Dunning Primary School

School Handbook

Academic Session 2026-2027

Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity

PERTH & KINROSS COUNCIL

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 2025), further changes may have occurred since then.

Welcome to Dunning Primary School!

We're delighted to have you join our school community.
This summary gives you a snapshot of what to expect at Dunning PS—from our caring ethos and exciting learning opportunities to how we partner with families to support every child. For more detailed information, please explore sections 1 and 2.

About Our School
Dunning Primary is a non-denominational school serving the village of Dunning and surrounding areas. Our modern building includes bright classrooms, a gym hall, music room, library, dining hall, and outdoor learning spaces including an outdoor classroom.
We have five multi-stage classes: P1/2, P2/3, P4/5, P5/6, and P6/7.

Contact Information
Head Teacher: Mrs Danielle McPhee
Address: Station Road, Dunning, PH2 0RH
Phone: 01764 661350
Email (Parents): dunningparents@pkc.gov.uk
Website: http://www.dunningprimary.org.uk

Our School Ethos
Motto: Learning Together, Achieving Together
Vision: A safe, happy and inclusive school where every learner can achieve excellence.
Values: Respect, Responsibility, Honesty, Fairness, Kindness
We promote positive relationships and behaviour through our Behaviour Blueprint and restorative approaches. Children are encouraged to be:

- **Respectful**
- **Safe**
- **Ready to learn**

Working Together with Families
We believe that strong partnerships with parents and carers are key to children's success.
We welcome your involvement in school life through:

- Open afternoons and 'Sharing Our Learning' events
- Parent Council activities
- Volunteering for trips, clubs or classroom help
- Informal chats or scheduled meetings with staff

We use a variety of ways to keep in touch, including texts and emails, Teams and our website www.dunningprimary.org.uk .

Starting School & Transitions
We support children and families through key transitions:

- **Nursery to P1:** Visits, meetings, and transition sessions
- **P7 to Secondary:** Induction days, residential trips, and enhanced support if needed
- **Class Changes:** Smooth handovers between teachers with shared pupil information

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Learning at Dunning
We follow **Curriculum for Excellence**, offering a broad and balanced education across:

- Literacy & English
- Numeracy & Maths
- Health & Wellbeing
- Sciences & Social Studies
- Expressive Arts (Art, Music, Drama)
- Technologies & ICT
- Religious & Moral Education
- Modern Languages (French for P1–7, German for P5–7)

We aim to make learning engaging, relevant and fun, with opportunities for personalisation and choice.

Supporting Your Child
We aim to meet the needs of every child. Support may include:

- Differentiated learning in class
- Small group work
- Help from our Support for Learning Teacher and Assistants
- Involvement of specialists like Educational Psychologists or Speech & Language Therapists

If your child has additional support needs, we'll work closely with you to create a tailored plan.

Health & Wellbeing
We promote healthy lifestyles through:

- PE (minimum 2 hours/week)
- The Daily Mile
- Health lessons on nutrition, safety, emotions and resilience
- Mental health support and nurturing approaches

We are proud to be a Health Promoting School and hold a Gold Sports Award.

Behaviour & Anti-Bullying
We expect high standards of behaviour and treat all children with respect. Bullying is not tolerated. We follow Perth & Kinross Council's anti-bullying strategy and encourage children to speak up and seek help.

School Day & Uniform
School Hours:
Start: 9.00am
Break: 11.00–11.15am
Lunch: 12.15–1.00pm
Finish: 3.00pm
Uniform:

- Navy skirt/trousers, yellow polo shirt, navy jumper/cardigan
- PE kit: navy shorts, yellow t-shirt, gym shoes

Children should wear indoor shoes and tie back long hair for safety.

Homework
Homework helps reinforce learning and build independence. Tasks may include reading, spelling, maths practice or project work. Teachers aim to set manageable and meaningful homework. Please contact us if your child is struggling.

School Meals & Transport
Free school meals and transport are available for eligible families. Visit https://www.pkc.gov.uk/schools for details.

Emergencies & Health
Please keep your contact details up to date. In emergencies, we'll contact you or your nominated person. Medication can be administered at school with a completed consent form.

Child Protection
We are committed to keeping children safe. Our designated Child Protection Officer is **Mr Aaron Burton**. If you have concerns, please contact the school or call the Child Protection Duty Team on **01738 476768**.

School Improvement
We continuously work to improve our school. You can read our latest inspection report, Standards & Quality Report, and Improvement Plan on our website.

Thank you for taking the time to read our handbook.
We're excited to work with you and your child this year!

For more details, visit http://www.dunningprimary.org.uk or contact the school office anytime.

Section 1

School information

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2. Delineated Area
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7. The Curriculum
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Welcome

Dear Parents,

I would like to extend a warm welcome to you.

This handbook offers an introduction to our school and a general overview of the education your child will be getting at school. It will also give you a feeling for the supportive, caring and inclusive ethos which is ever present at our school. Additional information can be found on our school website or you may wish to contact the school if you have further queries.

Dunning Primary School was last inspected by Her Majesty's Inspectors of Education in March 2015 resulting in a very positive evaluation, with outcomes we are all proud of and that reflected the hard work and dedication of our pupils and staff. We were delighted with the report and it can be found on our school website. Dunning Primary School - Inspection Reports

We are very proud of our school, our school grounds, the supportive and creative community we are situated in and the fantastic learning opportunities we are able to provide. All of our staff are committed to providing an environment conducive to the educational, social and emotional development of your child.

We strive to ensure that every child can reach their full potential and we encourage strong partnerships ensuring that parents, teachers and pupils work together to make this possible. We ensure close links are established early on and maintained with you as vital contributors to your child's education.

We have a strong sense of ethos in our school and are committed to maintaining strong links with our local community. We are proud to be an Eco School, receiving our first Eco Schools' flag in 2016. We are surrounded by outstanding grounds, which provide a rich environment for learning. We actively promote health and wellbeing and achieved accreditation as a Health Promoting School in 2010. We were the first primary school in PKC to be awarded a Gold School Sports Award from SportsScotland in 2015 and were delighted to receive our third gold award in 2024.

If there is anything you would like to enquire about now or in the future, please do not hesitate to contact me.

The information contained in this handbook is correct at the time of going to print in December 2025. It is possible that some information in this handbook may change before the beginning of session 2026-27. All such changes which affect your children will be notified to you.

We look forward to you and your family joining us here at Dunning Primary School.

Yours sincerely,

Mrs Danielle McPhee
Head Teacher

1. Introduction

Dunning Primary is a non-denominational school, serving the community of Dunning and the surrounding area.

Prior to 2007 the school accommodation consisted of the Victorian schoolhouse, two portacabin 'huts' housing five rooms, and an external toilet block.
In 2007 – 2008 a major project to refurbish and upgrade the school was undertaken, resulting in the provision of first-class accommodation with excellent facilities for the school and wider community.
Not only is this accommodation all under one roof, but also it offers greatly enhanced learning and teaching spaces. These are organised in two areas: three upper classrooms open off an activity area, and the two early years classrooms share a similar space.
Other accommodation includes a gym hall, music room, library, dining hall, office and staff space, as well as small group and meeting rooms.
External space includes tarmac areas around the building, a soft play area designed by the pupils adjacent to the early years' teaching space, raised beds and grass banks.

In 2010, as a result of Public Art project, all children in school were actively involved in creating the stone labyrinth which now enhances the front of the school and in 2015, with financial assistance from The Big Lottery and our Parent Teacher Association (PTA) we installed an Outdoor Classroom in the playground. In May 2022, thanks to funding from The Gannochy Trust, the whole school worked with an artist to create a bright and attractive playground mural.

2. Delineated Area

From Pairney Railway Bridge (on the Dunning to Auchterarder Road) follow railway line to Wester Balgour and then North to Dalreoch Bridge. Then east to Broomhill and, in a circular route, take in Bogtonlea, Wester Muckersie, Ardargie Hotel. From there in a due south direction to Stronachie, then through Slungie Hill to Third Hill. Take a due north-west direction back to Pairney railway bridge.

http://www.pkc.gov.uk/article/17291/Find-my-school-catchment-area

3. Contact Details

Head Teacher:	Mrs Danielle McPhee
Address:	Dunning Primary School Station Road, Dunning, PH2 0RH
Telephone:	01764 661350
Fax:	01764 684663
Parent/Carer Email:	dunningparents@pkc.gov.uk
General Email:	dunning@pkc.gov.uk
Web site:	www.dunningprimary.org.uk
Parent Council Chair:	Alison Cameron
Email:	contact@dunningparents.org.uk

Present Roll

The school has the capacity for 125 pupils and the roll in December 2025 is 99.

The school has 5 multi-composite classes.
In 2025-2026 they are P1/2, P2/3, P4/5, P5/6 and P6/7.

Staff 2025-2026

Head Teacher	Mrs Danielle McPhee
Principal Teacher	Mr Aaron Burton
Primary 1/2 Teacher	Mrs Sara Campbell
Primary 2/3 Teacher	Miss Yasmin Garland
Primary 4/5 Teacher	Mr Aaron Burton
Primary 5/6 Teacher	Miss Catrina Davidson
Primary 6/7 Teacher	Mr Stewart Dallas
Support for Learning Teacher	Mrs Joan Williams
Support for Learning Assistant	Mrs Nicola Nicholl
Support for Learning Assistant	Mrs Wendy Dawson
Primary School Support Worker	Mrs Demmie Robb
Woodwind Teacher	Mrs Fran Barker
Violin Teacher	Mrs Jo Broad
School Secretary	Mrs Jess McDonald
School Secretary	Mrs Lesley Grindall
Janitor	Mr Bert Martin

The school also works in close conjunction with Educational Psychology and NHS Speech and Language and Occupational Therapy Departments, ensuring a team approach to meeting the needs of our pupils.

Absence, Attendance and Sickness

Emphasis is placed on the importance of regular attendance and punctuality.

The law requires that parents ensure their children attend school regularly. It is important that, wherever possible, children should arrive on time, especially in the mornings when all attendance recording and administration details are carried out. If a child is absent, parents should telephone or email the school on the first morning of the absence. Where no explanation is received by 9.30a.m, school staff will telephone or text parents/carers to ensure that the parent knows the child is absent from school.

Explanations for absences can also be given by letter or by speaking to a member of staff. Unexplained absences will be recorded as unauthorised. When the school has serious concerns about attendance, support services may become involved in home visits.

Sickness

When a pupil becomes ill during the school day, or has an accident, they will be looked after in school by trained first aid staff. Parents will be contacted to take pupils home if this becomes necessary. Other emergency contacts will be used if the school is unable to contact parents directly.

Leave of Absence

Requests for leave of absence for pupils should be made in writing.
This includes visits to hospital clinics, dentist etc. All pupils must be collected from the school office by a notified adult. In the interests of safety, we cannot allow children to leave the school by themselves.

We would ask that every effort is made to not arrange family holidays out with the normal school holidays as research shows that this adversely affects the continuity and progression of children's education.
Where this is unavoidable, please notify the Head Teacher, in writing, of the intended dates. Please note that in line with Perth and Kinross Guidelines pupils will not be given work to take with them on holidays and the absence will be recorded as unauthorised.

Communication and School Visits

Complaints

The school seeks to work with parents and aims to build positive and welcoming relationships, built on trust.

Education and Children Services and persons contracted to work on their behalf try very hard to provide quality services. However, there may be occasions where you are unhappy about the provision of service, or refusal of service, and regrettably sometimes things can even go wrong.

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

If you have reason to make a complaint, please contact **Mrs McPhee Head Teacher** in the first instance who will try to resolve the matter.

Where this is not possible, or you remain dissatisfied, you have the right to make a formal complaint and have that complaint investigated.

More information is available on the Council's website as follows:
http://www.pkc.gov.uk/complaints

Communication with Parents

Dunning Primary School works in partnership with parents and welcomes all contact with parents, both formally and informally. Methods of contact with the home include parents' evenings, curriculum evenings, 'sharing the learning' events, parents information evenings, assemblies, website, phone calls, letters, texts, email, use of homework diaries and report cards, as well as visits to teachers and classrooms.

Parents can access a calendar of significant events taking place for the session on the school website. Dunning Primary School - Calendar
Teachers are normally available to meet parents for informal chats after school each day. More formal discussions can be arranged by phoning the school office. We hope parents will share with us all information which can be used to support pupils in their development.

New Pupils

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

Visiting the School

Parents of prospective pupils are welcome to visit the school at a mutually convenient time when the Head Teacher will be pleased to answer any questions and arrange a tour of the school.

Parents are welcome to visit the school to seek information or to discuss problems and arrangements will always be made to suit them. General information can, of course, be obtained at the school office. Initially, parents should contact the school office. Should parents wish meet with individual teaching staff this can be arranged and a suitable appointment made to suit both parents and the teacher. The school encourages parents to make early contact to resolve any difficulties or answer enquiries. By working together the school and home can act in the best interests of every pupil in the school. It is important that a partnership exists between school and home and parents are most welcome to discuss their child's progress at any time during the session.

4. School Ethos

At Dunning Primary School, we recognise the significant impact that a positive ethos has on our school. We therefore devote considerable time, energy and effort to further developing this aspect of school life.

We aim to help every child to be the best that he/she can be. The development of the whole child is paramount. To achieve this, it is crucial that the environment and relationships within our school community contribute positively towards an ethos of achievement. Promoting high standards and high expectations of behaviour and commitment is central to the success of our school and our children.

We endorse Perth and Kinross Council's "Statement of Intent" which sets out the broad principles determining the ethos and nature of education to be delivered across the Council area.

Our School Motto is: 'Learning Together, Achieving Together'

Our Vision:
A school community where everyone feels safe, happy and included and our learners have the opportunity to achieve excellence in all pursuits.

Our Values:
Respect
Responsibility
Honesty
Fairness
Kindness

Our Aims:
To provide a nurturing environment where learners develop their social skills alongside their learning, so they grow into respectful and responsible citizens, ready for life and work.

To provide all children with stimulating and engaging learning experiences so they can achieve their very best academically.

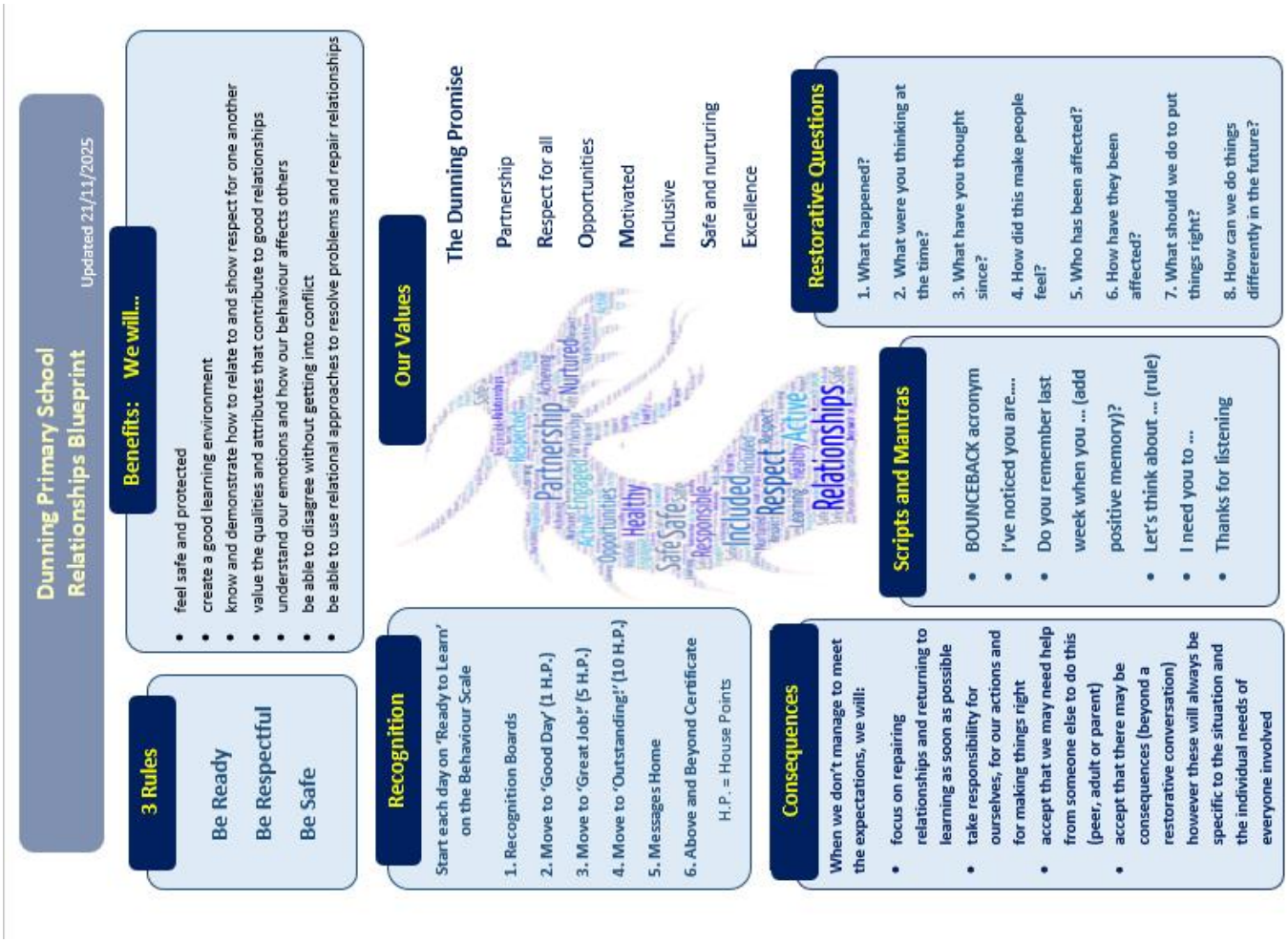
To enable staff to meet the needs of all learners through a creative, balanced and pupil-centred curriculum.

To engage parents and carers as partners in learning and build positive relationships with our partners and members of the wider community.

Positive Relationships

We aim to have a happy school, which means expectations are high but fair, with our priority being to establish a positive learning atmosphere. As well as developing a caring attitude towards each other, the children are encouraged to foster a positive awareness of the needs of others. Children's welfare is paramount, and with this in view, it is essential that there should be a high level of co-operation between parents, pupils and teachers.

- A policy containing the guidelines and procedures for behaviour management is available in school for anyone who wishes to familiarise themselves with this. (see Behaviour Blueprint)
- We use a restorative approach towards behaviour management and to promote self-discipline.
- The playground is supervised at both morning breaks and lunch times. There is also a playground book, in which staff note any concerns, so that there is communication between all staff.
- Upper school pupils are trained in the role of Playground Friends and they help to promote an ethos of caring and fair play.
- New entrants are allocated buddies who will help them on arrival to school and help them adapt to their new routine
- We employ a system of positive reinforcement to encourage the best from our pupils and this includes a Whole School House System.



Managing Behaviour

Good behaviour is an integral part of a good ethos. Our behaviour policy is based on care, courtesy, co-operation and self-discipline, in a supportive atmosphere of warmth and mutual respect. We believe that children learn best in a positive environment where they are happy and free from tension and anxiety. All staff in the

school will seek to promote good behaviour, not only in the classroom but in the playground, dining room and all shared areas. Our behaviour policy is available to read on the school website.

Role of Parents

Our school recognises and responds positively to the important role of parents in their child's education. We seek to involve parents in policy formulation where appropriate. Where a child's behaviour gives cause for concern it is anticipated that we would enter into a joint problem-solving approach with parents as early as possible – with both parties listening to concerns and mutually agreeing strategies for progress. Parental support of the child and the school makes a significant impact on the development of a positive school ethos.

Role of Children

Our children are actively involved in promoting our school values. They also understand that there are three guiding principles behind systems and procedures in school. These are: **Be Respectful, Be Safe and Be Ready.** Decisions around what we can and can't do in classes, around school and on the playground are taken with these three principles in mind. Our rewards system of House Points and Special Certificates are directly linked to our school values. All children will be expected to accept responsibility for their own behaviour and contribute positively to the ethos of the school.

Role of the School

All staff are committed to developing positive relationships within the school community. Implementation, by all staff, of our agreed Behaviour Policy will contribute effectively to the ethos of our school. It must be recognised that young children will make mistakes, from time to time, and that these should be considered as learning opportunities. However some children may experience difficulties in regulating their behaviour and will require much support in managing this effectively. Consequently, staff must take time to listen to and investigate concerns in order that;

- All children learn that inappropriate behaviour will be addressed
- Incidents require to be reported honestly and without bias
- Children are reminded often of our guiding principles: Be Respectful, Be Safe and Be Ready.
- All children are afforded the opportunity to develop positive behaviour
- All children can work and learn harmoniously together

Bullying

At Dunning Primary School bullying behaviours will not be tolerated. Our aim is to make our school a "bully free zone". We follow the Perth and Kinross anti-bullying strategy available to read here: https://www.pkc.gov.uk/media/40989/Anti-Bullying-Strategy/pdf/Antibullying_Strategy_1 We encourage all children to not accept bullying behaviour and to report it PROMPTLY to an adult, staff member or parent. Only through intervention and collective refusal to accept such behaviour will the achievement of our aim be possible. Where children are found to be displaying bullying behaviour, parental involvement will be sought to determine a positive change in a child's behaviour. Helping our children to manage their behaviour is something that is best done in partnership. We all have a role to play.

Houses

On entering P1, all pupils are placed in one of our school houses:
Keltie Duncrub Craigrossie Kincladie

There are regular opportunities throughout the session where the Houses work and play together. In session 2014-15 the houses designed and created stunning wall hangings which are displayed in the dining room.

Pupil Council

Every year a pupil from each composite class is democratically elected by their peers to act as their Pupil Council Rep. The Pupil Council works in partnership with the Principal Teacher to ensure pupils are part of the school's decision making process.

The following charter was written with these aims in mind.

PUPIL COUNCIL CHARTER

At Dunning Primary School, the Pupil Council will endeavour …

- To help improve Learning & Teaching
- To help make the school a better place
- To help make the school more fun for the pupils and staff
- To make sure all the pupils in the school have their say about what happens in the school
- To discuss school issues with the Senior Management Team
- To be kept informed about what is happening in the school
- To listen to the electorate and discuss their suggestions at the next meeting
- To act in the best interests of everyone in the school

Partnerships

Dunning Primary School values the support and help from all in the community and works in partnership in order that both the school and community benefits. Here are some examples of how we link:

In school:

- Parents and members of the school community support a wide range of classroom and whole school activities
- Parent Council takes forward issues pertaining to the school community
- School Community Groups run a variety of events working with the wider community, for example community litter picks
- Volunteers working in school e.g. PAS, Therapets
- Regular shows and productions
- Fund-raising and social events e.g. Christmas Fair and Summer fair
- Secondary Pupils' Work Experience placements
- Collaborative activities across our Local Management Group (Aberuthven PS, Blackford PS and The Community School of Auchterarder)
- Undertake enterprise projects to support charities
- Volunteer coaches support school pupils by coaching out of school sport groups
- Regular support from our School Chaplain in assemblies and classroom learning
- RSPB work with classes to enhance learning – including projects such as Salmon in the classroom

In the community:

- Community Christmas and Summer Fairs are held every year, often inviting local community members to attend, or sell and promote their produce
- Visits and work with local clubs and businesses e.g. Tennis, Golf & Bowling Clubs
- Working with volunteers e.g. RDA and Therapets
- Visits around the community, including Rollo Park and Kincladie Woods
- We regularly liaise with the local library (Mobile Library visits)
- Strong links with the local Police, Post Office and Fire Station

5. Parental Involvement

We are keen to encourage parents to visit and become actively involved in the life of the school and we know from National research that children do better at school and achieve more in life when parents and schools work together.

Only 15% of a child's life is spent at school, and so it is very clear that parents have the most influential role in a child's education. In working together, we will aim to ensure that every child does the best they can at school and beyond.

The Scottish Schools (Parental Involvement Act) 2006 aims to support and encourage more families to become involved in the education of their children and the curriculum.

There are three main levels of engagement with parents described in the Act:

- Learning at Home
- Home/School Partnership
- Parental Representation

We arrange Sharing Our Learning open afternoons throughout the year.

Help is always needed for visits and trips and the school is grateful to any parents who may wish to help on a regular basis in the following areas:-

- Assistance with school sports e.g. football, netball
- Sharing their expertise in areas linked to the classroom contexts and themes
- Giving talks or demonstrations
- Helping with trips and events
- Encouraging children to enjoy books e.g. reading stories to children, listening to children read, helping them to use the school library.
- Helping to run after school and lunchtime clubs

All parent helpers are required to be PVG checked unless their involvement is of a one-off nature. Generally speaking, parent helpers will not work with children in an unsupervised situation. Risk assessments will be completed where appropriate. Parents interested in helping in school should, in the first instance, speak to the Head Teacher.

The school is keen that parents feel welcome in school especially when they are supporting class activities. We also try to include grandparents and older members of the community in some of our school events and find that they contribute useful information and memories for some of the class topics.

We aim to keep good communication links with our school families. Our Learning Links are issued to all families every term and information about class learning is included to help parents / carers support their child’s learning at home. There are Parent Help sheets on the website on a range of topics in the Parent Area on the school website - Curriculum Information Leaflets.

Parents are also encouraged to feedback thoughts to the school through surveys, parent council work and through informal chats with the Head Teacher and other members of staff. Homework diaries or reading records act as an aid to home-school communication and parents can make contact with class teachers through phone calls or emails to school as

appropriate. Microsoft Teams is used to share learning activities.

Perth & Kinross Council developed a Parental Involvement Strategy and accompanying Information Leaflets to support and improve parental involvement in Perth and Kinross. P&K have also worked closely with Head teachers and parent representatives to establish Parent Councils in our schools. http://www.pkc.gov.uk/parental-involvement.

The establishment of a good relationship between home and school is of vital importance to the staff at Dunning and we will seek to work in close partnership with you to ensure a smooth progression for your child throughout his/her time at Dunning Primary School.

Parent Council

The Dunning Parent Council (DPC) has an important role in developing the relationship between home and school, as well as supporting the school in constant school improvement, and enhancing the experiences of all children.

We have an active, friendly Parent Council who is always ready to give a warm welcome to new parents.

The role of our 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.*

The DPC meets regularly and all parents are welcome to attend meetings. Agendas and minutes of meetings are emailed out to all parents and are available on our school website. The PC also plan and hold a variety of fundraising and social events throughout the session.

For more information on our Parent Council, please go to the School Website.

6. Transitions

We are very aware that moving to a new teacher and class at any point in an individual's school experience is a very important time and our pupils and parents are supported at all stages. The main transition periods are identified as:

- Nursery – Primary 1
- Primary 7 – S1

Nursery Education

The designated nursery provision for this school is The Community School of Auchterarder Nursery. There are also a number of private nurseries nearby.

Parents of prospective pupils are welcome to visit the school at a mutually convenient time, when the Head Teacher will be pleased to answer any questions and arrange a tour of the school.

A transition programme runs from Easter to June in the lead up to nursery children coming to our school as our new P1s.
The Class Teacher visits nurseries and arrangements are made for the nursery children to

visit the school informally with nursery staff, to familiarise them with surroundings.
New P1 Parents have the opportunity to attend a meeting in June when the curriculum and other matters of interest are discussed.
New P1 children are invited to attend school for some transition sessions in May and June, prior to their August entry.

The first day of the new session will be Tuesday 18th August 2026.

Secondary Education

The designated secondary provision for this school is:
The Community School of Auchterarder (**TCSoA**)
New School Lane
AUCHTERARDER PH3 1BL
Tel 01764 662182 • Fax 01764 663762
Email auchterarder@pkc.gov.uk Website www.tcsoa.com
Head Teacher: Mr David Lambert

There are also good links with Strathallan School and Morrison's Academy, Crieff.

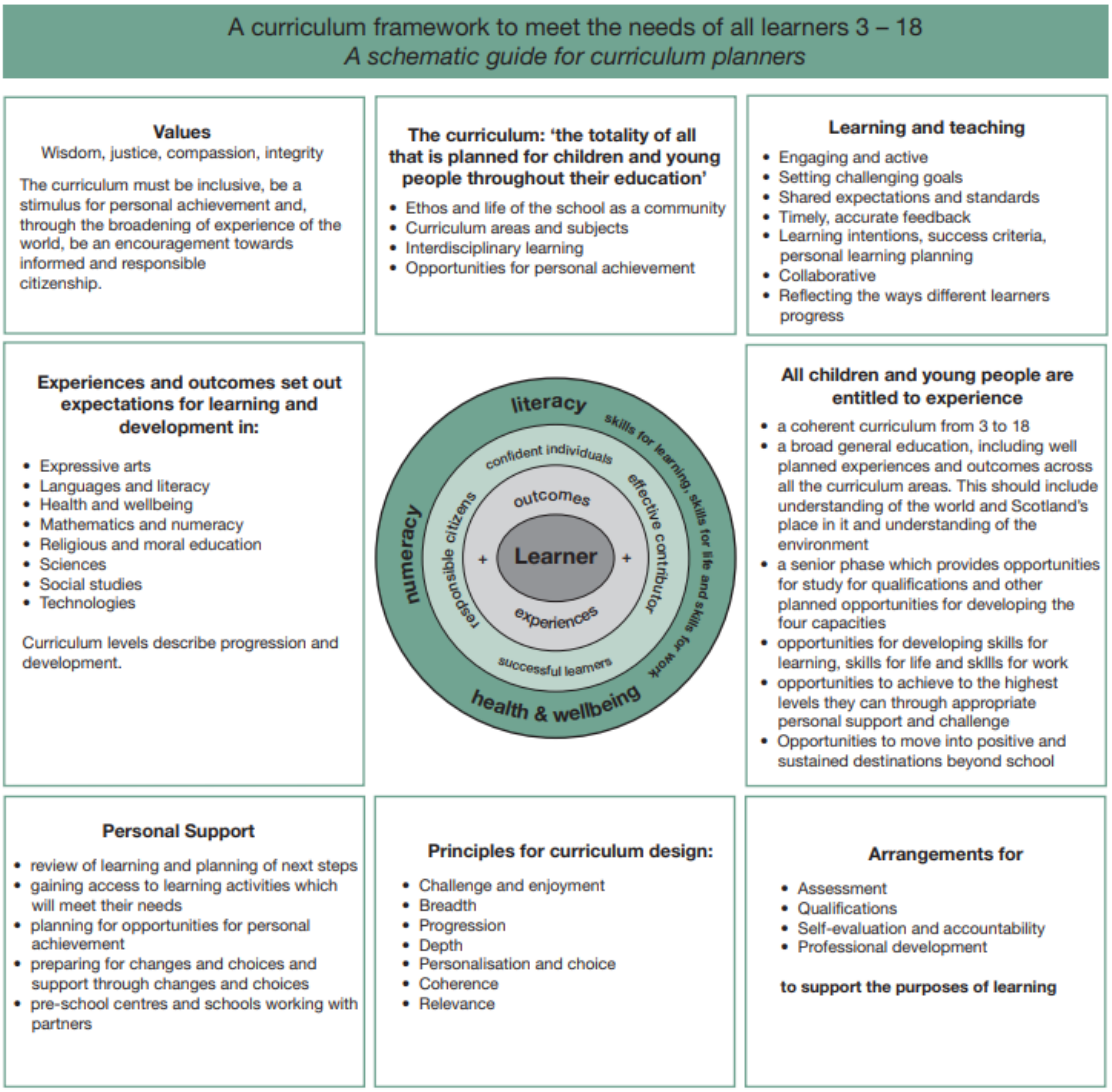
Parents of children transferring to High School will be invited to attend a meeting in June and children will enjoy several induction sessions at TCSoA as an introduction to secondary school.
Pupils from local schools transferring to TCSoA have many opportunities to meet with their peers at various area events such as rugby festivals, music festivals and they all have the opportunity to participate in a week-long residential trip to Abernethy Trust Outdoor Centre in Nethybridge.

We work closely with support staff in TCSoA and there are well established Enhanced Transition arrangements in place for pupils with Additional Support Needs.

Transition between Primary Classes
In order to support all pupils with these transition stages an information pack held for each class is passed to the receiving teacher.

7. The Curriculum

The Curriculum for Excellence



Our ultimate aim in Dunning School is to provide pupils with a stimulating and interesting curriculum which is appropriate to each pupil's needs and abilities.

At Dunning School we plan using **A Curriculum of Excellence** to offer pupils learning opportunities within Literacy, Numeracy, Health and Wellbeing, Social Studies, Technologies, Sciences, Religious and Moral Education, Expressive Arts and Modern Languages.

As we prepare our children for the future in our fast changing world and equip them for jobs which may not yet exist, Curriculum for Excellence has been implemented, in schools across Scotland, for all learners aged 3-18.

In Perth & Kinross we have built on our Setting the Standard documents and the Improving Learning series by producing Creating a Curriculum for Excellence – which incorporates a four-part guide outlining the role played by the 3-18 Curriculum Framework, Effective Learning and Teaching, Enterprise and Vocational Education and Assessment for Learning in creating Curriculum for Excellence in our schools.

Under Curriculum for Excellence every child is entitled to a **Broad General Education** with opportunity to acquire depth of knowledge in some areas and to develop skills for learning, skills for life and skills for work. The learning experiences we deliver will offer learners the opportunity for personalisation and choice. Learning activities will be structured to ensure children work at a pace they can cope with and with the challenge they will thrive on. Plans and tasks will link knowledge in one curriculum area to that in another, helping children to understand the world and to make connections. Children are encouraged to think for themselves, make sound judgements, challenge opinions, enquire and find solutions.

Curriculum for Excellence empowers our teachers to make professional judgments about

what and how they teach. It encourages creative approaches and promotes cooperative strategies as we seek to engage, motivate and inspire our learners.

All staff have a responsibility to develop, reinforce and extend learning in Literacy, Numeracy and Health and Wellbeing for all our learners. We continue to offer personal support to help young people fulfil their potential and make the most of the opportunities we offer. Ultimately Curriculum for Excellence aims to improve the life chances of all our children and young people, to nurture them as successful learners, confident individuals, effective contributors and responsible citizens.

Cross-curricular working is very much at the heart, and this means that aspects of language, mathematics, social sciences and the aesthetic subjects are integrated to provide a meaningful education at all stages of the school. The content of the curriculum is planned so that it can be adapted to the age, ability and aptitude of the child, 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. Classroom organisation is continually evaluated for suitability and appropriate modifications and changes are made. Evaluation of the learning outcomes by teachers is the key in planning effective next steps for the children.

The following outlines are basic guidelines and parents are invited to visit the school to study and discuss information regarding the current curriculum.

Curriculum Information Evenings are normally held at least once each year, in conjunction with the Parent Council, to engage parents in aspects of their children's learning and help develop an understanding of how the guidelines and policies are translated into key learning activities for the pupils. We also hold open afternoons 'Sharing Our Learning' three or four times a year, to coincide with the end of a planned block of learning, and these offer parents and carers an opportunity to see the children's work and hear at firsthand about their learning.

Health and Wellbeing

Mental, emotional, social and physical wellbeing are essential for successful learning.
We aim to positively develop everyone's mental, social, emotional and physical well being by fostering a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect.

Dunning Primary School is committed to promoting the physical, social, spiritual, mental and emotional health and well-being of all pupils. We work hard to promote active and healthy lifestyles, and regular health and well-being lessons teach the importance of:

- Good nutrition
- Physical activity
- Making informed health decisions about their lives
- Understanding and expressing their feelings
- Building confidence and developing emotional resilience

The school was awarded Health Promoting Schools status in June 2010. We were the first primary school in Perth & Kinross to be awarded a GOLD Sports Scotland Sports Award in 2015 and we were delighted to receive our third Gold Award in 2024.

Physical Education

Children receive a minimum of two hours of Physical Education each week. In addition, each school session, children in Primary 5 or 6 are given a course of ten lessons in swimming. We also participate in inter-school sporting competitions and upper school pupils benefit from opportunities to participate in schools' orienteering, cross country and multi-sports events.

If parents or carers wish a child to be excused from participating in a PE lesson we ask them to make this request in a note or email to the class teacher.

We are also a Daily Mile School. http://thedailymile.co.uk/

Literacy (reading, writing, listening and talking)

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas.
We aim to foster positive attitudes to literacy and learning by providing purposeful challenges and experiences.

We do this through providing a wide range of language experiences and using a range of resources to establish successful learning, including core material such as Oxford Reading Tree, Jolly Phonics and Jolly Grammar and Nelson Spelling and Nelson Grammar.

Children in P3 – 7 participate in the **Accelerated Reader** scheme which provides continued opportunities for personalisation in the choice of reading material. Combined with the structure of inbuilt assessment which ensures progress and links to the award of certificates, Accelerated Reader clearly impacts on almost all children's motivation and enthusiasm for reading.

In the early years reading is taught through a carefully structured phonic programme, a commercially published reading scheme and the children's own stories. Pupils progress through a range of fiction and non-fiction materials as they develop their fluency, comprehension and reference skills.

Writing develops alongside reading and includes, for example, imaginative, personal and functional writing. Where possible the emphasis is on an integrated programme of language work drawing on "real life" experiences.

Numeracy

Pupils should find work in mathematics stimulating, challenging and interesting. Our aims are to develop computational skills with speed and accuracy whilst also developing knowledge, facts and techniques in aspects of mathematics.

Dunning School uses a variety of resources to establish successful learning including core materials such as Primary Maths for Scotland (Leckie & Leckie).

Central to our Maths programme is a focus on developing pupils' skills with mental calculation, and learning through problem solving, practical activities and maths games.

Maths lessons have a common structure, starting with mental maths, followed by whole class teaching of key learning, differentiated group activities, and finishing with a brief plenary session. The programme places an emphasis on both mental and practical activities, however formal methods for setting out calculations are taught, and the importance of accurate recording is stressed.

Modern Languages

In Dunning School all P1-7 pupils have the opportunity to learn French.
Lessons are taught using games, songs and practical tasks to encourage listening, speaking, reading and writing in French. We also strive to embed French in everyday school life.
P5-7 pupils also learn German.

Social Subjects & Sciences

Our aim is to promote the children's knowledge of their own environment and their understanding of how it works, and to compare this environment with those of other places and times.
Projects are undertaken within the school year based on the themes of People, Past Events and Societies; People, Place and Environment and People, Society, Economy and Business. Social Studies are taught through a varied style of learning involving practical activities, visits and learning from experts, book and research type tasks as well as listening and discussion.

There is a programme from Primary 1 to Primary 7 which is planned to ensure a balance over each session between Science, Social Subjects and Technology. As we implement Curriculum for Excellence, we are developing revised "contexts for learning" in which the teaching is focussed on the children's prior learning, and on relevance, challenge and enjoyment.

The local environment is used whenever possible as it is an excellent source of opportunities from which the children can develop basic skills and concepts.
Fieldwork visits and speakers, locally and from further afield, are encouraged at all stages.

Currently the school is being proactive to encourage the inclusion of enterprise within contexts for learning. These contexts may be linked to developing an understanding of environmental issues and promoting responsible citizenship.

Expressive Arts

These subjects, Art and Craft, Music and Drama, are integrated with the other areas of the curriculum at times but also stand as individual subjects. Expressive Arts skills are also promoted when the school participates in concerts and workshops.

Music

Music lessons are held regularly by class teachers and the children are given the opportunity to develop a wide range of creative skills. The emphasis is on music-making and enjoyment. Children are given regular opportunities to develop their musical abilities in singing and playing instruments. Instrumental tuition in violin, woodwind and guitar is available for a limited number of children, usually from P4/5 upwards. Tuition is provided by a visiting instrumental instructors.
Details of the scheme and current charges are available from the school office.
Class teachers also support children's musical development and we create regular opportunities for our pupils to perform through concerts and shows and to experience the live performance of visiting professional musicians.

Mrs Fran Barker, a P&K Woodwind specialist, visits on a weekly basis to provide free tuition for a number of P6-7 pupils.

Mrs Jo Broad, an independent Violin tutor, visits on a weekly basis to provide tuition for P4-7 pupils. This is a fee-paying arrangement.

Art and Design

Art & Design lessons are held regularly by class teachers and the children are given the opportunity to develop a wide range of creative skills.

Drama

Drama lessons are held regularly by the class teacher and the children are given the

opportunity to develop a wide range of creative skills.

The Expressive Arts are on 'full show' at our very popular annual Christmas Productions where P1-3 pupils perform a Nativity and P4-7 pupils perform a pantomime or play.

Technologies (including ICT)

Our 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.
Also, 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.

The school computer system is networked and children have access to the Internet and have their own e-mail addresses. Children receive copies of the guidance for online safety and parents are asked to discuss this with them and then return a signed agreement to school.

We were delighted to receive a Digital Schools Award Scotland in 2024.

Extra-Curricular Activities

One of our great strengths in Dunning Primary School is the variety and frequency of Extra Curricular Activities offered to our pupils.

Various members of Staff, Parents, Pupils and Volunteers run a wide range of after-school activities in short blocks throughout the session: For example…

Orchestra DramArts Cross-Country Soft Tennis

Football EcoArts Netball Athletics Badminton Boccia

Indoor Curling Archery Yoga Bowling Playground Games

Extra Spiritual, Moral, Social & Cultural Values

Development of Pupils' Values

In our school we are committed, both through the ethos and the curriculum, to provide appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

The school welcomes and encourages diversity and individuality while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle that all who are involved in the life of the school have the right to be respected as individuals and all carry the responsibility to act in a considerate and respectful manner towards others.

We implement the Council Policy for Equal Opportunities and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender and disability.

Religious & Moral Education

The programme for Religious Education aims to help pupils learn about Christianity and other major world religions, and to recognise religion as an important expression of human experience. Pupils will also be encouraged to learn from religions, helping them develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

Parental Rights
Under the terms of the Education (Scotland) Act 1980, "any pupil may be withdrawn by his/her parents from any instruction in religious subjects and from religious observance". Any parent who wishes to exercise this right should submit a request is in writing to the Head Teacher. In such cases, appropriate alternative activities will be provided.

Religious Observance
The school holds regular assemblies, with support from the local ministers and other speakers from community organisations, charities etc., which provide opportunities for pupils to share together and celebrate as a school community those things which we value. They also provide opportunities for our pupils to reflect on spiritual and moral concerns. Through this, pupils can increase their understanding of religious practices and the experience which underlies them. A parent is free to ask for his or her child to be withdrawn from some or all of the religious observation arrangements *(see "parental rights" above)*.

8. Assessment & Reporting

Assessment

Teachers constantly assess children's work in order to ascertain the progress made, to identify difficulties, to discover capabilities and thus develop a programme, appropriate to their needs. These assessments also enable the teacher to evaluate the effectiveness of their own teaching.

Formative assessment is one aspect at the heart of effective learning and teaching. This includes:

- Sharing learning outcomes with pupils
- Discussing with pupils what is expected of them
- Giving good feedback on progress
- Involving pupils in the next steps in the learning process
- Developing a culture of continuous dialogue about progress and advice for pupils rather than the distribution of grades.

At every stage pupils' work and progress is assessed in various ways. The teacher will watch how the children go about doing the work or activities they are set. He/she will talk to them about their work and listen to find out how much they have understood and will examine jotters and other written work. Pupils will themselves evaluate their own progress and that of their peers. At the end of a block of teaching, the class teacher will update a formal record of pupil progress.

With help from the teacher, children are encouraged to look at their own work to see which things they have done well and which things they can improve. Teachers share with pupils the learning outcomes for a lesson. The success criteria for language and maths lessons (and often also other curricular areas) are often co-constructed and always shared with the pupils; the child will therefore have a clear idea of 'what a good one will look like' and will know what his/her next step in learning will be. Through Teacher/learner conferencing, children evaluate their learning and set their next steps. This personal learning planning process is critical to children becoming independently self-evaluative.

Continuous assessment is made by the teacher's day-to-day observation and progress checks are given to ascertain how well certain facts of a particular process have been learned or taught. This assists in planning appropriate next steps for pupils to ensure a spiral

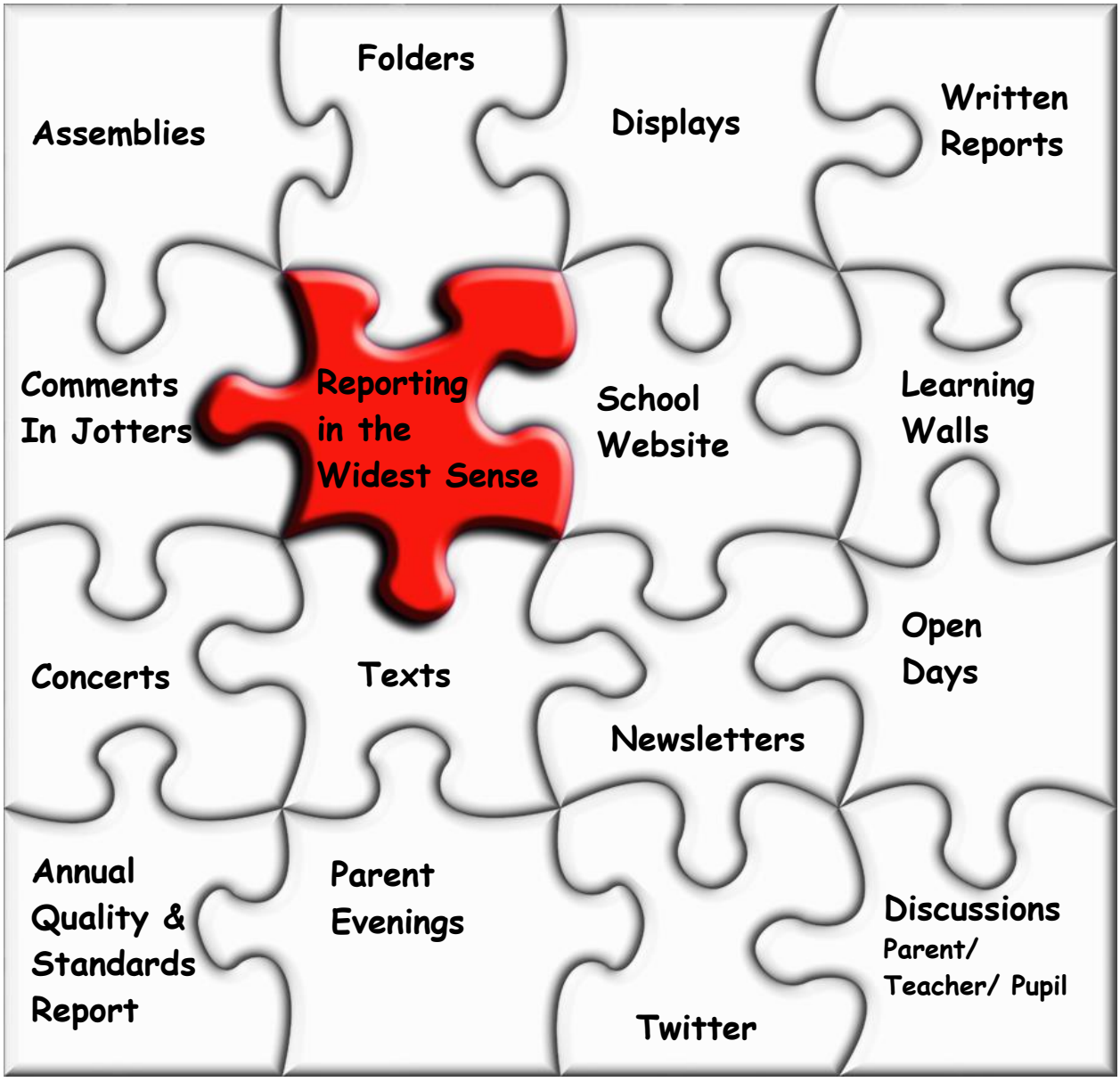
of progression in the children's development of skills.

Assessment records are maintained and a folio of individual pupil's work is kept as evidence of progress. This can be accessed by parents on request or at contact evenings. All new pupils are asked to provide a box file to store completed worksheets, jotters etc. which are not required for the folio and this is sent home periodically to be emptied and returned to school.

All schools in Scotland now use **Scottish National Standardised Assessments in P1, P4, P7 and S3** which give **diagnostic** and **standardised** information regarding pupil progress and attainment in numeracy & mental maths, reading and writing. We also use **Scottish Online Formative assessments in P2, P3, P5 & P6**. The information is used to provide further rigorous and robust assessment data and is considered in conjunction with the full range of assessment techniques used by teachers to monitor pupil progress.

For more information, visit the school website.

Reporting



Parents are welcome to make appointments to discuss their child's progress at any time of the school year.

Teachers complete **Interim Reports** three times throughout the session which form the basis for 1-1 **Learning Conversations** with pupils to identify and agree their individual next steps in their learning. The Interim Reports record information about pupils' Effort and Progress in Literacy, Numeracy and Health & Wellbeing. They also include an indication of whether

pupils are on track to attaining expected National Levels.

Parents are invited to attend contact evenings which are held each term, usually in November, March and June, to discuss their child's progress with the class teacher.

The school holds 'Sharing Our Learning' open afternoons which provide other opportunities for children to show their parents aspects of their learning and discuss their schoolwork. This gives the children ownership of the learning environment and gives parents a greater insight into the workings of the classroom. Examples of work can be viewed and there is an opportunity to meet the teachers informally.

In Primary 7, pupils also complete a personal profile. This is a reflection tool for pupils to use to detail their achievements, both in school and at home, throughout the year as well as detailing their personal skills. Pupils will use these as they move into Secondary Education as part of their transition. At all times, we aim to ensure all aspects of assessment are fluid and responsive to the needs of all learners and provide a steppingstone to supporting progression and achievement.

In Dunning School, we believe that fostering good communication between home and school is vital. We encourage families to share with the school any information which will help us ensure children are happy and cared for in school.

Likewise, it is important that families are aware of any issues which arise in school concerning their child.
The school will endeavour to keep this open-door policy working through both formal and informal communication such as our 'Learning Links', notes home, phone calls and meetings.

It is important that a partnership exists between school and home and parents are most welcome to discuss their child's progress at any time during the session. The school has an "open door" policy and parents are always welcome to come with concerns they have about their children. However, because all teachers have a full-time commitment, parents are requested to contact the school to make an appointment after 3pm.

Finally, as mentioned above, a comprehensive report on each pupil's progress is sent home in June, giving information on all the areas of the curriculum.

A record of the child's progress is kept by the Primary School and passed to any other school the child subsequently attends. These records are treated in strict confidence.

9. Support for Pupils

Our Principal Teacher Mr Aaron Burton is our Pupil Support Co-ordinator and Mrs Williams is our visiting Pupil Support Teacher.

In line with Perth & Kinross regional policy, Dunning Primary School operates a system of Early Intervention where we endeavour to identify any pupils' learning needs as early as possible in order to provide appropriate support.
If you notice your child having any difficulties in his/her learning, please feel free to share your concerns with us so we can monitor and support as necessary.

It is a central aim of the school to provide a curriculum which is appropriate to the needs of every child and we seek to do this by making the very best use of available resources and support services. A significant proportion of children will receive learning support at some point in their school careers. This is frequently of a short-term and very specific nature, although for some children, support will be required for a longer period.

It is important to understand that the initial responsibility for support for learning lies with the class teacher. By tailoring the work and the learning and teaching approach to the needs of the individual child he/she can address difficulties and help the child maintain steady progress. We also have Pupil Support Assistants who help to provide regular support for children within the classroom.

A key feature of our classroom support is the use of small group work. Where we feel a small group of children need some short-term additional support in one area to help them achieve a target, we plan a programme of work and a member of support staff will work with them, in class. This has proved to be a very effective aspect of pupil support within the classroom.

At present, we have a visiting Pupil Support Teacher specialist for one day each week. In addition to the specialist teaching role, the specialist assists class teachers with the diagnostic assessment of children and construction of individual work programmes.

Where a child is identified as having additional support needs of a more long-term nature, the class teacher prepares and implements a suitably differentiated programme of work, drawing as appropriate on the range of support services such as Educational Psychology, Speech and Language Therapy, Occupational Therapy etc. This plan is called a Child's Plan.
Where a Child's Plan is in place, a meeting involving as many of the partners supporting the child in their learning, including parents, will be held to agree targets. These will be reviewed (at least) annually.
Where specialised equipment or facilities are identified as being necessary to support a child's progress, the school and Education Service will take action to provide this, wherever possible.
Where a child has been recorded 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 Council, nominated by the Authority or a special school for which a successful placing request has been made.

Looked After Children, in line with Education (ASL) (Scotland) Act 2004 "are considered to have additional support needs, unless it is otherwise determined at a relevant education planning meeting." Perth and Kinross Council website

More information may be obtained in the following ways:

Contacting the Perth and Kinross Council ASL Co-ordinator, at Pullar House on 01738 476390
http://www.pkc.gov.uk/article/17278/Schools-additional-support

Further information regarding Additional Support Needs can be found in the following information sheets*:

- Leaflet 1 Does my child have ASN (PDF) [119KB]
- Leaflet 2 How will my childs Additional Support Needs be met (PDF) [134KB]
- Leaflet 3 What type of plan might my child need (PDF) [123KB]
- Leaflet 4 What is a Child or Young Persons Plan meeting (PDF) [123KB]
- Leaflet 5 - Additional Support Needs - Resolving Disagreements (PDF) [145KB]
- Leaflet 6 What support is available in Early Years (PDF) [120KB]
- Leaflet 7 Transitions (PDF) [156KB]
- Leaflet 8 Placing Requests (PDF) [139KB]
- Leaflet 9 How does the Law support children young people and parents (PDF) [155KB]
- Leaflet 10 As a parent and as a yp what can I ask for (PDF) [127KB]
- Leaflet 11 Outreach Support Service (PDF) [123KB]

(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

Dunning Primary School was last inspected by Education Scotland in March 2015. The very positive report is available on our school website. Dunning Primary School - Inspection Reports

The main achievements of the school over the last 12 months are also outlined in our Standards and Quality Report which is produced each year and issued to all of our Parents. The report is available on our school website.
Dunning Primary School - Standards and Quality Report

Our plans for improvements of the school's performance are detailed in our Quality Improvement Plan which is produced each year. This document is shared with our Parent Council and is available from the school office in paper format. The plan is available on our school website. Dunning Primary School - Strategic Quality Improvement Plan

11. School Policies and Practical Information

The school behaviour policy and other practical information can be found on our website.

Policies relating to school transport, school clothing grants and obtaining financial help with school meals are available on the Council Website : https://www.pkc.gov.uk/schools

Homework

Why set homework?
We feel there are good reasons for giving children a moderate amount of homework in the primary years.

- It provides opportunity for reinforcing and consolidating work done in the classroom.
- It helps you keep in touch with aspects of your child's school work.
- In the upper primary years, it helps prepare children for the increase in homework which they will encounter in secondary school.
- It can help to foster an independent work habit.

What kind of homework can I expect my child to bring home?
Homework should be meaningful. We do not believe it is an end in itself. It should relate to your child's needs and his/her class work. It should never become a ritual. Teachers will always try to set homework with which they feel your child can cope and have some success.

Within these general principles, homework may take many forms. It may involve the preparation of reading, particularly in the early and middle years. It may involve written work in language or maths where skills and knowledge gained in class are practised and consolidated. It will include the learning of multiplication tables, a vital but time-consuming activity where your assistance can be particularly effective. In the upper stages, it will also involve the revision of spelling. Homework may also be set in relation to class topic or "project" work.

Some homework tasks may be set for the following day but it is now quite common for longer term assignments to be set with the completion date several days away. Such assignments require your child to plan his/her work sensibly and make best use of available time – not always an easy thing for many children, but one which we feel is well worth working on.

How much homework should my child be set?
This varies from stage to stage and your child's class teacher will provide guidance on this and other aspects of homework at the beginning of the school year.

How can I help my child with homework?
The completion of homework is your child's responsibility. You can help by discussing work, showing interest and giving encouragement. Of course, there will be days when the pressures of family life prevent you from doing this.
Try to ensure that your child can work without distraction. Some children like to work in the isolation of their bedroom while others work better with the company of the family around them. Some children like to get their homework over with as soon as they get in from school while others prefer to wait until they've had something to eat. There are no hard and fast rules! You know what suits your child best. We will help your child by always trying to set appropriate work, by preparing the task adequately in class and by giving the child feedback or returning marked work, as soon as possible.

How do I know what homework has to be completed?
Reading homework is noted in your child's reading record. Other homework tasks may be shared on SeeSaw or Teams. It is helpful if you can sign the diary to show that you have seen your child's completed work. If you have any queries or points you wish to make regarding your child's homework, please use the diary or reading record to do this.

What do I do if my child is having difficulty with homework?
Hopefully this should not happen too often if the homework is suitable. However, there may be times when a child is uncertain or has forgotten how to do something. In many cases, you will be able to sort it out yourself but, if in doubt, please put a wee note in the homework diary and tell your child to leave it until the next day, when the teacher will sort it out in class. Your child's teacher will always be happy to discuss homework details with you.

What happens if my child forgets to do homework?
We accept that this can happen from time to time and the occasional lapse will be dealt with sympathetically. However, where there is a regular pattern of homework not being completed, steps will be taken to ensure that the work is done.

Any other points?
Under normal circumstances, homework will not be provided for children who are absent from school due to illness. The child's recovery and convalescence are more important than keeping up with class work, at that time.
Where a family takes a holiday during the school term, any catching-up on work missed will be done when the child returns to school. **School work will not be given to a child to complete on holiday.**

Organisation of the School Day

School opens	9.00
Playtime	11.00 – 11.15
Lunch time	12.15 - 1.00
School ends	3.00

As there is no playground supervision prior to 9.00am, and limited shelter within the playground, we request that pupils **do not arrive at school before 8.50am**. In bad weather pupils will be allowed into the classrooms from 8.50am, and at intervals.

There is a morning interval which takes place between 11.00am and 11.15am; although on some occasions a class may have their interval at a different time, in order to fit in with specific events.

Any children going home for lunch should leave and re-enter the school building by the main entrance, completing the "Signing Out" book when they leave and return.

In the summer term, P7 pupils are able to 'Go Up The Street' at lunchtime on Fridays. Guidelines and permission forms are issued prior to the Spring Break.

We hold our P7 Achievement Assemblies and our School Assemblies on Mondays, and this session, Social Lunch for year groups on Fridays. See our School Website for more details.

Uniform/Clothing

The school uniform consists of:
Navy blue skirt or trousers
Yellow polo shirt and
Navy blue sweatshirt, jumper or cardigan.

Gym Kit: navy shorts, yellow t-shirt, yellow or navy hoodie and black gym shoes.

Clothing can be obtained from a number of local shops. Uniform items with our embroidered 'dragon' logo are available to order from the school website. Dunning Primary School - School Uniform

We would be grateful for the support in ensuring that children **do not wear jewellery, fancy hair accessories, make-up or nail varnish** to school (exception: normal watches). It's nice to keep these 'decorations' special and for out of school times (and it helps to keep the focus in school on learning!). For safety, if ear studs *have* to be worn, then pupils **must** cover these with tape prior to PE lessons and children with long hair **must** have it tied back.

School clothing grants

School clothing grants are payments given to assist with the cost of purchasing essential school clothing for school pupils up to the age of 16. Information regarding eligibility can found in the Local Authority Section of the Handbook or on the Perth & Kinross Council website: https://www.pkc.gov.uk/freeschoolmeals

Indoor Shoes

All children are asked to change their shoes in school. Children are asked to bring plimsolls or trainers for this purpose. Children leave these shoes in school. By changing their shoes, it means that carpeted classrooms are kept free of mud and allows children to be comfortable (and able to wear sturdier footwear for outdoor use.

Dress for P.E.

In the interests of Health and Safety, we ask that children have blue/black shorts, yellow t-shirts and rubber soled gym shoes for physical education (heavy training shoes are not suitable). During winter months we continue to do P.E outside, so you should send along warmer clothes with suitable outdoor shoes for running around in. Clearly, a successful uniform policy depends heavily on effective partnerships with Parents. We are delighted at and very grateful for the tremendous levels of support and encouragement from our parents in promoting our uniform with our pupils.

Transport

Free school transport is available to pupils within our catchment area who live more than two miles from the school measured by the shortest available walking route. Application forms may be obtained from Head Teachers 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

School Meals

See section D in Local Authority Information section.

Health Care

P1 screening is carried out by our School Nurse.

If your child suffers from any specific medical condition e.g. an allergy to Elastoplast, is asthmatic or diabetic etc., the school should be informed in order that appropriate action may be taken if necessary.
It would also be helpful if you could let us know when your child is taking a course of medication. Parents can be assured that all such information will be treated in strict confidence.

If a child requires medication at school times, a medicine administration form must be completed. Please ask Mrs McDonald.
No medicines may be administered without a completed form.

Key Principles (Administration of Medication in Schools Guidance 2015)

There is no legal or contractual duty on school staff to administer medicine or supervise a pupil taking it. This is a voluntary role. Perth and Kinross Councils Employer Liability Insurance provides full cover for all school staff who volunteer to administer medication within the scope of their employment.

The guiding principle adopted by prescribers of medicine and parents will be that **medicines should be taken out-with school hours.** There are two exceptions to this rule:

- Where it is important for diagnostic purposes that medication is given at a specific time and the consequences observed and noted
- Where a short course of prescribed medicine is required to be completed and the prescription states a time for the medication to be administered.

Young people should take responsibility for their own medication where possible.
If a parent/carer considers their child responsible enough to carry and administer their own medication they should be encouraged to do so from an early age.

Parents/carer are responsible for supplying information about medicines to the school and should complete either: Parental Request for Medication to be Administered form or Parental Request for Medication to be Self-Administered
Schools should keep a record of medication given to pupils.

Pupils sometimes ask for general painkillers at school. Staff should generally not administer non-prescribed medication to pupils. If a pupil requires some form of painkiller staff must contact the parent/carer and seek consent for the child to self-administer the medication held in the school, supervised by a member of staff.
If a pupil is known to suffer from acute pain, the parents should complete a self-administered parental consent form and supply the appropriate medication in original packaging, clearly marked with the child's name and instructions on when their child should take the medication. Staff should supervise the pupil, record details of the medication taken, and inform the parents in writing on the day the medication is taken.

It is essential for the school to have an up-to date emergency contact for all children in case of accident or illness. Occasionally the school may have to close unexpectedly and in this instance parents or contacts will be notified by text.
Emergency contacts / information gathering forms should be completed at the commencement of each school year or enrolment of child.
Please notify the school of any changes promptly.

Dunning Primary School strives to be a Health Promoting School, and aims for pupils to enjoy and study social, emotional and physical health.
Some examples of 'Healthy Opportunities' in Dunning School:
A well balanced school lunch menu is offered with several healthy choices.
A 'House System' operates in conjunction with our Positive Behaviour Scheme with 'Houses' named after local connections.

Pupils learn about Health issues appropriate to their needs and age, including Nutrition, Safety (including Online Safety), Sexuality and Drugs education.
The school has a variety of resources to help us deliver the curriculum and various Health Specialists visit to complement classroom activities.

Our Health Coordinator is Mrs Campbell.

Please see the school's Health Education Policy for more information.

Children have the opportunity to develop their own Personal and Social skills through a school programme that develops the following:- interpersonal relationships, self awareness, independence and interdependence and self esteem. We also develop pupil's personal and social development through many whole school activities such as Committees and Assemblies.

Composite Classes

What is a Composite Class?

Primary schools have pupils at seven year stages, Primary 1 to Primary 7. A 'year' or 'stage' is defined as a group of children entering Primary education at a common date.

A composite class is one where children of two or more year stages are grouped together to form a class. Perth & Kinross Council has a range of schools where composite classes are a regular feature.

How does a school decide how many classes to have?

Each year, primary schools are allocated a number of class teachers based on the total number of pupils on the roll of the school.

When it comes to setting up class groups, there are maximum numbers of children which can be in any class. These are as follows:

- *P1: 25 children*
- *P2 and P3: 30 children*
- *P4 - P7: 33 children*
- ***any composite class: 25 children***

There is also a maximum number of children which can be accommodated in each classroom. This is determined by the floor area of the room.

Taking account of all of these factors, the Head Teacher groups children into registration classes to make best use of available teachers and classrooms.

How does the headteacher decide on class groups?

If a school has more than one P1 class, the headteacher takes account of several factors in allocating classes including:

- *each child's date of birth*
- *transition reports provided by a nursery or pre-school provision*
- *gender*

- *family circumstances e.g. twins*
- *creating learning groups.*

Across the school, class structures may be changed from one session to another due to a number of factors including:

- *the whole school roll for the new session and the number of teachers allocated to the school*
- *children joining or leaving the school at each stage*
- *classroom capacities*
- *the known needs of individual learners*
- *creating learning groups.*

How does the Head Teacher make up a composite class - one with children from more than one year group?

When a composite class is required, the Head Teacher will be guided in the first instance by each child's date of birth, so that children are in a class group with those close to them in age. At times, where unusual circumstances exist, Head Teachers will also take other relevant, individual factors into account when allocating children to classes.

These might include:

- *family circumstances;*
- *significant gender imbalance;*
- *overview of additional support needs;*
- *creating learning groups.*

How do teachers meet the needs of all learners when children are at different ages and stages?

The job of each class teacher is to provide learning experiences and activities which make the best use of all available resources in meeting the needs of all learners.

The age range in a class can be from months (for example, in a composite class in a large school) to seven years (for example, in our smallest schools). Across Perth and Kinross, class teachers engage in careful planning, assessment, tracking and recording of learning to ensure that every child can make good progress in their learning.

It is important to note that the nature of learning in 21st century Scotland means that the provision of high-quality learning experiences is not dependent on registration class structures. In the context of Curriculum for Excellence, schools organise their learners in a range of groupings for various purposes, to engage children and to challenge them. This approach gives children opportunities to form positive relationships with children from across all the stages of the school from nursery to P7.

Arrangements for Emergency Closures

The following information has been provided by Perth & Kinross Council about the arrangements in hand for informing parents/pupils of the emergency closure of school e.g. due to severe weather conditions:-

Perth & Kinross Website www.pkc.gov.uk
Follow Perth & Kinross Council on Twitter (@PerthandKinross)
Find Perth & Kinross Council on Facebook

Radio Tay (used in all instances)

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

Radio Forth (only used for widespread weather conditions)
Frequency AM 1548 FM 97.3

Radio Heartland FM (only used for widespread weather conditions)
Frequency FM 97.5

Radio Central (only used for widespread weather conditions)
Frequency FM 103.1

Perth FM (only used for widespread weather conditions)
Frequency FM 106.6

Radio Kingdom (only used for widespread weather conditions)
Frequency FM 95.2, 96.1, 96.6, 105.4, 106.3

Perth and Kinross Council Customer Service Centre
(Available from 08:00 hours to 18:00 hours however this line may operate from 07:00 hours in exceptional circumstances)
Parents/Carers should dial 0845 3011100. Calls are charged at the local rate.

12. Name of Child Protection Officer

In view of the on-going public concern on the subject of child abuse, and the recent changes in the law, schools are now required to report if we think any child has come to harm as a consequence of possible abuse.

The school's designated Child Protection Officer is Mr Aaron Burton.

Are you worried about a child or young person?

It is everyone's responsibility to protect children.

This information is for anyone worried that a child or young person may be at risk of abuse or neglect.

If you are worried about a child or young person you can get help by contacting one of the following numbers:

Child Protection Duty Team - (24 hours)	01738 476768
Police (Non-Emergency Number)	101
In an emergency call 999	**999**
NHS 24	111
Childline	0800 1111
Crimestoppers Scotland	0800 555 111

GIRFEC

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

Safe	Healthy	Achieving	Nurtured
Active	Respected	Responsible	Included

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

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

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

Please contact Mr Burton or Mrs McPhee if you have any queries or concerns.

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A Placing in schools - primary, secondary and special

The policy of Perth and Kinross Council Education Authority is to assign to each school a defined zone known as a catchment area. Each home address has a catchment school for both primary and secondary education. The catchment schools are dependent on pupils' home address. Although we try to provide enough places for all children in the catchment area to attend the catchment school, living within a catchment area does not guarantee a child a place at that school.
In accordance with the provisions of the legislation, parents have a right to make a request that their child be placed in a school of their choice other than the school which normally serves the catchment area in which they reside. Parents' wishes will be met where possible. If the number of places in any particular school is limited, priority for admissions shall be determined on the following basis:

Priority 1
Children normally resident within the catchment area of the specified school.
Where the number of requests for admission to the specified school by children normally resident within the catchment area exceeds the number of places available, then priority will be determined as follows:

(a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith, for example Roman Catholic and Episcopal Church.

(b) Children having a brother or sister (or relative permanently living at the same address as part of an extended family*) in attendance at the school.

(c) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.

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

* Provided that the member of the extended family for whom the placing request has been made has lived within that extended family for a period of at least two years.
** Priority will be given to those pupils who have attended an associated primary school the longest.

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

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

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

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

Priority 2
Children resident within Perth and Kinross and not normally resident within the catchment area of the specified school but having a brother or sister (or relative permanently living at the same address as part of an extended family*) in attendance at that school.
Where the number of Priority 2 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

(a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith, for example Roman Catholic and Episcopal Church.

(b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.

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

Priority 3
Children resident within Perth and Kinross and not normally resident within the catchment area of the specified school and having no brothers or sisters in attendance at that school.
Where the number of Priority 3 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

(a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith, for example Roman Catholic and Episcopal Church.

(b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.

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

Priority 4
Children not resident in Perth and Kinross and not normally resident within the catchment area of the specified school but having a brother or sister (or relative permanently living at the same address as part of an extended family*) in attendance at that school.
Where the number of Priority 4 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

(a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith, for example Roman Catholic and Episcopal Church.

(b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.

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

Priority 5
Children not resident in Perth and Kinross and not normally resident within the catchment area of the specified school and having no brothers or sisters in attendance at that school.
Where the number of Priority 5 requests for admission to the specified school exceeds the number of places available, then priority will be determined as follows:

(a) Within all denominational schools, places will be allocated first to children who have been baptised in the appropriate faith, for example Roman Catholic and Episcopal Church.

(b) Within all secondary schools, places will be allocated first to children who are in attendance at an associated primary school**.

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

Placing requests will normally be granted except where there are circumstances defined in the Act which justify the Authority's refusal of such a request.
The Authority may also determine that in exceptional circumstances particular pupils may require to be placed in a specific school in order to meet exceptional needs, such as physical disability, as determined by the Authority. These placements will take priority over any of the 5 priorities above.
Parents who have made successful placing requests for their children at other schools of their choice have to make their own transport arrangements and meet the costs thereof.
Any pupil who attends a primary school other than the one proposed by the Authority (for example as the result of a placing request) and who is due to transfer to a secondary school will be offered a place at the secondary school in whose catchment area he/she lives. For further information, view our school enrolment webpage.

B School commencement arrangements

The school entry date in Perth and Kinross is the first day of the school session (Tuesday 18 August 2026). A child is of compulsory school age on the first school entry date from his/her fifth birthday. If your child is of compulsory school age on the first school entry date from his/her fifth birthday, they are eligible to start school on **Tuesday 18 August 2026** and you should register your child for primary school during the January 2026 registration week, or alternatively, his/her parents may delay the registration until the beginning of the next school session.
Parents will be notified by advertisement in the local press to register their child/children in the school of their choice during a designated registration week in mid-January. They will be invited to contact the Headteacher for further information about registration arrangements.

Early registration

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

Expansion of Early Learning and Childcare (ELC)

Perth and Kinross Council's Education and Learning offer Early Learning and Childcare (ELC) as outlined in the Scottish Government's Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland.
All those aged three to five years and eligible two-year-olds have access to 1,140 hours of fully funded ELC. This means that in Perth and Kinross most children experience early learning and childcare in a funded provider for at least two full days a week and some full days for five days a week.
As a result of the changes to a child's experience prior to beginning their primary school education across Perth and Kinross, Primary 1 children attend school for a full day and therefore no longer access half days for the first two weeks of term.

C Equal opportunities

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

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

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

Relationships and behaviour

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

Fostering Inclusion and Reducing Exclusion

'Fostering Inclusion and Reducing Exclusion' is the Authority's revised guidance to support the planning and decision-making for children and young people who may be at risk of exclusion or where an exclusion from school has been deemed as a last resort and is required to take place. The guidance emphasises the need for learning establishments to create the conditions for inclusion through effective learning and teaching, promoting positive relationships and behaviour, and employing preventative approaches which reduce the need for exclusion.
This guidance applies to children and young people who are enrolled in a Perth and Kinross school or ELC setting and will be relevant to the parents and family of those children and young people, staff in schools, staff in Perth and Kinross Council's Education and Learning service, and agencies who support our children and young people and families.
The guidance is set out in two sections:

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

- Part 2 – Procedures which provides some easy-to-follow flowcharts and checklists to help school staff manage situations where exclusion might be considered. The appendices hyperlinked in Part 2 provide copies of the template letters available on SEEMiS, the list of SEEMiS reference codes and a template for the minute of the meeting to resolve an exclusion and support a return to school.

D School meals

It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools.
Pupils in primary schools are offered a two-course lunch with a choice of main course including vegetarian option, supplemented by salads and bread, which meet The Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020. A choice of milk or water is also included. Meals are, in the main, prepared from fresh ingredients by well-trained personnel in a food-safe environment.
There is a fixed, subsidised charge for a meal in a primary school which is £2.30 (as at academic year 2025 to 2026). School meal charges are subject to review at any time.
School meals should now be paid through ParentPay, our online payment solution with parents/carers having much more choice of how, when and where they can pay for school costs using modern technology. School meals, trips and other school-related items can be paid for online, on a smartphone, tablet or other mobile devices. Parents/carers have the ability to access their own secure account which will give information regarding their accounts, including amount paid, when paid and amounts outstanding. It will also provide increased security for pupils who will no longer have to carry large amounts of cash or cheques to school.
ParentPay is our preferred method of payment, please contact the school for your ParentPay account activation code.

Medically prescribed diets, and nut and/or peanut allergy

School lunches can be provided for children in primary schools either requiring a medically prescribed diet or who have a nut and/or peanut allergy. An information leaflet and application form are available on our school catering webpage. Parents can also self-manage simple dietary requirements for their children by using the interactive menu and carbohydrate menu available on Tayside Contracts' website. Medically-prescribed diets can usually be accommodated within the school lunch service. This does not include pupils who simply dislike certain foods.
View further information on school catering, including menus, meal photos and forms, or access the current interactive menu from Tayside Contracts which provides recipe, nutritional and allergy information. The website also contains details of forthcoming promotions.
For any other enquiry please contact:

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

Email SchoolCatering@pkc.gov.uk

Packed lunches for trips

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

Home lunches

Some parents/carers may wish their child to go home for lunch, rather than remain at school. The school's responsibility for the pupils at lunchtime relates to those who remain at school for either a school lunch, or a packed lunch. Parents/carers are responsible for pupils who go home for lunch.
There is no requirement for school staff to pass a primary age pupil into the care of an adult, so parents/carers must have clear arrangements in place, including whether the pupil can make their own way home, if they require to be met at the school and any contingency plans if arrangements are to change.

Free school meals

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

Who is eligible for free school meals?

If your child is in P1 to P5

Free school meals are offered to all pupils in Primary 1 to Primary 5 without the need for parents/carers to submit an application form. However, an application form must be completed if you also require a school clothing grant for your child in Primary 1 to Primary 5. Don't forget to submit an application form for free school meals for your child when he/she moves into Primary 6 as they will no longer be automatically entitled to free school meals.

If your child is P6 or above

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

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

If you are aged 16 to 18 years and receive any of these benefits in your own right, you can claim free school meals for yourself.
From 17 March 2025, families of Primary 6 and Primary 7 pupils who are not currently eligible for free school meals but who are in receipt of the Scottish Child Payment will now be eligible for free school meals. You can claim free school meals for Primary 6 and Primary 7 pupils by submitting an online application form and providing proof of your Scottish Child Payment.
You can apply online for free school meals or, alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, Perth, PH1 5GD.

E School clothing grants

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

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

Education and Learning will consider one application per academic year for a grant towards the cost of purchasing essential clothing to enable children, up to the age of 16 years, to attend school.
You can apply online for a school clothing grant or, alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, Perth, PH1 5GD.

F Music Tuition

Instrumental Music Instruction and Central Groups 2026 to 2027

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

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

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

The service offers an exciting opportunity to participate in a unique course within education which will benefit all participants for the rest of their lives. Lessons will be delivered on a face-to-face basis.
After a short period of time, pupils will also be able to perform in school ensembles and Local Authority orchestras and bands, as well as attending residential music camps. It is strongly advised that pupils receiving tuition in school strive to attend school bands and orchestras and one of these Central Groups as this is recognised as an integral part of tuition.

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

- Email MusicService@pkc.gov.uk
- www.pkcmusic.com
- Facebook PKC Music Service
- X @pkcmusicservice
- Instrumental Music Service App - Please download the Instrumental Music Service app by scanning the QR code below or search "School App for Parents" in the Apple or Google Play app stores and search "Perth and Kinross Instrumental Music Service".

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, for example on foot, by bicycle or by public transport, must rest with parents/carers and children themselves.

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

Walking and cycling boosts children's health and wellbeing. It also allows them to travel independently and to access the range of flexible opportunities schools will increasingly offer outside the standard school day. Freedom to move around the local area independently is an important part of growing up. Other important benefits of active travel are development of social and life skills, less pollution and greater awareness of environmental issues.

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

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

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

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

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

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

H Transport

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

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

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

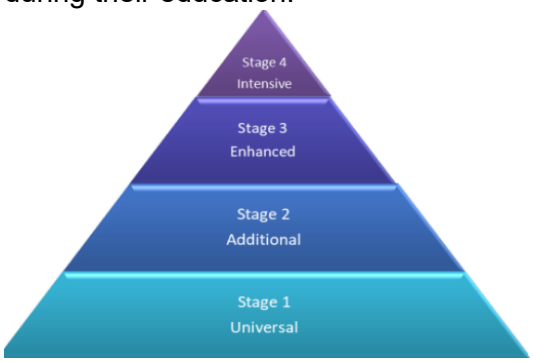
Where appropriate, the Authority may provide free transport for pupils who attend a special school or specialist unit.

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

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

I Additional support needs

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



All children and young people are supported in ELC settings and schools by a **Staged Intervention Model**, which aims to identify and meet needs at the earliest opportunity to promote, support or safeguard wellbeing, and improve education and wellbeing outcomes.
Staged_Intervention_Framework_May_24.pdf (pkc.gov.uk)

Most children make progress in school and their education can be fully supported at a **universal** level by the class teacher. However, some children require **additional** or **enhanced** support through targeted interventions at times within their mainstream educational journey to allow them to achieve their full potential.
Where the requirement for additional or enhanced support is identified, a Child or Young Person's Plan (CYPP) sets out their support needs and the interventions required to address them.
A very small number of children and young people with significant and long-term additional support needs that require input from services other than Education may need a Co-ordinated Support Plan (CSP).
Child_and_Young_Person_Planning_Guidance_May_24.pdf (pkc.gov.uk)

Placing requests

Placing requests may be made for Fairview School or an Intensive Support Provision (ISP) when a child's education needs cannot be met in their catchment school and their learning requires to be supported at an **intensive** level.
A Transition Panel will consider the request, basing its decision on a comprehensive assessment of the child's educational needs. This assessment will incorporate the perspectives of the child's parents, teacher, school Educational Psychologist, and the Inclusion Quality Improvement Officer.
Where a child has been identified as having support needs which cannot be met within the Authority, the Authority may consider placement in a special school (either within or out with Perth and Kinross).
https://www.pkc.gov.uk/article/17301/Placing-request

Transitions

School transition is a process that prepares children, young people and their families with the necessary skills, knowledge and relationships to assist in successfully moving from one setting to another. The transition process can be challenging for some children and young people with additional support needs. You should discuss any transition concerns with school staff and any professionals supporting your child.
Transitions will be discussed as part of the child or young person's planning process (CYPP). Additional arrangements (enhanced transition) may be agreed if appropriate.
The following leaflet explains the support that may be provided during this process:
Microsoft Word - Leaflet 7 (pkc.gov.uk)

Signposting

If you have any concerns about the support your child or young person is receiving, please contact their school in the first instance.
Each school has a 'named person' who serves as a clear point of contact for all children, young people, and their families. This person can provide access to ASN information, advice, and assistance. They can also offer insights into your child's progress and discuss the support currently in place Named person - Getting it right for every child (GIRFEC) - gov.scot (www.gov.scot)
In most primary school settings, the named person will be the Headteacher or Depute Headteacher.
If you require further advice or guidance, enquiries can also be made by emailing ASN@pkc.gov.uk.

Communication from school

Schools continually monitor and assess all children and young people's needs. If it is identified that your child requires additional support, the school will contact you to discuss this. Schools aim to offer support, advice and to agree appropriate interventions and next steps.
If your child has established additional support needs, you will be contacted throughout the academic year as agreed within your child's CYPP or CSP should there be any changes.
Occasionally, challenges may arise that negatively affect a child or young person's attendance and engagement. To address this, support for the child and their parents or carers through assessment, planning, and action is provided. Therefore, the school will contact you following the attendance guidance outlined below:
Attendance_Policy_and_Guidance_for_Education_and_ELC_Settings.pdf (pkc.gov.uk)

Online support and information

Enquire – This is a Scottish independent advice service for additional support for learning. It has two websites available www.enquire.org.uk (tailored for parents/carers and practitioners) and https://enquire.org.uk/category/children-and-young-people-info/ (tailored for children and young people).
Enquire also provides a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school' https://enquire.org.uk/enquire-resources/additional-support-for-learning-a-guide-for-parents-and-carers/
PKC website - This has a variety of ASN information, along with links to related topics of interest: https://www.pkc.gov.uk/article/17278/Schools-additional-support-
PKC Directory of Services – This offers comprehensive information on the various support services available to families locally and nationally. This includes designated sections on additional support needs, parenting advice and mental health support Whole family support - Directory of services - Perth & Kinross Council (pkc.gov.uk)
If you cannot access the internet, please ask the school office if you require copies of this information.

J Parental involvement/Parent Councils

The Scottish Schools (Parental Involvement) Act 2006 became legislation in September 2006. This Act proposed changes which were implemented in August 2007 to abolish School Boards and replace them with Parent Councils.
All parents of pupils attending school are automatically members of the Parent Forum for that school and will be entitled to have a say in what happens at the school.
The Parental Involvement Act aims to do several things:

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

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

- support the school in its work with parents
- represent the views of all parents
- encourage links between the school, parents, pupils, 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. Read our parental involvement webpage for further information.

K Insurance

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

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

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

L Child Protection/Looked-After Children

Child Protection

Keeping children and young people safe and protected from harm, abuse and exploitation is 'everyone's job and everyone's responsibility'.
Child Protection sits within the wider GIRFEC policy and practice framework. The National Guidance for Child Protection in Scotland (Scottish Government 2014) provides the overarching policy framework for child protection services in Scotland.
The Perth and Kinross Child Protection Committee CPC Inter-Agency Child Protection Guidelines 2017 translate the national guidance into the local child protection working practices and arrangements across Perth and Kinross. These guidelines aim to support local practitioners and managers in the public, private and third sector organisations across Perth and Kinross, including all schools.
Each school has a Child Protection Officer appointed to be responsible for child protection matters. This person is specially trained for the task.
All schools have good contacts with School Medical Officers, School Nurses and Police, any or all of whom may become involved if child protection concerns arise. Beyond this, close working relationships exist with social work staff who are also part of Education and Learning. Any discussion to bring in an outside agency to discuss a concern about a child will only be taken after involving the School Child Protection Officer. The Child Protection Officer will usually contact you to inform you if someone has expressed a concern about your child and discuss the situation with you in order to decide what will happen next, including what information, if any needs to be shared with other agencies. In less usual cases the Child Protection Officer may decide that the concern is so serious that they need to seek advice from Children, Families and Justice (social work) before informing parent(s). These situations are unusual, and we will endeavour to ensure that you are informed and are enabled to participate as appropriate in any action which we may initiate regarding your child should a child protection issue arise.

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

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

Looked-After and Accommodated Children (LAAC)

Looked-After Children, in line with Education (Additional Support for Learning) (Scotland) Act 2009, are considered to have additional support needs, unless it is otherwise determined at a relevant education planning meeting. A policy of supported mainstream inclusion is complemented by a range of intensive support provisions. These are either attached to or are part of mainstream schools. In addition, there is one all-through special school (ages 3 to 18 years) for children with profound and complex difficulties.
Each school has a designated Care-Experienced Teacher who deals with all matters relating to children who are 'looked after', for example accommodated in foster or residential care, or who are subject to a compulsory supervision order through the Children's Hearing.
This designated teacher will be responsible for monitoring the progress of looked after children in the school and will provide a source of advice if your child is looked after.
Read our fostering, adoption and kinship care webpage for further information on Looked-After services.

GIRFEC

Getting it right for every child (GIRFEC) is the Scottish Government's approach to promoting the wellbeing of children and young people. Wellbeing is described by eight indicators - Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.
These eight words help everyone to understand wellbeing in the same way and use the same language to talk about it. Sometimes the initials of the words are used, and the wellbeing indicators are referred to as SHANARRI.
The vast majority of Scotland's children and young people get all the help and support they need from within their families and their wider, local communities. But at times a child, young person or family might need extra help or support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get the help or support that they need. Within schools, key staff are available to children, young people and their parents/carers to provide help, advice or support should they choose to make use of it.
The Child or Young Person's Plan is one single plan which co-ordinates all the services and agencies involved in supporting a child/young person, will help ensure that everyone works together to deliver better outcomes for the child or young person who needs additional support and their family.
Further information can be found on our GIRFEC webpage.

M Access to information – parents and pupils

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

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

This is only a brief outline of the basic legal provisions. The regulations contain further detailed rules. They also provide for certain exemptions from the right of access to information.
Pupils can also make a request to see their educational records. Requests to see educational records should be made directly to the relevant school.
Data protection legislation means that you can request other personal information, not contained in an educational record, by submitting a Subject Access Request.
If a child is over 12 and is considered to have capacity, you will be required to provide a signed mandate from them authorising you to act on their behalf. You will usually be required to provide proof of your identity (and your child's if they are required to provide a signed mandate) before your request can be processed.
Subject Access Requests should be submitted to the Council's Information Governance Team at Council Building, 2 High Street, Perth, PH1 5PH, email DataProtection@pkc.gov.uk or telephone 01738 477933.

School Records

The Pupil's Educational Records (Scotland) Regulations 2003 gives parents, or people with parental responsibility, the right to see their child's educational record. These records are called Pupil Progress Records, or PPRs.
If you would like to exercise your right to see your child's PPR, you should contact your child's school directly – view contact information for all Perth and Kinross Council schools.
Requests should usually be made by email or in writing, but other recorded formats can be accepted if necessary. The school may ask you to provide them with proof of your identity.
Schools have **15 school days** to respond to your request. There is never any cost to view your child's records; the Council usually waives the charge it is entitled to make for providing a copy if this is required.
Please ask if you need the information requested to be provided in an alternative language or format, for example, braille.
Occasionally, a school record may contain information, such as information about another pupil, which must be removed before you are provided with it.
If you wish to request information about other records relating to your child, such as social work records, you should submit a Subject Access Request. If you're unsure about what kind of request you should submit, please contact the Council's Information Governance Team on 01738 477933 or by emailing DataProtection@pkc.gov.uk for advice.

N Transferring education data about pupils

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

What pupil data is collected and transferred?

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

postcodes are grouped to identify ‘localities’ rather than specific addresses. Dates of birth are passed on as ‘month and year’ only, again to ensure that individuals are never identified. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.
Providing national identity and ethnic background data is entirely voluntary. You can choose the ‘not disclosed’ option if you do not want to provide this data. However, it is hoped that the explanations contained in this information and on the ScotXed website will help you understand the importance of providing the data.
View a complete list of the Scottish Government’s School Education data collections.

Why do we need your data?

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

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

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the General Data Protection Regulation and Data Protection Act 2018. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data.
The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website. Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.
The Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the Scottish Qualifications Authority. On occasion we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities.
Any sharing or linkage of data will be done under the strict control of Scottish Government and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils’ rights under the Data Protection Act and other relevant legislation will be ensured.

General Data Protection Regulation gives you the right to access your personal data. This is known as a Subject Access Request. Further details of how to make a make a Subject Access Request online or using the Subject Access Request Form can be found our Subject Access Request webpage.
Note that it's not necessary to apply online or complete the form in order to submit a Subject Access Request, but they provide a useful guide to what details we need in order to respond.
If you would like further guidance about how to submit a request for personal information, contact the Information Governance Team on 01738 477933 or email DataProtection@pkc.gov.uk.

Concerns

The Data Protection Officer for this data is the Data Protection and Information Assets Team, email dpa@gov.scot.
If you have any concerns around this data collection, please contact the Data Protection and Information Assets Team, or Mick Wilson, Head of Education Analytical Services (email Mick.Wilson@gov.scot).
You can also write to Education Analytical Services, Area 2A-North, Victoria Quay, Leith, Edinburgh, EH6 6QQ.
Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

O Attendance

Perth and Kinross Council is committed to working in partnership with parents, children and other stakeholders to ensure that, wherever possible, all children enrolled in our schools receive an education that maximises the opportunity for each child to achieve his/her potential.
In working towards this, Perth and Kinross Council Education and Learning expects all schools to closely monitor the attendance of all children and young people.
It is every parent's legal duty to ensure that, if their child is of school age, they attend school regularly. Our staff in schools work with pupils and their families to ensure that pupils attend regularly and punctually.
A school may refer a child to the Scottish Children's Reporter for consideration of Compulsory Supervision measures if there are serious concerns about non-attendance.
Perth and Kinross Council also has an Attendance Sub-Committee to consider serious cases of school non-attendance. The membership of the Attendance Sub-Committee is composed of Elected Members (Councillors) and parent representatives from Parent Councils in the area. It is advised by a representative of the Strategic Lead for Education and Learning.
If you are having problems with your child's attendance at school, you should discuss this with the school in the first instance as they have a range of supports that can be provided before these actions have to be taken.
For more information, visit our school rules attendance and behaviour webpage.

P Family holidays

Family holidays will be marked in school as an unauthorised absence. This will be done even if you have told the school you intend to take your child on holiday. No schoolwork will be given, although some schools may consider giving you information about what will be covered during the absence.
Extended visits overseas to relatives or extended absence in relation to children of travelling people would be marked as an authorised absence.
Extended is defined as a period of more than **four** weeks. If you wish to discuss the matter further in relation to your child, please contact the school.
For more information, visit our family holidays webpage.

Q Care standard inspections

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

Nursery inspection process

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

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 years is subject to compliance with Perth and Kinross Council byelaws 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 on our employment of children webpage.
For more information, telephone 01738 476200 or email FBSSchools@pkc.gov.uk.

T Childcare and Family Information Service

As part of Perth and Kinross Council, our schools are committed to providing high-quality services. If something goes wrong or you are dissatisfied with the service provided at your school, the Council's Complaints Procedure is there to help you.
The Council regards a complaint as 'any expression of dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.'
Our schools aim to resolve complaints quickly. Should you make a formal complaint to your school you will receive a response at **Stage 1** of our procedure within **five working days**, unless there are exceptional circumstances. If you are dissatisfied with the school's response at Stage 1, you can ask for it to be escalated to the next part of the Council's complaints procedure.
Stage 2 involves an investigation by an Officer appointed by the Head of Education and Learning. At this stage, Perth and Kinross Council will respond to your complaint **within 20 working days**. If the investigation is going to take longer, you will be contacted, and a revised response date will be agreed with you. You will also be kept updated on the progress of your complaint.
If you remain dissatisfied with the outcome of your complaint, you can contact the Scottish Public Services Ombudsman (SPSO). The SPSO is the final stage for complaints about most organisations providing public service in Scotland.

Their service is independent, free and confidential.
The SPSO cannot normally look at:

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

The SPSO's contact details are:

- SPSO
  Bridgeside House
  99 McDonald Road
  Edinburgh
  EH7 4NS
- Freepost SPSO
- Freephone 0800 377 7330

Additional support for learning - resolving disagreements

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

Child-friendly complaints - Children's Rights in Scotland

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

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

Further information is available on the Council's website or by contacting CustomerComplaints@pkc.gov.uk

V Further information

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

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

Telephone 01738 476200

Email FBSSchools@pkc.gov.uk

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

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

All Council Services can offer a telephone translation facility.

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