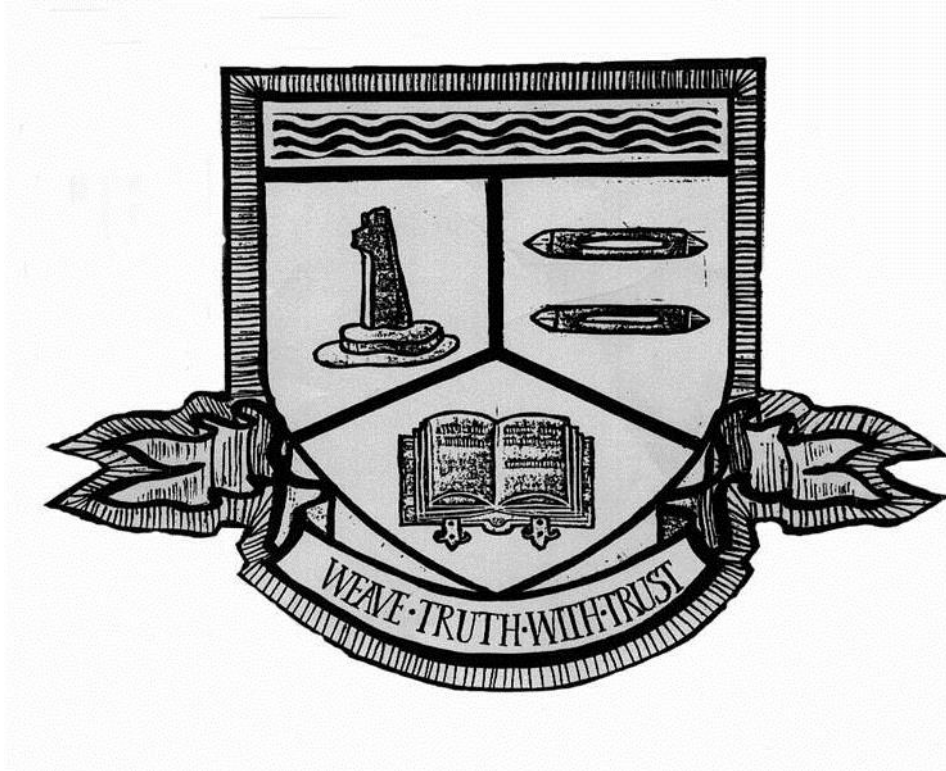


Goodlyburn Primary School



School Handbook Academic Session 2025/2026



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



Introduction

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

- 1 School Information
- 2 Local Authority information

Whilst the information contained in this school handbook was accurate at the time of publication (December 2024), further changes may have occurred since then.

School information

1. Introduction
2. Delineated Area
3. Contact Details
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7. The Curriculum
 - a) Language
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11. School Policies and Practical Information
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Introduction

We are situated in the grounds of the University of Highlands and Islands (Perth College campus) off Crieff Road, Perth.

We currently have an Early Learning Centre for 2-5 year olds and 11 primary classes from P1 - P7 including 2 multi-composite Gaelic Medium Education classes.

We work hard to ensure that your child is happy and able to learn in a caring and supportive environment. Working in partnership with our parents is important to us and we encourage parental involvement in the life of the school.

Mrs Sands, Head Teacher and Mrs Crockart, Depute Head Teacher and teachers are always happy to speak with you about your child. This can be a quick chat at the end of the school day, or you are very welcome to make an appointment if you would like a longer discussion.

Class teachers will be keeping you updated about classroom life and learning via our website <http://goodlyburnps.schoolwebsite.scot>, through Learning Journals and our school app - check back regularly to see your children in action.



Gaelic Medium

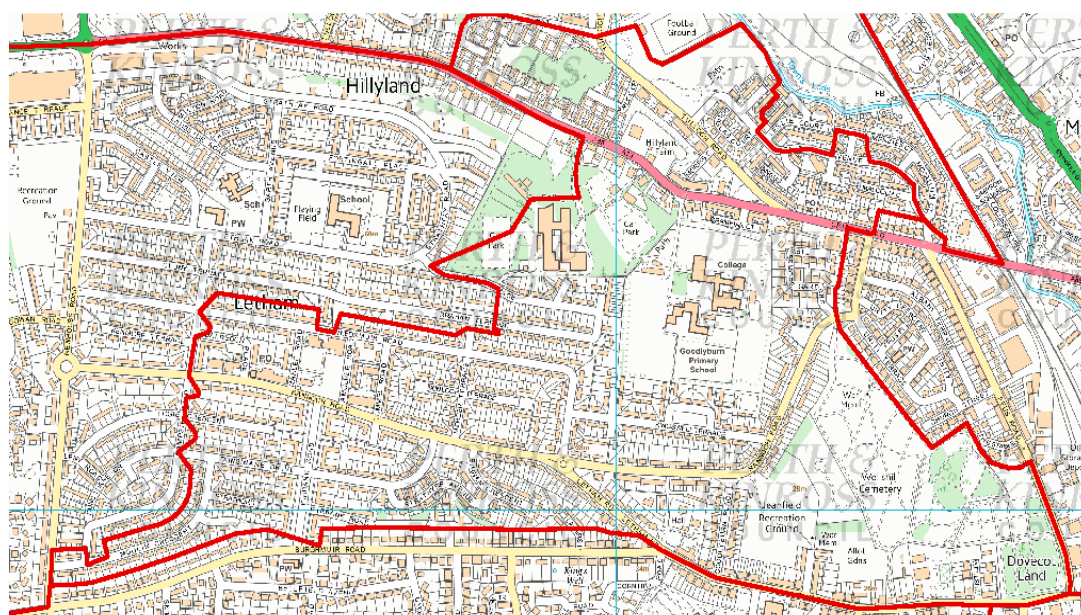
We are one of two schools in the Perth & Kinross region, which has a Gaelic Medium class that is open to any child in the Perth & Kinross area. It is not necessary for children to have attended a Gaelic Nursery or to come from a Gaelic speaking home to attend our Gaelic Medium class.

The Gaelic Medium class has children from P1 – 7.

At the P1–3 stages, the children are immersed in Gaelic.

In P4, English is introduced, the children are taught Reading, Writing, Talking and Listening in Gaelic and English. All other curricular areas continue to be taught through the medium of Gaelic. If you would like more information, or you would like to enrol your child in our Gaelic Medium class, please contact Mrs McGregor, Mr Munro or Mrs Sands on 01738 454230. Any Gaelic enquiries can be directed to the Perth & Kinross Gaelic Development Officer on 01738 477869.

Delimited Area



Enrolment

Enrolment each year takes place in the second week in January. When you register online (<https://www.pkc.gov.uk/article/21194/Primary-and-Secondary-school-enrolment->) you will need to have to hand, your child's birth certificate, recent Council Tax bill and a recent utility bill establishing that you live permanently at your address. *If you live out-with our catchment area, but wish to enrol your child at our school, you will need to submit an online Placing Request Application Form (<https://www.pkc.gov.uk/article/17301/Placing-request>).

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

All 3-5 year olds and some eligible 2 year olds have access to 1140 hours of fully funded ELC. This means that in PKC most children will experience early learning and childcare in a funded provider from a choice of attendance patterns which total 1140 hours per year.

Contact Details

Name:	GOODLYBURN PRIMARY SCHOOL
Address:	Crieff Road, Perth, PH1 2NT
Tel. No:	01738 454230
Email:	Goodlyburn@pkc.gov.uk
Roll:	216 P1–P7 children, 49 Nursery & 11 strong starts
Website	http://goodlyburnps.schoolwebsite.scot
Head Teacher	Mrs Annemarie Sands
Depute Head Teacher	Mrs Karen Crockart

You will get regular information about your child's progress and learning and teaching in our school, by regular newsletters, Learning journals, our school website, school app, Parent Contact appointments in November and March, open events, e.g. Financial Education, Health Week, class assemblies, concerts, etc. However, if you have a concern, please contact the school on 01738 454230 and we will arrange an appointment for you to come in and discuss this with your child's class teacher or one of the management team.

Our School Staff

Head Teacher	Mrs Annemarie Sands
Depute Head Teacher	Mrs Karen Crockart
Class Teachers	Mrs Annette Jolly
	Mrs Judith Craig
	Mrs Cathy Lees
	Mrs Jennifer McNaughton/ Mrs Jennifer Shek
	Mrs Lesley Jack
	Mrs Janey Lloyd (probationer teacher)
	Ms Claire Thain
	Miss Elayne Robertson
	Ms Sarah Rankin
Gaelic P1-3	Mr Hamish Munro/Mrs E Birt
Gaelic P4-7	Mrs Christina McGregor/Mrs E Birt
Pupil Support Teacher	Ms Andrea Watt
Reduced Class Contact Teachers	Mrs Meike Cooper Mrs Morag Sutherland, Mrs Heather Tough /Mrs Jennifer McNaughton
Clerical Assistant	Mrs E Bowman (Mon Tues) Mrs Gayle Smith (Wed Thurs & Fri)
Pupil Support Assistants/Workers	Mrs Sandra Smith/Mrs Aimee Stark
	Mrs Janice Watkinson/Mrs Claire Simpson
	Miss Ellie Deas/Mrs Denise MacDonald
	Mrs Stella White/ Mrs Jaime Lidstone
Janitors	Mr Niall McAllister
Breakfast Club	Mrs Moira Fernie/Mrs Sheila Meldrum
Community Learning Assistant	Ms Sebby Cooper
Community Link Worker	Mrs Jenny Main
Quality Improvement Officer	Mrs Kim Ramsay

Attendance

Parents are required, by law, to ensure that their children attend school regularly. It is also important that they arrive on time in the mornings when their teacher is explaining what is happening that day. If your child is absent, please telephone the school before 9am on the first day of absence, to let us know. Our Absence Contact Line is 454243. Absences are carefully monitored so that we can help where there are difficulties with attendance. All absences are recorded electronically on a system called SEEMIS and this information is also available to Education & Children's Services.

If your child has a pattern of unexplained absence or absences which exceed 15% you will be contacted by Mrs Sands to discuss further to see if we can provide support to ensure your child attends school regularly. If there is no response from parents a formal letter advising Parents/Carers of absence rate and offering support will follow, however continued absence/non-engagement with school may ultimately be escalated by means of referral to the Perth & Kinross Attendance Sub Committee.

<http://www.pkc.gov.uk/article/17427/Attendance> further information can be found via this link.

We discourage parental holidays during term time. 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 children on holiday. No schoolwork will be given if a child is off for a family holiday.

Complaints

If you have any concerns or complaints about the service we are providing, please contact the Headteacher in the first instance. All complaints will be recorded and acknowledged and dealt with in a sensitive manner. Every effort will be made to deal with your concern/query as soon as possible.

Any action taken will also be reported back to the complainant and a summary of the concern/query will be retained in the pupil records file.

The school deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. Due to the size of the pupil population, schools have ongoing, sometimes daily contact with parents and carers when issues can be raised. This is a really important part of our on-going commitment to working in partnership with parents/carers to Get it Right for Every Child. Parents/carers should speak to the class teacher in the first instance as these concerns can often be dealt with informally. If parents/ carers are not satisfied with outcome, or would like to discuss further, then please speak to Mrs Sands (HT) or Mrs Crockart (DHT). Complaints to schools will be treated as a Stage 1 Front Line Resolution (FLR) when it requires a response or action at Headteacher or school Senior Management Team level.

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

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

Pupil Enrolment – We are very happy to meet with parents/carers who are interested in their child/ren attending Goodlyburn Primary. Please phone the school to make an appointment if you wish to speak to our Head Teacher or Depute Head Teacher to visit the school.

Communications

We have a School App which can be downloaded from Google Play or the App Store – 'School App for Parents', we also have a website Our app and website <http://goodlyburnps.schoolwebsite.scot/> are our main sources of information and are kept current and up to date. We text message reminders of important events. Our app is linked to our Twitter page and our website, so any information posted is shared. The app has "Dates for your Diary", detailing key annual events Term Start and End Dates, Insets, curriculum sharing and parent information sharing.

Parent contact appointments are organised in the Autumn and Spring Terms each year.

We will contact you at home whenever there is a concern – by phone, email, text or letter.

We hold curricular specific sessions for parents/carers such as Internet Safety, or curriculum learning and are always open to suggestions on how we can develop communication with parents/carers to support their child's learning.

School Ethos

Our Vision at Goodlyburn Primary is:

- To keep raising the bar,
- To inspire, educate and care for our children and
- To prepare them for life.

Our aims are to have:

- Included families
- Engaged Learners
- Involved Community

Learning at Goodlyburn focuses on developing...

- Strong Literacy and Numeracy skills
- Social, emotional and physical health
- Positive relationships and
- Active citizenship.

Pupil achievement is celebrated every week at assembly and through our website and twitter pages.

We actively seek to forge relationships with other sectors to support learning opportunities for our children. This includes links with Perth College staff and students.

We also work with other schools in PKC including our Local Management Group of primary schools which all feed into Perth Academy. This allows us to work together on curriculum development and moderation activities.

We have close links with local secondary schools including Perth High, Perth Academy and Perth Grammar and support young people with work experience opportunities.

We work closely with Letham St Marks and Reverend Stewart is our school chaplain. Our children have volunteered at the café, building intergenerational links within the community.

Our Active School Co-ordinator works well with our school to provide a wide range of sporting activities for our children e.g. badminton, gymnastics, multi skills etc. and this work is supported by a modern apprentice which is PEF funded.

We have been re-accredited with both our Permanent Green Flag in Eco Schools, Health Promoting Schools Standard and we have Reading Schools Scotland accreditation. We are working towards our Silver UNICEF's Rights Respecting Schools' Award.

Children regularly take on leadership roles in our school – Eco Warriors, Junior Road Safety Officers, Pupil Council, House Captains, LRC Monitors (Learning Resource Centre), Assembly Producers, Rights Respecting School Steering Group, Digital Leaders, Gaelic Ambassadors and Reading Ambassadors. Groups update the whole school on developments at Assemblies and information is also shared via newsletters and our school website.

Positive Behaviour

We recognise the importance of positive behaviour and positive thinking in our learning environment. This helps our children to be successful learners. We believe relationships are paramount in developing trust and we encourage children to have responsibilities within the life of our school. This develops confidence and our children are encouraged to voice their opinions, feelings and concerns and they are active participants in school life. Community Link Workers and Community Wardens are also involved in developing and maintaining a positive ethos in our school.

Each class has drawn up a Class Charter as part of our Rights Respecting ethos which reinforces the values of our School. There is a 'class of the week' and certificates are handed out to children from each class at assembly. House points are collected weekly by the House Captains who announce the results at assemblies. Weekly photographs are taken by children and displayed in the foyer.

Our resilience programme and Wellbeing Programme Zones of Regulation, supports all our work on building positive relationships and is embedded in our learning at Goodlyburn.

To enhance current positive behaviour strategies Restorative Approaches (RA) are used. This puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. RA enables our school to reflect on existing effective practice and identify possible areas for development to continue to ensure a receptive, positive culture.

Parental Involvement

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

Every parent in our school is a member of the Parent Forum and can bring any matter to the attention of the Parent Council. The Parent Council meet regularly throughout the year and are more than happy for new parents to become involved. Our Parent Council is currently comprised of a few parents. Our local Councillors are Councillor Carol Mair, Councillor Ian Massie and Councillor John Rebbeck who support our school and get involved in developments through our Parent Council.

We gather parent/carers views in a variety of ways including via questionnaires and use information provided as part of our self-evaluation process.

Homework

Children receive regular homework, and this will always be related to activities your child is doing in class and it is a good opportunity to support your child at home with their learning. Sometimes children are asked to do some research work, which also fits in with their learning.

We value your role as parents in helping your child to be a successful learner. The council's policy to support effective partnership working between school and home can be found by following the link below
<http://www.pkc.gov.uk/parentalinvolvement>

Transitions

Nursery to P1 - At the beginning of June parents are invited in for an information evening with Mrs Sands and the P1 teacher, we also share information with parents via SWAY. You will get a 'Starting School' pack at this time which will give you additional activities for you to enjoy with your child. At this meeting you will be told your child's class teacher and you will be shown round the school. From January our pre-school children in our nursery visit P1 for an active learning session every week. Children from out-with our Nursery are invited in to visit our P1 classes in June.

P7 to S1 – Our transition for our P7 children starts in November with visits to Perth Academy (our catchment school) and other Secondary Schools. Perth Academy staff visit our school to work with our children from November onwards. For some children an enhanced transition may be required, and this will be identified through the ASN process in consultation with parents/carers. All children take part in a range of transition activities and a two day induction visit to the appropriate secondary school in June.

There is a P7 Parents Information Evening led by The Rector of Perth Academy at Perth Academy.

Perth Academy contact information:

Headteacher: Mrs Eleanor Paul
Telephone: 01738 458000
Address: Murray Place, Perth, PH1 1NJ.
Email: Perthacademy@pkc.gov.uk

Your designated Secondary School is related to your child's registered home address, this determines their catchment or assigned school. However, any parent can make a Parental Placing Request to attend any other secondary school. Further information on how to make a placing request is available online at
<http://www.pkc.gov.uk/article/17301/Placing-request>

The Curriculum

The curriculum describes the totality of learning across curricular areas and subjects, interdisciplinary learning, the life of the school as a community and opportunities for personal achievement irrespective of where the learning takes place. It focuses on the quality of the curriculum as experienced by learners across stages and transition points.

Our curriculum ensures that all the children develop the attributes, knowledge and skills they will need to flourish in life, learning and work. The curriculum is underpinned by the four values inscribed on the mace of the Scottish Parliament - wisdom, justice, compassion and integrity. The curriculum is inclusive, is a stimulus for personal achievement and through the broadening of experience of the world, encourages our children to be informed and responsible citizens.

Language

The study of language is an important aspect in all language learning and the development of literacy skills. At Goodlyburn Primary and Goodlyburn & COPECC ELC, staff and children:

- Communicate, collaborate and build relationships
- Reflect on and explain their thinking
- Reflect on listening, talking, reading and writing
- Respond and act on feedback to improve learning
- Give useful feedback to others
- Engage with a rich range of texts in different media
- Explore the richness and diversity of language, how it affects people and the wide range of ways in which people can be creative
- Appreciate the power of language to influence and bring about changes
- Develop an understanding of relationships, motivations, ideas and actions
- Extend and enrich vocabulary through listening, talking, watching and reading
- Take advantage of the opportunities offered by digital learning.

In addition, children will continually reflect on their learning and develop an understanding of how language works and what is special, vibrant and valuable about our Scottish language and culture and other languages and cultures. Children will regularly make choices about what they watch, listen to, read, write and talk about. They will also regularly make choices about how they communicate with others and the resources they use.

Our children are all learning French through the Government initiative 1+2 which aims to have all children in primary school learning an additional language (French in Perth and Kinross) and experience of a further two languages by the time they move to secondary school.

Maths

The study of maths and numeracy plays an important role in learning and is a fundamental life skill. At Goodlyburn Primary and Goodlyburn & COPECC ELC, staff and children:

- Communicate, collaborate and build relationships
- Reflect on and explain their thinking
- Interpret and analyse information
- Make informed decisions
- Develop problem solving capabilities
- Develop mathematical thinking
- Use relevant contexts and experiences

- Make links across the curriculum
- Promote creativity and innovation

In addition, children will use technology appropriately and learn through active methods and purposeful play. They will engage in self and peer assessment and develop their ability to work independently and cooperatively.

The specific skills they will develop are –

- Estimation and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Data Analysis
- Probability
- Patterns & relationships
- Properties of 2D shapes & 3D objects
- Angle symmetry & transformation.
- Financial education

Health & Wellbeing

We have been re-accredited with Health Promoting School status. In addition to planning for learning outcomes above, our Health Improvement Team has worked effectively to implement Health and Wellbeing outcomes through whole school activities. Each year, our whole school and community focus for one week on an aspect of Health & Wellbeing and this is always well attended.

Our children have many opportunities to experience a range of P.E. activities e.g. swimming, rugby, football, athletics, gymnastics, cycling, dance, hockey, curling, cross country and netball.

We have been re-accredited with our Permanent Green Flag Eco Schools Award, through further engagement in whole school activities such as recycling, outdoor areas and sustainable developments, fair-trade, global dimension, etc. Each class has an 'eco' responsibility and our school grounds have been developed including our woodland area.

Our P5-P7 children have the opportunity to learn safe cycling skills through the progressive Bikeability programme, this is implemented during class time and in an after school club where children learn about the theory of road safety and then apply this practically outside. We actively encourage children to cycle and scoot to school and have provided cycle pods for the safe storage of bikes and scooters. Regular road safety events are held throughout the year to promote sensible choices and responsible actions.

Expressive Arts

The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

Art & design, Dance, Drama and Music provide children and young people with opportunities to be creative and imaginative, to experience inspiration and enjoyment and to develop skills in each of these areas. Participation enables children and young people to experience and enjoy the energy and excitement of performing and presenting for different audiences and of being part of an audience for others.

Throughout the school year children develop their skills in all these areas and make presentations to parents and our community in a variety of contexts.

Social Studies

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of their environment and of how it has been shaped. To begin with, children will investigate their immediate surroundings - themselves, their home, their school gradually progressing to comparing their lives and surroundings with those of children in other countries and cultures.

As children progress through the school, they will learn to apply techniques of observation, investigation and recording to the home, local, man-made and natural environments. They will be encouraged to consider the effect people have on their environment, in time as well as space.

During any study of the environment, past or present, children will have opportunities to use and develop skills which may seem to belong to other subject areas. Maths and Language are two major areas which benefit from the real situation learnt in social studies. We also aim to promote positive attitudes and values to other peoples and their cultures, to the achievements of famous people in the past, to being Scottish, European and a member of a world community.

Science

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

Religious Observance

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

Our school holds weekly assemblies which provide opportunities for our children and staff to celebrate as a school community. Some of our P7 children are our Assembly Producers and they produce our assembly power points and are responsible for sound/music also. Our school chaplain, the Rev Jim Stewart of Letham St Mark's Church visits our school and works with school staff and children, leading some assemblies and working with us to further develop links with our wider community

and beyond. On the last day of term in December and June/July we have an end of term service in Letham St Marks.

Guidance issued by the Scottish Government clarifies the current position regarding provision of religious observance in Scottish schools and sets out action for local authorities in planning this provision. Information can be found at

<http://www.scotland.gov.uk/Topics/Education/Schools/curriculum/ACE/Religion>

Under the terms of the Education (Scotland) Act 1980 “any pupil may be withdrawn by his/her parents for instruction in religious subjects and from religious observance”. If you wish to withdraw your child from Religious Education, please discuss this with Mrs Sands. Your request will be dealt with sensitively and suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity.

Assessment & Reporting

Recording, Reporting and Assessment

Each child’s learning is tracked from P1-7 to ensure that their learning opportunities are appropriate to their needs. Children will take part in learning conversations with their teacher to discuss learning, what’s gone well and what hasn’t and to discuss next steps. This information informs future planning for children’s learning.

At each stage, your child’s progress is continually assessed through teacher observations and assessments, peer and self-assessments listening, talking, making & doing. Children’s achievements are also recognised. Our Head Teacher and Depute Head go into classes to monitor learning and teaching and teachers also visit each other classes to share good practice.

Children are encouraged to reflect on their learning and identify their next steps/targets. You are invited to parent contact in November and March to discuss your child’s progress with your child’s class teacher and at the end of the school year you will receive a written report on your child’s progress. Your child’s class record their learning in class.

Pupils will progress through Levels, typically over a three year period with scope for breadth and depth of learning opportunities. Nursery- P1 is a typical Early Level duration, P2-P4 is the typical duration for First Level duration and P5-7 for Second Level.

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

Nationally, attainment is gauged through the Scottish National Survey of Achievement (SNSA) outcomes which are not school specific. These are published on an annual basis.

Summative end of session reports to parents are issued to parents following Perth & Kinross Council Education and Learning guidelines.

Support for Pupils

Support for learning is available to any child who requires help and we look at ways which best support your child. This may be through additional support from our Pupil Support Teachers, Support Staff, or other agencies e.g. Educational Psychologist, Community Link Workers, etc.

Parents are involved through discussions and meetings about their child and regular updates are given. Where possible, we support your child for most of the time in their classroom situation. At times your child may work in a small group with a Pupil Support Teacher.

Pupil Support Teachers work closely with class teachers and meet with Head Teacher and Depute Head termly to discuss all children's progress and liaise with teaching and support staff to ensure all our children's needs are met.

If you would like further information or support organisations identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 are:

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

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

Telephone Helpline: 0345 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and factsheets including The parents' guide to additional support for learning.

- b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.

If you think that your child has additional support needs you should contact your child's class teacher in the first instance as they will have an overall picture of your child's progress. You can do this by contacting the school office or writing a note to the class teacher to request a meeting. Often class teachers will have identified a need and, in consultation with the Head teacher and Pupil Support Teacher, contact you to meet and discuss/identify any barriers to learning and agree next steps.

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

Sometimes a child will be part of a small group receiving extra help from the class teacher, a Classroom Assistant or a Support for Learning Assistant. At times the child may work out-with class in a small group, normally support will be given within the classroom situation. The role of Pupil Support Teacher is to provide consultation, advice and support to Class Teachers on how best to support those children who need it, within the mainstream setting, and to deliver support for learning where appropriate. Some pupils have an Individual Education Programme (IEP) to meet their particular needs. Others who have involvement with Social Work, Health services or other agencies may have a Coordinated Support Plan (CSP) to ensure continuity of provision.

For further information about Perth and Kinross Education Department's policy on Additional Support Needs, please follow this link:

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

School Improvement

We continually audit and improve how we work in our school and everyone is involved in developments.

The main achievements of Goodlyburn Primary School can be found in our Standards and Quality Report which is published annually and is available on both the Perth and Kinross website and school website.

Our School Improvement Plan identifies all the actions for this year and is available on our website <http://goodlyburnps.schoolwebsite.scot/> or <http://www.pkc.gov.uk/article/17511/Goodlyburn-Primary-School> and, on request, from Mrs Smith in the office.

School Policies & Practical Information

Authority Education Policies and Services

The authority website provides information on policy.

- School enrolment to include primary, placing requests and composite classes

<http://www.pkc.gov.uk/article/17276/School-enrolment>

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

<http://www.pkc.gov.uk/article/17282/Schools-grants-and-benefits>

- Information on Educational Psychology Services

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

- Information on Child Health

<http://www.pkc.gov.uk/article/17899/Child-Health-Team>

- Primary School Meals

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

School Uniform

Our children wear school uniform as below:

Navy/grey skirt or trousers (not jeans)	Navy sweatshirts with logo
White shirt or white polo shirt	School tie (optional)

School sweatshirts can be ordered via our online shop

<https://app.parentpay.com/ParentPayShop/Uniform/Default.aspx?shopid=7789>.

Children need gym shoes, dark coloured shorts and a white t-shirt (no football colours please) in school for weekly PE/drama. For safety reasons, children should not wear earrings at gym time, if earrings have to be worn they need to be covered with micro-pore tape. Children also need an outdoor P.E. Kit which can be any dark coloured tracksuit. An old 'art shirt' is useful for art and craft work to avoid ruining a good school uniform. Children may wear hoodies to school but should remove them when indoors.

Organisation of School Day

Our children line up in their classes in the playground and when the bell rings they are collected by their class teachers. Usually our timetable is as follows:

SCHOOL STARTS	P1-P7	9.00 am
Lunch time	All P5s-P7s	12.20 - 1.05 pm
	All P1-P4	12.35 - 1.20 pm
School finishes	P1-P7	3.00 pm

Supervision in Primary School Playgrounds outwith the school day.

We do not provide supervision in the playground before the start of the school day at 9.00am or at the end of the school day at 3.00pm.

Whilst children attending Breakfast club may be allowed to go out to 'play' after they have eaten, the guidance for Breakfast Clubs is that parents will first have given written permission on the basis that there is no supervision provided.

Given that we do not provide supervision until the start of the school day, to ensure the safety and wellbeing of the pupils in the playground, children should not arrive at school before 8.45am. If children are hurt or injured emergency support such as first aid would be available from school staff.

Before school and once children have been dismissed by teachers at the end of the day children are no longer supervised and should make their way home according to their parents' wishes.

Arrangements for Emergency Closure

EARLY CLOSURES: e.g. SEVERE WEATHER CONDITIONS - HEAVY SNOW, WIND, FLOODS

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

SEVERE WEATHER CONDITIONS

If the school must close during the school day you or your emergency contacts will be informed so it is very important that we always have up to date numbers.

If the decision to close is made out with school hours the information sources are as follows:

Radio Tay (used in all instances)

Frequency	AM 1584	FM 96.4	-	Perth only
Frequency	AM 1161	FM 102.8	-	Everywhere else

Perth and Kinross Council Customer Service Centre

(Available from 08:00 hours to 18:00 hours however this line **may** operate from 07:00 hours in exceptional circumstances).

PKC Customer Service Centre – Number for Parents/Carers 01738 475000 (main Council line)

PKC website www.pkc.gov.uk

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

The link below will detail information about school closures

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

PKC Twitter & Facebook: <https://twitter.com/perthandkinross>

<https://www.facebook.com/Perthandkinross/>

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

HEALTH CARE

EMERGENCY ARRANGEMENTS

In the event of an emergency, [e.g. if your child becomes ill or has an accident] or in exceptional circumstances, the school may need to contact parents or emergency contacts. On rare occasions it may be necessary to send every child home. It is, therefore, most important that parents keep the school informed promptly about any

change of address, telephone number or place of employment as well as any changes regarding emergency contacts. Forms prepared for this purpose are available upon request from the school office.

WHAT IF MY CHILD BECOMES ILL?

If a child becomes unwell at school, we will contact parents/carers. If we cannot make this contact, we shall call the emergency contact number in the pupil's records. It is therefore very important that we have up-to-date parental contact numbers and up-to-date emergency contact numbers to get your child home as soon as possible.

School Term Dates and Holidays

For the most up-to-date information about school term dates and holidays please follow the link below to Perth and Kinross' website.

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

Name of Child Protection Officer

The Child Protection Officers in our school are Mrs Sands, Mrs Crockart, Mrs Knoyle and Mrs Probert. If you have any concerns about a child protection issue, please contact any of the child protection officers to discuss this concern. Child protection officers update all staff regularly on Child Protection to ensure we are using the most up to date protocols and procedures.

GIRFEC

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

Safe Healthy Achieving Nurtured Active Respected
Responsible Included

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

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

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

Nursery

Our Nursery Handbook is available from our school and ELC offices.

Goodlyburn and COPECC ELC currently operates within the school building. We are registered for up to 97 children aged two years to those not yet attending primary school. The Centre offers both part time and full-time early learning and childcare over a range of attendance patterns including term time, 45 week and 50 week placements. See PKC website for attendance patterns.

We encourage all ELC families to work in partnership with us by attending family learning events, feel actively involved in their child's learning and development, and are encouraged to express their views and give feedback about ELC change improvements.

During 2023, we worked in partnership with children, families, plan partners and staff to refresh our Vision, Values and Aims below:

Vision

To inspire, educate and care for our children to prepare them for life

Values

Welcoming Inclusive Valued Nurtured Respected

Aims

Children

- I have a safe and stable environment
- My dreams are supported and inspired through play
- I can be independent and bounce back from setbacks

Learning

- I am excited by new interactions and relationships
- I learn skills for life exploring outdoors
- I am supported to achieve

Families and Communities

- There is a warm welcome with no judgment
- Families feel a sense of belonging and work with the Centre in a spirit of genuine partnership
- There are strong positive relationships connecting families, staff and the community

Our ELC focusses on promoting positive relationships with children. We follow the Perth and Kinross policy to Promote Positive Relationships. A key element of our policy is inclusive practice and working hand in hand with families.

The staff team are trained and skilled in a range of important approaches: Nurture, Restorative Practice and CALM (Crisis and Aggression Limitation Management).

This training is ongoing throughout the nursery sessions.

Learning in Health and Wellbeing ensures that children and young people develop the knowledge, understanding, skills, capabilities and attitudes which they need for mental, emotional, social and physical wellbeing now and in the future.

At Goodlyburn and COPECC ELC we recognise that learning is lifelong and we aim to help learners develop the skills they need for learning, life and work with a real focus on literacy, numeracy and promoting an active and healthy lifestyle.

Curriculum for Excellence guides the education provided to children from age 3 to 18 and aims to help every learner develop knowledge and skills which are encapsulated in the four capacities, which are Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

There is a range of other guidance relating to children aged 2 years old and above which the staff at the nursery use to guide the provision such as Realising the Ambition, Pre-Birth to Three and My World Outdoors.

Assessment is an ongoing process in ELC. Educators assess children through listening, observing and interacting with children. We operate a key worker system with individual observations on children being noted frequently and recorded both visually and in writing in their learning profiles. Educators find ways to involve children in the assessment of their own learning using learning conversations and the examination of the learning in their individual profiles. This information is gathered and then used to weekly to form the basis of future planning.

At Goodlyburn and COPECC ELC we also have a member of staff who offers exposure to Gaelic Medium Education.

Families and educators complete a Strong Starts Plan or All About Me plan for all children to identify and agree targets for learning and development. A formal report is produced for each child at the end of the session which is recorded on SEEMIS (3-5 year olds) and forms part of the assessment of progress throughout school.

Children's learning is tracked regularly, which gives an indication of their developmental progress and for 3-5 year olds progress towards Education Scotland's Early Level Benchmarks.

Transition from pre-school to primary school has long been recognised as a critical time of change for children and families. We work in partnership with our local primary schools to support your child's transitions through visits to the chosen school. Teachers will also visit the nursery to meet children and to share information with nursery staff. Goodlyburn and COPECC ELC admits children from across Perth and Kinross so we typically support transitions to more than ten primary schools each year.

A child may have additional support needs if they require more targeted support over and above the universal offer in ELC. Different circumstances can affect different children's ability to learn and develop. Support may come from the Early Years Inclusion Service, Speech and Language Therapy, Occupational Therapy, health, social work, or voluntary organisations as well as from within education.

ELC staff may identify a possible need for additional support for a child. Our staff will communicate regularly and raise concerns with families promptly. As a Parent/Carer

you have knowledge and expertise about your child which is valuable to staff and therefore if you feel your child needs extra support please raise your concern with your child's key worker.

The ELC management team are committed to continuous improvement based on self-evaluation and the feedback received from Education Scotland and Care Inspectorate Inspections. Educators are consolidating their knowledge of 'Getting it Right for Every Child' (GIRFEC). Educators continue to have access to a wide variety of appropriate training opportunities. We will continue to work collaboratively with others, including within the ELC, across the council and more widely when opportunities arise, to share effective practice. The Management Team and the staff have the wellbeing of children and their families as the key focus for the ELC.

Our latest inspection reports are available on the Care Inspectorate website.

The staff team use a range of tools to monitor our performance and drive improvements including Education Scotland's How Good is Our Early Learning and Childcare, the Care Inspectorate's new Quality Framework and the National Improvement Framework.

If you would like more information about Nursery, please contact Mrs Laura Knoyle, Centre Leader

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

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

Nursery Staff

Centre Leader	Laura Knoyle
Principal Early Childhood Practitioner	Carol Probert
Senior Early Childhood Practitioner	Fiona Gardiner Lauren Barr
Teacher	Sue Rimmer Mon-Thurs Carla Dougan Smith - Fri
Early Childhood Practitioners	Erin Allan Louise Boyce Nicky Elder Annette Esdale Victoria Farquhar Angela Hair Susan Laing Hamish Lees Linda Lloyd Paula McCash Tracy McKillop Rhona McNee Rachel Murray Jane Wilson
Pupil Support Assistants	Shelagh Meldrum Cindy Lam Olmez
Play Assistants	Elizabeth Watson Mary McDyer Amy Brown Nichola Briggs (Gaelic)
Early Years Family Learning Practitioner	Leanne Bruce

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A Placing in Schools - Primary, Secondary and Special

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

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

Priority 1:

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

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

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

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

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

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

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

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

Category (c) the criterion of length of time attending an associated primary school with priority being given to those pupils who have attended an associated primary school the longest. Where it is necessary to prioritise pupils who have attended an

associated primary school for the same length of time, the single criterion of distance from the specified school will be used, with priority being given to those whose normal place of residence is closest to the school.

Priority 2:

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

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

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

Priority 3:

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

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

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

Priority 4:

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

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

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

- (c) Thereafter places will be allocated according to the single criterion of distance from the specified school, with priority being given to those whose normal place of residence is closest to the school.

Priority 5:

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

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

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

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

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

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 (i.e. as the result of a placing request) and who is due to transfer to a secondary school will be offered a place at the secondary school in whose catchment area he/she lives.

www.pkc.gov.uk/article/17276/School-enrolment

B School Commencement Arrangements

The school entry date in Perth and Kinross is the first day of the school session (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 (i.e., of children whose fifth birthday falls after the last day of February) should note that early entry is discouraged but are advised to contact Education & Children's Services on 01738 476200.

Expansion of Early Learning and Childcare (ELC)

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

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

C Equal Opportunities

Perth & Kinross Council values the diversity of the communities in this Council area and works towards providing services that are inclusive and accessible. Perth & Kinross recognises that social inclusion and promoting equality of opportunity and good relations between different groups can only be achieved by incorporating equalities into the planning and implementation processes for all Council Services. We have a duty to promote and develop the practice of equality of opportunity for all members of our community regardless of:

- Race
- Gender
- Marital/family status
- Disability
- Religion
- Sexual orientation
- Age
- Language
- Place of residence
- Socio-economic status

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

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 Children Service's and agencies who support our children and young people and families.

The guidance is set out in two sections which can be accessed through the following link:

<https://www.pkc.gov.uk/article/17425/Exclusion-of-pupils>

Part 1 – Policy which explains the expectations of our schools and ELC settings and the legal basis and parameters relating to exclusions; and

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 2024/2025). 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 Peanut allergy

School lunches can be provided for children in primary schools either requiring a medically prescribed diet or who have a nut and/or peanut allergy. Please download the  [information leaflet](#) and  [application form](#). Parents can also self-manage simple dietary requirements for their children by using the interactive menu and carbohydrate menu available at [Tayside Contracts](#).

Medically prescribed diets can usually be accommodated within the school lunch service. This does not include pupils who simply dislike certain foods.

For more information on school meals including menus, meal photos and forms, please visit the website:

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

To access the current interactive menu which provides recipe, nutritional and allergy information, please visit:

<https://www.tayside-contracts.co.uk/catering>

and click on the interactive menu link. This site also contains details of forthcoming promotions.

For any other enquiry please contact:

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

E-mail: 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.

Free School Meals

Access to free school meals is an important part of the school meals service in Scotland. It is important that pupils entitled to free school meals get them without fear of stigmatisation. They should not be made to feel different from those who pay, nor be readily identified by others. Our meal payment and pre-order systems fully support these aims.

Who is Eligible for Free School Meals?

If your child is in P1 to P5

Free School Meals are offered to all pupils in P1 to P5 without the need for parents/carers to submit an application form. However, an application form must be completed if you also require a school clothing grant for your child in P1-P5.

Don't forget to submit an application form for Free School Meals for your child when he/she moves into P6 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 Job Seeker's Allowance (IBJSA)
- Any income related element of Employment and Support Allowance (IRESA)
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £19,995
- Child Tax Credit (CTC) and Working Tax Credit (WTC) and your income is less than £9,552
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £796

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

For more information on Child Tax Credit and Working Tax Credit visit the [Inland Revenue](#) website.

You can apply online for free school meals at the following link:

www.pkc.gov.uk/freeschoolmeals

Alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD.

E School Clothing Grants

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

- Income Support (IS)
- Income based Job Seeker's Allowance (IBJSA)
- Any income related element of Employment and Support Allowance (IRESA)
- Child Tax Credit (CTC), but not Working Tax Credit, and your income is less than £19,995
- Child Tax Credit (CTC) and Working Tax Credit (WTC) and your income is less than £9,552
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £796

Education & Children's Services will consider one application per academic year for a grant towards the cost of purchasing essential clothing to enable children, up to the age of 16, to attend school.

You can apply online for a school clothing grant at the following link:
www.pkc.gov.uk/freeschoolmeals

Alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD.

F Music Tuition

Instrumental Music Instruction and Central Groups 2025-26

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 & 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.

MusicService@pkc.gov.uk

www.pkcmusic.com

Facebook – [PKC Music Service](#)

Twitter - [@pkcmusicservice](#)

Instrumental Music Service App



Please download the Instrumental Music Service app by scanning the QR code above or search “School App for Parents” in the Apple or Google Play app stores and search “Perth and Kinross Instrumental Music Service”.

G Travel to School

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

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

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

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

Walking and cycling boosts children’s health and well-being. It also allows them to travel independently and to access the range of flexible opportunities schools will increasingly offer outside the standard school day. Freedom to move around the local area independently is an important part of growing up. Other important benefits

of active travel are development of social and life skills, less pollution and greater awareness of environmental issues.

If parents/carers have to drive, they can be asked to park away from the school - some schools suggest a local drop off point. Drivers can also be asked to think about teaming up with another family to share the school run. School Policies will obviously have to recognise different needs and circumstances: some staff and pupils may have no alternative to the car.

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

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

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

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

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

H Transport

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

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

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

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

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

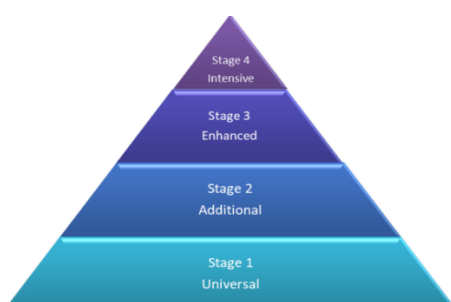
You can apply online for free school transport at the following link:

www.pkc.gov.uk/article/17284/Schools-transport-and-trips

Alternatively, application forms may be obtained from Headteachers or 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 well-being and improve education and wellbeing outcomes.

https://www.pkc.gov.uk/media/52819/Staged-Intervention-Framework/pdf/Staged_Intervention_Framework_May_24.pdf?m=1718366451947

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 Coordinated Support Plan (CSP).

https://www.pkc.gov.uk/media/52817/Child-and-Young-Person-Planning-Guidance/pdf/Child_and_Young_Person_Planning_Guidance_May_24.pdf?m=1718365602270

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 out with Perth & Kinross).

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

Transitions

School transition is a process that prepares children, young people & 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.

The following leaflet explains the support that may be provided during this process:

https://www.pkc.gov.uk/media/45195/Leaflet-7-Transitions/pdf/Leaflet_7.pdf?m=1724065845613

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
<https://www.gov.scot/policies/girfec/named-person>

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

If you require further advice or guidance, enquiries can also be made by contacting 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 guidance outlined below:

https://www.pkc.gov.uk/media/10236/Attendance-Recording-Management-Guidance-and-Operational-Procedure/pdf/Attendance_Policy_and_Guidance_for_Education_and_ELC_Settings.pdf?m=1717080323997

Online Support and Information

Enquire – This is a Scottish independent advice service for additional support for learning. It has two websites available www.enquire.org.uk (tailored for parents/carers and practitioners) and <https://enquire.org.uk/category/children-and-young-people-info/> (tailored 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' <https://enquire.org.uk/enquire-resources/additional-support-for-learning-a-guide-for-parents-and-carers/>

PKC website - This has a variety of ASN information, along with links to related topics of interest: <https://www.pkc.gov.uk/article/17278/Schools-additional-support->

PKC 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 <https://www.pkc.gov.uk/familysupportdirectory>

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

Further advice or enquiries can be made by contacting ASN@pkc.gov.uk

J Parental Involvement/Parent Councils

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

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

The Parental Involvement Act aims to do several things:

- It aims to help parents become more involved with their child's education and in schools.
- It places duties on Scottish Ministers and education authorities to promote parental involvement, and a duty on each education authority to produce a strategy for parental involvement.
- It introduces a new system of Parent Councils to replace School Boards, aiming to make it easier for parents to express their views.

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

- Support the school in its work with parents.
- Represent the views of all parents.
- Encourage links between the school, parents, pupils, pre-school groups and the wider community.
- Report back to the Parent Forum.

There are currently 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.

Website link: www.pkc.gov.uk/parentalinvolvement

K Insurance

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

- Theft of personal belongings
- A pupil's own negligent actions
- The actions of a third party, i.e. another pupil
- Expensive personal items, e.g. 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 & Children's Services. Any discussion to bring in an outside agency to discuss a concern about a child will only be taken after involving the School Child Protection Officer. The Child Protection Officer will usually contact you to inform you if someone has expressed a concern about your child and discuss the situation with you in order to decide what will happen next, including what information, if any needs to be shared with other agencies. In less usual cases the Child Protection Officer may decide that the concern is so serious that they need to seek advice from Services for Children and Young People & Families (social work) before informing parent(s). These situations are unusual, and we will endeavour to ensure that you are informed and are enabled to participate as appropriate in any action which we may initiate regarding your child should a child protection issue arise.

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

- Your child / children's school.
- The Child Protection and Duty Team 01738 476768 (24 hour service)
- Visit the Council's Child Protection Website on www.pkc.gov.uk/childprotection

Looked After and Accommodated (LAAC) Children

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 (3-18) 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' e.g. 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.

Further information on Looked After Services can be found on:

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by 8 indicators' - Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible 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 coordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.

Further information on GIRFEC can be found on:

<https://www.pkc.gov.uk/article/17389/Information-for-staff-GIRFEC>

M Access to Information – Parents and Pupils

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

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

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

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

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

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

Subject Access Requests should be submitted to the Council's Information Governance Team at 2 High Street, Perth, PH1 5PH or to DataProtection@pkc.gov.uk , 01738 477933.

School Records

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

If you would like to exercise your right to see your child's PPR you should contact your child's school directly. Contact details for all Perth and Kinross Council schools are available below: www.pkc.gov.uk/article/17285/Schools-in-Perth-and-Kinross

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

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

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

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

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

N Transferring Education Data about Pupils

Education authorities and the Scottish Government Education Department have collected data about pupils on paper forms for many years. We now work together

with schools to transfer data electronically through the ScotXed programme. Thus, the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland; and the analysis of data for statistical purposes within the Scottish Government itself.

What Pupil Data is Collected and Transferred?

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

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

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

A complete list of the Scottish Governments School Education data collections can be found here: www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation

Why Do We Need Your Data?

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

- Plan and deliver better policies for the benefit of all pupils, or specific groups
- Better understand some of the factors which influence pupil attainment and achievement
- Share good practice
- Conduct teacher workforce planning
- Target resources better
- Enhance the quality of research to improve the lives of people in Scotland
- Provide a window on society, the economy and on the work and performance of government by publishing statistical publications and additional tables about School Education

- Providing school level information

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

The Scottish Government Privacy Notice for children and young people can be found at: www2.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices

The Perth & Kinross Council main education Detailed Privacy Notice can be found here: www.pkc.gov.uk/detailedprivacynotices

Your Data Protection Rights

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

The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.gov.scot/Topics/Statistics/ScotXed). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

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

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

General Data Protection Regulation gives you the right to access your personal data. This is known as a Subject Access Request. Further details of how to make a Subject Access Request online or using the Subject Access Request Form can be found here: www.pkc.gov.uk/article/20313/Accessing-your-information-Subject-Access-Requests .

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

order to respond. If you would like further guidance about how to submit a request for personal information, contact the Information Governance team on 01738 477933 or at DataProtection@pkc.gov.uk

Concerns

The Data Protection Officer for this data is the Data Protection & Information Assets team, dpa@gov.scot

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

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

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

O Attendance

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

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

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

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 & 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 Executive Director (Education and Children's Services).

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.

Website Link:

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

P Family holidays

Family holidays will be marked in school as an unauthorised absence. This will be done even if you have told the school you intend to take your child on holiday. No

school work will be given, although some schools may consider giving you information about what will be covered during the absence.

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

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

Website link:

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

Q Care Standard Inspections

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

Nursery Inspection Process

All providers of early learning and childcare for 2, 3 and 4 year olds are currently inspected by the Social Care & Social Work Improvement Scotland (known as the Care Inspectorate) and Her Majesty's Inspectorate (HMI), part of Education Scotland. Staff follow national guidelines for the early learning and childcare of children aged 2-5 years that encourage learning through play and the service must meet standards laid down by HMI. Further information on inspections is available from the Headteacher.

R School Crossing Patrollers

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

If this happens, Headteachers will inform parents.

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

S Employment of Children

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

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

Further details and an information booklet called 'The Employment of Children – Perth and Kinross Council Bye-Laws' is available online: <https://www.pkc.gov.uk/article/17406/Employment-of-children-Permit-and-by-laws>

Telephone: 01738 476200

E-Mail: FBSSchools@pkc.gov.uk

T Childcare and Family Information

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

For further information please contact:

E-mail: childcare@pkc.gov.uk

Telephone: 0345 601 4477

Website: www.pkc.gov.uk/families

Families can also access information on the national website: www.scottishfamilies.gov.uk

U Complaints

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

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

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

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

If you remain dissatisfied with the outcome of your complaint, you can contact the Scottish Public Services Ombudsman (SPSO). The SPSO is the final stage for complaints about most organisations providing public service in Scotland. Their service is independent, free and confidential.

The SPSO cannot normally look at:

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

The SPSO's contact details are:

SPSO
Bridgeside House
99 McDonald Road
Edinburgh
EH7 4NS

Freepost SPSO

Freephone: 0800 377 7330
Online contact: [@spsoscot](https://twitter.com/spsoscot)
Website: www.spsoscot.org.uk
Mobile site: <http://m.spsoscot.org.uk>

Additional Support for Learning - Resolving Disagreements

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

Further information on the Council's Complaints Handling Procedure is available on the Council's website: www.pkc.gov.uk/complaints

V Further Information

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

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

Telephone: 01738 476200
E-Mail:

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
Customer Service Centre on 01738 475000.

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

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

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

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

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

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

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

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

All Council Services can offer a telephone translation facility.

www.pkc.gov.uk