

# Pitlochry High School



## School Handbook

### Academic Session 2026-2027

**Education and Learning**  
Improving Lives Together  
Ambition | Compassion | Integrity



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## Introduction

This handbook has been produced to welcome you, both parents and children, to the Nursery, Primary or Secondary of Pitlochry High School. Here at Pitlochry High School, we value Respect, Inclusion, Nurture and Success. These are not merely words, but more the way we choose to live. You will, I know, find the school a welcoming and friendly environment. All staff are committed to providing an atmosphere where everyone is helped and supported to do their best, both in class and outside the classroom.

As a school team we endeavour to ensure that children achieve their full potential. We strive across all areas of our school to provide a positive, exciting, and caring place to learn. You, as parents, are also committed to getting the best for your children. It is therefore vital that we should all, parents, teachers and pupils, work together to make sure that by the time the pupils leave us, they have achieved success across learning, life and work. There are a number of ways in which you can play a key part, in partnership with the school, to bring this about. Keeping a regular check on schoolwork, attending parents' meetings and joining the Parent Council are some of the best ways of not only keeping in touch, but of contributing to the life of the school.

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 2025. It is possible that some information in this handbook, particularly relating to course choice and curriculum, may change before the beginning of session 2026/2027. All such changes which affect your children will be notified to you.

Mrs E Liney  
Headteacher

Session 2026/2027

## Delineated area

Pitlochry High School is a combined nursery, primary and secondary non-denominational, comprehensive all-through school providing education for nursery, primary and secondary pupils up to the end of S4. The present building was opened in 1976, and it is situated on the eastern side of the town on East Moulin Road.

The nursery was completely rebuilt and refurbished in 1995 and provides a modern, bright and spacious environment for our nursery children.

The primary department comprises of two large open plan areas which accommodate early education and upper primary respectively. Outside, children in primary have the benefit of both a tarred area and a playing field.

The Secondary department is housed in a two-storey block and again pupils have the benefit of both a hard surface area and a playing field outside.

All parts of the building are in a good state of repair, and the internal environment is bright and well maintained.

Pitlochry High School serves the town of Pitlochry and its immediate surroundings and the nearby village of Killiecrankie. Logierait Primary School and Blair Atholl Primary School are the associated primary schools and pupils from these schools would join us in S1.

Current roll: 39 Nursery

188 Primary

124 Secondary

## Contact details

School address: Pitlochry High School, East Moulin Road, Pitlochry, Perthshire, PH16 5ET

Telephone number: 01796 474666

Absence line: 01796 474699

Email: [Pitlochry@pkc.gov.uk](mailto:Pitlochry@pkc.gov.uk)

Website: [www.pitlochryhighschool.com/](http://www.pitlochryhighschool.com/)

Pitlochry High School aims to deliver the highest quality education to all of its pupils. In order to do this, we value the role of parents in giving us information and feedback which helps us improve our service.

If you wish to make a comment or complaint about any aspect of the work of the school, you can:

- write to the Headteacher
- telephone the Headteacher
- email the Headteacher

## **Contact with Pitlochry High School – Absences**

Stress is placed on the importance of regular attendance and punctuality. Parents should telephone the school on 01796 474666 or 01796 474699 (absentee line) to indicate the reason for absence by 9.30am on each day of absence.

### **Senior Management Team**

Headteacher	Mrs E Liney
Depute Headteacher – Support	Miss A Mitchell
Depute Headteacher – Primary	Miss L Mair
Business Manager	Mrs J Wrightson
Principal Teacher – Pupil Support	Mrs G Rae
Principal Teacher – Primary	Mrs B O'Connor

### **Office Staff**

Mrs T Thomson  
Mrs S Cameron  
Miss K Maclennan  
Mrs T Edwards

### **Facilities Assistants**

Mr S Sherriffs (Senior FA)  
Mr G Dick  
Mr A Torrance (Relief)

### **Nursery Staff**

Nursery Teacher	Mrs B O'Connor
Senior Early Childhood Practitioners	Mrs M Mullin Mr C Wallace
Early Childhood Practitioners	Miss C Stewart Mrs C Meldrum Miss J Connelly Miss K Spaven Mrs H Sanderson Miss A McNaughton Ms C Wright Mrs L Pirie

Peripatetic Early Childhood Practitioner	Ms K Hobson
Pupil Support Assistant	Mrs F Robertson
Play Assistants	Mrs D Powrie Mrs A Coughlan

### **Primary Staff**

P1	Miss L Anderson
P2	Miss I Frame
P3	Miss C Shea
P4	Mrs C Stewart
P5	Mrs C McNab
P6MC	Mrs M Cardew
P6AC	Ms A Campbell
P7	Mr P Barbour
Support for Learning Teacher	Miss A Kinney
Area Support Supply Teacher	Mrs S Shenstone (Thursday)
Primary PE	Mrs L Leck
Primary Music	Mrs Barrie
Primary Art	Mr J Maitland
Primary Pupil Support Assistants	Ms J Hayward Mrs S Taylor Mrs L Bell Miss L Morrison
Primary School Support Worker	Mrs E Rutherford
Lunchtime Supervisors	Mrs S Cameron Mrs M Edwards

### **Secondary Staff**

English and Modern Languages	Mrs C Brown, PT Faculty Languages Mrs G Martin
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Social Subjects	Miss S Robertson, Principal Teacher, History/Modern Studies Mr K Delahunt, Geography/Modern Studies
Maths	Mr J Robb, Principal Teacher Mrs F Fennell
Modern Languages	Mr G McKenzie Mrs R Batwaula
Science	Mr G Leck, Principal Teacher, Biology/Chemistry Dr T Lake, Physics/Science
Technical Subjects	Mr P Cairns, PT Faculty Design and Technology
Home Economics	Mr K McGale
Computing Studies	Mr M Stewart
Art and Design	Mr J Maitland
Physical Education and Health and Wellbeing Faculty	Mr F Urquhart, PT Faculty, Health and Wellbeing Mrs L Leck
Music	Ms S Richardson
Instrumental Instructors (in Music Department)	Mr G Seith – Brass Mr G Bathgate – Percussion Mr L O’Hare – Piano Mr O Nicholson – Guitar Ms R Steele – Cello Mr J Whiteman – Vocals/Strings Mr J Steele – Woodwind
Support for Pupils (SFP)	Mrs G Rae, Principal Teacher Pupil Support Mrs J Pearson, Teacher Mr G Brown, Pupil Support Assistant Ms M Beaton, Pupil Support Assistant Mrs A McCabe, Pupil Support Assistant

<b>Technicians</b>	Mrs L Weir – Senior Technician Mr B Reed
<b>Community Link Worker</b>	Ms P Doran
<b>Community Learning Assistant</b>	Ms K Janusiewicz
<b>Learning Resource Centre</b>	
Senior Assistant	Mrs M Sherriffs
Assistant	Mrs H Radford
<b>Lifelink Counsellor</b>	Ms Jo Greenwade
<b>SDS Careers Advisor</b>	Ms G Sinclair
<b>DYW Project Officer</b>	Mrs B Beecroft

## School ethos

Pitlochry High School aspires to provide high quality learning experiences appropriate to each individual, nurturing and supporting all to develop to their maximum potential.

Our Values are:

- Respect
- Inclusion
- Nurture
- Success

Our Expectations are:

- Safe
- Ready
- Respectful

Our Vision is:

‘Learning and Growing Together.’

We recognise the attainment and wider achievements of all our pupils. These we celebrate at assemblies, in newsletters, on notice boards and our annual prize-giving. We hope parents and pupils ensure we recognise achievements gained out of school as well as those in school.

Pitlochry High School values the support and help from all in the community and works in partnership in order that both the school and community benefits. Below are some examples of how we link.

In school:

- parents and members of the school community supporting an extensive range of classroom and whole school activities
- Parent Council taking forward issues pertaining to the school community
- school community café held termly and includes support from the Fairtrade group
- employers supporting the work experience preparation with our S4 pupils
- volunteer coaches supporting school pupils and encouraging moves to local sports clubs, such as badminton, football and rugby
- support from our Chaplains
- support from Rotary
- support from our parents and community partners in our eco projects and topic work

In the local community:

- visits to local businesses
- visits around the community
- local employers providing work experience placements for our S4 and for other pupils with specific personal learning plans
- prize-giving celebrated at Pitlochry Festival Theatre
- our LRC staff liaising with the local library and cluster schools
- our PE staff accessing local facilities, such as Atholl Leisure Centre, local hotel tennis courts and swimming pool
- bands, musicians and choirs playing within the community
- artwork displayed in venues in town
- supporting Pitlochry in Bloom projects

Examples of links from beyond the school community:

- book festivals
- authors visits
- use of local resources and attractions to enhance the curriculum
- support from the CITB for our annual Rapid Response Engineering Challenge activity

- activity days including skiing and mountain biking
- Highland Perthshire Cycle Group
- Youth Philanthropic Initiative and Gannochy Trust
- supporting a range of charities, such as CHAS, Shoebox Appeal, Ragbag, Macmillan Cancer Support
- Academy 9
- Pitlochry Festival Theatre

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

## Communication with parents

Pitlochry High School works in partnership with parents and welcomes all contact with parents, both formally and informally.

Methods of contact with the home include parents' evenings, parents' information evenings, website, phone calls, letters, email (preferably through ParentPay), use of homework diaries, report cards and newsletters, as well as visits to teachers and classrooms.

## Parental involvement

The Parent Council is a group of parents who represent all parents of children in Pitlochry High School.

Also on the Parent Council are teachers, local councillors, community representatives and pupils.

Any comments you wish to make should be put in writing to the secretary via the school email address: [Pitlochry@pkc.gov.uk](mailto:Pitlochry@pkc.gov.uk)

## Current Membership of the Council

Chair	Kirsty Gowans
Vice Chair	Daniel Walker
Treasurer	Caro Middlemas
Secretary	Shona Rollo
Local Councillors	Provost Xander McDade, Bailie Mike Williamson, Councillor John Duff
Parent Members	Fiona Rollo, Stacey Ives, Emma Stewart, Agnes Pyka, Anne Lehmann, Beth Wright, Elaine Torrance, Gemma Riches, Holly McNaughton, Laura

Gray, Lydia Morrison, Michelle McAndie, Nicole Robertson, Rona Menzies, Tracey Stewart, Vicky Randall, Ruth Alexander, Liz Pankhurst, Donna Hepburn, Amanda Davies, Alicia Walker, Karen Kelman, Scott Strachan, Sally Judd

Find us at [www.pitlochryhighschool.com/ParentCouncil/Members-and-Contact/](http://www.pitlochryhighschool.com/ParentCouncil/Members-and-Contact/) and on Facebook at [www.facebook.com/phsparentcouncil](http://www.facebook.com/phsparentcouncil).

## 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 to P1
- P7 to S1
- S4 to S5 or to college/employment

### Starting nursery

In nursery, regular liaison takes place including joint meetings, visits by staff, open dialogue and exchange of information posters. This also includes a stay and play for children and their parents in the nursery induction period.

### From nursery to primary

In transition to P1, there are joint curriculum planning meetings and teacher transition meetings, prior to starting school. The nursery preschool children visit the P1 classroom in small groups on a rotational basis with a member of nursery staff to support them. There is a teacher/parent induction evening where information is shared before starting school and information and pictures are shared on J2E app for nursery children to get to know their new teacher. A move up morning is available for all P1s to visit their class for 1hr prior to starting school.

### Transition between primary classes

In order to support all pupils with these transition stages, our nursery and P1 to P6 pupils have a 'move up' morning with their next teacher in Primary. Information and transition notes for each child is passed on to the receiving teacher through a transition discussion meeting. There are further informal meetings arranged in term 4 which are arranged between the class teachers.

### From P7 into S1

A programme of Transition Events is organised annually for all P7 pupils from our cluster, culminating in a two-day induction programme in June.

Liaison between primary staff, their Support for Learning department and our Secondary Support for Pupils department takes place during P7. Mrs Radford, one of our School Librarians, works weekly with our feeder primaries and all P7 pupils will meet the Secondary SfP team prior to the two-day induction programme. Parents are introduced to the SfP team at the welcome evening also held during the two-day induction programme.

Additional planning and support take place throughout the year for any pupil requiring an enhanced transition.

## **Transition post-16**

S4 preparation for post-16 transition includes work experience for all pupils, opportunities to experience college taster courses (where relevant), opportunity to attend a Careers Fair, and Skills Development Scotland Adviser input, particularly for anyone not moving on to Breadalbane. This includes support in identifying and applying for college courses or employment. This is co-ordinated through our '16+' meetings where pupil final destinations are tracked.

## **From S4 to Breadalbane Academy**

In general, most of our pupils continue with their education post S4 at our partner school, Breadalbane Academy. Throughout secondary there are opportunities for our pupils to take part in activities with their peers from Breadalbane.

In the final S4 year the liaison process for pupils and their parents includes:

- an invitation to parents and their children to meet the SMT at Breadalbane and tour the campus
- pupils visit Breadalbane Academy to meet the staff and sample the curriculum
- Breadalbane SMT attendance at S4 parents' evenings
- Breadalbane Guidance staff interviewing pupils for subject course choice in Pitlochry High School with parents in attendance if requested
- liaison with Breadalbane Academy SFL team
- ongoing links with our Community Link Worker and Skills Development Scotland link who work in both schools

## **Transition for pupils with Additional Support Needs**

For pupils identified as having additional support needs there is an extended transition period set to enable the handover of information and allow for appropriate planning for the individual, their family and the class teacher(s). This will often include a child plan meeting for the child. Timing of meetings will relate to the needs of the individual and might include additional informal visits to the receiving school and individual classes and departments.

Prior to P7/S1 induction Secondary SfP staff will meet with cluster school teachers to discuss transition and possible support needs and in S4 the transition meeting invitations might include our Social Work Colleagues in Adult Learning, Education Psychologist, employers or college representatives and any other agencies involved with the pupil. Where a pupil requiring additional support transfers from another school mid-session a meeting would be arranged within a very short time scale to allow this to happen as quickly as possible.

In the Secondary department specific information relating to pupils with ASN is made available to all members of staff by the Support for Pupils team before the 2-day induction in June and then again after the summer break. This type of information is updated on an ongoing basis.

Useful contact details:

- Miss A Mitchell, DHT, Pitlochry High School
- Mr Martin, DHT, Breadalbane Academy, telephone 01887 822300, email [Breadalbane@pkc.gov.uk](mailto:Breadalbane@pkc.gov.uk)
- Ms Gail Sinclair, Skills Development Scotland, [gail.sinclair@sds.co.uk](mailto:gail.sinclair@sds.co.uk)

## **Support for pupils leaving school**

Our Skills Development Scotland Coach is introduced to all S4 pupils and throughout the Personal and Social Education programme will talk to all of them about Career Management Skills, the SDS website 'My World of Work' and how to access other information regarding post-16 options.

For those pupils considering leaving school at the end of S4 there will be a more intense programme of support including preparation of CVs, application form completion and how to access funding including possible grants and bursaries.

Where it is known that a child will require additional support for the Post 16 transition the SDS Coach will be involved in the young person plan meetings prior to S4 with a view to supporting the family beyond the end of S4.

Other stakeholders include our Social Work colleagues in Adult Learning, Education Psychologist, employers or college representatives and any other agencies involved with the pupil.

The destinations of all pupils are monitored through our school '16+ meetings' that includes a range of support agencies.

How to access further information/useful contact details:

- Ms G Sinclair, Skills Development Scotland, email [gail.sinclair@sds.co.uk](mailto:gail.sinclair@sds.co.uk)
- [Skills Development Scotland website](#)

## The Curriculum

### Nursery

At Pitlochry High School Nursery, we offer 1,140 hours and are open from 8.00am to 6.00pm, 45 weeks a year.

Maximum available spaces – 56.

Admission - the catchment area for the nursery is the town of Pitlochry, villages of Killiecrankie, Logierait, Straloch and the surrounding rural area.

Pitlochry High School Nursery is registered with the Care Inspectorate and Education Scotland, who inspect our provision. You can access a copy of the latest inspection report from the school office. The Care Inspectorate makes sure that care services meet the Health and Social Care Standards so that people who use care services get the quality of care they are entitled to. They deal with complaints or supply further information. You can contact them at:

Care Inspectorate Office  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

Telephone 01382 207100

National telephone 0345 600 9527

[Care Inspectorate website](#)

To apply for a place at nursery, please [register for a local authority nursery place via Perth and Kinross Council](#).

Pitlochry High School Nursery also has a provision for some 2-year-old children, Strong Starts, whose parents meet certain benefits criteria. Now included in 1,140 hours, eligible children will join our Strong Start programme and will be able to access a maximum of five sessions, these being either mornings or all day. Please view more information on [funded early learning and childcare for 2-year-olds \(Strong Starts\)](#).

It may take a little while for your child to settle into nursery, so please be prepared to stay with your child until he/she is settled and happy to be without you.

Educational experience in the early years should:

- develop children's understanding and value of themselves and others
- enable children to acquire and build on knowledge, skills and attitudes in a child-led environment

- provide opportunities for children to express feelings, opinions and ideas
- foster an enthusiasm and appetite for learning
- promote independence by offering children the freedom and flexibility to take responsibility and make choices
- maximise the unique opportunity to develop relationships with the family and the community.

In nursery, we follow the Pre-Birth to Three Curriculum and the Curriculum for Excellence Early Level. Central to this is the Indicator. This simply means that we are working in partnership with parents and carers to make sure that the children are safe, healthy, active, nurtured, achieving, respected, responsible and included (SHANARRI for short).

The staff manage the nursery as a team and therefore they divide the children into groups for observing and assessment procedures.

Information - all information is communicated through ParentPay or Just2Easy, so please make sure that you are signed up to both of these to find out about any activities taking place in the Nursery. We use J2E to post messages and up-dates of pupil learning.

Emergency closure - if weather conditions are poor and deteriorating, please phone the office prior to setting out. If Pitlochry High School has to close during the day, you will be contacted. Please make sure we have an emergency number or, where relevant, the number of your place of work.

Clothing - please send your child in clean, sensible, but not 'Sunday best' clothes. Remember, he/she will be painting, playing with water and sand, running and climbing outside etc and although we do provide suitable aprons for art and snack helpers, accidents do happen.

Please also provide slippers or indoor shoes when your child comes in boots. Where possible make sure that the clothes will give him/her freedom to become involved in all activities. Please avoid very tight trousers, braces etc and ensure that in cold weather suitable footwear and coats are worn.

Children have free flow access to outdoors every day, so outdoor clothing is essential everyday including hats/gloves/jacket/waterproofs and boots. Please mark all clothes with your child's name. Biro on a label will suffice. If you could also provide a spare set of clothing to leave in nursery should we need it and particularly in case of an accident.

In case your child has an accident, we ask you to provide a spare set of clothes. Please bring these on your child's first day and put it on their peg in the cloakroom. Parents are encouraged to discuss children's toileting needs prior to entry.

Parents in the nursery - if you wish to spend some time in the nursery you will be most welcome. You do not need to have any special talent (musical, artistic). We hope that some of

you, mums, dads, grandparents and carers, will be free to join us. Please do not worry if you cannot visit because of other commitments. We are sure you can help in some other way.

The nursery receives support from other agencies within the community when this is required:

- Speech Therapist
- Educational Psychologist, Occupational Therapist, Physiotherapist, School Nurse and Pre-school Health Visitor are all available
- there are Vision visits to nursery once a year
- Community Police Officer/Firefighters

As part of intergenerational, children visit Balhousie Care Home.

Nursery objectives - Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included:

- to provide a safe and nurturing environment in which children can feel happy, secure, included and respected
- to encourage the emotional, social, physical, creative and intellectual development of children
- to promote the health and welfare of children
- to encourage positive attitudes to self and others, and to help develop confidence and self-esteem
- to create opportunities for learning through active play, indoors and outdoors
- to encourage children to explore, appreciate and respect their environment
- to provide opportunities to stimulate interest and imagination, motivating children to achieve
- to extend children's abilities to communicate ideas and feelings in a variety of ways

Insurance - the Authority insures against its legal liability for

(a) accidental personal injury

or

(b) loss or damage to property of third parties

Parents are advised that no insurance cover is maintained for circumstances in which Perth and Kinross Council does not have a legal liability. Parents may wish to consider their own insurance arrangements. We hope that your child will have a happy time at Pitlochry High School Nursery. Please remember, if you have any query, no matter how small, do not hesitate to contact us.

## Primary curriculum

The curriculum at Pitlochry High School we aim to prepare our pupils with the skills for life, learning and work that they will need for their future in our fast, ever-changing world. Curriculum for Excellence gives a clear structure through which we can help pupils develop into confident adults, successful learners, responsible citizens and effective contributors to society.

Through Curriculum for Excellence, every child is entitled to a broad general education. Their learning opportunities will enable them to acquire a depth of knowledge and skills that will help equip them for their future within a world of work, in which new jobs and skills bases that do not yet exist may be required. The learning experiences we deliver offer all pupils the opportunities for personalisation and choice, with planning and tasks helping pupils to make connections and links in their learning. All pupils will have opportunities to enquire and find solutions, make sound judgements and challenge opinions.

Activities are structured so that all pupils work at a pace from which they are able to develop, with challenge and consolidation built in to extend and review learning as and when appropriate.

Curriculum for Excellence delivers learning outcomes through eight main subject areas:

- Expressive Arts
- Health and Wellbeing
- Languages
- Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Pupils from nursery to Primary 7 follow these core subject areas which detail the knowledge and understanding, skills, capabilities and attributes we hope they will develop. These subject areas allow learners and teachers to have the freedom to think imaginatively about how learning opportunities might be organised and planned for in creative ways which encourage deep, sustained learning journey.

Inter-disciplinary learning offers a context for pupils to be inspired, stretch and be motivated in their learning.

Making connections with other areas of learning, grouping experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people. Through revisiting a concept or skill from different perspectives deeper understanding, more coherent and meaningful learning can take place. Interdisciplinary studies can also take

advantage of opportunities to work with others who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society. Important themes such as enterprise, citizenship, my world of work, sustainable development, international education and creativity are developed in a range of contexts. Learning relating to these themes is therefore built into the experiences and outcomes across the curriculum areas. This approach reduces the need for other layers of planning across the curriculum.

At Pitlochry High School we take great pride in the variety of learning opportunities pupils experience across the course of an academic session. These are planned around clear purposes and can take the form of individual one-off projects responding to a significant event or longer courses of study. They support the use and application of what has been taught and learned in new and different ways and provide opportunities for deepening learning. For example, these are through answering big questions, exploring an issue, solving problems or completing a final project.

Clear connections with literacy, numeracy and health and wellbeing across learning are key to each learning context, including developing global citizenship, financial education and taking part in outdoor learning.

Our learners are actively involved in all aspects of their learning journey through co-operative learning, taking part in challenging, thought-provoking tasks and developing their critical thinking skills.

Pupils work with their teacher at the start of each term to plan their learning, putting their ideas and their voice on the table. We offer outings into the local community to help promote active citizenship and raise awareness of positive community partnerships.

Educational outings also support learning in the classroom setting, offering learners different opportunities to transfer their knowledge and skills. Pupils can take part in a residential trip during their Primary 7 year where independence and adventure promote successful learning and develop confident individuals.

In our school we are committed, both through the ethos and the curriculum to provide appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values. This is undertaken in partnership with parents and takes account of the individual needs of pupils and the views of parents. We welcome and encourage diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice.

It is a long-term aim that each pupil will be able, in due time, to make their own response to what they have learned and be better prepared to think out the issues confronting them after they leave school. We encourage all who are involved in the life of our school to act in a considerate and respectful manner towards others.

Through our Religious Education Programme we aim to offer a non-denominational approach, yet bring the pupil into an awareness of the religious dimension of life with particular reference to Christianity as a basis of our culture. We aim to make children aware of other world religions throughout their time in our Nursery and Primary Department.

All religious and moral education, however, is not achieved through the content in the formal curriculum, but much is achieved by perception and example within the school and by the creation of a secure and trusting relationship between pupil and school. In line with guidance from the Scottish Government we hold at least six assemblies per year which give the opportunity for religious observance, in addition to the regular assemblies which celebrate the week-to-week life of the school. These assemblies are non-denominational, inclusive and built on Scotland's strong Christian traditions as well as promoting the understanding and acceptance of other faiths and beliefs. They provide opportunities to reflect on the spiritual and moral dimension to life in our multi-faith world.

Learning in Health and Wellbeing ensures that children and young people develop the knowledge, understanding and skills which they need now and in the future. Through our Health and Wellbeing programme we aim to support pupils to develop self-awareness, self-worth and respect for others.

We will offer pupils opportunities to meet challenges, manage change and build relationships.

Pupils will develop their understanding of physical, mental and spiritual wellbeing and develop their social skills. We aim to involve parents in the planning and delivery of Relationships, Sexual Health and Parenthood Education in Schools, and we will continue to do this in a variety of ways including, home activities to complement classroom delivery and parent question and answer booklets, which you will find on our school website. Where a class will be discussing sensitive aspects of this curriculum area, information can be discussed with the class teacher giving a brief overview of the learning areas that will be covered. This information can also be found on our school website in the class areas.

As a Health Promoting School, we will offer pupils opportunities to participate in a wide range of activities which promote a healthy lifestyle, learn about where to find help and resources to inform choices. These opportunities are ongoing throughout the school year.

We are working to further improve and enhance opportunities for parents to be involved in their children's learning. This is done through a class app where parents/carers can see their child's learning and comment on their work. This strengthens the home/school link and supports learning at home. We also offer information evenings and written reports twice a year.

We are working with the Parent Council to involve our Parent Forum in organising informative workshops, more opportunities to explore their children's learning in school and develop a record of learning for pupils. Further information about these developments will be detailed by the Parent Council.

## **Secondary Curriculum**

### **Broad General Education (Until the end of S3)**

This curriculum has the learner at its heart and supports all young people to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

All children and young people are entitled to experience:

- a coherent curriculum from 3 to 18 years
- a broad general education, including well-planned experiences and outcomes across all the curriculum areas, this should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve the highest levels they can through appropriate personal support and challenge
- opportunities to move into positive and sustained destinations beyond school

Experiences and outcomes set out expectations for learning and development in:

- Expressive Arts
- Languages and Literacy
- Health and Wellbeing
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Curriculum levels describe progression and development.

The courses are designed to ensure pupils experience:

- challenge and enjoyment
- breadth
- progression
- depth

- personalisation and choice
- coherence
- relevance

The experience and outcomes under Curriculum for Excellence are at five levels:

- Early – the preschool years and P1 or later for some
- First – to the end of P4, but earlier or later for some
- Second – to the end of P7, but earlier or later for some
- Third/Fourth – S1 to S3, but earlier for some, the fourth level broadly equating to SCQF level 4
- Senior Phase – S4 to S6 and college or other means of study

During the Broad General Education pupils will cover:

English, Mathematics, Modern Languages, Science, Social Subjects (History/Geography/Modern Studies), Home Economics, Technical, ICT, Art and Design, Music, Physical Education, Religious Education, Personal Social Education and Skills for Learning, Life and Work.

In S3 we have developed a curriculum that allows for more personalisation and choice. In S3 pupils choose 10 subjects to study then at the end of their Broad General Education they choose seven that they will take forward to National Qualifications.

## **English**

Pitlochry High School English Department aims to promote attainment and achievement through the highest quality learning and teaching. We work with our learners to develop their literacy skills in the four key areas of reading, writing, talking and listening. We aim to ensure that all pupils enhance these skills through a wide range of engaging and challenging activities. Our aim is to (i) empower learners to communicate effectively through both the written and spoken word and (ii) to enable them to understand others through listening to and reading a wide variety of different genres and forms. Pupils will use these skills to their benefit, both in school and in the wider world.

### **Reading and Writing**

In classes, pupils have opportunities to work together and individually to explore a wide variety of texts. Learners study a wide range of literature, language and media to explore the Experiences and Outcomes for Reading, and to understand the writing process. Personal reading is crucial to optimise success in English, and we encourage our learners to develop their reading through close links with our Learning Resource Centre.

Pupils have regular time for ERIC (Everyone Reading in Class) during Tutor Time and are encouraged to bring their reading book to English class for scheduled independent reading. Throughout the year, learners are given opportunities to showcase their writing via local and national competitions. We work with organisations such as Show Racism the Red Card, Young Writers and The Rotary Club to motivate and encourage pupils.

Our courses enable pupils to develop and demonstrate their skills in writing for a range of purposes (such as creative, reflective, persuasive, informative, discursive) and in a range of genres (such as essay, short story, letter, article, film, script).

### **Talking and Listening**

We encourage pupils to contribute to class and group discussion to allow them to develop their talking skills. Such lessons also give learners opportunities to practise listening skills in a variety of contexts. Pupils regularly engage in self and peer evaluation which allows them to build these skills with their peers. Skills in critical thinking are also developed through structured classroom dialogue.

### **Media and Drama**

We offer an introduction to Media and Drama in all BGE English courses. We have also formed partnerships with Pitlochry Festival Theatre to ensure that learners see the creative arts in the context of their community. We give young people opportunities to visit the theatre as part of whole school excursions and participate in group workshops. These experiences widen opportunities for our young people as they embark upon their National Qualifications, and also help to build skills, such as effective communication and critical thinking, for work and life. The study of Media allows pupils to develop critical thinking skills and to understand, from Facebook to film, Media is all around us in the modern world.

### **Literacy Skills**

The well-established cross-department working in our school also offers our pupils numerous collaborative and leadership opportunities to develop their skills in literacy and to apply them across the curriculum, for example through initiatives such as the Rapid Response Engineering Challenge, the John Muir Award and the Youth Philanthropy Initiative (YPI).

### **Assessment**

Assessment of pupils' progress is continuous and entails a mixture of self, peer and teacher assessments, both formative and summative. Pupils regularly self-evaluate their confidence in the development of their skills. These judgments, along with the variety of evidence collated over S3 will form the basis for presentation for final assessments at National 3, 4 and 5.

## **Social Subjects**

The three Social Subjects of Geography, History and Modern Studies are taught in Pitlochry High School. Courses are developed to enable pupils to work effectively at the level which best suits them, and at all times pupils are encouraged to work to the highest level possible.

In S1 and S2 the Geography, History and Modern Studies courses are taught in “blocks” of time before the pupils move on to the next social subject on the rota.

As part of the Broad General Education in S1 to S3 courses have been designed to develop the Four Capacities in our pupils and the department collaborates closely with others across the school to deliver The John Muir Award and a Biotechnology Day. Both ventures are well suited to the teaching of a modern, skills-based, practical Social Studies programme.

Course work is assessed on the basis of performance in class and homework; tests and exams are also given at key times in each subject. These results and pupil progress are recorded in pupil folders to help them identify their next steps and they are passed on to parents through regular reports and at parents’ nights.

Courses are taught in varied and imaginative ways using co-operative learning, textbooks, ICT, DVDs, worksheets and in other ways. Literacy, Numeracy, and Health and Wellbeing skills are embedded in our courses. Fieldwork and investigating are also key features of each of the courses as is the development of subject specific skills in order to prepare pupils for progression to National 3/4/5 courses in Geography, History and Modern Studies.

## **Rural Skills and Horticulture**

In S4 Rural Skills (National 4) and Horticulture (NPA Level 4) are offered by the Social Subjects department for pupils wishing to learn about Crop Production, Estate Maintenance, Land Based Industries, Soft Landscaping, Employability, Plant Propagation, Allotments and Plant Health.

Learning is very practical with classroom-based lessons, work in the school grounds and visits to local employers.

## **Art and Design**

In Art and Design pupils continue to build upon and develop the skills learned so far through their contact with the Art department during primary stages.

Pupils will experience learning in three areas: Expressive Activities, Design Activities and Critical Evaluation of their own work and the work of historical and contemporary artists and designers. They will explore the effects of various materials and will develop skills in the traditional areas of painting, drawing, printmaking, photography, ceramics and 3D design, in a safe, creative environment.

They will also take part in a range of experiences in and outside of the classroom, including local and national competitions, museum visits and workshops with visiting artists and experts.

Senior pupils who choose to take Art and Design at National 4 and 5 levels will complete portfolios in Expressive and Design alongside critical study of artists and designers. The course will give pupils the opportunity to explore a wide range of media while developing an understanding of the expressive and design process. Pupils develop skills in critical evaluation and are encouraged to relate the work they do in school to the world of Art and Design outside the classroom.

## **Modern Languages**

Welcome to the Modern Languages department. We are part of the Faculty of Languages, which also includes English.

As the world continues to shrink due to the increasing role that technology plays in our life, a Modern Foreign Language becomes more and more important in our role as global citizens. Scotland, and Highland Perthshire in particular, has become a popular tourist destination for many countries and we trade and export goods and services to Europe and the wider world. There are an increasing number of global job opportunities for a wide range of skilled people. Language skills are highly valued in the workplace. Learning a language allows us to appreciate another culture and learn about a different society.

All pupils from Primary 1 to S3 are entitled to learn two Modern Foreign Languages thanks to the Scottish Government's 1+2 Policy. In all schools in Pitlochry High School's catchment area, pupils learn French from Primary 1. Pupils in Primary also receive an input in Gaelic. In S1 and 2, pupils continue studying French for 3 periods a week. We work closely with all cluster primary schools to ensure that the transition from P7 to S1 is as smooth as possible.

In S1 and S2, pupils also receive two periods a week of Spanish. This course is aimed at complete beginners, providing a second modern foreign language input, and allowing pupils to draw comparisons across three languages (English, French and Spanish). This also allows pupils to communicate with a large percentage of the World's population.

In S3, pupils are given a choice of continuing with French, Spanish, Languages for Life and Work or some combination of these. The S3 French and Spanish courses begin to prepare pupils for National 4 and 5 qualifications, as well as providing a broad general education. The language covered goes into greater depth and covers more grammar than in S1 and in S2 to prepare pupils for later qualifications. The S3 Modern Languages for Life and Work award is a practical skills course resulting in an SQA qualification. This provides learners with the opportunity to develop language skills alongside employability skills whilst also being able to pursue their own interests in a cultural context; ideal for those not intending to continue with a language in S4.

In the department, we run mixed ability classes as this has shown to be more beneficial to language learning. We take part enthusiastically in interdisciplinary whole-school projects. Over the past year, this has included leading the school's European Day of Languages initiative and

taking part in the Rapid Response Engineering Challenge, as well as leading activities on Inter-Disciplinary Learning afternoons.

Most homework is issued to pupils in the form of learning and revising both vocabulary and grammar.

If no formal homework is issued, pupils are expected to check their jotters for new phrases and to be revising these regularly – ideally three times a week. All pupils are encouraged to seek advice from their class teacher if they are struggling. Help is readily available at break time and lunch, and many pupils take advantage of this open-door policy.

We in the Modern Languages department believe in making languages fun and accessible to all. We do this through a range of means, including access to ICT, authentic materials such as music, films, YouTube videos, magazines and co-operative learning. We also subscribe to many websites which pupils can access for free at home. We encourage pupils to take part in trips abroad, we organise outings to see foreign language films, and we encourage the pupils to research and learn about other countries and cultures.

## **Technology - Computing Science**

National 5 Computer Science equips learners with essential skills for the modern world – where technology shapes every aspect of life. More than just coding, this course fosters critical thinking, problem-solving, and creativity, encouraging students to become not just users of technology, but innovators and responsible digital citizens.

Through engaging topics like Software Development, Web Development, and Computer Systems, learners gain a deeper understanding of how digital technologies function and how they can be harnessed to solve real-world problems. This knowledge empowers them to make informed decisions, challenge assumptions, and contribute meaningfully to a rapidly evolving digital landscape.

The skills developed in N5 Computer Science open doors to a wide range of career pathways – not only in tech-related fields, but also in sciences, medicine, engineering, and other indirect routes where logical thinking, data handling, and digital fluency are increasingly essential. Whether students pursue computing directly or apply its principles in other disciplines, they gain a strong foundation for success in the 21st-century workforce.

In an age where digital literacy is as vital as reading and writing, N5 Computer Science is a gateway to future careers, lifelong learning, and active participation in a tech-driven world.

## **S1/S2 Computing Science**

S1 Skills-building CfE curriculum:

- Developing knowledge of algorithms and computational thinking in Code.org
- Block-based coding using Scratch

- Digital literacy skills using IDEA – Bronze Award
- How computers work

S2 Skills-building CfE curriculum:

- Web design using HTML and CSS
- An introduction to Python Programming
- Digital literacy skills using IDEA – Bronze Award

## **Mathematics**

During the year in Maths all students will continue developing the level that they were progressing through in Primary. Together, as a class, we will consolidate and investigate Maths principles. Individually each pupil will be challenged to expand and apply their abilities practically.

Calculators are necessary in some topics and pupils are encouraged to have and use their own scientific calculator. Using their own calculator always feels better due to being familiar, especially when it comes to exam time. Initially, most calculations will be performed mentally to help improve numeracy skills.

Pupils will have opportunity to enjoy team and individual challenges in Mathematics while developing key numeracy skills through problem-solving.

Mathematics, like many things in life, can often be challenging and sometimes frustrating.

Together we will use these top tips to maximise achievement throughout your Maths careers:

- Ask Questions – to discuss new ideas, to get help or to begin investigations.
- Complete Classwork – When you run out of time in class, take a few minutes to complete the work at break or home. You will have experienced the full topic and practiced all problems.
- Study support is available every Thursday lunchtime in Maths 1. All students are welcome to attend; feel free to bring your lunch and get extra help with revision or homework tasks.
- Use the Website – all course outlines are available on the school Maths website page. Students are responsible for catching up on any missed work, which can be done by attending study support.
- Use Teams – each class has its own MS Team, where books will be uploaded that will supplement in class work and can be used for revision purposes. Pupils can ask questions of each other or their teacher. Assignments and Homework will be set and marked on Teams.

- You are the master of your own learning. Keep your profile up to date with how the topic went and how you feel about it. This lets us target specific areas for improvement or enjoy some topics that you are good at already!
- Use Dr Frost Maths to consolidate and revise topics in preparation for upcoming assessments. Additionally, homework will be set on Dr Frost Maths. This highly useful and accessible website is a valuable resource for homework support. It offers helpful video links for both students and parents and allows parents to monitor their child's progress.

## **Music**

The Music Department at Pitlochry High School prides itself on trying to make music accessible for all. Pupils receive class music lessons from P1 to S2, after which they can continue to study music in S3 and work towards National Qualifications in S4.

In the primary, pupils will develop skills in singing following Kodaly methodology, plus instrumental skills on tuned percussion, ukulele and keyboard. They will also learn about different styles of music during class projects and have the opportunity to create their own music.

In S1 and S2, pupils will choose to focus on two instruments from the options of keyboard, tuned percussion, guitar, bass guitar, ukulele and drum kit. If they play other instruments, they are also encouraged to bring them into class to play. S1 and S2 pupils split their time between working individually to build solo skills, as well as on band skills working as a whole class band. They also have the opportunity to develop their own music ideas and learn about different styles of music.

In S3, pupils can choose to take music as a subject where they continue to build on the skills started in S1 and S2.

In S4, pupils can sit a qualification at National level in music performance.

The music department benefits from free instrumental instruction in piano, brass, woodwind, upper strings, cello, guitar and percussion. Most of these are on offer to both our primary and secondary pupils subject to availability and are carried out on a one-to-one basis or in small groups.

Music plays an important part in the life of the whole school and pupils are encouraged to join our Primary Choir, School Band and String Club. They are encouraged to build performing skills playing at our Community Café events throughout the year, school services, shows and events in the wider community.

## **Science**

### **S1 to S3 Science**

Pupils in S1 to S3 are encouraged to develop their scientific enquiry skills across various different topics and in varied contexts such as Forensic Science, Biodiversity and Space.

Pupils develop their Literacy through writing formal investigations, research tasks, experimental reports, presentations to the class etc. Pupils also develop their numeracy skills in Science; when analysing results pupils are required to record results in tables, pie charts and graphs. In addition, they are required to interpret graphs.

Pupils are given the opportunity to progress towards achieving various Health and Wellbeing outcomes such as managing risk, working with others and contributing to the community through the John Muir Award. The John Muir Award provides the pupils with an opportunity to discover and explore the local environment. In addition, they contribute to the community by tree planting at Dun Coillich.

All pupils will be given the opportunity to experience aspects of engineering such as making chemical cells, soldering electronic Christmas trees and various challenges.

All pupils take part in a Biotechnology day as a part of the world of work week. This involves practical activities in school such as baking and brewing, researching biotechnology and linking with local industries.

The course is designed to give pupils the skills that will allow them to progress in Science beyond S3.

### **S4 National 4/5 Biology, Chemistry and Physics**

The three available discrete Sciences at National 4/5 (Biology, Chemistry and Physics) each build upon the work pupils have done in S1 to S3.

The Biology course focuses on topics such as Multicellular life, Life on Earth and Cells. Chemistry focuses on the periodic table, different types of bonds between elements and acids and alkalis. The Physics course focuses on topics such as Mechanics, Space and Electricity.

Science pupils will be encouraged to develop their literacy and numeracy skills further by writing reports, giving presentations, interpreting numerical data from experiments, solving equations and more. In each Science pupils will also further explore Health and Wellbeing outcomes by learning about pollution and how it affects the Earth.

Successful completion from a National 4 discrete Science allows progression into any of the discrete Sciences at National 5 level. Successful completion of a discrete Science at National 5 allows progression onto the related Higher course.

## S3 National 3 and 4 Science

The National 3 and 4 Science course builds on the Level 3 Science outcomes that pupils covered in S1/S2. The course covers a broad range of Science topics with a practical focus. Pupils are also given the opportunity to complete outcomes related to Literacy, Numeracy, and Health and Wellbeing.

All assessments are internal so there will be no final exam. Note this is a one-year course with completion at the end of S3.

Successful completion of the National 4 Science course allows progression to National 4/5 Biology, Chemistry or Physics.

## Physical Education

At Pitlochry High School, we recognise the Scottish Government's commitment regarding the positive impact that physical education has on a pupil's health, educational attainment, and life chances.

Physical Education provides learners with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes.

It enables learners to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance, and outdoor learning, and enhances their physical and mental wellbeing in preparation for leading a fulfilling, active and healthy lifestyle.

### PE Kit, changing rooms and valuables

Pupils are required to have a full change of PE kit for every lesson regardless of illness/ injury (unless unable to change) and are expected to be with their PE class to participate/ help with the class at all times. They will need the following equipment for participating in their lessons:

- change of footwear – indoor/outdoor depending on their activity
- black or navy-blue shorts/ tracksuit bottoms or leggings
- white or black T-shirt or Pitlochry branded house T-shirt which can be worn for PE lessons
- suitable warm clothing and footwear should be brought for when the class are working outdoors

\*If pupils have forgotten PE kit, then they will be given kit to borrow and return for that lesson.

Pupils regularly make use of Atholl Leisure Centre and will walk accompanied to and from the Centre. A change of shoes is also required for this purpose. We encourage pupils not to bring valuables to school, however any valuables should be kept in the changing rooms which are locked at the start, and opened at the end, of each lesson. Pupils should not carry their valuables around with them.

## Broad General Education S1 to S3

The focus of lessons at this level will be based on the Benchmarks, such as co-ordination, and Meta Skills, such as communication. Pupils will develop their physical skills, physical fitness, cognitive, and social qualities through participation in a variety of practical learning opportunities which may include outdoor and indoor team games, aesthetic activities, racket sports, outdoor education, and are taught in an environment that meets the needs of our all our learners.

## S3 Elective

Pupils who elect to take PE in S3 will further develop their performance skills in a range of activities. The central theme of the course is to develop approaches to improve performance and prepare pupils for transitioning into certificated PE in S4. Along with developing skills within activities, pupils will also cover fitness testing and training; tactics and strategies, developing leadership skills and practices, creativity and compositional form and Literacy skills. They will also be introduced to the four factors in PE which form the National PE course in S4.

## S4 National 4 and 5 PE

Pupils are assessed both practically and theoretically in both courses and look at the investigation development and evaluation of the factors that impact on performance.

At National 4 pupils are regularly assessed and are required to pass their performance unit as well as completing the National 4 Portfolio task.

Pupils who are presented at National 5 are assessed in two activities in two separate one-off performances.

These performances will be marked individually out of 30 and will count toward 50% of their overall grade.

The other 50% is achieved through the portfolio which is assessed externally under a mixture of exam and supported conditions. Pupils will learn in both a practical and a theory-based setting throughout the year to maximise their marks and to ensure that they are prepared for these assessments.

## Homework requirements

Homework will be frequent for certificated classes to consolidate the work undertaken in class and be used to support any evidence in the case of any potential appeal at the end of year. Attendance at extra-curricular clubs is strongly encouraged and will help to raise performance standards.

## Pathways in PE

Pupils would be able to progress beyond S4 into courses such as Higher Physical Education, Sport and Recreation (SQA Level 5), Community Sports Leaders Award (SQA Level 6), NPA Sport and Fitness and Outdoor Education.

## Extra-curricular pathways

There are a number of opportunities for pupils at lunchtime and after school for them to have fun, engage in new activities and improve their performance level for certificated classes, and we would strongly recommend that pupils engage with these opportunities throughout the year.

## Religious and Moral Education

Religious and Moral Education is non-denominational in its approach and within core S1-4 RME lessons our course enable pupils to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of religions selected for study, other traditions and viewpoints independent of religion
- explore and develop a knowledge and understanding of religions
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious and cultural diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral value
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life.

If the parents of any pupil wish their child to be excused from Religious and Moral Education, a written request should be made to the Headteacher. The Headteacher, before granting the request, would be willing to discuss the Religious and Moral Education course with the parent, together with the arrangements which would be required for withdrawal.

Assemblies are held regularly throughout the year. A team of chaplains work with the school to visit the assemblies and work with pupils to present at these.

If you have any queries regarding this, please do not hesitate to contact the Headteacher.

## **Technological Subjects**

During first year, the work covered by pupils allows them to gain knowledge, practice and confidence in using a variety of different materials, tools (both hand and power) and processes associated with manufacturing of small artefacts. The second unit of work is used to introduce pupils to technical type drawing, mainly in two dimensions, as well as freehand sketching and rendering.

Through a Curriculum for Excellence pupils have the opportunity to work collaboratively with others in the school to develop achievement through the 'Scottish Countryside Rangers Award'.

The second year of the course sees pupils building upon their practical skills. Pupils will go on to make a small item in metal.

Pupils are introduced to formal technical drawing using both drawing boards and computer software in line with current industrial practice.

Computer aided graphics is also a focal point of the course with pupils creating a variety of publicity material in full colour to professional standards. Also in this unit, pupils have the opportunity to work on a team-based initiative.

Assessment is based upon practical performance in class, formative assessment, homework and completed artefacts.

Pupils will have the opportunity to compete in small groups in an RREC (Rapid Response Engineering Challenge) activity day.

The third year of the course allows pupils to progress into either Craft Construction Skills and/or Graphics.

The Graphics course allows pupils to develop creativity and skills within a 3D drawing environment. Using cutting edge computer software pupils will learn to develop spatial awareness to create a variety of scenes and components in virtual reality. Pupils will work through a series of introductory units to familiarise themselves with all the features and commands of Autodesk Fusion 360. As they develop knowledge and skills, the choice of task will be influenced by personal interests

The Craft Construction course involves pupils in the manufacture of traditional woodworking construction joints and small pieces of furniture. Pupils work through a series of practice joints before attempting the manufacture of an item of furniture, which will contain most of the practice type joints. Pupils are also taught how to use and maintain the tools and equipment they use.

The course is exploratory and experimental in nature and combines elements of personal creativity and choice.

Progression and continuity are provided through the choice of National 4/5 Graphic Communication and/or Practical Woodworking National 4/5.

In S4 Graphic Communication course can be thought of as a graphic language where pupils can present ideas and solutions in a precise and logical manner and develop a methodical approach to problem solving. The course covers areas of 2D and 3D drawing, sketching, computer aided design/drawing, various types of three-dimensional work and the illustration and presentation of drawings in a range of media, such as coloured card, pastels, felt tips and pencils. The course has been designed to meet the present demands of industries using any form of graphical presentation of ideas.

Practical Woodworking course in S4 involves pupils in the manufacture of traditional woodworking construction joints and small pieces of furniture. Pupils work through a series of practice joints before attempting the manufacture of the item of furniture, which will contain most of the practice type joints. Pupils are also taught how to use and maintain the tools and equipment they use. Work is assessed on performance of two main elements:

- Practical Abilities – how good the craft skills are in the production of the joints and models
- Knowledge and Understanding – tests on materials, tools and processes

## **Home Economics**

In Home Economics in S1 to S2, pupils will experience a range of different units allowing them to cover the appropriate Health and Wellbeing and Technology outcomes to level 3. Topics covered include an Introduction to Home Economics, Healthy Eating and the Eatwell Guide, Fabric Time, Food Hygiene, Sensory Analysis, Nutrition and Food Choice, Design and Make activities as well as a Foods of the World topic. Pupils will practice and apply a range of food preparation techniques as well as develop their knowledge in the above areas.

In S3 pupils can opt to study Food Technology and/or Fabric and Nutrition through the Lifecycle.

In Food Technology pupils are given the opportunity to complete two courses produced by the Royal Environmental Health Institute of Scotland. Each course is worth 1 credit at SCQF level 5 and comprise Elementary Food and Health, and Elementary Food Hygiene. Aspects of each course filter into the National courses offered in S4 – Health and Food Technology and Practical Cookery.

In Fabric and Nutrition through the Lifecycle, pupils are introduced to various topics from additional HE courses that are also offered in the senior phase – Fashion and Textile Technology, Health and Food Technology. They will complete units of First Aid, Nutrition, and complete a fabric project.

In S4, Health and Food Technology is offered up to National 5 level allowing progression to Higher and Advanced Higher in future years. This course focusses on three units – Food for Health, Food Product Development and Contemporary Food Issues. Practical Cookery is offered up to National 5 level and is primarily a practical course. It builds on food preparation and cookery skills as well as developing knowledge of the function of ingredients and where food comes from.

### **Personal and Social Education (PSE)**

Personal and Social Education and the general Curriculum taught in S1 to S4 will help to foster in pupils the ability to communicate, solve problems, make judgements, think critically, show concern for others, co-operate, be rational, make informed decisions, work hard and be resourceful. The Personal and Social Education aspect concentrates on encouraging pupils to participate fully, effectively and with confidence as responsible members of society. Issues discussed include:

- Relationships, sexual health, and parenting
- Substance misuse
- Mental and emotional wellbeing
- Career education and career management skills
- Skills for life, learning and work
- Work experience
- Online safety
- Study skills
- Physical activity and health
- Decision-making and problem-solving

Various outside agencies can be involved:

- Community Learning and Development, including Community Link Work and Community
- Youth Workers
- Police
- Skills Development Scotland (Careers)
- Community Education
- School Health Nurse Service
- RASAC
- Equalities Team

On the topic of careers, we have a Skills Development Scotland Careers Coach who, along with school staff, helps with course choice and post-16 choices.

They are available for consultation with any pupil, as well as being present at some Parents' Evenings throughout the year.

## Assessment and reporting

### Primary

As pupils move through Curriculum for Excellence, their progression and development are monitored and recorded using the following levels as expectations.

All aspects of assessment are an integral part of Learning and Teaching, involving staff and pupils gathering, reflecting on and evaluating learning. This allows staff and pupils to check on progress and identify next steps in learning. This will relate to planned learning experiences as well as those arising from pupil choices in their learning and has the flexibility to meet the needs of all learners.

We monitor pupil progress through continuous assessment as part of Assessment is for Learning. This is done through a number of assessment techniques including discussions, practical tasks, NSA data, specific assessment tasks and on-going evaluation of daily work.

Learners are actively encouraged to reflect on the impact of their learning, where their next steps lie and what skills they have been unitising through a learning experience. This personal reflection is recorded in Learning Logs, Learning Journey booklets, class books, personal diaries and J2E app. Parents are also actively encouraged to share their reflections.

Records of work covered and pupil attainment are kept by class teachers and are largely made up of tracking sheets, classroom assessments, annual reports, information passed on from a previous school and Individual Education Programmes or Personal Learning Plans.

Each session, we have two Parent Contact evenings, these will be held in November and February. 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.

You will receive an end of term written report in June, detailing strengths and development needs in literacy, numeracy and health and wellbeing. The report will give clear, positive feedback about a child's learning and progress. It also provides indicators of next steps in learning, which are used as a discussion point for learners and their teachers. Please complete the two stars and a wish page and return to the class teacher.

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.

## **Secondary**

The Curriculum aims to enable learners to be better equipped for the rapidly changing world we live in, through gaining a wide, up to date and relevant body of knowledge and understanding, skills, attributes and capabilities. Assessment takes place periodically as part of ongoing learning and teaching and at transitions.

Teachers use a range of approaches and evidence to assess the different types of achievement across the curriculum, measuring progress in terms of 'how much' and 'how well'. Assessment in the Senior Phase will focus on planned learning across aspects of the curriculum and a substantial part of this will contribute to our young people gaining formal qualifications and awards.

Parents' Nights are normally held as follows:

- September and February – S4
- November – S1
- February – S3
- March – S2

Meetings will take place in person in the School Assembly Hall. Appointments are timetabled to ensure the best use is made of available time. A letter informing parents of the meetings, together with instructions for accessing our online booking system are sent out prior to each meeting.

Parents are most welcome to ask for progress details at other times of the year. Please contact Mrs Rae (PT Support), or Miss Mitchell (DHT Support) in Secondary and Miss Mair (DHT Primary).

## **Support for pupils at Pitlochry High School**

### **Primary**

In every school there will be pupils who require additional support. The type of support will vary for each individual child. We have a range of universal support across each class to support learners. Where there is a need for more targeted support, this can be delivered by the class teacher within the classroom or at times children may also be supported by a member of

support staff, for example a Pupil Support Assistant (PSA), Support for Learning Teacher (PPST), Early Childhood Practitioner (ECP) or Community learning Assistant.

If a parent has any concerns over a child's learning, they should contact the school to arrange a discussion with the class teacher in the first instance. Beyond this, the Management Team share responsibility for Support for Pupils across the school.

If the school has any concerns regarding a pupil's progress, contact will be made with parents to discuss the next steps. Some targeted strategies to support pupils may include:

- direct support from the Pupil Support Teacher or Assistant
- inclusion in a small group for aspects of learning
- the use of group or individual planning to target areas which require support
- working with other professionals, such as speech and language therapist, occupational therapist, educational psychologist, school nurse

For pupils who have identified need, an additional support meeting will be held where consideration will be given to the appropriate support and planning required. A child's plan will be drawn up in consultation with all who are present at the meeting.

View [further information for parents on Additional Support Needs](#).

## **Secondary**

Miss Mitchell, DHT, leads the Support for Pupils Team and is directly responsible to the Headteacher for the wellbeing of all pupils.

The school's policy is to support the education of all pupils and to promote the maximum degree of independence in learning, personal management and social activity of which the individual child is capable. In Pitlochry High School we acknowledge that any child may require support in order to overcome barriers to their learning, temporary or otherwise, and that the underlying principle of support is a reflection of the Getting It Right for Every Child model.

A wide range of factors can lead to this but broadly speaking they fall within four interlinked themes:

- learning environment
- family circumstances
- disability or health needs
- social and emotional factors

It is an essential aspect of school life that all teachers are prepared to give help and advice to pupils. Pupils are always encouraged to speak to any member of staff if they have a problem. All pupils are supported through our Tutor Group system (based on the Houses: Atholl,

Cluniemore and Faskally). This system is vertical and tutor groups are approximately 15 in size with a mix of S1 to S4 pupils. Universal support for all children starts here.

The Support for Pupils team encompassing Guidance and Support for Learning, (PT Mrs G Rae) takes main responsibility for an overview of the educational, personal and social development of the pupils. In order to do so, the team liaises with parents, their school colleagues (including the Community Link Worker) and a range of partner agencies. Discussions take place weekly at the Support for Pupils meetings and at the six-weekly multi-agency Integrated Team Meeting.

Every secondary school in Perth and Kinross is part of a locality based integrated team. This team is a multi-agency group with core members being Education, Health and Social Work.

Additional members at our meetings regularly include Community Link Worker, Educational Psychologist and Police Scotland. The responsibility of the group is to identify, plan and access additional support for our pupils and their families when what is currently available in school has been exhausted. Pupils' needs are identified as detailed below.

### **Nursery**

- General observation.
- Daily contact with parent/carer allows for early intervention if there are concerns.
- Monitoring of concerns and discussion with DHT Primary for decision on next steps.

### **Primary**

- Behaviour, social and emotional – oral discussion between DHT Primary and class teacher.
- Incident log and record of intervention kept.
- Behavioural monitoring process in place.

### **Secondary**

- Emotional/social/behavioural referrals collated through SEEMIS.
- 'Cause for concern' sheet completed and passed to DHT Support for discussion at Support for Pupils meeting or referral to Integrated Team Meeting.
- Additional learning issues – passed to PT Support for pupils for further assessment.

If you have any concerns for your child and feel they require more support, whether that be long or short term, please contact Miss Mair (DHT Primary), Miss Mitchell (DHT Secondary) or Mrs Rae (PT Support for Pupils).

More information may be obtained from the following:

- (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 their telephone helpline 0845 123 2303 or email enquiry service [info@enquire.org.uk](mailto:info@enquire.org.uk). Advice and information are also available via the [Enquire website](#).

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

## School improvement

Pitlochry High School has implemented a Quality Improvement Framework which ensures that there is a Quality 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. This document also gives information about school performance in National Examinations and Attendance, as well as attainment throughout the school over the last three years.

Within both the Quality 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](#).

## Policies and practical information

We are a Rights Respecting School achieving Silver level in session 2022 to 2023. All policies are being reviewed in line with this.

For the following Policies, please see our [school website](#).

- Pitlochry High School Communication Policy
- Relationships Policy
- Anti-Bullying Policy
- Digital Policy
- DYW Policy
- Health and Safety Policy

## Confidentiality

1. The policy of Pitlochry High School is to work with parents in order to promote the welfare of their children. The school aims to build up relationships of trust with children in order that both they and their parents feel able to raise concerns about safety and welfare in the knowledge that these will be dealt with sensitively.

We aim to reassure parents that the school will always act in the best possible interests of the child and encourage the fullest possible involvement and consultation with parents. However, it is important to underline that it might not always be appropriate or in the best interests of the child to share such information with the parents.

2. Because of the sensitivity of these issues, the school will operate on the presumption that anything imparted in confidence will be treated in confidence. This is subject to three qualifications as detailed below.
  - (a) Anything imparted in confidence to a member of staff or person approached as an associate of the school, may be shared with a restricted number of colleagues if that person feels in need of support or guidance. This is likely to be the Child Protection Officer, the child's guidance teacher, Headteacher or Depute Headteacher.
  - (b) If serious concerns are raised about the safety or welfare of the child (if they are deemed to be 'at risk') the person approached is obliged, in terms of the schools child protection procedures, to pass that information on to the Child Protection Officer for consideration as to whether it should be shared with the appropriate authorities and/or passed on to another agency.
  - (c) The school must pass on information when legally obliged to do so, for example, by a court of law.

Note: In all of the above, the person approached would not, except in an emergency, breach the confidence without letting the person seeking assistance know. People working with you and your child will only share information about you and your child when they have to.

Information shared with other members of staff will be on a 'need to know' basis.

The school will ensure that pupils are aware that staff cannot offer unconditional confidentiality through PHSE. However, they will be reassured that, if confidentiality has to be broken, they will be informed first and then supported as necessary. The pupils will also be made aware of sources of confidential help available for example GP, School Health Worker, Local Young Person's Advice Groups. For further reference, view the [Council's GIRFEC information for parents and carers webpage](#).

## **Visiting the school**

Parents are welcome to visit Pitlochry High 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 office.

Parents should contact Mrs Liney (Headteacher), Miss Mair (Depute Headteacher Primary), or for our Secondary, Miss Mitchell (Depute Headteacher), or Mrs Rae (Principal Teacher Support for Pupils).

Parents are asked not to make direct calls to members of staff on any matter unless by arrangement. The principal reason for this is to avoid interruption of classwork.

Answers to straightforward questions will be conveyed to parents by the office staff when the required information has been obtained from 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 school.

## **New pupils**

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

In nursery and early years, we welcome parents at the start and end of the session every day. We hope parents will share with us all information which can be used to support pupils in their development.

Further information can be found in our [Pitlochry High School Communication Policy](#).

## **Collection from School**

In general parents are very good at making arrangements for their children to get home from school but sometimes there can be complications that lead to concerns for the child. These would mainly arise in Nursery and early years but can be issues right through the school.

The following examples of good practice, from the Governments 'Safe and Well Handbook', are there to support our decision making.

### **School – mainly in nursery and early years**

- Ensure that very young children are dropped off and collected by a known adult. Those travelling by bus are escorted to and from the bus by a member of staff.

- Where a child who is due to be collected is not collected, they should be kept in school until an adult can be contacted to discuss the problem and agree a solution.

## **Parents**

- Children in nursery and P1 to P3 must be collected by a parent or responsible adult.
- Contact the school as soon as possible if there is to be any change to your daily 'pick-up' routine.
- Support the school by ensuring that children are aware of who will be collecting them and making any changes to these arrangements known to the child and the school. This includes children being picked up by an older, more responsible sibling (P5 upwards). There are procedures in place in nursery and each classroom to make this procedure straight forward but please talk to a member of staff if you feel this would be more appropriate.
- Advise the school of any 'non-contact' adult where there are restrictions in place regarding access to the child.

## **School - general**

- Ensure clear contractual arrangements when pupils, including those with additional support needs, are transported to school by bus or taxi, regarding handover arrangements both between home and transport, and school and transport, supervision if transport arrives before the start of the school day, and action to be taken if in the event of any emergency situation arising during the journey.
- Have regular consultation with parents on 'collection' policy and encourage parents to consider with the school appropriate ages and stages of development when children might be allowed to make their way to and from the establishment independently.

## **Attendance**

It is every parent's duty to ensure that if their child is of school age, they attend school regularly.

Excellent attendance at school is important to allow children and young people to fulfil their potential and for them to have the best possible start in life. Perth and Kinross Council aspire for 100% attendance for all our children and young people, and are committed to improve attendance and expect attendance of 97% in primary and 92% in secondary. Where attendance drops below these thresholds, there are clear next steps and procedures we must follow.

The school asks parents to telephone the office on 01796 474666, or the absentee line on 01796 474699, to explain the reason for absence on each day, by 9.30am, and indicate when the pupil is likely to return. The school will telephone the home on each day of absence if no reason has been notified to the school.

It is important that the school is assured that parents are aware of their child's absence and that the reason is genuine.

No child should be in school before 8.30am for any reason and preferably not before 08.45am, unless by prior arrangement.

## **Leave of absence**

Notifications for leave of absence for pupils must be made by parents to the Headteacher in writing.

Parents must make every effort to support the school by confining holidays to school holiday periods.

All families taking children out of school in term time will be sent a Perth and Kinross Council policy leaflet - [Family Holiday Information Leaflet.pdf](#). This clearly states that such action by parents is not acceptable practice, and that the absence will be marked as unauthorised. Please note that no work will be provided for a child whilst on an unauthorised absence.

## **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.

## **Health Care**

Pupils will receive a series of visits from medical officials for the purpose of health, hygiene and dental care.

Parents are requested to inform the school office if their child has a medical problem which has an educational bearing, such as vision, hearing or speech difficulty or a medical condition requiring special attention by the school. A referral to the School Nurse can be requested. NHS Tayside also provide an Advice Line for parents and carers covering Speech and Language Therapy, Occupational Therapy and Physiotherapy on 01382 740317.

If pupils need to bring medicine to school, whether or not it needs to be supervised by a member of staff, parents **must** complete an information/consent form which is available from the office. Members of staff are not permitted to supervise medicine without this written clearance.

## **Mobile Technology**

Pitlochry High School recognises that mobile phones and other digital devices are now an integral part of our culture and way of life.

Whilst technology plays an important role in learning practices in the school, as with ICT use, this must follow agreed rules.

**Primary** children are not permitted to use a mobile phone in school during the school day. If they require a mobile phone, it must be given to the class teacher for safekeeping until home time.

The school permits **secondary** pupils to bring mobile phones to school but their use is subject to guidelines which must be followed.

- Mobiles etc should normally be switched off during class time and between periods. They can, however, use their phones where staff sanction their use and once seated in a designated area at lunch time and break time. Pupils should not walk between classes or in school corridors with their phones out.
- Mobile phones should not be used to take unauthorised images of staff or pupils at any time.
- Mobile phones must not be used to send offensive texts, bully or harass other pupils or staff.
- Mobile technology must be kept secure and is the responsibility of the pupil. The school will take no responsibility for lost or damaged mobile technology
- Pupils must not download inappropriate material to their phones nor store any inappropriate images.
- Pupils who do not follow the above guidelines will be required to leave their mobile phones at the school office for the remainder of the school day,
- Should the school need to investigate misuse of social media which impacts negatively on learning, phones will be left at the school office for the remainder of that term.

## **Learning at Home**

Within Pitlochry High School learning at home is regarded as a positive approach to developing independent learning and the life skills of planning and task management.

Learning at home encourages responsibility and accountability and strengthens home–school communication about student learning.

Learning at home helps children to:

- reinforce and consolidate work/skills covered in class
- prepare for new work
- revise for assessments
- take responsibility for their own learning
- develop good study habits

## **How parents can help learning at home**

- Parents/Carers are the most important people in any child's life. A supportive adult at home is one of the best contributions to a child's success at school. When parents/carers and teachers work together children make better progress and develop an interest in learning and habits which will lead to lifelong learning.

## **Ways parents can help**

- Get actively involved with your child's learning, ask your child to explain things you don't understand.
- Encourage your child to use his/her diary or mobile phone (Secondary) – make comments in the diary.
- Listen to what your child is saying.
- Provide a quiet place for your child to work and help them get into a regular routine for planning and learning at home.
- Give praise by acknowledging their successes.

## **What we are looking for from pupils:**

- use their diary effectively and hand in work on time
- ask for help when it is needed
- share homework with parents
- be involved in self and peer marking with teachers

## **What we are looking for from teachers:**

- share homework with parents
- use school website to communicate with parents
- encourage all pupils to use diary daily
- insist a diary is on display on desk
- use diary to make comments for parents
- promote and value learning at home
- ensure that homework matches child's ability
- display homework tasks in classroom
- give feedback timeously, using a variety of methods to mark homework
- encourage and support pupils through praise
- offer a time and place in school if required to complete homework

- follow school referral system as appropriate
- involve parents/carers to be actively involved with their child's learning at home
- keep a record of homework tasks given
- keep a record of homework submitted

### **Time for learning at home activities – guidance**

- We hope to encourage all children to enjoy extra-curricular activities provided both by the school and the local community.
- Pupils will be given at least several days to complete a task.
- All tasks will be set to meet the needs of each child.

### **Range of activities**

A range of activities will encourage pupils to be independent learners. Homework is not always reading or written tasks. Thinking homework, oral homework, watching the news, as well as playing games are also important.

Where possible some activities will encourage parents to be actively involved with their children's learning at home.

#### **Nursery**

Very informal – sharing a book with parents, letter bags, for example. Offering a library service where children are encouraged to borrow books to share with parent/carer, who in turn can feed back to the nursery teacher, on a sheet, which books were shared/enjoyed.

#### **Primary**

Up to one hour per week, this will always consist of literacy and numeracy each week and may sometimes involve practical tasks as well as written tasks in different areas of the curriculum.

In September each year, Primary class teachers will hold a meet the teacher for parents to explain learning at home and the expectations of the school in relation to homework at each stage. This will be the opportunity to discuss the curriculum at each stage and the related tasks to be completed at home. It will encourage the participation of parents in their child's learning.

Home learning includes:

- sharing and talking tasks with parents
- pre-reading games and activities with support of parents
- reading with support from parent
- bringing in materials from home to support topic work
- reading activities – support of parents

- topic-related activities, such as find a picture
- spelling activities
- Maths reinforcement
- preparing oral presentations
- Maths and language reinforcement
- research for topic work, investigations and surveys
- set reading tasks
- using maths bags
- using library books

### Secondary

S1/S2 – English one hour per week/Maths one hour per week up to a maximum of 10 minutes per period per week, for example two periods of Home Economics = 20 minutes per week or 40 minutes per night. Total up to 6 hours per week (not including PE/PSE/RE).

S3/S4 – on average, each subject will give up to one hour per week of homework.

Pupils can expect to also complete any classwork they missed through absence or failed to complete in class.

Pupils who play a musical instrument are expected to practice a minimum of 20 minutes per day.

At examination times, especially in S3/S4, pupils should expect to spend more time learning at home.

Activities will include:

- discussion with parents/siblings
- consolidation of class work
- learning information – developing knowledge and understanding
- developing skills of problem solving, evaluating, interpreting and reasoning
- individual topic research
- encouragement to be reflective and critical of pupils own learning
- taking responsibility for planning and managing study time
- preparation for oral presentations
- set reading tasks
- revision for assessments

- practice questions for Standard Grade pupils
- extended writing – report writing, essays and talks
- media or Internet research
- learning vocabulary
- reinforcement of listening concepts through LTS internet site
- inventing work
- preparation for project work
- redrafting class work, essays and reports

### **How to be successful at homework**

- Always write your homework into your diary.
- Make sure you plan to do your homework on a night that you are free.
- Share your homework with your parents, let them know what you are doing.
- Talk to your teacher if you need help with your homework, **before** the day it is due in.
- Remember to hand it in on the correct day, put it in your bag the night before.

In primary – What happens if you forget? Bring it in the next day – everyone gets one chance. If homework is not given in after that then there will be opportunities to complete the work in school (breaktimes/lunchtimes).

In Secondary – What happens if you forget? Bring it in the next day – everyone gets one chance. If homework is not given in after that, you will complete it in school (at breaktime or lunchtime).

### **Emergency closure of the school – Adverse weather**

All decisions made are to ensure that the safety of all pupils is paramount. Parents are asked to ensure that an adult is at the home address or snow address if adverse weather conditions become apparent.

### **Closure or partial closure at start of day**

- Parents of children who require transport to school should make sensible decisions, if weather is closing in, not to send children to school.
- Buses will only run if the transport provider believes that the journey can be made safely. If a school bus does not make a journey to school in the morning, it will not normally make the return journey at the end of the day. If you bring your child to school in these circumstances you therefore must be responsible for the return journey.

- A travellers' phonenumber will be used to inform parents if school is not opening in the morning. Local pupils should tune in to Heartland Radio from 7am.
- Information about school closures can also be obtained from the following Council sources each morning if there is a likelihood of school closure: Customer Service Centre, website, X and Facebook.
- Contacting Pitlochry High School – please use this only if other services have been exhausted as many calls must be made at this time on the line – 01796 474666.
- If the school is closed the phone line will have a recorded message confirming closure.

### **Closure or partial closure during the school day**

If a decision is taken to close the school during the school day the following procedures will be adopted.

#### **Nursery pupils**

- All home and/or snow addresses telephoned. Pupils must be collected by an adult.

#### **P1-P4**

- All home and/or snow addresses telephoned. Bus travellers transported by bus once destination confirmed by phone call.
- Local pupils must be collected by an adult as arranged by telephone (this may be older brothers or sisters in P5 to S4 if arranged by parent on the phone).

#### **P5-P7**

- Bus travellers leave once destination confirmed by phone.
- Local pupils walk home once confirmed by telephone that an adult is at home or at the snow address.

#### **S1-S4**

- Bus travellers leave once destination confirmed by phone.
- Local pupils leave once pupils' suitable destinations are confirmed between staff and pupils. If there is any doubt, or if pupils want to check, that an adult is at the address to receive pupils, all calls will be made after primary and nursery calls are completed. Pupils may use mobiles to confirm destinations.

Parents who make the decision to take children home due to adverse weather conditions in their locality, before the school has made such a decision, must report to the office before removing their child from the school.

## **Pupil representation**

We aspire to give all pupils the opportunity to have a voice in their school and in some of the developments which take place.

In primary, pupils are part of Pupil Council, Eco-School, Library Monitors, Peer Supports in nursery and P1, P7 Monitors, Digital leaders and, again, all pupils have the opportunity to give their opinions on aspects of the school's work each year.

In Secondary, we have our Senior Pupil Leadership Team (School Captains, Prefects, House Captains), Sports Ambassadors and Pupil Council. We also ensure, as a whole school, that all pupils contribute to an evaluation of aspects of the school each year.

We hope that many pupils will take the opportunity to present or lead at assembly, in parents' events and at prize-giving, where they deliver the report of the school year.

## **Name of Child Protection Officer**

Schools are required to report if they think any child has come to harm as a consequence of possible abuse. In each local authority school, a member of staff has been appointed to be responsible for child protection matters and special training has been given. Our Designated Child Protection Officers are Mrs Rae, Miss Mitchell, Miss Mair and Mrs O'Connor.

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 Health Workers, Social Workers and Police any or all of whom may become involved if there is suspicion that a child is at risk.

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

If you have concerns about a child, please contact the Council's Child Protection Service. The Child Protection Duty Team can be contacted on 01738 476768 (24 hours).

The role of the Child Protection Officer is to:

- keep up to date with Child Protection issues
- to inform all staff of Child Protection guidelines and where they are held in the school, held by Miss Mair and Mrs Mitchell
- to notify appropriate staff of any children in their care of whom they have concerns or who are on the Child Protection Register
- to inform Child Protection Officers in other schools at times of transfer
- to liaise with the Duty Child Protection Team and relevant colleagues in all Child Protection issues

- to attend appropriate in-service
- to contribute to the development of sound Child Protection practice
- to follow the Perth and Kinross Council Child Protection guidelines and procedures
- to ensure Child Protection issues are raised appropriately through the Social Education Programme

The role of all other members of staff is to:

- report any feelings of unease about a child's welfare as a result of the child's actions and/or comments to the Child Protection Officer (see Procedures)
- to record the incident leading to the referral using the child's own words where appropriate; Note: the record should be kept in whatever form suits the circumstances, although the member of staff's personal record of events is their personal property and only a Court of Law has a right to see it – however it may be in the child's best interests for this information to be shared with another agency
- to continue to observe, record and report where appropriate

In the event of a child disclosing an abusive situation to you:

- stay calm
- make sure that the child is safe
- listen carefully to what is said
- do not give opinions or ask leading questions for legal reasons
- remind the child that in this situation you cannot maintain confidentiality and must speak to other people in the school (usually Miss Mair or Mrs Rae)
- ask them to come with you if they want to
- report to relevant Child Protection Officer (or Mrs Liney in their absence)
- continue to observe, record and report

## **GIRFEC – Getting it Right for Every Child**

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.

# Local Authority Information

## Introduction

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 2012, Perth and Kinross Council Education and Learning schools produce handbooks covering the following categories of information:

- School information
- Local Authority information

Whilst the information contained in this school handbook was accurate at the time of publication (December 2025), further changes may have occurred since then.

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

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## **A Placing in schools - primary, secondary and special**

The policy of Perth and Kinross Council Education Authority is to assign to each school a defined zone known as a catchment area. Each home address has a catchment school for both primary and secondary education. The catchment schools are dependent on pupils' home address. Although we try to provide enough places for all children in the catchment area to attend the catchment school, living within a catchment area does not guarantee a child a place at that school.

In accordance with the provisions of the legislation, parents have a right to make a request that their child be placed in a school of their choice other than the school which normally serves the catchment area in which they reside. Parents' wishes will be met where possible. If the number of places in any particular school is limited, priority for admissions shall be determined on the following basis.

### **Priority 1**

Children normally resident within the catchment area of the specified school.

Where the number of requests for admission to the specified school by children normally resident within the catchment area exceeds the number of places available, then priority will be determined as follows:

- (a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith, for example Roman Catholic and Episcopal Church.
- (b) Children having a brother or sister (or relative permanently living at the same address as part of an extended family\*) in attendance at the school.
- (c) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school\*\*.
- (d) Thereafter, places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

\* Provided that the member of the extended family for whom the placing request has been made has lived within that extended family for a period of at least two years.

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

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

- Category (a) the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

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

## **Priority 2**

Children resident within Perth and Kinross and not normally resident within the catchment area of the specified school but having a brother or sister (or relative permanently living at the same address as part of an extended family\*) in attendance at that school.

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

- (e) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith, for example Roman Catholic and Episcopal Church.
- (f) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school\*\*.
- (g) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

## **Priority 3**

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

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

- (h) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith, for example Roman Catholic and Episcopal Church.
- (i) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school\*\*.
- (j) Thereafter, places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

## Priority 4

Children not resident in Perth and Kinross and not normally resident within the catchment area of the specified school but having a brother or sister (or relative permanently living at the same address as part of an extended family\*) in attendance at that school.

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

- (k) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith, for example Roman Catholic and Episcopal Church.
- (l) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school\*\*.
- (m) Thereafter, places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

## Priority 5

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

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

- (n) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith, for example Roman Catholic and Episcopal Church.
- (o) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school\*\*.
- (p) Thereafter, places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Placing requests will normally be granted except where there are circumstances defined in the Act which justify the Authority's refusal of such a request.

The Authority may also determine that in exceptional circumstances particular pupils may require to be placed in a specific school in order to meet exceptional needs, such as physical disability, as determined by the Authority. These placements will take priority over any of the 5 priorities above.

**Parents who have made successful placing requests for their children at other schools of their choice have to make their own transport arrangements and meet the costs thereof.**

Any pupil who attends a primary school other than the one proposed by the Authority (for example as the result of a placing request) and who is due to transfer to a secondary school will

be offered a place at the secondary school in whose catchment area he/she lives. For further information, view our [school enrolment webpage](#).

## **B School commencement arrangements – Primary school only**

The school entry date in Perth and Kinross is the first day of the school session (Tuesday 19 August 2025). A child is of compulsory school age on the first school entry date from his/her fifth birthday. If your child is of compulsory school age on the first school entry date from his/her fifth birthday, they are eligible to start school on Tuesday 19 August 2025 and you should register your child for primary school during the January 2025 registration week, or alternatively, his/her parents may delay the registration until the beginning of the next school session.

Parents will be notified by advertisement in the local press to register their child/children in the school of their choice during a designated registration week in mid-January. They will be invited to contact the Headteacher for further information about registration arrangements.

### **Early registration**

Parents who enquire about the possibility of early registration (that is of children whose fifth birthday falls after the last day of February) should note that early entry is discouraged but are advised to contact Education and Learning on 01738 476200.

### **Expansion of Early Learning and Childcare (ELC)**

Perth and Kinross Council's Education and Learning offer Early Learning and Childcare (ELC) as outlined in the Scottish Government's Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland.

All those aged three to five years and eligible two-year-olds have access to 1,140 hours of fully funded ELC. This means that in Perth and Kinross most children experience early learning and childcare in a funded provider for at least two full days a week and some full days for five days a week.

As a result of the changes to a child's experience prior to beginning their primary school education across Perth and Kinross, Primary 1 children attend school for a full day and therefore no longer access half days for the first two weeks of term.

## **C Equal opportunities**

Perth and Kinross Council values the diversity of the communities in this Council area and works towards providing services that are inclusive and accessible. Perth and Kinross Council recognise that social inclusion and promoting equality of opportunity and good relations between different groups can only be achieved by incorporating equalities into the planning and

implementation processes for all Council services. We have a duty to promote and develop the practice of equality of opportunity for all members of our community regardless of:

- race
- gender
- marital/family status
- disability
- religion
- sexual orientation
- age
- language
- place of residence
- socio-economic status

It is the responsibility of all staff to support a climate conducive to providing equal opportunities for all.

## **Relationships and behaviour**

Perth and Kinross Council takes a relational approach to achieving positive behaviour. This means that there is an emphasis on consistent, respectful relationships and an understanding of behaviour as communication. Our nurturing approach has a focus on the learning environment to ensure that happy and healthy relationships are the foundation for learning within classrooms. This requires inclusive classrooms based on an ethos of nurture, respect and a restorative approach to resolving difficulties.

## **Fostering inclusion and reducing exclusion**

[‘Fostering Inclusion and Reducing Exclusion’](#) is the Authority’s revised guidance to support the planning and decision-making for children and young people who may be at risk of exclusion or where an exclusion from school has been deemed as a last resort and is required to take place. The guidance emphasises the need for learning establishments to create the conditions for inclusion through effective learning and teaching, promoting positive relationships and behaviour, and employing preventative approaches which reduce the need for exclusion.

This guidance applies to children and young people who are enrolled in a Perth and Kinross school or ELC setting and will be relevant to the parents and family of those children and young people, staff in schools, staff in Perth and Kinross Council’s Education and Learning service, and agencies who support our children and young people and families.

The guidance is set out in two sections:

- Part 1 – Policy which explains the expectations of our schools and ELC settings, and the legal basis and parameters relating to exclusions.
- Part 2 – Procedures which provides some easy-to-follow flowcharts and checklists to help school staff manage situations where exclusion might be considered. The appendices hyperlinked in Part 2 provide copies of the template letters available on SEEMiS, the list of SEEMiS reference codes and a template for the minute of the meeting to resolve an exclusion and support a return to school.

## **D School meals**

It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools.

Pupils in primary schools are offered a two-course lunch with a choice of main course including vegetarian option, supplemented by salads and bread, which meet The Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020. A choice of milk or water is also included. Meals are, in the main, prepared from fresh ingredients by well-trained personnel in a food-safe environment.

There is a fixed, subsidised charge for a meal in a primary school which is £2.30 (as at academic year 2024 to 2025). School meal charges are subject to review at any time.

School meals should now be paid through ParentPay, our online payment solution with parents/carers having much more choice of how, when and where they can pay for school costs using modern technology. School meals, trips and other school-related items can be paid for online, on a smartphone, tablet or other mobile devices. Parents/carers have the ability to access their own secure account which will give information regarding their accounts, including amount paid, when paid and amounts outstanding. It will also provide increased security for pupils who will no longer have to carry large amounts of cash or cheques to school.

ParentPay is our preferred method of payment, please contact the school for your ParentPay account activation code.

### **Medically-prescribed diets, and nut and/or peanut allergy**

School lunches can be provided for children in primary schools either requiring a medically-prescribed diet or who have a nut and/or peanut allergy. An information leaflet and application form are available on our [school catering webpage](#). Parents can also self-manage simple dietary requirements for their children by using the [interactive menu](#) and carbohydrate menu available on Tayside Contracts' website. Medically-prescribed diets can usually be accommodated within the school lunch service. This does not include pupils who simply dislike certain foods.

View further information on [school catering](#), including menus, meal photos and forms, or access the [current interactive menu](#) from Tayside Contracts which provides recipe, nutritional and allergy information. The website also contains details of forthcoming promotions.

For any other enquiry please contact:

School Catering  
Perth and Kinross Council  
Council Building  
2 High Street  
Perth  
PH1 5PH

Email [SchoolCatering@pkc.gov.uk](mailto:SchoolCatering@pkc.gov.uk)

### **Packed lunches for trips**

Packed lunches are available for school trips either free (as appropriate) or charged at the standard meal price. The school will normally ask if you require a packed lunch and offer choices as part of the trip registration process.

### **Home lunches**

Some parents/carers may wish their child to go home for lunch, rather than remain at school.

The school's responsibility for the pupils at lunchtime relates to those who remain at school for either a school lunch, or a packed lunch. Parents/carers are responsible for pupils who go home for lunch.

There is no requirement for school staff to pass a primary age pupil into the care of an adult, so parents/carers must have clear arrangements in place, including whether the pupil can make their own way home, if they require to be met at the school and any contingency plans if arrangements are to change.

### **Healthier Choices**

The marketing of junk food to children can skew their idea of what constitutes a balanced meal – foods high in fat, salt or sugar are increasingly dominating young people's diets. In school, they will be in an environment that takes more responsibility for promoting healthier food and drink choices.

Secondary schools operate a cafeteria style service with a wider choice of food options being made available. Implementation of the Scottish Nutrient Standards has seen a major overhaul of the traditional secondary school menu and there is now an abundance of freshly prepared and tempting food options which are lower in fat, salt and sugar. These include a daily choice of homemade meals including vegetarian option, complimentary salad, vegetables and bread with

main meals, healthy meal deals, nutritionally improved snack items, healthier drinks options plus a great deli selection. The cost varies according to the individual choice from the menu.

## Payment

School meals should now be paid through ParentPay, our online payment solution with parents/carers having much more choice of how, when and where they can pay for school costs using modern technology. School meals, trips and other school related items can be paid for online, on a smartphone, tablet or other mobile devices.

Parents/carers have the ability to access their own secure account which will give information regarding their accounts, including amount paid, when paid and amounts outstanding. It will also provide increased security for pupils who will no longer have to carry large amounts of cash or cheques to school. ParentPay is our preferred method of payment.

Cashless Catering operates in all secondary schools, where monetary value is held in a pupil account. This account is accessed via the pupil's National Entitlement Card\* (NEC). These cards provide secure access to a pupil's account where value is retained on the system and not the card.

Value can be added to a pupil's account through the online payments system (or if required, cash can be accepted at most tills for paying for today's meal or also adding value to their account).

All payments and expenditure can be fully tracked through the online payments system or by the pupil on request. Free school meals pupils have £2.95 (as at 2025/26) available on their account each day, which can be added to by the pupil if desired. Any unspent free value is removed each day. School meal charges are subject to review at any time.

Schools also offer a healthy break time service and a pre-order facility. New developments are continually being assessed and introduced to enable the pupils to have access to a safe and welcoming quick service environment.

\* If you have not yet applied for your NEC or you lose it – don't worry. Your Cook-in-Charge will be able to provide you with a temporary card. If you continue to lose your temporary card, then second and subsequent replacements may attract a small charge to cover costs. NECs are replaced free of charge (currently) and can be requested by calling 01738 475000. Your school cook will need to re-register any replacement NEC to your account before it will activate the system.

For further information, menu, meal deals and price list, view our [school catering webpage](#).

The school meals service is delivered by our operational partners, Tayside Contracts, telephone 01382 812721.

For any other enquiry please contact:

School Catering  
Perth and Kinross Council  
Council Building  
2 High Street  
Perth  
PH1 5PH

Email [SchoolCatering@pkc.gov.uk](mailto:SchoolCatering@pkc.gov.uk)

## **Free school meals**

Access to free school meals is an important part of the school meals service in Scotland. It is important that pupils entitled to free school meals get them without fear of stigmatisation. The automated payment system supports this objective.

### **Who is eligible for free school meals?**

If your child is in P1 to P5

Free school meals are offered to all pupils in Primary 1 to Primary 5 without the need for parents/carers to submit an application form. However, an application form must be completed if you also require a school clothing grant for your child in Primary 1 to Primary 5.

Don't forget to submit an application form for free school meals for your child when he/she moves into Primary 6 as they will no longer be automatically entitled to free school meals.

If your child is P6 or above

You can claim free school meals for your child(ren) if you are receiving:

- Income Support (IS)
- Income-based Jobseeker's Allowance (IBJSA)
- any income-related element of Employment and Support Allowance (IRESA)
- support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £850

If you are aged 16 to 18 years and receive any of these benefits in your own right, you can claim free school meals for yourself.

From 17 March 2025, families of Primary 6 and Primary 7 pupils who are not currently eligible for free school meals but who are in receipt of the Scottish Child Payment will now be eligible for free school meals. You can claim free school meals for Primary 6 and Primary 7 pupils by submitting an online application form and providing proof of your Scottish Child Payment

You can [apply online for free school meals](#) or, alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, Perth, PH1 5GD.

## E School clothing grants

You can claim a school clothing grant for your child(ren) if you are receiving:

- Income Support (IS)
- Income-based Jobseeker's Allowance (IBJSA)
- any income-related element of Employment and Support Allowance (IRESA)
- support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £850

Education and Learning will consider one application per academic year for a grant towards the cost of purchasing essential clothing to enable children, up to the age of 16 years, to attend school.

You can [apply online for a school clothing grant](#) or, alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, Perth, PH1 5GD.

## F Education Maintenance Allowance

**Please note:** The following information is correct at the time of going to print but may be subject to change. Please contact the EMA Section of the Finance Support Team or visit the website (details below) for current information.

Education Maintenance Allowance (EMA) is available to eligible young people remaining in full-time education beyond the statutory school leaving age of 16 years. For academic year 2026 to 2027, EMA is a weekly payment of £30 paid directly to a young person from a family whose annual household income is £24,421 or less where there is one dependent child (the applicant) in the household. Where there are two or more dependent children, then the household income threshold increases to £26,884. If the young person is living independently or care-experienced they may be eligible for an EMA award without having to provide evidence of household income.

Payments will only be made to those young people who have 100% attendance of the agreed timetable with their learning centre requirements on a weekly basis. Payments are made fortnightly in arrears.

During session 2026 to 2027, EMA is available to eligible young people whose date of birth falls on or between 1 March 2007 and 28 February 2011. The closing date for applications is strictly

31 March 2027. If the documents have not been received within the three-week timescale the applicant may be required to re-apply and this may result in the loss of EMA payments.

If the documents have not been received within the three-week timescale the applicant may be required to re-apply and this may result in the loss of EMA payments.

Further information and application forms may be obtained from our [EMA webpage](#), by telephoning 01738 476311 or 476356, or by emailing [EMA@pkc.gov.uk](mailto:EMA@pkc.gov.uk).

## **G Music tuition**

### **Instrumental Music Instruction and Central Groups 2026 to 2027**

In recognition of the integral part instrumental music plays in pupils' education and welfare, Scottish Government has announced that instrumental music lessons will be delivered free of charge.

The Perth and Kinross Instrumental Music Service offers opportunities for pupils to play a musical instrument and participate in music making with many ensembles, orchestras and bands.

- Pupils learning musical instruments develop a wide range of unique skills, providing a means of fulfilment and enjoyment whilst nurturing a greater understanding of the arts.
- Parents can enjoy and share their child's excitement in learning to play an instrument. Your child performing at a concert will provide you with a great sense of pride and satisfaction.
- Schools will provide opportunities for pupils to enrich their curriculum and the life of the school.
- Instrumental music prepares pupils to make a meaningful contribution towards the artistic life of the community.

The service offers an exciting opportunity to participate in a unique course within education which will benefit all participants for the rest of their lives. Lessons will be delivered on a face-to-face basis.

After a short period of time, pupils will also be able to perform in school ensembles and Local Authority orchestras and bands, as well as attending residential music camps. It is strongly advised that pupils receiving tuition in school strive to attend school bands and orchestras and one of these Central Groups as this is recognised as an integral part of tuition.

For further information, please visit our website, Instrumental Music Service App and social media pages via the contact details below:

- Email [MusicService@pkc.gov.uk](mailto:MusicService@pkc.gov.uk)
- [www.pkcmusic.com](http://www.pkcmusic.com)
- [Facebook PKC Music Service](#)
- X [@pkcmusicservice](#)
- Instrumental Music Service App - Please download the Instrumental Music Service app by scanning the QR code below or search “School App for Parents” in the Apple or Google Play app stores and search “Perth and Kinross Instrumental Music Service”.



## H Transport

### Travel to school

The journey to and from school is a very important part of your child’s day and it should be as safe and pleasant as possible. As a parent/carer you are responsible for ensuring this is the case. Where school transport is provided, responsibility is shared between the Council and parents/carers.

The school is very keen to reduce car travel to school and promote safe and healthy journeys to school which can help to reduce the use of the car and impact of the 'school run'.

The decision on whether a child is ready to make the journey to school independently, for example on foot, by bicycle or by public transport, must rest with parents/carers and children themselves.

The Council wants as many children as possible to walk or cycle to school. We also want children to travel safely and to feel secure on the school journey. We are particularly aiming to increase levels of walking or cycling where journeys are less than a mile for younger children and less than two miles for older children.

Walking and cycling boosts children’s health and wellbeing. It also allows them to travel independently and to access the range of flexible opportunities schools will increasingly offer outside the standard school day.

Freedom to move around the local area independently is an important part of growing up. Other important benefits of active travel are development of social and life skills, less pollution and greater awareness of environmental issues.

If parents/carers have to drive, they can be asked to park away from the school - some schools suggest a local drop-off point. Drivers can also be asked to think about teaming up with another

family to share the school run. School policies will obviously have to recognise different needs and circumstances: some staff and pupils may have no alternative to the car.

School Travel Plans are an essential part of Perth and Kinross Council's strategy to tackle issues related to school transport. School Travel Plans will frequently involve an element of engineering works required to improve the safety of the street environment for the school children, as well as the promotion of initiatives to increase the number of school children who walk, cycle or use public transport to get to their school.

A School Travel Plan is a strategy developed by each school to encourage and promote more active journeys to school for both pupils and staff. The role of the School Travel Plan is to make alternatives to driving easier and safer, and to give parents/carers plenty of information about the options.

A School Travel Plan can help to improve the school run, reduce congestion and increase road safety, make school and pupils healthier, make routes to school safer and look after our environment.

Please contact your school to find out more about their School Travel Plan or if you want to encourage or help your school to develop one.

Given these facts, please carefully consider your mode of transport to/from school with your child and try and leave the car at home if you can.

Free school transport is only available to pupils attending their catchment school and living more than two miles (primary) or three miles (secondary) from the school measured by the shortest available walking route.

Transport will be provided from a suitable point on the public highway. Please note that this can be up to two miles (primary) or three miles (secondary) from the pupil's home.

Parents of pupils who are refused school transport only have the right to appeal to the Review Sub-Committee of Lifelong Learning Committee where transport is withdrawn, or on the grounds of safety where there is no public service bus operating.

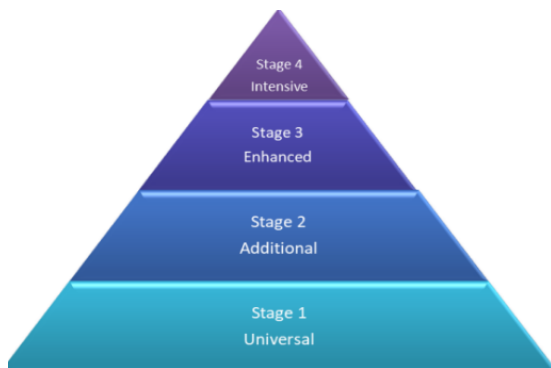
Where appropriate, the Authority may provide free transport for pupils who attend a special school or specialist unit.

Parents who have made successful placing requests for their children at other schools of their choice have to make their own transport arrangements and meet the costs thereof.

You can [apply online for free school transport](#) or, alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, Perth, PH1 5GD.

## I Additional support needs

Additional support is a broad term used to describe barriers to learning which may be long or short in duration. There are many reasons why children and young people may have additional support needs. These may arise from various factors, including family circumstances, the school environment, health issues, learning, and social and emotional difficulties. Therefore, it is common for children to require additional support at some stage during their education.



All children and young people are supported in ELC settings and schools by a **Staged Intervention Model**, which aims to identify and meet needs at the earliest opportunity to promote, support or safeguard wellbeing, and improve education and wellbeing outcomes.

[Staged Intervention Framework May 24.pdf \(pkc.gov.uk\)](#)

Most children make progress in school and their education can be fully supported at a **universal** level by the class teacher. However, some children require **additional** or **enhanced** support through targeted interventions at times within their mainstream educational journey to allow them to achieve their full potential.

Where the requirement for additional or enhanced support is identified, a Child or Young Person's Plan (CYPP) sets out their support needs and the interventions required to address them.

A very small number of children and young people with significant and long-term additional support needs that require input from services other than Education may need a Co-ordinated Support Plan (CSP).

[Child and Young Person Planning Guidance May 24.pdf \(pkc.gov.uk\)](#)

### Placing requests

Placing requests may be made for Fairview School or an Intensive Support Provision (ISP) when a child's education needs cannot be met in their catchment school and their learning requires to be supported at an **intensive** level.

A Transition Panel will consider the request, basing its decision on a comprehensive assessment of the child's educational needs.

This assessment will incorporate the perspectives of the child's parents, teacher, school Educational Psychologist, and the Inclusion Quality Improvement Officer.

Where a child has been identified as having support needs which cannot be met within the Authority, the Authority may consider placement in a special school (either within or outwith Perth and Kinross). View [more information on placing requests](#).

## Transitions

School transition is a process that prepares children, young people and their families with the necessary skills, knowledge and relationships to assist in successfully moving from one setting to another. The transition process can be challenging for some children and young people with additional support needs. You should discuss any transition concerns with school staff and any professionals supporting your child.

Transitions will be discussed as part of the child or young person's planning process (CYPP). Additional arrangements (enhanced transition) may be agreed if appropriate.

View a series of [Word leaflets explaining transition support that may be provided](#) during this process.

Additionally, all secondary settings will hold 16+ Transition Meetings. They will work with children, young people and their families to best plan, prepare and support young adults as they move from school to employment, education or training. View the [Council's 16+ Framework 2023 to 2026](#) for more information.

## Signposting

If you have any concerns about the support your child or young person is receiving, please contact their school in the first instance.

Each school has a 'named person' who serves as a clear point of contact for all children, young people, and their families. This person can provide access to ASN information, advice, and assistance. They can also offer insights into your child's progress and discuss the support currently in place. View more [information on named persons \(Scottish Government\)](#).

In most primary school settings, the named person will be the Headteacher or Depute Headteacher.

If you require further advice or guidance, enquiries can also be made by emailing [ASN@pkc.gov.uk](mailto:ASN@pkc.gov.uk).

## Communication from school

Schools continually monitor and assess all children and young people's needs. If it is identified that your child requires additional support, the school will contact you to discuss this. Schools aim to offer support, advice and to agree appropriate interventions and next steps.

If your child has established additional support needs, you will be contacted throughout the academic year as agreed within your child's CYPP or CSP should there be any changes.

Occasionally, challenges may arise that negatively affect a child or young person's attendance and engagement. To address this, support for the child and their parents or carers through assessment, planning, and action is provided. Therefore, the school will contact you following the [Attendance Policy and Guidance for Education and ELC Settings \(PDF\)](#).

## Online support and information

- **Enquire** – This is a Scottish independent advice service for additional support for learning. It has two websites available: one for [parents/carers and practitioners](#) and one for [children and young people](#).

Enquire also provides a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'. View the [Enquire resources webpage](#).

- **PKC website** – This has a variety of [ASN information](#), along with links to related topics of interest.
- **PKC [Whole family support - Directory of services](#)** – This offers comprehensive information on the various support services available to families locally and nationally. This includes designated sections on additional support needs, parenting advice and mental health support.

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

## J Parental involvement/Parent Councils

The Scottish Schools (Parental Involvement) Act 2006 became legislation in September 2006. This Act proposed changes which were implemented in August 2007 to abolish School Boards and replace them with Parent Councils.

All parents of pupils attending school are automatically members of the Parent Forum for that school and will be entitled to have a say in what happens at the school.

The Parental Involvement Act aims to do several things:

- it aims to help parents become more involved with their child's education and in schools
- it places duties on Scottish Ministers and education authorities to promote parental involvement, and a duty on each education authority to produce a strategy for parental involvement

- it introduces a new system of Parent Councils to replace School Boards, aiming to make it easier for parents to express their views

All schools have been working with parents to determine if a Parent Council is to be established for the school. The role of the Parent Council is to:

- support the school in its work with parents
- represent the views of all parents
- encourage links between the school, parents, pupils, preschool groups and the wider community
- report back to the Parent Forum

There are currently 79 schools in Perth and Kinross which have established a Parent Council. For more information on the Parent Council for your child's school, please contact the Headteacher.

### **Advice, information and concerns**

Parental communication is encouraged and valued. Your child's school is your first point of contact should you require advice, information or to raise concerns. The school will deal with any concerns raised confidentially, timeously and work with you towards a resolution. Your school will advise you how to take your concerns forward should these remain unresolved.

Read our [parental involvement webpage](#) for further information.

## **K Insurance**

The authority insures against its legal liability for (i) personal injury, provided negligence is proved against the Council and (ii) loss or damage to property of third parties except where the following exclusions apply:

- theft of personal belongings
- a pupil's own negligent actions
- the actions of a third party, such as another pupil
- expensive personal items, for example mobile phones, personal electronic devices

Parents are advised that no insurance cover is maintained for circumstances in which the Council does not have legal liability and may wish to consider making their own insurance arrangements.

## L Child Protection/Looked-After Children

### Child Protection

Keeping children and young people safe and protected from harm, abuse and exploitation is 'everyone's job and everyone's responsibility'.

Child Protection sits within the wider [GIRFEC](#) policy and practice framework. [The National Guidance for Child Protection in Scotland](#) (Scottish Government 2014) provides the overarching policy framework for child protection services in Scotland.

The [Perth and Kinross Child Protection Committee CPC Inter-Agency Child Protection Guidelines 2017](#) translate the national guidance into the local child protection working practices and arrangements across Perth and Kinross. These guidelines aim to support local practitioners and managers in the public, private and third sector organisations across Perth and Kinross, including all schools.

Each school has a Child Protection Officer appointed to be responsible for child protection matters. This person is specially trained for the task.

All schools have good contacts with School Medical Officers, School Nurses and Police, any or all of whom may become involved if child protection concerns arise. Beyond this, close working relationships exist with social work staff who are also part of Education and Learning. Any discussion to bring in an outside agency to discuss a concern about a child will only be taken after involving the School Child Protection Officer. The Child Protection Officer will usually contact you to inform you if someone has expressed a concern about your child and discuss the situation with you in order to decide what will happen next, including what information, if any needs to be shared with other agencies. In less usual cases the Child Protection Officer may decide that the concern is so serious that they need to seek advice from Children, Families and Justice (social work) before informing parent(s).

These situations are unusual, and we will endeavour to ensure that you are informed and are enabled to participate as appropriate in any action which we may initiate regarding your child should a child protection issue arise.

If you are worried or concerned about a child or young person then, in the first instance you should contact:

- your child/children's school
- the Child Protection and Duty Team on 01738 476768 (24-hour service)
- visit the Council's [Child Protection webpage](#)

## **Looked-After and Accommodated Children (LAAC)**

Looked-After Children, in line with Education (Additional Support for Learning) (Scotland) Act 2009, are considered to have additional support needs, unless it is otherwise determined at a relevant education planning meeting. A policy of supported mainstream inclusion is complemented by a range of intensive support provisions. These are either attached to or are part of mainstream schools. In addition, there is one all-through special school (ages 3 to 18 years) for children with profound and complex difficulties.

Each school has a designated Care-Experienced Teacher who deals with all matters relating to children who are 'looked after', for example accommodated in foster or residential care, or who are subject to a compulsory supervision order through the Children's Hearing.

This designated teacher will be responsible for monitoring the progress of looked after children in the school and will provide a source of advice if your child is looked after.

Read our [fostering, adoption and kinship care webpage](#) for further information on Looked-After services.

## **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 eight indicators - Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and 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 co-ordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

Further information can be found on our [GIRFEC webpage](#).

## **M Access to information – parents and pupils**

The [Pupils' Educational Records \(Scotland\) Regulations 2003](#) require the Authority to give a parent access to information relating to school pupils, past and present, held by them.

- The regulations cover information which originated from a teacher or other employee of the education authority, the pupil to whom the information relates or a parent of that pupil.
- The regulations only cover information relating to the school education of the pupil.
- The request must be in writing (or other permanent format for future reference purposes, for example email/tape recording).
- The parent seeking access must provide the Authority with sufficient information to satisfy the authority of his/her identity and to enable the Authority to locate the information requested.\*
- The Authority must comply with a request within 15 school days of receiving a validated request. A validated request means that the information requested at \*(see above) has been provided.

This is only a brief outline of the basic legal provisions. The regulations contain further detailed rules. They also provide for certain exemptions from the right of access to information.

Pupils can also make a request to see their educational records. Requests to see educational records should be made directly to the relevant school.

Data protection legislation means that you can request other personal information, not contained in an educational record, by submitting a [Subject Access Request](#).

If a child is over 12 and is considered to have capacity, you will be required to provide a signed mandate from them authorising you to act on their behalf. You will usually be required to provide proof of your identity (and your child's if they are required to provide a signed mandate) before your request can be processed.

Subject Access Requests should be submitted to the Council's Information Governance Team at Council Building, 2 High Street, Perth, PH1 5PH, email [DataProtection@pkc.gov.uk](mailto:DataProtection@pkc.gov.uk) or telephone 01738 477933.

### **School Records**

The [Pupil's Educational Records \(Scotland\) Regulations 2003](#) gives parents, or people with parental responsibility, the right to see their child's educational record. These records are called Pupil Progress Records, or PPRs.

If you would like to exercise your right to see your child's PPR, you should contact your child's school directly – [view contact information](#) for all Perth and Kinross Council schools.

Requests should usually be made by email or in writing, but other recorded formats can be accepted if necessary. The school may ask you to provide them with proof of your identity.

Schools have 15 school days to respond to your request. There is never any cost to view your child's records; the Council usually waives the charge it is entitled to make for providing a copy if this is required.

Please ask if you need the information requested to be provided in an alternative language or format, for example, braille.

Occasionally, a school record may contain information, such as information about another pupil, which must be removed before you are provided with it.

If you wish to request information about other records relating to your child, such as social work records, you should submit a [Subject Access Request](#). If you're unsure about what kind of request you should submit, please contact the Council's Information Governance Team on 01738 477933 or by emailing [DataProtection@pkc.gov.uk](mailto:DataProtection@pkc.gov.uk) for advice.

## **N Transferring education data about pupils**

Education authorities and the Scottish Government Education Department have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus, the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland; and the analysis of data for statistical purposes within the Scottish Government itself.

### **What pupil data is collected and transferred?**

Data on each pupil is collected by schools, local authorities and the Scottish Government. The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government.

Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Dates of birth are passed on as 'month and year' only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, it is hoped that the explanations contained in this information and on the [ScotXed website](#) will help you understand the importance of providing the data.

View a complete list of the [Scottish Government's School Education data collections](#).

## Why do we need your data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results.

Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils, or specific groups
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- conduct teacher workforce planning
- target resources better
- enhance the quality of research to improve the lives of people in Scotland
- provide a window on society, the economy and on the work and performance of government by publishing statistical publications and additional tables about School Education
- providing school level information

Extracts of the data will also be shared with the Electoral Registration Officer to offer the opportunity to register on the Electoral Roll when approaching their eighteenth birthday, Glow to access digital learning environments, ParentPay for management of online payment of school meals, excursions and activities, CRB for cashless catering, Groupcall for messaging services, Young Person's National Entitlement Card for access to public services across Scotland and with the NHS for monitoring the child health immunisation programme.

View the [Scottish Government Privacy Notice for children and young people](#).

View the [Council's main education Detailed Privacy Notice](#).

## Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the General Data Protection Regulation and Data Protection Act 2018. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data.

The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can

be found on the [ScotXed website](#). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

The Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the Scottish Qualifications Authority. On occasion we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities.

Any sharing or linkage of data will be done under the strict control of Scottish Government and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

General Data Protection Regulation gives you the right to access your personal data. This is known as a Subject Access Request. Further details of how to make a Subject Access Request online or using the Subject Access Request Form can be found our [Subject Access Request webpage](#).

Note that it's not necessary to apply online or complete the form in order to submit a Subject Access Request, but they provide a useful guide to what details we need in order to respond.

If you would like further guidance about how to submit a request for personal information, contact the Information Governance Team on 01738 477933 or email [DataProtection@pkc.gov.uk](mailto:DataProtection@pkc.gov.uk).

## **Concerns**

The Data Protection Officer for this data is the Data Protection and Information Assets Team, email [dpa@gov.scot](mailto:dpa@gov.scot).

If you have any concerns around this data collection, please contact the Data Protection and Information Assets Team, or Mick Wilson, Head of Education Analytical Services (email [Mick.Wilson@gov.scot](mailto:Mick.Wilson@gov.scot)).

You can also write to Education Analytical Services, Area 2A-North, Victoria Quay, Leith, Edinburgh, EH6 6QQ.

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

## O Attendance

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

In working towards this, Perth and Kinross Council Education and Learning expects all schools to closely monitor the attendance of all children and young people.

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

A school may refer a child to the Scottish Children's Reporter for consideration of Compulsory Supervision measures if there are serious concerns about non-attendance. Perth and Kinross Council also has an Attendance Sub-Committee to consider serious cases of school non-attendance. The membership of the Attendance Sub-Committee is composed of Elected Members (Councillors) and parent representatives from Parent Councils in the area. It is advised by a representative of the Strategic Lead for Education and Learning.

If you are having problems with your child's attendance at school, you should discuss this with the school in the first instance as they have a range of supports that can be provided before these actions have to be taken.

For more information, visit our [school rules attendance and behaviour webpage](#).

## P Family holidays

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

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

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

For more information, visit our [family holidays webpage](#).

## **Q School Crossing Patrollers**

It is very difficult to recruit School Crossing Patrollers. If the School Crossing Patroller terminates their employment, or is absent for any reason, it may not be possible to provide cover.

If this happens, Headteachers will inform parents.

Parents have a responsibility for ensuring that their children are able to travel to and from school safely, whether or not the Authority is able to provide safe routes or safe crossing facilities.

## **R Employment of children**

The employment of children under the age of 16 years is subject to compliance with Perth and Kinross Council byelaws which outline permitted types of employment and permitted periods of working.

Education and Learning will grant and issue an employment permit for children under the age of 16 years if:

- the employment is lawful
- the child's health, welfare or education will not be affected
- the child is fit to undertake the work

Children under the age of 13 are not permitted to undertake any type of employment.

Further details and an information booklet called 'The Employment of Children – Perth and Kinross Council Bye-Laws' is available on our [employment of children webpage](#).

For more information, telephone 01738 476200 or email [FBSSchools@pkc.gov.uk](mailto:FBSSchools@pkc.gov.uk).

## **S Care Standard Inspections – Nursery**

Social Care and Social Work Improvement Scotland (known as the Care Inspectorate) has a responsibility to inspect all nursery schools and classes on a regular basis. These inspections are part of the Regulation of Care Standards within Early Education and Childcare. Further information on Care Inspectorate inspections is available from the Headteacher or by contacting the Care Inspectorate on 0345 600 9527 or visiting the [Care Inspectorate website](#).

## Nursery inspection process

All providers of early learning and childcare for those aged two to four years are currently inspected by the Social Care and Social Work Improvement Scotland (known as the Care Inspectorate) and Her Majesty's Inspectorate (HMI), part of Education Scotland. Staff follow national guidelines for the early learning and childcare of children aged two to five years that encourage learning through play and the service must meet standards laid down by HMI. Further information on inspections is available from the Headteacher.

## T Childcare and Family Information Service

Perth and Kinross Childcare and Family Information Service can supply details of childcare services within your local area including childminders and out of school care. The service also has a wide range of other information for families including leisure activities and support groups.

For further information, please email [Childcare@pkc.gov.uk](mailto:Childcare@pkc.gov.uk), telephone 0345 601 4477 or visit our [information for families webpage](#). Families can also access information on the [national website](#).

## U Complaints

As part of Perth and Kinross Council, our schools are committed to providing high-quality services. If something goes wrong or you are dissatisfied with the service provided at your school, the Council's [Complaints Procedure](#) is there to help you.

The Council regards a complaint as 'any expression of dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.'

Our schools aim to resolve complaints quickly. Should you make a formal complaint to your school you will receive a response at **Stage 1** of our procedure within **five working days**, unless there are exceptional circumstances. If you are dissatisfied with the school's response at Stage 1, you can ask for it to be escalated to the next part of the Council's complaints procedure.

**Stage 2** involves an investigation by an Officer appointed by the Head of Education and Learning. At this stage, Perth and Kinross Council will respond to your complaint within **20 working days**. If the investigation is going to take longer, you will be contacted, and a revised response date will be agreed with you. You will also be kept updated on the progress of your complaint.

If you remain dissatisfied with the outcome of your complaint, you can contact the [Scottish Public Services Ombudsman \(SPSO\)](#). The SPSO is the final stage for complaints about most organisations providing public service in Scotland.

Their service is independent, free and confidential.

The SPSO cannot normally look at:

- a complaint that has not completed our complaints procedure
- events that happened, or that you became aware of, more than 12 months ago
- a matter that has been or is being considered in court

The SPSO's contact details are:

SPSO  
Bridgeside House  
99 McDonald Road  
Edinburgh  
EH7 4NS

Freepost SPSO

Freephone 0800 377 7330

### **Additional support for learning - resolving disagreements**

There are routes for resolving disagreements where a child or young person has additional support needs. Further information is available in our Information Sheet on Resolving Disagreements available on the [Council's website](#) or by contacting [ASN@pkc.gov.uk](mailto:ASN@pkc.gov.uk).

### **Child-friendly complaints - Children's Rights in Scotland**

In Scotland, children and young people aged 17 years or under have the right to express their views on anything that affects them, including complaints made on their behalf or about issues which affect them.

Perth and Kinross Council follows guidelines from the Scottish Public Services Ombudsman (SPSO). Parents and carers can also find more information in the [SPSO Child-Friendly Complaints Parents Guide](#).

Further information is available on the [Council's website](#) or by contacting [CustomerComplaints@pkc.gov.uk](mailto:CustomerComplaints@pkc.gov.uk).

## V Further information

In all cases relating to your child's education, you should discuss the matter with the Headteacher. If further information relating to your child's education is required, you should contact:

Education and Learning  
Council Building  
2 High Street  
PERTH  
PH1 5PH

Telephone 01738 476200

Email [FBSSchools@pkc.gov.uk](mailto:FBSSchools@pkc.gov.uk)

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

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

All Council Services can offer a telephone translation facility.

BSL users can contact us via Contact Scotland BSL, the online British Sign Language video relay interpreting service. Find out more on the [Contact Scotland BSL website](#).