

INCHTURE PRIMARY SCHOOL



School Handbook **Academic Session 2020/2021**

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 2012, Perth & Kinross Council Education & Children's Services' schools produce handbooks covering the following categories of information:

- 1 School Information
- 2 Local Authority information

Whilst the information contained in this school handbook was accurate at the time of publication (December 2019), further changes may have occurred since then.

SCHOOL INFORMATION

1. Introduction
2. Contact Information
3. Placing in School -Primary, Secondary and Special
4. Delineated Area
5. School Commencement Arrangements
6. Complaints
7. Home/School Communications
8. School Ethos
9. Parental/Carer Involvement
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11. Curriculum
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15. School Policies and Practical Information
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1. INTRODUCTION

Welcome

Dear Parent/Carers,

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

We look to foster in our children positive attitudes to work, achievement, self-esteem and the wider world. We support the children to develop the skills to be successful learners, confident individuals, effective contributors and responsible citizens. To this end, we build effective partnerships with you and the wider community so that together we can share the important task of preparing our children for the opportunities and challenges of the future so that they can achieve their full potential and follow their dreams.

The Handbook should be kept as a reference and guide in future years. Every effort will be made to update the information as changes occur. Any changes will be reflected in the handbook which is available on our school website found at www.inchtuteprimaryschool.org.uk.

Our handbook should provide most of the information that parents/carers may require, but if there are any gaps or should there be any questions, please do not hesitate to contact the school for clarification.

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

I hope that you will find the Handbook useful and will realise that we want pupils and parents to feel they are welcome here. The school looks forward to welcoming you and wishes your child a happy and positive time at Inchtute Primary School.

Yours sincerely

Mrs Jane Savage
Head Teacher

The school office is open Monday- Thursday 8.00am-3.45pm and Friday 8.30 am – 3.45pm

2. CONTACT INFORMATION

Head Teacher	Mrs Jane Savage
Acting Depute Head	Miss Lucy Pringle
School Address: Inchture	Inchture Primary School PH14 9RN
Telephone Number:	01738 454466
E-mail:	inchture@pkc.gov.uk
Website	www.inchtureprimaryschool.org.uk
Parent Council Chair	Mrs Rebecca Craig
Parent council contact	ipsparentcouncil@outlook.com

The school roll is 222 and we have a nursery class which includes Strong Start 2 and we provide education for children in Primaries 1 -7, in straight and composite classes.

If you have any concerns about your child's experience in school, a note to or a chat with the class teacher can often settle it. If the issue is more complicated, a note or a telephone call to the appropriate member of the leadership team will elicit a quick response. We wish to work closely with parents to ensure all children are happy and successful at Inchture.

Parents should inform the school on the first day of absence by phoning the dedicated absence line on 01738 454466 which is available 24hrs or by email or letter to class teacher. If any child is absent without the school being notified the school office will telephone home to ensure the child's safety.

Parents/Carers are reminded of their legal requirement to ensure that their children attend school regularly. There are close links between attendance and attainment and there is a requirement for the school Annual Attendance data to be published.

3. PLACING IN SCHOOLS- PRIMARY, SECONDARY AND SPECIAL

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

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

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

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

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

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

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

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

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

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

- (a) between children within Priority 2, priority will be determined by distance from the specified school, with priority being given to children whose normal place of residence is closest to the specified school.
- (b) between children within Priority 3, priority will be determined by the single criterion of distance from the school, with priority being given to children whose normal place of residence is closest to the specified school.

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

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

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

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

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

www.pkc.gov.uk/article/17276/School-enrolment

4. DELINEATED AREA

Inchtute has 9 primary classes and a nursery class which includes 2 year olds in our strong start two facility. We benefit from a refurbished school which includes a library facility and a large PE hall.

Inchtute village is just off the A90 approximately 15 minutes drive from Perth and 10 minutes drive from Dundee. We are part of the Perth High School Local Management group and enjoy collegiate working with staff from schools within this. A map is available in the school to show the catchment areas for Inchtute Primary School. Copies of this map are available on request.

Anyone living out with the immediate area but wishing their child/children to attend Inchtute Primary School should apply for admission by making a 'Placing Request' to the Administration Officer, Schools Division at the Education & Children's Services, Pullar House, 35 Kinnoull Street, Perth PH1 5GD.

Placing in Schools - Primary, Secondary and Special

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www.pkc.gov.uk/article/17276/School-enrolment

5. SCHOOL COMMENCEMENT ARRANGEMENTS

The school entry date in Perth and Kinross is the first day of the school session (Wednesday 19 August 2020). A child is of compulsory school age on the first school entry date from his/her fifth birthday. If your child is five between 20 August 2020 and 28 February 2021, they are eligible to start school on **Wednesday 19 August 2020** and you should register your child for primary school during the January 2020 registration week, or alternatively, his/her parents may delay the registration until the beginning of the next school session.

Parents will be notified by advertisement in the local press to register their child/children in the school of their choice during a designated registration week in mid January. They will be invited to contact the Headteacher for further information about registration arrangements.

Early Registration

Parents who enquire about the possibility of early registration (i.e., of children whose fifth birthday falls after the last day of February) should note that early entry is discouraged but are advised to contact Education & Children's Services on 01738 476200.

Expansion of Early Learning and Childcare (ELC)

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 attend school for a full day from August 2019 and therefore will no longer access half days for the first two weeks of term.

6. COMPLAINTS

As part of Perth & Kinross Council, our schools are committed to providing high quality services. If something goes wrong or you are dissatisfied with the service provided at your school the Council's Complaints Procedure is there to help you.

The Council regards a complaint as 'any expression of dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.'

Our schools aim to resolve complaints quickly. Should you make a formal complaint to your school you will receive a response at Stage 1 of our procedure within five working days, unless there are exceptional circumstances. If you are dissatisfied with the school's response at Stage 1, you can ask for it to be escalated to the next part of the Council's complaints procedure.

Stage 2 involves an investigation by an Officer appointed by the Head of Education Services. At this stage, Perth & Kinross Council will respond to your complaint within 20 working days. If the investigation is going to take longer, you will be contacted, and a revised response date will be agreed with you. You will also be kept updated on the progress of your complaint.

If you remain dissatisfied with the outcome of your complaint, you can contact the Scottish Public Services Ombudsman (SPSO). The SPSO is the final stage for complaints about most organisations providing public service in Scotland. Their service is independent, free and confidential.

The SPSO cannot normally look at:

- A complaint that has not completed our complaints procedure
- Events that happened, or that you became aware of, more than 12 months ago
- A matter that has been or is being considered in court.

The SPSO's contact details are:

SPSO
Bridgeside House
99 McDonald Road
Edinburgh
EH7 4NS

Freepost SPSO

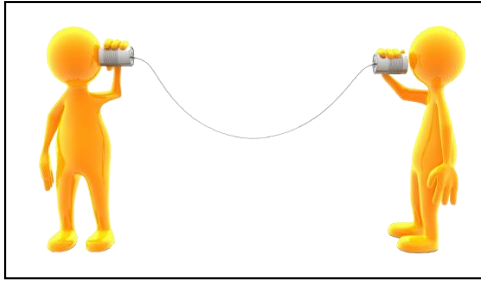
Freephone: 0800 377 7330
Online contact: @sps.gov.scot
Website: www.sps.gov.scot
Mobile site: <http://m.sps.gov.scot>

Additional Support for Learning - Resolving Disagreements

There are routes for resolving disagreements where a child or young person has additional support needs. Further information is available in our Information Sheet on Resolving Disagreements available on the Council's website: www.pkc.gov.uk or by contacting Tel No: 01738 476790.

Further information on the Council's Complaints Handling Procedure is available on the Council's website: www.pkc.gov.uk/complaints

7. HOME/SCHOOL COMMUNICATIONS



The school uses a variety of methods to communicate information to parents:

- Newsletters which include dates for diaries, details of events, pupil achievements etc.
- Text messages are used as reminders, to inform of emergency closures and share information etc.
- Our Facebook page: Inchtire Primary School
- Our school website <http://www.inchtireprimaryschool.org.uk> which

contains both general and specific information and a twitter feed of recent events and learning

- Shared learning events when parents are welcomed into the classroom or to share learning within the school
- Whole school events
- Learner Led Conferences (previously known as Parent contact evenings (2 per session))
- Annual Report

8. SCHOOL ETHOS

Our Vision, Value and Aims

Our Vision has been developed in consultation with all staff, children and parents and reflects our desire to provide Equity in Quality for each and every child and their family every day.

At Inchtire Primary School, our vision is for all children to enjoy inspiring learning which helps them become the best they can be.

Our values for our school and pupils are:

Included
Nurturing
Confident
Honest
Teamwork
Unique
Responsible
Encouraging

Our school aims are:

- To be kind and helpful to other children and our community.
- To have a supportive school that helps us learn
- To work together with all people in our community to do our best and the best for our school
- To believe in ourselves so we succeed and achieve
- To listen and include others in learning and play

Developing our Sense of Community

We recognise major Christian festivals of Christmas and Easter and choose to celebrate them in our local church. Parents who wish to withdraw their child from assemblies should contact the Head Teacher to arrange this.

Our local chaplain is the Minister of Inchtire Parish Church and she regularly attends School Assemblies.

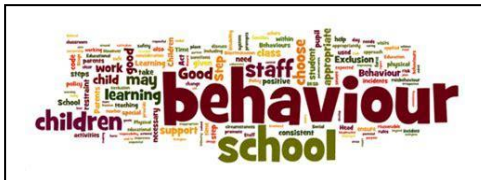
We encourage the community to take an interest in our school life and invite them to take join in in events throughout the year. Citizenship Programme

School Councils

All children from Primary 5 to Primary 7 have the opportunity to participate in the school's pupil councils and develop the skills to make decisions which affect the whole school and its place in the community. The groups include School Improvement, Eco Council, Health and Citizenship Council, Friendship and Community Council and Eco

The groups meet two to three times a term, have an action plan and share and publish their efforts within the school. We have just earned our second Eco Green Flag

Positive Behaviour Management



As a school we follow a restorative approach, the three Rs; Relationships, Respect Responsibility. We firmly believe strong relationships are at the heart of a school and relationships include staff, pupils and parents. Each class displays class and school rules. Whilst at all times emphasising the positive approach to behaviour, there are procedures to follow in terms of

sanctions or referral, should the need arise.

The aim of our school is to establish a very effective, positive relationship between pupils and teachers so that unacceptable behaviour is less likely to arise. Most children show a caring attitude towards others and a responsible outlook towards the school. Staff make every effort to show children that they have high expectations and good behaviour is valued. Behaviour which disrupts the learning of other children in the class is not acceptable. Where a pupil behaves in an unacceptable way, rewards are withdrawn and/or sanctions imposed.

Where cases of indiscipline occur, incidents will, in the first instance, be investigated by the class teacher or playground assistant and, if necessary, by the Head Teacher or the Depute Headteacher. All those involved will be given the chance to express their point of view. Children will be given advice about how the incident could have been prevented.

Behaviour which is unacceptable should be recorded on an Incident Report form and reported to the class teacher, DHT or HT as appropriate. Pupils also have the opportunity to earn House Points which are announced at assemblies, and staff can nominate children for special recognition at assemblies, through our Special Mention Book and our Book of Achievement.

To foster a sense of whole school identity children and staff are allocated a "House". Children from the same family are allocated to the same House. The Houses are named after local castles. Individually, children are given points as reward for a range of personal achievements which include consistently good classroom behaviour, politeness and helpfulness towards others. The House system continues to build upon classroom practice and pupils look forward to their particular House gaining recognition during Assembly. Our House system, which is led by our pupils, provides additional peer group support and pastoral care to their younger colleagues. As a member of the House Group, our pupils develop a sense of identity and belonging which enhances self-esteem, self-awareness and a pride in their House Group achievements.

A high standard of behaviour is expected of pupils. The emphasis at all times is on encouraging pupils to develop self-discipline and to appreciate the consequences of their actions.

Our Inchtute's House Groups are:-

- Elcho
- Huntly
- Kinnaird
- Pitfour

9. PARENTAL/CARER INVOLVMENT



In accordance with the Parental Involvement Act every local authority school in Scotland is entitled to have a Parent Council. Membership comprises of selected parents, staff members and can also be members co-opted from the local community. At Inchtute, we recognise that the most effective school involves a partnership between school, pupils and parents/carers.

Children do better when families support their learning. There are many different ways parents can get involved, both at home and in school – from reading together, spending time talking and listening and finding out about

their child's day.

Parental involvement makes a world of difference to each child.

The Parentzone website at Educational Scotland is a very useful source for practical advice and ideas.

“When parents are involved in the life of the school, and the education of their child, children and young people do better and achieve more.”

The Parent Council ensures that all parents have a say in their children's education and are able to express their views and wishes. Your Parent Council meets frequently throughout the school year to discuss current school developments and events with the Headteacher and Depute Head Teacher . Members of the Parent Council share ideas, skills, knowledge and opinions of ways in which parents can work in partnership with the school to continually improve the learning experiences of their children.

Representatives attend evening meetings, sharing parental views about current school developments and contributing ideas to the School Improvement Plan for next session. Inchtute Parent Council has a key role to play in supporting the school in raising standards for every child by working in partnership with the school staff to:-

- share information regarding new developments in the curriculum
- detail how parents can become more involved in the life of Inchtute Primary School
- organise events to involve parents and support Inchtute's continual improvement and development.
- supports the life and work of the school and organises regular fund raising events

Detailed below are some other examples of parental involvement:

- we have many parent volunteers in school and constructive ideas and offers of help are always appreciated.
- we employ a variety of ways to inform and involve parents (see Reporting Section and home/school communication).
- Parents share their views/ provide feedback in different ways e.g. complete questionnaires, leave comments at Parent Contact meetings, by e-mail etc. The views and opinions of parents are valued.
- Parents are made welcome and can contact the school anytime to discuss any issues that may arise

The Scottish Schools (Parental Involvement) Act 2006 became legislation in September 2006. This Act proposed changes which were implemented in August 2007 to abolish School Boards and replace them with Parent Councils.

All parents of pupils attending school are automatically members of the Parent Forum for that school and will be entitled to have a say in what happens at the school.

The Parental Involvement Act aims to do several things:

- It aims to help parents become more involved with their child's education and in schools.
- It places duties on Scottish Ministers and education authorities to promote parental involvement, and a duty on each education authority to produce a strategy for parental involvement.
- It introduces a new system of Parent Councils to replace School Boards, aiming to make it easier for parents to express their views.

All schools have been working with parents to determine if a Parent Council is to be established for the school. The role of the Parent Council is to:

- Support the school in its work with parents.
- Represent the views of all parents.
- Encourage links between the school, parents, pupils, pre-school groups and the wider community.
- Report back to the Parent Forum.

There are currently 76 schools in Perth and Kinross which have established a Parent Council. For more information on the Parent Council for your child's school, please contact the Headteacher.

Advice, Information and Concerns

Parental communication is encouraged and valued. Your child's school is your first point of contact should you require advice, information or to raise concerns. The school will deal with any concerns raised confidentially, timeously and work with you towards a resolution. Your school will advise you how to take your concerns forward should these remain unresolved.

Website link: www.pkc.gov.uk/parentalinvolvement If you wish to find out more about ways to be involved please visit the PKC parental involvement website
<http://www.pkc.gov.uk/parentalinvolvement>

Parents moving into the area should contact:

Education Services
Education & Children's Services
Council Building
2 High Street
PERTH
PH1 5PH.

Telephone: 01738 476280

Homework

Homework will be given to children in different amounts and at different levels depending on the work being done in the class at the time. When homework is given, it is hoped that parents will co-operate with the school in making sure that it is done. Parents are encouraged to check their child's homework jotter which will contain details of homework tasks.

On occasions, unfinished work may be sent home to ensure your child achieves their full potential and to give you an opportunity to give encouragement to your child to complete work in school. If this occurs, it will be accompanied by a letter for parents to sign.

Homework is not given to pupils who are absent through illness or on holiday. We request that children are not taken on holiday during term time as it adversely affects their learning.

10. TRANSITIONS

Transfer from Nursery to P1

Throughout the year, Nursery and P1 children regularly work together in mixed ages groups during Soft Start, Vertical group learning and Assemblies. Transition visits are also organised during the Summer Term.

Children enrolling in P1 attending other nurseries are also invited to visit and additional opportunities are organised to support a smooth transition process. P1 teachers also visit the relevant Nurseries to meet the children and talk to staff.

Transitions within the school

Class information (including tracking, medical information etc.) is passed on to the next teacher and time is allocated to discuss the learners' next steps in learning.

Transfer to Secondary School

On completing their Primary Education at Inchtute, children normally transfer to Perth High School, Oakbank Road, Perth (Tel: 01738 472641)

Throughout the year there are close links between Inchtute and Perth High School. P7 pupils take part in curricular events such as the Maths Challenge Day and Citizenship Day.

During the Summer Term all P7 pupils attend a fun day at Bells Sports Centre, where there is an opportunity for pupils to meet future classmates.

Pupils who require enhanced transition are given additional opportunities to visit Perth High School.

Transfer arrangements to Perth High School are as follows:

During the summer term, usually in early May, the Depute in charge of S1, Guidance Staff of the following year's intake, a colleague from the Learning Support Department and a first year Register Teacher, visit Inchtute Primary. They meet and talk with the Senior Management Team and the teacher and pupils of Primary 7.

Subsequently, arrangements are made for all pupils transferring in August to Perth High School to visit the school for two days during the month of June. On arrival, the pupils are met by staff, Prefects or other pupils and guided through the school.

Parents/Carers of pupils in Primary 7 are given the opportunity of visiting Perth High School. During Primary 7, the Head Teacher invites all parents to attend an evening meeting held at Perth High where the philosophy of all stages of the educational programme of the school is outlined.

All pupils about to transfer to Perth High School receive full written information about their classes from the Assistant Rector in charge of S1, before the end of Primary 7.

11. CURRICULUM

The curriculum in Scotland, Curriculum for Excellence, promotes learning across a wide range of contexts and experiences. It aims to equip young people with high levels of literacy, numeracy and thinking skills and supports development of their health and wellbeing. It should enable every child to develop through a broad range of challenging; well-planned experiences which will help them develop qualities of citizenship, enterprise and creativity. The curriculum aims to create successful learners, confident individuals, responsible citizens and effective contributors.

'Curriculum' is the word used to describe all the experiences, which are planned for your child through their education. These experiences are grouped into four categories.

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.

Class trips are linked to learning in class and will often involve bringing the learning to life e.g. working with local businesses on an enterprise project, visiting a science or visitor centre for science and social science learning.

Learning wherever possible links learning with skills for life and the world of work.

Parents and carers are encouraged to be involved in all areas of their child's learning and information is given termly to parents and carers through a 'Learning Tree' which outlines learning to be covered that term.

Curriculum areas and subjects

The curriculum areas are the organisers for setting out the experiences and anticipated outcomes. Specific core learning is very important especially in literacy and numeracy and your child will have significant core learning opportunities throughout their time at school.

Interdisciplinary learning

The curriculum includes space for learning beyond subject boundaries – at Inchtute Primary School we have been trying to 'join up' the children's learning into particular contexts drawing on a range of subjects so that the children can make links in their learning and also be given the opportunity to transfer their skills.

Ethos and life of the school

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community. There are many opportunities for such learning at Inchtute Primary School e.g. all children are members of a School Council.

Opportunities for personal achievement

Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and helping to build motivation, resilience and confidence. We aim to

provide such opportunities and also to take account of and celebrate achievements, which take place beyond school.

The eight curriculum areas ensure that learning takes place across a broad range of contexts and subjects.

Literacy and Language including Modern Languages
Numeracy and Mathematics
Health and wellbeing
Social studies
Sciences
Technologies
Expressive arts
Religious and moral education

Each curriculum area has a set of experiences and outcomes that describe the expectations for learning. The title 'experiences and outcomes' recognises the importance of the quality and nature of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An outcome represents what is to be achieved.

The learning and teaching at all times takes account of National and Council Policies and Guidelines. The content of the curriculum is planned so that it can be adapted to the age, ability and aptitude of pupils; all work thus being tailored to meet the needs of the individual child.

Our curriculum, as a whole, helps our pupils to develop skills for learning, life and work.

LITERACY AND LANGUAGE

The **Literacy and Language Programme** is structured in line with the Curriculum for Excellence. The programme ensures development in all four language modes – ***reading, writing, listening and talking***.

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

Children develop and extend their literacy skills when they have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain their literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop their understanding of what is special, vibrant and valuable about their own and other cultures and their languages
- explore the richness and diversity of language how it can affect them, and the wide range of ways in which they and others can be creative
- Extend and enrich their vocabulary through listening, talking, watching and reading.

Throughout the school, pupils are encouraged to express themselves in an articulate manner and the Language Programme includes opportunities for them to develop fluency in using language. Discussion as a class, in groups or as individuals is encouraged and the whole curriculum offers a wide context for interaction and communication.

MODERN LANGUAGES

Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture.

Through their learning of a new language:

- they gain a deeper understanding of their first language and appreciate the richness and interconnected nature of languages
- they enhance their understanding and enjoyment of other cultures and of their own and gain insights into other ways of thinking and other views of the world
- they develop skills that they can use and enjoy in work and leisure throughout their life.

The study of language plays an important role in all language learning and the development of literacy skills.

NUMERACY/MATHEMATICS

The structure of the Numeracy/Mathematics Programme takes account of Curriculum for Excellence and uses the outcomes and experiences as the focus for learning and teaching Numeracy and Mathematics in the school.

Learning in mathematics enables children to:

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

HEALTH AND WELLBEING (INCLUDING P.E.)

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Children can expect their learning environment to support them to:

- develop self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build their resilience and confidence
- understand and develop their physical, mental and spiritual wellbeing and social skills
- understand how what they eat, how active they are and how decisions they make about their behaviour and relationships affect their physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in their school community have a responsibility to look after them, listen to their concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on their strengths and skills to help them make informed choices when planning their next steps

- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

The school will inform parents when sensitive aspects of learning will be introduced in class e.g. relationships and sexual health, drugs awareness etc.

P.E.

Pupils experience an average of 2 hours P.E. each week.

Swimming

There are opportunities for pupils from Primary 4 to attend the Perth Leisure Pool for Swimming Instruction for a block of 10 lessons. Pupils can work for and gain certificates and badges of proficiency in Swimming.

Sports

Our **School Sports** are held at the end of the Summer Term in the school grounds.

SOCIAL STUDIES

The structure of the Social Studies Programme takes account of Curriculum for Excellence and uses the outcomes and experiences as the focus for learning and teaching Social Studies in the school. Learning in social studies will enable children to:

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

Social Studies is made up of 3 organisers which bring together ways in which pupils learn about the world, the past and differing cultures and societies.

- People, past events and societies
- People, place and environment
- People in society, economy and business

SCIENCES, INCLUDING SUSTAINABLE DEVELOPMENT

The sciences framework provides a range of different contexts for learning which draw on important aspects of everyday life and work.

Learning in the sciences will enable children to:

- develop curiosity and understanding of the environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop the skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their life, the lives of others, the environment and on society
- recognise the role of creativity and inventiveness in the development of the sciences
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as a scientifically-literate citizen with a lifelong interest in the sciences
- establish the foundation for more advanced learning and future careers in the sciences and the technologies.

Learning in Science is taught through contexts and through discrete lessons.

TECHNOLOGIES

The technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work.

It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

Learning in the technologies enables children to:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve their life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their awareness of how ideas in mathematics and science are used in engineering and the technologies
- experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.

It is important to remember that as children play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

Pupils are taught about Internet ethics and safe use of electronic communication

EXPRESSIVE ARTS

Experiences in the expressive arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding.

Children's learning in, through and about the expressive arts:

- enables them to experience the inspiration and power of the arts
- recognises and nurtures their creative and aesthetic talents
- allows them to develop skills and techniques that are relevant to specific art forms and across the four capacities
- provides opportunities for them to deepen their understanding of culture in Scotland and the wider world
- is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.

'Expressive Arts' refers to Music, Art, Drama and Dance. Specialists who visit the school support class teachers in Drama and Art. Class Teachers and Specialist Teachers plan an appropriate programme based on the outcomes and experiences in Curriculum for Excellence. Theatre groups perform in school on occasions to give children experience of professional artistes.

Expressive Arts are integrated wherever possible into other areas of the curriculum. To ensure development, however, there are four separate learning programmes for Music, Art, Drama and Dance.

RELIGIOUS/MORAL EDUCATION

Learning through religious and moral education enables children to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from 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 values
- 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

The structure of our Religious and Moral Education programme takes account of Curriculum for Excellence, outcomes and experiences. There are 3 organisers for Religious and Moral education.

These are:

- Christianity
- World religions selected for study
- Development of beliefs and values

Parents should note that they have the right to withdraw children from Religious Education and from Assembly if they wish. Such requests should be made to the Headteacher in writing.

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.

12. ASSESSMENT AND REPORTING



Assessment of children's learning is on-going and is in line with Curriculum for Excellence guidance.

Assessment:

- supports learning by focusing on the process of children moving from where they are in their learning towards their desired goals. Assessment can also be used to identify and plan any support they will need to achieve these goals
- will focus on the application of standards and expectations of each learner's progress and achievement in:
 - knowledge and understanding
 - skills, attributes and capabilities

Teachers assess constantly as part of daily learning and teaching. They do this, for example, by watching and listening to learners carrying out tasks, by looking at what they write and make and by considering how they answer questions. They get to know their learners well, build up a profile of their progress, strengths and needs and involve them in planning what they need to learn next.

Effective ongoing assessment is about establishing where children and young people are in their learning, where they are going and how best to get there.

Sources of evidence can include:

- observations of learners carrying out tasks and activities, including practical investigations, performances, oral presentations and discussions
- records (oral, written, audio-visual) created by children which may include self-assessment and/or peer assessment or may be assessed by the teacher
- information obtained through questioning in high quality interactions and dialogue
- written responses
- a product, for example, piece of artwork, report, project
- accounts provided by others (parents, other children or young people, or other staff) about what learners have done

REPORTING

Each pupil's performance is recorded by the teacher and communicated to parents in the course of twice yearly Meetings (Learner Led Conferences) – November and March. They differ from the traditional parents evening, as the child is actively involved in the learning and reporting process. Learner-Led Conferences take the form of a conversation between the child, their parents and their teacher, allowing children the opportunity to demonstrate their individual progress, any particular achievements that they are proud of and their next steps. It is therefore vital that the child attends alongside their parents as they will lead the conference.

This experience should open up dialogue between the children and their parents. Although there are some children who we know share every detail of their day, we are also aware that there are many who say school was 'fine' and they did 'nothing'. Learner Led Conferences provide an opportunity to begin an ethos of conversation between child and parent about their learning. We hope that this would mean that you as parents can gain a much more regular insight into your child's progress by being able to have daily/weekly discussions rather than at two parents' evenings a year. Annual Reports are also issued summarising the results of the year's work focusing on literacy, numeracy, health and wellbeing and learning across the curriculum.

We also provide opportunities each session for parents to visit their child's classroom and view displays and samples of work. This provides parents with an opportunity to discuss and share their child's learning journey and their personal portfolios.

Parents are most welcome to discuss their child's progress at any time, particularly if it is giving cause for concern. If you wish to do so please telephone the school or send a note to the class teacher so that a convenient time can be arranged.

If a pupil moves to another school or transfers from Nursery or to Secondary School, a record of his/her progress is passed on so that the transition can be made as smoothly as possible.

13. SUPPORT FOR PUPILS

Inchture aims to provide a safe and nurturing environment to ensure pupils are able to benefit from the opportunities provided. All children may experience barriers to their learning or social development during their time in school. All adults working in the school use their experience and knowledge to observe the children throughout their time in school in order to identify issues and challenges as promptly as possible.

Assessment is an everyday integral part of learning and teaching in Inchture. Through this process the teacher is able to identify where a child needs additional support. When a class teacher notices that a child is experiencing a barrier to learning he/she will employ a range of strategies to support the child. If after some time these strategies are not working, the class teacher will make a referral to the Pupil Support Teacher.

Referrals may be made by class teachers and/or parents/carers. Parents/Carers should discuss any concerns with the class teacher first who will then initiate the referral process through the Headteacher. Parents will be kept informed of any assessments/referrals to other agencies e.g. Speech and Language, Educational Psychologists etc.

Inchture values the partnership of parents and other agencies in working together to meet additional support needs. We adopt a holistic approach to assessment as recommended by the local authority. There is a range of tests which may help provide some information about difficulties experienced by a learner but the most important aspect of an assessment is to look carefully at the child and his/her learning, observe difficulties experienced and identify ways of supporting learning. In every case our aim is to respond to the pupil's needs appropriately, discuss with parent/carer and continue to monitor.

Most children make satisfactory progress in school and their education can be fully supported by the class teacher. Some children may have additional support needs at some point in their educational journey. Where this is identified to be the case, a Child or Young Person's Plan (CYPP) is used to record those additional needs and the plan in place to support them in school.

A very small number of children with significant and long-term additional support needs may need a Coordinated Support Plan. These will be children who also receive a lot of support from people outside education; for example, health or social work staff.

As a parent/carer you can access information with regard to additional support needs on the PKC website: <https://www.pkc.gov.uk/article/17278/Schools-additional-support->

This internet page also has many other links to related topics which might be of interest to you.

If you cannot access the internet, please ask the school office if you would like a copy of any of this information.

Information on additional support needs is also available to you from outside Perth and Kinross Council.

Supporting Learners - guidance on the identification, planning and provision of support – <http://www.educationscotland.gov.uk/supportinglearners/>

Enquire - the Scottish advice service for additional support for learning
Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through: a telephone helpline - 0845 123 2303, an email enquiry service - info@enquire.org.uk,

There are two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people).

Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

Within Perth & Kinross a range of provision exists for pupils with additional support needs. Looked After Children, in line with Education (Additional Support for Learning) (Scotland) Act 2009 are considered to have additional support needs, unless it is otherwise determined at a relevant education planning meeting. A policy of supported mainstream inclusion is complemented by a range of specialist provisions. These are either attached to or are part of mainstream schools. In addition, there is one all through special school (3-18) for children with profound and complex difficulties.

Where a child has been identified as having additional support needs which cannot be met within the Authority, the Authority may consider placement in a special school (either within or out with Perth & Kinross).

Where a child has been identified as having additional support needs for which suitable provision cannot be made in a day school, the Authority may provide residential special education at either a special school, within or out with Perth & Kinross.

Placing requests

Parents may also make placing requests for a special school within or outwith Perth and Kinross.

<https://www.pkc.gov.uk/article/17301/Placing-request>

Parents moving into the area should contact:

Education Services
Education & Children's Services
Council Building
2 High Street
PERTH
PH1 5PH.

Telephone: 01738 476280

14. SCHOOL IMPROVEMENT



The school publishes an annual Standards and Quality Report which is e-mailed to parents and is posted on the school and Council website. The report includes attainment information, details of achievements over the last 12 months and identifies

the school's priorities for improvement over the next session.

A summary of the School's Improvement Plan is also issued to parents and is posted on the school website www.inchtureprimaryschool.org.uk

Details of where information regarding the school's performance at local and national level in Literacy and Numeracy can be obtained from the Headteacher and from information within the Standards and Quality Report.

Both these documents help to ensure that parents are kept fully informed of the school's performance. Parents can access school/local authority policies from the school office or on the school/council website.

www.pkc.gov.uk/article/17516/Inchture-Primary-School

15. SCHOOL POLICIES AND PRACTICAL INFORMATION

School policies are written and agreed in consultation with staff, pupils and the parent council and can be requested from the school office. Work is underway to update these policies and make them available via the school website.

16. CHILD PROTECTION



Child Protection

Keeping children and young people safe and protected from harm, abuse and exploitation is everyone's job and everyone's responsibility.

Child Protection sits within the wider GIRFEC policy and practice framework. The National Guidance for Child Protection in Scotland (Scottish Government 2014) provides the overarching policy framework for child protection services in Scotland.

The Perth and Kinross Child Protection Committee CPC Inter-Agency Child Protection Guidelines 2017 translate the national guidance into the local child protection working practices and arrangements across Perth and Kinross. These guidelines aim to support local practitioners and managers in the public, private and third sector organisations across Perth and Kinross, including all Schools.

Each school has a Child Protection Officer appointed to be responsible for child protection matters. This person is specially trained for the task.

All schools have good contacts with School Medical Officers, School Nurses and Police, any or all of whom may become involved if child protection concerns arise. Beyond this, close working relationships exist with social work staff who are also part of Education & Children's Services. Any discussion to bring in an outside agency to discuss a concern about a child will only be taken after involving the School Child Protection Officer. The Child Protection Officer will usually contact you to inform you

if someone has expressed a concern about your child and discuss the situation with you in order to decide what will happen next, including what information, if any needs to be shared with other agencies. In less usual cases the Child Protection Officer may decide that the concern is so serious that they need to seek advice from Services for Children and Young People & Families (social work) before informing parent(s). These situations are unusual, and we will endeavour to ensure that you are informed and are enabled to participate as appropriate in any action which we may initiate regarding your child should a child protection issue arise.

If you are worried or concerned about a child or young person then, in the first instance you should contact:

- Your child / children's school.
- The Child Protection and Duty Team 01738 476768 (24 hour service)
- Visit the Council's Child Protection Website on www.pkc.gov.uk/childprotection

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:

www.pkc.gov.uk/fosteringadoption

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.

17. ORGANISATION OF SCHOOL DAY

PRIMARY 1-7

9.00 a.m. - 12.30 p.m.
1.30 p.m. - 3.15 p.m.

NURSERY

	am	pm
Monday	08.45- 11.57	12.40- 15.52
Tuesday	08.45- 11.57	12.40- 15.52
Wednesday	08.45- 11.57	12.40- 15.52
Thursday	08.45- 11.57	12.40- 15.52
Friday	08.45- 11.57	12.40- 15.52
If your child attends a full day (equivalent to 2 sessions) the drop off is 8.45 and pick up is 15.09		
An optional pick up at 15.15 every day for children who attend the afternoon session.		

Lunch break begins at 12.30pm and ends at 1.30pm. Pupils can bring a packed lunch or enjoy a school meal provided by Tayside Contracts. The menu is available on www.pkc.gov.uk/article/17330/Primary-school-meals

We would encourage pupils to remain at school for lunch as it is an opportunity to play and socialise with other children

18. Nursery

The school nursery is situated within the school. Capacity is 35 (30 3-5 and 5 Strong Start 2 places) children in the morning and 35 (30 3-5 and 5 Strong Start 2 places) in the afternoon.

Children can start in our 3-5 nursery the term after their third birthday.

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 Inchtute 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 handbook which contains more information about nursery staff and their routines. This is provided to parents/ carers when their child begins the new stage of their life when they enter our nursery. This handbook is also available on our website www.inchtuprimaryschool.org.uk

We also have sessions available for eligible 2 year olds within our Strong Start Two facility. Please contact our school office to confirm if your child is eligible for this facility.

If you would like to register your child for our Nursery or to arrange a visit to meet the

Nursery staff please contact our school office to arrange this.

19. UNIFORM

SCHOOL UNIFORM

The wearing of school uniform is important for establishing a positive ethos throughout the whole community. Here in Inchtute Primary, we positively endorse the wearing of school uniform.

The uniform consists of:

- Navy pullover, cardigan or sweatshirt (not a hooded sweatshirt).
- Grey trousers or skirt.
- White shirt/blouse or polo shirt.
- Ties are optional and are available from **John Ferguson**, Drapers, 16 County Place, Perth.

Sweatshirts and fleeces are available from Tesco. Information is available at the school office.

The wearing of jewellery and nail polish is discouraged and we request parents' support in keeping earrings and other jewellery for social occasions when children are not in school. Please note that, for reasons of health and safety, jewellery cannot be worn in Gym lessons.

General Gym Kit

It is requested that for indoor PE lessons pupils should wear:

- A house coloured t shirt or polo shirt – houses are allocated when children join the school
- navy or black shorts.
- Gym shoes or trainers with non-marking soles

For outdoor PE lessons pupils should wear:

- A house coloured t shirt or polo shirt – houses are allocated when children join the school
- navy or black shorts
- dark self-coloured jogging trousers in colder weather
- a dark self-coloured sweatshirt or hooded top
- trainers

Primary 1 pupils are encouraged to wear a polo shirt on gym days rather than shirt and tie.

Please label all items clearly with the pupil's name and class in a gym bag to hang on a coat hook. These can stay in school during the term and be taken home regularly for washing.

SCHOOL CLOTHING GRANTS

You can claim a school clothing grant for your child(ren) if you are receiving:

- Income Support (IS)
- Income based Job Seeker's Allowance (IBJSA)
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,105
- Child Tax Credit (CTC) and Working Tax Credit (WTC) and your income is less than £6,900
- Support under Part VI of the Immigration and Asylum Act 1999

- Universal Credit where the monthly earned income does not exceed £610

Education & Children's Services will consider one application per academic year for a grant towards the cost of purchasing essential clothing to enable children, up to the age of 16, to attend school.

You can apply online for a school clothing grant at the following link:
www.pkc.gov.uk/freeschoolmeals

Alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD. They are also downloadable from the internet at the link above.

20. EXTRA CURRICULAR ACTIVITIES

Clubs are organised on a voluntary basis and may change from year to year. All or some of these activities may be available to different age groups at different times during the school session:

FOOTBALL AFTER SCHOOL GAMES CLUB NETBALL GLEE

In the evenings the PE hall is used for Street Dance and the dinner hall for the Out of School Club.

The school grounds provide facilities for football, cricket, netball and cross-country running.

OUT OF SCHOOL CLUB

There is an After School club at Inchtute Primary School.

Current Sessions:

Monday, Tuesday, Wednesday, Thursday & Friday 8.00 – 9.00am and 3.15-5.30pm
For more information please contact jaxoutofschoolcare@google.com

21. MUSIC TUITION



The cost for music tuition in session 2019/2020 is £295.00 per year, with an additional charge of £97.25 per year for pupils who are involved in central groups. Further details on how to access the Music Service can be found in their Prospectus and Terms and Conditions document which can be located on their web page www.pkcmusic.com.

Pupils engaged in SQA music courses are exempt from the school based charged in the year that they are presented for the examination. In addition, pupils who are in receipt of free school meals are also exempt from charges. Full details of the exemption criteria can also be found in the Music Service's Prospectus.

22. EQUAL OPPORTUNITIES

Perth & Kinross Council values the diversity of the communities in this Council area and works towards providing services that are inclusive and accessible. Perth & Kinross recognises that social inclusion and promoting equality of opportunity and good relations between different groups can only be achieved by incorporating equalities into the planning and implementation processes for all Council Services. We have a duty to promote and develop the practice of equality of opportunity for all members of our community regardless of:

- Race
- Gender
- Marital/family status
- Disability
- Religion
- Sexual orientation
- Age
- Language
- Place of residence
- Socio-economic status

It is the responsibility of all staff to support a climate conducive to providing equal opportunities for all.

23. SCHOOL MEALS

It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools.

Pupils in primary schools are offered a two-course lunch with a choice of main course including vegetarian option, supplemented by salads and bread, which meet The Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008. A choice of milk or water is also included. Meals are, in the main, prepared from fresh ingredients by well trained personnel in a food safe environment.

There is a fixed, subsidised charge for a meal in a Primary school which is £2.15 (2019/2020). School meal charges are subject to review at any time.

School meals should now be paid through ParentPay, our online payment solution with parents/carers having much more choice of how, when and where they can pay for school costs using modern technology. School meals, trips and other school related items can be paid for online, on a smartphone, tablet or other mobile devices. Parents/carers have the ability to access their own secure account which will give information regarding their accounts, including amount paid, when paid and amounts outstanding. It will also provide increased security for pupils who will no longer have to carry large amounts of cash or cheques to school.

ParentPay is our preferred method of payment, please contact the school for your ParentPay account activation code.

Medically prescribed diets and Nut and Peanut allergy

School lunches can be provided for children in primary schools either requiring a medically prescribed diet or who have a nut and/or peanut allergy. Please download the information leaflet [312Kb] and application form [161Kb]. Parents can also self-manage simple dietary requirements for their children by using the interactive menu and carbohydrate menu available at Tayside Contracts.

Medically prescribed diets can usually be accommodated within the school lunch service. A medically prescribed diet is one which has been prescribed by your GP or a hospital doctor.

This does not include pupils who simply dislike certain foods. Written evidence from a doctor or registered dietician will be required prior to making special arrangements.

For more information on school meals including menus, meal photos and forms, please **visit the website:**

<http://www.pkc.gov.uk/schoolmeals>

To access the current interactive menu which provides recipe, nutritional and allergy information, please visit:

www.tayside-contracts.co.uk/school-catering.cfm

and click on the interactive menu link. This site also contains details of forthcoming promotions.

For any other enquiry please contact:

Catering Support Team
Support Services
Education & Children's Services
Perth & Kinross Council
Council Building
2 High Street
Perth
PH1 5PH

Telephone: 01738 476341

E-mail: ECSCateringSupport@pkc.gov.uk

Packed lunches for trips

Packed lunches are available for school trips either free (as appropriate) or charged at the standard meal price. The school will normally ask if you require a packed lunch and offer choices as part of the trip registration process.

Home Lunches

Some parents/carers may wish their child to go home for lunch, rather than remain at school.

The school's responsibility for the pupils at lunchtime relates to those who remain at school for either a school lunch, or a packed lunch. Parents/carers are responsible for pupils who go home for lunch.

There is no requirement for school staff to pass a primary age pupil into the care of an adult, so parents/carers must have clear arrangements in place, including whether the pupil can make their own way home, if they require to be met at the school and any contingency plans if arrangements are to change.

Free School Meals

Access to free school meals is an important part of the school meals service in Scotland. It is important that pupils entitled to free school meals get them without fear of stigmatisation. They should not be made to feel different from those who pay, nor be readily identified by others. Our meal payment and pre-order systems fully support these aims.

Who is Eligible for Free School Meals?

If your child is in P1 to P3

Free School Meals are offered to all pupils in P1 to P3 without the need for parents/carers to submit an application form. However, an application form must be completed if you also require a school clothing grant for your child in P1-P3.

Don't forget to submit an application form for Free School Meals for your child when he/she moves into P4 as they will no longer be automatically entitled to Free School Meals.

If your child is P4 or above

You can claim free school meals for your child(ren) if you are receiving:

- Income Support (IS)
- Income based Job Seeker's Allowance (IBJSA)
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £16,105
- Child Tax Credit (CTC) and Working Tax Credit (WTC) and your income is less than £6,900
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £610

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can claim free school meals for yourself.

For more information on Child Tax Credit and Working Tax Credit visit the Inland Revenue website.

You can apply online for free school meals at the following link:
www.pkc.gov.uk/freeschoolmeals

Alternatively, application forms may be obtained from Headteachers or Education & Children's Services, Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD. They are also downloadable from the internet at the link above.

24. TRAVEL TO SCHOOL

The journey to and from school is a very important part of your child's day and it should be as safe and pleasant as possible. As a parent/carer you are responsible for ensuring this is the case. Where school transport is provided, responsibility is shared between the Council and parents/carers.

The school is very keen to reduce car travel to school and promote safe and healthy journeys to school which can help to reduce the use of the car and impact of the 'school run'.

The decision on whether a child is ready to make the journey to school independently, on foot, by bicycle, by public transport, etc, must rest with parents/carers and children themselves.

The Council wants as many children as possible to walk or cycle to school. We also want children to travel safely and to feel secure on the school journey. We are particularly aiming to increase levels of walking or cycling where journeys are less than a mile for younger children and less than two miles for older children.

Walking and cycling boosts children's health and well-being. It also allows them to travel independently and to access the range of flexible opportunities schools will increasingly offer outside the standard school day. Freedom to move around the local area independently is an important part of growing up. Other important benefits of active travel are development of social and life skills, less pollution and greater awareness of environmental issues.

If parents/carers have to drive, they can be asked to park away from the school - some schools suggest a local drop off point. Drivers can also be asked to think about teaming up with another family to share the school run. School Policies will obviously have to recognise different needs and circumstances: some staff and pupils may have no alternative to the car.

School Travel Plans are an essential part of Perth and Kinross Council's strategy to tackle

issues related to school transport. School Travel Plans will frequently involve an element of engineering works required to improve the safety of the street environment for the school children, as well as the promotion of initiatives to increase the number of school children who walk, cycle or use public transport to get to their school.

A School Travel Plan is a strategy developed by each school to encourage and promote more active journeys to school for both pupils and staff. The role of the School Travel Plan is to make alternatives to driving easier and safer, and to give parents/carers plenty of information about the options.

A School Travel Plan can help to improve the school run, reduce congestion and increase road safety, make school and pupils healthier, make routes to school safer and look after our environment.

Please contact your school to find out more about their School Travel Plan or if you want to encourage or help your school to develop one.

Given these facts, please carefully consider your mode of transport to/from school with your child and try and leave the car at home if you can.

25. TRANSPORT



Free school transport is only available to pupils attending their catchment school and living more than two miles (primary) or three miles (secondary) from the school measured by the shortest available walking route.

Transport will be provided from a suitable point on the public highway. Please note that this can be up to two miles (primary) or three miles (secondary) from the pupil's home.

Parents of pupils who are refused school transport only have the right to appeal to the Review Sub-Committee of Lifelong Learning Committee where transport is withdrawn, or on the grounds of safety

where there is no public service bus operating.

Where appropriate, the Authority may provide free transport for pupils who attend a special school or specialist unit.

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

You can apply online for free school transport at the following link:
www.pkc.gov.uk/article/17284/Schools-transport-and-trips

Alternatively, application forms may be obtained from Headteachers or Education & Children's Services, Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD. They are also downloadable from the internet at the link above.

26. INSURANCE

The authority insures against its legal liability for (i) personal injury, provided negligence is proved against the Council and (ii) loss or damage to property of third parties except where the following exclusions apply:

- Theft of personal belongings

- A pupil's own negligent actions
- The actions of a third party, ie another pupil
- Expensive personal items, eg mobile phones, iPods.

Parents are advised that no insurance cover is maintained for circumstances in which the Council does not have legal liability and may wish to consider making their own insurance arrangements.

27. ACCESS TO INFORMATION-PARENTS AND PUPILS

The Pupils' Educational Records (Scotland) Regulations 2003 require the Authority to give a parent access to information relating to school pupils, past and present, held by them.

- The regulations cover information which originated from a teacher or other employee of the education authority, the pupil to whom the information relates or a parent of that pupil.
- The regulations only cover information relating to the school education of the pupil.
- The request must be in writing (or other permanent format for future reference purposes eg email/tape recording).
- The parent seeking access must provide the Authority with sufficient information to satisfy the authority of his/her identity and to enable the Authority to locate the information requested.*
- The Authority must comply with a request within 15 school days of receiving a validated request. (A validated request means that the information requested at *(see above) has been provided.

This is only a brief outline of the basic legal provisions. The regulations contain further detailed rules. They also provide for certain exemptions from the right of access to information.

Pupils can also make a request to see their educational records. Requests to see educational records should be made directly to the relevant school.

Data protection legislation means that you can request other personal information, not contained in an educational record, by submitting a Subject Access Request.

If a child is over 12 and is considered to have capacity, you will be required to provide a signed mandate from them authorising you to act on their behalf. You will usually be required to provide proof of your identity (and your child's if they are required to provide a signed mandate) before your request can be processed.

Subject Access Requests should be submitted to the Council's Information Governance Team at 2 High Street, Perth, PH1 5PH or to DataProtection@pkc.gov.uk , 01738 477933.

School Records

The Pupil's Educational Records (Scotland) Regulations 2003 gives parents, or people with parental responsibility, the right to see their child's educational record. These records are called Pupil Progress Records, or PPRs.

If you would like to exercise your right to see your child's PPR you should contact your child's school directly. Contact details for all Perth and Kinross Council schools are available below: www.pkc.gov.uk/article/17285/Schools-in-Perth-and-Kinross

Requests should usually be made by email or in writing, but other recorded formats can be accepted if necessary. The school may ask you to provide them with proof of your identity. Schools have 15 school days to respond to your request. There is never any cost to view your child's records; the Council usually waives the charge it is entitled to make for providing a copy if this is required.

Please ask if you need the information requested to be provided in an alternative language or format eg braille.

Occasionally, a school record may contain information – such as information about another pupil - which must be removed before you are provided with it.

If you wish to request information about other records relating to your child, such as social work records, you should submit a Subject Access Request . If you're unsure about what kind of request you should submit, please contact the Council's Information Governance team on 01738 477933 or at DataProtection@pkc.gov.uk for advice.

28. TRANSFERRING DATA ABOUT PUPILS



Education authorities and the Scottish Government Education Department have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus, the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland; and the analysis of data for statistical purposes within the Scottish Government

itself.

What Pupil Data is Collected and Transferred?

Data on each pupil is collected by schools, local authorities and the Scottish Government. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government.

Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, it is hoped that the explanations contained in this information and on the ScotXed website (www.gov.scot/Topics/Statistics/ScotXed) will help you understand the importance of providing the data.

A complete list of the Scottish Governments School Education data collections can be found here: www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation

Why Do We Need Your Data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results.

Accurate and up-to-date data allows us to:

- Plan and deliver better policies for the benefit of all pupils, or specific groups
- Better understand some of the factors which influence pupil attainment and achievement
- Share good practice
- Conduct teacher workforce planning

- Target resources better
- Enhance the quality of research to improve the lives of people in Scotland
- Provide a window on society, the economy and on the work and performance of government by
 - Publishing statistical publications and additional tables about School Education
 - Providing school level information

Extracts of the data will also be shared with The Electoral Registration Officer to offer the opportunity to register on the Electoral Roll when approaching their eighteenth birthday, Glow to access digital learning environments, ParentPay for management of online payment of school meals, excursions and activities; CRB for cashless catering, Groupcall for messaging services, Young Person's National Entitlement Card for access to public services across Scotland and with the NHS for monitoring the child health immunisation programme.

The Scottish Government Privacy Notice for children and young people can be found at: www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices

The Perth & Kinross Council main education Detailed Privacy Notice can be found here: www.pkc.gov.uk/detailedprivacynotices

Your Data Protection Rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the General Data Protection Regulation and Data Protection Act 2018. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data.

The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.gov.scot/Topics/Statistics/ScotXed). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

The Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the Scottish Qualifications Authority. On occasion we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities.

Any sharing or linkage of data will be done under the strict control of Scottish Government and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

General Data Protection Regulation gives you the right to access your personal data. This is known as a Subject Access Request. Further details of how to make a Subject Access Request online or using the Subject Access Request Form can be found here: www.pkc.gov.uk/article/20313/Accessing-your-information-Subject-Access-Requests .

Note that it's not necessary to apply online or complete the form in order to submit a Subject Access Request, but they provide a useful guide to what details we need in order to respond. If you would like further guidance about how to submit a request for personal information, contact the Information Governance team on 01738 477933 or at DataProtection@pkc.gov.uk

Concerns

The Data Protection Officer for this data is the Data Protection & Information Assets team, dpa@gov.scot

Website link:

www.pkc.gov.uk/article/19274/Family-Holidays

31. CARE STANDARDS INSPECTIONS

Social Care & Social Work Improvement Scotland (known as the Care Inspectorate) has a responsibility to inspect all nursery schools and classes on a regular basis. These inspections are part of the Regulation of Care Standards within Early Education & Childcare. Further information on Care Inspectorate inspections is available from the Headteacher or by contacting Care Inspectorate (telephone 0345 600 9527) or www.careinspectorate.com.

Nursery Inspection Process

All providers of early learning and childcare for 2, 3 and 4 year olds are currently inspected by the Social Care & Social Work Improvement Scotland (known as the Care Inspectorate) and Her Majesty's Inspectorate (HMI), part of Education Scotland. Staff follow national guidelines for the early learning and childcare of children aged 2-5 years that encourage learning through play and the service must meet standards laid down by HMI. Further information on inspections is available from the Headteacher.

32. SCHOOL CROSSING PATROLLERS

It is very difficult to recruit School Crossing Patrollers. If the School Crossing Patroller terminates their employment, or is absent for any reason, it may not be possible to provide cover.

If this happens, Headteachers will inform parents.

Parents have a responsibility for ensuring that their children are able to travel to and from school safely, whether or not the Authority is able to provide safe routes or safe crossing facilities.

33. EMPLOYMENT OF CHILDREN

The employment of children under the age of 16 is subject to compliance with Perth & Kinross Council bye-laws which outline permitted types of employment and permitted periods of working.

Children under the age of 13 are not permitted to undertake any type of employment.

Further details and an information booklet called 'The Employment of Children – Perth and Kinross Council Bye-Laws' is available from Education & Children's Services, Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD.

Telephone: 01738 476200

E-Mail: ECSSchools@pkc.gov.uk

Website: www.pkc.gov.uk/article/17406/Employment-of-children-Permit-and-bye-laws

34. CHILDCARE AND FAMILY INFORMATION

Perth and Kinross Childcare and Family Information Service can supply details of childcare services within your local area including childminders and out of school care. The service also has a wide range of other information for families including leisure activities and support groups.

For further information please contact:

E-mail: childcare@pkc.gov.uk

Telephone: 0345 601 4477

Website: www.pkc.gov.uk/families

Families can also access information on the national website: www.scottishfamilies.gov.uk

35. FURTHER INFORMATION

In all cases relating to your child's education you should discuss the matter with the Headteacher. If further information relating to your child's education is required, you should contact:

Education & Children's Services
Council Building
2 High Street
PERTH
PH1 5PH

Telephone: 01738 476200

E-Mail: ECSSchools@pkc.gov.uk