

# Cleish Primary School



## School Handbook Academic Session 2026-2027



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## Introduction

Cleish Primary School is a non-denominational school for children from Primary 1 to Primary 7. The main school building dates from 1835 and houses one classroom, a general-purpose room, and the headteacher's office. There is a second classroom and a dining room in porta cabins within the school grounds. We use our playground, garden, and Cleish Field for outdoor learning and play.

Learning is at the heart of all we do, and we enjoy strong links and partnerships with parents and the wider community. Our children enjoy rich and varied learning experiences and opportunities for achievement in a variety of contexts.

## Delineated Area

Cleish Primary School is set in the west of Kinross-shire, serving a rural area which includes the villages of Cleish, Blairadam, Kelttybridge and Maryburgh. A copy of the school catchment area map can be seen in the school office.

## Contact Details

Name:	Cleish Primary School
Headteacher:	Miss Louise Cribbin
Address:	Cleish, Kinross, KY13 0LR
Telephone Number:	01577 867244
E-mail:	<a href="mailto:cleish@pkc.gov.uk">cleish@pkc.gov.uk</a>
Website:	<a href="http://www.cleishprimary.co.uk">www.cleishprimary.co.uk</a>
Present Roll:	33 Pupils from P1-P7

## Parent Council

All parents/carers are members of the Parent Forum. The Parent Forum is represented by the Parent Council, which meets regularly and is composed of parents, members of staff and can also involve co-opted members. The Headteacher is not a member of the Parent Council but attends the meeting in an advisory capacity. Parent Council meetings are open to all members of the Parent Forum. The Parent Council Constitution and minutes from meetings can be found on the school website.

## Friends of Cleish School (FoCS)

The Friends of Cleish School group works to promote good relationships between parents, staff and the community, raising money for use in the school and helping to provide cultural experiences. They also introduce new parents to one another by organising social events which involve the whole community. FoCS meetings are currently combined with meetings of the Parent Council.

## Parental Concerns

Parental communication is encouraged and valued. The school is your first point of contact should you require advice, information or to raise concerns. The school will deal with any concerns raised confidentially, timeously and work with you towards a resolution. Should you

have a complaint concerning the school or your child's education you should contact the school and arrange to discuss the matter with the Headteacher. We will advise you how to take your concerns forward should these remain unresolved.

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>

### **Parents, offered or seeking a place for their child in the school**

Registration for new P1 pupils is in January each year. Exact dates will be advised nearer the time. When registering online parents/carers should provide a copy of their child's Birth Certificate, Utility Bill and Council Tax documents as proof of address. These should be uploaded during the registration process.

Invitations will be issued (early in the summer term) to parents and carers of August entrants to attend an induction meeting when detailed information about curriculum and school organisation will be given. A programme of transition will be planned annually and communicated in the summer term. Parents and carers who wish to enrol pupils during the session should contact the Headteacher for advice.

Parents living outwith our catchment area can make a placing request to have their child granted a place in Cleish Primary School. Details of this are available at;

<https://www.pkc.gov.uk/article/17301/Placing-request>

### **Procedure in the case of pupil absence or sickness**

Pupils must attend school unless prevented from doing so by their own illness. Parents and carers have a legal requirement to ensure that their child attends school regularly and arrives punctually. If your child is absent from school, we would like you to take the following action:

- advise us of the reason immediately by emailing the school or telephoning first thing, and certainly before 9.30am.

If any child is absent without the school being notified the school office will telephone home to ensure the child's safety.

Parents are discouraged from withdrawing their children from school for family holidays during term time as this constitutes unauthorised absence. No work is provided by the school in such occasions.

## **School communication with parents**

Formal Parent Contact evenings are held twice yearly for discussion about pupil progress, but parents should feel free to contact the Headteacher to discuss any social or learning problems which may arise throughout the year. Newsletters are produced termly; these will be sent home via email. Hard copies are available from school if necessary. Learning plans are displayed on the school website at the start of a teaching block and give information regarding the intended learning for the term. We also use digital platforms such as Learning Journals to share children's learning. We hold workshops for parents/carers to inform on specific curricular areas or requested topics from parents. An annual summative report is sent to parents/carers in June each year.

Information can be found at [www.cleishprimary.co.uk](http://www.cleishprimary.co.uk)

There are strong partnerships with parents, well supported by the Parent Council and the Friends of Cleish School. Parents are invited to participate in the school improvement process by joining working parties or completing questionnaires.

## **School Ethos**

### **Our Vision**

A school where all members of our community feel valued respected and included.  
A learning environment where children will develop the self-belief, skills, knowledge and understanding to equip them to become lifelong learners and responsible citizens.

### **Our Values**

- Respect
- Kindness
- Inclusion
- Responsibility
- Fairness

### **Our Aims**

- To ensure that children's learning and wellbeing comes first and is at the centre of all we do.
- Within a broad and balanced curriculum, children will have opportunities to become confident, independent and enthusiastic learners.
- To establish and maintain excellent working relationships.
- To provide all children with positive experiences and high-quality learning and teaching, helping them to achieve their potential.

## **School & Community Links**

The school is keen to work in partnership with parents and carers and the wider community and as such encourages participation in all aspects of school life and is grateful for the support which is given. Any parent/carer or community member who has a particular interest or skill which they might like to demonstrate or share with the pupils should make contact with the Headteacher to discuss this further. All regular volunteer helpers in school are required to be PVG checked.

We work with committees within our community to support initiatives.

## **Promoting Positive Behaviour and Relationships**

We aim to provide a happy and supportive atmosphere in which all staff and pupils can show mutual respect for one another. Children will be encouraged to practise safe, socially acceptable behaviour and develop the self-regulation required for adult life, both in school and on the transport provided between home and school. Staff make every effort to show children that they have high expectations, and good behaviour is valued.

Where incidents occur, they will, in the first instance, be investigated by the class teacher or a member of the support staff team and, if necessary, by the Headteacher. All those involved will be given the chance to express their point of view through restorative approaches.

Pupils have the opportunity to earn Cleish Coins which are collected as a class and as a whole school. Individually, children are given points as reward for a range of personal achievements which include consistently good classroom. Once a class reaches 100 Cleish Coins they can choose a class reward. Once the whole school coin jar is full, we will have a full school reward. We are a small school and so we work as Team Cleish to achieve this.

To foster a sense of whole school identity children are allocated a "House". Children from the same family are usually allocated to the same House. The Houses are named after local castles. Pupils will participate in House Challenges each term and will develop their teamwork and collaborative skills. We elect P7 pupils as House Captains and they serve as ambassadors for our school.

Within the formal curriculum we look for opportunities to promote the idea that everyone has a responsibility to work to maintain a happy atmosphere safe from any bullying.

Our Relationships Policy details our expectations for staff, pupils and parents.

## **Parental Involvement**

In Cleish Primary School we are keen to encourage parents to become actively involved in the life of the school. We operate an open communication policy where we ensure that parental communication is responded to promptly. Open afternoon sessions are held throughout the year to allow parents to visit their child's classroom.

We appreciate help we receive with transport, visits and trips. We also welcome parents or members of the local community who may wish to help in the school.

Parent and community volunteers will not work with children in an unsupervised situation unless they have had the relevant security checks. Parents and carers interested in helping in school should, in the first instance, speak to the Headteacher.

## Home Learning

In order to support learning at home, we have maths packs available on request and provide targeted homework where children require support in a given area. Children are encouraged to read for enjoyment and families are encouraged to view the class learning plan for areas of learning and interest which can be followed up at home.

The council's policy to support effective partnership working between school and home can be found at: <http://www.pkc.gov.uk/parental-involvement>

## Transitions

We welcome pupils from various nurseries in the local area. To ensure that pupils feel prepared for the next stage in their educational journey several procedures are in place. Teachers visit pupils in nurseries prior to transition. Pupils visit their Primary 1 teacher on three separate occasions in school.

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.

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

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

Collaborative planning takes place between Kinross High School and its feeder primaries. This serves to ensure enhanced continuity of experience for the pupils. During the session, prior to transfer, guidance staff visit the school to meet the children who are to move on. P7 pupils spend two full days in Kinross High School where they follow a normal day's timetable. They are given information regarding uniform, PE kit, lunches, travelling arrangements etc

Pupils living within the school catchment area transfer to: -

Name:	Kinross High School
Head Teacher:	Mrs Jillian Shaw
Address:	Loch Leven Community Campus, The Muirs, Kinross, KY13 8FQ
Telephone:	01577 867100

For some children an enhanced transition may be required, and this will be identified through the ASN process in consultation with parents/carers.

Any pupil who attends a primary school other than the one proposed by the Authority (i.e. as the result of a placing request) and who is due to transfer to a secondary school will be offered a place at the secondary school linked to the catchment area for their home address.

Further information on how to make a placing request is available online at [Placing request - Perth & Kinross Council \(pkc.gov.uk\)](http://pkc.gov.uk)

## **The Curriculum**

Curriculum for Excellence (CfE) is about raising standards, improving knowledge and developing skills. At Cleish Primary School we follow national and local guidance working within the framework of Curriculum for Excellence, preparing our children for the future in our fast-changing world and equipping them for jobs which may not yet exist.

Curriculum for Excellence spans from 3 to 18 years of age. As far as Primary pupils are concerned, the curriculum experiences and outcomes are divided into three groupings for most children: Early (Nursery and P1 but earlier or later for some); First (P2 to P4 but earlier or later for some); and Second (P5 to P7 but earlier or later for some).

Staff work together on in-service training (INSET) days, after school in collegiate activities and increasingly with other school staff in our Local Management Group to develop the curriculum and ensure continuous improvement.

Within Curriculum for Excellence every child is entitled to a broad general education with opportunities to acquire depth of knowledge in some areas and to develop skills for learning, skills for life and skills for work. In addition, we encourage all children to become skilled learners by helping pupils to develop skills and attitudes that will help them take full advantage of all the learning opportunities presented to them in life, our school and beyond. The learning experiences we deliver will offer learners the opportunity for personalisation and choice.

Learning activities will be structured to ensure children work at a pace they can cope with and with the challenge they will thrive on. Plans and tasks will link knowledge in one curriculum area to that in another, helping children to understand the world and to make connections, to enhance learning in one area using skills developed in other areas. Children will think for themselves, make sound judgements, challenge opinions, enquire and find solutions.

Curriculum for Excellence empowers our teachers to make professional 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.



Our aim at Cleish is to provide pupils with a stimulating and interesting curriculum which is appropriate to each pupil's needs and abilities, where Literacy, Numeracy and Health and Wellbeing are at the centre and there is a progressive development of key skills. Wherever possible we offer opportunities for children to develop awareness and understanding of themes such as global citizenship, sustainable education and enterprise.

There are eight curriculum areas:

### **Languages and Literacy**

The development of literacy skills plays an important role in all learning. Children need to communicate, collaborate and build relationships, reflect on and again explain their literacy and thinking skills, use feedback to help improve and sensitively provide useful feedback for others. They will learn to engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT. At Cleish, children will learn to Read, Write, Talk and Listen across the curriculum, as well as within specific English language focused lessons.

### **Numeracy & Mathematics**

All teachers have a responsibility for promoting the development of numeracy across the curriculum. Children will learn to interpret, work with, manipulate and understand the concepts and rules of Number, Problem Solving, and Enquiry. Other mathematical concepts such as Money and Measure, Shape, Position and Movement and Information Handling, are often taught through a cross-curricular approach or as stand-alone studies.

### **Health & Wellbeing**

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social, and physical wellbeing now and in the future. We supplement our provision in this area by teaching Emotionworks – a programme designed to equip children with resilience and emotional literacy.

### **Social Studies**

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. At Cleish, we have clear learning pathways in place to ensure that children experience a breadth and progression of learning across social studies.

### **Science**

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

## **Expressive Arts**

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value, the variety and vitality of culture locally, nationally and globally. This is delivered through music, dance, drama, art, and craft.

## **Religious & Moral Education**

Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people.

## **Technologies**

The technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work. It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics, and applied technologies. It is important to remember that as children and young people play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

Class teachers teach children in small groups, as a whole class or individually. There are also opportunities for pupils to move between classes or to work either with others at their ability level, or in mixed ability groups.

We hope that our well-planned curriculum and our varied range of learning and teaching experiences will enable us to meet the purposes of the Curriculum for Excellence and allow our pupils to become

- Successful Learners
- Responsible Citizens
- Confident Individuals
- Effective Contributors

More information is available from the Parent Zone website

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

## **Educational Excursions**

Within an on-going class or group study, opportunities for work out with school may arise to deepen the understanding of an idea, to promote the development of certain skills or to assess learning, in certain practical areas, in a real-life context. During the session, therefore, we would hope to give all children opportunities to be involved in activities, appropriate to their particular stage of development, which would complement and support classroom work.

On these occasions your permission to take your child out into the local environment will be sought. You will be advised on such matters as suitability of clothing, travel arrangements and lunch arrangements. In planning any excursions staff complete a Risk Assessment following Council guidelines to ensure safety is maintained at all times

## **Religious Observance**

School assemblies provide opportunities for pupils to share together and celebrate as a school community those things which we value. We use assemblies to share good or interesting news and to celebrate achievement. Assemblies also provide opportunities for our pupils to reflect on spiritual and moral concerns. The school has close links with Cleish Church.

Under the terms of the Education (Scotland) Act 1980, parents have the right to ask for their child to be withdrawn from Religious Observance. In the past the school has dealt with such requests with sensitivity and understanding and this approach will continue. In particular, parents should be reassured that the Religious Observance planned by the school adopts an open and respectful approach and does not seek to compromise the beliefs of any pupils or their families.

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

## **Assessment & Reporting**

Assessment is used to support the learning and teaching process. The purpose of assessment is to provide pupils, parents and teachers with dependable information to inform judgements and plan for future improvements.

Assessment practice follows and reinforces the curriculum and promotes high quality learning and teaching approaches, based on teachers' assessment of pupils' knowledge and understanding, skills, attributes and capabilities, as described in the experiences and outcomes across the curriculum. Reflecting the principles of Curriculum for Excellence, progress is defined in terms of how well and how much, as well as learners' rates of progress.

At every stage pupils' work and progress are assessed in various ways such as through observation, discussion and examination of jotters and other written work. Pupils will themselves evaluate their own progress and that of their peers. At points throughout the learning process, the class teacher will record progress against Curriculum for Excellence outcomes covered.

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

Nationally, attainment is gauged through the Scottish National Standardised Assessments (SNSA). SNSA provides Scottish teachers with diagnostic information on aspects of Reading, Writing and Numeracy at P1, P4, P7 and S3 stages. The assessments are marked and scored automatically giving teachers immediate feedback to help children progress through their learning.

Once the assessments have been completed, a diagnostic report is available for teachers based on either an individual or groups of learners. The reports focus on establishing where learners are in their progress in literacy and numeracy, identifying strengths as well as areas that require further support. The information provided by the assessments helps teachers to assess children's progress and to plan next steps in learning.

## **Moderation**

Teachers will have opportunities for professional dialogue within and across schools to develop a shared understanding to achieve consistency in standards and expectations and to build trust in their professional judgements.

## **Reporting**

Official Parent Contact evenings are held twice yearly for discussion, but parents should feel free to contact the Head Teacher to discuss any social or learning problems which may arise throughout the year.

An annual report is sent to parents/carers in June each year.

## **Support for Pupils**

### **Pupils with Additional Support Needs**

Children may need additional support for learning when they face difficulties in, or any barriers to, learning.

If additional support for learning is required, it may be planned for in the classroom by Class Teachers who are able to present each child with an educational programme to meet their individual needs in terms of pace, content, method and resources used. When determining which approach to use we are able, if necessary, to consult with a Pupil Support Teacher. If you think that your child has additional support needs, you should contact your child's Class Teacher in the first instance as they will have an overall picture of your child's progress. You can do this by contacting the school office or writing a note to the Class Teacher to request a meeting. Often Class Teachers will have identified a need and, in consultation with the Head Teacher and Pupil Support Teacher, contact you to meet and discuss/identify any barriers to learning and agree next steps.

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

Sometimes a child will be part of a small group receiving extra help from the Class Teacher or a Pupil Support Assistant. Normally support will be given within the classroom. The role of Pupil Support Teacher is to provide consultation, advice and support to Class Teachers on how best to support those children who need it, within the mainstream setting, and to deliver support for learning where appropriate. In Cleish Primary School we currently have a Pupil Support Teacher one day a week. Some pupils have an Individual Education Programme (IEP) to meet their particular needs. Others who have involvement with social work, health services or other agencies may have a Coordinated Support Plan (CSP) to ensure continuity of provision.

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

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

Included is information specified by the Education (Additional Support for Learning) (Scotland) Act 2009 which takes account of:

- 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.

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

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

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](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://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 SC012741.

## **School Improvement**

The main achievements of the school over the last 12 months as well as overall school performance and other significant achievements can be found in the school's Standards and Quality Report located on the school's website. [www.cleishprimary.co.uk](http://www.cleishprimary.co.uk)

Plans for improvement of the school's performance can be found in the School Improvement Plan, also located on the school's website. We consult with parents and all other stakeholders in planning for improvement.

Our most recent HMIE report can be found on the school's website under school information – school documents or link <https://education.gov.scot/media/up0j5hwc/cleishpssif210519.pdf>

## **School Policies & Practical Information**

### **Authority Education Policies and Services**

The authority website provides information on policy.

School enrolment to include primary, placing requests and composite classes

[School enrolment - Perth & Kinross Council \(pkc.gov.uk\)](http://www.pkc.gov.uk)

Grants and benefits to include free school meal entitlement, clothing grants, transport and music tuition

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

Information of Educational Psychology Services

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

Primary School Meals

<https://www.pkc.gov.uk/article/17330/Primary-school-meals>

## **Arrangements for Emergency Closure**

### **Early closures: e.g. Severe weather conditions - heavy snow, wind, floods**

If the school has to close during the school day, parents or emergency contacts will be informed via a text service to mobile phones: please ensure that the school office has an up-to-date mobile phone number for you.

If you cannot be contacted, then arrangements will be made with your named emergency contact or adverse weather contact in order that someone will be available to either

- a) collect your child from the school
- or
- b) in the case of a child who travels by bus, be available to meet your child at the bus stop.

### **Severe Weather Conditions in the morning**

If severe weather conditions exist in the morning and the bus operator has decided that it would be inadvisable to make the journey, or it appears that no teacher can reach Cleish, you will be informed by text message. Please make sure you inform the school of any changes to mobile telephone numbers, so this information is always current.

You should be aware that if the transport does not run and you subsequently decide to transport your child to school yourself, it will be necessary for you to collect them at the end of the day.

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

The link below will detail information about school closures

[www.pkc.gov.uk](http://www.pkc.gov.uk)

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

In the event of the school remaining open during heavy snow, parents should make the decision of whether 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.

## Organisation of School Day

Morning Session	9.00 a.m. - 12:35 am.
Morning Interval	10.40 a.m. - 10.55 a.m.
Afternoon Session	1.35 p.m. - 3.15 p.m.

## Playtimes

All playtimes are supervised by school staff. In extreme weather the children spend their breaks indoors, again supervised by school staff.

## Lunches

Our healthy and nutritious school meals are cooked at Kinross Primary School. They are currently free for P1-5 pupils. The cost for P6-7 pupils is £2.30 per day or £11.50 per week, this should be paid using ParentPay. If you are in receipt of benefits then you may be entitled to school clothing grants, bridging payments for lunches during school holidays and other benefits. Please apply directly through Perth and Kinross Council at the link below.

[Free school meals and school clothing grants - primary and secondary - Perth & Kinross Council \(pkc.gov.uk\)](http://pkc.gov.uk)

There is normally a choice of both the amount and type of food the children can have and pupils are encouraged to eat what they have chosen. Both vegetarians and children with particular dietary requirements can be catered for.

Children who bring packed lunches have their lunch in the school dining hall with the other children. They are expected to eat what you have provided for them.

Please do not include fizzy drinks or high sugar items in your child's packed lunch box. Please note we are a nut-free school, so we ask parents to check ingredients on snacks to ensure there are no products containing nuts brought into the building.

## School Uniform

The school has a uniform which many pupils' wear. You are encouraged to dress your child in school colours, as it helps children to identify with the school. Our list of preferred uniform items is below, and parents are welcome to replace items with the school logo with supermarket items in the relevant colours.

Shirt	White, Pale Blue, Grey
Jersey/Cardigan	Navy/Grey
Skirt	Navy/Grey
Trousers	Navy/Grey
School Tie	Pale Blue and Navy
School Sweatshirt or Hoody	Navy Blue with school logo
School Jacket	Navy Blue with school logo

Pupils take part in P.E. on Wednesday and Thursday and parents may wish to send children to school in their PE kits on these days.



## **Pupil Council and Action Groups**

Over time we have held several action groups within the school, involving children from P4-P7. Areas of focus for these groups can include:

- Digital Leaders
- Rights Respecting Schools
- Reading Champions

The Primary 1-3 children take part in a 'Happy Helpers' session during these times.

The Pupil Council meets with the Headteacher to discuss whole school issues and to plan whole school events.

Pupils take part in Authority sports events, such as cross-country, cricket and football competitions; music events, such as the Day of Song and arts events, such as the Blooming Artists exhibition. In this way we encourage pupils to share their sporting, musical and artistic talents with wider audiences.

## **Health Service**

The School Health Service pays regular visits to the school in the form of the dentist and the immunisation team. Permission from parents is always sought before engagement with these services.

We work in partnership with health agencies to provide the best health care for our pupils. Both Speech and Language Therapy and Occupational Therapy can be accessed for pupils in need of this service. This service supports the school in ensuring our children's health needs are met. Referrals to these agencies are made in partnership with parents.

Parents should ensure that the school is informed of any specific medical conditions their child may have or medications they are currently receiving. Where there is a need for medication to be administered during the school day on a short-term basis, please contact the school office to receive the relevant paperwork which must be signed by a parent.

We have staff trained in First Aid and should your child require to have First Aid administered by them you will be informed by means of a note home. Where a child has experienced a bump to the head this will always be logged in school and parents will be informed.

## **Instrumental Tuition**

Some children in P5-7 are offered guitar lessons with our specialist Guitar tutor, Mr Bulley. Children in P6-7 are offered chanter lessons from Miss Turnbull.

## **Name of Child Protection Officer**

Each school is required to appoint a Child Protection Officer. In our school that person is the Headteacher, Miss Louise Cribbin. Mrs Lisa Halliday is also a trained Child Protection Officer.

## **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.