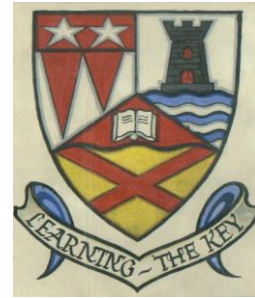


# KINROSS PRIMARY SCHOOL



## School Handbook

### Academic Session 2021-2022

Please note that this handbook has been updated but makes no reference to the ongoing global pandemic. The handbook contains all the information parents and carers need to know under normal circumstances. Please keep up to date by using our website, school app and Twitter feed.

## School information

The following information areas for inclusion in school handbooks meet the requirements of the Education (School and Placing Information) (Scotland) Regulations 2012.

The purpose of the handbook is to communicate the ethos of the school and provide a welcome for parents to the school, help parents to choose a school, prepare their child for school and act as a reference tool while their child is at the school. The handbook also communicates with parent about the child's learning journey and in doing so, facilitates parental involvement in the school and helps parents support their children.

Everything in **bold** must be included in the school handbook as it is a legal requirement or something that the local authority wishes to include. Everything else is additional information that the schools may wish to communicate to parents and carers.

We must post a copy of school handbook on the Perth & Kinross Council website. Schools may also have them posted on their own website, Glow, blog etc. Handbooks must be made available to parents by the 8<sup>th</sup> of December each year.

On request, schools must make available to parents a hard copy if they want one, a version in an alternative format e.g. Braille, or translated into a community language other than English.

There is an expectation that you will involve parents and pupils in developing and producing the Handbook.

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2. Delineated Area
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  - a) Language
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## Introduction

Dear Parent/Carer

Welcome to Kinross Primary School. Some of you are already familiar with our school, others we welcome for the first time.

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 2020), further changes may have occurred since then.

As Parents/Carers, we have the right to expect that all of our children will be provided with the highest quality of education in a climate where they are safe, valued and treated with dignity and respect.

We believe that in Kinross Primary School we have created a caring community where children can fulfil their potential in a state of the art, purpose built building.

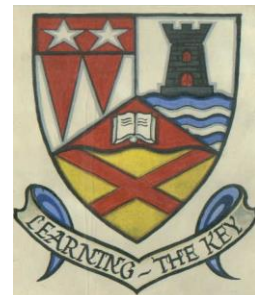
As a school community, we strive to ensure that our children have the opportunity to maximise their attainment and achievement. We endeavour to help our children develop into mature, health-conscious, fit and well-adjusted young people who are fully equipped with the necessary skills and knowledge to enable them to successfully continue with their education within the Secondary sector and beyond.

Our partnership with Parents/Carers is of vital importance to us and we believe that working together and communicating openly ensures best value for all.

Please keep in touch with our School through our monthly newsletters, school website, daily tweets, app alerts and our very supportive Parent Council.

Welcome to our school.

Mrs Pauline Smith  
Head Teacher  
December 2020



## Delineated Area

A map of the school's delineated area is available from the Head Teacher on request. Briefly the school serves the town of Kinross and the surrounding districts of Balado, Hatchbank and Gairneybridge.

## Contact Details

Address: Kinross Primary School  
Station Road  
Kinross  
KY13 8TG

Tel No 01577 867272

E-mail [KinrossPrimary@pkc.gov.uk](mailto:KinrossPrimary@pkc.gov.uk)

Web Site [www.kinrossprimary.org.uk](http://www.kinrossprimary.org.uk)

Twitter [@KinrossPrimaryS](https://twitter.com/KinrossPrimaryS)

Present Roll 472 plus nursery (61am+61pm places)

## Staffing

Head Teacher Mrs Pauline Smith

Depute Head (N-P1) Mrs Jo Bell

Depute Head (P2-4) Mrs Julie Hynd

Depute Head (P5-7) Mrs Amy Rodgers

Pupil Support teachers Mrs Kirsty Cunningham

Office Staff Mrs Claire Baillie  
Miss Esther Williams

## Class Teachers

Nursery Mrs A Brown

P1a Miss C Hamilton

P1b Mrs N Wyllie

P1c Miss M Frame

P2a Miss J Galloway

P2b Mrs / Mrs S O'Kane

P2/3 Mrs Kate Blake and Mrs Helen Orr

P3a Miss D Hendry

P3b Miss K Macrae

P4a Miss H Whitby-Brown

P4b Mrs M Bradley-Parrish

P5a Miss J Ritchie

P5b Miss Claire Miller

P5/6 Mrs M Beck

P6a Mrs A Drew

P6b Mrs N Scrimgeour

P6/7 Mrs L Taylor

P7a Miss A Cahill

P7b Miss S McNicoll

STEM Mrs L Kirk

P.E. Mr R Graham

Drama Mrs N Ogg

## Support staff

Early Childhood Practitioners: Mrs H Donaldson, Mrs N Powell, Mrs F McCrudden, Mrs M Grace, Mrs M Pearson, Mrs K Baird, Mrs K Ritchie, Mrs S Haig, Miss J Layland Mrs J Slater, Mrs B Williamson

Play Assistants: Mrs J Anderson, Mrs E MacLeod,

Support Assistants: Mrs E Hardie, Mrs K Davis, Mrs K Dunlop,

Mrs D Williams, Mrs P Hepburn, Mrs A Pool, Mrs J Piper, Mrs D Drysdale,

Mrs L Smith, Miss A Rzendkowska, Mrs L Kenny

Playground/Lunchtime Supervisor: Mrs A Pool

Janitor: Mr I Marsden

Other Helpful Information/Visitors:

School Nurse Mrs Dawn Glass

Community Link Worker Mrs Pat Doran

Educational Psychologist Mrs Sheona Stewart

Occupational Therapist Mrs Tracey Davidson

Speech & Language Therapist Mrs Sarah Munro

Executive Director of Children & Education Mrs Sharon Johnstone

Head of School Education Services (Primary) Mrs Gillian Doogan

School Service Manager Mrs Gillian Knox

## Concerns, complaints or ...compliments!

If you have any concerns or complaints about the service we are providing, please contact the Headteacher in the first instance. All complaints will be recorded and acknowledged and dealt with in a sensitive manner in accordance with Perth and Kinross Council policy. Every effort will be made to deal with your concern/query as soon as possible.

Any action taken will also be reported back to the complainant and a summary of the concern/query will be retained in the pupil records file.

## We value your views and we take seriously any concerns you may have.

If the matter cannot be resolved at this stage then you will be advised to write to the relevant Quality Improvement Officer at Perth & Kinross Education and Children's Services, Pullar House, Perth.

Perth & Kinross Council information about making a formal complaint is available online at <http://www.pkc.gov.uk/complaints>

## Attendance

Parents/Carers are required by law to ensure that their children attend school regularly. Parents/Carers should contact the school office on the first day of absence to report the reason for non-attendance. In cases of unsatisfactory attendance an explanation will be sought for every absence. Significant or repeated unexplained absences which have a detrimental effect on the child's education will be referred to the Educational-Social Work Service/Attendance Section for further investigation. Perth & Kinross Council appeals to Parents/Carers to ensure children attend school throughout the year. They do not condone absences from school for family holidays and these will be recorded as unauthorised. Parents/Carers should inform the school by letter should they require their child to be taken out of school during term time.

Parents/Carers please note that if your child is absent from school due to illness, you should inform the school by telephone on the morning of the child's absence. If a child is not returning to school after lunch-time, please inform the school office. The school would actively try to contact Parents/Carers of the whereabouts of a child if they are absent e.g. through siblings, text messaging or by telephone.

## Communications

We issue a 'Dates for Your Diary' section in every newsletter and at the start of every academic year with details of Key Annual Events (i.e. Meet the Teacher, Parent Contact, Sports Day, Term start and end dates, INSETs, Shared Learning Assemblies, Parent Information sessions) however opportunities arise during a school year (as well as changes) and we aim to keep you informed by issuing "Dates for Your Diary" in the electronic school newsletter and the school app. School and Nursery Newsletters are compiled and distributed normally on a monthly basis for school and fortnightly for Nursery. There is a nursery focus group for nursery Parents/Carers and a Partners in Learning group for Parents/Carers in P1-P7; these are forums for Parents/Carers to become more involved in the decision making of the school and feedback on initiatives.

We strive to keep our Nursery Information display and our information on our school website ([www.kinrossprimary.org.uk](http://www.kinrossprimary.org.uk)) up to date. Twitter is used as a communication medium to post information about learning, events, reminders and successes. See <https://twitter.com/@KinrossPrimaryS>

We hold a "Meet the Teacher" session early in the first term and Parent Contact appointments in the Autumn and Spring terms each year. We have a programme of events for nursery Parents/Carers. We contact 'home' whenever there is a concern – by phone, e-mail, text or letter. On numerous occasions each term we write home to convey specific information to specific groups of people. Often this information can be found on the website too.

In the "Learning Journey" jotter, the targets the children are working on are sent home at the start of a teaching block and serve to report on intended Experiences and Outcomes being covered. The nursery, Willow Tree and Primary One classes use an online platform called Seesaw to profile learning. Home learning activities, Open Afternoons and similar communications inform of teaching and learning being covered and progress in specific curricular areas as well as the more formal end of session summative reporting format.

We hold curricular specific sessions for Parents/Carers such as Digital Learning, curriculum developments and Primary 1 information evenings but we are always open to suggestions of other ways in which we can help skill up Parents/Carers to support in their child's learning.

We are also very aware that often Parents and Carers have information which will help us do a better job in meeting their child's needs. So we are always happy to offer appointments at suitable times for Parents/Carers to exchange relevant information with class teachers or school management.

## School Ethos

The ethos of our school is very much about shared involvement, shared leadership and shared responsibility. We have several groups which continue to ensure that pupils have opportunities to take on extra responsibilities and to be involved in many of the decision making processes within our school e.g. Pupil Council, Lunchtime Buddies, Digital Leaders, House Captains and Prefects.

## Our Shared Vision

- To provide high quality learning opportunities for all our pupils so that they can reach their full potential in all aspects of their lives and enjoy themselves while doing so

## Our Shared Values

- We value each other and strive to be open and honest
- We respect each other and strive to show care and concern
- We value learning and teamwork and strive to work as hard as we can

## **Our Shared Aims**

- To provide a happy, supportive place for children to develop the knowledge and skills to learn for life
- To foster in our children awareness of the responsibilities they have as members of their community through the encouragement and practice of good manners, a good attitude to work, initiative and resilience
- To work with Parents/Carers and the local community to support each child to be ambitious for success and to help our children be the best they can be
- To raise achievement by making learning enjoyable and exciting, encouraging each child to become a successful, independent learner.

## **Achievement**

Kinross Primary School provides a wide range of opportunities, both within and out with the school day to help develop pupils' responsibility, independence, confidence and enterprising attitude.

A small selection is included below:-

- A residential at Dalguise - attended by P7 pupils from across the cluster
- A wide variety of events e.g. Scottish Poetry competitions, visits to the Glasgow Science centre, Safe Taysiders, Show Racism The Red Card, Christmas pantomime, Zoolab
- Curling, cricket, rugby, swimming and judo workshops are provided to encourage an active and healthy lifestyle
- Lunch time clubs for racquet sports, basketball, reading club, Lego and Art amongst others.
- After School clubs for multi-sports, running, and choir
- Pupils share information with Parents/Carers about their learning through Open Afternoons, Learning Journey Jotters and Learning Assemblies
- P7 pupils participate in Stirling University's annual Maths Challenge
- A few pupils participate in Perform in Perth
- Pupils perform to Parents/Carers and local community in Nativities, Christmas shows and an annual P7 production
- Pupils grow produce in the Potager garden and participate in the Trout in the Classroom programme
- Health Promotion and Eco are a focus for all our pupils.

In Kinross Primary School we currently celebrate Achievements on Twitter and in our Learning Journey Jotters. Skills for Learning, Life and Work are celebrated using our Proud Clouds reward system. House Points are also awarded for particular focus areas.

Kinross Primary School has been successful over many years in pupils' achievements both in school and the wider community. We welcome news from former pupils of their successes.

## **Promoting Positive Behaviour in Kinross Primary School**

We pride ourselves on the high standards of behaviour shown by our school children. Pupils are required to show a proper regard for their own safety and the safety of others. Our school ethos is rooted in our school aims and values and we continually promote positive behaviour through:- our quality teaching and effective class management, pupil-staff relationships which are based on mutual trust and respect and the support of our Parents/Carers.

All staff are trained in restorative approaches to help pupils to explore and discuss the behaviour which occurs in difficult situations. This allows pupils to appreciate how their actions may have affected others, explore their feelings, repair any harm and hopefully plan ahead to ensure a similar situation is less likely to happen again.

## **School Rules**

- Ready

- Respectful
- Safe

## Parental Involvement

The school has a very effective partnership with the Parent Council (KPPC) and we are always keen to encourage Parents/Carers to visit and become actively involved in the life of the school.

We arrange Sharing Learning Open Afternoons throughout the year. Help is always needed for visits and trips. The school is grateful to any Parents/Carers who may wish to help on a regular basis in the following areas:-

- Assistance with the Tuck Shop
- Supporting the class teachers e.g. art work, cutting paper, photocopying and filing
- Supporting with our ECO committee/Outdoor Learning
- Encouraging children to enjoy books e.g. reading stories to children, helping them to use the school library

Parent/Carer helpers will not work with children in an unsupervised situation. Risk assessments will be completed where appropriate. Parents/Carers interested in helping in school should, in the first instance, speak to the Head Teacher.

The school is keen that Parents/Carers feel welcome in school especially when they are supporting class activities. We try to include grandparents and older members of the community in some of our school events and often find that they can contribute useful information and memories for some of the class topics.

The council's policy to support effective partnership working between school and home can be found by following the link below

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

## Transitions

Traditional transition points are preschool to primary, stage to stage and P7 to secondary education. The transition process involves pastoral arrangements and effective continuity and progression of pupils learning. At Kinross Primary School a number of processes and procedures are in place to allow individual pupils to feel valued and well prepared for the next stage of their education. These include the professional dialogue that takes place between teachers (within our school setting and across the sector with secondary colleagues) at points of transition, the sharing of evidence of progress in learning and pastoral issues, joint planning across the Curriculum Levels to facilitate continuity of experiences and learning.

For some children an enhanced transition may be required and this will be identified through the Additional Support Needs process in consultation with Parents/Carers.

On completion of your child's primary education the normal arrangement is for children to transfer to your catchment secondary school of Kinross High School, Loch Leven Community Campus. Please note that if you are not in the catchment for Kinross High School a placing request would need to be submitted. There is no guarantee that a place at the High School will be granted on the basis of attending Kinross Primary.

Name: KINROSS HIGH SCHOOL  
 Headteacher: Sarah Brown  
 Address: Loch Leven Community Campus, The Muirs, Kinross, KY13 8FQ  
 Tel/text Nos: 01577 867100  
 Website: <http://www.kinrosshigh.pkc.sch.uk>  
 Email: <mailto:KinrossHigh@pkc.gov.uk>



You will of course be aware that you can make a parental placing request to attend a secondary school, other than the catchment school. Further information on how to make a placing request is available online at <http://www.pkc.gov.uk/article/17301/Placing-request>

## **The Curriculum**

The curriculum is, in short, all the learning experiences which your child will encounter during his/her time at school. Young people are learning through a carefully planned range of broad experiences to meet a wide range of set outcomes. The progressive development of key skills also aims to provide our younger generation with the toolkit they need to reach their full potential and face the challenges of a constantly changing society.

At Kinross we implement the CfE experiences and outcomes in the 8 key curricular areas of:

### **Language**

The development of literacy skills plays an important role in all learning. Children will have opportunities to read, write and listen to a range of stories and poems presented in a variety of ways. The purpose of this is to demonstrate the power of language as a means of expression and communication and to give opportunities of responding to it. At Kinross the pupils in Primary 1 to Primary 7 are engaged in the 'Active Literacy' programme which is for spelling and reading, and the 'Big Write' programme for writing

Reading is approached through a wide variety of materials. Children from early stages will be encouraged to select books which they may bring home to share, those in the upper school choose books for their own recreation purpose.

In addition to this we use a structured reading scheme through which we hope to aid children's understanding of what they have read and provide them with a range of author and writing style. Group novels are also used in class. The school has a good supply of children's fiction and a well-stocked, well-used library. Reading for information is taught through a wide range of factual text, often placed in context within the class topic.

### **Numeracy & Mathematics**

Children must have knowledge and understanding of number, measurement, shape, space, pattern and the handling of data. Basic number facts are important. Initially, much of this work will be tackled through the child being involved with concrete materials, gradually moving to written results. In order to promote ready recall of number facts, work will be done mentally as well as on paper.

Maths work will be tackled in a variety of ways: through the maths scheme used, in topic work and in environmental work. Problem solving can result from a study of shopping patterns or a traffic census. It is necessary that children become aware of the importance of mathematics in real situations and therefore the application of mental calculations will be a key focus. Calculators and computers will be used to contribute towards the development of the children's mathematical skills where appropriate.

### **Health & Wellbeing**

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 will be encouraged to express themselves through PE and develop an understanding of the importance of exercise in the promotion of a healthy lifestyle. Kinross Primary uses the resource Relationships, Sexual Health & Parenthood for a progressing programme across the school.

### **Social Studies**

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 and of how it has been shaped. To begin

with, children will investigate their immediate surroundings- themselves, their home, their school gradually progressing to comparing their lives and surroundings with those of children in other countries and cultures.

As children progress through the school they will learn to apply techniques of observation, investigation and recording to the home, local, man-made and natural environments. They will be encouraged to consider the effect people have on their environment.

During any study of the environment, past or present, children will have opportunities to use and develop skills which may seem to belong to other subject areas. Maths and Language are two major areas which benefit from the real situation learnt in social studies. We also aim to promote positive attitudes and values: to other peoples and their cultures, to the achievements of famous people in the past, to being part of the Kinross community, being Scottish, European and a member of a world community.

## **Science**

Through the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They can engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creating and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy. At Kinross we are fortunate to have a dedicated science teacher.

## **Expressive Arts**

### **Art & Design**

The importance of art in creating an exciting and stimulating school environment is obvious. Children will work with a variety of media: pencil, charcoal, crayon, ink, paint, modelling and craft materials.

Many craft activities can be messy – we do ask that Parents/Carers provide an old shirt/apron/overall for children to wear.

### **Drama**

Through drama children are encouraged to develop their communication skills. In role-play they experience different life situations which help them develop a greater understanding of their own and other cultures.

On occasions, opportunities are provided so that children may present exhibitions, shows, plays and concerts to a variety of audiences. We also seek to expose children to professional performances at least once a year. At Kinross we are fortunate to have a drama teacher one day a week.

## **Religious Observance**

Religious and moral education has an important part in the development of pupils personal and social growth as it is concerned with the development of self-awareness, relationships with others as well as beliefs and values.

Our RME curriculum is designed to provide opportunities for children to express their own views and feelings and to listen with respect to the views and feelings of others. The role of Christianity as the main religious tradition for this country is recognised and pupils are also encouraged to develop an informed understanding of the religious beliefs of others as well as of people who have a non-religious view of life.

Assemblies take place on a regular basis.

Guidance issued by the Scottish Government clarifies the current position regarding provision of religious observance in Scottish schools and sets out action for local authorities in planning this provision. Information can be found at

<http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/ACE/Religion>

Under the terms of the Education (Scotland) Act 1980, Parents/Carers have the right to ask for their child to be withdrawn from Religious Observance. In the past the school has dealt with such requests with sensitivity and understanding and this approach will continue. The head teacher will offer to meet with any parent wishing to withdraw their child to ensure that they are clear about the school policy on Religious Observance.

In particular, Parents/Carers should be reassured that the Religious Observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families.

Where a child is withdrawn from Religious Observance, suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity.

## **Technologies**

The technologies area of the curriculum provides a range of different contexts for learning that draw on important aspects of everyday life and work. This will involve the children taking part in creative, practical and work-related experiences from the world of business and enterprise. Children will also use up-to-date information technology to support and enhance their learning and will be encouraged to investigate the design and creation of textiles and food, as well as find out about the world of engineering.

## **Assessment & Reporting**

At every stage pupils' work and progress is assessed in various ways. The teacher will watch how the children go about doing the work or activities they are set. He/she will talk to them about their work and listen to find out how much they have understood and will examine jotters and other written work. Pupils will themselves evaluate their own progress and that of their peers. At points throughout the learning process, the class teacher will record progress against Curriculum for Excellence outcomes covered. The leadership team will track pupil's progress with the class teacher three times annually.

With help from the teacher, children are encouraged to reflect on their own work to see which things they have done well and which things they can improve. Teachers share with pupils the learning intentions and success criteria for a lesson: the child will therefore have a clear idea of 'what a good one will look like' and will know what his/her next step in learning will be.

Learning Journeys are issued to Parents/Carers and outline the experiences and outcomes that are to be covered that block. This is followed up at the end of a block of learning when evidence of the actual learning goes home with the children to share and discuss with Parents/Carers. These "Learning Journey" jotters are returned to school to be added to throughout a school session, building up a picture of a child's learning and evidencing progress.

Parents/Carers are provided with opportunities to share in the learning and progress through attending Shared Learning events, Assemblies, School Shows and by seeing examples of progress when Learning Journey jotters are sent home as well as in the form of the end of session Summative Report document.

Pupils will progress through Levels, typically over a three year period with scope for breadth and depth of learning opportunities. Nursery- P1 is a typical Early Level duration, P2-P4 is a typical First Level 1 duration and P5-7 for Second Level.

Taking account of Curriculum for Excellence assessment guidelines, teachers will use their professional judgement to decide the level towards which each child is working. A teacher will collect evidence of that attainment from class work or may use a formal summative assessment to check his/her own judgement that a child has attained a level. As most children will normally take three years to cover the experiences and outcomes within each level, assessment is an ongoing process.

Scottish National Standardised Assessments are carried out at P1, P4, & P7. These are

diagnostic tests to support teacher judgement.

Summative end of session reports are issued to Parents/Carers following Perth & Kinross Council Education and Children's Services guidelines.

## Support for Pupils

Information on the authority's policy in relation to provision for additional support needs can be found at

<http://www.pkc.gov.uk/article/17278/Schools-additional-support->

There are organisations specified by Scottish Ministers which provide advice, further information and support to Parents/Carers of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Information) (Scotland) Amendment Order 2011 as:

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

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

Telephone Helpline: 0845 123 2303

Email Enquiry service: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information is also available at  
<http://www.pkc.gov.uk/article/17278/Schools-additional-support->

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

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

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741."

If you think that your child has additional support needs you should contact your child's class teacher in the first instance as they will have an overall picture of your child's progress. You can do this by contacting the school office or writing a note to the class teacher to request a meeting. Often class teachers will have identified a need and, in consultation with the Head teacher and Pupil Support Teacher, contact you to meet and discuss/identify any barriers to learning and agree next steps.

Other services/agencies are available to children in the form of Speech and Language Therapy, Occupational Health, English as an Additional Language teacher, Autism Outreach and Educational Psychological Service. Any of these may work with classes or groups. If they become involved with individual children (eg. the Educational Psychologist), it is only after consultation with Parents/Carers.

Sometimes a child will be part of a small group receiving extra help from the class teacher or a Pupil Support Assistant. At times, the child may work outwith class in a small group; normally support will be given within the classroom situation. The role of Pupil Support Teacher is to provide consultation, advice and support to Class Teachers on how best to support those children who need it, within the mainstream setting, and to deliver support for learning where appropriate. Some pupils have an Individual Education Programme (IEP) to meet their particular needs. Others who have ongoing involvement with Social Work, Health services or other agencies may have a Coordinated Support Plan (CSP).

## 0-12 Integrated Team Meetings (ITM)

An Integrated Team Meeting brings together professional representatives of services working to support children, young people and their families in a locality.

The meeting is convened by a school, and held termly, with the intention of identifying how best to improve outcomes in relation to a specific child or young person, agreeing who will do what and by when, and reviewing progress made in achieving the planned improvements.

The Kinross 0-12 ITM offers support for individuals and families who may have a range of needs that can be best supported by a multi-agency approach. Parents/Carers will be kept informed of any discussions and decisions made at an ITM meeting.

### School Improvement

The main achievements of Kinross Primary School and Nursery can be found in our Standards and Quality Report which is published annually and is available on both the Perth and Kinross website and school website.

<http://www.pkc.gov.uk/article/17522/Kinross-Primary-School>

Our Nursery and Primary provision was inspected by Education Scotland in November 2018. The nursery and school was graded as very good across all performance indicators. A link to the reports can be found here:

<https://www.pkc.gov.uk/article/20792/Positive-inspection-report-for-Kinross-Primary-School>

### School Policies & Practical Information

#### School Policies

These can be accessed via the school website and paper copies are available upon request.

#### Authority Education Policies and Services

**The authority website provides information on policy.**

- School enrolment to include primary, placing requests and composite classes  
<http://www.pkc.gov.uk/article/17276/School-enrolment>
- Grants and benefits to include free school meal entitlement, clothing grants, transport and music tuition  
<http://www.pkc.gov.uk/article/17282/Schools-grants-and-benefits>
- Information of Educational Psychology Services  
<http://www.pkc.gov.uk/eps>
- Primary School Meals and free fruit  
<http://www.pkc.gov.uk/article/17330/Primary-school-meals>

EARLY CLOSURES: e.g. SEVERE WEATHER CONDITIONS - HEAVY SNOW, WIND, FLOODS

If the school has to close during the school day, Parents/Carers or emergency contacts will be informed via a text service to mobile phones: please ensure that the school office has an up to date mobile phone number for you. Our school website and school twitter account will also be updated.

CLOSURES OUTWITH SCHOOL HOURS: e.g. SEVERE WEATHER CONDITIONS

The link below will detail information about school closures

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

Detailed information will be issued annually, early November and is posted on our school

website.

In the event of the school remaining open during heavy snow, Parents/Carers 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, our school playground will be in a similar condition.

## **HEALTH CARE**

### **EMERGENCY ARRANGEMENTS**

In the event of an emergency, [e.g. if your child becomes ill or has an accident] or in exceptional circumstances, the school may need to contact Parents/Carers or emergency contacts; on rare occasions it may be necessary to send every child home. It is, therefore, most important that Parents/Carers keep the school informed promptly about any change of address, telephone number or place of employment as well as any changes regarding emergency contacts. Forms prepared for this purpose are available upon request from the school office.

### **WHAT IF MY CHILD BECOMES ILL?**

If a child becomes unwell at school, we will contact Parents/Carers. If we cannot make this contact we shall call the emergency contact number in the pupil's records. It is therefore very important that we have up-to-date parental/carer contact numbers and up-to-date emergency contact numbers in order to get your child home as soon as possible.

### **TAKING MEDICINES IN SCHOOL**

No medicine of any kind will normally be administered to your child in school. If your child requires prescribed medicine you should ask your doctor to prescribe a dosage which can be taken before or after school time. If your child requires to have medicine administered because they have an ongoing condition such as asthma, epilepsy, diabetes or nut allergy this must be negotiated formally with the school and the appropriate forms and procedures signed and agreed beforehand.

Pupils are not allowed to bring medicines of any kind to school. This is part of our safe use of drugs policy and these guidelines are strictly adhered to. If your child is asthmatic and requires to use an inhaler, please arrange for a spare reliever (blue one) to be kept in school for emergency purposes.

Parents/Carers should ensure that the school is informed of any specific medical conditions their child may have or medications he/she is currently receiving.

## **SAFETY**

We have staff trained in First Aid and if your child is required to have First Aid administered by them you will be informed by means of a note home. Where a child has experienced a bump to the head this will always be logged in school and a note sent home. Playground Staff carry First Aid kits with them at all times to deal with minor grazes and scrapes which need a plaster and /or antiseptic wipe.

From time to time, and in common with all schools, we may find that a pupil has an infestation of head lice. When that is the case the Head Teacher or Depute will notify the parent of that child direct. The Scottish Government recommendation is that alert letters are NOT sent home in the management of head lice infection. See the link below re advice:

<http://www.scotland.gov.uk/Publications/2002/09/15500/11382>

The Health & Safety at Work Act requires staff to ensure that the school is a safe place for children, and we would request your support in ensuring that your children are safety conscious. Fire Drills are held at the start of each term and the need for taking care on the roads especially when cycling is regularly stressed at assembly.



In Kinross Primary, we encourage our children to change into gym shoes when they arrive in school. Particularly in winter, outdoor footwear can be muddy or wet and as such our corridors could become slippery for children to walk on. In the interest of safety, children should not walk about in socks.

## **Organisation of School Day**

P1s to P3s	9am - 12.15pm	1.00pm - 3.00pm
P4s to P7s	9am - 12.35pm	1.20pm - 3.00pm

Parents/Carers are informed in advance of any alterations to these hours.

## **Uniform/Clothing**

In Kinross Primary School we place great importance on the wearing of school uniform. This is for several reasons. Firstly we believe that school uniform gives pupils a sense of pride and a feeling of belonging to their school. It also enhances the standing of a school in the local community as well as being cheaper to buy for Parents and Carers.

The school uniform for Kinross is flexible to allow Parents/Carers a choice of retailers. Pupils can wear grey or black trousers/skirts and grey or black cardigans/jumpers. The school colour is purple so many pupils wear purple sweatshirts and/or polo shirts. These can be bought from many supermarkets. The supplier for our logoed school uniforms is Schoolwear Made Easy and you can order online. [www.schoolwearmadeeasy.com](http://www.schoolwearmadeeasy.com) KPS House t-shirts are available to buy from the school office at £5 each and payment should be made through ParentPay.

\*Please note that the school does not allow the wearing of football tops and scarves as that could encourage rivalry. Make up should not be worn. Jewellery, in particular dangly earrings, should not be worn and the school will not accept responsibility for any items of jewellery that are lost or damaged.

## **PE Kit**

This consists of a white T-shirt, dark shorts, socks and gym shoes. Trainers and tracksuit bottoms may be worn for outdoor work only. Please note all jewellery including earrings should be removed for P.E. and long hair should be tied back. P.E. lessons are normally held at set times throughout the week but can vary. It is advisable that your child has their kit readily available in school.

## **Homework**

We believe that homework is an important part of school. It allows us to form a partnership with Parents/Carers and opens a channel of communication through both the content of the homework and diaries/reading records. For the pupils, independent study skills are fostered. Homework will be regular and cover such items as: reading reinforcement in the early years or preparation at the later stages, sounds/spelling, maths tasks and topic research. Homework may be the completion of work set after a lesson in school.

Your co-operation is sought in ensuring that homework is completed in time and to a reasonable standard, though as independently as possible.

Most homework is set on Google Classrooms. If you feel your child is spending too long completing homework, please contact the school. We would wish children to experience a range of after school activities including homework. In the early years 5-10 minutes an evening would be appropriate. By P7 this could amount to 20-30 minutes. Reading for pleasure or information, fact or fiction, is always encouraged.

## School Registration

Parents/Carers are asked to register new intake P1 pupils in January of the year they are due to start school. Parents/Carers moving into the area who wish to enrol their children at the school should contact the school office. Parents/Carers living outwith our catchment area can make a placing request to request to have their child granted a place in Kinross Primary School. Details of this are available at <http://www.pkc.gov.uk/article/17301/Placing-request>

Nursery pupils are usually invited to register in January/February each year.  
<https://www.pkc.gov.uk/article/21516/Registering-for-a-local-authority-nursery-place-for-school-year-2020-21>

## Instrumental Tuition

There will be opportunity annually for those interested to apply for instrumental tuition through the local authority at a subsidised cost; families in receipt of benefits will be offered reduced fees. Currently we are offering string, woodwind and brass tuition.

The link below explains grants/benefits in relation to musical tuition costs

<http://www.pkcmusic.com/about>

## Name of Child Protection Officer

### GIRFEC

We take our duty of care to our pupils most seriously; in Kinross Primary School that is everyone's job. We follow the principles of GIRFEC (Getting it Right for Every Child) to ensure that pupils' wellbeing is a key focus for all staff.

**The Child Protection Officers are currently the Head Teacher Mrs Pauline Smith, DHT Mrs Jo Bell, DHT Mrs Amy Rodgers, DHT Mrs Julie Hynd and Nursery Teacher, Mrs Amanda Brown.** All staff are trained annually in Child Protection Procedures. Where we have any concerns about the welfare of a child, perhaps resulting from what a child says, how she/he behaves, or obvious physical injury which cannot be reasonably explained, then the Child Protection Officer will collate recorded concerns. We will then act on them and liaise with Parents/Carers or other professionals as appropriate. We act responsibly to protect the child and to keep Parents/Carers fully informed at all times.

## Nursery

Each nursery provision will have a defined locality which may not be the same as the primary school catchment area. Localities are agreed and registered with the Education Services within Education & Children's Services. Parents/Carers of children attending nursery should be aware that a place in a local authority managed nursery class does not give children priority in gaining a place in the same school when enrolling for primary school. Entitlement to primary school is determined by the child's home address. The designated nursery provision for this school is Kinross Primary School Nursery.

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

<https://www.pkc.gov.uk/article/21332/Early-learning-and-childcare-for-parents-and-carers>