

Oakbank Primary School



School Handbook Academic Session 2018/2019



Ambition

Community

Oppportunity

Respect

Nurture

School Information

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1 Introduction

Dear Parent/Carer,

Welcome to Oakbank Primary School.

It is a privilege to lead a learning community such as Oakbank. This booklet is intended as an introduction to parents, to Oakbank Primary. In Oakbank we recognise that every child is unique with a variety of abilities and needs. We strive to recognise and fulfil these needs in order for all children to reach their full potential. We aim to foster in each child a sense of responsibility and respect for themselves, others, their community and the world they live in.

The new Oakbank School building was officially opened in 2016. Our school is nondenominational and caters for pupils' at all seven Primary stages. There are currently 14 mainstream classes. There is a nursery with a current capacity of 53 spaces in morning and afternoon which includes fulltime spaces and strong start 2s. We also have a Specialist Provision with spaces for 8 children. The school itself is on two levels and has a large playground with a Multi-use games area (MUGA) and playing field. We have a PE hall, dining hall, library space and various break out spaces across the school. We are a Health promoting School and Eco School with Green flag status. We have also been awarded a Silver award from SportScotland 2016-2017.

At Oakbank we value the importance of good relationships between home and school and seek to work closely with you throughout your child's school career. Parents are always very welcome to come and meet the Head Teacher or Depute Head teachers to discuss their child's education and wellbeing. Write or phone to make an appointment. We encourage parents to become involved with the life and work of the school through twice yearly Contact Evenings, open afternoons, class showcases, drama productions, craft afternoons and on many other occasions. Through help with sports, educational trips and also topic related activities parents can make positive contributions to their child's learning as well as get to know the school and staff. The positive partnership that exists between parents and teachers is greatly assisted by our active Parent Council which represents all of our parents (Parent Forum).

Please keep in touch with our school through the monthly newsletters and school website. The school produces a Standards and Quality report at the end of each school year as well as an annual School Improvement Plan. Both of which documents are available on our school website or by request from the school office. Collectively these documents highlight the successes of the past school year and our plans for moving forward.

I very much look forward to working in partnership with you during your child's educational journey at Oakbank.

Mrs Paula Morrison

Headteacher

2 Delineated Area

The Catchment Area of Oakbank Primary School as defined by the Education Authority is that segment of the City bounded by - Glasgow Road, Rose Crescent, Jeanfield Road, Burghmuir Road, Almond View, Lammermuir Gardens, Coldstream Avenue, Innerleithen Way.

Information regarding school catchment areas is available on the Perth & Kinross Council website.

www.pkc.gov.uk/article/17299/Primary-school-enrolment

Parents living out with these areas, who wish to enrol their child at Oakbank Primary School, must complete a placing request form and submit it to:

Education and Children's Services, Pullar House, 35 Kinnoull Street, Perth, PH1 5GD

3 School Information

NAME:	Oakbank Primary School
ADDRESS:	Viewlands Road West, Perth PH1 1NA
TELEPHONE NUMBER:	(01738) 477577
ABSENCE LINE	(01738) 477585
FAX NUMBER:	(01738) 451487
E-MAIL:	oakbank@pkc.gov.uk
SCHOOL WEBSITE	www.oakbankprimary.org.uk
TWITTER	Oakbank_ps
PRESENT ROLL:	399 53/53 Nursery Additional Support Base
HEADTEACHER:	Mrs P. Morrison



Staff Members

Headteacher	Mrs P. Morrison
Depute Headteacher	Mrs J. Manson
Depute Headteacher	Miss J. Smith
Depute Headteacher	Mrs M. Young
Primary 1	Mrs E. Dann
Primary 1	Mrs N. Middleton
Primary 2	Mrs E. McEwan
Primary 2	Mrs S. Barr
Primary 3	Miss R. Coorey
Primary 3	Miss A. Downie
Primary 4	Mrs I. Clark / Mrs H. Dickie
Primary 4	Mrs S. Macaskill / Mr D. Grant
Primary 5	Ms G. Donaldson
Primary 5	Mrs K. Clark
Primary 6	Mrs E. Ewen / Mrs C. Gellatly
Primary 6	Mrs G. White
Primary 7	Mrs G. Juggins
Primary 7	Mr S. Hewitson
ASN Provision (The Treehouse)	Ms K. Guthrie
Pupil Support Teacher	Miss C. Davidson
Nursery Teacher	Mrs S. Stewart
Probationers' Release	Mrs S. Digence
Probationers' Mentor release	Mrs G. Juggins
Information Technology Teacher	Mr D. Grant
Specialist Teachers	Mrs L. Thompson - PE
	Mr P. Denny – ART

Support Staff

Early Childhood Practitioners	Mrs L. Baker, Mrs K. Griffin
	Mrs C. McCallum, Mrs S. Watt
	Mrs S. Pettigrew, Miss N. Binning
	Ms L. Deveaux, Miss R. Barnes
	Miss E. MacPherson
Play Assistants	Ms C. MacDonald, Mrs J. Neilson
Senior Typist/Clerical Assistant	Mrs C. Campbell
Typist/Clerical Assistant	Mrs D Clark
School Auxiliaries	Mrs E. Laird/Mrs J. Roach
Classroom Assistants	Mrs J. Guild, Mrs S. Hunter
Pupil Support Assistants	Mrs N. Henderson, Mrs S. Kinmont
	Mrs J. McDougall
Lunchtime Supervisors	Mrs D. Clark, Mrs J. Roach
	Mrs J. McDougall, Mrs L. Edwards
Janitor	Mr F. McGillivray
School Cook	Mrs C. Kay
Crossing Patroller	Mr D. Crighton

Oakbank School Council

We have a Parent Council at Oakbank Primary School who are very supportive of the school and work in close partnership. Every parent is a member of the Parent Forum.

Forum Conveners

Chairperson	Mr D. Shenton
Vice-Chairperson (shared)	Mrs C. Meldrum / Mrs A. Thomson
Treasurer	Ms J.McLeod
Secretary	Mrs A.Munday
Advisors to the forum:	Mrs P. Morrison, Mrs J. Manson, Miss J. Smith

Staff members also attend meetings when possible.

Attendance

It is legal requirement for parents or carers to ensure that children in their care attend school regularly and punctually.

If your child is to be absent from school, it is important you contact the school by telephone before 9.30am on the absence line **(01738 477585)**, otherwise we will follow our absence procedures to ensure pupil safety and will contact home and emergency numbers.

A note explaining absence is required when your child returns to school. Family holidays during term time should be avoided and will be recorded as 'unauthorised absence'. In line with Perth and Kinross guidelines, pupils will not be given work to take with them on holiday.

As part of the Perth & Kinross Raising Achievement Strategy all schools are expected to closely monitor the attendance of all children and young people. Persistent poor attendance and time keeping is disruptive to the learning of the individual and the class. It may also be an early warning of other difficulties for the child's family. If a child's attendance rate falls below a predetermined figure Headteachers have a duty to invoke procedures to follow up absenteeism. This will start with a formal letter advising Parents/Carers of absence rate and offering any support, however continued absence may ultimately be escalated by means of referral to the Perth & Kinross Attendance Sub Committee:

www.pkc.gov.uk/article/17427/Attendance

Parental Concerns

Effective communication between home and school is very important to us at Oakbank. Working in close partnership with parents is key in ensuring the best outcome for pupils.

We do however adopt an open door policy at Oakbank Primary School in order to deal with any more serious concerns as quickly as we can. We always do our best to make ourselves available or we will arrange a more suitable time to sit down and discuss your concerns further with members of the management team.

If a parent has a concern about their child, he/she should contact the school office, by telephone, email or in person, to arrange an appointment to speak to relevant staff. This may be the class teacher or a member of the management team (who this will be depends on the class your child is in). A meeting will be held as soon as possible. Concerns are always taken seriously and are listened to.

Staff will explain their views, where appropriate children will give their views and together parents, staff and where appropriate, children will agree a positive way forward. Communication will be maintained until the concern is alleviated.

Parental Concerns (Complaints Procedure)

Any complaints received will be recorded and acknowledged and dealt with fairly in a sensitive manner. Every effort will be made to deal with your complaint as soon as possible, the timescale for this is **5 working days** to resolve a **Stage 1 Frontline Resolution (FLR)**. 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.

If the issue is not resolved to your satisfaction the complaint can be escalated to Perth and Kinross Council. **A stage 2 investigation would be undertaken within 20 working days.** Oakbank Primary School deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. Information on this is available on the Council's website as follows:

www.pkc.gov.uk/complaints

Visits for Prospective Parents

Parents who are considering enrolling their children into either the Nursery or the School are encouraged to visit the school to speak to the Headteacher or Depute Headteachers. This gives parents an opportunity to experience the ethos of the school, see various activities in progress and ask any questions which they may have. Parents are asked to telephone for an appointment if they wish to take advantage of this opportunity. Registration forms can be completed at the school office.

Communication with Parents

Parents are kept informed about the life, work and calendar of the school of the school through our regularly updated School Website, Twitter feed, monthly newsletters and emails sent out by the School Office. We do rely on parents accessing this "electronic" information regularly as written reminders are not issued by the school. Text alerts are only sent out in emergency situations and when the School Office is open. Parents are asked to provide their email address/es on registration and should notify the school if this changes. We hold a "Meet the Teacher" session early in the first term and organise parent curriculum events to share the intended learning and approaches that will be used that session. Parent Contact appointments are organised in the autumn and spring terms each year. This is an opportunity for you to have an 8 minute appointment with your child's class teacher to talk about your child's progress. In the final term of each school session you will also receive a written report on your child's progress from the class teacher.

Class "Learning Plans" are sent home at the start of a teaching block. These sheets give you information on the learning that will take place that term and any key information that you need to know. We ask that you use these to talk to your child about their learning and perhaps plan family events to augment the learning taking place in school. On a weekly basis your child will receive homework. At times they will also bring work home for you to look at.

We host curricular specific workshop style sessions for Parents/Carers over the course of a school year. We are always open to suggestions on other ways in which we can help communicate with parents/carers to support their child's learning. We do contact home whenever there is a concern or information that we need to share.

This can be by phone, e-mail or letter. It is important that we have up to date contact details at all times.

Children learn best when there is an “open” flow of communication between home and school and so we are more than happy to meet with parents if and when necessary to exchange relevant information with staff working with your child.

4 School Ethos

Our Vision at Oakbank Primary School

‘Mighty Oaks from Little Acorns Grow’

Ambition **C**ommunity **O**ppportunity **R**espect **N**urture

Children are at the heart of what we do here at Oakbank Primary School.

Our vision has been developed in consultation with all staff, children and parents and reflects the ethos we promote in our school every day.

We have high aspirations for all of our learners. We are an **ambitious** school and our pupils are encouraged to work hard in order to reach their full potential. We expect our pupils to be able to engage actively in their learning and be able to celebrate their achievements as well as having an understanding of what they need to do next to improve.

We are a learning **community**. Oakbank pupils, staff and parents all work in partnership as a school community. Our common goal is to provide the very best support and encouragement to our pupils. Furthermore, we are proud of our strong community links and we continue to develop our understanding of the wider contribution we can make as global citizens.

At Oakbank we aim to provide *all* of our pupils and staff with **opportunities** to learn, grow and develop further. We aim to provide pupils with a wide range of experiences.

We expect our pupils to **respect** themselves, others and their learning environment.

We promote very much an ethos of respect and kindness at all times to other people. We help our pupils to understand how they can make a difference to the lives of other people around them through small acts of kindness. We believe respect is central to what we do; this then creates the right environment where children can work in harmony with each other.

We want every child who step through our door to thrive and we believe that by providing a safe, secure and **nurturing** environment then we are giving our pupils the best environment for them to learn and reach their full potential.



Positive Behaviour Management

At Oakbank we have high expectations and standards of behaviour of our pupils both in school and out with. We use **restorative approaches** to promote and maintain positive relationships. Restorative Approaches help children to resolve difficult situations through supported conversations. We expect our pupils to be accountable for their actions and to be responsible for resolving matters which have arisen as a result of their behaviour.

More serious incidents or persistent aspects of unacceptable behaviour by any individual child will be dealt with by the HT/DHT and parents will be informed and may be invited in to discuss further. At times consequences are put into place to remove privileges in order to give individual children time to reflect and respond on moving their behaviour forward.

It may be necessary, in extreme situations where a child poses a continued health and safety risk to pupils and staff, the Headteacher will exclude a pupil from school for a period of time to allow further planning and support to be put in place. Perth & Kinross Exclusion Guidelines (February 2016) are followed in such circumstances:

www.pkc.gov.uk/article/17425/Exclusion-of-pupils

Celebrating Achievement

At Oakbank we recognise the talents and skills of our pupils both in and out of school. Regular assemblies allow our pupils to share their talents and successes. Our Achievement Wall helps us to communicate that to a wider audience. At times we are amazed at how talented our pupils are at activities they do after school. We enjoy sharing these moments of celebration with them.

Class Rules

At the start of each session, class charters will be negotiated and agreed by class teachers and pupils and will be underpinned by the school's vision and values.

Bullying

In line with the policy of Perth and Kinross Education Department, Oakbank Primary School has made a positive effort to counter any bullying that manifests itself in the school, both in the classroom and in the playground.

Pupils are encouraged to bring any concerns which they have to the notice of the staff and these are handled as sensitively and as positively as possible.

Parents are asked to be alert to any signs which could indicate their child is being harassed, or is harassing others, and to work with the school in trying to eliminate this behaviour.

Parent's co-operation is sought in all aspects of handling discipline within the school and our endeavour is to make Oakbank Primary School a safe and happy place for all pupils.

5 Parental Involvement

At Oakbank, we believe an effective school is built on strong partnerships within our school community. We are always keen to encourage parents to visit and become actively involved in the life of the school.

Homework

Homework will be given to children in different amounts and at different levels depending on the work being done in the class at the time. When homework is given, it is hoped that parents will co-operate with the school in making sure that it is done. Parents are encouraged to check their child's Home/School Diary which will contain details of homework tasks.

Homework is not given to pupils who are absent through illness or on holiday. We request that children are not taken on holiday during term time as it adversely affects their learning.

6 Transitions

Transfer from Nursery to P1

Transition visits are organised during the Summer Term for children who will be moving from nursery to P1.

Children enrolling in P1 attending other nurseries are also invited to visit and additional opportunities are organised to support a smooth transition process.

P1 teachers also visit the relevant nurseries to meet the children and talk to staff.

Transitions within the school

Time is organised for class information including tracking, medical information and next steps in learning, to be passed on to the next teacher to help achieve continuity and progression.

Transfer to Secondary School

On completing their primary education at Oakbank, children normally transfer to Perth High School, Oakbank Road, Perth (Tel: 01738 472641)

Throughout the year there are close links between Oakbank and Perth High School. P7 pupils take part in a range of curricular events organised by the High School.

During the Summer Term all P7 pupils attend an activity day at Bells Sports Centre, where there is an opportunity for pupils to meet future classmates.

Close liaison between Oakbank and Perth High School staff ensures pupils who require an enhanced transition are given additional opportunities to visit Perth High School and meet Pupil Support Staff.

Children who reside in the catchment area for Oakbank Primary can also transfer to Perth Academy, Viewlands Road Perth (Tel: 01738 458000), if they wish.

Children attending Oakbank Primary who reside out with the catchment area must make a placing request if they wish to transfer to Perth High School.

Transfer arrangements to Perth High School are as follows:

During the Summer Term, usually in early May, the Depute Headteacher with responsibility for S1, together with Guidance Staff and colleagues from the Pupil Support Department visit Oakbank Primary. They meet and talk with the Senior Management Team, the teachers and pupils of Primary 7.

Subsequently, arrangements are made for all pupils transferring in August to Perth High School to visit the school during the month of June.

Parents of pupils in Primary 7 are given the opportunity of visiting Perth High School for information sessions.

All pupils about to transfer to Perth High School receive full written information about their classes from the Depute Headteacher in charge of S1, before the end of Primary 7.

Name: Perth High School
Address: Oakbank Road, Perth, PH1 1HB
Headteacher: Thirsa Pupillo
Tel No: 01738 472641

Website: www.perthhigh.net

Email: Perthhigh@pkc.gov.uk

You will of course be aware that you can make a parental placing request to attend a secondary school, other than the catchment school. Further information on how to make a placing request is available online at www.pkc.gov.uk/article/17301/Placing-request

7 The Curriculum

The learning and teaching at all times takes account of national and council policies and guidelines. The content of the curriculum is planned so that it can be adapted to the age, ability and aptitude of pupils; all work thus being tailored to meet the needs of the individual child.

In all classes, children experience learning situations which are organised, according to their nature, as class activities, mixed-ability group activities, similar ability group activities and individual activities. We use our school grounds to support learning and we take the advantage of educational trips and visitors to the school to enhance the quality of the learning experiences for our pupils.

All aspects of the curriculum are planned in detail to ensure proper progression and development of knowledge and understanding, skills and attitudes. Opportunities are planned for learners to apply their skills in a variety of contexts. The curriculum is continually being evaluated and assessed for relevance and appropriate modifications and changes are made to take account of these results and national guidance.

Our curriculum, as a whole, helps our pupils to develop skills for learning, life and work.

Language and Literacy including Modern Languages

The **Language and Literacy Programme** is structured in line with the Curriculum for Excellence. The programme ensures development in all four language modes – ***reading, writing, listening and talking.***

The development of literacy skills plays an important role in all learning. Children develop and extend their literacy skills when they have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain their literacy and thinking skills, using feedback to help them improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop their understanding of what is special, vibrant and valuable about their own and other cultures and their languages
- explore the richness and diversity of language how it can affect them, and the wide range of ways in which they and others can be creative
- extend and enrich their vocabulary through listening, talking, watching and reading

Throughout the school, pupils are encouraged to express themselves in an articulate manner and the language programme includes opportunities for them to develop fluency in using language. Discussion as a class, in groups or as individuals is encouraged and the whole curriculum offers a wide context for interaction and communication.

Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture.

The Scottish Government 1+2 Language Strategy

All schools will be challenged to meet the Scottish Government's recommendation to provide opportunities for pupils to learn two foreign languages in all primary schools, the first from primary one onwards and a second being introduced no later than primary five.

Through their learning of a new language:

- they gain a deeper understanding of their first language and appreciate the richness and interconnected nature of languages
- they enhance their understanding and enjoyment of other cultures and of their own and gain insights into other ways of thinking and other views of the world
- they develop skills that they can use and enjoy in work and leisure throughout their life

The study of language plays an important role in all language learning and the development of literacy skills.

Work has already begun to integrate French into our daily teaching and learning throughout the school (Nursery-P7).

Mathematics and Numeracy

The structure of the mathematics/numeracy programme takes account of Curriculum for Excellence and uses the outcomes and experiences as the focus for learning and teaching mathematics and numeracy in the school.

Learning in mathematics enables children to:

- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- engage with more abstract mathematical concepts and develop important new kinds of thinking
- understand the application of mathematics, its impact on our society past and present, and its potential for the future
- develop essential numeracy skills which will allow them to participate fully in society
- establish firm foundations for further specialist learning
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts

Health and Well Being

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

Children can expect their learning environment to support them to:

- develop self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build their resilience and confidence
- understand and develop their physical, mental and spiritual wellbeing and social skills
- understand how what they eat, how active they are and how decisions they make about their behaviour and relationships affect their physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in their school community have a responsibility to look after them, listen to their concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour

- reflect on their strengths and skills to help them make informed choices when planning their next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination

The school will inform parents when sensitive aspects of learning will be introduced in class e.g. relationships and sexual health, drugs awareness etc.

Water Bottles in School

Please help us to ensure that Oakbank retains its Health Promoting School by encouraging children to bring plain drinking water to school each day.

Physical Education

All pupils experience a minimum of two hours physical activity each week. This includes lessons delivered by our P.E. specialist, class teachers and a range of activities including our 'Daily Mile Challenge.'

Swimming

There are opportunities for pupils from Primary 5 to attend the Perth Leisure Pool for swimming instruction once a week for 10 weeks within the school day, usually in the Summer Term. Pupils can work for and gain certificates and badges of proficiency in swimming.

Social Studies

The structure of the social studies programme takes account of Curriculum for Excellence and uses the outcomes and experiences as the focus for learning and teaching social studies in the school.

Learning in the social studies will enable children to:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop their understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

Social Studies are made up of three organisers which bring together ways in which pupils learn about the world, the past and differing cultures and societies.

- people, past events and societies
- people, place and environment
- people in society, economy and business

Sciences, Including Sustainable Development

The sciences framework provides a range of different contexts for learning which draw on important aspects of everyday life and work.

Learning in the sciences will enable children to:

- develop curiosity and understanding of the environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop the skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their life, the lives of others, the environment and on society
- recognise the role of creativity and inventiveness in the development of the sciences
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as a scientifically-literate citizen with a lifelong interest in the sciences
- establish the foundation for more advanced learning and future careers in the sciences and the technologies.

Technologies

The technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work.

It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

Learning in the technologies enables children to:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve their life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community

- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden their awareness of how ideas in mathematics and science are used in engineering and the technologies
- experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.

It is important to remember that as children play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

Pupils are taught about Internet ethics and safe use of electronic communication.

Expressive Arts

Experiences in the expressive arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding.

Children's learning in, through and about the expressive arts:

- enables them to experience the inspiration and power of the arts
- recognises and nurtures their creative and aesthetic talents
- allows them to develop skills and techniques that are relevant to specific art forms and across the four capacities
- provides opportunities for them to deepen their understanding of culture in Scotland and the wider world
- is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations

'Expressive Arts' refers to music, art, drama and dance. Class Teachers plan an appropriate programme based on the outcomes and experiences in Curriculum for Excellence. Theatre groups perform in school on occasions to give children experience of professional artists.

Expressive Arts are integrated wherever possible into other areas of the curriculum.

Religious/Moral Education

Learning through religious and moral education enables children to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society

- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life
- The structure of our Religious and Moral Education programme takes account of Curriculum for Excellence, outcomes and experiences. There are three organisers for religious and moral education.

These are:

- Christianity
- World religions selected for study
- Development of beliefs and values

Religious Observance

Pupils enjoy celebrating Christian festivals at Easter and Christmas.

The school chaplain, Rev K. Stott regularly visits to take part in these assemblies and we also have two visits each session from the Gospel Hall.

Assemblies (non-religious) are led by member of the Senior Leadership Team.

Parents should note that they have the right to withdraw children from religious education and from assembly if they wish. Such requests should be made to the Headteacher in writing.

8 Assessment and Reporting

Assessment of children's learning is on-going and is in line with Curriculum for Excellence guidance. Pupils will progress through levels, typically over a three year period with scope for breadth and depth of learning opportunities.

The experiences and outcomes are set out in lines of development which describe progress in learning. Progression is indicated through curriculum levels, which are explained in the table below.

Level	Stage
Early	The pre-school years and P1 or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third and Fourth	S1 to S3, but earlier for some the fourth level broadly equates to SCQF level 4
Senior phase	S4-S6 and college or other means of study

'Assessment is an integral part of the learning and teaching process which for our pupils will demonstrate their knowledge and understanding, skills, attributes and capabilities through a wide range of tasks and activities including dialogue and interactions with peers and teachers, practical investigations, performances, reports, oral presentations and discussions as well as specific assessment tasks, activities, tests and examinations.' (Building the Curriculum 5, 2010)

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.

Assessment:

- supports learning by focusing on the process of children moving from where they are in their learning towards their desired goals. Assessment can also be used to identify and plan any support they will need to achieve these goals
- will focus on the application of standards and expectations of each learner's progress and achievement in knowledge and understanding skills attributes and capabilities

Effective ongoing assessment is about establishing where children and young people are in their learning, where they are going and how best to get there.

Sources of evidence can include:

- observations of learners carrying out tasks and activities, including practical investigations, performances, oral presentations and discussions
- records (oral, written, audio-visual) created by children which may include self assessment and/or peer assessment or may be assessed by the teacher
- information obtained through questioning in high quality interactions and dialogue
- written responses
- a product, for example, piece of artwork, report, project
- accounts provided by others (parents, other children or young people, or other staff) about what learners have done

Scottish National Standardised Assessments

The Scottish Government has introduced a single, nationally developed set of standardised assessments, designed to reflect the way we deliver education in Scotland, through Curriculum for Excellence. The online, diagnostic assessments will focus on reading, writing and numeracy skills. Each child in P1, P4 and P7 (and S3) will complete the assessments as part of their normal class work. In Perth & Kinross this will be within the time period of February/March 2018. The assessments are diagnostic and will give teachers and managers a picture of each child's strengths and next steps for learning. Children do not have to revise or prepare for these assessments. The assessments do not give scores, grades or levels. The assessment data gathered will give information on each child's progress in their learning and will be used by teachers when they are planning the learning experiences and activities for their class. This information, along with all the other information teachers gather on how children are progressing, will inform teachers' professional judgements on their pupils. As this is very new to us all, there will be a number of training opportunities for all staff and further information for parents.

Meanwhile information for parents can be accessed on:
<https://standardisedassessment.gov.scot/parents-and-carers/>

Reporting

Each pupil's performance is recorded by the teacher and communicated to parents in the course of twice yearly meetings. For these meetings, parents are given an appointment time so that they may discuss their child's progress. Annual Reports are also issued at the end of the year summarising the results of pupil progress and identifying next steps.

We also provide two opportunities each session for parents to visit their child's classroom and look at their child's work.

Parents are most welcome to discuss their child's progress at any time, particularly if it is giving cause for concern. If you wish to do so please telephone the school or send a note to the class teacher so that a convenient time can be arranged.

If a pupil moves to another school or transfers from nursery to P1 or from P7 to secondary school, a record of his/her progress is passed on so that the transition can be made as smoothly as possible.

9 Support for Pupils

Oakbank aims to provide a safe, inclusive and nurturing environment to ensure all pupils are able to benefit from the opportunities provided.

'The Treehouse,' is an integral part of Oakbank Primary School, a newly opened provision which provides specialist support to meet the needs of individual pupils who have complex additional needs.

At times all children may experience barriers to their learning or social development.

Assessment is an everyday integral part of learning and teaching in Oakbank. Through this process the teacher is able to identify where a child needs additional support. When a class teacher notices that a child is experiencing a barrier to learning, he/she will employ a range of strategies to support the child. If after some time these strategies are not working, the class teacher will make a referral to the Pupil Support Teacher.

Referrals may be made by class teachers and/or parents. Parents should discuss any concerns with the class teacher first who will then initiate the referral process through the Depute Headteachers/Headteacher. Parents will be kept informed of any assessments/referrals to other agencies e.g. Speech and Language, Educational Psychologists etc.

Oakbank values the partnership of parents and other agencies in working together to meet additional support needs. We adopt a holistic approach to assessment as recommended by the local authority. There is a range of assessments which may help provide some information about difficulties experienced by a learner but the most important aspect of an assessment is to look carefully at the child and his/her learning, observe difficulties experienced and identify ways of supporting learning. In every case our aim is to respond to the pupil's needs appropriately, discuss with parent/carer and continue to monitor.

For further information click on the link below:

www.pkc.gov.uk/article/17278/Schools-additional-support-

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

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

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

Telephone Helpline: 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.

10 School Improvement

The school publishes an annual **Standards and Quality Report** which is emailed to parents and is posted on the school and council website. The report includes attainment information, details of achievements over the last 12 months and identifies the school’s priorities for improvement over the next session.

A summary of the **School’s Improvement Plan** is also issued to parents and is posted on the school website.

Both these documents help to ensure that parents are kept fully informed of the school’s performance.

11 School Policies & Practical Information

The authority website provides information on policy

School enrolment to include primary, placing requests and composite classes
www.pkc.gov.uk/article/17276/School-enrolment

Grants and benefits to include free school meal entitlement, clothing grants, transport and music tuition
www.pkc.gov.uk/article/17282/Schools-grants-and-benefits

Information of Educational Psychology Services
www.pkc.gov.uk/eps

Primary School Meals and free fruit
www.pkc.gov.uk/article/4927/Free-School-Meals

Arrangements for Emergency Closure

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

The Health and Safety of pupils and staff will be paramount at all times.

Our group text message and e-mail service will be used to inform parents/carers that the school is to be closed early. **It is very important that:**

- we have up-to-date emergency numbers
- we know if your child is to be collected by another parent/adult
- we know if we need to contact you by other means
- our telephone line is kept as free as possible so we ask you only to telephone the school if absolutely necessary. Text and e-mail messages will detail pick up arrangements etc.

Useful Contact Information for Parents

Please note announcements of school closures will be made as soon as possible following receipt of information from schools advising of a closure.

Service	Contact Details	When Used	Other Comments
Radio Tay Am	Not applicable	All Instances	Frequency AM 1584 and 1161
Radio Tay Fm	Not applicable	All Instances	FM 96.4 and 102.8
PKC Customer Service Centre – Number for Parents	01738 475000 (main Council line)	All Instances	Available from 08:00 hours to 18:00 hours Mon-Fri, however this line <u>may</u> operate from 07:00 hours in exceptional circumstances.
PKC website	www.pkc.gov.uk	All instances	Parents/Carers can find closure updates on the Perth and Kinross Council website by logging onto www.pkc.gov.uk where closures will be flagged up on the Home page, or alternatively access the information on www.pkc.gov.uk/schoolclosures
PKC Twitter and Facebook	@PerthandKinross	All instances	
Radio Heartland	Not applicable	Widespread conditions	FM 97.5, 106.6 Used if schools closed are within an area known not to receive Radio Tay signal
Radio Central	Not applicable	Widespread conditions	FM 103.1 Used if schools closed are within an area known not to receive Radio Tay signal

Organisation of School Day

Primary 1 and Primary 2	9.00 a.m. 1.05 p.m.	12.05 p.m. 3.15 p.m.	
Primary 3 to Primary 7	9.00 a.m. 1.20 p.m.	12.20 p.m. 3.15 p.m.	
Nursery	Morning Class Afternoon Class	9.00 a.m. 12.50 p.m.	12.12 p.m. 3.24 pm / 4.02 p.m.

Uniform

Oakbank Primary School strongly encourages the wearing of school uniform by all pupils. This makes our children easily identified and encourages a community spirit.

Pupils can wear grey trousers, tailored shorts, pinafores or skirts. School sweatshirts or grey knit wear (jersey, cardigan or pullover). School polo-shirts, plain white polo-shirts, white or grey shirts with school ties should also be worn.

Casual attire more suited to evening and weekend wear should not be worn to school. Wearing either the school sweatshirt or tie clearly identifies a pupil to Oakbank Primary School.

The following items of school wear can be purchased online through School Trends www.schooltrends.co.uk

Sweatshirt in grey with a school logo

Polo shirt with embroidered school logo

Oakbank School jackets with embroidered school logo

**Outdoor P.E hoodies (navy) with embroidered school logo
(Optional - for outdoor P.E use only)**

Oakbank Primary School Gym bags and Homework bags can be bought from the school office.

Oakbank Primary School tie is available from the following stockists:

Aitken & Niven, 21-23 High Street, Perth
John Ferguson, Draper, 16 County Place, Perth

If your child is wearing a shirt instead of a polo-shirt to school then a school tie should also be worn.

The wearing of jewellery and nail polish is discouraged and we request parents' support in keeping earrings and other jewellery for social occasions when children are not in school. Please note that, for reasons of health and safety, jewellery cannot be worn in gym lessons. If small earrings are unable to be removed for gym they must be covered with tape for safety reasons.

Physical Education Kit

It is requested that for gym, pupils should wear white t-shirts, or polo shirts, and black/navy shorts.

Trainers/gym shoes, other than those worn outside, should be brought on gym days. Please note that trainers should not, for health and safety reasons, be worn for gymnastics, gym shoes are suitable.

Primary 1 pupils are encouraged to wear a polo shirt on gym days rather than shirt and tie.

An **Outdoor P.E Kit** is also required by all children. They should have a tracksuit, outdoor shoes and a coat suitable for outdoor P.E. Oakbank hoodies for outdoor P.E can be ordered from the office (optional).

Please label all items clearly with the pupil's name and class in a gym bag to hang on a coat hook. These can stay in school during the term and be taken home for washing each holiday.

Extra-Curricular Activities

Clubs are organised on a voluntary basis and may change from year to year. Further information regarding clubs is issued separately.

Currently football, netball, basketball, choir, dance, Lego Club and Animation Club are offered to pupils during the session. All these activities are taken by members of the school staff, and volunteers. We are currently working on extending this list for next session.

Educational Trips

Class teachers often arrange outings and trips of an educational nature. All such trips are fully risk-assessed to ensure pupil safety. Parents will be asked to contribute to the cost of these trips. Mindful of cost implications we will seek to source educational visits that offer subsidies and ensure all such visits provide value for money.

When a child enrolls at Oakbank Primary School their parents/carers are asked to sign a blanket consent form covering school outings. This may be used to cover spontaneous outings e.g. a walk to collect leaves, a trip to the local park to plant bulbs and other planned outdoor learning activities. It is our practice that wherever possible we always issue a separate permission slip for class outings, football team fixtures etc.

A residential activity break is organised annually for P7 pupils and details are provided to parents at the time of booking the event.

School Meals

We are extremely fortunate in having our school dinners cooked freshly in our school kitchens. Lunches are cooked to order and all children are asked daily to pre select the meal they want from a lunch menu.

Parents paying for a school meal must pay in advance of the meal being taken. We have an online system now for parents to pay for lunches called, 'ParentPay.'

Activation letters with further information will be given to you when your child starts at Oakbank. However, if you would prefer to pay by cheque or cash you can still do so at the start of each week (Monday). This option may be phased out in the future. We are not able to offer credit as we must send in the full monies owed by the end of the week. Cheques should be made payable to Perth & Kinross Council. School lunches currently cost £2.10 per day.

All P1 to P3 children are entitled to free school meals. Free school meals for P4 to P7 children cannot be given unless appropriate authorisation has been approved by Perth & Kinross Council.

www.pkc.gov.uk/freeschoolmeals

Out of School Club

There is an Out of School Kids' Club operating in Oakbank Primary School in the afternoons from **3.15 p.m. - 6.00 p.m.** and during holidays and In-Service Days. Enquiries may be made, either directly to the Play leader or by 'phone on 01738 477576.

Oakbank Safe Start

There is a morning provision Safe Start Club here at the school. This is run by qualified staff to give children of Oakbank Primary School a safe morning start whilst parents work. This is between 8.00 am – 9.00 am. Enquires may be made by phone on 07874 850656 or email oakbanksafestart@yahoo.com

Instrumental Tuition

Tuition is available for pupils who show particular aptitude in **VIOLIN, VIOLA, 'CELLO, DOUBLE BASS, PIANO and BRASS**, although it should be noted that the number of places depends upon the time that the instructors can make available to the school.

School Pupil Council

One of the purposes of Oakbank School Pupil Council is to assist the Senior Leadership Team in the management of the school as part of the consultation and decision-making processes. The SLT take account of the views of the council in reaching decisions.

Aims

- involve the whole school community in developing and maintaining shared standards of behaviour
- improve communication structures at every level within the school
- encourage pupils to become partners in their own education and make a positive contribution to the school environment and ethos
- promote responsibility and build self-esteem by involving pupils in decision making

Ambassador System

Nurturing responsible citizens and confident individuals is an important element of Oakbank Primary School. Primary 7 pupils are encouraged to take responsibility for their school and then to contribute positively to both the school and the wider community.

Aims

- complement Pupil Council
- promote P7 pupil participation in the life of the school
- allow P7 pupils to be actively involved in making decisions and taking responsibility
- assist in raising pupil morale and the ethos of the school
- enable P7 pupils to develop more positive views and attitudes that impact on pupils throughout the school
- allow pupils to gain positive ownership of their school

We also operate a P1 buddy system. Buddies support the new Primary 1 children in the dining room and in the playground.

School Registration

Parents are asked to register new intake P1 pupils in January of the year they are due to start school. Parents moving into the area who wish to enrol their children at the school should contact the school office.

Parents living out-with our catchment area must complete a placing request form to apply for a place for their child to attend Oakbank Primary School. Details of this are available at:

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

Nursery pupils are usually invited to register in February each year.

www.pkc.gov.uk/preschool

Security- Visitors to School

You will appreciate that security is a very important issue for us in school. It is vitally important that we know exactly which adults are in school at any given time and for what purpose. We have a security entry system at the main front entrance door and must ask that all parents enter by this door. Once inside the building, parents are asked not to open doors to any other adult. Similarly children do not open the external doors for visitors.

All visitors to the school sign in and wear an identity or visitor's badge for the duration of their visit. Parent helpers wear badges and school staff wear Perth & Kinross ID badges.

Health Care

Oakbank Primary is a Health Promoting School. This involves having a clear focus on healthy eating in school and in delivering a wide-ranging health programme for all learners, nursery through to P7.

We work in partnership with health agencies to provide the best health care for our pupils. Both Speech and Language Therapy and Occupational Therapy can be accessed for pupils in need of this service.

All P1 children have their vision, height and weight check. At other stages of the school hearing and vision tests are carried out if concern is expressed by parents or teachers. Parents will be notified if there is a need for the school doctor to examine their child and will be invited to be present.

Occasional dental checks are carried out with parental consent and these are usually with P1 and P7 pupils. There is a tooth brushing programme in nursery as part of the Child Smile which is a national programme.

www.child-smile.org.uk/professionals/about-childsmile.aspx

Parents should ensure that the school is informed of any specific medical conditions their child may have or medications he/she is currently receiving. The school office keeps emergency contact number(s) should we need to contact you in the event of an emergency. It is essential that you keep us informed of any changes.

If a child needs to take medication prescribed to him or her by a doctor or hospital, the parent **must** personally deliver the medicine to the school, fill in the required form, which is available from the office and give instructions for the medicine's use. If this procedure is not followed, we are not able to administer medication to any pupil. Only prescribed medication by a doctor/medical professional can be administered by school staff.

We have staff trained in First Aid and when your child is required to have First Aid administered by them they will be issued with a first aid sticker and if necessary accompanied by a written note home. School staff will contact parents if there are any concerns about a child's welfare during school hours.

From time to time, and in common with all schools, we may find that a pupil has an infestation of head lice. The Scottish Government recommendation is that alert letters are NOT sent home in the management of head lice infection. Consequently we ask parents to check their child's hair regularly. See the link below re advice:

www.scotland.gov.uk/Publications/2002/09/15500/11382

12 Child Protection

The safety of our pupils is paramount. Schools are required to report if we think any child has come to harm as a consequence of possible abuse and/or neglect.

**The Child Protection Officers (CPOs) at Oakbank Primary School are:
Headteacher Mrs Morrison, Depute Headteachers Mrs Manson & Mrs Young.**

Should you have a concern about any child in, or out with, our school, please contact school or the Child Protection duty team on the number below. All children have the right to be kept safe from harm.

Duty Team Number: 01738 476768 (24 hours)

Further information can be found by clicking on the link below.
www.pkc.gov.uk/childprotection

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. However, it is the case that at times any family might need extra support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get that help or support if they need it. The Children and Young People Act (Scotland) 2014 will mean key parts of GIRFEC become law in 2016 including:

- i. the Named Person service being made available for every child and young person, and their family: and
- ii. where a child or young person does need some additional help and support there will be one single plan in place, the Child or Young Person's Plan, to coordinate the support from all the services and agencies involved and ensure everyone works together to deliver better outcomes for the child at the centre of the plan.

Named Person & Wellbeing

From August 2016, as a requirement 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. For Primary and Secondary age children, the Named Person will usually be the Headteachers, Depute Headteacher or Principal Teacher of Guidance/Support in the school the child or young person attends.

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 eight indicators:

Safe Healthy Achieving Nurtured Active Respected Responsible Included

This description helps 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 indicators are referred to as SHANARRI.

13 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 Oakbank.

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

Oakbank Nursery

Oakbank School has a purpose built nursery for pre-school and ante pre-school children. The Nursery is an integral part of the school.

This session there are 40 places available for Morning **9.00 a.m. - 12.12 p.m.**

And 40 places available in the Afternoon **12.50 p.m. - 4.02 p.m.**

The Nursery also has 8 full time places for 'Support for Children and Family Places' and 5 places available for Strong Starts (2year olds).

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 2017), further changes may have occurred since then.

Contents

A	Placing in Schools – Primary, Secondary and Special
B	School Commencement Arrangements
C	Equal Opportunities
D	School Meals
E	School Clothing Grants
F	Music Tuition
G	Travel to School
H	Transport
I	Additional Support Needs
J	Parental Involvement/Parent Councils
K	Insurance
L	Child Protection/Looked After Children
M	Access to Information – Parents and Pupils
N	Transferring Education Data about Pupils
O	Attendance
P	Family Holidays
Q	Care Standards Inspections
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S	Employment of Children
T	Childcare and Family Information
U	Complaints
V	Further Information

A Placing in Schools - Primary, Secondary and Special

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) 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.
- (b) 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.

NB Within denominational schools places will be allocated first to children who have been baptised in the appropriate faith i.e. (Roman Catholic and Episcopal Church)

Priority 2 – Children 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.

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

In relation to Priorities 2 and 3, when it is necessary to refuse only some places because the number of requests exceeds the number of places available, priority will be determined as follows:

- (a) between children within Priority 2, priority will be determined by distance from the specified school, with priority being given to children whose normal place of residence is closest to the specified school.

- (b) between children within Priority 3, priority will be determined by the single criterion of distance from the school, with priority being given to children whose normal place of residence is closest to the specified school.

Placement may be recommended within a special school or provision when a child's education needs cannot be met in their catchment school. This will be based upon the assessment of the child's education needs by their parents, teacher, school medical officer, educational psychologist and health.

The Authority may also determine that particular pupils are to be placed in any school in order to meet specific educational or other exceptional needs, as determined by the Authority. These placements will take priority over any of the 3 priorities above.

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.

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 (ie 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.

<http://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 14 August 2018). A child is of compulsory school age on the first school entry date from his/her fifth birthday. If his/her fifth birthday falls on or before the last day in February 2019, he/she may attend school from August 2018, 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.

In all Perth & Kinross schools for the first two weeks Primary 1 pupils only attend for a half-day. All primary 1 pupils are in school full-time by the end of August.

Early Registration

Parents who enquire about the possibility of early registration (ie, 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.

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.

D School Meals

It is the Authority's policy to provide meals and also 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 2008. 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 £2.10 (2017/18). 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 however the ability to pay through current payment methods will be maintained for those who do not have access to technology or do not wish to use the online payments option. Please contact the school for your ParentPay account activation code.

<http://www.parentpay.com>

Medically prescribed diets can usually be accommodated within the school lunch service. A medically prescribed diet is one which has been prescribed by your GP or a hospital doctor. This does not include pupils who simply dislike certain foods. Written evidence from a doctor or registered dietician will be required prior to making special arrangements. Request forms are available from the school or the Council's website.

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 and nutritional information, please visit:

<http://www.tayside-contracts.co.uk/school-catering.cfm>

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

For any other enquiry please contact:

Catering Support Team
Support Services
Education & Children's Services
Perth & Kinross Council
Council Building
2 High Street
Perth
PH1 5PH

Telephone: 01738 476341

E-mail: ecscateringsupport@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.

Who is Eligible for Free School Meals?

You can make an application for free school meals for your child(ren) of any age if you are receiving:

- Income Support (IS)
- Income based Job Seeker's Allowance (IBJSA)
- Any income related element of Employment and Support Allowance
- Child Tax Credit (CTC), but not Working Tax Credit (WTC), depending on your income (as assessed by HM Revenue and Customs)
- Child Tax Credit (CTC) and Working Tax Credit (WTC), depending on your income (as assessed by HM Revenue and Customs)
- Universal Credit

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.

You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999.

For more information on Child Tax Credit and Working Tax Credit visit the Inland Revenue Website: <http://www.hmrc.gov.uk>

Application forms may be obtained from Headteachers or Education & Children's Services, Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD. They are also downloadable from the internet at the following link:

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

Free school meals for children in primary 1 to 3

Children in primary 1 to 3 have the option of taking a free school meal every day without the need to make an application to Perth & Kinross Council. For further information please contact your child's school.

Please note, P1 pupils commencing school in August and who attend school for half a day for the first two weeks of term can request a free school meal before going home.

Don't forget to submit an application form for Free School Meals for your child when he/she moves into P4 as they will no longer be automatically entitled to Free School Meals.

E School Clothing Grants

If you are in receipt of Income Support, Income-Based Jobseekers Allowance or any income related element of Employment and Support Allowance, 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.

Application forms may be obtained from Headteachers or Education & Children's Services, Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD. They are also downloadable from the internet at the following link:

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

F Music Tuition

The cost for music tuition in session 2017/2018 is £245.85 per year, with an additional charge of £81.05 per year for pupils who are involved in central group activities e.g. orchestra.

Free music tuition is available to all pupils doing SQA courses and for those whose parents receive Income Support, Income-Based Jobseekers Allowance or any income-related element of Employment and Support Allowance. Application forms are available from Headteachers or Education & Children's Services, Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD. They are also downloadable from the internet at the following link:

<http://www.pkc.gov.uk/article/19741/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.

Application forms may be obtained from Headteachers or Education & Children's Services, Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD. They are also downloadable from the internet at the following link:

<http://www.pkc.gov.uk/article/17284/Schools-transport-and-trips>

I Additional Support Needs

Within Perth & Kinross a range of provision exists for pupils with additional support needs. 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 specialist 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.

Where a child has been identified as having additional support needs which cannot be met within the Authority, consideration may be given to placement in a special school (either within or outwith Perth & Kinross) for which a successful placing request has been made.

Where a child has been identified as having additional support needs for which suitable provision cannot be made in a day school, the Authority may provide residential special education at either a special school, within or outwith Perth & Kinross, nominated by the Authority or a special school for which a successful placing request has been made.

Parents moving into the area should contact:

Education Services
Education & Children's Services
Council Building
2 High Street
PERTH
PH1 5PH.

Telephone: 01738 476280

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: <http://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, ie another pupil
- expensive personal items, e.g. mobile phones, ipods.

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

National Guidance for all Child Protection Agencies ("Protecting Children") requires schools to report if they believe that a child may come to harm as a consequence of possible abuse.

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.

Should you wish to talk further about child protection and the safety of children please feel free to contact:

- your child/children's school
- the Child Protection Duty Team 01738 476768 (24 hour service)
- visit the council's website on www.pkc.gov.uk.

Looked After and Accommodated (LAAC) Children

Each school has a designated LAAC 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 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:

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

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.

M Access to Information – Parents and Pupils

Parents

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 e.g. 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

Pupil records and other educational records held by an education authority are generally accessible under the disclosure provisions of the Data Protection Act 1998.

- It is the person who is the subject of the record who is generally entitled to access (i.e. the pupil).

- A pupil of 12 years or over is presumed to have the understanding required to allow him/her to seek access.
- This would not apply where the pupil has a learning disability which the education Authority considers affects the pupil's ability to understand and exercise this right, making the pupil incapable in this respect.
- Where a pupil is not capable of exercising this right him/herself, a parent is generally entitled to exercise this right on behalf of the pupil as the pupil's legal representative.
- Parents cannot seek access under the Data Protection Act in their own right, but only as legal representative for a pupil who is not able to do it for themselves.
- The request must be in writing.
- The person 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 40 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 1998 Act and regulations made under it contain further detailed rules. They also provide for certain exemptions from the right of access.

Education Statistics Privacy Notice

Transferring data about school staff

The Scottish Government and its partners collect and use information about school staff to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, Education Authorities and other partners such as Education Scotland, GTC Scotland and teaching unions need accurate, up-to-date data about our teachers. In particular individual level staff data is vital for use by Scottish Government in education workforce planning. As a consequence of receiving this information, Scottish Government will be better able to

- plan more accurately the number of new staff to be trained each year,
- identify shortages in particular sectors and subjects
- monitor movements in and out of the profession at a national level.
- better understand the factors affecting education

- share good practice
- enhance the quality of research to improve the lives educational outcomes of young people in Scotland

Data Policy

Information about school staff is collected through our statistical surveys in partnership between Scottish Government and Local Authorities through the ScotXed programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. Scottish Government will not make publicly available any information that allows individual members of staff to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. No information on individual members of staff can or would be published by Scottish Government. Providing sensitive information such as national identity and ethnic background data is entirely voluntary. The staff census is supported by teachers unions who helped draw up the list of data collected.

The individual data collected by Scottish Government through ScotXed statistical surveys is used for the statistical and research purposes for which it is collected.

Your Data Protection Rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998), the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data relating to individuals. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of the uses of staff data, including the published data, can be found on the ScotXed website: <http://www.gov.scot/Topics/Statistics/ScotXed> . Teacher names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

ScotXed statistical survey

Scottish Government works with a range of partners including Education Scotland, GTC Scotland and the SQA. On occasion, in order to help meet our aim of improving our education system, we may make individual data available to partners and also academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

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 individual's rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

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 (<http://www.gov.scot/Topics/Statistics/ScotXed>) will help you understand the importance of providing the data.

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

- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors that influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

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.

Your Data Protection Rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). 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 (<http://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.

In terms of the Data Protection Act 1998, you are entitled to know what personal data information Perth & Kinross Council hold about you for a fee. Applications should be made to the Executive Director (Education & Children's Services), Pullar House, 35 Kinnoull Street, Perth, PH1 5GD.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, 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.

Website Link: <http://www.pkc.gov.uk/media/9830/Raising-Achievement-Strategy/pdf/RaisingAchievementStrategy2007>

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.

Perth & Kinross Council 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). The Attendance Sub Committee convenes every 4 weeks during the school year.

If you are having problems with your child's attendance at school you should discuss this with the school in the first instance.

Website Link:

<http://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:

http://www.pkc.gov.uk/media/10239/Family-Holiday-Leaflet/pdf/Family_Holiday_Leaflet

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 from Education & Children's Services, Pullar House, 35 Kinnoull Street, PERTH, PH1 5GD.

Telephone: 01738 476200

E-Mail: ecsschools@pkc.gov.uk

Website:

<http://www.pkc.gov.uk/article/17406/Employment-of-children-Permit-and-bye-laws>

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

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 Services. 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
4 Melville Street
Edinburgh
EH3 7NS

SPSO
Freepost EH641
Edinburgh
EH3 0BR

Freephone: 0800 377 7330
Online contact: www.spsso.org.uk/contact-us
Website: www.spsso.org.uk
Mobile site: <http://m.spsso.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 **Leaflet on Resolving Disagreements** available on the Council's website: www.pkc.gov.uk or by contacting **Tel No: 01738 476790**.

Further information on the Council's Complaints Handling Procedure is available on the Council's website: <http://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 & Children's Services
Council Building
2 High Street
PERTH
PH1 5PH

Telephone: 01738 476200

E-Mail: ecsschools@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 innym formacie (istnieje możliwość uzyskania streszczenia owego dokumentu w innym języku niż język angielski), Proszę kontaktować się z Customer Service Centre 01738 475000

P ejete-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-bhreacadan 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.

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