through working with pupils in classes is widely shared in school to ensure that staff have high quality information on the progress of pupils across the school; this information is passed to parents / carers via interim and full reports as well as by means of consultation evenings.

Where a pupil is not reaching his or her potential Support for Pupils colleagues and SLT will invite parents / carers into school to discuss the best way forward to ensure that timely and appropriate interventions take place.

Pupil Progress and Reporting

Over the course of a session there are many opportunities for parents to be given information on their young person's progress in our school.

We offer parents / carers a variety of written reports in the course of the session. Each pupil is issued with interim reports and one full report which summarises progress made during the year.

The interim reports follow an established pattern across all year groups. For example, in S1, S2 and S3 the interim report gives parents an indication of how well their young person is progressing in terms of effort, homework and behaviour.

In S4/5/6 the interim report gives the same data alongside a comment on progress. This report also indicates a grade for what the pupil is likely to get at the final exam and a grade which shows where they are at the point of the report being issued.

Parents are invited to contact the school at any point during the report cycle if they need clarification or would simply like to discuss the next steps in their young person's education.

Support for Pupils

Every pupil is allocated a Guidance teacher. Each member of the Support for Pupils team works closely with a particular groups of pupils whom he or she gets to know very well. The Support for Pupils staff work hard at developing good individual relationships with pupils and take a sympathetic and constructive approach to any problems. The team also works in close cooperation with the Educational Psychology Service, Social Work Department, Health and other agencies as needs arise.

Support for Pupils staff use the Getting It Right For Every Child model when offering support for the pupils. Getting It Right For Every Child, is an approach which brings key partners in health, education, social work and the Police together to work co-operatively to support children and young people.

For more information see: www.scotland.gov.uk/Topics/People/Young-People/gettingitright

All school staff follow Perth and Kinross Policy in regard to child protection and should you have any concerns regarding child protection you should contact the school's Child Protection Officer or the social work duty team on 01738 476768 and if you would like further information please use the following link: <https://www.pkc.gov.uk/childprotection>

In course choice and career guidance, they are assisted by the Careers Adviser who visits the school on a weekly basis, to provide individual interviews and careers information. There is also a Pupil Care & Welfare Officer who monitor the pupils at lunchtimes and at the buses at the end of the school day.

Pupils with Additional Support Needs

Pupils have additional support needs when they require extra support over and above that which is normally given to pupils of a similar age. These needs may relate to pupils' physical, sensory or intellectual abilities; they may also relate to emotional and social needs, challenging behaviour, autistic spectrum disorders and communication difficulties. Amongst other factors are chronic illness and absence from school. The spectrum of additional support needs ranges from those which are long term and complex to those that are quickly met.

In Crieff High School pupils are supported in mainstream classes by their class teacher with additional support from teachers or pupil support assistants where necessary. Where appropriate, pupils will be offered individualised educational experiences in the Support for Pupils area of the school. The overall aim is to remove, overcome or minimise the barrier to learning and as such enable the young person to fulfil their potential.

If a pupil has been identified as requiring additional support then an additional support needs meeting (ASN Meeting) will be held with the pupil, parent/carer, school support staff and other external agencies where relevant and appropriate. The purpose of the meeting will be to discuss and agree a range of measures to support the pupil as much as possible.

For those pupils with identified additional support needs liaison with parents/ carers is crucial and as such we welcome communication through the Support for Pupils team.

Further information and advice about provision for additional support needs can be found at the following websites or organisations:

Perth and Kinross Council: www.pkc.gov.uk/article/17278/Schools-additional-support-

(Pupils with Additional Support Needs Cont.)

Children in Scotland trading as “Enquire”

Enquire – the Scottish advice service for additional support for learning

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

Telephone Helpline: 0845 123 2303

Email Enquiry service at 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:

<http://enquire.org.uk/3175/wp-content/uploads/2017/08/parents-guide.pdf>

Scottish Independent Advocacy Alliance: www.siaa.org.uk

Scottish Child Law Centre: www.sclc.org.uk

10 School Improvement

Standards and Quality Report

Over the last twelve months the school has seen some notable achievements. For details please follow this link to the Standards and Quality report 2019-2020:

<https://blogs.glowscotland.org.uk/pk/crieffhighschool/our-school/>

Literacy, Numeracy and Health and Well-Being

The development of literacy, numeracy and health and well-being is the responsibility of all teachers. Co-ordinators for these key areas work across the school with all departments to ensure that these three areas are fully embedded in our curriculum.

Plans for Improvement

Our key priorities for this session are:

- Self-evaluation for self-improvement
- Learning, teaching and assessment
- Ensuring wellbeing, equality and inclusion

School Performance Links

Our last inspection report can be found at the following link:

<https://education.gov.scot/inspection-reports/perth-and-kinross/5350336>

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:

<http://www.sportscotland.org.uk/schools/active-schools/>

Curriculum for Excellence (CfE):

<http://www.education.gov.scot>

Youth Philanthropy Initiative (YPI):

<http://ypiscotland.org.uk/>

Developing Our Young Workforce

<http://www.gov.scot/Resource/0049/00490580.pdf>

National Parent Forum of Scotland

<http://www.parentforumscotland.org/>

11 School Policies & Practical Information

Homework

The school places a priority on pupils developing good home study habits. Progress in homework needs parental co-operation and support. The School uses the online platform “Satchel One” to successfully support homework. Parent/Carer and pupil log-in details are available from the School Office.

Prefects

The school has a well-established system led by a Head Boy and a Head Girl.

Head Boy – Rooney Kilgannon

Head Girl – Lily Cannon

Prefects assist with the smooth running of the school by undertaking a range of duties and responsibilities aimed at supporting the school aims and principles of conduct. All pupils are expected to follow the instructions and advice given by prefects particularly during interval and lunchtime breaks. Our prefect team is drawn from S4 - S6.

Houses

Pupils are allocated to one of our Houses: - Barvick, Kelty and Turret. Pupils are awarded house points for a wide variety of things such as participation in House tournaments, success in sporting activities, community service, supporting fellow pupils, involvement with charities and wider achievement. A variety of inter house activities are organised throughout the school year.

The heads of house are:

Mr Duncan (Head of Kelty), Miss Stitt (Head of Barvick), Miss McEwan (Head of Turret).

Extra-Curricular Activities

A wide range of extra-curricular activities are offered throughout the year. Among those underway or planned in the current session are: Music, Guitar Club, Choirs, Debating club, Gaming club, Bakery club, Theatre Visits, Productions, and Field Trips. Special mention should also be made of the annual school show whose high standard is recognised in full attendances. Pupils regularly distinguish themselves and the school in sporting, academic, (e.g. Maths Challenges), literary and musical events at district, regional and national levels.

A range of extra-curricular sports' activities are also offered. Staff, senior pupils and parents lead and assist pupils to develop skills, prepare for matches against other schools and to simply have fun taking part. Our Active Schools Co-ordinator, Nick Keiller, is responsible for supporting and developing these additional activities, including

- Basketball
- Football
- Hockey (junior) - training on a Monday after school till 5pm
- Hockey (senior) - training on a Tuesday after school till 5pm
- Netball

Collecting Pupils from School

The Campus car park can be very busy at the end of the school day. We would ask therefore in the interest of safety that parents collecting children should use the overflow parking off Monteath Street, or wait and collect their children at 3.55 pm on Pittenzie Road; by this time the street will be clear of all school buses.

Lockers

Each pupil has a locker. Outdoor garments should be left in the lockers during class time.

PE Kit

For Physical Education, pupils should come equipped with:

- Crieff High School T-shirt or polo shirt, black shorts, sports socks, training shoes
- Warm clothing such as a sweatshirt for outdoor PE
- Towel for showering
- Football boots would be better than trainers for football
- Swimming kit

These items with an embroidered school badge can be ordered through the PE Department. The PE Department will be able to supply or advise about where to purchase these items and order forms will be distributed during Primary 7 visits by Support for Pupils staff. Where pupils are unable to participate in PE, we ask that parents provide a written, signed note.

Organisation of School Day

The school day runs from 9.00am to 3.40pm and is organised as follows:

Monday - Friday 7 Period Day	
Period 1	09.00-09.47
Period 2	09.47-10.34
BREAK	10.34-10.49
Period 3	10.49-11.36
Period 4	11.36-12.23
Period 5	12.23-13.10
LUNCH	13.10-14.05
Period 6	14.05-14.52
Period 7	14.52-15.40

12 Child Protection Officer

Mrs M Fotheringham

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.

Arrangements for Emergency Closures

The following guidelines should be helpful to parents if severe weather sets in.

If heavy snowfall during the day begins to affect roads and traffic, we will take the advice of our bus and taxi operators, the police and up-to-date weather reports and if necessary will arrange for pupils in outlying areas to be taken home early and for staff who travel a distance to then be released. In this situation families who live within walking distance of the school will not normally have a serious problem. Local pupils may have to be sent home at a later stage.

Since we cannot normally give advance warning of an early closure we recommend that families have plans in place to deal with this situation. We always tell pupils to stay in school if they do not have a safe house to go to, but this is not an ideal situation for any length of time.

Please remember that we will never question a parent's own judgement regarding a child's safety. Conditions in Crieff can be quite different from those in the surrounding countryside and parents who therefore decide to pick up children early will have our full co-operation even if the school is staying open. Information and advice from parents out in the countryside can be very helpful to us in making our own decisions.

If snowy weather sets in overnight we again get the best information we can and if possible arrange for advice to be broadcast on Radio Tay before people begin their journeys. Sometimes our bus or taxi operators will make their own decisions not to operate the service because they are worried about the safety of the journey to or from school. **Our experience is that they do not take such a decision lightly, and parents who then make their own arrangements to get children to school should have a fall-back plan in case conditions worsen and transport is not available to get them home. Again, we will not question a parent's own judgement about the safety of the journey.**

The advice given here is based on our own experience and also on guidelines supplied by the Education Department. The Education Authority has made arrangements to give parents and pupils information about school closures and these are given below.

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

Radio Tay: (used in all instances)
Frequency AM 1584 FM 96.4 Perth only
AM 1161 FM 102.8 Everywhere else

Radio Heartland FM (only used for widespread weather conditions)
Frequency FM 97.5, 106.6

Radio Central: (only used for widespread weather conditions)
Frequency FM 103.1

Perth and Kinross Council Customer Service Centre

Available from 08.00 hours to 18.00 hours however this line may operate from 07.00 hours in exceptional circumstances. Parents/carers should dial 01738 475000. Calls are charged at the local rate.

Parents/Carers can also find closure updates on the Perth and Kinross Council website.
Parents/Carers can log onto www.pkc.gov.uk/Schoolclosures

School Social Media pages.