



Ratray Primary School



School Handbook Academic Session 2020/2021



School information

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 1982, Perth & Kinross Council Education & Children's Services' schools produce handbooks covering the following categories of information:

- 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.

SECTION ONE - 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 the parent about their child's learning journey and in doing so, facilitates parental involvement in the school and helps parents support their children.

A hard copy of this handbook is available on request. This document can also be provided in alternative formats e.g. Braille or translated into a community language other than English.

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1. Introduction

Dear Parent/Carer

I would like to take this opportunity to welcome you and your child to Rattray Primary School. Some of you may already be familiar with our school, others we welcome for the first time. I hope that your association with our school will be a long and happy one, and that we can work together in an atmosphere of mutual co-operation and respect.

In this handbook you will find information covering various points about our school. This information refers mainly to the current session and may be subject to change. However, if you require any further information about our school or you would like to clarify something please do not hesitate to contact us either by telephone, email or in person.

The basic aim of Rattray Primary School is to provide the best education possible for all our pupils. We are very proud of our school and the warm, positive ethos it provides. Learning is at the heart of everything we do. We understand the importance of creating an environment which is secure, trusting, productive and happy where our pupils can achieve their potential through learning experiences that are enjoyable and purposeful, and which take account of an individual's needs and interests. At Rattray, we aim to provide a broad and balanced curriculum, which enhances the all-round development of our pupils. We also recognise the importance of developing the qualities and skills necessary for children to cope and indeed thrive in an ever-changing world.

At Rattray, we value the partnership between the home and the school. For your child to receive the best from their education, we will endeavour to work closely with you as a parent and provide opportunities for you to be involved with your child's education.

On behalf of our school community, I hope this will be the start of many happy and positive experiences that you and your child will have with us. We look forward to working with you.



Mrs Joanna Robertson
Headteacher
November 2020



2. Delineated Area

The area from which the school draws its pupils comprises the district on the east bank of the River Ericht, from Middle Drimmie in the north to Millhorn in the south. The boundary then runs north to Whinnyknowe, passing to the east of St Fink to Glendams and Rannagulzion Farms in the north, and by way of Cloquhat to the Ericht. A map showing this area is available for inspection in the school.

3. Contact Details

Ratray is a non-denominational school which educates children intellectually, sociably and emotionally from Nursery to P7.

ADDRESS:	Ratray Primary School High Street Ratray Blairgowrie PH10 7DG
TELEPHONE NUMBER:	01250 871980
E-MAIL ADDRESS:	ratray@pkc.gov.uk
STAGES:	PN - P7
PRESENT ROLL:	288 including Nursery (230 School)
DENOMINATIONAL STATUS:	Non-denominational
HEADTEACHER (interim):	Mrs Joanna Robertson
DEPUTE HEADTEACHER:	Mr Craig Brown
PRINCIPAL TEACHER (acting):	Mrs Diane Johnstone

Teaching Staff

There are ten primary and one nursery class at present.

CLASS	TEACHER
NURSERY	Miss D. McAlpine
P1	Ms. K. McCulloch
P1/2	Ms D. Wigmore
P2	Mrs S. Russell
P3	Ms. H. Gregg
P3/4	Miss L. Johnstone
P4/5	Mrs D. Strachan/ Mrs K. Case
P5	Ms. S. Garrett
P6	Mr R. Masterton
P6/7	Mrs D. Johnstone
P7	Mrs F. McCarthy

Reduced Contact Time Teachers

Mrs C. Murray (Teacher)
Miss M. Arnold (Teacher)
Mrs K. Case (Teacher)

Pupil Support Teacher

Mrs S Brodie (Mondays/Wednesdays)

Nurture Teacher

Ms G. Rae

Raising Attainment Teacher

Mr R. Middlemiss

Early Years Centre Staff

Centre Leader

Mrs J. Ritchie

Principal Early Years Practitioner

Mrs C. Clark

Senior Early Years Practitioner

Mrs A. Needs

Senior Early Years Practitioner

Mrs C. Sorokaniuk

Early Years Practitioner

Mrs J. Alexander

Early Years Practitioner

Mrs K. Climie

Early Years Practitioner

Mrs M. Laing

Early Years Practitioner

Mrs S. McFarlane

Early Years Practitioner

Mrs M. Murray

Early Years Practitioner

Mrs J. Whyte

Pupil Support Assistant (ASN)

Mrs E. Donaldson

Playworker

Mrs A. Linton-Smith

Playworker

Mrs L. McGregor

Playworker

Mrs J. Prebish

Support Staff

Primary School Support Worker (Office)

Mrs G. Grant

Primary School Support Assistant (Office)

Miss H. Duncan

Primary School Support Assistant (Office)

Ms. V. Hvazdzetskaya

Pupil Support Assistant

Mrs J. Coles

Pupil Support Assistant (Nurture)

Mrs G. Kermath

Pupil Support Assistant

Mrs L. Kemp

Pupil Support Assistant

Ms. C. Shaw

Pupil Support Assistant

Mr R. Wood

Pupil Support Assistant (supply)	Miss J. Gregg
Head Cook	Mrs J. Duncan
Facilities Management	Mr M. Hogg
Breakfast Club Assistants	Mrs G Kermath Mrs J. Coles Miss J Muir
Playground Assistants	Ms. V. Hvazdzetskaya Mrs K Skinner

Other Useful Contacts

The Director of Perth & Kinross Education and Children's Services is Ms Sheena Devlin. The Head of Education for Schools and Additional Support Needs is Mrs Sharon Johnston. The Head of Early Years and Primary Schools is Mrs Gillian Doogan. The Quality Improvement Officer (QIO) for Rattray Primary School is Mr Scott Haxton.

They are based in Perth for which the address is: -

Perth & Kinross Council Education Department,
2 High Street,
Perth,
PH1 5PH
Tel. No. (01738) 475000

The Perth & Kinross Council web site is: www.pkc.gov.uk

Parental Concerns

If at any time throughout the year a parent is worried about their child's progress a meeting can quickly be arranged. The school is the first point of contact should you require advice, information or wish to raise a concern. If you have any concerns regarding your child's experience within school, a note, phone-call or informal chat to the class teacher can often settle this. If it is a more complicated issue a phone-call, letter or e-mail to the Headteacher will elicit a quick response.

We work very closely with our parents at Rattray to ensure that all pupils are happy and successful.

Concern, Complaints or ...Compliments!

Most parental complaints will be informal and can be dealt with in school. This will usually be carried out by the Headteacher.

Complaints will be:

- Acknowledged within 5 days (usually less).
- Responded to within 15 days.
- Letters/emails will be kept for our records.
- Notes will be taken of face to face / telephone complaints and those notes will be kept.
- An electronic record of complaints will be updated as appropriate.
- The QIO will be informed if the complaint warrants this action.

If parents are satisfied at this point, then the case will be closed. They may also be referred to our QIO (Scott Haxton) for further discussion if the case is not resolved. Complaints made to the QIO/Council, without first being passed to the school, are always referred to the school

to be resolved.

The school deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. More information is available on the Council's website as follows:

www.pkc.gov.uk/complaints

Pupil Absence or Sickness

Parents are legally required to ensure that their child attends school regularly and are punctual on arrival to school. Absence from school for any reason must be followed by an explanation. Cases of significant or repeated unexplained absence or lateness have a detrimental effect on the child's education and are normally referred to the Education Support Service for further assistance.

For health and safety reasons it is important that parents contact the school **before 9.30 am** if their child is going to be absent that day. All calls to the school are logged and absence calls will also be logged. If a child has not arrived in school and there has been no contact from parents, the school will then telephone home, work or emergency contact numbers to ensure that the child is safe.

Perth and Kinross Council discourage holidays being taken during term time. The Headteacher must record such absences as unauthorised. It will not be possible for teachers to provide individual programmes of work for pupils removed from their studies for family holidays.

If your child is required to attend a medical appointment, please send a note or appointment card. If a pupil becomes ill or is injured in school, every attempt will be made to contact a parent. If parents cannot be contacted, the child will be sent home with the emergency contact. In the event of an acute injury or illness, and we have been unable to contact parents, the child will be transported to a doctor or hospital by staff car, taxi or ambulance under the supervision of a member of staff.

Please keep school informed of any medical conditions your child may have so that we can deal sensitively with these. Please make sure that the school office is kept up to date with any changes in telephone numbers/emergency contacts.

Prospective Parents

Parents who are considering enrolling their children into Rattray are encouraged to visit the school to speak with the Headteacher and to see around the school. This gives parents an opportunity to experience the ethos of the school, see various activities in progress and ask any questions that they may have. Parents are asked to contact the school to arrange a visit.

Parents are asked to register prospective new P1 pupils in January of the year they are due to start school. Children who are due to enter Primary 1 receive an invitation to attend induction sessions at the school in the summer term. This allows them to meet their teacher and to experience some of the activities in the early years class. Parents will be informed of these dates after enrolment.

Families who wish their child to attend a school other than their catchment school will need to make a placing request. These forms can be accessed from the Perth and Kinross Council website or from the school office.

Communication Process

We have several ways in which we communicate information to parents. During the year, two formal parents' evenings are held. An annual written report is given to parents in June. Parents receive monthly newsletters informing of activities pupils have been a part of and will be a part of, as well as general school information. Parents are also welcome to attend our

open afternoons and evenings during the year to share in their child's learning.

Parents and members of the community are welcome to join events throughout the school year including our Christmas Show, themed parties, Church Service and other whole school community events. We also communicate with parents regularly at the school gate and by telephone and email as required.

4. School Ethos

Ratray Primary School

TOGETHER WE ALL CAN



The Values and Aims of the school are as follows:

To provide an attractive, caring, secure, stimulating environment where children feel happy, safe, confident, challenged and fulfilled.

Through the planned delivery of Curriculum for Excellence, provide a broad and balanced education where children will become:

Successful Learners
Confident Individuals
Effective Contributors
Responsible Citizens

1. To ensure that each pupil is valued as a person in his/her own right.
2. To create a positive environment, which encourages and promotes high quality learning and teaching and the importance of hard work.
3. To set and maintain high standards of dress, hygiene, manners and behaviour.
4. To actively encourage each child to develop tolerance, care and respect for themselves, for others and for the local and global environment
5. To work positively and constructively in partnership with parents, carers, the wider community and partner agencies
6. To set high expectations of achievement and attainment for all children to develop their skills, talents and intellect.
7. To enforce a strong focus on numeracy, literacy and health and wellbeing.

In our school 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. Core to our everyday working and living values in the school is the UNCRC articles which help us to ensure that children's rights are respected, and their responsibilities outlined and supported. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

Achievement

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

A small selection is included below from experiences provided in previous sessions: -

- A residential experience at Lendrick Muir - attended by P7 pupils
- Cycle training for all pupils
- Cricket, hockey, cycling and football workshops are provided to encourage an active and healthy lifestyle
- After School clubs
- Pupils share information with parents/carers about their learning through open Afternoons and Evenings
- Pupils performed our school nativity to parents/carers and the local community

Celebrating Achievement

Achievements in our school are recognised and celebrated in a variety of ways-

- Weekly certificates for Nursery – P7
- Dedicated Notice Boards around the school
- Photographs displaying achievements
- Newsletters
- Praise postcards
- Reports in the local press
- Letters home
- House Points
- End of year prize giving
- Praise pad certificates
- Stickers
- Two stars and a wish

School Role within the Community

Ratray is a school at the heart of the community, and we are keen to encourage and involve parents and friends of the school to be actively involved in school life. We work very closely with several local bodies including Hamish Matters. Children take part in activities organised by local groups. In the winter term we entertain the residents of Ratray with our annual nativity. Newsletters are regularly sent to homes advising parents of school activities as well as forthcoming events.

Our school works in partnership with Blairgowrie High School Local Management Group: the associated schools work together on common curricular developments to improve teaching and learning of all pupils and to share best practice.

We also have a close association with the local minister at Ratray Church, who works in partnership with us to lead services at key Christian festivals.

Positive Behaviour

To ensure our school is a happy, secure caring environment and that work within it will progress successfully then certain standards of behaviour are necessary. These include courtesy, friendliness, respect, care of property and punctuality.

There are clearly defined procedures for dealing with disruptive or potentially disruptive behaviour. Acceptable standards of behaviour are required for the benefit of all pupils and

the school appreciates the continuing support of parents in ensuring that such standards are maintained. The ultimate sanction available to the school is exclusion. This would only be used in extreme situations where no other sanction would be appropriate or effective. In any event parents will be involved at an early stage when problems arise, and we would urge you to co-operate fully with us for the benefit of your child.

For children who have significant behavioural issues a range of sanctions are in place to show them that with rights come responsibilities. At all times restorative approaches are used by staff throughout the school.

All staff are trained in restorative approaches to help pupils to explore and discuss the behavior 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 to ensure a similar situation is less likely to happen again.

5. Parental Involvement

At Rattray we strive to establish and maintain strong partnerships with all parents/families. Such partnerships are crucial in creating positive learning experiences for pupils.

We already enjoy a high level of parental support and continue to empathise the importance of this level of participation in all aspects of school life. Throughout the academic year several parents support classroom activities e.g. baking, cooking, craft, art, display, sport and outdoor learning. The parents also play a vital role supporting a range of outings, visits, making scenery, costumes etc. We are always keen to enable parents to volunteer their time and talents to the benefit of all.

Parents are always welcome to visit the school, however we have found from experience that informal chats with class teachers are most often better at the end of the day when more time can be provided. Parents have a crucial role in supporting their child's learning out of school and are keen to assist their children with homework assignments.

A wide range of methods are used to communicate with parents. In addition to informal feedback and contact evenings, parents' views may be sought by using questionnaires, through the Parent Council and at open meetings. There is a monthly newsletter from the Headteacher. We have two Parent Contact Evenings in November and March when oral reports on children's progress is given. In June parents are given written reports with opportunity for Parental feedback

All parents/carers who have a child at the school are automatically a member of the Parent Forum and some parents opt to become members of the Parent Council. Rattray Parent Council has taken on, as one of its functions, a capacity to help raise funds for the benefit of the school. They normally organise fund-raising events during the school year, as well as other social functions. They have helped the school obtain a variety of materials for use by pupils, as well as supporting school activities e.g. transport to the pantomime and covered the cost of transport and admission for class trips.

Further information about parental involvement can be found here:

www.pkc.gov.uk/parentalinvolvement

You can also find information about Parent Councils at

<https://education.gov.scot/parentzone/>

6. Transitions

Secondary

On completing their primary education at Rattray, most pupils transfer to secondary school education at:

School Name:	Blairgowrie High School
Address:	Beeches Road, Blairgowrie, PH10 6PW
Telephone:	01250 871200
Email:	blairgowrie@pkc.gov.uk
Website:	https://www.blairgowriehs.org.uk/
Headteacher:	Mrs B. Leslie

There is close liaison between Primary and Secondary Schools, and within the associated Local Management Group Primary Schools. Primary 7 pupils receive various visits from Blairgowrie High School Senior Management Team and subject teachers during their final year at primary. These help to ease the transition process. Primary 7 pupils also experience Local Management Group Wide Transition Days where they meet P7's from the other Local Management Group primaries. This helps to forge new friendships.

Prior to transfer, visits are arranged for both pupils and parents to visit the secondary school they will be attending, where they will meet the Headteacher and staff. In addition, pupils spend 2 days in their secondary school, following their S1 timetable and obtaining a taste of secondary life. This is designed to encourage a smooth transfer for the pupils, and to give the staff an opportunity to meet their prospective students.

Further Enhanced Transitions are organised for those pupils who may need additional support at this time. Transition meetings are organised with primary and secondary school staff, parents and other appropriate agencies. These normally take place in November / December of the Autumn Term but can happen as early as P6.

Parents of pupils wishing to transfer to a secondary school other than their catchment school must make a placing request in favour of the school of their choice. Parents are usually informed in January that placing request forms may be obtained from the Headteacher of this establishment and should be sent to the Education Department.

Early Learning Centre

Parents of pupils attending our own early years learning centre or local nurseries are welcome to visit our school at any time throughout the year; however, most parents tend to visit in November or December prior to deciding which school their child will attend. The transition between Rattray Early Years Learning Centre and P1 is supported by a programme of visits around the school, in the classes, to the playground and by meeting members of staff.

In the early days of school our Prefects assist our new pupils with a range of tasks from helping with coats and shoes to assisting pupils in the playground and lunch hall.

On the two authority organised transition days, the Headteacher will meet with prospective parents to discuss school procedures and protocol and answer any questions. School staff aim to visit the local nurseries to meet with pupils and staff prior to start of the school term in August.

If you wish your child to transfer to a school other than that proposed by Education and Children's Services, you must make a written placement request. Application forms can be obtained from the school office.

Pupils Leaving for other Schools

Parents wishing to register a child at another school should inform the Headteacher as soon as possible.

When children move onto any new school or stage during their education, their transition is supported by staff passing on detailed curricular assessments, health information in addition to social and behavioural information.

7. The Curriculum

At Rattray, we follow national and local curricular guidance based upon the Curriculum for Excellence.

Under Curriculum for Excellence every child is entitled to a broad general education with opportunities to acquire depth of knowledge in some areas and to develop skills for learning, skills for life and skills for work. In addition, we encourage every child to become skilled learners by helping pupils to develop skills and attitudes that will help them take full advantage of all the learning opportunities presented to them in life, in our school and beyond. 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, to enhance learning in one area using skills developed in other areas. Children will think for themselves, make sound judgements, challenge opinions, enquire and find solutions.

Curriculum for Excellence empowers our teachers to make professional judgements about what and how they teach. It encourages creative approaches and promotes cooperative strategies as we seek to engage, motivate and inspire our learners. We use our school grounds and the local woodland to support learning, and we take the advantage of educational trips and visitors to the school to enhance the quality of the learning experiences for our pupils.

Our aim at Rattray is to provide pupils with a stimulating and interesting curriculum which is appropriate to each pupil's needs and abilities, where Literacy, Numeracy and Health and Wellbeing are at the centre and there is progressive development of key skills.

The curriculum is organised into the following areas detailed below:

Literacy and English

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.

Listening and Talking

We seek to develop these closely related skills through a variety of classroom activities and experiences. Through spoken language activities we aim to help children develop the skills to express themselves clearly and confidently. Great emphasis is placed on the development of the clarity of thought and speech, fluency and a rich and varied vocabulary.

In addition to this, we work in group activities to develop discussion skills. In the development of listening skills, we aim to improve a child's ability to focus on and understand the spoken

word. The child must be able to cope with such skills as recall of detail, sequencing, locating the main idea and recognising cause and effect.

Reading

Our aims in the teaching of reading are:

- to develop the reading skills each individual needs to allow them to progress
- to provide a range of strategies
- to foster an enthusiasm for reading

We use a varied range of resources and approaches to reading throughout the school and these are matched to the needs of each individual. As children's skills develop and they become increasingly independent as readers, good quality fiction and non-fiction works are provided. Teachers regularly teach comprehension skills, or guided reading, and we again use a variety of resources and approaches to take this forward.

Writing

In writing we want our children to:

- communicate clearly and confidently, in a variety of forms and for a range of purposes
- develop a legible handwriting style
- use the skills of spelling, punctuation and grammar appropriately

At the heart of our approach to writing is the philosophy of promoting a writing culture within the school. The aim is to have a consistency of approach and progression from Primary 1 to Primary 7 and to motivate children to write.

Numeracy and Mathematics

Central to our Maths programme is a focus on developing pupils' skills with mental calculation, and learning through problem solving, practical activities and maths games. Maths lessons have a common structure, starting with mental maths, followed by whole class teaching of key learning, differentiated group activities, and finishing with a brief plenary session. The programme places an emphasis on both mental and practical activities, however formal methods for setting out calculations are taught, and the importance of accurate recording is stressed. It is necessary that children become aware of the importance of mathematics in real situations. Calculators and computers will be used to contribute towards the development of the children's mathematical skills at relevant points.

While following this programme, pupils will have the opportunity to cover the CFE mathematics experiences and outcomes which are structured within three main organisers. These are Number, Money and Measurement, Information Handling and Shape, Position and Movement. The approach to Problem Solving, in terms of developing strategies, covers the whole range of maths and beyond into the other subject areas.

Health and Wellbeing

Ratray Primary School is committed to promoting the physical, social, spiritual, mental and emotional health and well-being of all pupils. We work hard to promote active and healthy lifestyles, and regular health and well-being lessons teach the importance of:

- Good nutrition
- Physical activity
- Making informed health decisions about their lives
- Understanding and expressing their feelings

- Building confidence and developing emotional resilience

When we are teaching a sensitive health topic, such as sex and relationships, we will contact you first so that you can be prepared for this and are aware of the lesson content.

Physical Education

Pupils are entitled to two hours of PE every week. PE includes games, gymnastics, creative dance, social dance, athletics and rugby.

Social Studies

The social studies experiences and outcomes have been structured under the three main organisers:

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

These organisers recognise the special contribution made by each of the social subjects, whilst enabling them to reflect local contexts. Teachers will use this framework to provide children and young people with opportunities for effective interdisciplinary working by making connections across and between subject boundaries.

The programme for Social Studies is planned from Primary One to Primary Seven in a series of contexts which can be short in length or may last for a whole term. Several contexts for learning will be studied in the course of each session and a cyclic context grid, which allows for balance and progression in knowledge and skills, is being reviewed.

Science

Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world. Teaching approaches allow children to collaborate and investigate and develop skills to become more creative, inventive and enterprising.

The main areas of Sciences are:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

Expressive Arts

Art & Design – The children gain experience of a variety of materials and activities, for example, drawing, painting, printing, modelling etc., so that they become aware of colour, line, form, pattern, shape and tone. The work is often related to the current interdisciplinary topic. 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. Drama may take the form of improvisation, movement and mime and role play, or may arise from the class topic or an area of the curriculum. In role-play they experience different life situations which help them develop a greater understanding of their own and other cultures.

Music – The emphasis is on the child's active participation, in singing, playing percussion instruments and in listening to music as a group or class. The children learn about sound,

rhythm and dynamics by singing, by playing tuned and untuned percussion. Every effort is made to link music with the class topic.

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.

Religious and Moral Education

The programme for Religious Education in our school follows Curriculum for Excellence and aims to promote knowledge and understanding and to develop a child's own concept of spirituality. Pupils learn about the beliefs and practices of Christianity and other major world religions. Pupils are also encouraged to develop respect for others' beliefs, tolerance of difference and appreciation of diversity. It is a fundamental principle of our school that all who are involved in the life of our school both have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

Religious Observance

The school holds regular assemblies which provide opportunities for pupils to share together and celebrate as a school community those things which we value. We use assemblies to share good or interesting news and to present certificates. Assemblies also provide opportunities for our pupils to reflect on spiritual and moral concerns. The school has close links with Rattray church and visit her twice yearly.

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 <https://www.gov.scot/policies/schools/school-curriculum/>

Parental Rights

Under the terms of the Education (Scotland) Act 1980, "any pupil may be withdrawn by his / her parents from any instruction in religious subjects and from religious observance". Any parent who wishes to exercise this right must first discuss the matter with the Headteacher.

Technologies

This area of the curriculum offers a rich context for developing life skills that are recognised as being important for success in the world of work. This includes activities involving research, problem solving and exploration of new concepts, skills and materials. The learning experiences provide pupils with opportunities to create products which have real applications, allowing for creativity and entrepreneurial skills.

Technologies are organised under the following headings:

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food and textiles
- Craft, design, engineering and graphics

Modern Languages

Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens. One of the key

aims of modern languages teaching is to develop young people's 'communicative competence' so that they can use and enjoy the language effectively in real situations and for a range of relevant purposes in work and leisure throughout their life.

Perth and Kinross Council is committed to providing a modern language for all pupils in primary schools. At Rattray, Reading, Writing, Talking and Listening skills in French are progressively developed from Nursery to P7. Most of the activities enjoyed by pupils are oral but there is also a written element in the curriculum.

Home Learning

It is the policy of the school that pupils will be asked to do a limited amount of appropriate work at home during each term. This is to encourage them to develop the habit of private study, to form good working habits which are essential for sound educational progress, to revise work previously done in the classroom or to give practice in some skills.

The school is seeking to promote parental co-operation in consolidating work already done in class. Homework allows parents regular opportunities of seeing/hearing what their child is doing at school and possibly obtaining an idea of the standard and level of their child's achievements and performance. Your co-operation is sought in ensuring that home learning is completed in time and to a reasonable standard, though as independently as possible.

In addition to phonic work and spelling, homework consists of reading to and hearing the child read. It is obviously extremely important that parents of all children throughout the school take an interest in the language development of their children and assist them by actively encouraging them to read and by reading to their children on a regular basis.

In all cases any worries or concerns regarding home learning should be discussed with the child's class teacher or the Headteacher. It is anticipated that homework should take no more than 10 to 15 minutes per evening in P1-P3, 15-20 minutes for those pupils in P4/P5 and no longer than 20 to 30 minutes for those pupils in P6 and P7.

You can find out much more about Curriculum for excellence and what it means for your child at the following web addresses:

<https://education.gov.scot/scottish-education-system/Broad%20general%20education>

<https://education.gov.scot/parentzone/learning-in-scotland/About%20the%203-18%20curriculum>

8. Assessment and Reporting

Assessment

Teachers constantly assess children's work in order to ascertain the progress made, to identify difficulties, to discover capabilities and thus develop a programme, appropriate to their needs. These assessments also enable the teacher to evaluate the effectiveness of their own teaching.

The experiences and outcomes are set out in lines of development which describe progress in learning. Progression is indicated through *curriculum levels*, which are explained in the table.

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some.

Formative assessment is one aspect at the heart of effective learning and teaching. This includes:

- Sharing learning outcomes with pupils
- Discussing with pupils what is expected of them
- Giving good feedback on progress
- Involving pupils in the next steps in the learning process
- Developing a culture of continuous dialogue about progress and advice for pupils

Continuous assessment is made by the teacher's day-to-day observation and progress checks are given to ascertain how well certain facts of a process have been learned or taught. This assists in planning appropriate next steps for pupils.

Assessment records are maintained for all curricular areas, and a folio of individual pupil's work is kept as evidence of progress.

Teachers submit forward plans stating aims and learning intentions and indicate which aspects of work will be assessed and recorded, and how this will be done. At regular collegiate activities, teachers evaluate the learning and teaching which has taken place and plan next steps accordingly. Teachers also discuss attainment through the tracking of pupil progress especially in literacy, numeracy and health and wellbeing.

Reporting

Official parent contact evenings are held twice yearly, however parents can contact the Headteacher to discuss any social or learning issues which may arise throughout the year. An annual report is sent to parents/carers in June each year. Primary 7 pupils are supported in school to create a profile of their learning which is shared with their secondary school.

The school holds open afternoons which provide other opportunities for children to show their parents aspects of their learning and discuss their school work. This gives the children ownership of the learning environment and gives parents a greater insight into the workings of the classroom. Examples of work can be viewed and there is an opportunity to meet the teachers informally.

It is important that a partnership exists between school and home and parents are most welcome to discuss their child's progress at any time during the session. The school has an "open door" policy and parents are always welcome to come with concerns they have about their children. Parents are requested to contact the school to make an appointment out of school hours, for any discussion which is likely to be of a lengthy nature.

9. Support for Pupils

The concept of 'additional support needs' refers to any child or young person who, for whatever reason, requires additional support for learning. Additional support needs can arise from any factor which causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability, or family and care circumstances. For instance, additional support may be required for a child or young person who has behavioural difficulties; has learning difficulties; has a sensory or mobility impairment; is at risk; or is bereaved. There will be many other examples besides these.

Some additional support needs will be long term while others will be short term. The effect they have will vary from child to child. In all cases though, it is how these factors impact on the individual child's learning that is important and this will determine the level of support required.

In general, most children have difficulties with some aspect of course work at some point in their school career. In this case it is the child's teacher who will find the source of the

difficulty and deal with it. For children with additional support needs, the aim is that problems should be identified and diagnosed, and appropriate measures taken at an early stage to deal with them. The interest, understanding and support of parents are vital factors in helping to deal with these difficulties.

For children who have identified Additional Support Needs, parents/carers will be informed and invited to a Child's Plan meeting where actions to meet the pupil's needs will be identified and agreed. Following on from this meeting an Individualised Education Programme may be created and renewed regularly.

A very small number of children may have special problems and they may need sustained help from a variety of agencies. These children will have a Co-ordinated Support Plan.

If you think that your child has additional support needs, or that there is anything getting in the way of their wellbeing, please contact us to discuss your concerns. You can do this by contacting the Headteacher in the usual manner.

The school has 0.5 learning support provision, and 4 learning support assistants who are deployed to care for special and specific educational needs and whose work is co-ordinated by the Depute Headteacher.

The school's policy ensures pupils with learning difficulties are planned for and supported by the class teacher. Where it is necessary, the services of the Support for Learning staff are engaged. The issues may be supported by one or more of the following:

- The Learning Support staff working with the pupil in his/her classroom alongside the class teacher.
- The Learning Support staff along with the class teacher devising for the pupil, a planned programme of work, which is carried out in class and overseen by the class teacher.
- The Learning Support staff withdrawing the child for individual tuition on a 1-1 or another small group basis

NURTURE

At Rattray we also have full time nurture provision the of which aim is "to provide a carefully structured, routine day, where there is a balance of learning and teaching, affection and structure within a home like atmosphere."

The Principles of Nurture Education are

- Children's learning is understood developmentally
- The importance of nurture for the development of self esteem
- The importance of transition in children's lives
- Language is a vital means of communication
- The classroom offers a safe base
- All behaviour is communication

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.

<https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/>

The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help. advice or support should they choose to make use of it.

The Child or Young Person's Plan is one single plan which coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

Further information for parents can be found here:

www.scotland.gov.uk/Topics/People/Young-People/gettingitright

Within the authority, the Inclusion Quality Improvement Officer with specific responsibility for Blairgowrie LMG schools is Suzy Turner. Further information, including the authority's policy in relation to provision for additional support needs, can be found here:

www.pkc.gov.uk/article/17278/Schools-additional-support-

Organisations which can provide further information and support to parents of children and young people with ASN are identified below 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 SCOO3527.

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'.

- b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SCO33576; and
- c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.

10. School Improvement

The school publishes an annual **Standards and Quality Report** which is circulated to parents and is posted on the 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 copy of our most recent Standards and Quality Report can be found at the following link:

https://www.pkc.gov.uk/media/32310/Ratray-Primary-Standards-and-Qualities-Report/pdf/Ratray_Standards_and_Quality_Report.pdf?m=637395694161670000

A summary of the **School's Improvement Plan** is also available to parents.

Both these documents help to ensure that parents are kept fully informed of the school's performance.

A copy of our most recent school inspection can be found at the following link.

https://www.pkc.gov.uk/media/32307/Ratray-Primary-HM-Inspection-Report-2007/pdf/Ratray_Primary_HM_Inspection_Report_2007.pdf?m=635718795653800000

A copy of our most recent council inspection can be found at the following link.

https://www.pkc.gov.uk/media/42161/Ratray-Primary-School-Learning-and-Achievement-Visit/pdf/Ratray_ELAV_Report_March_2018_FINAL_.pdf?m=636627696669730000

11. School Policies and Practical Information

Policies

Parents can access school/local authority policies via the school office. However, it is hoped that during session 2020/21 this information will be available on a new school website.

Authority Education Policies and Services

The authority website provides information on Perth and Kinross policy. The following are links to popular policies on this website:

School enrolment to include primary, placing requests and composite classes
www.pkc.gov.uk/article/17276/School-enrolment

Grants and benefits to include free school meal entitlement, clothing grants, transport and music tuition
www.pkc.gov.uk/article/17282/Schools-grants-and-benefits

Information on Educational Psychology Services
www.pkc.gov.uk/eps

Primary School Meals
www.pkc.gov.uk/article/17330/Primary-school-meals

Organisation of the School Day

Primary

Morning	9.00am - 12.20pm
Afternoon	1.20pm – 3.20pm
Morning Break	10.30am – 10.50am

Nursery

Monday - Friday	0845 - 1157	1240 - 1552
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School term dates and holidays can be found here:

<https://www.pkc.gov.uk/schoolholiday>

School Meals

Lunch arrangements are catered by Tayside Contracts. Meals are cooked on site. School meals are presently charged at £2.15 daily. **Pupils in P1-3 do not pay for school meals.** The preferred method of payment is through the online system Parentpay. Special diets can be catered for on request. Such requests should be made to The Catering Unit Supervisor. Specific medical diets may also be available, and any requests should be made to the Catering Support Team, 2 High Street, Perth, PH1 5PH.

Email: ecscateringsupport@pkc.gov.uk Tel: 01738 476341. Children are issued with menus for school meals on a regular basis, you can view the latest menu here:- <http://www.pkc.gov.uk/article/17330/Primary-school-meals>

Space is provided in the dining hall for children who wish to take packed lunches. The children are supervised as they eat. They will be encouraged to eat well. We will contact you if we notice your child is regularly not eating their lunch.

Drinks and Snacks

Pupils are encouraged to drink water throughout the day. Individual water bottles are kept in the classrooms and should be labelled with the child's name. Fizzy drinks and sweets are discouraged in school in the interests of health and wellbeing. Healthy mid-morning snacks are encouraged.

School Uniform

The wearing of school uniform is encouraged at Rattray Primary School. Not only does this look smarter both in school and when on trips, it also provides a sense of identity. We ask for your support in this.

The Rattray Primary School uniform is a combination of grey, red and white.

GIRLS: Grey skirt, pinafore, trousers, culottes or shorts
White polo shirt or white blouse
Red/Maroon gingham dress
Grey/Maroon sweatshirt, cardigan or jumper
Maroon Hoodie (P7 Prefects only)
School Tie

BOYS: Grey trousers or shorts
White polo shirt or white shirt
Grey/Maroon sweatshirt, cardigan or jumper
Maroon Hoodie (P7 Prefects only)
School Tie

All our nursery pupils are gifted with a tie at the end of the summer term to ensure the wearing of a school tie from day one in Primary 1.
School Uniforms can be ordered from

<https://www.grandtullylogos.co.uk/product-category/rattray-primary/>

User name RATTRAY Password COMMON

Children are expected to have a change of clothing for PE lessons. Shorts, t-shirt and gym shoes are required. For outdoor PE, tracksuit bottoms or leggings, a warm top and trainers are needed.

Parents are also advised to provide an old shirt or smock for painting and craft lessons to avoid marks getting onto clothing. Primary 4-7 children are expected to take responsibility themselves for wearing these at appropriate times.

When boots must be worn to school, it is desirable that all children have a change of footwear for indoor use, especially during the Autumn and Winter terms, in order that dirt and wet does not travel into the classroom (gym shoes will suffice).

All children's belongings should be named or have some mark of identification.

Jewellery

In the interest of safety in the playground and during Physical Education lessons, pupils should not wear hoop or dangling earrings, as this can lead to accidents. To minimise the risk of any accidents, children will be asked to remove all articles of jewellery, including watches, for P.E. lessons.

Personal Property

The School and the Education Authority cannot be held responsible for damage or loss of personal property e.g. watches, bicycles, jewellery, toys, games etc. and parents are requested to use their discretion in allowing pupils to bring to school, items of significant value. If parents are unsure, please check with a member of staff.

Severe Weather Arrangements

In the event of the school closing during the school day parents/emergency contacts will be informed by telephone and asked to make arrangements to collect their child. Therefore, it is very important that the school has an emergency contact number for a responsible adult who lives locally.

In the event of severe weather, information for parents/pupils regarding school closures will be available from the following sources:

- Radio Tay will always have up-to-date information from 7.00a.m. and is updated every 20 minutes. (Frequency AM 1161; FM 102.8 and www.radiotay.co.uk)
- Perth and Kinross Council Customer Service Centre – Parents/Carers should call **01738 475000** (Available from 08:45 hours to 17:00 hours)
- You can also log onto www.pkc.gov.uk where there is a 'one click' link from the 'Information for You' school closure section where you will get updates.
<http://www.pkc.gov.uk/Schoolclosures>

In the event of the school remaining open during heavy snow, parents should make the decision of whether to send their child to school based on the safety of walking and driving conditions on the pavements and roads.

Health Care

Routine medical and dental inspections are held in the school and parents are notified in advance of these in order that they may be present if they wish.

Should your child become ill or have an accident while at school that requires medical treatment the following action will be taken:

- (a) We will try to contact you or your emergency contact by telephone if this is possible.

(b) We will telephone your doctor or the hospital if necessary and arrange to have your child taken there accompanied whenever possible by you or someone else nominated by you.

Where a child becomes ill in school and we feel he/she should return home we will contact you or your nominated emergency contact and ask that your child be collected from school.

It is important that parental and emergency contacts are accurate, and I would ask you to notify the school immediately of any changes in these.

If your child suffers from any specific medical condition (e.g. an allergy to Elastoplasts, nuts, dairy products, is asthmatic or diabetic) the school should be informed. If your child is taking a course of medication, the school should be informed in writing on the appropriate form, which is available from the school. All such information will be treated in the strictest confidence.

We have staff trained in First Aid and when your child requires 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.

Please remember that if your child is absent with sickness and/or diarrhoea the Health Protection Agency recommends that your child should be kept away from school for at least **48 hours** after the last episode of diarrhoea or vomiting.

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 Headteacher will notify the parent of that child directly. 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:

<https://www.gov.scot/publications/national-guidance-managing-head-lice-infection-children/>

Extra-Curricular Activities

Several extra-curricular activities are offered to pupils throughout the school year:

Board Games	Glee
Drumming – Wednesday Lunchtime	Bike Club – Term 1/Term 4 only
Football	Ukulele
Cross-Country	
Breakfast Club 8 – 9 am	

We encourage parents and other members of the community to come into school to help with various activities. If you are interested in lending a hand, please contact the Headteacher.

There are also a variety of out of school clubs available in the surrounding area. Details of which are provided to pupils and parents as and when we receive them.

Educational Trips

Teachers are encouraged to arrange outings and trips of an educational nature. All such trips are fully risk-assessed to ensure pupil safety. Our Parent Council has very generously been able in recent years to part cover the cost of such trips. When a child enrolls at Rattray Primary School their parents/carers are asked to sign a blanket consent form covering school outings. This may be used to cover spontaneous outings e.g. a walk to collect natural objects, a trip around the village. Additional permission is required for class outings which are further than the immediate area.

Parent Pay – paying for school meals and trips

We use the ParentPay system for parents to pay for school lunches and school trips. Parents are issued an activation code by the school and register online. The system is safe, convenient and very easy to use.

Pupil Representation and Involvement

Each session all children have the opportunity to actively participate in our Pupil Council. Meetings are held regularly throughout the year. Primary Seven pupils are also given the opportunity to become Prefects.

Instrumental Tuition

There will be opportunity annually for those interested to apply for school based instrumental instruction or Central Groups provision, through the local authority at a subsidised cost; families in receipt of benefits will be offered reduced fees. Further information can be obtained from the School Office.

The School Fund

The school operates a fund to provide money for items of school equipment etc. to extend those provided by the Education Authority. It also helps to subsidise the cost of travel on educational visits, sporting and musical activities, as well as other extra-curricular outings.

Money is usually raised through various fund-raising efforts, such as school functions, sponsored activities etc. The school account is audited at the end of each School Year when a Statement of Accounts is produced.

12. Name of Child Protection Officer

Given on-going public concern about child abuse, and recent changes in the law, schools are now required to report if we think any child has come to harm as a consequence of possible abuse.

A member of staff in each school has been appointed to be responsible for Child Protection and has undertaken specialised training. In our school, that person is: **Mrs Joanna Robertson, Designated Officer (Child Protection)**

Should you wish to talk further about Child Protection and the safety of children, please feel free to contact the school.

As a school, we have good contact with School Medical Officers, Social Workers and Police, any or all of whom may become involved if abuse is suspected.

We will generally ensure that you are informed and participate in any action which we may initiate regarding your child.

13. 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 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 Rattray Primary School.

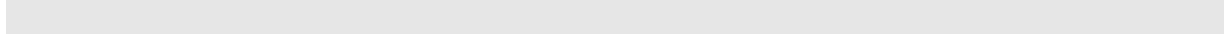
Further details of nursery provision in Perth and Kinross are available in the Council's "Policy and Guidelines for Admission to Nursery Schools and Classes for School", which can be accessed on the Council's website at the following address: <https://www.pkc.gov.uk/families>

The Nursery provision at Rattray is 32/32 within this we have 8 full time supported places. We also have a Strong Start 2 provision of 10 places. The full-time places are decided on by a panel at Education and Children's Services on a termly basis.

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

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

As a result of the changes to a child's experience prior to beginning their Primary School education across PKC, Primary One children will attend school for a full day from August 2020 and therefore will no longer access ½ days for the first two weeks of term.



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A 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) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church).
- (b) 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
- (c) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (d) 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.

*** 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 will be given to those pupils who have attended an associated primary school the longest.**

Where it may be necessary to refuse only some places in any of the Priorities at (a), (b) and (c), because the number of requests exceeds the number of places available, priority will be determined as follows:

Category (a) 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.

Category (b) 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.

Category (c) the criterion of length of time attending an associated primary school with priority being given to those pupils who have attended an associated primary school the longest. Where it is necessary to prioritise pupils who have attended an associated primary school for the same length of time, the single criterion of distance from the specified school will be used, with priority being given to those whose normal place of residence is closest to the school.

Priority 2:

Children resident within Perth and Kinross and 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.

Where the number of Priority 2 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith ie (Roman Catholic and Episcopal Church)
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (c) 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.

Priority 3:

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

Where the number of Priority 3 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church)
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (c) 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.

Priority 4:

Children not resident in Perth and Kinross and 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.

Where the number of Priority 4 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church)
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.
- (c) 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.

Priority 5:

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

Where the number of Priority 5 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church)
- (b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.

(c) 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.

*** 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 will be given to those pupils who have attended an associated primary school the longest.**

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 their parents, teacher, school medical officer and education psychologist.

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 5 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 (i.e. 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

B School Commencement Arrangements

The school entry date in Perth and Kinross is the first day of the school session (Wednesday 18 August 2021). A child is of compulsory school age on the first school entry date from his/her fifth birthday. If your child is of compulsory school age on the first school entry date from his/her fifth birthday, they are eligible to start school on **Wednesday 18 August 2021** and you should register your child for primary school during the January 2021 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 (ie, 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 will attend school for a full day from August 2019 and therefore will no longer access half days for the first two weeks of term.

C 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.

D 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 (2020/21). 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 (IRESA)
- 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 £7,330
- 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.

E 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 (IRESA)
- 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 £7,330
- 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.

F 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.

G 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.

H 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.

I Additional Support Needs

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 outwith 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 outwith 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

J Parental Involvement/Parent Councils

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

K 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.

L Child Protection/Looked After Children

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.

<https://www.gov.scot/policies/girfec/wellbeing-indicators-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.

M 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.

N Transferring Education 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

If you have any concerns around this data collection please contact the DPIAT team, or Mick Wilson, Head of Education Analytical Services (Mick.Wilson@gov.scot).

Or by writing to: Education Analytical Services, Area 2A-North, Victoria Quay, Leith, Edinburgh, EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

O Attendance

Perth & Kinross Council is committed to working in partnership with parents, children and other stakeholders to ensure that, wherever possible, all children enrolled in our schools receive an education that maximises the opportunity for each child to achieve his/her potential.

In working towards this, Perth & Kinross Council Education & Children's Services' expects all schools to closely monitor the attendance of all children and young people.

It is every parent's legal duty to ensure that, if their child is of school age, they attend school regularly. Our staff in schools work with pupils and their families to ensure that pupils attend regularly and punctually.

Perth & Kinross Council has an Attendance Sub Committee to consider serious cases of school non-attendance. The membership of the Attendance Sub Committee is composed of Elected Members (Councillors) and parent representatives from Parent Councils in the area. It is advised by a representative of the Executive Director (Education and Children's Services). The Attendance Sub Committee convenes every 4 weeks during the school year.

If you are having problems with your child's attendance at school you should discuss this with the school in the first instance.

Website Link:

www.pkc.gov.uk/article/17283/Schools-rules-attendance-and-behaviour

P Family holidays

Family holidays will be marked in school as an unauthorised absence. This will be done even if you have told the school you intend to take your child on holiday. No school work will be given, although some schools may consider giving you information about what will be covered during the absence.

Extended visits overseas to relatives or extended absence in relation to children of travelling people would be marked as an authorised absence.

Extended is defined as a period of more than **four** weeks. If you wish to discuss the matter further in relation to your child, please contact the school.

Website link:

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

Q Care Standard 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.

R 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.

S 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

T 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

U 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 & Learning. 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: [@spsoscot](https://twitter.com/spsoscot)
Website: www.spsoscot.org.uk
Mobile site: <http://m.spsoscot.org.uk>

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

V 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

W COVID-19 Information

All schools are following key national guidance issued by the Scottish Government to help ensure schools are safe for children, young people and staff.

Further information is available for parents/carers as follows:

<https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/coronavirus-covid-19>

<https://www.gov.scot/coronavirus-covid-19/>

www.pkc.gov.uk/coronavirus/schools

If you or someone you know would like a copy of this document in another language or format, (on occasion only a summary of the document will be provided in translation), this can be arranged by contacting
Customer Service Centre on 01738 475000.

إن احتجت أنت أو أي شخص تعرفه نسخة من هذه الوثيقة بلغة أخرى أو تصميم آخر فيمكن الحصول عليها (أو على نسخة معدلة لمخصص هذه الوثيقة مترجمة بلغة أخرى) بالاتصال ب:
الاسم: Customer Service Centre
رقم هاتف للاتصال المباشر: 01738 475000

اگر آپ کو یا آپ کے کسی جاننے والے کو اس دستاویز کی نقل دوسری زبان یا فارمیٹ (بعض دفعہ اس دستاویز کے خلاصہ کا ترجمہ فراہم کیا جائے گا) میں درکار ہے تو اس کا بندوبست سروس ڈیولپمنٹ Customer Service Centre سے فون نمبر 01738 475000 پر رابطہ کر کے کیا جاسکتا ہے۔

如果你或你的朋友希望得到這文件的其他語言版本或形式 (某些時候，這些文件只會是概要式的翻譯)，請聯絡
Customer Service Centre 01738 475000
來替你安排。

Jeżeli chciałbyś lub ktoś chciałby uzyskać kopię owego dokumentu w innym języku niż język angielski lub w innym formacie (istnieje możliwość uzyskania streszczenia owego dokumentu w innym języku niż język angielski), Proszę kontaktować się z
Customer Service Centre 01738 475000

P eжете-li si Vy, anebo n kdo, koho znáte, kopii této listiny v jiném jazyce anebo jiném formátu (v n kterých p ípadech bude p eložen pouze stru ný obsah listiny)
Kontaktujte prosím Customer Service Centre 01738 475000
na vy ízení této požadavky.

Если вам или кому либо кого вы знаете необходима копия этого документа на другом языке или в другом формате, вы можете запросить сокращенную копию документа обратившись
Customer Service Centre 01738 475000

Ma tha thu fhèin neo duine a dh'aithnicheas tu ag iarraidh leth-bhreacden phàipear seo ann an cànan eile neo ann an cruth eile, (aig amannan cha bhith ach gearr-chunntas a-mhàin ri fhaighinn air eadar-theangachadh) faodar seo fhaighinn le bhith a' cur fios gu:
Customer Service Centre 01738 475000

You can also send us a text message on 07824 498145.

All Council Services can offer a telephone translation facility.

www.pkc.gov.uk