



# Dunbarney Primary School

*Be Your Best Self*



## School Handbook

**Academic Session 2021-22**

*Honesty Ambition Respect Kindness*

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## 1. Welcome

I would like to take this opportunity to welcome you to Dunbarney Primary School and I hope that this will be the first of many communications in a continuing, supportive and effective partnership between our school, you and your child.

Our aim at Dunbarney Primary School is to support everyone in our community to:

### **Be Your Best Self**

We strive each day to live by our agreed values of **Honesty Ambition Respect and Kindness “HARK”**

At Dunbarney Primary School we are committed to developing an understanding, appreciation and respect for Children’s’ Rights as enshrined in the UNICEF Charter, The Rights of the Child. In June 2016 we achieved recognition as UNICEF Rights Respecting School Silver Level – Rights Aware.

We are proud of our positive ethos which is enhanced through our House and Buddy Systems. We always aim to welcome parents and the community to be involved in the life of the school. We are committed to working in partnership with parents to support the children in our care.

We have an Early Morning Drop Off Club run by parents for parents and an After School Kids’ Club which is run by Perth and Kinross Council. Both are based in the General Purpose Room.

**Early Morning Drop Off**, please call 07704909639 for fees and further information.

**Village Kids Club** offers after school childcare, term time only, from 3:15pm until 6pm and is registered with the Care Inspectorate. The Kids Club offers a wide range of play activities, both indoors and outdoors to suit the individual needs of the children attending.

Annual Registration fee £13.00 per child or £20.00 per family

£9.25 per session per child and £8.80 per sibling

For further information please contact Village Kids Club 07500 785258

The purpose of the school handbook is to share information about Dunbarney Primary school with new and prospective parents. It contains practical information about our catchment area and staffing as well as how you can contact us if you have a concern. Starting and finishing times for school and nursery times are included

There is also information about the curriculum, learning and teaching and assessment.

The second section of the handbook contains information issued by Perth and Kinross Council to all schools.

This handbook is available from the school office in hard copy and can be accessed via our school’s website from December 2020. If an alternative copy is required e.g. Braille, or translated into a community language other than English please contact the school office.

Whilst the information contained in this school handbook is accurate at the time of publication, December 2020, changes may have occurred since then. If you feel that there are any questions that our handbook does not answer for you please do not hesitate to contact the school.

Prospective parents are very welcome to visit the school.

*Mary Paterson*  
Headteacher

## 2. Delineated Area

Dunbarney Primary School is situated in the village of Bridge of Earn approximately 5 miles South of Perth. It draws its pupils from the village and from the surrounding rural area. A map of the catchment area is available from the Local Authority Offices or the School Office.

## 3. Contact Details

<b>Address</b>	Dunbarney Primary School Main Street Bridge of Earn Perth PH2 9DY
<b>Telephone Number</b>	Perth (01738) 474175
<b>E-mail Address</b>	<a href="mailto:Dunbarney@pkc.sch.uk">Dunbarney@pkc.sch.uk</a>
<b>Website Address</b>	<a href="http://www.dunbarneyprimary.org.uk">www.dunbarneyprimary.org.uk</a>
<b>Twitter</b>	@Dunbarney PS
<b>Facebook</b>	Dunbarney PS
<b>Present Roll</b>	Primary (P1 – P7) 207 Nursery Class 20
<b>Headteacher</b>	Mary Paterson
<b>Complaints Procedure</b>	The school deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. More information is available on the Council's website as follows:-  <a href="http://www.pkc.gov.uk/complaints">www.pkc.gov.uk/complaints</a>
<b>Registering Your Child</b>	Parents moving into the area are welcome to come to school for a visit and have the opportunity to see around the school.  Parents who live in the catchment area for another school but would like to have their child attend Dunbarney should send a placing request to Perth and Kinross Education Department at Pullar House. Forms are available from the school office. Parents should note that due to pressure on numbers each class has reserved places which are available only to children living in the catchment area of the school.
<b>Communication</b>	The school uses twitter and Facebook and our website <a href="http://www.dunbarneyprimary.org.uk">www.dunbarneyprimary.org.uk</a> to communicate with parents. There is also a pupil newspaper issued regularly which has articles about what the children are learning as well as photographs of events trips etc. In addition there are regular newsletters and HT updates which keep parents informed about school developments and upcoming events. Our main method of communication with parents / carers is by email (or hard copy on request). Parents are welcome to use the school email address <a href="mailto:Dunbarney@pkc.gov.uk">Dunbarney@pkc.gov.uk</a> to communicate with the school. The school also uses a text messaging service to send reminders to parents or in the event of an emergency where all parents need to be contacted urgently.

#### 4. Staff

Headteacher		Mrs M Paterson	Pr 4 – Pr 7	Overall Responsibility
Depute Headteacher		Miss A Dow	Nursery – Pr 3	Overall Responsibility
Pupil Support Teacher (Additional Support Needs - ASN)		Mr C Roy		
Class Teachers		Mrs J Cant / MS Anderson		Pr 1
		Mrs Drysdale		Pr 1/2
		Ms Ogston		Pr2
		Mrs K Henderson & Mrs V.Davidson		Pr3
		Mrs I Dewar		Pr 4
		Ms G McLaren		Pr 5
		Ms Mathieson		Pr 6
		Mr Johnston		Pr 7
Nursery Staff	Early Years Practitioners (ECP)	Mrs B Elder		
		Mrs L. Simpson		
		Mrs A Taylor		
		Mrs K Cruikshank Play Assistant Jackie Deveaux [ Pupil Support Assistant]		
	Early Years Support Teacher	Mrs R. Dawson		
Visiting Teachers		Mrs L Cochrane	Art	
		Miss E Jack /	String Instructor	Thursday
		Ms Iona Crosby	Drums /Percussion	Wednesday
Pupil / Classroom Support		Mrs S Anderson		
		Mrs C Marshall		
		Mrs A Paterson		
Admin / Clerical Support		Mrs M Johnston		
		Mrs A Dewar		
Janitor		Mr John McKechnie		
School Crossing Patroller		Karen Grehan		
School Cleaners		Karin Grehan Gayla MacLeod		
Community Link Worker		Chris Forber		
Dunbarney Minister		Rev Allan Wilson		

#### 5. Organisation of the School Day

##### Primary 1 - 7

Morning Session Begins \*9.00 am (warning bell at 8.59am)  
*Playtime* 10:30 -\*10:45 am  
*Lunch Time* 12:15-1:15pm

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 Afternoon Session Begins \*1:15 pm (warning bell at 1:10pm)  
 School Day Ends 3.15 pm (warning bell at 3.10pm)

All children should be lined up at their designated entrance at these times, ready to be welcomed into school by class teachers.

## Nursery

Morning Session	8.45am - 11.57am
Afternoon Session	12.45pm - 3.57pm
All day Session	9.00am – 3.24pm

## 6. Attendance

It is important that all children arrive at school punctually; latecomers will be noted as such in the register. Parents are reminded of their legal requirement to ensure that their child attends school regularly. If a child is absent parents should contact the school by telephone or email by 9.30 on the first day of absence. **A written explanation is required for every absence.** Attendance will be monitored by the Head teacher and an explanation may be required for high levels of unexplained absence. Perth and Kinross Absence Procedures will be followed and if necessary children can be referred to the Attendance Sub Committee and Social Services for Support.

Holidays taken during term time are classified as unauthorised absence in line with authority policy (see section N). Homework will not be set during an unauthorised term time holiday. Please inform the school by telephoning on the first day of absence and state number of days your child is expected to be absent.

## 7. Nursery

The school nursery is housed in the grounds of the school. Capacity is 16 children in the morning and 16 in the afternoon. Children can start nursery when they are three years old. Parents who wish their child to attend nursery are welcome to make an appointment to visit. All children are entitled to have 600 hours of funded hours at nursery per year. This allowance can be used in school nursery classes or partner provider pre-school settings. If parents choose to use all their allowance at Dunbarney Nursery they can apply for part time or full time places up to a maximum 16 hours per week. This equates to 5 mornings or afternoon sessions or two full days and one half day or one full day and three half days.

There is a nursery welcome booklet which contains fuller information about nursery staff and routines.

### Nursery Hours

Morning Session:	8.45am - 11.57am
Afternoon Session:	12.45pm - 3.57pm
Full Day	9:15 am - 3.24pm

## 8. School Ethos

The school vision is to support all members of our school community to:

***“Be Your Best Self”***

We strive each day to live by our agreed values of

***Honesty, Ambition, Respect & Kindness***

Dunbarney Primary School aims are:

- That all our children achieve their academic and personal potential
- To develop the skills and talents of our young people to the fullest and encourage them to live peacefully, respect the environment and other people.[ UNCRC Article 29]
- To promote an understanding of and respect for Children’s Rights.
- That, through excellent learning and teaching, we achieve the highest levels of attainment in the core subjects of Literacy, numeracy, Health and wellbeing
- That we provide a varied interesting and a coherent curriculum that challenges and supports children to make progress in all areas.
- To develop in our young people the skills and attributes necessary to be successful now and in the future.

- To develop in our young people a positive attitude to challenge and change.

Our agreed actions to support this are:

- Living our Values of Honesty, Ambition, Respect & Kindness.
- Promoting Children's Rights in our actions and interactions.
- Consistently High Standards of Learning and Teaching
- Planning and delivering a curriculum which ensures an appropriate balance between Interdisciplinary Learning, Curriculum Subjects, Wider Achievement & Life and Ethos of the School.
- Effective use of assessment information to ensure appropriate support and challenge for all.
- Excellent use of digital technologies
- Effective use of outdoor spaces and our community to enhance learning.
- Being honest in how we evaluate and improve our work
- Promoting partnership and working in collaboration with others within and beyond our school
- Expecting the best of ourselves and each other.

The school has many links with the local community. We work closely with 'Brig in Bloom' on projects that support both the community and the school. We also work closely with the Church and Reverend Wilson, who regularly attends assemblies in the school and supports the work of pupil groups e.g. Rights Respecting Schools, when he can. The children also attend the church on special occasions such as Christmas, Easter and for the Pr 7 Leavers'/End of Session Service. We are fostering stronger links with Moncreiffe Care Home, through joining in with some of their monthly and annual events, as well as planning special activities of shared interest e.g. art, music, gardening etc., to enjoy together. We regularly invite care home clients and their carers to class/school performances.

The school has a well-established commitment to ensuring all our pupils are aware of environmental issues and the importance of sustainable living.

In May 2016 the School achieved recognition as a UNICEF Rights Respecting School Silver Award. Each class has their own 'Class Charter'. These have replaced class rules and aim to develop personal qualities, and a level of self-respect and respect for others, in children that will serve them well throughout life.

## 9. Parental Involvement

Parental Partnership is an important aspect of Dunbarney Primary School. We involve parents in their children's learning through regular planned open events and shows. Regular newsletters from the Head Teacher as well as the pupil newspaper "*Discover Dunbarney*" help to keep parents and the wider community informed about what is happening in the school. All classes use SEESAW to share learning in the class and homework. The school website has recently been updated as a way of communicating with parents. We also have a Twitter account and a Facebook page and "tweet" and post events and photographs of children's learning. A Parental Communication Policy is available on the school website.

Information is also available from Perth and Kinross Council at [www.pkc.gov.uk/parentalinvolvement](http://www.pkc.gov.uk/parentalinvolvement)

### Parent Representation

Following the introduction of the Parental Involvement Act a Parent Council was established. The main aims of the Parental Involvement Act are to:-

- help parents become more involved with their child's education and learning
- welcome parents as active participants in the life of the school
- provide easier ways for parents to express their views and wishes

To help achieve these aims, **all** parents are automatically members of a Parent Forum at their child's school and will be entitled to have a say in what happens at the school.

The school has an active Parent Council which seeks and represents the views of parents on matters pertaining to the school. At the Parent Council AGM in September 2013 the decision

was taken to merge the PTA and Parent Council with fund raising activities now being undertaken by a Parent Council subgroup fund raising subcommittee  
The chair of the Parent Council is Petra Pacikova and the secretary is Mrs Nicoll

More information can be found at <https://education.gov.scot/>

[www.pkc.gov.uk/article/17294/Parental-Involvement-Strategy](http://www.pkc.gov.uk/article/17294/Parental-Involvement-Strategy)

## 10. Transitions

**Transition to Nursery:** The nursery operates a key worker system and when children start nursery they will receive a welcome booklet which tells them about this as well key information about nursery routines. In addition to this all children can have shorter sessions at which their parent/ carer can stay and play until children are happy to settle and stay for the whole session.

**Transition to Primary 1:** As children move from their pre-school setting to Primary 1 they will have the opportunity to visit their new classroom and meet their teacher/s and key school staff. Children who attend Dunbarney Nursery are involved in the life of the school through shows assemblies and events. In recent years we have been developing links with other local pre-school settings to enhance our transition processes. Whenever possible, the Primary 1 teacher will visit children in their pre-school setting, meet the child and speak to the staff.

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

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

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

**Transition through the School:** As children move through the school they will have the opportunity to meet their next teacher before the summer holidays and spend some time in their new classroom. [Occasionally there are times when due to staff changes this is not possible]

### **Transition Arrangements for those living in the Bertha Park High School Catchment Area**

Bertha Park High School is the first additional secondary school to be built in Perth and Kinross since 1972. Perth and Kinross is one of the fastest growing areas of Scotland and as a result Perth Secondary schools will be near to capacity by 2021. The new **Bertha Park High School** reflects the projected growth in population and resulting house building and infrastructure required to support this.

The new secondary school catchment area will include pupils from the Local Development Plan (LDP) housing areas at Bertha Park, Almond Valley and Perth West. They will be joined by the primary school catchment areas serving Auchtergaven, Logiealmond, Methven, Pitcairn, Ruthvenfield, Oudenarde, Forgandenny, Forteviot and Dunbarney.

Since August 2020, P7 pupils from Dunbarney PS go to Bertha Park High School.



Further information is available on the Council's website as follows:  
<https://www.pkc.gov.uk/article/20777/Bertha-Park-High-School->

Should any pupils require an enhanced transition at any stage of their education this can be arranged.

## 11. The Curriculum

### Curriculum for Excellence (CfE)

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

Under Curriculum for Excellence every child is entitled to a broad general education with opportunity to acquire depth of knowledge in some areas and to develop Skills for learning, skills for life and skills for work. The learning experiences we deliver will offer learners the opportunity for personalisation and choice. Learning activities will be structured to ensure children work at a pace they can cope with and with the challenge they will thrive on. Plans and tasks will link knowledge in one curriculum area to that in another, helping children to understand the world and to make connections. Children will think for themselves, make sound judgements, challenge opinions, enquire and find solutions.

Curriculum for Excellence empowers our teachers to make professional judgments about what and how they teach. It encourages creative approaches and promotes cooperative strategies as we seek to engage, motivate and inspire our learners.

Progress in learning will continue to be assessed in rigorous ways throughout your child's time at school. Active learning is a big part of Curriculum for Excellence and is often evidenced through photographs of your child's learning experiences. Some photographs of your child's achievements will be included in their portfolios to evidence their progress.

All staff have a responsibility to develop, reinforce and extend learning in Literacy, Numeracy and Health and wellbeing for all our learners. We continue to offer personal support to help young people fulfil their potential and make the most of the opportunities we offer. Ultimately, Curriculum for Excellence aims to improve the life chances of all our children and young people, to nurture them in the following four capacities:

- successful learners
- confident individuals
- effective contributors
- responsible citizens

Every child is offered a wide range of opportunities to learn in Language, Maths, Science, Social Studies, Technologies, Religious and Moral Education, Health and Wellbeing, Physical Education, Personal and Social Development, Information and Communication Technology, Art, Drama, Dance and Music.

Curriculum for Excellence is organised into eight curricular areas. A brief outline of each is given below. When planning learning experiences for children, teachers take account of national curricular guidance, local authority and school policies and programmes. We are in the process of reviewing planning to take a more integrated cross curricular approach to planning and assessment of children's progress. As well as aiming to develop children's knowledge and understanding we are increasingly planning to develop children's skills for lifelong learning- skills such as being able to work with others, discuss events and give opinions.

More information about Curriculum for Excellence is available on the Parentzone website mentioned above.

## **Language and Literacy**

Developing language and literacy skills permeates all areas of the curriculum. Report writing for example can be taught in the context of science or story writing by imagining you are lost in the rainforest when studying this in Social Subjects. Reading skills can also be taught, reinforced or applied in all curricular areas.

There are also times when it is more appropriate to teach literacy skills as a core subject.

Pre-reading skills are developed in a carefully planned programme. We currently use the 'Active Literacy Programme' to develop core literacy skills in P1-P3.

The core reading scheme in the early years (P1 – 3) is 'Oxford Reading Tree'. At all stages activities are devised to extend pupils' abilities and techniques in reading different kinds of material and to enable them to develop comprehension skills.

In session 2010 / 2011 we introduced the 'Write to the Top' programme based upon the Big Writing strategies. Research has shown that this programme has raised standards of writing wherever it has been used in Scotland. Strategies developed in this programme include the use of VCOP (which stands for Vocabulary Connectives Openers Punctuation). Pupils learn to improve their writing skills through developing each of these areas. This programme ensures consistency of approach towards writing through the school.

## **1 Plus 2 Languages**

The Scottish Government has set out an ambitious programme to ensure that all children have the opportunity to learn foreign languages throughout their primary years. Along with other Bertha Park feeder primaries Dunbarney is currently focusing on French. French language is now taught from Primary One to Primary Seven. Vocabulary and pronunciation are taught in discreet lessons and learning is reinforced through regular opportunities to practise. Children are also given the opportunity to sing French songs and take part in computer based activities.

## **Numeracy and Maths**

Experiences and outcomes covering the range of the curriculum are taught at all stages for Number, Money and Measurement, Information Handling and Shape, Position and Movement. Problem Solving is also developed and the approach to this in terms of developing strategies covers the whole range of maths, and beyond into the other subject areas.

We use a programme called Big Maths to enhance teaching particularly in the area of Mental Maths.

The 'core schemes' are supplemented by other resources, e.g. "Teejay Maths" and teacher produced materials. Much of what the children do in class is based on a visual and hands-on approach to maths. Examples include board games, computer software and a wide range of interactive activities which are designed to improve the mental processing skills of all our pupils and caters for a wide variety of learning styles.

## **Health and Wellbeing**

In Health Education our programme follows the Curriculum for Excellence centred around Healthy and Safe Living. This is supplemented by materials provided and visits from our School Nurse and local Community Police Officers. The school has achieved recognition as a Health Promoting School.

The school uses learning outcomes from the Curriculum for Excellence to ensure that there is an appropriate progressive programme in place.

They cover the areas of -

- Mental, emotional, social and physical wellbeing
- Planning for choice and change
- Physical education , physical activity and sport
- Food and Health

- Substance misuse
- Relationships, sexual health and parenthood

## **Social Subjects**

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment, how it has been shaped and how our action influence this. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship. In Dunbarney we have an overview of suggested context for learning which ensures progression through the experiences and outcomes over children's time in primary school. Planning for each context is done using "The big question" approach which means that teachers work with children to identify the areas for investigation in each topic. This means that teachers can build on children's prior learning and include some elements of personalisation and choice to children's learning. Progress in learning is shared via each classes learning wall.

## **Sciences**

Through our science programme we aim to develop an enthusiasm for science and develop an understanding of the living, material and physical world. In the early years science is taught as a topic over a block of six weeks. In P4 to P7 science is taught as a core subject. When planning for learning in science teachers also plan opportunities to develop skills of scientific enquiry such as planning experiments, observing and drawing conclusions.

## **Information and Communication Technology (ICT)**

ICT is an integral area of the curriculum and teachers plan relevant activities and assess pupil progress on an on-going basis. ICT links with other subjects and supports our aim of creating a learning environment where pupils have regular access to the latest computer technology and local networking supported by appropriate software. We continually update our computer models to keep pace with the development of technology.

## **Expressive Arts**

Curriculum for Excellence in Expressive Arts covers the subject areas of Art and Design, Drama and Music. Every effort is made to link Expressive Arts with other curricular areas.

A variety of approaches to assessment are used. These include: observation of on-going work, assessment of completed tasks, self and peer assessment and discussion with pupils. ICT may be used by teachers and pupils as a means of recording progress. e.g. video/audio of a drama or musical performance, digital photos of pupils' art-work.

## **Religious and Moral Education**

The programme for Religious and Moral Education aims to help pupils learn about Christianity and other major world religions and to recognise religion as an important expression of human experience.

## **The Development of Pupils' Values**

We are committed both through the ethos and the curriculum to provide appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values. This will be undertaken in partnership with parents, taking account of their views and of the individual needs of pupils.

The school welcomes and encourages diversity and individuality while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in its life have the right to be respected as individuals. They also carry the responsibility to act in a considerate and respectful manner towards others.

## Religious Observance

The school holds regular Assemblies which provide opportunities for pupils to share together and celebrate as a school community those things which we value. They also provide opportunities for our pupils to reflect on spiritual and moral concerns. Through this pupils can increase their understanding of religious practices and the experience which underlies them. A Church Service, conducted by the School Chaplain, is held at the end of the Winter, Spring and Summer Terms. **Parental Rights:** Under the terms of the Education (Scotland) Act 1980, "any pupil may be withdrawn by his / her parents from any instruction in religious subjects and from religious observance". Any parent who wishes to exercise this right should first discuss the matter with the Headteacher.

## 12. Assessment & Reporting

Assessment is seen in terms of five key elements - planning, teaching, recording, reporting and evaluating. The starting point for assessment is the planned curriculum and the process of learning and teaching. Once teachers have planned the detail of what is to be covered and how they will organise their teaching, they need to find out how their pupils are approaching learning and whether they are making satisfactory progress in that learning. Teachers gather information about pupils through tracking their work, observation, outcomes of class assessments, discussion about difficulties and next steps and discussion with staff involved working with pupils. This enables teachers to identify pupils' difficulties, decide on suitable next steps in learning and modify their teaching approaches appropriately.

A range of assessment strategies, both formal and informal are used throughout the school year by teaching staff and discussed with management. The class teacher uses professional judgement, based on assessment evidence, to decide on the appropriate level of work for individual pupils. The levels of the Curriculum for Excellence will take around three years for all the areas to be covered in sufficient breadth and depth. However, it is important to remember that children progress at different rates and that at times there can be no even pattern to progress. Some children with additional support needs may make significant progress without overtaking many of the levels described; it is important that such progress is recognised and encouraged. Children in Primaries One, Four and Seven complete online assessments, SSNAs. These assessments are completed by children across Scotland.

The expected levels of progression are as follows:-

Early Level	- Pre-school and P.1 or later for some.
First Level	- To the end of P.4, but earlier or later for some.
Second Level	- To the end of P.7, but earlier or later for some.
Third and Fourth Level	- S.1 – S.3 but earlier for some.
Fourth level	- broadly equates to SCQF level 4

Parents will receive written reports about their child in May just prior to parent contact evenings. The intention is that parents can read and provide comments about the reports before the appointment then next steps can be discussed and agreed with parents, pupil and teacher at the appointment.

Parents are reminded that their child's progress can be discussed out with these evenings at any mutually agreed time.

## 13. Support for Pupils

### Authority Policy

Children with special educational needs are planned for in school within the terms of Perth and Kinross Council's policy on "Support for Learning". This policy sets out the procedure by which an individual child's needs are identified and addressed, the central element of the process being an ASN meeting involving parents, child, school and Education Services staff, and where appropriate, colleagues from other services.

### School Policy

Mrs Paterson has overall responsibility for ASN within Pr 4 - Pr7.

Miss Dow has overall responsibility for ASN for Nursery – Pr3.

The school's policy is to support as far as possible the education of pupils with additional needs along with their peer group. Individually targeted work at a level accessible to the child and designed to support learning progress is provided by the class teacher and learning support staff. Parents are consulted if any change in the programme is being considered.

Although Learning Support staff are deployed as necessary, our aim is always be to promote the maximum degree of independence in learning, personal organisation and social activity. The school also has several Pupil Support Assistants who work in classes supporting pupils' learning. Support staff timetables are regularly reviewed to enable us to target identified needs.

If you have a concern about your child's progress in learning then you should first of all discuss it with your child's teacher. Sometimes some additional short term support or reinforcement work may be all that is required. On other occasions, it may be that further investigations or assessments are required. Where this is the case we will work with parents to keep them informed of any assessments undertaken and the outcome.

Teachers may also bring a concern to parents' attention. When this is the case the same principals of partnership working apply.

We have weekly sessions from a Pupil Support Teacher who works with pupils one and a half days per week. He works co-operatively with class teachers and is involved in producing Individual Educational Plans (IEPs) when required appropriate to the pupil's needs. Pupils can be referred to other services and integrated work is promoted with parental consent.

There is a national support group which offers support for families whose children require 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: [info@enquire.org.uk](mailto:info@enquire.org.uk)

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

Enquire provides a range of clear and easy-to-read guides and factsheets including, 'The parents' Guide to Additional Support for Learning'.

If you would like to order their leaflets, postcards or guides to share with parents and carers of pupils in your school, please contact them on [info@enquire.org.uk](mailto:info@enquire.org.uk)

Further information about support for parents is available in the Local Authority section of this handbook.

## 14. School Improvement

Each year school identify priorities for development.

The National Improvement Framework encourages us to focus on 6 drivers for improvement – School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress, School Improvement, Performance Information.

In Session 2019-20

- We continued to develop our Literacy Curriculum, particularly in the area of Reading to ensure good pace and challenge for all our pupils.
- We worked together to embed research based practice in our school community
- We continued to develop our approaches to learning and teaching in maths to ensure consistency and a Visible Learning Approach

Each year the school produces a School Improvement Plan which details information about school improvement priorities. The school also publishes a Standard and Quality Report which gives information about attainment in school as well as progress in improvement priorities. These documents are available from the school office and on our school website.

The school continues to develop its approaches to all aspects of supporting pupils in their learning and session had n will have particular focus on the national priority of "*Getting it Right for Every Child* (GIRFEC).

## 15. School Policies & Practical Information

### School Policies

There are a range of school policies available in school covering areas such as curricular guidance, behaviour and bullying and learning and teaching. These policies are available on our school website

### School Uniform

At Dunbarney Primary School we strongly encourage the wearing of school uniform. The wearing of school uniform helps promote a sense of community, high expectations and shared purpose.

Dunbarney School Uniform is, as follows:-

Grey Trousers or skirt (NOT black)

And Either

a) Bottle green sweatshirt and white polo shirt

OR

b) A bottle green v neck cardigan or jumper with a white shirt/blouse and tie (please ensure that the shirt buttons to the top) to be worn with a school tie.

Footwear is black school shoes and black, grey or white socks. Tights can be green or grey.

Also: a gym kit of black shorts, a plain t-shirt in house colours (or white) with no buttons and black gym shoes. A band must be provided by parents / carers for long hair to be tied back. Sleepers or studs must be covered with tape also provided by parents / carers.

School bags should be back packs or satchels, NOT Handbags.

Parent can order uniform directly form the supplier at.

[www.border-embroideries.co.uk](http://www.border-embroideries.co.uk).

If you order by 21st of any month, the delivery will be made to school on 28th of that month (or next working day).

Dunbarney Primary School Ties are available from Aitken & Niven, 21/23 High Street, Perth

Please ensure that all personal items, including uniform, have your child's name on them

## **Free School Meals and Assistance with School Clothing/Footwear**

Children in P1-P3 are all entitled to a free school meal and no forms need to be completed to obtain this.

Children in P1-3 who may be entitled to access financial assistance towards School Clothing/Footwear and children in P4-P7 who may be eligible for free school meals and a clothing/footwear grant need to complete an application form each year – forms are available from the school office or the Perth & Kinross Council website.

## **Payment for School Meals**

Pupils in P4 – P7 who do not receive free meals will pay £2.15 for a school meal. All meals must be paid for in advance of them being taken. Parent Pay is the preferred method of payment. Parents are given an activation code when their child starts school. They can then set up an account and pay or school lunches via bank transfer from their computer or phone. Parent Pay can also be used to pay for trips, books from book fairs etc.

## **Medical Needs and First Aid**

If your child needs to use an inhaler or take medicine during the school day we are happy to work with parents to facilitate this. Parents should contact the school in the first instance to discuss which medicine their child requires and the practicalities of how it should be administered. If your child has a particular medical need that requires input from a specialist service we are happy to work in partnership with colleagues from the NHS and voluntary services.

Mrs Dewar (Primary) and Mrs Elder (Nursery) are trained in first aid.

## **Extra-Curricular Activities**

The school works closely with Perth and Kinross Active School Co-ordinators and a range of sports taster sessions are available each year. These taster sessions provide opportunities for children to try new sports and often have days where children from Dunbarney meet with pupils from other schools to take part in competitions and sports festivals.

A Scripture Union Group meets on a Tuesday lunchtime between October and Easter for P6 & P7 pupils who choose to attend. We have a Makaton Choir . We have a netball club on a Tuesday, a football club on a Thursday and a drama club on a Friday. All of these are after school.

## Instrumental Tuition

There will be opportunity annually for those interested to apply for instrumental tuition for P6 and P7 (& sometimes earlier) pupils through the local authority at a subsidised cost; families in receipt of benefits will be offered reduced fees.

Groups of children who receive instrumental tuition often share their developing musical skills and talents at school assemblies and at our Church Services. Miss E Jack is our Strings Instructor. She works with individuals and groups in school on a Thursday.

## Severe Weather

A 'Severe Weather' information leaflet is issued each year and a copy can be found on the school website under our 'Severe Weather' section. If the school has to close during the school day, parents or emergency contacts will be informed as soon as possible.

If the decision to close is made out with school hours, Radio Tay will always have up-to-date information from 7:00am and updated every 20 minutes. You can also obtain information from Perth & Kinross Council snow line on 0845 3011 100 which is available after 8:00am (however this line may operate from 7:00am in exceptional circumstances).

You can also log onto [www.pkc.gov.uk](http://www.pkc.gov.uk) and there is a "one click" link from the "Information for You" school closure section where you will get updates.

Text messages will be sent informing parents of 'Severe Weather Arrangements.'

Whenever possible, the Headteacher will be in school from 8:00am or earlier to answer telephone calls to 01738 472870.

In the event of the school remaining open during heavy snow, parents should make the decision of whether or not to send their child to school based on the safety of walking conditions on the roads and pavements; whilst every effort will be made to ensure playground pathways from school gates to school entrances are as safe as possible, our playground is too large to be completely cleared of ice and/or snow.

## 16 Child Protection and GIRFEC

Mrs Paterson has overall responsibility for Pr 4 – Pr 7

Miss Dow has overall responsibility for Nursery – Pr 3

## 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.

Further information on both GIRFEC and Child Protection is available from the school or from the following sources:

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>  
<http://www.pkc.gov.uk/childprotection>

All staff undertake Child Protection training on an annual basis.

## 17. Raising Concerns

We always undertake to work in partnership with parents. Should you have a concern about your child's progress in learning or how they are getting on with their classmates, your first port of call should be their class teacher. Class teachers know your child best and are happy to speak to parents about any of the children in their care. If your concern persists or you feel that you need to speak to a member of school management then you can contact the Head Teacher or Depute Head Teacher by email, phone or by calling in person to the school at the beginning or end of the school day. It may be the case that when you bring a concern to a member of staff we need to investigate this further and where this is the case we will undertake to keep you informed of our progress and the outcome.

On occasion teachers may feel that your concern is better addressed by management. When this is the case the teacher will either ask you to take your concern to a member of the management team or invite a member of the management team to be part of the discussions.

We will always aim to work with you and your child to find a solution to any concerns raised.

## 18. Behaviour Management

Teachers, support staff and pupils work best in an atmosphere of order, honesty and fairness. Both staff and pupils are entitled to mutual respect. The school expects high standards in work and behaviour and also expects that all pupils will behave in a courteous, considerate manner towards staff and fellow pupils.

The school has a Positive Relationships & Behaviour Management Policy which supports our commitment to promoting Children's' Rights and is based on the school values of Honesty, Ambition, Respect and Kindness. *A parent information leaflet is available as part of our welcome pack.*

Classroom Charters inspired by UNICEF's Charter on the Rights of the Child identify which rights are most pertinent to our school are discussed and agreed by individual teachers and their pupils. Children are aware of and expected to behave in such a way as to appreciate their rights of others and act in such a way as to respect the rights of others.

Staff in school is committed to using restorative approaches to support pupils to solve disputes and learn from disagreements and fall outs with their friends. This means that staff will take time to speak to children and encourage them to take responsibility for their actions and support the young people involved to see how they can help make things better.

Positive Relationships in school are enhanced by parental partnership and this school enjoys and appreciates parental support in this respect.

Copies of our Positive Behaviour Management and Anti-bullying Policies are available on our website and on request from the school office.

If it becomes necessary pupils can be excluded from school following PKC and Scottish Government Guidance.

## **19. School House System & Pupil Voice**

To help promote a sense of community and collective responsibility we have a house system. All children from Primary One to Primary Seven belong to Culzean, Urquhart, Glamis or Drummond and can earn points for their house by being helpful, hardworking, kind to others etc. Houses meet regularly to undertake projects designed to develop children's skills in areas such as health, enterprise, environmental awareness, sustainability. There are also inter-house sporting activities.

### **Pupil Voice**

As promoted in the UNCRC Article 12 there is a long established tradition of involving pupils in decision making within the school and encouraging them to take responsibility for making the school the best it can be. At present three pupil committees are established through a democratic process each session. The Pupil Council takes responsibility for making the school and playground a better place, for choosing which charities the school should support and for representing the views of the pupils in areas of concern.

The Eco Committee ensures that the school Eco status is maintained and that sustainable values are integrated into the life and work of the school

The Right Respecting Committee works together to promote understanding of and respect for children's rights.

## **20. Homework**

All classes have access to the Seesaw App in their classrooms and this is used to share children's learning with families so that parents & carers know what children are learning in school.

Homework is set regularly by all class teachers using the Seesaw App. Practical arrangements around this are shared by teachers at the Meet the Teacher Session in August of each year.