

Robert Douglas Memorial School



School Handbook

Academic Session 2019/2020

Welcome to RDM

Dear Parent/Carer

I would like to take this opportunity to extend a warm welcome to you. Here at Robert Douglas Memorial (RDM) Primary we pride ourselves in being a welcoming and caring school, a School where you will find happy, settled children.

Partnership with parents is central to the life and work of RDM Primary and we hope that you will find this handbook useful in encouraging and enhancing your involvement in the partnership between home and the school.

We aim to make starting school for the first time or transferring from another school as smooth as possible and we work hard to help the children settle into the routine of the class and school.

We hope you will find this booklet interesting and informative, it will give you the basic information you require as your children come to RDM. If you have any questions relating to the information in this booklet or with regard to any other aspects of your child's education, please feel free to contact the school and a member of the Management Team will be happy to speak with you.

The information in this booklet is subject to change. Significant changes are notified by means of regular newsletters issued from the school. Our school website and twitter page also provide up to date information about the school

We look forward to partnering with you over the coming months and years and getting to know your children better.

Yours sincerely

Mrs Lynne Lambert – Head Teacher
(www.robertdouglas.pkc.sch.uk)

@RDMScone

Robert Douglas Memorial School Information

The following information meets the requirements of the Education (School and Placing Information) (Scotland) Regulations 2012.

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

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Introduction

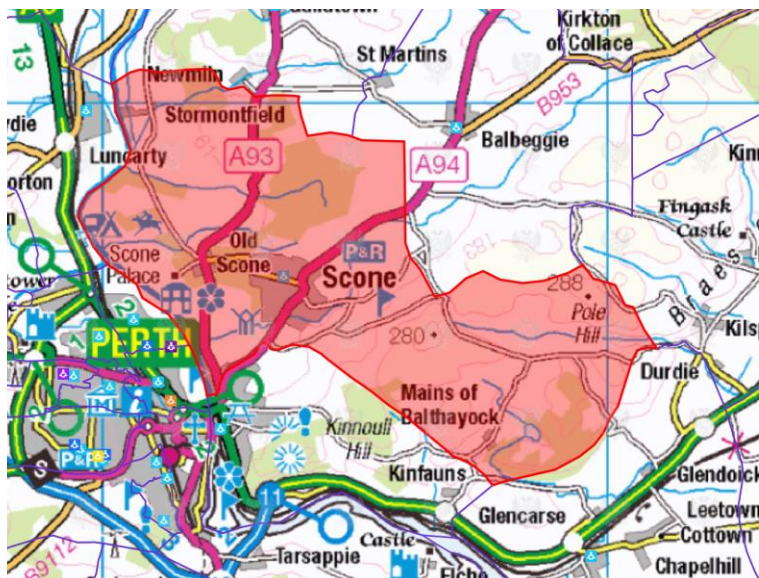
Robert Douglas Memorial School (RDM) is the only school in Scone and is named after Robert Douglas, a native of Scone, who developed the use of pectin in jam making. He made his fortune in USA and left a large sum of money to his home village to be devoted to educational and charitable purposes. The school was completed and opened in August 1935 at a cost of £35,000. It is a spacious building standing in about 12 acres of very attractive grounds. Originally catering for pupils beyond Primary schooling it had become purely a Primary school in August 1972. It was remodelled and refurbished between 1973 and 1978, adding on a new kitchen and dining hall.

In 1992, a base for children with Autism was opened in the school, catering for a group of children with Autistic Spectrum Disorder. A refurbishment and extension programme was completed in 2004.

The Nursery currently has 38 places for children in the morning and 38 for the afternoon.

Delineated Area

The RDM School catchment area includes the village of New Scone, Old Scone, and various areas on its border as outlined in the map below. If you are unsure as to whether you live within our catchment area you can check with the school office or check on line with Perth and Kinross Council.



Contact Details

SCHOOL ADDRESS:	Robert Douglas Memorial School Spoutwells Road Scone Perth PH2 6RS
TELEPHONE:	Voice: (01738) 454455 Fax: (01738) 552611
E-MAIL:	Robertdouglas@pkc.gov.uk
WEBSITE:	www.Robertdouglas.pkc.sch.uk
TWITTER:	@RDMScone
ROLL:	Primary (435), Nursery (38/38), Autism Base (20)
STAGES COVERED:	Nursery and Primaries 1 - 7 (3 - 12 years)
STATUS:	Non-denominational State Primary School
HEAD TEACHER:	Mrs Lynne Lambert
DEPUTE HEADS:	Mrs Lisa Marshall Mrs Sarah Burke (Acting) Mrs Laura Dudek Mrs Deborah Swan (Acting)

The Director of Perth & Kinross Education and Children's Services is Sheena Devlin. The Head of Education for Nursery & Primary is Sharon Johnston and the Head of Education for Secondary and Additional Support Needs is Rodger Hill. The Quality Improvement Officer for RDM is Kim Ramsay.

They are all based at 2 High Street for which the address is:-
Perth & Kinross Council Education Department
2 High Street
Perth
PH1 5PH

Tel. No. (01738) 476200
Fax. No. (01738) 476210

The Perth & Kinross Council website is: www.pkc.gov.uk

The Staff

There are currently 16 mainstream class teachers, 4 Autism Base class teachers, the Headteacher, 4 Depute Head Teachers, one teacher to support the reduction in class contact time and a Support for Learning Teacher (part time). There are also visiting instrumental teachers who work in school throughout the week.

The school has an effective group of support staff. There are three part time school support assistants in the office. We have 2 classroom assistants and 8 pupil support assistants in the mainstream school. There are 5 pupil support assistants and 2 ECPs (Early Childhood Practitioners) in the Autism Base. There is a Senior ECP, 3 ECPs a Play Assistant and a pupil support assistant in the Nursery.

Concerns

If a parent has a concern they should make contact with the school, they can do so in a variety of ways. A telephone call can be made directly to the school office, a parent may call into the school office in person or an email can be sent via the RDM email address. A member of the management team will let the parent know they are dealing with the concern and respond to the parent promptly. This may be concluded via telephone or email or it may be necessary for a meeting to be held in school. This will depend on the nature of the concern.

Pupil Absences

Parents should telephone the school office on the first day of a pupil absence before 9.00am (a message can be left on the answering machine). The reason for absence should be given to the school office. A text message will be sent by 9.30am if a reason for absence has not been received. If no response to the text is received a phone call will be made by 10.30am. Absences are closely monitored by the Headteacher and recurring unexplained absences are followed up with parents.

Complaints

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: www.pkc.gov.uk/complaints

Arrangements for Allocating Places in School

If you are new to the catchment area and considering enrolling your child in RDM, please contact the school office or email the school address for advice and information.

Any parent living outside the immediate area can apply for admission by completing a placing request form to be returned to the Education Office. (See sections at the rear of this booklet regarding enrolment policy.)

Any parents from within or outwith the school catchment who wish to visit the school would be most welcome to do so. Please contact the office to arrange a suitable time to visit.

On registration parents are asked to show the child's birth certificate (to confirm date of birth) and a recent Council Tax bill (to confirm the address).

For all new pupils entering Primary One in August there is a programme of transition activities in place which includes parent information sessions and a variety of activities in school for the children.

PARENT CONTACT

How the school communicates with parents

The school has a variety of means to keep in touch with parents. These include:

- School app which can be downloaded onto any smart phone/iphone.
- Regular newsletters are issued and also available on the RDM website.
- The school website can be found on www.robertdouglas.pkc.sch.uk.
- You can follow us on Twitter @RDMScone
- The Parent Council also has a twitter account @RDMParentC and Facebook Page: RDM Parent Council. The Parent Council is a volunteer group of parents who represent the wider parent forum. The Parent Council is there to represent the views of parents, support the school, be consulted on matters relating to the school and to raise any issues on behalf of parents. The Council members are also active fundraisers and money is donated to the school to support the purchase of items which enhance activities for children within the school. The Parent Council does not deal with issues regarding specific children or staff. These matters would always be raised directly with the school management team and would not be discussed at parent council meetings.
- Parent/teacher contact evenings are held twice a year (usually November and March) and offer the opportunity to discuss a child's individual progress between class teacher and parent.
- End of year written reports are issued in June.
- When classes are going on trips that cost money, have a change of hours, require pupils to bring a packed lunch or outdoor clothes or include transport, pupils will receive a letter with details. On occasions when a class is going into the local community they are covered by the general permission signed on original registration however, we generally send out a letter anyway.
- We have a texting system that can be used to pass on information. We pay per text and so we are a little sparing in using this. However, if a class is later back from a trip or the school is closed, or there is important information to pass on, we would endeavour to send out a text to relevant parents. Unfortunately there is no facility for us to receive text messages from parents.
- When the school has concerns about an individual pupil we will often contact home for a discussion either on the phone or to arrange a meeting.

School Ethos

VALUES

TEAMWORK

AMBITION

INCLUSION

RESPECT

VISION

RDM – where we THINK BIG, AIM HIGH and reach our destiny TOGETHER

AIMS

We aim to move FORWARD by:

1. Ensuring WELLBEING underpins and drives learning within our school community.
2. Inspiring our learners to be AMBITIOUS and reach their potential.
3. Equipping our learners with the SKILLS for learning, life and work so that they can make contributions locally and globally.
4. Helping our learners to CELEBRATE their Scone heritage, philanthropy and entrepreneurial roots.



The School and the Wider Community

We hold regular open afternoons and curriculum events for parents and friends which give people the chance to see their school. As a result the school has a high standing reputation in the community. Pupils access the local area on a regular basis making use of the woods, Quarrymill, Scone Library, Scone Palace, local shops and other areas of Scone.

As a regular aspect of our involvement in the community the school provides entertainment for the Scone Seniors at Christmas and Easter.

Our Pupil Council work alongside the management team of the school to take forward aspects of improving our school.

Play Areas

We are very fortunate with our extensive grounds around the school. Children spread out on fine days. We use the grass when we can. If weather conditions prevent this (eg the grass being too slippery or muddy) we restrict the pupils to the hard surface areas. We have several staff in the play areas supervising the children's play. There are three trim trails round the school for use by pupils during break times.

Encouraging Positive Behaviour

We set high expectations of behaviour at RDM. Our pupils are found by visitors to be generally very polite, confident and well behaved. We value the liaison between the school and home and are in regular contact with parents when necessary.

We recognise the good behaviour of our pupils in a variety of ways within the classroom and other areas of the school. We also issue "Braw Awards" at weekly

assemblies when a teacher has noted a particular action or attitude that is to be commended.

On occasions, where an aspect of a pupil's behaviour requires to be addressed we always appreciate the support of parents. In some instances we may telephone or write to arrange a convenient time to discuss the behaviour.

Where serious misconduct has occurred the Senior Management Team may involve parents where appropriate.

At RDM (and across the Perth Academy Cluster of schools), we use a Restorative Approach towards dealing with behaviour issues, whether in the classroom or in the playground. All staff have been trained in Restorative Approaches which encourage children to reflect on their behaviour and how it has affected others.

House System

Our House System recognises the positive manners and behaviour of children. It also provides pupils with the opportunity to work together with pupils of different ages during 'House Time' and our termly 'House Events'. The four houses are Stormont, Bonhard, Douglas and Mansfield.

Parental Involvement

We understand the value of having parents involved in their child's learning and in the wider life of the school. We provide opportunities for parents to visit classes during open afternoons and more formal parents' evenings. There are also various school events throughout the year which parents are invited to attend. We hold curriculum evenings led by staff to provide parents with further information on curriculum development and their children's' learning.

We welcome the help and support of parents within the school in classrooms or on trips out of school. Many of these trips would not be possible without the support of parent helpers.

We have a booklet available for parents providing a number of ways in which they can engage with their own children at home. This includes suggestions of active learning opportunities for the family and specific ways in which curricular aspects (like reading and writing) can be assisted at home.

Every year we carry out several surveys of parents. This includes all Nursery parents and a proportion of mainstream parents. These are collated and used to re-shape our practice. They are also displayed on our website.

The management team and staff work hard to ensure that the school has an 'open door' policy and parents are welcome to come in, phone or email the school office at any time. Every effort is made to see a parent who comes into school or to make contact with them as quickly as possible following an enquiry.

Further information for parents is available via: www.pkc.gov.uk/parentalinvolvement

Transitions

We have a programme of transition activities to support pupils as they move into either Primary 1 or Secondary 1. There is correspondence between the school and parents to ensure this move is as smooth and helpful as possible.

We have close links with Partner Provider Nurseries who send children to RDM. RDM staff make visits to the nurseries and playgroups and we make arrangements for these children to visit us several times before they start in Primary 1.

Parents are given the opportunity of attending information sessions in April and May and visiting the school in June to find out arrangements for the start of the new session.

Most RDM mainstream pupils transfer to Perth Academy. The Academy handbook is made available to all P7 pupils in the summer term. Perth Academy staff (and any other receiving schools) speak to our P7 pupils who undertake a 2 day visit to the secondary schools to follow a typical first year timetable. There are also other events including all the Primary 7 pupils from the various schools, which give them a chance to meet their new peer group.

Perth Academy can be contacted on 01738 458000.

Email: PerthAcademy@pkc.gov.uk

The school address is: Perth Academy, Murray Place, Perth, PH1 1NJ.

Pupils who wish to attend another secondary school should contact the school of their choice in the first instance for information regarding vacancies and placing requests. (Placement in a Secondary school depends on the location of the child's home and not the Primary school attended. This information is important to parents of children who come to RDM via a placing request if Academy places are limited and they live in a different catchment area.)

Where necessary, there are enhanced transition arrangements put in place. This is often for pupils with identified additional support needs, but can also be for pupils who are a little more sensitive to change or nervous about the impending move.

We offer an overnight residential trip for P7 pupils to help them build the social and resilience skills that will support them for their move to secondary education.

The Curriculum

The purpose of a Curriculum for Excellence is to ensure that all children in our school develop the attributes, knowledge and skills they will need if they are to flourish in life, learning and work, now and in the future. The aims of a Curriculum for Excellence are that every child should know they are valued and will be supported to become a successful learner, an effective contributor, confident individual and a responsible citizen. Teachers take account of global and international issues, enterprise and the impact on the environment when planning class topics.

Within a Curriculum for Excellence (CfE) learning and teaching is organized within 8 curricular areas:

- Literacy (including French where appropriate)
- Numeracy and Mathematics
- Health and Wellbeing (including PE)
- Science
- Social Subjects
- Technologies
- Expressive Arts (Music, Art, Drama)
- Religious and Moral Education

CfE supports our teachers to make professional judgments about what and how they teach. It encourages creative approaches and promotes cooperative strategies as we seek to engage, motivate and inspire our learners. We do this by using the Experiences and Outcomes from CfE to guide the learning plan. These are broad learning themes which are grouped according to pupils' age and stage. Early Level (typically pupils at Nursery and Primary 1); First Level (typically Primary 2 – 4 pupils); and Second Level (typically pupils from Primary 5 – Primary 7). Children are taught according to their individual ability and therefore assessment of pupils' strengths and development needs are vital to the learning process.

Under CfE every child is entitled to a broad general education. This is planned for by the teacher, and involving pupils, to ensure children are learning about their world, developing the necessary knowledge and understanding, skills and attitudes to ensure their place in society for the future.

To find out more about the Curriculum for Excellence, have a look at:

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence)

Pupil Involvement in the Learning Process

Teachers plan for learning opportunities across the 8 curricular areas using long-term and short-term planning. Pupils are very much a part of the planning process and their ideas and previous learning have a direct impact upon classroom activities. Children's views are sought regularly in the planning and learning process through Learning Conversations in the classroom. This will include the use of RDM's Learning Road Map which is issued termly to parents and through individual target setting which provides an opportunity to reflect on individual strengths and plan, with support, the pupil's next steps.

Teachers cover the 8 curricular areas throughout the academic year. At times there may be a particular focus, for example in health and wellbeing. Parents are given the

chance to meet with the class teachers and DHT before this begins to hear about the content of this learning and for a question/answer session. This learning is then built on in Primary 6 & Primary 7.

At RDM we encourage the involvement of the local community wherever possible, and pupils often take trips 'outdoors' to appreciate new learning opportunities. We aim to make the learning challenging and relevant.

Religious & Moral Education

A regular aspect of any school curriculum is Religious & Moral Education and pupil involvement in school assemblies. The religious education in the school helps children learn about all world religions but also looks at other major world religions and recognises religions as an important factor of human rights of belief. Pupils will be encouraged to learn from religions by helping develop their own beliefs, and develop a tolerant attitude to other viewpoints.

We would normally expect all children to participate in Religious "Education" although not necessarily in Religious "Observance" (i.e. end of term services). Parents wishing children to be exempted from religious activities should discuss it with the headteacher and then notify us in writing. If an assembly is to have a significant religious element, pupils who are excused from end of term services will be exempt from attending the assembly and instead are looked after by other school staff.

Religious Observance

Assemblies are a weekly part of school life. These are organised by stages across the school and are led by the Management Team and some will have a Religious element to them. When available, chaplains will participate in leading end of term services. At Christmas, Easter and in June pupils may attend services in the local churches when possible.

Assessment & Reporting

Assessment of children's progress is central to the learning and teaching which takes place in the classroom.

Assessment has a number of purposes but mainly allows a teacher to check on a child's strengths and needs so that the next stage of learning can be planned properly. Results of assessment also allow children to know how well they are doing and what targets still require to be achieved. They are helpful also in reporting on a child's progress. Each class teacher makes a continuous assessment of progress on a day to day basis and will use that assessment to plan further work. More formal tests and assessments are introduced at times when the class teacher feels are best for children's learning. The information is passed to the new teacher so that they can plan appropriately for the pupil.

Teachers and the management team track pupils' progress using the Early, First and Second Level Experiences and Outcomes and a child's development is reported to parents twice a year verbally, and reported to parents in a written report annually, usually June.

Teachers use moderation to ensure pupils' learning is progressing at a good pace on a regular basis both within RDM School and with other schools in our cluster area (Perth Academy catchment schools). This is an opportunity to compare pupils' work and teachers' planning to ensure pace and challenge is evident.

Support for Pupils

In every school there will be pupils who require additional support. The type of support will vary for each individual child. This can be delivered by the class teacher providing additional support within the classroom or at times children may also be supported by a member of support staff, for example a Pupil Support Assistant (PSA), Classroom Assistant, Support for Learning Teacher (SLT) or Early Childhood Practitioner (ECP).

If a parent has any concerns over a child's learning they should contact the school to arrange a discussion with the class teacher in the first instance. Beyond this, the Management Team share responsibility for Support for Pupils across the school. If the school has any concerns regarding a pupil's progress, contact will be made with parents to discuss the next steps.

Some strategies to support pupils may include:

- Direct support from the Pupil Support Teacher or Assistant
- Inclusion in a small group for aspects of learning
- The use of group or individual planning to target areas which require support
- Inclusion in a group of pupils who access the hub
- Working with other professionals; e.g. speech and language therapist, occupational therapist, educational psychologist, school nurse.

For pupils who have an identified need, an additional support meeting will be held where consideration will be given to the appropriate support and planning required. A child's plan will be drawn up in consultation with all who are present at the meeting. Further information for parents on Additional Support Needs can be found through the PKC website: www.pkc.gov.uk/article/17278/Schools-additional-support-

All this is to seek to get it right for every child in our care. We recognise that parents are the key people in a child's life and so we endeavour to work with parents to ensure the best for their children. It is really important too that parents share with us when there are any concerns or issues which have an impact on their children so that we can take account these.

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

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

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

Telephone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

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

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

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

Specialist Provision

The school has a specialist provision which is an integral part of the school and provides full time places for pupils with significant learning difficulties. Pupils are placed from across Perth and Kinross by a Placement Panel and have capacity for 20 pupils. Any enquiries regarding this provision can be made directly to the Headteacher who will direct parents to the relevant officer at Perth and Kinross Council.

School Improvement

Over the last year there have been many successes and achievements for the school. These are detailed in our Standards and Quality report which is available on the School and PKC websites.

www.robertdouglas.pkc.sch.uk/Curriculum/Standards-and-Quality-report-2016/

www.pkc.gov.uk/article/17548/Robert-Douglas-Memorial-Primary-School

School Policies & Practical Information

Adverse Weather Arrangements

We encourage pupils to spend some time outdoors if possible. If the weather is seriously inclement we will allow children to stay in classes – particularly the younger children. On such mornings the children may be allowed into the building 5 minutes early and so they should not be sent to school too early if the weather is foul. Please take account of the weather forecast before sending your child to school and ensure that they have the appropriate clothing for the weather.

In extreme adverse weather conditions, there will be notification on the Perth & Kinross Council website (which can be accessed through the RDM website). Notice will also be broadcast on Radio Tay if the school is closed (AM 1584 or 1161 & FM 96.4 or 103.8). Pupils will not be sent home during the school day without prior notification, but in adverse conditions parents from outlying areas may wish to collect pupils. Pupils travelling on contract buses & taxis are notified of their own arrangements including a direct contact number for their transport provider. There is a Perth & Kinross Information Line—0845 3011100 (08.00-18.00 hours). In the rare event of all schools being closed an announcement will be made at 7.00am on Radio Tay. We would also endeavour to use the system of texting the main parent contact if the school was not going to open.

Uniform

School uniform is worn by all RDM pupils both at the request of the school and the desire of the parent body. The formal school uniform is as follows:-

- Navy/grey school trousers (boys and girls)
- Navy/grey skirt or pinafore (knee length)
- White shirt or blouse
- School tie
- Navy sweatshirt or cardigan

Many children wear the informal uniform, namely a white polo shirt (with RDM sweatshirt on top), or a gingham blue and white school dress for the girls in the summer term.

The school has a navy sweatshirt /cardigan with the school badge embroidered on it all of which are available to purchase online www.beschoolwear.co.uk.

School ties are available from various shops in town (eg Aitken & Niven in the High Street).

Please try to avoid purchasing black jumpers for school wear.

Shoes (rather than trainers) should be black, and a blazer may also be worn. Shoes should be of the type that girls can wear to run around the play areas rather than heeled fashion shoes. All children change into indoor shoes when entering the class (these may be gym shoes, slippers or other indoor shoes).

Children can wear ear studs but, in the interest of safety, not earrings.

Unless specifically told otherwise, when children are on school trips and educational visits they are expected to wear uniform for easy identification in crowds and because they represent the school.

Children are expected to have a change of clothing for PE lessons. Plain navy shorts and a white plain tee shirt are required. ALL jewellery (including ear studs etc) must be removed for safety at gym lessons. If earrings cannot be removed, each child should provide a roll of tape to cover their studs. Long hair should be tied back.

Parents are advised to provide an old shirt or smock for painting and craft lessons to avoid marks getting onto clothing. Primary 4-7 children are expected to take the responsibility themselves for wearing these at appropriate times.

Some parents send in a change of clothes on wet days in case of children becoming wet outdoors or toileting accidents. This is especially wise for pupils in P1-3.

School Clubs

There are several school organised extra-curricular groups that meet at various times in the session for different ages, namely:

- Football
- Drawing
- Choir
- Fitness club
- Drama club
- Dance Club
- Storytime
- Active games
- Gymnastics
- Games/singing/Dance

Pupils wishing to attend a club will complete a registration form. Parents must notify the school if on a particular day their child will not be attending a club so that the organising volunteers know who to expect.

Opportunities for Pupil Representation and Service to the School

We have several groups that present pupils with the opportunity to be involved in school developments. These are:

- House Captains (P7)
- Sports Leaders (there are two representatives from each stage in P4-6)
- Pupil Council (there is one representative for P2 to P7 classes).
- Eco Committee (there is one representative for P2 to P7 classes)
- Janitor helpers (P7 pupils who assist at breaks and lunchtimes)
- Dining Hall Helpers (P7 pupils who assist in the dining hall – especially with the younger pupils)
- We have netball, football, athletics and chess teams that participate in inter-school events like cross-country running (and several of these represent Perth & Kinross Schools teams)
- We also have our musicians taking part in local and national events and doing very well (several moving into this in a professional capacity after school).

Organisation of the School Day

Nursery	8.45am to 12.00noon (M-Th) 8.45 – 11.45 (Friday) 12.45pm to 3.30/4.00pm (M-Th) 12.45pm to 3.30pm (Friday)
Primaries 1-7	8.55am to 12.35pm (with 20 minute play break) 1.35pm to 3.15pm
Autism Base	8.55am to 2.55pm

If for any reason there are alterations to these times (eg school visits), notice is given in writing at least 24 hours in advance.

Lunch Arrangements

Lunches are cooked in the school kitchen operated by Tayside Contracts (Tel: 552296). The school cook is Mrs Val Baxter.

School meals are presently charged at £2.15 daily. Pupils pay for meals in advance (preferably by cheque / using our Parent Pay system). We have a computerised system for pupils to select their menu in class in the morning. This automatically deducts the cost of meals from the child's account. **All pupils from P1 to P3 are entitled to free school meals.** Other children from P4 to P7 may also be entitled. Please enquire at the school office if you think you may be eligible.

Perth & Kinross policy is that pupils with nut allergies can be catered for provided a disclaimer is completed by parents. This facilitates pupils having the normal school lunch, as attempts are made to avoid nut products. There is always at least one vegetarian option on the menu. Likewise pupils requiring special diets can be catered for if a doctor has given us written notification of this requirement. All allergy and special diet forms can be found on the school website and PKC website.

Space is provided in the dining hall for children who wish to take packed lunches. The children are supervised as they eat. They will be encouraged to eat well, but we will never force them. At lunch time and morning interval, supervisory staff are available to care for pupils. Children who go home for lunch should not normally return to school more than 5 minutes before the start of the afternoon session, especially on wet days.

Free milk is provided in the Nursery.

Anti-Bullying Policy

In November 2013, Perth and Kinross Council launched its new Anti-Bullying Strategy.

It states that:

“Our aim is to build a community where bullying behaviour is unacceptable. We can achieve this by developing positive relationships which are underpinned by preventative strategies.

Effective preventative strategies must involve all members of a community in building a culture where everyone feels safe, secure and nurtured. Adults should be aware of their responsibility to be role models for children and young people and should support others in the wider community to do the same.

It is essential that we recognise that everyone matters and should be valued for who they are; it is acceptable to be different. Learning communities will be proactive in developing approaches to celebrate diversity, change attitudes and behaviour by promoting an ethos and culture of inclusion.

Understanding the impact of bullying behaviours on our health and wellbeing and on our learning and development will help us take action to prevent and manage incidents.”

In RDM School, this policy will be at the heart of our approach to dealing with incidents of bullying. If parents have any concerns in this area, please do not hesitate to contact the school in order for us to take a preventative approach at the earliest possible time.

Further information on the AntiBullying Strategy can be found on Perth and Kinross Council’s website.

Name of Child Protection Officer

In our school the Child Protection Officers are: Mrs Lynne Lambert and Mrs Laura Dudek. You can seek any of these members of staff should you have anything to discuss or report. We take issues of Child Protection very seriously.

If you are aware of any issues affecting our pupils you should contact the school (if the issues are school-related) or the Social Work Duty Care Team on 01738 476768. Outwith office hours emergency contact can be made on 0845 3011120.

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people in Scotland. 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. The Children and Young People (Scotland) Act 2014 will mean that:

- i.* For school aged children and young people, and their families, the services of a Named Person, a promoted teacher in our school, will be made available to them if they choose to make use of that support and help.
- ii.* The Child or Young Person's Plan, 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.

Named Person & Wellbeing

As a result of the Children and Young People (Scotland) Act 2014, every child and young person will have the right to support from a Named Person to help ensure their wellbeing. In Perth & Kinross, from birth until a child starts school in P1 the Named Person will be the child's Health Visitor or Family Nurse. For children attending primary or secondary school, the Named Person will be the Headteacher, Depute Headteacher or Principal Teacher of Guidance/Support.

The Named Person's role is to support, promote and safeguard the wellbeing of children and young people. In the Act, 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.

Nursery

Each nursery provision will have a defined locality which may not be the same as the primary school catchment area. Localities are agreed and registered with the Education Services within Education & Children's Services. Parents of children attending nursery should be aware that a place in a local authority managed nursery class does not give children priority in gaining a place in the same school when enrolling for primary school. Entitlement to primary school is determined by the child's home address.

The designated nursery provision for this school is our own Nursery at RDM.

The Nursery currently caters for 38 pupils in the morning and 38 in the afternoon. All places are strictly allocated according to the Perth & Kinross criteria which gives preference to local pre-school children.

When the Nursery registration is oversubscribed, not all applicants are guaranteed a place at RDM.

PKC Education and Children's Services 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.

By 2020, all 3-5 year olds and eligible 2 year olds will 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 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 will attend school for a full day from August 2019 and therefore will no longer access ½ days for the first two weeks of term.

A separate booklet is issued to parents of potential Nursery pupils.

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:

www.pkc.gov.uk/preschool