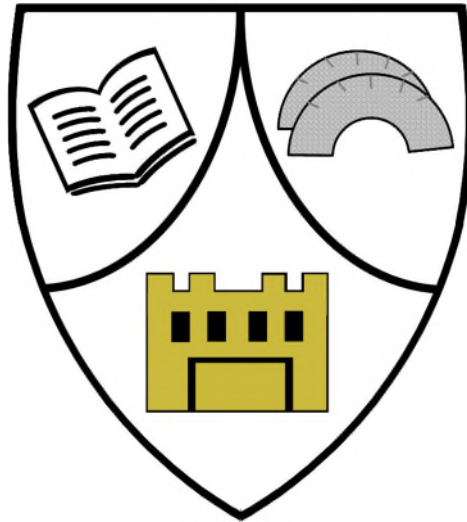


Ruthvenfield Primary School



Hardworking, Happy and Confident



School Handbook

Academic Session 2021/2022

Welcome

Welcome to Ruthvenfield Primary School. We believe in a partnership where home and school work together for the benefit of each child. It is our aim to provide a happy, safe, trusting, supportive and welcoming environment where the learning experience is an enjoyable one. Within this setting we strive to ensure that opportunities exist for all the children in our care to achieve their potential within a wide and interesting curriculum.

I hope that you will find the information contained in this handbook helpful. Please contact us if you require any more details or would like to organise a visit to our school.

Yours sincerely,

Mrs Sarah Burke
Head Teacher

Introduction

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

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

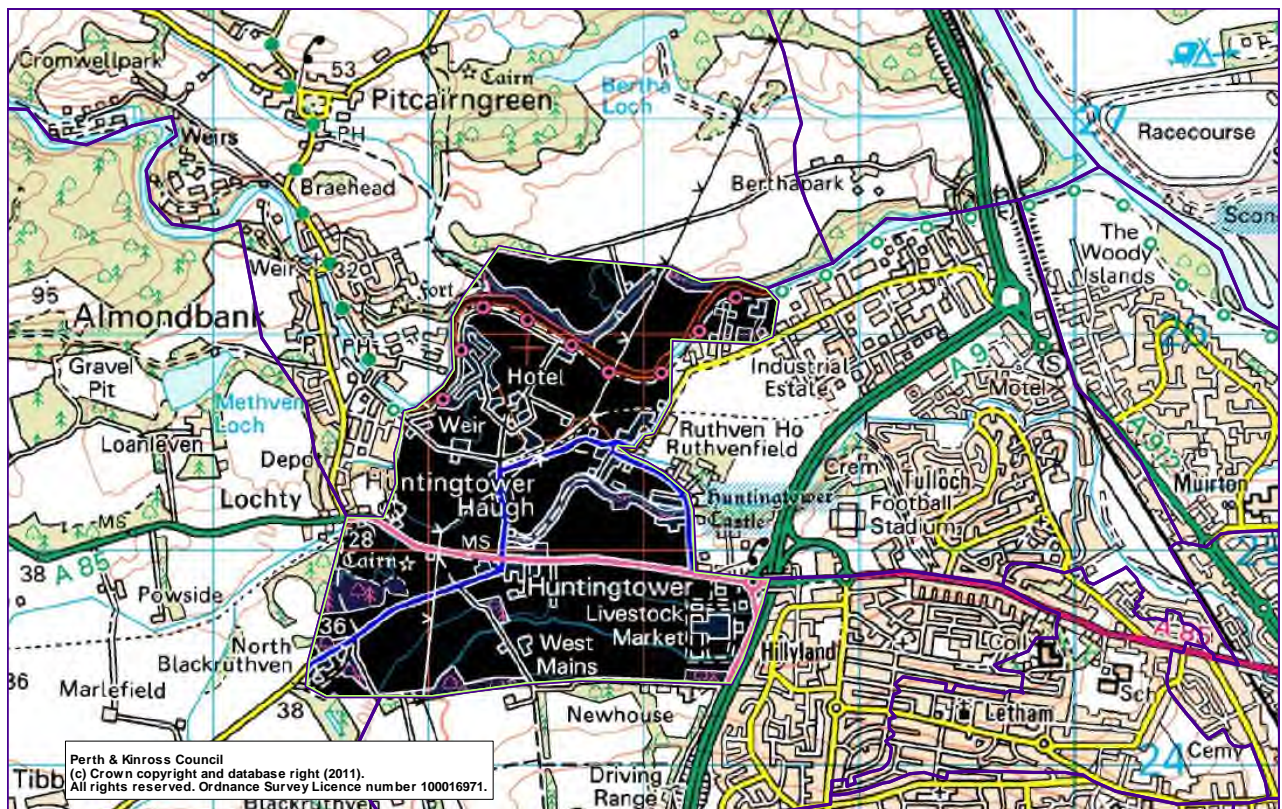
School Information

Ruthvenfield Primary School is a small, non-denominational rural school situated in the hamlet of Ruthvenfield two miles west of Perth. The school has grown over the last twenty years from a one teacher school to an establishment which now houses 59 pupils and several staff in 3 classes. There is a nearby industrial estate and new housing at Huntingtower and on the Crieff Road.

The A85 Crieff Road accesses the village in both directions. The area can also be reached from the A9 from the new interchange at Dobbies and through the Inveralmond Industrial Estate. This road culminates in a small hump back bridge over the Lade.

Delineated Area

Priority is given to pupils within the catchment area shown below as per Perth & Kinross Council policy. For those residing out with the delineated area a formal Placing Request is required. This is subject to conditions and forms are available from the school and on the Council's website: <http://www.pkc.gov.uk/article/17301/Placing-request>.



Contact Details

Ruthvenfield Primary School
Ruthvenfield
Perth
PH1 3JP

Tel: 01738 452990

Fax: 01738 629512

Email: Ruthvenfield@pkc.gov.uk

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

Twitter: @Ruthvenfield

Stages of Education – Primary 1 – 7

The present roll is 59 pupils. The class breakdown is as follows:

Primary 1/2 - 15 Primary 3-7 - 44

The Staff breakdown is as follows:

Head Teacher

Mrs Sarah Burke email: Ruthvenfield@pkc.gov.uk

Mrs Gillian Scrimgeour (Principal Teacher)/Mrs Dawn Ritchie	Primary 1/2
Miss Natasha Bruce/Mrs Sarah Burke	Primary 3/4/5
Miss Rona MacKenzie/Mrs Dawn Ritchie	Primary 5/6/7

Mrs Kate Falconer (Mon – Wed) and Mrs Jacqui Fox (Thurs & Fri) are our Primary School Support Assistants (School Secretary)

Mrs Avril Turner is our Primary School Support Worker (Classroom Assistant)

Advisory Staff

Visiting Specialist Teachers will be in the school one day per week:

Mrs Duane Bennett (Expressive Arts) on a Monday afternoon

Ms Susan Black (Support for Learning) visits on a peripatetic basis

Mrs Dawn Ritchie carries out Principal Teacher support and covers Reduced Class Contact Time on a Thursday and Friday.

Mrs Audrey Mattner visits for Instrumental Music Tuition

Mrs Lesley Waugh is our Area Support Teacher

Parent Council

The membership of Parent Councils may be made up of parents of children attending the school (the School Council aspires to have each class represented by at least one parent member), and up to three members of staff (including the Head Teacher).

Also, others who are neither parents of a child at Ruthvenfield Primary, nor a member of staff there, may be invited to join the Parent Council.

The current Office Bearers are as follows:

Chair	Mr Graeme Simpson or a rotating chair amongst parents
Secretary/Clerk	Mrs Rachel Taylor
Treasurer	Ms Lisa Kurlus

Concerns

Any concerns should be raised in the first instance with the child's class teacher. A response will be given within 24 hours. Beyond that, you may wish to seek an appointment with the Head Teacher. All concerns will be dealt with in accordance with the school's relevant policy and procedure.

Procedure in the case of pupil absence or sickness

Please telephone the school or email the school no later than **9.30am** on each day of the pupil's absence giving the reason for such absence or sickness. A written explanation of absence should accompany the child on his/her return to school.

Complaints Procedure

Any complaint should be made in the first instance to the Head Teacher. A response in writing will be given within 5 working days. If this is not resolved to your satisfaction, 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>

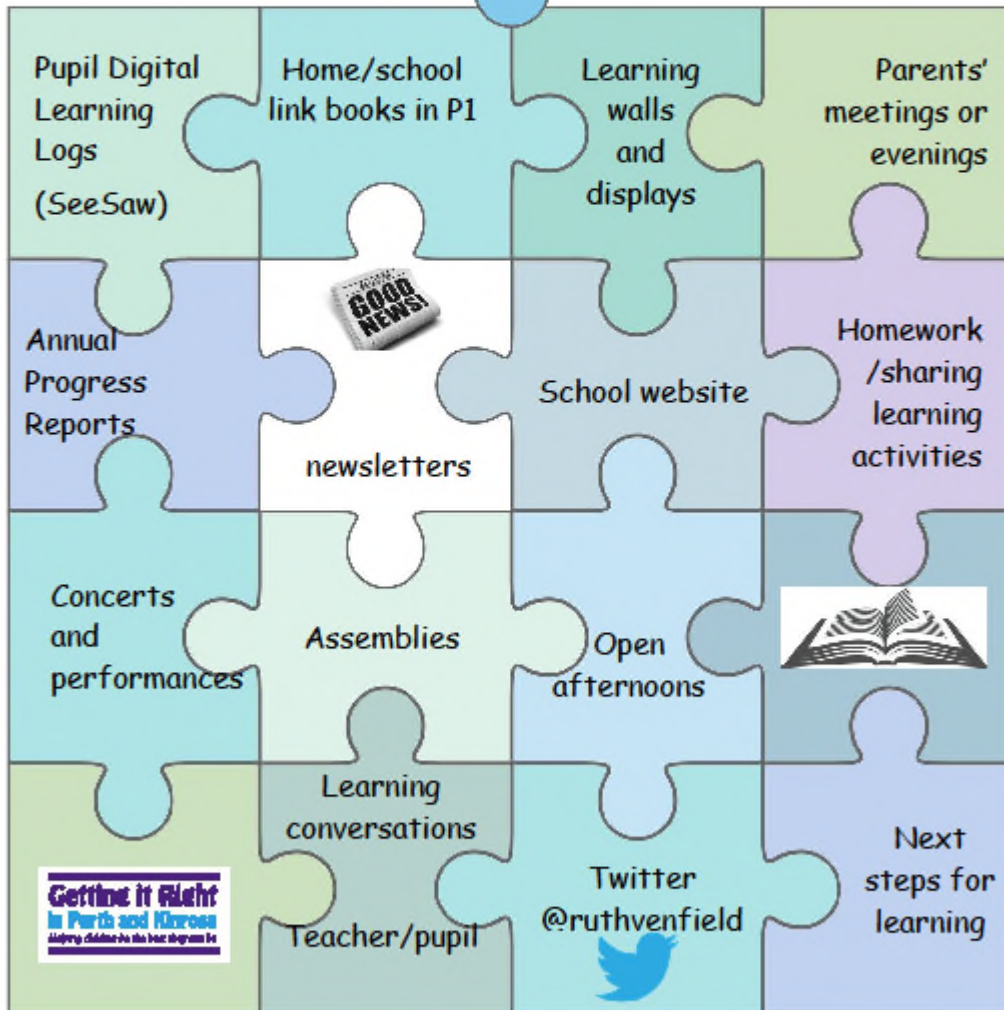
All staff are available for consultation, by appointment, out with class contact time. Parents of prospective pupils may visit the school between 3.30pm and 4.00pm from Monday to Friday. If this is not convenient, a suitable time may be made by arrangement.

Communications with Parents/Carers

The school communicates with parents using a variety of methods. The following page gives an outline of these. There are two formal parent contact meetings, one in term 2 and a second in term 4. An interim report is issued in term 2 prior to the parent contact session. Towards the end of term 3, a summary report, including a learner's profile at Primary 7, is issued. A variety of curriculum information events and open days are held throughout the session linked to the school improvement plan. Prior to parent contact meetings, classroom visits are arranged to view work and discuss this with pupils. The school website outlines upcoming events. Twitter and Seesaw are used to showcase recent work and events. We also communicate via regular newsletters, email and use text messaging for urgent information. The majority of written communication is delivered via email. Individual communication is likely to be made via letter or phone call. We also use Our Schools App for sharing general information about school life with parents as well as uploading any newsletters or information from the Council.



Reporting: the Whole Picture



The 'Reporting Jigsaw' above is an overview of all the opportunities that **Ruthvenfield Primary** currently provide to parents and carers as a way of communicating and reporting children's progress and learning.

School Ethos

School Vision, Values and Aims

Our vision is of a motivated and happy school community where achievement is valued and encouraged through a positive ethos towards learning, work and relationships. We are prepared for the future.

We value:

High Quality Education
The Support of Teamwork
Respect
Trust, Honesty and Integrity
Nurture
Everyone Included

We aim:

To provide excellence in Learning & Teaching and Achievement for all
To provide a safe and nurturing environment for learners
To support all members of the school community through effective communication and shared goals

Development of Pupils' Values

In our school, we are committed both through the ethos and the curriculum to provide appropriate opportunity for the development of pupils' spiritual, moral, social and cultural values. This will be undertaken in partnership with parents/guardians and will take account of the individual needs of the pupils and the views of parents/guardians.

The school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

We implement the Perth & Kinross policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available, within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender and disability.

We reinforce the school ethos using our 'House System' on a daily basis. All pupils belong to one of four houses and collect points for merit based on the value that we are focussing on that week. The 'Houses' are named after the local area and are 'Gowrie', 'Huntingtower', 'Ruthvenfield' and 'Tibbermore'.

The school encourages links with the community. We have good relations with Huntingtower Castle and link with our local church at Almondbank and Pitcairngreen. We also have business links with Huntingtower Hotel, Dobbies, Tesco, Marks & Spencer.

Pupils at Ruthvenfield are involved in a number of activities with other schools and organisations:-

- Enterprise Events
- Bertha Park High School Cluster activities
- Charity Fundraising
- Sporting and Expressive Arts events

Positive Behaviour Management

In addition to the positive strategies that form the core of our behaviour management policy (Developing Positive Relationships), Ruthvenfield, like most schools in Perth and Kinross use Restorative Approaches.

Restorative Approaches are inspired by the philosophy and practices of restorative justice, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

At Ruthvenfield Primary, our key values of 'Respect', 'Trust, Honesty and Integrity', 'Nurture' and 'Everyone Included' underpin our school ethos. We listen, facilitating dialogue and problem-solving, listening to and expressing emotion and empowering others to take ownership of problems. Processes and practices include interventions when harm has happened, such as restorative enquiry and mediation. However there are also processes and practices that help to prevent harm and conflict occurring and which build a sense of belonging, safety and social responsibility. These include Circle Time and Restorative Pedagogy (teachers modelling the values and skills and creating opportunities for their development amongst the students whatever the subject being taught).

All our full time teaching and support staff have been trained in the use of Restorative Approaches as well as the 'RespectMe' Anti bullying strategy. This council wide policy is the foundation for our whole school approach to bullying behaviours.

Parental Involvement

Ruthvenfield Primary School has an active Parent Council that meets termly. All parents are welcome to join the Parent Forum and share their views with the Parent Council. The AGM of the Parent Council is held during the Autumn term. Parent volunteers to assist with the work of the school are very welcome and interest should be made in writing to the Head Teacher.

Ruthvenfield Primary is continuing to develop its online profile in partnership with Pupils, Teachers and Parents.

The school communicates its intentions in relation to the delivery of high quality education through the School Improvement Plan and Standards and Quality Report. The Head Teacher and Principal Teacher are available by appointment to discuss any aspect of your child's education. All parents are welcome to join the Parent Forum and communicate with the Parent Council prior to Meetings which take place termly. 'Education Matters' is a standing item on the Parent Council Agenda, where the Head Teacher or depute report on progress with the School Improvement Plan.

Parental evaluation of the school's performance is gathered on an annual basis and evidence from this is shared in an open way and contributes to the School Self Evaluation.

Ruthvenfield is an open school with staff on duty at reception from 8.20am – 3.50pm. The school has an answering service outwith these hours and the Head Teacher is often available to meet with parents, however as a small school the headship carries a teaching commitment, so it is best to seek an appointment if the meeting is required during the school day. We strive to be responsive to all communications within 24 hours.

For further information about parental involvement visit:

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

Transitions

From Nursery to Primary 1

The transition from nursery and preschool settings is supported by a 'moving to primary school programme'. This programme involves meetings between P1 teachers and nursery staff, visits to preschool centres and joint planning for transition. Pupils and parents are involved in an orientation visit together and then a further visit for pupils only and there is an opportunity for them to stay for lunch on that day. Pupils are also supported in their transition to primary school by 'buddies' – peer mentors from Primary 7.

From Primary 7 to Secondary 1

The transition from primary to secondary is supported by a transition programme with some key components. Initial meetings take place for pupils and parents at secondary school during term 2 (usually in October). This is followed by a visit from the Secondary Head Teacher to Ruthvenfield Primary (usually in November) or a 'Roadshow Event' where staff and pupils from Bertha Park High School visit our school to showcase all that is on offer within the secondary experience. During term 4 a series of transition events bring clusters of primary schools together to focus on the social and emotional aspects of moving to secondary school. Near the end of term 4 there are 2 formal transition days where primary 7 pupils attend secondary school and experience their S1 timetable. These are usually in mid-June. Primary 7 pupils complete a learner profile during their final year at primary school and this document summarises the pupil's achievements, skills and aspirations in learning. This profile along with a full curricular report is shared with secondary staff to ensure continuity and progression in learning. There is also a meeting between P7 teachers and the secondary school deputy for pupil support prior to transition.

Enhanced Transition arrangements exist for pupils with additional support needs. This process begins 18 months prior to transition with an ASN Transition meeting involving parent/carers, school staff from both primary and secondary and all other relevant professionals.

Bertha Park High School is the destination secondary school for pupils from the catchment area that includes Ruthvenfield Primary. The school contact details are below.

The Bertha Park High School catchment area includes pupils from the Local Development Plan (LDP) housing areas at Bertha Park, Almond Valley and Perth West. They will be joined by the primary school catchment areas serving Auchtergaven, Logiealmond, Methven, Pitcairn, Ruthvenfield, Oudenarde, Forgandenny, Forteviot and Dunbarney.

Bertha Park High School opened in August 2019 with S1 and S2 pupils transferring from Perth Grammar School.

Bertha Park High School
Perth
PH1 3SW

Tel: 01738 452300

Website: www.berthaparkhigh.org.uk

Email: BerthaParkHSP@pkc.gov.uk

Twitter: @berthaparkhigh

The Curriculum

As we prepare our children for the future in our fast changing world and equip them for jobs

which may not yet exist, Curriculum for Excellence guides us in our delivery of a broad general education for all learners aged 3-18.

The structure of Curriculum for Excellence entitles every child with opportunity to acquire depth of knowledge in some areas and to develop Skills for learning, skills for life and skills for work. The learning experiences we deliver offer learners the opportunity for personalisation and choice. Learning activities are structured to ensure children work at a pace they can cope with and with the challenge they will thrive on. Plans and experiences link knowledge in one curriculum area to that in another, helping children to understand the world and to make connections. Children learn to think for themselves, make sound judgements, challenge opinions, enquire and find solutions.

Curriculum for Excellence empowers our teachers to make professional judgments about what and how they teach. It encourages creative approaches and promotes cooperative strategies as we seek to engage, motivate and inspire our learners.

Progress in learning continues to be assessed in rigorous ways throughout a young person's time at school. All staff have a responsibility to develop, reinforce and extend learning in Literacy, Numeracy and Health and wellbeing for all our learners. We continue to offer personal support to help young people fulfil their potential and make the most of the opportunities we offer. Ultimately Curriculum for Excellence aims to improve the life chances of all our children and young people, to nurture them as successful learners, confident individuals, effective contributors and responsible citizens.

The curriculum is grouped into eight broad subject categories;

- **Expressive Arts** including Art and Design, Dance, Drama and Music
- **Health and Wellbeing** including 'Mental, emotional, social and physical wellbeing', 'Physical Education', 'Food', 'Substance Misuse' and 'Relationships'
- **Languages** including Literacy, English and a Modern Language (French) throughout P1-7
- **Mathematics** including Numeracy and Mathematics
- **Religious and Moral Education** including 'Christianity', 'World Religions' and 'Beliefs and Values'
- **Sciences** including 'Planet Earth', 'Forces', 'Biological Systems', 'Materials'
- **Social Studies** including 'People, past events and societies', 'People, place and environment', 'People, society, economy and business'
- **Technologies**

The curriculum is delivered through both discrete subject based programmes, and interdisciplinary learning projects. Appropriate and regular use is made of the natural environment for outdoor learning, educational visits and experiences to enrich the curriculum. These methods equip pupils with the development of skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

Learners are involved in planning their learning through regular teacher interaction about progress and next steps and also within broader topics of study.

A week long residential experience is offered to pupils during their Primary 6 or Primary 7 year. In recent years this has taken the form of a visit to the Loch Ranza Field Study Centre of the island of Arran. The purpose of the visit is for social and emotional development as pupils approach transition, and Health and Wellbeing as pupils participate in a multi activity programme of Outdoor Activities.

In addition to learning that takes place within discrete year groups, Ruthvenfield Primary has a structure of leadership and committees that involve learners from P1-7. Our leadership roles and committees vary depending on the current need within the school community and often include:

- Junior Leadership Team
- Junior Road Safety Officers (JRSOs)
- iBike Crew
- House Groups
- Buddy Programme
- Restorative Mentors

Sensitive Aspects of Learning

As learners enter the upper stages of primary, the curriculum content in Health and Wellbeing includes some sensitive topics like relationships, sexual health, parenthood and drugs awareness. These topics are always given careful consideration and parents will be informed in advance with an opportunity to view materials where appropriate.

Religious/Moral Education

The programme for Religious Education in our school aims to help pupils learn about Christianity and other major world religions and to recognise religion as an important expression of human experience. Pupils will also be encouraged to learn from Religious Education by helping them develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

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/guardian who wishes to exercise this must first discuss the matter with the Head Teacher.

Curricular information leaflets are issued to all parents on a termly basis. Full detail on the curriculum, learning, teaching, assessment and standards and quality in schools can be found on the comprehensive Education Scotland website: <https://education.gov.scot/>

Assessment & Reporting

Pupil progress is assessed on a continual basis. The sharing of learning intentions and success criteria is embedded in learning and teaching strategies at Ruthvenfield Primary. Pupils understand and can share their next steps in learning. The evidence gathered from assessment informs future planning for learning. Assessment methods also include Scottish Standardised National Assessments as per national and regional guidance from 2018.

Progress in learning for each pupil is tracked with rigour and based on robust evidence. This is shared regularly with pupils and the results form the basis of an oral report given to parents/guardians twice annually at contact times. Formal tracking of progress is completed at three key points through the academic session and data for P1, P4 and P7 pupils is submitted to Perth and Kinross Council on an annual basis. The Head Teacher is available by appointment at any time of year to discuss issues that may arise throughout the session.

An interim and summary report is issued in November and March respectively. These reports contain information about progress and next steps in learning. For Primary 7 pupils, a profile accompanies the summary report. This is completed in partnership with pupils, teachers and parents. It is a reflective summary of P7 pupil’s best achievements. A copy of each Primary 1-7 report follows the child to Secondary School and if moving to any other Primary School.

Support for Pupils

At Ruthvenfield Primary School we recognise that children or young people may need additional support at any time during their school life. We also recognise that any number of different circumstances can affect an individual child's ability to learn. Support may need to come from health, social work or certain voluntary organisations, as well as from within education. Whatever your child's needs, we will strive to identify them as early as possible and provide the necessary support in a way that does not make your child feel singled out.

The Support for Learning Teacher in the school provides advice, guidance and support for pupils. Support for Learning staff work in partnership with class teachers to ensure that appropriate provision is made for all pupils.

Key features of the work undertaken to fully support pupils with Additional Support Needs includes:

- Assessing the learning needs of individual pupils
- Identifying appropriate strategies, courses and materials to address learning needs
- Collaborating with class teachers, parents and pupils to develop Individualised Educational Programmes for pupils with significant additional support needs
- Working in close partnership with parents/carers, Support for Pupils staff and support agencies.

The school has a Specialist Primary Pupil Support Teacher who visits on a peripatetic basis. Her function is to assist teachers with specific assessments of need, helping to put together targeted programmes of study or on occasion to work with individuals or small groups of children concentrating on these specific targets for development.

The school policy is to support as much as possible the education of pupils with additional support needs, along with their peer group, in the normal classroom situation. Individually targeted work at a level accessible to the child and designed to support learning progress would normally be provided by the class teacher and support for learning staff. Progress is monitored from day to day and regularly reported to parents/guardians who are consulted if any change in the programme of support needs to be considered.

It is our aim to promote always the maximum degree of independence in learning, personal management and social activity of which the child is capable.

Potential Additional Support Needs are identified by teachers and progressed by referring pupils through the ASN process. Parents, carers, pupils where appropriate and other professionals will be invited to attend a formal Establishing Needs meeting (usually at the school). If you feel that your child has an additional support need that has not been identified, please contact the Headteacher in the first instance.

The key adult with overall picture of your child's progress (Named Person) is the Headteacher of the School. Contact can be made with the Headteacher by email: Ruthvenfield@pkc.gov.uk or by calling 01738 452990.

In addition to the information shown above, the following information specified by the Education (Additional Support for Learning) (Scotland) Act 2009 can be found on the Perth and Kinross Website by following the link below:

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

This information includes –

- (a) the authority's policy in relation to provision for additional support needs,
- (b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and

- young person and the particular additional support needs of the children and young persons so identified.
- (c) the other opportunities available under this Act for the identification of children and young persons who -
- a) have additional support needs,
 - b) require, or would require, a co-ordinated support plan,
 - c) the role of parents, children and young persons in the arrangements referred to in paragraph (b),
 - d) the mediation services provided
 - e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

Further Advice on Additional Support Needs

Further advice, information and support to parents of children and young people with Additional Support Needs (as specified by Scottish Ministers) is available. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

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

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

Telephone Helpline: 0345 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 School's Standards and Quality Report is published annually in June. This report contains the main achievements of the school over the last 12 months.

Information regarding the school's performance at local and national level can be obtained from inspection reports produced by Perth and Kinross Council and Education Scotland. This is available by following the link: <http://www.pkc.gov.uk/article/17550/Ruthvenfield-Primary-School>. The most recent Education Scotland Inspection was in October 2016.

Copies of the School Improvement Plan and Standards & Quality Report are available on request, either by email or as a paper copy. Please contact the Head Teacher or the School Office on 01738 626761

School Policies & Practical Information

School Uniform

The wearing of school uniform is actively encouraged at all times.

Girls	Grey skirt/Pinafore White blouse Green & White checked dress Black shoes/sandals	White socks Green tie
Boys	Grey trousers White shirt Black shoes	Grey socks Green Tie
P.E.	Green shorts Short sleeve white pique shirt Black/white gym shoes	

At no time should jewellery be worn during PE lessons. Parents should order direct with our supplier, Border Embroideries <https://www.border-embroideries.co.uk>. A small stock of items is held in school (Dark green V-neck knitted jumpers and cardigans, sweatshirts, PE shorts, T-shirt and gym shoes). Please contact the School Office to obtain further details.

School Clothing Grants are payments given to assist with the cost of purchasing essential school clothing for school pupils up to the age of 16. Further information is available on the Council's website at the following address: <https://www.pkc.gov.uk/freeschoolmeals>

Organisation of School Day

Primary 1 – 7	9.00am	-	3.20pm
Morning Interval	10.40am	-	11.00am
Lunch Interval	12.20pm	-	1.20pm

Attendance

Children must attend school regularly, a telephone call or email no later than **9.30am** on the morning of absence is required and also a written explanation of absence must accompany the child on his/her return to school. Cases of significant or repeated unexplained absence have a detrimental effect on a child's education and are normally referred to the Education Support Service for specialist help. Should this pattern of absence continue the school may refer the case to the Area Attendance Sub-Committee and the parents will have to appear to explain the child's absence. The final referral, if this proves to be necessary, would be to the Reporter to the Children's Panel.

Homework

Homework is given at all stages. It is relevant to the work done in the classroom. The co-operation of parents/guardians is greatly appreciated.

- Primary 1 – 3 Reading, Phonics, Number work
- Primary 4 – 7 Reading, Spelling, Language and Number work

From time to time, the children are asked to work on an assignment, which is an extension of the work relating to the centre of interest being developed in the classroom.

School Lunches

Children may buy a school meal, bring a packed lunch or go home for lunch. All lunches are eaten together in our dinner hall.

From January 2015 all school meals for pupils in Primary 1-3 are free of charge.

In 2020-21 a school meal costs £2.15.

Ruthvenfield Primary School is a Cashless School and all school meals, trips etc should be paid for through ParentPay online or by using Pay point. You will be given a letter to get you set up on ParentPay when your child starts school with us.

Free School Meals are offered to children of families in P4-7 who are in receipt of certain benefits. Further information can be found on the Council's website at the following address: <http://www.pkc.gov.uk/freeschoolmeals>

Extra Curricular Activities

During a pupil's primary years, a block of ten swimming lessons will be offered. This is usually in Primary 3-5 and pupils attend Perth Leisure Pool for the ten lesson block during the spring term.

A residential experience for P6/7 pupils is offered once during their time at primary school.

The school is fortunate in having the practically unlimited use of a large playing field adjacent to the school. During the good weather, sports and games are played e.g. hockey and football.

School outings are a valuable aid to developing learning and whenever possible, are arranged throughout the year. Parental participation is encouraged.

A variety of School Clubs are offered throughout the session depending on availability of teachers/parents to run these clubs.

- An After School Running Club is run by parent volunteers
- After School Football coaching for P1-4s is run by parent volunteers.
- A Climbing Club for all age groups is run by parent volunteers
- A Gymnastics Club run by parent volunteers
- A Badminton and Tennis Club run by Mrs Burke

School Rules

The code of acceptable behaviour is underpinned by our Vision, Values and Aims. It informs the guide to appropriate relationships that is expected at all times. Parents/guardians' co-operation in helping to maintain this is very much appreciated.

The school employs the 'RespectMe' Perth and Kinross Anti Bullying Strategy. This policy has been developed by PKC in partnership with NHS, Police Scotland and the charitable organisation 'RespectMe'. Further guidance on this Authority wide policy can be found at <http://www.pkc.gov.uk/article/17426/Bullying-and-harassment>.

Pupils are expected to be punctual, come straight to school, return straight home and to remain within school grounds until the end of the school day. Children are expected to adhere to school rules, which have been made with their health and safety in mind.

Exclusion

Regarding exclusion, a school is entitled to exclude a pupil when all other behaviour

management strategies have been exhausted and it can clearly be shown that the pupil will not abide by the rules, regulations and disciplinary requirements of the school. Exclusion will not exceed 3 days in the first instance and 5 days for a repeated breach of discipline. Exclusion would be accompanied by a letter requesting the parents/guardian to attend the school as soon as possible to discuss the problem and reach agreement so that the pupil can be readmitted as soon as possible.

Composite Classes

Due to the small size of Ruthvenfield Primary School, composite classes are necessary to accommodate the 7 year stages. A composite class is one where children of two or more year stages are grouped together to form a class. Composite classes are formed as schools are staffed to agreed standards based on the total number of pupils within the school regardless of the number of children at each year stage. In accordance with Perth & Kinross Council policy, the Head Teacher organises the classes to make best use of available staff, resources and space. Both educational and organisation factors are taken into consideration.

In Perth & Kinross composite classes are normally formed on the basis of age.

Further information on composite classes is available in the 'Your Child in a Composite Class' leaflet available from the school and the Perth & Kinross Council Website which can be accessed at the following address: <http://www.pkc.gov.uk/article/17304/Composite-classes>

Health Care

Routine medical tests and dental inspections take place at school once a year including the annual flu immunisation programme. Any medical condition suffered by a pupil should be made known to the Head Teacher. If any course of medication is being taken, we will ask you to complete the appropriate Administration of Medicine Form which can be obtained from the School Office or from the school's website. All such information will be treated in strict confidence. In emergency, accident or illness, the parents/guardian or emergency number will be contacted.

Arrangements for Emergency Closures

If there is a planned school closure notes are sent home to parents/guardians beforehand. If school is to close for any unplanned reason during the school day, the first contact will be a text message sent to emergency contacts.

In **all** instances of school closure due to **severe weather** a broadcast will be made on Radio Tay. The PKC customer service centre will also be able to give details. When **widespread conditions** exist across Perth and Kinross the council website and 'Twitter' and 'Facebook' account will give details and broadcasts will also be made by Radio Heartland and Radio Central.

Emergency contact information will be required on registration and this should be kept current.

School Term Dates for Session 2021/22

School Terms and Holidays 2021-2022				No of School Days - Pupils	No of School Days - Staff
Autumn Term	Start - Staff	Monday 16 August 2021	<i>In-Service Day (1)</i>	38	40
		Tuesday 17 August 2021	<i>In-Service Day (2)</i>		
	Start - Pupils	Wednesday 18 August 2021			
	End	Friday 8 October 2021			
Autumn Holiday	Start	Monday 11 October 2021		10	10
	End	Friday 22 October 2021			
Winter Term	Start	Monday 25 October 2021		41	43
		Thursday 11 November 2021	<i>In-Service Day (3)</i>		
		Friday 12 November 2021	<i>In-Service Day (4)</i>		
	End	Wednesday 22 December 2021			
Christmas Holiday	Start	Thurs 23 December 2021		10	10
	End	Wed 5 January 2022			
Spring Term	Start	Thursday 6 January 2022		59	60
		Wednesday 16 February 2022	<i>In-Service Day (5)</i>		
		Thursday 17 February 2022	<i>Occasional Holiday (1)</i>		
		Friday 18 February 2022	<i>Occasional Holiday (2)</i>		
	End	Friday 1 April 2022			
Spring Holiday	Start	Monday 4 April 2022		11	11
	End	Monday 18 April 2022			
Summer Term	Start	Tuesday 19 April 2022		52	52
		Monday 2 May 2022	<i>May Day Holiday</i>		
	End	Thursday 30 June 2022			
				190	195
Notes:					
Easter Sunday - 17 April 2022					

Name of Child Protection Officer

A member of staff in each school has been appointed to be responsible for Child Protection matters and the Authority has provided special training.

In our school, that person is Mrs G Scrimgeour (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 contacts with School Medical Officers, Social Workers and the Police, any or all of whom may be involved if abuse is suspected. We will always ensure that you are informed and participate in any action, which we may initiate regarding your child.

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 City of Perth Early Childhood Centre.

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/article/21334/Early-learning-and-childcare-options>