

Logierait Primary School



School Handbook

Academic Session 2026/27



Education & Children's Services
Improving Lives Together
Ambition | Compassion | Integrity



About this handbook

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 2012, Perth and Kinross Council Education and Learning 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 2025), further changes may have occurred since then.

If you cannot access the internet, please ask the school office if you require copies of any of this information.

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.

The information contained in this handbook refers to the academic year 2026/2027.

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1. Introduction

This handbook is designed to provide a range of information about our school. This includes general information regarding personnel, contact details and admin procedures, as well as details of the curriculum and our approaches to learning and teaching and all that pertains to this, including assessment and support for pupils with additional needs.

We also provide information of ways in which we encourage and facilitate parents and the wider community to engage with the school.

2. Delineated Area

Logierait Primary School is situated in the village of Ballinluig; it is non-denominational. As well as the village of Ballinluig, the school catchment area covers the whole of Logierait Parish including Logierait Village, Tulliemet, Dalcapon and as far as Dowally to the south and Moulinearn to the north.

3. Contact Details

Logierait Primary School
Ballinluig
Perthshire
PH9 OLG

Telephone 01796 474646

Email Logierait@pkc.gov.uk

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

The Headteacher can also be contacted at Blair Atholl Primary School 01882 822491.

Logierait Primary School is a non-denominational school. It caters for pupils from Nursery and Primary 1 to Primary 7. The school roll is currently 26.

Headteacher	Mrs Dawn Hunter
Principal Teacher	Miss Marie O'Brien
Class Teacher	Mrs Paula Wilson
Class Teacher	Mr Simon George
Early Years Practitioner	Mrs Elizabeth Scott
Play Assistant	Mrs Aimee Macdonald
Primary School Support Assistant	Mr Mark Gilbert
Primary School Support Worker	Miss Sheila Bell

Cleaner in Charge

Mrs Linda Mathieson

Peripatetic Janitor

Mr Stewart Sherrifs

Parent Council

Mrs Louise Davis

4. School Ethos

The work and learning of Logierait Primary School is firmly grounded in a vision for our school which puts children first, practises leadership for all, embraces the benefits of collegiate working and promotes core values which impact positively on our school community and develops life-long learners.

We are committed to enabling all our young people to develop as successful learners, confident individuals, effective contributors and responsible citizens, able to achieve their potential and follow their dreams.

As a school within Perth and Kinross Council, we share their aims which are reflected in the following.

Our Vision

At Logierait we strive to provide a nurturing and inclusive environment where children are supported to achieve their full potential. We encourage our pupils to be ambitious in learning and develop key skills for the future. We work together with our community to ensure our school is a happy and safe place full of kindness and respect.

Our Values



Kindness



Respect



Achievement

We aim to provide a welcoming, stimulating, and secure environment for all pupils, in partnership with parents and the community. The health and wellbeing of our pupils is an essential element of our pupils' education at Logierait Primary School and staff will seek to provide them with a range of experiences, both curricular and extra-curricular which will give them the knowledge of healthy living and emotional wellbeing.

Through this we aim to develop the 4 capacities of the Curriculum for Excellence, enabling our pupils to be:

- Responsible citizens.
- Confident Individuals

- Successful learners
- Effective contributors

The staff work together to provide high quality learning and teaching, providing pace and challenge for all within motivational programmes of work.

Achievement is celebrated in a range of ways and given for a specific achievement in a particular area of the curriculum. These are also shared at assemblies. Articles are occasionally sent to the press for wider appreciation. Pupils also use open events to showcase their ongoing work with parents and friends of the school.

4.1 The School's Role in the Community

The school has good support from the community for all the events planned and actively seeks involvement from residents and local businesses.

The school has achieved four successive "Green Flag" awards and received a Social Enterprise Award for their work in rearing and releasing butterflies in the local area and selling kits for other schools to do the same,

4.2 Behaviour and Relationships

We are working to embed our Logierait values of Kindness, Respect and Achievement in our learning community. We aim for these values to be at the heart of every interaction between pupils, staff, parents, partners and our wider community.

We value the essential role those positive relationships play, we respect the rights of all, we work to repair our relationships in challenging times, and we aim to develop resilience with our whole school community.

Relationships

- At Logierait Primary School we believe positive relationships are crucial to developing our school community. Supportive key adults are a crucial component in a child's resilience – we believe that any adult can make the difference.
- Our adults form meaningful relationships with every child, especially those who struggle with relationships. We notice them, we take an interest, and we make connections.

Rights Respecting

- We all have a responsibility to model and share community values based on everyone's rights. We promote everyone's right to access the support they need to achieve their potential. We listen to each other, respect and celebrate our diversity and take pride in our school community.

- We know there are natural and logical consequences for decisions and actions that have had a negative impact on the rights of others. Consequences are proportionate and support us to develop behavioural awareness and take responsibility.
- We aim to achieve the gold level of The Rights Respecting Schools Award.

Restorative

- Conflict arises if there is a breakdown in relationships or respect for rights. We all have a responsibility to repair relationships.
- Restorative approaches do not start at a point of conflict but begin with our whole school ethos of positive relationships, rights and respect.
- We use the model of rupture, repair and reconnect to support our pupils through a restorative conversation.

Resilience

- We use the Getting It Right for Every Child approach to work together with children and their families. We provide direct support and targeted interventions to help families and children identify their own strengths and use them to find solutions.

4.3 Development of Pupil Values

At Logierait Primary School we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values. This will be undertaken in partnership with parents and will take account of the individual needs of the pupils and the views of parents. The school welcomes and encourages diversity and individuality while emphasising our common commitments to moral values such as honesty, respect for others, compassion and justice. One of the fundamental principles underpinning our school is that all who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner toward others. We implement the Perth and Kinross Council policy for equal opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender, and

5. Parental Involvement

Parents are welcome to join our Parent Council, which meets regularly and supports the development of school, pupils learning, for example, through the purchase of resources, as well as the social and fundraising aspect of their work. Parents' views are sought on a range of issues.

The following website may be useful for further information: www.pkc.gov.uk/parental-involvement.

There are two scheduled parent contact evenings a year, where staff share pupils' current progress and next steps. The Headteacher will share information and other developments at Parent Council meetings.

Parents are encouraged to contact the school if they feel they have any knowledge or skills which might enhance the children learning, especially in context (topic) work. The school newsletter also contains further details about pupil's work.

A meeting between school staff and parents of P1 pupils is planned early in the first term, to share what lies ahead for the new pupils at this time.

Where a child requires any additional support, there will be a regular dialogue between staff and parents. There is further detailed information about supporting pupils with additional needs later in this handbook.

6. Transitions

The school has a nursery which assists with the opportunities for transition events for pre-school pupils who are entering P1 at the school.

There is an effective programme for P7 pupils transferring to their local designated secondary school, which includes visits from guidance and maths/literacy staff who talk directly with pupils and their teachers, opportunities for the rector to meet with parents and visits to the secondary for pupils themselves, for joint working with their future peers.

There are two designated secondary schools for Logierait pupils. Depending on where you live, pupils may attend either:

Pitlochry High School
East Moulin Road
Pitlochry
Perthshire
PH16 5ET

Rector: Mrs Elaine Liney

Telephone 01796 474666

or

Breadalbane Academy
Crieff Road
Aberfeldy
PH15 2DU

Headteacher: Lynne Lambert

Telephone 01887 822300

To ensure that pupils with additional needs have a successful transition, support staff will arrange a transition meeting, to which parents, primary and secondary staff and other professionals involved, are invited. This meeting allows us to share the details of the child's needs and establish what steps if any, need to be taken to continue to support the child.

7. Curriculum

As we prepare our children for the future in our fast-changing world and equip them for jobs which may not yet exist, Curriculum for Excellence is the prime source of guidance, in schools across Scotland, for all learners aged 3 to 18 years. In Perth and Kinross we have built on our Setting the Standard documents and the Improving Learning series by producing Creating a Curriculum for Excellence – which incorporates a four-part guide outlining the role played by the 3-18 Curriculum Framework, Effective Learning and Teaching, Enterprise and Vocational Education and Assessment for Learning in creating Curriculum for Excellence in our schools. There are other key documents to which staff refer in relation to school improvement. Our school's Curriculum Rationale sets out our commitment to the types of learning experiences we plan for our pupils.

In addition to an overall annual plan, staff have a well-structured weekly timetable, to ensure a balance between areas of learning however there is also scope for flexibility to take account of any current events, or questions the children may have, to respond to their interests. Core subjects are taught all year, with a variety of social subjects and sciences taught across the year.

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. Guidance for staff comes in the form of experiences and outcomes, which help form the basis for planning. Visits to places of interest are planned to enhance pupils learning and we also welcome groups to the school for the same purpose.

Curriculum for Excellence empowers our teachers to make professional judgements about their pupils' learning and focus on "how" as well as simply "what", they will teach. It encourages creative approaches and promotes cooperative strategies as we seek to engage, motivate, and inspire our learners.

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

children and young people. The “Four Capacities” lie at the heart of what we aim to nurture at school:

- To be successful learners, confident individuals, effective contributors, and responsible citizens.

a) Literacy

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum and increases opportunities for the individual in all aspects of life.

The Literacy and English frameworks, promote the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal, and team-working skills which are so important in life and the world of work. It also promotes competence in grammar, spelling, and the spoken word, all essential for progress in all areas of the curriculum.

The three lines of development for literacy skills are reading, writing, and listening and talking. Within each of these there are organisers relevant to all curriculum areas such as Enjoyment and Choice, Tools for Reading, Tools for Writing, Finding and Using Information, Organising and Using Information, Creating Texts and Understanding, Analysing and Evaluating.

The school uses some published resources to support learning, particularly a structured reading scheme, however it is the approach to carrying out rich tasks and activities around those resources, which is most important.

b) Modern Languages in the Primary School

The school is currently implementing the 1+2 languages programme as advised by the Scottish Government. Pupils from P1 will now learn a second language, French via incidental daily opportunities to develop their skills, rather than a “weekly lesson”. Pupils will learn a third language from P5 onwards, which is Gaelic.

c) Numeracy and Mathematics

Numeracy is a fundamental life skill and involves developing a confidence and competence in using number that involves solving problems, interpreting, and analysing information, making informed decisions and setting foundations which can be built upon through lifelong learning. Numeracy is not only a subset of mathematics; it permeates and supports all areas of learning, allowing young people access to the wider curriculum.

The core skills are planned, taught, and revisited and are organised around the following themes:

- Estimating and rounding

- Number and number processes
- Fractions, decimal fractions, and percentages
- Money
- Time
- Measurement
- Information handling

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify, and solve problems, assess risk, and make informed decisions.

Pupils focus on the confident manipulation of number in their class lessons developing a secure knowledge of basic skills from nursery, using a range of oral, visual, and practical tasks.

Staff plan for the delivery of other mathematical concepts, for example, angle; data handling; through the wider curriculum.

Teachers use a wide range of resources for their teaching. Drawing on published materials; websites; games and outdoor learning. Opportunities for pupils to apply their skills are created naturally throughout the session.

d) Social Studies

It is essential that pupils have a broad knowledge and understanding of the world in which they live. They must learn how to interact with their local and global environments to enable them to adopt a positive attitude towards playing an active part in shaping their futures.

Through programmes of study children are helped to understand social, cultural, physical, and technological factors relating to the world in which we live.

We aim to provide for the progressive development of knowledge and understanding and a wide range of skills to enable pupils to investigate, understand the environment and to obtain practical abilities for day to day living. Staff plan for a range of varied learning contexts throughout the session. These are further refined through discussion with pupils to establish the scope of learning.

e) Sciences

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material, and physical world. They engage in a wide range of collaborative investigative tasks, which allow them to develop important skills to become creative, inventive, and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy. STEM (science, technology, engineering, and mathematics) is a specific approach to learning with which the children are highly engaged.

f) Technologies

The technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical, and work-related activities. The framework provides experiences and outcomes which can be applied in business, computing science, food, textiles, craft, design, engineering, graphics, and applied technologies.

g) Expressive Arts

- Art and Design
- Dance
- Drama
- Music

Through Expressive Arts we aim to stimulate children's' imagination and develop their emotional and aesthetic responses.

Learning in the expressive arts also plays an important role in supporting children to recognise and value the variety and vitality of culture locally, nationally, and globally. Our pupils have been particularly successful in several recent art competitions, bolstering their determination to improve even more. Our pupils have strengths in music. Senior pupils can record their own simple compositions using correct notation.

h) Health and Wellbeing

The aim of learning in health and wellbeing is to develop the knowledge and understanding, skills, capabilities, and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions.

Certain aspects of health and wellbeing are taught through focused programmes developed within the school to develop skills and learning in a progressive way. These are structured under the following headings:

- Mental, emotional, social, and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity, and sport
- Food and health
- Substance misuse
- Relationships, sexual health, and parenthood

Staff plan for a range of activities which use real contexts for learning. The involvement of people from the wider community may be sought for this. Pupils will apply their learning in core subjects to other areas of the curriculum. Examples of this would include writing reports on school outings; using skills in money to plan for school events; enhancing skills in listening and talking through drama.

Staff plan some aspects of their learning with pupils, for example, when preparing to start a new context, pupils will agree on the things they wish to find out about. Staff will incorporate these into the plan. Staff also have learning conversations with pupils about their work and agree on what has gone well and what their next steps might be. The approaches will vary depending on the child. Information about pupils' progress is recorded in pupil profiles or in "big books". Parent contact meetings and written reports are designed to give parents an ongoing overview of their child's strengths and next steps.

Some sensitive subjects are included in the curriculum, particularly sexual health, and drugs awareness. Parents will be informed when study of these aspects of health and wellbeing will be taking place and the school will provide further information, using parent workshops, which may also involve other health professionals.

i) Religious Observance

Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of everyone in a diverse society, religious and moral education engenders responsible attitudes to other people. As a non-denominational school, pupils learn about variety of world religions, as well as the main Christian festivals.

Under the terms of the Education (Scotland) Act 1980 “any pupil may be withdrawn by his/her parents from instruction in religious subjects and from religious observance”. Any parent wishing to exercise this right should first discuss it with the Headteacher.

8. Assessment and Reporting

Staff have developed a range of methods for tracking the continuous progress of their pupils. A wide range of evidence is gathered; discussions take place on a regular basis between staff including support staff, about a pupil’s progress. Staff also update the authority tracking spreadsheet three times a year. Pupils are familiar with “learning conversations” which take place after every lesson and where pupils can acknowledge their strengths and their next steps.

There is an ongoing programme of assessment which are a combination of both formative and summative tasks. Staff plan to assess what children say, write, make, and do. The focus for assessment is considered in the initial planning stages of any subject.

There is a planned programme of two parent contact meetings and two written reports which are spread throughout the session.

By timetabling these events in this way, we ensure that one informs the other, so that parents have a coherent flow of information throughout the year. Pupil profiles contain much of the evidence of pupils’ progress as well as wider achievements and may be used to form part of the discussion at parent meetings. P7 pupils have their own electronic transition report, which they complete in stages throughout the academic session. This focuses on them as learners as well as their successes in the P7 year.

9. Support for Pupils

Some pupils may require additional support to make the necessary progress in their learning. This could be subject-specific, such as maths; because of a specific learning need, such as dyslexia; because of a disability, such as partial sight; or where a child’s behaviour or emotional needs are such that they disrupt their ability to focus and learn in class.

9.1 Identifying additional support needs

Staff may identify a pupil who requires extra support by looking at their progress, behaviour, or skills in class. If it is felt that a pupil requires additional support, a referral to the Pupil Support teacher will be made. She will conduct assessments to establish the nature of the child’s needs and will then offer support via resources, approaches to learning and teaching, or direct one to one working as appropriate. If the support is significantly different from the core curriculum, a CYPP may be generated. This provides long-term targets toward which the child will work over a year.

An “establishing needs” meeting may be scheduled at this point if there is a serious concern. The purpose of this meeting is to establish what additional support needs the child has and the possible ways in which the school or other professionals can offer support. Decisions will be made regarding referrals for outside agency support and CYPP targets.

Referrals can be made to other professionals e.g., educational psychologist; speech and language therapist, who may be able to support staff in the form of advice and resources or working with the child directly.

The involvement of pupils and parents in planning and carrying out measures to support needs is crucial. Pupil’s views are sought, where appropriate and they are involved in evaluating the progress they have made. They may attend all, or part of any meetings as appropriate. Parents will be informed of all developments and their views and support will be sought on an ongoing basis. Their observations and comments will always be sought for formal meetings.

If a child has a CYPP this will be reviewed regularly and parents and pupils will contribute to this process, though if a parent is unable to attend a review meeting, staff will update the targets, nonetheless. A Child’s Plan meeting will be held when factors change significantly. At points of transition, these meetings are extremely important and have proved successful in ensuring that the needs of children, for example, going beyond our school, are shared with secondary staff.

9.2 Contacts for advice

Please contact our Headteacher or Principal Teacher for further advice

Class teachers can be contacted at any time during the school year in addition to scheduled parent contact meetings, however, we would always ask that parents make an appointment to meet with staff to ensure that there is adequate time set aside for quality discussion.

9.3 Pastoral Support

Our school follows the principles contained within “Getting it Right for Every Child” (GIRFEC) This approach looks at a variety of factors which lead to a child’s physical, emotional and social wellbeing, such as being safe; included nurtured; healthy. This is addressed in the values we demonstrate every day in school, through the curriculum; through specific policies, such as bullying and the child protection framework. Each child has a “named person” who ensures they are supported. It is normally the Headteacher who is the named person for pupils of primary age.

All our procedures are underpinned by the Education (Additional Support for Learning) (Scotland) Act 2009 and you can find out more by looking on this webpage [Schools - additional support - Perth and Kinross Council](#).

There are other organisations which provide advice, further information, and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

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

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

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

- (c) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (d) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741

10. School Improvement

Staff select aspects for school improvement every year. These can sometimes be linked to major developments in the Authority, at others, specific to our context. Staff from Logierait and our partner school, Blair Atholl Primary School, work together on all our development work through a planned programme of collegiate meetings.

Currently the school developing our Planning and Assessment cycle, Nurture and Play in the primary.

The school publishes a Standards and Quality report each session. It can be found on the schools’ section of the Council website www.pkc.gov.uk/schools.

11. School Policies and Practical Information

The school has a range of policies covering all aspects of learning and teaching the curriculum and other statutory policies, such as child protection. Some of these reflect national or authority guidance, others are particular to our school. Please ask for a copy of any of our policy documents.

The school provides homework to consolidate work done at school, or to prepare for future studies. During some weeks in school, eg “short” in-service weeks, there may be less homework issued. Staff may also give pupils song words or parts for a play to practise at

home and we would encourage pupils to see these as quite valid pieces of homework. The school counts on the parents' help in developing a positive attitude to homework in their children. A "handy guide" for parents to help their children with homework has been issued and is available on request.

Pupils in P1 and P7 undergo a general health check, which includes an eyesight test as well as height/weight, and so on. Parents are informed directly of when these will be taking place and are welcome to come along for these, which are carried out by our school nurse. The school dentist also visits every year; however, she simply examines pupil's dental health as part of national overview and simply recommended if any treatment is required by the child's own dentist. Treatment can also be provided by the school service if a child has no designated dental practitioner. Again, parents are informed of when these visits take place.

Please also ask at the office for further information about free school transport, free school meals and financial assistance with buying school uniform.

Uniforms can be ordered online via the www.myclothing.com website. Parents can order as much or as little as they wish at any one time. Pupils should wear black or navy trousers/skirts as appropriate. In inclement weather pupils should be properly clad and during snowy weather – when pupils enjoy being outside! – they will only be allowed to do so if they have the appropriate clothing.

In case of emergencies, we ask that parents ensure that the school has a current emergency contact for their child/children. In cases of severe weather closure, families will be contacted directly by the Headteacher or clerical assistant. Pupils from outlying areas may be advised by their transport providers if travel conditions are poor, however pupils will not be sent home unless we know there is someone there for them. A "snow" address is often useful.

Action Against Bullying

The school follows the guidance on dealing with bullying set out in the Perth and Kinross Council Anti-Bullying Strategy.

Positive Behaviour Management

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

Health Care

The Community Health Service organises a programme of health care through the visits of various specialists to the school, such as Nurses, Doctors, Dentists, Speech and

Language Therapists, Occupational Therapists and Health Visitors. Pupils are screened at different stages and parents will always be informed by letter prior to the commencement of the next stage in the programme of health care. From time to time, forms are sent home to assist with the collection of data and the advancement of the screening programme, these should be completed and returned in confidence to the school office. The Community Health Service operates in close liaison with family Doctors. It would greatly aid the school if parents informed the school team, as soon as possible, of any medical conditions or disability which might affect the progress of your son/daughter in school. Pupil information of a medical nature is shared with members of staff in the strictest of confidence and in some circumstances, consultation with young people and their families. Occasionally a medical protocol will be required. This is a more formal document agreed with families and issued to staff to ensure the safety of the young person in school. Confidentiality will be always respected, and information handled discreetly.

Medical Care

Minor injuries are treated by school staff. If professional medical treatment is considered necessary, parents will be informed by telephone. If neither parent/carer nor emergency contact can be reached, the young person will be taken for medical help accompanied by an appropriate member of staff and parents will be advised as soon as possible.

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

Emergency telephone numbers must be provided to the school and any changes to contact details updated immediately.

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

Administration of Medicine Policy and Guidelines

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

- where it is important for diagnostic purposes that medication is given at a specific time and the consequences observed and noted

- where a short course of prescribed medicine is required to be completed and the prescription states a specific time for the medication to be administered: forms for self and school administration of medication can be provided by the school office

Extracurricular Activities

Although academic learning is at the heart of all that we do, we aim to support the personal development of all our young people in ways that reach far beyond the classroom. Our pupils regularly benefit from the enthusiasm and devotion of members of our staff who run an extensive range of extra-curricular activities including Forest schools.

Learner Participation

As a small school, all pupils are part of our Learner Participation approaches. Discussions and decisions are often made during “assembly”, which are held every week. Pupils also take a key role in school leadership. This year we plan to develop this further into other areas of school life, school improvement planning being just one.

Pupils are in the classroom starting their learning for the school day by 9am. This is a vital part of the school day and one which we do not want pupils to miss, so we would ask parents to ensure that their children arrive on time, so that they are not at a disadvantage.

Pupils who arrive later than 9.10am after the start of the school day will be recorded as “late” on the register.

There is a set school gym kit which we encourage pupils to wear on PE days and can be ordered along with the school uniform. Alternately pupils should have:

- a change of T-shirt (not just their everyday polo shirt)
- sports shorts (nothing tight or restrictive; no leggings please)
- gym shoes/plimsolls (these could be pupils’ indoor shoes)

When pupils are working on outdoor activities or when the weather is colder, it is acceptable for pupils to wear tracksuits.

In line with Perth and Kinross physical education guidance, pupils must remove all jewellery prior to PE lessons and earrings which cannot be removed must be covered with tape.

There may be some occasions where pupils cannot participate for safety reasons if they do not have the necessary kit, such as gymnastics.

Pupils should keep their kits in a bag and the bag and returned as soon as possible if taken home for washing. All clothing for PE should be in plain colours and we ask that pupils do **not** wear football colours for their gym kits.

12. Name of Child Protection Officer

Mrs Dawn Hunter and Ms Marie O'Brien

Both CPOs can deal with any issues or enquiries about Child Protection for pupils at either Blair Atholl or Logierait.

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.

Named Person and Wellbeing

From August 2016, as a requirement of the Children and Young People (Scotland) Act 2014, every child and young person will have the right to support from a Named Person to help ensure their wellbeing. In Perth and Kinross, from birth until a child starts school in

P1, the Named Person will be the child's Health Visitor. For primary and secondary age children, the Named Person will usually be the Headteacher, Depute Headteacher or Principal Teacher of Guidance/Support in the school the child or young person attends.

The Named Person's role is to support, promote and safeguard the wellbeing of children and young people. In the Act, wellbeing is described by 8 'indicators':

Safe, **H**ealthy, **A**chieving, **N**urtured, **A**ctive, **R**espected, **R**esponsible, **I**ncluded

This description helps everyone to understand wellbeing in the same way and use the same language to talk about it.