

Royal School of Dunkeld



School Handbook Academic Session 2020/2021

Welcome from the Head Teacher

Dear Parent/Carer,

A very warm welcome to the Royal School of Dunkeld.

This handbook offers an introduction to our school and a general overview of the education your child will be getting at school. It will also give you a feeling for the supportive, caring and inclusive ethos which is ever present at our school. Additional information can be found on our school website or you may wish to contact the school if you have further queries.

Royal School of Dunkeld was inspected in May 2014 resulting in an exceptionally positive evaluation, with results we are all proud of. We are delighted with the report and this can be found on Perth and Kinross' website page for the school.

<http://www.pkc.gov.uk/article/17549/Royal-School-of-Dunkeld-Primary-School>

We are very proud of our school, our spectacular school grounds, the supportive and creative community we are situated in and the fantastic learning opportunities we are able to provide. All of our staff are committed to providing an environment conducive to the educational, social and emotional development of your child.

We strive to ensure that every child can reach their full potential. We encourage strong partnerships ensuring that parents, teachers and pupils work together to make this possible. We ensure close links are established early on and maintained with you as vital contributors to your child's education.

We have a strong sense of ethos in our school and are committed to maintaining strong links with our local community. We are proud to be an Eco School, receiving our first Eco Schools' flag in 1999 and our sixth flag in 2019. We are surrounded by outstanding school grounds, which provide a rich environment for learning. We actively promote health and wellbeing, and achieved re-accreditation as a Health Promoting School in 2013.

If there is anything you would like to enquire about now or in the future, please do not hesitate to contact me.

The information contained in this handbook is correct at the time of going to print in December 2019. It is possible that some information in this handbook may change before the beginning of session 2020-21. All such changes which affect your children will be notified to you.

I look forward to meeting you.

Mrs Nicola Williams
Headteacher

Delineated Area

Our School Catchment

The catchment area for the school is centred on Birnam and Dunkeld. A detailed map is available in the school office. The areas listed are all within the school catchment area: Amulree & Glen Quaich, Dowally, Kincaigie, Butterstone, Thornton, Dairy Cottage, Kingswood, Boglehall Cottage and Muirheadstone.

Our School

The Royal School of Dunkeld is set in a delightful location amidst beautiful grounds and the stunning scenery of Highland Perthshire in the historic cathedral town of Dunkeld. The school was founded on 2 February, 1567, when the Earl of Moray, in the name of King James VI, granted a royal charter for the foundation of a grammar school, "to be called for all time to come, The Royal School of Dunkeld." The town and community are rightly proud of our long heritage.

The School Building

Our school is situated in spacious grounds in Little Dunkeld, close to the River Tay and we enjoy the benefits of an attractive, traditional building with a modern, well-appointed interior. We have worked hard over the years to develop our school grounds to support learning, to provide interesting, challenging opportunities for play and to create a series of habitats.

The traditional style of the building reflects the history and values of our community and the bright and spacious interior allows children the opportunity to respect the past while working in a contemporary learning environment.

The building provides seven spacious and well equipped classrooms with computer access and interactive whiteboards available in every class. The school has a fully networked ICT capacity to support all learning developments. We are a fully inclusive school with ramped access, disabled toilet, shower and changing facilities.

We are very fortunate to have a bright colourful dining room and kitchen on site which works closely with children and staff in our Health Promoting Schools practice and provides delicious and varied menus.

We also have a large and well equipped gym hall with separate changing rooms. Nursery and Primary 1 have become more open plan where we promote effective transitions through active and joined up learning through play.

We are all extremely proud of our Outdoor Learning Environment. In addition to the main school playground we have a nursery play area and a nursery play garden. We also have a school garden which we are currently re-developing. There is a den building forest area and in one corner of the grounds, we have growing willow structures as well as our own orchard and an area with outdoor musical instruments. Our recently constructed, multi-purpose path is used every day to run, play and walk on and for the Daily Mile.

Contact Details

Contact Details

SCHOOL ADDRESS: The Royal School of Dunkeld
Dunkeld
Perthshire
PH8 0AB

TELEPHONE: 01738 454470

E-MAIL: royaldunkeld@pkc.gov.uk

FAX: 01350 727186

WEB ADDRESS: www.royaldunkeld.pkc.sch.uk

ROLL: Nursery 27, Primary 158 (at Dec 2018)

STATUS: Non-denominational State Primary School

STAGES COVERED: Nursery to Primary 7 (3 -12years)

HEAD TEACHER: Mrs Nicola Williams

Parent Partnership Group (PPG)

PPG WEBSITE ADDRESS: PPG page on school website

Chairperson: Mrs Jess Pepper

Staff

Class

P1
P2
P3
P4
P5
P6
P7
Pupil Support Teacher

Teacher

Mrs Z Thornton
Mrs D Leishman and Mrs D Hamilton
Miss Millar
Miss G Slidders
Mrs J Robertson
Miss L McRae
Miss A Ginestri
Mrs Susan Penny

Other School Staff

Physical Education
Drama Teacher
Gaelic Teacher
RCCT/PT Support Teacher
Music/Mentor Support Teacher

Miss M Rodley and Mrs D Hamilton
Miss J Collins
Miss B McPhee
Mrs Miss M Rodley and Mrs D Hamilton
Miss M Rodley

Primary School Support Worker
Pupil Support Assistant
Primary School Support Assistant
Primary School Support Assistant

Mrs S Fertacz and Miss K McDonald
Mrs H Nathan
Mrs S Fertacz and Miss K McDonald
Mrs Byrne

Nursery Support Teacher
Early Childhood Practitioners

Mrs L Hirst
Mrs L Williamson, Mrs M Amatt, Mrs L Wightman, Mrs
D Taylor and Miss K Robbie

Nursery Play Assistant

Miss K Robbie and Mrs C Jenkins

Office Staff

Mrs J Tait

Janitorial Staff

Mrs N McLeod

Cleaners

Ms S Miller, Mrs C Jenkins, Ms C Begg

Catering Staff

Mrs Irene Rutherford, Miss L Heenan, Mrs L Bee, Mr G Cochrane, Miss E Thomson

Instrumental Instructors

Mr G Mulholland – Chanter

Mrs A Hogg – Piano, Strings

Each class receives weekly Gaelic, Physical Education, Music and Drama from the teachers noted above. The Pupil Support Teacher attends for one day each week to provide advice and tuition for pupils who need extra support. The school works in close conjunction with external agencies when required, ensuring a team approach to meet the needs of pupils.

A Nursery class is established within the Royal School of Dunkeld. This currently caters for 24 children. The Nursery is staffed daily by three Early Childhood Practitioners, a Play Assistant and a Nursery Support Teacher who works in the Nursery one day per week.

Absence, Attendance and Sickness

Emphasis is placed on the importance of regular attendance and punctuality.

The law requires that parents ensure their children attend school regularly. It is important that, wherever possible, children should arrive on time, especially in the mornings when all attendance recording and administration details are carried out. If a child is absent, parents should telephone or email the school on the first morning of the absence. Where no explanation is received by 9.30a.m, school staff will telephone or text parents/carers to ensure that the parent knows the child is absent from school.

Explanations for absences can also be given by letter or by speaking to a member of staff. Unexplained absences will be recorded as unauthorised. When the school has serious concerns about attendance, support services may become involved in home visits.

Sickness

When a pupil becomes ill during the school day, or has an accident, they will be looked after in school by trained first aid staff. Parents will be contacted to take pupils home if this becomes necessary. Other emergency contacts will be used if the school is unable to contact parents directly.

Leave of Absence

Requests for leave of absence for pupils must be made in writing to the Head Teacher. In the first instance many parents prefer to talk to the Head Teacher and this approach will continue to be appreciated.

This includes visits to hospital clinics, dentist etc. All pupils must be collected from the school office by a notified adult. In the interests of safety, we cannot allow children to leave the school by themselves.

We would ask that every effort is made not to arrange family holidays outwith the normal school holidays as research shows that this adversely affects the continuity and progression of children's education.

Where this is unavoidable please notify the Head Teacher, in writing, of the intended dates. Please note that in line with Perth and Kinross Guidelines pupils will not be given work to take with them on holidays and the absence will be recorded as unauthorised.

Communication and School Visits

Complaints

The school seeks to work with parents and aims to build positive and welcoming relationships, built on trust. 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:

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

New Pupils

Comprehensive arrangements are in place for pupils starting school in Nursery and Primary 1. Details of these procedures can be found in the section on Transitions within this handbook. New pupils looking for a place in the Royal School of Dunkeld should, in the first instance, contact the Head Teacher. Arrangements will be made for a visit to the school where information can be exchanged and a tour of the school can take place.

Communication with Parents

The Royal School of Dunkeld works in partnership with parents and welcomes all contact with parents, both formally and informally. Methods of contact with the home include parents' evenings, learner led conferences, curriculum evenings, 'sharing the learning' events, parents information evenings, assemblies, website, Twitter, phone calls, letters, texts, email, use of homework diaries, report cards and monthly newsletters, as well as visits to teachers and classrooms.

Each year in August parents are sent a calendar of significant events taking place for that session. Teachers are available to meet parents for informal chats after school each day. More formal discussions can be arranged by phoning the school office. We hope parents will share with us all information which can be used to support pupils in their development. In Nursery we welcome parents at the start and end of the session every day.

Visiting the School

Parents are welcome to visit the school to seek information or to discuss problems and arrangements will always be made to suit them. General information can, of course, be obtained at the school office. Initially, parents should contact either the Headteacher or Principal Teacher. Should parents wish contact with individual teaching staff this can be arranged and a suitable appointment made to suit both parents and the teacher.

The school encourages parents to make early contact to resolve any difficulties or answer enquiries. By working together the school and home can act in the best interests of every pupil in the school.

School Ethos

In the Royal School of Dunkeld we recognise the significant impact that a positive ethos has on our school. We therefore devote considerable time, energy and effort to further developing this aspect of school life.

We aim to help every child to be the best that he/she can be. The development of the whole child is paramount. To achieve this it is crucial that the environment and relationships within our school community contribute positively towards an ethos of achievement. Promoting high standards and high expectations of behaviour and commitment is central to the success of our school and our children.

Committed to Excellence – Supporting Children

The work and learning of the Royal School of Dunkeld is firmly grounded in a vision for our school which puts children first, practises leadership for all, embraces the benefits of collegiate working and promotes core values which impact positively on our school community and develops life-long learners. We are committed to allowing young people to develop as successful learners, confident individuals, effective contributors and responsible citizens, able to achieve their potential and follow their dreams.

As a school within Perth and Kinross Children's Services, we share their aims which are reflected in the following:

Our vision

Is of a confident and ambitious Perth and Kinross with a strong identity and clear priorities which everyone works together to achieve. Our area will be vibrant and successful; a safe, secure, healthy and sustainable environment where people are nurtured and supported.

Our Values

- Respect each other
- Respect our Environment
- Positive attitudes to learning
- Being safe, healthy and happy
- Celebrate our achievements
- Learning

Our School Aims

- For all children to be supported and challenged in their learning
- For all children to reach their potential
- To be creative
- To involve parents and the community
- To be active and happy
- To be Eco friendly
- To feel secure knowing that we will be respected
- To be confident and successful
- To include and encourage everyone
- To be responsible for our own actions
- To work together to share ideas and goals

Our School Motto is:

'We Love to Learn'

Partnerships

The Royal School of Dunkeld values the support and help from all in the community and works in partnership in order that both the school and community benefits. Here are some examples of how we link:

In school:

- Parents and members of the school community support an extensive range of classroom and whole school activities
- Parent Council takes forward issues pertaining to the school community
- School Community Groups run a variety of events working with the wider community for example community litter picks, community planting and projects with local care homes
- Classes undertake enterprise projects such as selling rice for fair trade farmers in Malawi and supporting charities
- Volunteer coaches support school pupils by coaching out of school sport groups
- Regular support from our School Chaplain in assemblies and classroom learning
- Dunkeld in Bloom working with our pupils across all year groups
- RSPB work with classes to enhance learning – including projects such as Salmon in the classroom
- Working with the National Trust to help to deliver The John Muir Award

In the community:

- A Community Christmas Fair is held every year inviting local community members to sell and promote their produce
- All classes work with volunteers at the Field, a local community garden
- The Birnam Institute is used for large assemblies and for showcasing and sometimes exhibiting work
- All classes link with the Loch of Lowes for Science work
- Visits and work with local businesses
- Visits around the community, including the Hermitage, River Tay, Cathedral and Birnam Oak
- We regularly liaise with the local library
- Nursery visits to the Post Office and Fire Station
- Strong links with the local police.

We are always keen to work with the community and welcome suggestions for our mutual benefit.

Parental Involvement

We are keen to encourage parents to visit and become actively involved in the life of the school.

The Parent Partnership Group (PPG) has an important role in developing the relationship between home and school, as well as supporting the school in constant school improvement, and enhancing the experiences of all children. We have an active, friendly Parent Partnership Group who is always ready to give a warm welcome to new parents. The PPG meets regularly in the school. All parents are welcome to attend PPG meetings. Agendas and minutes of meetings are emailed out to all parents and are available on our school website.

We arrange Sharing Our Learning open afternoons throughout the year. Help is always needed for visits and trips. The school is grateful to any parents who may wish to help on a regular basis in the following areas:-

- Assistance with school teams e.g. football, netball
- Sharing their expertise in areas linked to the classroom contexts and themes
- Giving talks or demonstrations
- Helping with trips and events
- Encouraging children to enjoy books e.g. reading stories to children, listening to children read, helping them to use the school library.
- Helping to run after school and lunchtime clubs

All parent helpers are required to be PVG checked unless their involvement is of a one-off nature. Generally speaking, parent helpers will not work with children in an unsupervised situation. Risk assessments will be completed where appropriate. Parents interested in helping in school should, in the first instance, speak to the Head Teacher.

The school is keen that parents feel welcome in school especially when they are supporting class activities. We try to include grandparents and older members of the community in some of our school events and often find that they can contribute useful information and memories for some of the class topics. We aim to keep good communication links with our school families. Our class newsletters are issued to all families every term and information about class learning is included to help parents / carers support their child's learning at home. A School Newsletter is e-mailed from the Head Teacher, with paper copies where required, regularly.

Parents are also encouraged to feedback thoughts to the school through surveys, parent council work and through Talking Teas with the Head Teacher and other members of staff. Homework diaries and reading record books act as an aid to home-school communication and parents can make contact with class teachers through phone calls or emails to school as appropriate.

Further details with regard to the Parental Involvement Act can be found on the Perth and Kinross Council Website.

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

Transitions

We are very aware that moving to a new teacher and class at any point in an individual's school experience is a very important time and our pupils and parents are supported at all stages. The main transition periods are identified as:

- Nursery – Primary 1
- Primary 7 – S1

Starting Nursery

In Nursery regular liaison takes place including joint meetings, visits by staff, open dialogue and exchange of information posters. This also includes an open day in June for children and their parents in the school induction period.

From Nursery to Primary

Our Nursery and Primary 1 classes work together in a variety of ways during the whole school year. This joined up approach supports the transition to Primary 1 as the children are familiar with the classroom environment and have built relationships with staff. In the summer term, Nursery pupils come to play in the Primary 1 classroom more regularly. Primary 6 pupils visit the nursery and are given buddies whom they support in this transition process. This buddying approach continues throughout the Primary 1 year. Nursery pupils spend playtimes in the school playground with all classes. They line up with the younger classes and begin to learn the routines of school life.

Transition between Primary Classes

In order to support all pupils with these transition stages our Nursery and Primary 1-6 pupils have a single transition day with their next teacher in Primary and an information pack held for each class is passed to the receiving teacher. There is on-going contact between the older and younger pupils through Community groups.

From Primary 7 into S1

The transition process between our school and linking secondary schools is well established. Royal School of Dunkeld pupils are within the catchment area of both Perth Grammar School in Perth and Breadalbane Academy in Aberfeldy. Various activities are arranged throughout the school year to give Primary 7 pupils the opportunity to build relationships between pupils and staff at their chosen secondary school. In the past these have been in the form of science days, sporting events and across school challenges. An enhanced transition process is set up for children with Additional Support Needs. This involves visits to the school – by parents and children, visits from Support Staff and Guidance Staff to our school and meetings to pass on important information. Parents are informed early on of ways they can contribute to this transition process. In the summer term Primary 7 pupils attend two transition days at their secondary school.

Contact details for both secondary schools:

Breadalbane
Academy:

Head Teacher: Mr J Devine

Ph: 01887 822300

Email: breadalbane@pkc.gov.uk

Website: <http://www.pkc.gov.uk/article/17493/Breadalbane-Academy>

Perth Grammar:

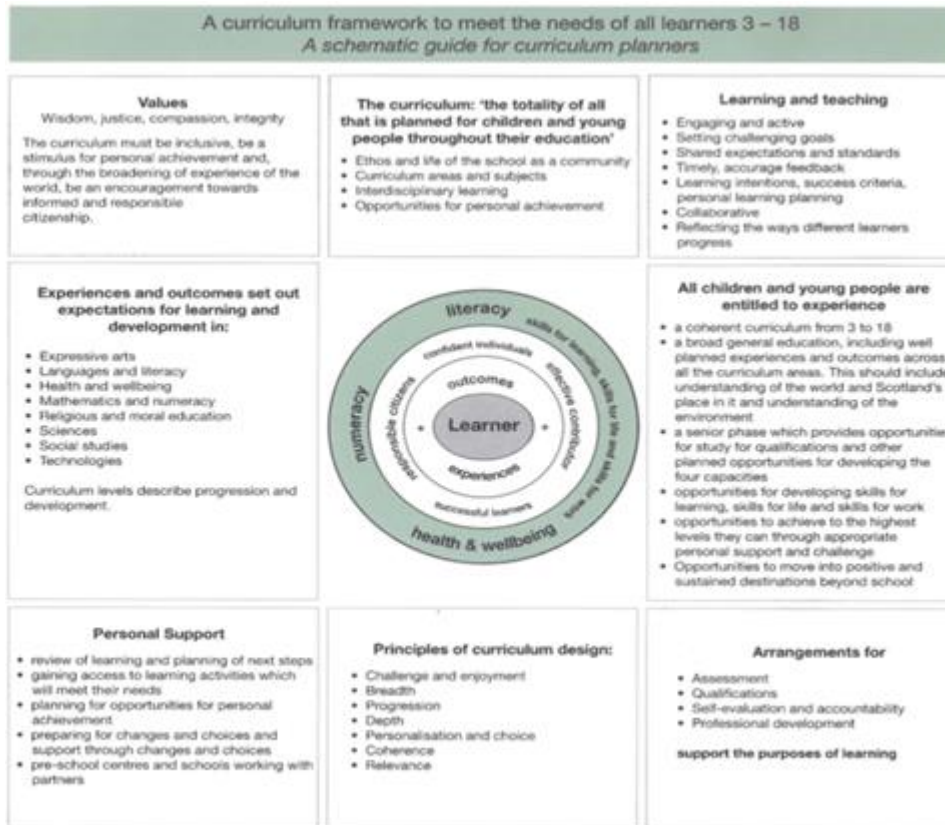
Head Teacher: Mrs F Robertson

Ph: 01738 472800

Email: perthgrammar@pkc.gov.uk

Website: <http://www.pkc.gov.uk/article/17544/Perth-Grammar-School>

The Curriculum



Curriculum for Excellence in the Royal School of Dunkeld

A Holistic Approach

Curriculum for Excellence promotes the need to view learning and teaching across curriculum areas as inter-connected and integrated. In the Royal School of Dunkeld, we recognise that this is particularly important for young children, who develop their understanding of, for example, science, language, communication, technology and mathematics from an everyday experience, such as water or sand play, supported by knowledgeable adults.

Our challenge is to ensure that these experiences are enriching and stimulating and that adults working with children are able to understand, appreciate and assess each child's achievements and learning.

Active, Experiential Learning

We are committed to developing learning in natural and real contexts, familiar to children and appropriate to their interests and stages of development. This reflects our understanding that a young child's learning is most effectively supported through interaction with adults and other children, and through play and active exploration of their environment.

Numeracy

- Number, money and measure
- Shape, position and movement
- Information Handling

We plan experiences for children that will stimulate and promote their enjoyment of mathematics. Teachers in all classes plan active learning activities which provide opportunities for children to observe, explore, investigate, experiment, play, discuss and reflect. Children have the opportunity to develop mental agility and are encouraged to make

links across the curriculum to show how mathematical concepts are applied within a wide range of contexts.

The structure of the maths framework allows staff to cover certain aspects of maths within our Learning in Context. There is a strong focus on the four rules of maths and core skills to ensure greater depth of understanding. This has ensured that children are more secure and able to use and apply the skills in other areas of Numeracy.

Whole school development of numeracy, to look at real life maths through Learning in Context, STEM, Problem Solving and Investigation, is being taken forward by the use of Active Learning in Maths (Heinemann) to ensure a cohesive, planned approach to learning and the assessment of learning. Through the development of Collegiate teaching, at each stage, we aim to allow children to develop skills with appropriate learning peer groups.

Literacy

- Listening and talking
- Reading
- Writing

Throughout the school we use a skilful mix of approaches to ensure that all children encounter a wide range of different types of texts in a variety of media.

Language and literacy is at the heart of pupils' learning. Through language, pupils receive much of their knowledge and acquire many of their skills. We aim to provide structured and stimulating opportunities to use language in contexts appropriate to the needs of individuals and the world in which they live.

Imaginative, functional and personal writing are systematically taught, monitored and recorded. The development of these types of writing is enhanced by programmes of study in spelling, punctuation, grammar and handwriting. Pupils are encouraged to present their work attractively and examples of written work can be seen throughout the school. We use a variety of strategies including our own skills progression framework for writing and a variety of interventions including ICT programmes, such as Nessy Spelling and Read, Write 10 where appropriate.

We continue to raise and maintain high standards in reading for almost all learners. The development of different strategies are having a positive impact as almost all children have very good skills in decoding and in P4-7 most children have very good higher order reading skills.

The school has a strong ethos around valuing and promoting reading and does this through a wide variety of approaches including a book buddy group, use of the school library, a visiting library van, use of a motivational reading scheme, opportunities for reading for pleasure and whole school reading events as well as the direct teaching of reading skills. This means our pupils regularly read independently, review, evaluate and recommend books to each other and there is a school wide enjoyment of books. This focus on developing good reading skills starts in the Nursery with a firm commitment to evaluating books and developing early reading skills.

Learning Experiences

In the Royal School of Dunkeld, we have developed a range of mechanisms to allow children to have a rich and meaningful learning experience which provides opportunities to develop and deepen learning and skills across a range of contexts.

- Through Learning in Context work children continue to be very involved in their planning by setting themselves Big Questions and Little Questions to investigate. They have opportunities to evaluate their learning and set next steps. The learning wall continues to be a focus for planning and evaluating.

- Co-operative Learning ensures children develop the skills of working together and supporting everyone in their learning. It develops confidence and taking responsibilities and helps children to remain on task, has developed their social skills and impacts on Talking and Listening at first and second stages.
- In 'Joining the Learning' the children recreate contexts for their learning and collaborate to achieve aims and goals. It involves them in learning in different ways by encouraging them to find ways of achieving goals and by bringing their learning to life. All children are able to develop and deepen personal learning goals and skills through this process.
- All pupils are involved in learning contexts related to the environment and Eco Schools. This continues to raise the awareness of global and local issues.
- Our community groups provide children opportunities to work in a vertical groups co operating with children from other year groups. Together with their teachers each group creates an action plan for the year of activities they will lead with the aim of improving the life of the school for all. Currently our Community Groups are Eco Warriors, Eco Explorers, Playground Pals and Health Heroes.
- All pupils have opportunities to be involved in whole-school active health activities such as The Daily Mile, cycling days, cross country running, orienteering and inter-house sporting activities
- Religious and Moral Education is planned collaboratively and the school chaplain often visits classes and leads Harvest, Christmas and Easter assemblies in school.

Literacy

Listening and Talking

The closely related skills of listening and talking are very important skills for life and we work to develop these through a variety of classroom activities and experiences. Through spoken language activities we aim to help children develop the skills to express themselves clearly, concisely and confidently. In addition to this, we work to develop discussion skills. Through the development of listening skills, we aim to improve a child's ability to focus on and understand the spoken word. These skills are also fostered through the structured play activities developed in Nursery and the early stages.

Reading

Our aims in the teaching of reading are: -

- to develop the reading skills the child needs to cope with the demands of school work
- to develop the skills needed to cope with the increasingly complex reading demands of adult life. These demands are constantly changing. For example, the skills needed to navigate and read information on an internet website are quite different from the reading of a page in a book
- to foster a sense of enthusiasm for reading as a source of enjoyment and personal satisfaction, which will carry on into adult life

We use a range of different reading resources and approaches throughout the school and we match these to the stage and needs of the individual child. Our main reading scheme is Oxford Reading Tree but this is only one of a number of reading resources in use throughout the school. In addition to this we make good use of 'real books' from the nursery class onwards.

In addition to the work done through graded reading books and the very valuable reading homework you do with your child, class teachers work regularly with children during Guided Reading sessions, teaching reading comprehension skills.

As your child's skills develop and their reading habit becomes increasingly independent, there will be a gradual transition from graded readers to good quality paperback fiction available, both for group and individual reading. As basic skills develop and are consolidated, we begin to concentrate more on the development of the more complex comprehension skills and the important research and reference skills. This might be seen as the transition from learning to read to reading to learn. Our own library plays an important role in this aspect of reading development.

The encouragement of reading for fun is a hugely important principle and the different schemes, which we use across the whole school aim to encourage the development of a good, independent reading habit. Through these schemes we provide books written by the best children's authors and we have built in a range of incentives and rewards to motivate our developing readers.

Writing

In writing we want our children to learn:

- to communicate clearly and confidently, in a variety of forms and for a range of purposes
- to develop a legible and quick style of handwriting and the best possible standards in the skills of spelling, punctuation, sentence construction and use of language

Other Languages

French is taught from Nursery to Primary 7 by our ECPs and class teachers. In addition, Gaelic is taught from Nursery up to Primary 7 by Miss MacPhee, our visiting specialist teacher. Many of our pupils also participate in the Gaelic Mod in summer term.

Mathematics

In mathematics we aim for our pupils to learn:

- to apply computational skills with speed and accuracy – this includes programmed work on mental agility
- to apply mathematical skills and knowledge effectively in a range of situations
- to use a range of problem-solving skills and strategies effectively
- We use a wide range of learning and teaching resources to provide full coverage of our curriculum. The main aspects of the numeracy programme are:
 - Number, money and measure
 - Shape, position and movement
 - Problem-solving and enquiry
 - Information Handling

Our approach places a considerable emphasis on problem-solving and the use of activity methods. Evidence of this can be seen in classrooms from Nursery to P7. Wherever possible we work to create opportunities for the development and consolidation of maths skills in other areas of the curriculum, particularly in Social Studies. We also promote outdoor maths activities. We are currently teaching elements of Mathematics in contextualised learning and other elements are being taught discreetly.

Information and Communication Technology

In the world at large, it is acknowledged that ICT is growing at a pace which most would have considered unimaginable a few years ago. The impact on schools has also been very significant and is likely to increase more dramatically in coming years. Our programme helps children develop knowledge, practical skills and attitudes which will not only assist children with school work but help them interact effectively with the technology in everyday life, both now and in the future. Children are trained in the effective and safe use of the internet and it has become a valuable research tool.

Future Educations Planning

We use an approach to contextualised learning which allows young people to take an active part in the planning process. We identify with children the learning experiences, contexts and content relevant for them. In newsletters, parents are also asked to contribute their ideas to our planning. It is an exciting and stimulating way for children to work and evidence of this planning can be seen on Learning Walls in classrooms.

Eco Schools

Our school has been successfully involved in this Europe-wide programme since 1997 and was one of the very early groups of Scottish schools to achieve Permanent Green Flag status. The Eco-Schools philosophy has become an integral part our school ethos, informing the way we work as a school, promoting care of the environment and providing children with opportunities to 'make a difference' in our local situation.

Our Eco-Schools programme is co-ordinated by our Eco-Explorers Group and in recent years has included whole-school work in recycling, litter management, energy conservation and the development of our school grounds. We also have our Eco-Warriors, made up of all children in Nursery, Primary 1 and Primary 2. This group supports the work of the Eco Explorers, by focussing on litter management in our school grounds. The school grounds are continually evolving – we are currently working with parents and the wider community to develop the school garden and den building areas. Our aim is for children to have responsibility for areas of the garden and to grow and share their produce.

Health

We achieved the standard of the 'Health Promoting School' initially in December 2009. We achieved a reaccreditation of this standard in October 2013. This whole-school approach, set up by the Scottish Government, aims:

- to support high quality learning and teaching in health matters
- to give young people the knowledge, understanding, skills and attitudes to make good decisions about their own wellbeing, through personal and social education
- to help children understand how good nutrition can help them to become healthier and improve their everyday lives
- to help children recognise the benefits of physical activity and provide a range of opportunities for them to be active in school
- to promote positive emotional health and wellbeing by helping children to understand and express their feelings, build their confidence and emotional resilience

Health and Well Being is now fully integrated into the work of the school in our Curriculum for Excellence.

Expressive Arts

We currently have a specialist teacher for Drama in school every week who works collaboratively with school staff to develop and extend children's skills. We also have a class teacher who teaches music to all classes. Class teachers also work in these areas with children and we try to make the most of other opportunities to develop this work through projects and special events. The education authority provides a programme of learning and teaching experiences for the year which class teachers and specialists work together to implement.

Physical Education

All pupils now receive two hours of PE each week, provided jointly by the RCCT teacher and the class teacher. This involves a wide range of activities aimed at developing agility, strength, stamina, coordination and games skills. The school has a well-equipped gym and spacious playing fields, which are put to good use. We also use the local area around the school for cross-country running and orienteering.

We try to make the most of opportunities for inter-school competition and children compete in netball, football, rugby and kwik-cricket. We also enter regional and sometimes national competitions, in cross-country running, relay and orienteering.

Music

The emphasis is on music-making and enjoyment. Children are given regular opportunities to develop their musical abilities in singing and playing instruments. Instrumental tuition in violin, piano, viola and cello is available for a limited number of children, usually from P4/5 upwards. Tuition is provided by a visiting instrumental instructor. Tuition in chanter and piping is also provided on a similar basis. Details of the scheme and current charges are available from the school office. Class teachers also support children's musical development and we create regular opportunities for our pupils to perform through concerts and shows and to experience the live performance of visiting professional musicians.

Religious and Moral Education

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. Parents wishing to discuss this issue or exercise this right should contact the Head Teacher.

Religious Observance

We hold regular assemblies which provide opportunities for pupils and staff to come together to celebrate as a community. Our school chaplain takes assemblies on a regular basis, leads our Harvest festival in school and shares in our Christmas celebrations including our School Carol Concert held in the Church. Our Religious and Moral Education programme follows Perth & Kinross Council Guidelines and seeks to provide children with a knowledge of Christianity and other major world faiths. It also provides children with opportunities for personal reflection on spiritual and moral concerns.

The Development of Children's Values

In our school, we are committed through the school ethos and curriculum to provide opportunities for the development of pupils' moral, spiritual, social and cultural values. This is undertaken in partnership with parents and takes into account the individual needs of pupils and the views of parents.

The school welcomes and encourages diversity and individuality while emphasising our common commitment to our school values. It is a very important principle that all members of the school community have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

We implement the Council's policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available in school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

For further information about Curriculum for Excellence and the development work our

school is currently undertaking can be found via the following websites:

<http://www.pkc.gov.uk/article/17280/Schools-curriculum>

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

Assessment & Reporting

At every stage pupils' work and progress is assessed in various ways. The teacher will watch how the children go about doing the work or activities they are set. He/she will talk to them about their work and listen to find out how much they have understood and will examine jotters and other written work. Pupils will themselves evaluate their own progress and that of their peers. At the end of a block of teaching, the class teacher will update a formal record of pupil progress.

With help from the teacher, children are encouraged to look at their own work to see which things they have done well and which things they can improve. Teachers share with pupils the learning outcomes for a lesson. The success criteria for language and maths lessons (and often also other curricular areas) are co-constructed and shared with the pupils; the child will therefore have a clear idea of 'what a good one will look like' and will know what his/her next step in learning will be. Through Teacher/learner conferencing, children evaluate their learning and set their next steps. This personal learning planning process is critical to children becoming independently self-evaluative.

Children in Nursery and Primary 1 are working through skills development at the Early Stage of our Curriculum. Most children in Primary 2 to 4 are developing skills at the First Level and most children in Primary 5 to 7 are extending their skills development into the Second Level.

Each session, we have two Parent Contact evenings. These are usually held in November and March. Parents are invited to come and discuss their child's progress, but we have an Open Door policy and parents are welcome at any time to come and discuss progress. We would encourage contacting the school to make an appointment for longer discussions.

Written reports go home in November and March. These detail strengths and development needs in all curricular areas. They give clear, positive and constructive feedback about a child's learning and their progress. They also provide indicators of next steps in learning, which are used as a discussion point for learners and their teachers. Pupils have a strong voice in these reports.

In Primary 7, pupils also complete a personal profile. This is a reflection tool for pupils to use to detail their achievements, both in school and at home, throughout the year as well as detailing their personal skills. Pupils will use these as they move into Secondary Education as part of their transition.

At all times, we aim to ensure all aspects of assessment are fluid and responsive to the needs of all learners and provide a stepping stone to supporting progression and achievement.

Support for Pupils

It is a central aim of the school to provide a curriculum which is appropriate to the needs of every child and we seek to do this by making the very best use of available resources and support services. A significant proportion of children will receive learning support at some point in their school careers. This is frequently of a short-term and very specific nature although for some children, support will be required for a longer period.

It is important to understand that the initial responsibility for support for learning lies with the class teacher. By tailoring the work and the learning and teaching approach to the needs of the individual child he/she can address difficulties and help the child maintain steady progress. We also have a Pupil Support Assistant who helps to provide regular support for children within the classroom. Our Primary School Support Workers and Assistants also make an important contribution in pupil support.

A key feature of our classroom support is the use of small group work. Where we feel a small group of children need some short-term additional support in one area to help them achieve a target, we plan a programme of work and a member of support staff will work with them, in class. This has proved to be a very effective aspect of pupil support within the classroom.

At present, we have a visiting Pupil Support Teacher specialist for one day each week. In addition to the specialist teaching role, the specialist assists class teachers with the diagnostic assessment of children and construction of individual work programmes. Where a child is identified as having additional support needs of a more long-term nature, the class teacher prepares and implements a suitably differentiated programme of work, drawing as appropriate on the range of support services such as Educational Psychology, Speech and Language Therapy, Occupational Therapy etc. This plan is called a Child's Plan. Where a Child's Plan is in place, a meeting involving as many of the partners supporting the child in their learning, including parents, will be held to agree targets. These will be reviewed at least annually. Where specialised equipment or facilities are identified as being necessary to support a child's progress, the school and Education Service will take action to provide this, wherever possible. Where a child has been recorded as having Additional Support Needs which cannot be met within the Authority, consideration may be given to placement in a special school (either within or outwith Perth & Kinross) for which a successful placing request has been made.

Where a child has been recorded 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 Council, nominated by the Authority or a special school for which a successful placing request has been made.

Looked After Children, in line with Education (ASL) (Scotland) Act 2004 "are considered to have additional support needs, unless it is otherwise determined at a relevant education planning meeting." Perth and Kinross Council website








If you think your child has additional support needs please contact Mrs Williams or Mrs Penny.





More information may be obtained in the following ways:

Contacting the Perth and Kinross Council ASL Co-ordinator, at Pullar House on 01738 476390

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

Further information regarding Additional Support Needs can be found in the following information sheets*:

-  [Leaflet 1 Does my child have ASN \[119Kb\]](#)
-  [Leaflet 2 How will my child's Additional Support Needs be met \[135Kb\]](#)
-  [Leaflet 3 What type of plan might my child need \[123Kb\]](#)
-  [Leaflet 4 What is a Child or Young Persons Plan meeting \[124Kb\]](#)
-  [Leaflet 5 - Additional Support Needs - Resolving Disagreements \[149Kb\]](#)
-  [Leaflet 6 What support is available in Early Years \[121Kb\]](#)
-  [Leaflet 7 Transitions \[156Kb\]](#)

-  Leaflet 8 Placing Requests [140Kb]
-  Leaflet 9 How does the Law support children young people and parents [156Kb]
-  Leaflet 10 As a parent and as a yp what can I ask for [127Kb]
-  Leaflet 11 Outreach Support Service [124Kb]

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

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

- Telephone Helpline: 0845 123 2303
- Email Enquiry service: info@enquire.org.uk
- 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 SC033576; and

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

School Improvement

The Royal School of Dunkeld has implemented a Quality Improvement Framework which ensures that there is a School Improvement Plan in place to take forward all developments being addressed each year. The School reports on the progress made in a Standards and Quality Annual Report which is made available to all parents.

Within both the School Improvement Plan and the Standards and Quality Report there is information about plans for improvement and next steps over the coming years. Both these documents can be found on the school website.

Useful links to information on how well we are doing and how our success is measured:

[Standards and Quality Report 2016/17](#)

[HMIe Inspection Report May 2014](#)

[Extended Learning and Achievement Visit Evaluation September 2012](#)

[Primary Education Authority Follow Up Report 2015](#)

Also available at:

www.royaldunkeld.pkc.sch.uk

School Policies & Practical Information

The school behaviour policy and other practical information can be found on our website.
www.royaldunkeld.pkc.sch.uk

Perth and Kinross Council Policies relating to school transport, school clothing grants and obtaining financial help with school meals are available on the Council Website :

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

Homework

Guidelines on Homework

Why set homework?

We feel there are good reasons for giving children a moderate amount of homework in the primary years.

- It provides opportunity for reinforcing and consolidating work done in the classroom.
- It helps you keep in touch with aspects of your child's school work.
- In the upper primary years, it helps prepare children for the increase in homework which they will encounter in secondary school.
- It can help to foster an independent work habit.

What kind of homework can I expect my child to bring home?

Homework should be meaningful. We do not believe it is an end in itself. It should relate to your child's needs and his/her class work. It should never become a ritual. Teachers will always try to set homework with which they feel your child can cope and have some success.

Within these general principles, homework may take many forms. It may involve the preparation of reading, particularly in the early and middle years. It may involve written work in language or maths where skills and knowledge gained in class are practised and consolidated. It will include the learning of multiplication tables, a vital but time-consuming activity where your assistance can be particularly effective. In the upper stages, it will also involve the revision of spelling. Homework may also be set in relation to class topic or "project" work.

Some homework tasks may be set for the following day but it is now quite common for longer term assignments to be set with the completion date several days away. Such assignments require your child to plan his/her work sensibly and make best use of available time – not always an easy thing for many children, but one which we feel is well worth working on.

How much homework should my child be set?

This varies from stage to stage and your child's class teacher will provide guidance on this and other aspects of homework at the beginning of the school year.

How can I help my child with homework?

The completion of homework is your child's responsibility. You can help by discussing work, showing interest and giving encouragement. Of course, there will be days when the pressures of family life prevent you from doing this.

Try to ensure that your child can work without distraction. Some children like to work in the isolation of their bedroom while others work better with the company of the family around them. Some children like to get their homework over with as soon as they get in from school while others prefer to wait until they've had something to eat. There are no hard and fast rules! You know what suits your child best. We will help your child by always trying to set appropriate work, by preparing the task adequately in class and by giving the child feedback or returning marked work, as soon as possible.

How do I know what homework has to be completed?

Reading homework is noted in your child's reading record. Other homework tasks should be listed in the homework diary which your child has been given. It is helpful if you can sign the diary to show that you have seen your child's completed work. If you have any queries or points you wish to make regarding your child's homework, please use the diary or reading record to do this.

What do I do if my child is having difficulty with homework?

Hopefully this should not happen too often if the homework is suitable. However, there may be times when a child is uncertain or has forgotten how to do something. In many cases, you will be able to sort it out yourself but, if in doubt, please put a wee note in the homework diary and tell your child to leave it until the next day, when the teacher will sort it out in class. Your child's teacher will always be happy to discuss homework details with you.

What happens if my child forgets to do homework?

We accept that this can happen from time to time and the occasional lapse will be dealt with sympathetically. However, where there is a regular pattern of homework not being completed, steps will be taken to ensure that the work is done.

Any other points?

Under normal circumstances, homework will not be provided for children who are absent from school, due to illness. The child's recovery and convalescence are more important than keeping up with class work, at that time.

Where a family takes a holiday during the school term, any catching-up on work missed will be done when the child returns to school. School work will not be given to a child to complete on holiday.

Organisation of the School Day

The school day begins at 9.00am and ends at 3.25pm

| | |
|-----------------|-----------------|
| Morning break | 10.40am-10.55am |
| Lunch | 12.35pm-1.35pm |
| Afternoon break | 2.25pm- 2.35pm |

Playtime

Children have a fifteen minute break at 10.40am. Children should bring a snack for this time.

Are the children supervised at playtimes and lunchtimes?

Yes. Playtimes are supervised by support staff who assist children and ensure that they are safe and playing appropriately. In addition, our senior pupils may be buddies and have a role in helping and playing with children at playtime. Every year the Primary 7 pupils are trained as Primary 1 buddies and will be on hand to help the little ones learn the ropes! There is also a fantastic outdoor environment which keeps the children busy.

Lunchtime

Our children have a full hour for lunch, allowing an opportunity for lunch and activity or play. Children are able to choose from three menus each day if opting for a school lunch. These are cooked on the premises and are of a very high standard. Some children also choose to bring their own packed lunch.

Paying for Lunch

Parents are asked to pay on a weekly basis – this should be done through Parent Pay. Parent Pay is accessed online and each child is given an individual login so that parents can access their child's account. Pupils in Primary 1, 2 and 3 are entitled to free school lunches. Money for trips and extra-curricular activities should also be paid through Parent Pay.

Some families may be entitled to free school meals. Application forms are available from the school office. We recognise that this may be a sensitive issue for children/families and we do all that we can to ensure that this is managed carefully.

Parents are asked to discuss with the Head Teacher if their child requires a special diet for religious reasons or one that has been medically prescribed due to food allergy, for example nuts.

Uniform/Clothing

Our Uniform consists of:

- Royal blue school sweatshirts or fleeces
- White polo shirts or conventional school shirts/blouses
- Trousers, skirts in navy, grey or black
- Blue and white school dress in summer

Sweatshirts, polo shirts, school fleeces and waterproof jackets are all available through Grandtully Logos in Aberfeldy or via their website <https://www.grandtullylogos.com/>

Indoor Shoes

All children are asked to change their shoes in school. Children are asked to bring black plimsolls or black trainers for this purpose. Children leave these shoes in school. By changing their shoes, it means that carpeted classrooms are kept free of mud and allows children to be comfortable and able to wear sturdier footwear for outdoor use.

Dress for P.E.

In the interests of Health and Safety, we ask that children have blue/black shorts, white or house t-shirts and rubber soled gym shoes for physical education (heavy training shoes are not suitable). Children are all provided with one house t-shirt when they start school and these make good PE t-shirts. During winter months we continue to do P.E outside, so you should send along warmer clothes with suitable outdoor shoes for running around in.

Clearly, a successful uniform policy depends heavily on effective parent partners. We are delighted at and very grateful for the tremendous levels of support and encouragement from our parents in promoting our uniform with the young people.

Managing Behaviour

Good behaviour is an integral part of a good ethos. Our behaviour policy is based on care, courtesy, co-operation and self-discipline, in a supportive atmosphere of warmth and mutual respect. We believe that children learn best in a positive environment where they are happy and free from tension and anxiety. All staff in the school will seek to promote good behaviour, not only in the classroom but in the playground, dining room and all shared areas. Our behaviour policy is available to read on the school website.

We are a values based school and the school community has agreed our school values are:

- 1. Respect each other**
- 2. Respect the environment**
- 3. Have a positive attitude to learning**
- 4. Be safe, happy and healthy**
- 5. Learn well**
- 6. Celebrate achievements**

Our behaviour policy reflects our values and is available on our school website.

Role of Parents

Our school recognises and responds positively to the important role of parents in their child's education. We seek to involve parents in policy formulation where appropriate. Where a child's behaviour gives cause for concern it is anticipated that we would enter into a joint problem solving approach with parents as early as possible – with both parties listening to concerns and mutually agreeing strategies for progress. Parental support of the child and the school makes a significant impact on the development of a positive school ethos.

Role of Children

Our children are actively involved in promoting our school values. They also understand that there are three guiding principles behind systems and procedures in school. These are: Be respectful, Be Safe and Be Ready. Decisions around what we can and can't do in classes, around school and on the playground are taken with these three principles in mind. Our rewards system of House Points and Special Mention certificates are directly linked to our school values.

All children will be expected to accept responsibility for their own behaviour and contribute positively to the ethos of the school.

Role of the School

All staff are committed to developing positive relationships within the school community. Implementation, by all staff, of our agreed Behaviour Policy will contribute effectively to the ethos of our school. It must be recognised that young children will make mistakes, from time to time, and that these should be considered as learning opportunities. However some children may experience difficulties in modifying their behaviour and will require much support in managing this effectively. Consequently, staff must take time to listen to and investigate concerns in order that;

- All children learn that inappropriate behaviour will be exposed
- Incidents require to be reported honestly and without bias
- Children are reminded often of our guiding principles: Be Respectful, Be Safe and Be Ready.
- All children are afforded the opportunity to develop positive behaviour
- All children can work and learn harmoniously together

Bullying

At The Royal School of Dunkeld bullying behaviours will not be tolerated. Our aim is to make our school a "bully free zone".

We follow the Perth and Kinross anti-bullying strategy available to read here:

https://www.pkc.gov.uk/media/40989/Anti-Bullying-Strategy/pdf/Antibullying_Strategy_1

We encourage all children not to accept bullying behaviour and to report it PROMPTLY to an adult, staff member or parent. Only through intervention and collective refusal to accept such behaviour will the achievement of our aim be possible.

Where children are found to be displaying bullying behaviour, parental involvement will be sought to determine a positive change in a child's behaviour.

Helping our children to manage their behaviour is something that is best done in partnership. We all have a role to play.

Transport

Free school transport is available to pupils within our catchment area who live more than two miles from the school measured by the shortest available walking route.

Application forms may be obtained from Head Teachers or Education & Children's Services, Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD. They are also downloadable from the internet at the following link:

<http://www.pkc.gov.uk/article/17284/Schools-transport-and-trips>

Early Closures (for severe weather conditions – heavy snow)

If the school has to close during the school day, parents or emergency contacts will be informed. This is usually via text or phone call. Also check Radio Tay and the Council's website. <http://www.pkc.gov.uk/Schoolclosures>

If the decision to close is made outwith school hours Radio Tay will always have up-to-date information from 7.00a.m. The Head Teacher will arrange for a text to be sent to parents usually around 8:30am. All parents are advised to check the School Closures webpage for Perth and Kinross.

In the event of the school being unable to open in the morning due to severe weather conditions, information for parents will be available from the following sources:

- Radio Tay (used in all instances)
 - Frequency AM 1584 FM 96.4 Perth only
 - Frequency AM 1161 FM 102.8 Everywhere else
- Radio Heartland FM (only used for widespread weather conditions)
 - Frequency FM 97.5
 - FM 106.6
 - Used if schools are within an area known not to receive Radio Tay signal
- Radio Central (only used for widespread weather conditions)
 - Frequency FM 103.1
 - Used if schools are within an area known not to receive Radio Tay signal
- Perth and Kinross Council Customer Service Centre
 - Parents/Carers should dial 0845 3011100 (calls are charged at the local rate) or 01738 475000 (main Council line).
 - (Available from 08:45 hours to 17:00 hours however this line may operate from 07:00 hours in exceptional circumstances)
- Perth and Kinross Council Website
 - Parents/Carers can also find closure updates on the Perth and Kinross Council website by logging onto <http://www.pkc.gov.uk/Schoolclosures>
- Perth and Kinross Council Twitter
 - School closure announcements will be available via the social media site Twitter. The official Twitter site of Perth & Kinross Council is @PerthandKinross. The site will be updated centrally upon receipt of closure information Radio Tay, Perth & Kinross Customer Service Centre and the Perth & Kinross Council website will continue to be the main sources of information for parents/carers.

You can also obtain information from Perth & Kinross Council information line on 0845 3011 100 available after 6.30am for wide spread severe weather conditions, after 7.00am for a blanket closure of all schools, and after 8.45am for localised severe weather conditions.

In the event of the school remaining open during heavy snow, parents should make the decision of whether or not to send their child to school based on the safety of walking conditions on the roads and pavements; our school playground will be in a similar condition.

Emergency Arrangements

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

Extra-Curricular Activities

We offer several after school clubs at various times of the year. The type of clubs offered depends on the expertise of parental volunteers willing to take a club. These activities are organised in collaboration with our Active Schools Coordinator, Andy Paxton. We also offer a number of lunchtime activities on a 'blocked' basis throughout the school year. When funding is accessed, a letter will be sent to parents listing what clubs are available. The school currently has a Safe Start childminding facility from 8am – 9am.

Community Groups

All children from Nursery to Primary 7 represent the school by taking on a role in a Community Group. The groups include the Eco Warriors, Eco Explorers, the Health Heroes, Book Buddies and the Playground Pals. Children work together in these groups, developing yearly action plans which allows them to have a strong voice in school life.

Primary 7 pupils are given the opportunity to run for House Captains every year. We have four houses and each house has a boy and a girl house captain. House Captains are elected by their house members. It is the responsibility of the house captains to help line their houses up at breaks, organise house events and contribute to assemblies.

Child Protection Officer

We take our duty of care to our pupils most seriously; in The Royal School of Dunkeld that is everyone's job. The Child Protection Officer responsibilities are currently with Miss Slidders, Principal Teacher and Mrs Williams, Headteacher.

Where we have any concern about the welfare of a child, perhaps resulting from what a child says, how he/she behaves, or obvious physical damage which cannot be reasonably explained, then the Child Protection Officer will collate recorded concerns, acting on them and liaising with parents or other professionals as appropriate. At all times we are committed to acting responsibly to protect the child and to keep parents fully informed.

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 'indicators':

Safe Healthy Achieving Nurtured Active Respected Responsible
Included

These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.

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

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

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 The Royal School of Dunkeld Nursery Class.

Further details of nursery provision in Perth and Kinross are available on the Council's website at the following address:

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