



School Handbook

2005-2006



INTRODUCTION

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 1982, Perth and Kinross Council Education & Children's Services provides the following three categories of information:-

1 School Information

The first half of this booklet contains information about the school. This is available from the school for parents of pupils at that school, or other parents who want to choose that school for their child instead of the school proposed by the authority.

2 Basic Information

The second half of the booklet is intended primarily for parents who want to consider a choice of school for their children, and consists mainly of brief details of the Authority's policy on placing in schools, meals, boarding, transport, school commencement arrangements etc.

A complete copy of the basic information booklet is available from Education & Children's Services, Pullar House, 35 Kinnoull Street, Perth PH1 5GD [tel 01738 476200]. This contains lists of the Authority's schools.

It should be noted that the basic information booklet applies to primary, special and secondary education and that information about nursery education is included in the School and Supplementary Information categories.

3 Supplementary Information

This includes specialised information which some parents may want for a variety of reasons and which is available on request from Education & Children's Services. Such information relating to a particular school is available at that school.

Whilst the information contained in this school handbook was accurate at the time of publication (December 2005), further changes may have occurred since then.

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INTRODUCTION

The information in this booklet relates to the school year, August, 2004 to June, 2005.

This booklet is intended as an introduction to parents, to our school at Abernethy. It is not intended to replace personal contact between staff and parents on any aspects of school life - indeed I hope it encourages parents to visit the school and talk with the staff so that real co-operation between home and school may be achieved.

We aim to run the school at Abernethy as a large family, just as each child in any family has his or her own talents and weaknesses, we take note of these and try to help each child to realise their full potential within a caring atmosphere.

POSTAL ADDRESS

Abernethy Primary School,
78 Main Street,
Abernethy,
Perthshire PH2 9LA.

HEAD TEACHER

Mrs. T. Jack

Telephone - Abernethy 850313.

Abernethy Primary is sited on the A913 between Newburgh (Fife) and Bridge of Earn (Perth & Kinross) and is 10 miles east of Perth. A map of the school catchment area is available for inspection within the school. A parent, if in any doubt of the boundaries, may contact the Head Teacher to have this clarified.

The building was opened in August 2002 and consists of a Nursery, 6 classrooms, a hall (used for P.E., assembly, music, etc.), a medical inspection room, a base room, a small library, teachers' resource bay, noisy/quiet room, kitchen facility, appropriate cloakroom/ toilet facilities including those for the disabled and an office.

The present pupil roll is 128 (school) and 37 (Nursery). Where classes become full here, the school has an arrangement to transport pupils, free of charge, to another primary designated by the education department.

SCHOOL AIMS

The school will aim to

- provide an appropriate curriculum which will ensure breadth, balance, coherence, continuity and progression
- provide an on-going commitment to raising standards and provide equality of opportunity in order that every pupil achieves a level of attainment which reflects his/her aptitude and ability
- provide a range of learning and teaching approaches which will challenge all pupils and encourage them to become well motivated, independent and active learners
- provide effective support to meet the emotional physical, intellectual and social needs of all pupils
- provide a positive, secure and welcoming environment which encourages a high level of staff and pupil morale and fosters an effective partnership with parents and the wider community
- create a safe, pleasant and stimulating environment through the provision of our present accommodation and human/physical resources

-
- ensure the needs of all staff are recognised and met by offering support and providing opportunities for continuing professional development
- promote on-going self-evaluation through a process of effective management and consultation in which all staff are involved

STAFF

Classes & Teachers

P1	-	Mrs. M. Miller & Mrs J. Gardener (Nursery Nurse, 2/3 days per week)
P2	-	Ms. P. Stephen
P3	-	Mrs. C. Suiter
P4/5	-	Mrs. C. Hill
P5/6	-	Mrs. L.Hepburn
P7	-	Mrs. B. Emerson, Principal Teacher
Non Class Contact Teacher – Mrs. E. Murray		

Nursery

Nursery Teacher - Mrs. C. Livingstone
Nursery Nurse - Ms. J. Macdonald

Visiting Specialists

Art	-	Mrs. N. Wilson	-	Mondays, a.m. weekly
P.E.	-	Mrs. E. Rofe	-	Thursdays, fortnightly
Music	-	Mrs. C. McGaffney	-	Wednesdays, fortnightly
Learning Support Teacher	-	Mrs. E. Taylor	-	1 ½ days weekly

Other staff/visitors

Classroom Assistant	-	Mrs. J. Messenger
School Auxiliary	-	Mrs. B. Johnston
Support for Learning Assistants	-	Mrs. R. Macdonald & Mrs. J. Murdoch
Secretary	-	Mrs. M. Ewan
Lunchtime Playground Supervisor	-	Mrs. I. Napier
Cleaner	-	Mrs. A. Doig
Janitor	-	Mr. C. Macleod
Cook	-	Mrs. J. Illingworth
Catering Assistant	-	Mrs. A. Brews
School Chaplain	-	Rev. K. Anderson

Visits for Prospective Parents & Registration

Parents are very welcome to visit the school with Prospective Nursery & P1 pupils (August start) during the summer term when these children are afforded the opportunity of spending a morning/afternoon with the rest of the pupils in the present Nursery or P1 class. Similarly new primary and nursery pupils commencing at other times can come to view the facility as well before starting with us. More information about the Nursery can be found in the booklet 'Abernethy Nursery Class Handbook' and 'A Guide to Pre-School Education' which are both available at the school.

ORGANISATION OF THE SCHOOL DAY

School Hours

P1 - P7	School opens	-	9.00a.m.
	Interval	-	10.30a.m. – 10.45a.m.
	Lunch	-	12.15p.m. - 1.15p.m.
	Afternoon sessions	-	1.15p.m. - 3.15p.m.

OUR SCHOOL'S CURRICULUM

Balance and integration within the curriculum are basic to the present approach to primary education. For simplicity, a brief account of our approach to each part of the curriculum is outlined over the next few pages.

MATHEMATICS

A minimum of 15% of time available is allocated to the teaching of Mathematics.

Mathematics is presented as a problem-solving activity supported by a body of knowledge - the facts, concepts, skills and thinking processes of mathematics. Mathematical education based on that view will help our children to understand the world around them and prepare them to act effectively in work, in recreation and in their roles as citizens.

Aims

The aims of the mathematics programme which is for all pupils are listed below.

- to develop computational skills (number facts and tables) and their use with speed and accuracy whilst also developing knowledge, facts and techniques in other aspects of mathematics
- to develop problem-solving and investigative skills and techniques
- to provide activities and problems which are practical and realistic
- to make mathematics interesting and enjoyable

The main written text (core) in Abernethy Primary at present is Heinemann. This is supplemented with a variety of other resources including ICT.

Maths Assessment

Formal Testing (National Assessment) (See also Appendix 1)

The policy of Perth & Kinross Council is that teachers have discretion, in line with the whole school policy on Assessment, as to when National Assessment materials should be used with individual pupils; teachers be given responsibility for deciding when an individual child should be tested. The Tests may define at which level (A, B, C, D, E & F) a pupil has reached **in recognising, understanding, using and applying the concepts, facts and techniques**, and can be applied from P1 - P7 (A is attainable by most pupils in P3. D is attainable by most pupils in P7.)

Informal Testing

Continuous assessment is carried out at all times. Where a pupil is seen to be failing to grasp a particular concept he is given supplementary material, or verbal help at that moment or at the next lesson. After a pupil has covered particular areas of maths **Heinemann Check-ups/Education Network Tests/other may be used so that weaknesses can be highlighted and acted upon and as confirmation of the level of attainment.**

Further information can be found in our policy statement document.

LANGUAGE

A minimum of 15% of time available is allocated to the teaching of Language.

Children's earliest language is acquired in the home, and schools will build on that foundation.

Schools attach a high priority to giving pupils a command of language, and the ability to use it appropriately and concisely to convey meanings. This includes having a knowledge about language, listening attentively, talking to the point, reading with understanding, writing fluently, legibly and with accurate spelling and punctuation.

We try to provide structured and stimulating opportunities to use language with increasing precision in contexts appropriate to the needs of individuals and the world in which they live. Our language activities have the following purposes.

Aims

- to acknowledge that language is primarily used for social purposes and that therefore language development is inextricably linked with personal and social development
- to value diversity of culture and language and therefore build on the knowledge and experience which children bring to school
- to foster positive attitudes to learning by providing purposeful challenges in language which offer opportunities for success
- to extend children's experience through the exploration of literature including Scottish literature
- to ensure that children experience Listening, Talking, Reading and Writing in balance within a framework of meaningful contexts for learning
- to promote pleasure in listening, talking, reading and writing.

ASSESSMENT

Formal Testing (National Assessment - see under Maths Assessment.) (See also Appendix 1)

- | | | | |
|----|-------------------------|---|---|
| 1. | <i>LISTENING</i> | - | in groups, responding to texts, for information, awareness of genre, knowledge about language. |
| 2. | <i>TALKING</i> | - | in groups, about experiences, feelings and opinions. |
| 3. | <i>READING</i> | - | close reading, reading aloud, for information, for enjoyment, finding and handling information, awareness of genre, knowledge about language. |
| 4. | <i>WRITING</i> | - | functional, personal imaginative, punctuation and structure, handwriting and presentation, spelling, knowledge about language. |

Modern Languages in the Primary School

French is taught to pupils in P6 + P7.

In teaching French we aim:

- to develop positive attitudes to language learning
- to develop the ability to communicate in the foreign language
- to learn how language works
- to learn about the way of life in another country
- to promote pupil attainment and achievement.

ENVIRONMENTAL STUDIES

The curriculum area of Environmental Studies groups together the separate areas of Science, History, Geography, Modern Studies, Technology and Information Technology. It is through the development of concepts and the acquisition of a variety of skills associated with these areas that children arrive at an understanding of the world around them.

OUR AIMS

It is our intention that pupils should:

- achieve knowledge and understanding of the environment;
- develop skills which will enable them to interact effectively with the environment;
- progressively recognise the knowledge, understanding and skills associated with Science, Social Subjects, Technology, and Information Technology;
- develop informed attitudes and values relating to the care and conservation of the environment.

Time Allocation

In accordance with the advice provided in 5-14 Guidelines, this school endeavours to devote a minimum of 15% of pupils' time over the seven primary years.

Since environmental studies embraces all aspects of the curriculum, timetabling is flexible to allow for the inevitable over-lapping. Generally speaking then, there need not be a set time during the week for R.E., Science, Health Studies, Creative Writing etc.

Science is taught on a weekly/fortnightly basis but is still part of the overall 15% allocation.

Fieldwork

This has an important part to play. It can bring a topic alive for the pupil if he can observe, investigate, explore and study at first hand. We take pupils into their local community and occasionally further afield.

Environmental Studies Assessment

The pupil's progress is monitored constantly. Through forward planning the teacher will know what she/he expects the pupil to achieve. A checklist, with integral grading, may also be used, within the classroom to monitor the pupil's progress.

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 of our school that all who are involved in the life of our school both have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

RELIGIOUS and MORAL EDUCATION & HEALTH and PERSONAL and SOCIAL EDUCATION

The minimum time for these areas allocation is 15%

Pupils' Spiritual, Moral, Social and Cultural Values

SOED Circular 10/93 states in paragraph 15 that schools will be required to make "a statement of school policy in relation to the development of pupils' spiritual, moral, social and cultural values."

The following statement takes account of Perth & Kinross Council policy statements for Equal Opportunities, Religious Education and Observance and Perth & Kinross Council School Development Planning materials.

The 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 programme for Religious Education in our school 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 by helping them develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

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 must first discuss the matter with the head teacher.

Religious Observance

The school holds regular assemblies 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.

Other religious education is knowledge of the Bible (stories and characters) and comparative religions. Seasonal religious events are observed and taught.

THE EXPRESSIVE ARTS

The minimum time allocation for this area is 15%.

This term encompasses the subject areas of **art and craftwork, music, physical education, fabric craft and drama.**

They are taught in several ways;

- linked with environmental studies work,
- as a unit of work,
- as individual subjects.

The method of approach (1, 2 or 3) is, to some extent, dependent on their linkage with the environmental studies topic. Where cohesion is not possible then approaches 2 or 3 would be taken.

Also the seasons, annual customs, national/international events influence our choice or approach.

The **Expressive Arts** play an important role in the education of all pupils. They encourage the exploration of values, foster imagination and creativity, develop practical and perceptual skills and promote intellectual and aesthetic development. More particularly, they:

- promote distinctive ways of understanding self, developing individual abilities and finding personal satisfaction and enjoyment
- emphasise particular ways of communicating with others
- develop aesthetic awareness
- make an important social & economic contribution to our society
- develop an awareness of our heritage.

General Aims -

- Promote pupils' affective development
- Promote pupils' physical development
- Promote pupils' cognitive development
- Contribute to pupil's personal development

- Contribute to pupils' social development
- Promote an awareness of cultural heritage, values and diversity.

Our development of these aims will be through the teaching of art and design, drama, music and physical education:-

Specific Aims

Art and Design should provide all pupils with opportunities to consider, select and organise materials and media and develop knowledge of techniques, processes and skills, appropriate to the activity and to the individual's stage of development, in a learning environment which stimulates awareness and imagination to;

- use feelings, imagination and memory to develop, express and communicate ideas and solutions;
- enjoy and appreciate their own art and that of others, and to become aware of the influence of place, time, culture and material on the images and objects invented and created by artists, designers and crafts people.
- become more aware of the visual environment and their relationship to it.

Drama should provide all pupils with opportunities to reach new understandings and appreciation of self, others and the environment through imaginative dramatic experience to;

- communicate ideas and feelings through language, expression and movement, in real and imaginary contexts;
- develop confidence and self-esteem in their day-to-day interaction with others;
- develop sensitivity towards the feelings, opinions and values of others through purposeful interaction;

Music should provide all pupils with opportunities to;

- take an active part in music making, to invent music and to listen and to respond to music;
- realise their full musical potential, whatever their abilities;
- prepare for a lifetime of musical experiences and enjoyment through the development of musical skills, knowledge and understanding.

All children in P4 begin recorder tuition. To this end, it is advisable that each child purchases his own recorder and tutor book since skill is perfected through continuous practice not only at school, but at home too. It is preferred that recorders and tutor books be bought from the school. They are sold at discount price. Recorder playing continues up to and throughout P7.

Guitar tuition is offered to P6 & P7 pupils. All places are allocated at the moment.

Instrumental tuition, outside school hours, is offered to all pupils by Perth and Kinross Council. A prospectus is available from the school.

Physical Education should provide all pupils with opportunities to:-

- engage in purposeful and enjoyable physical activities;
- develop physical skills, knowledge and understanding of the concepts involved and the ability to apply these in various contexts;
- develop self-awareness, confidence and co-operative relationships with others and the ability to meet challenges presented in a variety of physical settings;
- develop life-long positive attitudes to health and fitness;
- develop critical appreciation of their own performances and those of others.

During the school year pupils in P5 & P6 visit Perth Leisure Centre for coaching in **swimming**. They are encouraged to work towards gaining proficiency certificates over 2 years. Free transport is provided by the Region.

To enable the school to fulfil these **Expressive Arts** aims we have the support, help and advice of Area Specialist who visit the school - (see page 2).

GENERAL ASSESSMENT

Assessment of each child's progress in school is a continuous process. Pupil Learning Plans are in their infancy at Abernethy. Pupils set personal targets in Maths and Language for a ½ term /term in advance, in conjunction with the teacher's Forward Plan. After a block of about six weeks the pupils make a self-evaluation of their progress, teachers make a comment and then parents are invited to comment. This happens three times over the school year.

A pupil report sheet, as issued in all our Authority schools, will be issued at the end of each session in May. A copy of this report will be kept in school and will be handed on when the child leaves to attend another school.

These formal reports form only part of our reporting to you, the parents. We welcome discussion of your child's progress, indeed only by such discussion can we be sure that we are doing the best we can for them. We would ask that visits for this purpose be made at the close of the school day when the teachers

are free to talk to you. An appointment should be made, or at Parent/Teacher contact sessions (usually November and in May after the annual report sheet has been given out).

PARENT/TEACHER CONTACT

Over the course of a school year there are 2 set occasions when you can come to discuss your child's progress. These are usually in **October/November and May/June**. (Our school reports go out by the end of May.) We operate an appointment system of 10 minutes per interview.

We have a **PARENT ASSOCIATION** and during the school year this Association will be involved in fund-raising events.

Chairperson	-	Mrs. A. Lindsay
Secretary	-	Mrs. J. Adams
Treasurer	-	Mrs. C. MacDonald

During the course of the school year parents and friends of the school can also meet at Christmas and Easter Services, concerts, sale of work (pupil enterprise), sports day and book fayre.

If you are at all interested in becoming involved in the day to day activities of the school by helping the class teacher during the school hours, contact the school. If you are a keen musician, artist, crafts person, sports person, etc. you are warmly invited to come and share these skills with both pupils and staff.

SCHOOL BOARD

Chairman	-	vacancy
Clerk	-	Mrs. Linda El-Miligy
Committee Parent Members	-	Mr. J. Wallace (acting Chair), Mrs. H. Martin, Mr. M. Hirst + vacancy
Co-opted Members	-	Mr. D. Thorman
Teacher Member	-	Mrs. B. Emerson (P.T.)

HOMEWORK

Homework is given as much to allow parents to keep in touch with what the children are doing as for the benefit of the child. However, particularly for the older children who will be expected to do homework at their secondary school, it is no bad thing that they should learn to do a little at home.

No weekend homework is supplied unless under exceptional circumstances. Also, due to our strange weather, it may be the case to forego homework when the weather is good! A bit of encouragement from parents to see that homework is carefully done would be appreciated, however.

Aims

- to consolidate school learning experiences at home.
- to investigate and prepare work in advance of a lesson to make effective use of class time.
- to give parents an opportunity of observing the pupil's current work.

Time allocation for homework - Monday to Thursday only

The amount of homework increases gradually from P1 onwards reaching 30-40 minutes for some evenings in P7. The amount of time spent on homework will be affected by a pupil's ability. Therefore some pupils may take longer and some may take less.

If a pupil forgets to do homework the pupil may be required to do it at breaktime the following day. Homework left at home can be handed in the following day. It may be the case that homework might not be given out on each of the school nights. And, certainly, when it comes to the summer term, and the autumn term too, this may be the case. (See 'A Guide to Homework' for further information.)

Homework will include the following

- Reading (P1-P7)
- Spelling (some P1 upwards)
- Maths sacks (P1 upwards)
- Learning multiplication tables (P3 upwards)
- Maths (P3 upwards)
- Recorder(P4 upwards)
- Environmental Studies/Religious & moral Education/Personal & Social Development/Health (P4 Upwards) – enquiry skills
- Spontaneous work – where homework arises from an idea that teacher or pupils have during work in class

EXTRA-CURRICULAR ACTIVITIES

It is hoped to take P7 pupils away every year (dependent on numbers), in April/May/September, for an Environmental Field Studies Week at Ardeonaig Outdoor Centre by Loch Tay. The children will be offered a mixed week of leisure pursuits and fieldwork activities (e.g. minibeasts, weather). During the evenings pupils will be presented with other leisure activities.

Saving for this holiday may be commenced as soon as any parent wishes. The approximate cost of the Ardeonaig Trip is £200.

Scottish Country Dancing, Football, Basketball and Chess are offered to pupils as after school activities for P4-P7. These activities are led by Mrs. A. Webster, Mrs. P. Herd, Mrs. A. Booth and Mr. Z. Jack and Mr. A. Herd respectively.

PUPILS WITH ADDITIONAL SUPPORT NEEDS (ASN)

School Policy

Our policy is to support as much as possible the education of pupils with additional support needs along with their peer group, in the normal classroom situation. Individually targeted work at a level accessible to the child and designed to support the learning progress would normally be provided by the class teacher, Support for Learning teacher or Support for Learning Assistant. Progress would be monitored from day to day and would be regularly reported to parents who would be consulted if any change in the programme of support was to be considered.

The aim must always be to promote the maximum degree of independence in learning, personal management and social activity, of which the child is capable.

In cases where specialised equipment is identified as being necessary to facilitate a child's progress within the peer group, the school and Education Authority will take action to provide it, where possible.

MEDICAL PROBLEMS, OTHER THAN ASN

Where children have a speech or hearing impairment, parents are contacted and asked for their co-operation for treatment to commence in Perth.

After the screening of pupils in P1 and P5 for hearing problems, if parents are informed that the child/children have to visit the clinic it would be greatly appreciated if the school could be informed.

Otherwise, we cannot begin to help your child/children in the classroom situation. We are not told directly by the Health Board.

SUPPORT FOR LEARNING

Mrs. E. Taylor is our visiting learning support teacher. She attends pupils 1 ½ days a week at Abernethy. When teachers feel pupils are under-achieving, and not necessarily due to low ability, parental consent is sought for the Support for Learning Teacher's help. Mrs. Taylor is asked to diagnose the problem and to liaise with the class teacher in the formulation of an individual programme which will be monitored. This pattern is similar for other Perth High School feeder primaries.

The Education Psychology Service and Social Work Departments may also advise the school and family when the need arises but always with prior parental consent.

Any child believed to have a special aptitude in any area of the curriculum is encouraged and given the full support of the school. Parents are advised that they may wish to introduce their child to, for example a specialist club like gymnastics or drama.

SCHOOL RULES AND DISCIPLINE

AIMS

Through its Discipline Policy, Abernethy School will promote an atmosphere within which pupils will feel secure and be able to mature socially and educational. The atmosphere of the school will be one of a caring unit with mutual consideration shown by teacher-pupil, pupil-teacher and pupil-pupil. The school will work towards developing self-discipline and caring pupils, capable of displaying self-restraint and socially acceptable behaviour both in and out of school.

The school will actively pursue an anti-bullying campaign designed to increase pupils' knowledge and awareness of such behaviour, the various forms it can take, and the unacceptable nature of bullying socially.

We aim to keep specific rules to a minimum but a few are necessary for the children's safety, e.g. no child is allowed out of the playground at break times without permission.

Otherwise, reasonable standards of behaviour are expected from the children based on respect of each other's needs and property.

If a child does prove to be disruptive we would contact his/her parent/guardian at an early stage and hope that between us we could resolve the problem. But, the general rule is that if on 3 occasions a child has proved to be disruptive, disobedient, etc., then parents will be contacted by the Head Teacher to clarify any difficulty the child may have in complying with the rules. In extreme cases of discipline, parents will be asked to make certain assurances regarding their child's behaviour before the child can continue his/her education at this school. The Head Teacher can authorise an exclusion period if necessary but we hope that this never happens.

Bullying

The school has an anti - Bullying.

Dealing with Bullying

Our school's definition, in agreement with parents who formed a "Bullying Working Group", is - Bullying is the wilful conscious desire to hurt, or threaten, or frighten someone else. All bullying is aggression, either physical, verbal or psychological, although not all aggression is necessarily bullying. Bullying is aggressive, but it is more complex behaviourally than a punch-up or foul language.

Bullying is a repetitive action. If a child is taunted/hurt more than once by the same person, this is regarded as bullying.

If a child is taunted/hurt more than once by several persons, this is also regarded as bullying.

What counts as bullying

Our school includes the following items in its interpretation of the definition.

- Constant verbal harassment - teasing, taunting.
- Physical assault - punching, kicking, hair pulling, biting, etc. (but not in retaliation).
- Intimidation or manipulation through another person.
- Exclusion - e.g. "sending someone to Coventry".
- Extortion - demanding money with menaces.

Our Aims are:-

- To prevent bullying.
- To deal with bullying if it occurs.
- To build on our school discipline policy.
- To fit in with our social education policy.

Anti-Bullying Action

- We will always take an incident/report seriously.
- We will take action as quickly as possible.
- All respective teachers, and Head Teacher will be informed. Incidents will be dealt with by questioning on their own, the victim, the bully and then both parties will be brought together to try and resolve the disagreement. Parents of both parties will be notified when incidents are recognised as being of a bullying nature and the child/children required to stay in class over interval times.

Each term the following information is addressed with all classes and new pupils informed during their first week.

Pupils' advice sheet

A leaflet about behaviour - for pupils

1. When someone is being bullied or is upset, speak to someone at **SCHOOL OR AT HOME. IT'S NOT WRONG TO TELL.**
If the same person has teased you, punched or kicked you, tell someone.
It is bullying - if that person is doing it to others - if it's been done to you twice by the same person.
2. Play becomes bullying when it spoils other children's play.
3. Teachers will be making spot checks of the playground, corridors and toilets regularly.
4. Pupils who behave during the day will be awarded points and praised for good behaviour.

5. Avoid rough play and play fights.
6. Don't grasp anyone around the neck.
7. Don't hang around the toilets or in corners.
8. People who misbehave will be punished, parents will be contacted.
9. Pupils who do misbehave after parents have been informed will not be allowed to represent the school at concerts, sports events, etc.
10. **IF SOMEONE IS MAKING YOU OR ANYONE ELSE UNHAPPY, TELL SOMEONE.
IT IS NOT WRONG TO TELL.**

Advice to Parents - Signs to watch for.

- Watch out for an unwillingness to attend school, persistent headaches or other minor ailments, missing items, torn clothing, bruising or a request for extra money.
- Find out about who your child plays with, what they do at playtime and what he does on the way home.
- If you feel your child is being bullied, contact the school immediately & ask to speak to the class teacher, in the first instance, who will deal with the incident initially. Tell your child there is nothing wrong with him/her.
- If, after the meeting/communication with the class teacher/head teacher, the bullying continues, keep a note of all other incidents and inform the school.
- If the bullying persists the Education Department may be involved and exclusion/suspension may follow.
- Do not encourage your child to hit back, but do encourage your child to enlist friends because someone who has friends around is less likely to be bullied.
- Parents should take responsibility for their own children outside of school.

N.B. Parents can personally contact the Education Department for further advice.

SCHOOL AND COMMUNITY LINKS

Parents/Family/Guardians, other schools, Business, Education Service/Council Service, Community Groups and other adults are all involved in the life and work of the school. The school has been involved with national litter lifts, church services, curricular visits and projects, cross generation work and financial support from community in the life and work of the community.

CHILD PROTECTION

Given on-going public concern on the subject of child abuse, and 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.

Mrs. M. Miller is the school's Child Protection Officer.

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

As a school we have good contacts with the School Medical Officers, Social Workers and Police, any or all of whom may become involved if abuse is suspected.

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

HEALTH CARE

Regular visits are made to the school by the school's doctor and dentist. Parents will be informed in advance of those visits if their child is to be seen, and will be asked to sign a consent form before any dental work is carried out.

If a child is receiving medication it is preferred that the school is not required to administer it. However if medicine must be taken at school the class teacher must be advised of this in writing and the pupil must be able to administer it.

If a child takes ill during the school day or if there is an accident in which a child is injured, it is important that we are able to get in touch with parents or some responsible friend. I would stress again the need for us to have a contact we can reach on such occasions.

NURSERY

Each nursery provision will have a defined locality which may not be the same as the primary school catchment area. Localities are agreed and registered with the School's Improvement Service within Education & Children's Services. The designated nursery provision for this school is Abernethy Primary's nursery class.

Further details of nursery provision in Perth & Kinross Council are available in the Council's "Policy & Guidelines for Admission to Nursery Schools and Classes for School Session 2005-2006".

MEALS

Pupils who choose to remain at school over the lunch hour have the choice of:-

- bringing a packed lunch
- having a school meal

All children remaining in school over the lunch hour eat in the main hall, where a supervisory assistant is always present.

We ask that parents refrain from supplying peanuts and/ items with peanuts in them as we have children with a peanut allergy.

The present charge for a school meal is £1.50 per day.

UNIFORM & CLOTHING

Our school does have a uniform but it is not compulsory. It includes:- grey jumper/cardigan, red sweatshirt, grey skirt/trousers, white blouse/shirt and an orange/green/white tie.

The sweatshirts may be ordered by contacting the school office. Payment is made at the time of ordering.

The tie can be bought from Aitken & Niven, George Street, Perth.

EMERGENCY CLOSURE

Very, very occasionally it is sometimes necessary to close the school at short notice. For any closure, the school maintains a list of priority families for contact/escort purposes since these pupils live in outlying areas, require crossing, and have a greater distance to walk. The areas are as follows:-

Aberargie
 Glenfoot to Glentarkie,
 North side of Perth/Newburgh Road,
 Bloomfield to Castlelaw,
 South side of Perth/Newburgh Road - east of Main Street,
 Gattaway,
 To Wester Clunie,
 (Bridge of Earn).

If you feel your address warrants the same attention please contact the school.

For any emergency closure, while pupils are in school, pupils living at non-listed addresses would be expected to go home if they believed parents were at home. If no-one is home they must return immediately to school. Teachers will ask pupils if they are doubtful of anyone being at home and will

then telephone to check. Teachers will contact parents who are known not to be at home to check on emergency addresses.

It is therefore important that emergency contacts and parental job changes are given to the school immediately because difficulties arise when parents cannot be contacted.

Closure for snow

The arrangements above will stand with the addition of the following:-

1. If it is snowing before school opens, you can decide for yourself whether you wish to send your child/children to school. You should advise the school if you are to be keeping pupils at home.
2. And similarly, if snow falls during school hours, you can, without phoning for permission, come in and take pupils home by informing the class teacher on arrival at school.

Radio Tay may be used by the school to alert parents if there is to be a closure during snow conditions, if the heating fails, or for any other valid reason.

EQUAL OPPORTUNITIES

A fundamental aim of our school is to recognise the value and worth of each individual. This key principle underpins equal opportunities. All pupils have access to a range of educational teaching in the formal, the informal and the hidden curriculum.

Should you have concerns regarding any form of discrimination or restriction of opportunity, the school would welcome this being brought to its attention and can advise you on how to proceed, as the school's procedures reflect the Council's guidelines.

SCHOOL COSTS

The SOED Circular 10/93 requires schools to issue costs per pupil. For the December 2005 handbook, this information is based on the roll as at the September, 2005 census and on the budget expenditure for the financial year 2004/2005.

It is misleading to suppose that a school automatically offers a better deal for pupils because its costs per pupil are higher. It would also be unrealistic to assume that schools with lower unit costs than others are necessarily managed more economically and efficiently.

Costs per pupil are dependent on a considerable number of factors. For instance, the size of the school plays a big part in determining costs per pupil, and a small primary school in a rural area is almost certainly likely to have a much higher unit cost than a large primary school.

Other schools have particular situations - an annexe for example - which may considerably raise their unit costs.

In comparing unit costs of their child's school with regional and national averages therefore, parents should be careful to consider such matters before making a judgement either on the quality of provision in the school or on the schools "value for money".

Budgeted Running Costs 2004 - 2005 Financial year (See Appendix 2)

The roll figure shown is as recorded in the September, 2004 school census.

The total 2004/2005 budget expenditure figure at April 2005 is as provided by the Perth & Kinross Council education department.

The unit cost figure for the school, calculated by dividing the September 2004 roll figure into the total 2004/2005 budget figure, has been rounded, where necessary, to take account of the fact that it has been calculated from a budget figure which is itself rounded consistent with the School Board Regulations.

Regional/national averages have been calculated over the population of education authority and grant-aided schools.

ATTENDANCE

By law, parents are required to ensure that their children attend school regularly. When a child is absent from school the parents are required to provide a written explanation of the child's absence on his/her return to school. A telephone message alerting us to absence is very useful with regard to pupil safety on the way to school. When a child has been noted to have been absent frequently and with no written explanation from a parent/guardian the following procedures will be followed.

1. The child's class teacher will make enquiries of the parent/guardian concerned
2. Where there is no co-operation with class teachers (following 1) the Head Teacher will write to the parent/guardian concerned.
3. Failing "procedure 2" the attendance officer of Perth & Kinross will be asked to intervene.

It is hoped to restore "the situation" at the earliest possible stage and procedures 2 and 3 need not be followed.

If a child is taken ill during the school day and a parent/guardian is informed and if a decision is made by the parent/guardian to take the child home, teaching staff should be informed of this at the time of departure.

Attendance Figures

(See Appendix 2)

The Scottish Office has directed through regulations that attendance figures for all primary, special and secondary schools in Scotland be published in school handbooks.

The figures relate to attendance and absences of pupils in school year 2003-2004 and 2004-2005 attendance data and targets for 2004-05 (August 2004 – June, 2005 inclusive). Because of regional variations in the interpretations and guidance applied in respect of the 2004-2005 attendance data, the national average absence rates should be regarded as indicative only.

PERTH & KINROSS COUNCIL'S EDUCATION DEPARTMENT **Working Together**

Our aims include

- meeting educational needs of young people, parents, users of our services and the wider community
- providing equal access to educational opportunity and service, regardless of gender, creed, race, social status or disability
- continuing to develop the quality of education in Perth & Kinross.

Our Commitment to You

- to** value as an individual and support your contribution to your son/daughter's education
- to** provide you with an effective and suitable education as a user of our services
- to** provide you with the necessary information at all times and to consult you on major issues and/policies
- to** respect your views and beliefs
- to** welcome you into any of our educational establishments
- to** provide access at times suitable to you
- to** provide a safe and caring environment for learning
- to** keep personal information confidential wherever possible
- to** provide you with access to the information you require
- to** reply to your enquiries as soon as possible and certainly within ten working days
- to** welcome your comments and criticism and to respond positively to you
- to** help you resolve any difficulties within an easily understood complaints procedure

Your Commitment to Us

- to** respect our staff, treat them fairly and support their work
- to** provide support for learning at home
- to** keep us informed about matters which may affect your child's learning
- to** meet with us when required in support of your child's education
- to** make any criticisms or complaints in a constructive way
- to** help us resolve any difficulties, if necessary, through our complaints procedure
- to** be realistic in your expectations of us

Resolving Difficulties and Complaints

- All staff of the Education Department aim to provide you with a service which satisfies your educational needs.
- If a difficulty does arise, we want to resolve it with you as quickly as possible.
- It is important that difficulties are dealt with in a calm and positive way and using the following procedures will help us to help you.

Stage 1 - Your Local School or Centre

- If an issue or difficulty arises at a school or centre or local office, it is in everyone's interests to resolve it there.
- If the matter has not been resolved locally please ask to see the person in charge. If she/he is not available at the time, our staff will help you to define your concern, in writing if you wish, and will arrange a convenient date for a meeting with the person in charge within three working days.

Stage 2 - The Education Department

- The first point of contact with the Education Department is the Director of Education & Children's Services who is based at the Education Office.

Director of Education & Children's Services,
Perth and Kinross Council,
Pullar House,
35 Kinnoull Street,
Perth PH1 5GD.
Telephone 01738 475200

Stage 3 - Making a Formal Appeal

- It may be that the issue which you are raising is already covered by the law or government regulations. Examples would be a placing request or the award of a further education bursary. In such circumstances, the Education Department will ensure that you are informed of your rights and the procedures involved.
- Where neither the law nor government regulations are involved, you may refer your complaint to the Chief Executive. This may be done by writing to the Chief Executive or to the Director of Law and Administration, Perth & Kinross Council (Education Department).

You may wish to contact your Local Councillor at an appropriate stage in the procedure in order that your Local Councillor can discuss the matter with the Director of Education & Children's Services. The Local Councillor is Mrs Kathleen Baird, Easter Clunie, Newburgh, Fife.

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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, and to offer places in that school to pupils resident within that area.

In accordance with the provisions of the legislation mentioned at the start of this handbook, 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 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.

NB **Within denominational schools places will be allocated first to children who have been baptised in the Roman Catholic Church.**

Priority 2 - Children not normally resident within the catchment area of the specified school, but having a brother or sister (or relative permanently living at the same address as part of an extended family*) in attendance at that school.

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

*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.

When it is necessary to refuse only some placing requests within any one of the above three categories, priorities will be determined by the single criterion of distance from the specified school, with priority being given to children whose normal place of residence is closest to the specified school.

NB **Within this context the denominational criteria in Priority 1 would still result in the single criterion of distance being operated.**

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

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

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

Any pupil who attends a primary school other than the one proposed by the Authority (ie as the result of a placing request) and who is due to transfer to a secondary school will be offered a place at the secondary school in whose catchment area he/she lives. Application forms and booklets may be obtained from Headteachers or Education & Children's Services, Pullar House, 35 Kinnoull Street, Perth PH1 5GD.

B School Commencement Arrangements

The school entry date in Perth and Kinross is the first day of the school session (Tuesday 15 August 2006). A child is of compulsory school age on the first school entry date from his/her fifth birthday. If his/her fifth birthday falls on or before the last day in February, he/she may attend school from the previous August, 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 by a given date, normally the end of January. They will be invited to contact the Headteacher for further information about registration arrangements.

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

Early Registration

Parents who enquire about the possibility of early registration (ie, of children whose fifth birthday falls after the last day of February) should note that early entry is discouraged, but are advised to contact Education & Children's Services on 01738 476200 for details of the special appeals procedure whereby such requests are considered.

C Equal Opportunities

Perth & Kinross Council is committed to equality of opportunity in all establishments and services. We have a duty to promote and develop the practice of equality of opportunity for all members of our community regardless of:

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

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

D School Meals

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

Pupils in Primary schools are offered a two course meal with a choice of main course, supplemented by salads and bread, and which meet the new Scottish Nutrient Guidelines for School Meals.

Secondary Schools operate a cafeteria style service with healthy choices being made available.

There is a fixed charge for a meal in a Primary school, whilst in Secondary schools the cost varies according to the individual choice from the menu.

The provision for pupils in special schools corresponds with that in Primary schools. Pupils who require medically prescribed diets can usually be accommodated within the school lunch service. A medically prescribed diet is one which has been prescribed by your GP or a hospital doctor. This does not include pupils who simply dislike certain foods. Written evidence from a doctor or registered dietician will be required prior to making special arrangements.

All such requests should be made to the Catering Services Manager who, upon approval, will ensure that the provision is properly arranged within the food service's delivery system.

Note:

Vegetarian meals are frequently provided as part of the Primary school menu choice. Any request for everyday availability can be made through the school cook or Head Teacher. Vegetarian options are provided daily within Secondary schools.

For further information please contact:

**CATERING SERVICES MANAGER
CATERING SUPPORT TEAM
FINANCE/RESOURCE SERVICES
EDUCATION AND CHILDREN'S SERVICES
PERTH AND KINROSS COUNCIL
PULLAR HOUSE
KINNOULL STREET
PERTH
PH1 5GD**

TELEPHONE 01738 476341

Who is eligible for Free School Meals?

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

- Income support (IS)
- Income based Job Seeker's Allowance (JSA)
- Child Tax Credit (CTC), but not Working Tax Credit, depending on your income [05/06 as assessed (currently) by the Inland Revenue]
- If you are between 16 and 18 years old and receive any of these benefits in your own right, you can claim free school meals for yourself.
- You may also be eligible if you are an asylum seeker receiving support under Part VI of the Immigration Act 1999

Application forms may be obtained from Headteachers or Education & Children's Services, Pullar House, 35 Kinnoull Street, Perth PH1 5GD. They are also downloadable from the internet at the following link: <http://www.perthshire.com/residents/learning/Education.htm>

E School Clothing Grants

If you are in receipt of Income Support or Income-Based Jobseekers Allowance, Education & Children's Services will consider one application per year for a grant towards the cost of purchasing essential clothing to enable children, up to the age of 16, to attend school.

The school clothing grant will be given in the form of giro cheques which can be cashed at a Post Office, specified by the applicant, towards payment for school clothing/footwear.

Application forms may be obtained from Headteachers or Education & Children's Services, Pullar House, 35 Kinnoull Street, Perth PH1 5GD. They are also downloadable from the internet at the following link: <http://www.perthshire.com/residents/learning/Education.htm>

F Music Tuition

The cost for music tuition is £212 per year, with an additional charge of £70 per year for pupils who are involved in central group activities eg orchestra.

Free music tuition is available to all pupils doing SQA courses and for those whose parents are on Income Support or Income-Based JobSeekers Allowance. Application forms are available from Headteachers or Education & Children's Services, Pullar House, 35 Kinnoull Street, Perth PH1 5GD. They are also downloadable from the internet at the following link: <http://www.perthshire.com/residents/learning/Education.htm>

G 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.

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 have the right to appeal to the Review Sub-Committee of Education and Children's Services, only on the grounds of safety or if transport is withdrawn.

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.

H Additional Support Needs

Within Perth & Kinross a range of provision exists for pupils with additional support needs. A policy of supported mainstream inclusion is complemented by a range of specialist provisions. These are either attached to or part of mainstream schools. In addition, there is one primary and one secondary special school which meet the needs of pupils with profound and complex difficulties.

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

Parents moving into the area should contact:

**CHILDREN & SUPPORT SERVICES
EDUCATION & CHILDREN'S SERVICES
PULLAR HOUSE, 35 KINNOULL STREET
PERTH PH1 5GD
TELEPHONE: 01738 476390**

I School Boards

In accordance with the School Boards (Scotland) Act 1988, all schools are entitled to have a board. Each board consists of elected parents, school staff and co-opted members - the size of the board being determined by the roll of the school.

Currently 69 of the 89 primary, secondary and special schools in Perth and Kinross Council have school boards. Details of the board are obtainable from the clerk to the board who can be contacted through the school.

Education & Children's Services maintains an electoral roll of parents. It should be noted that entry on the register is not automatic - it is the responsibility of parents to register as voters. Parents of new pupils will be sent a registration form by Education & Children's Services.

The Scottish Schools (Parental Involvement) Bill is currently being considered and proposes changes to the existing legislation for School Boards. It is anticipated that those changes may be introduced by August 2007.

J Insurance

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

- theft of personal belongings
- a pupil's own negligent actions
- the actions of a third party, ie another pupil
- mobile phones
- expensive personal items, ie CD players, personal stereos.

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.

K Child Protection/Looked After Children

Child Protection

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

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

As a school we have good contacts with School Medical Officers, School Nurses and Police, any or all of whom may become involved if child protection concerns arise. Beyond this, close working relationships exist with social work staff who are also part of Education

& Children's Services. Any discussion to bring in an outside agency will only be taken after involving the School Child Protection Officer

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

Should you wish to talk further about child protection and the safety of children please feel free to contact your child/children's school.

Looked After Children

Each school has a designated teacher who deals with all matters relating to children who are 'looked after' eg accommodated in foster or residential care, or who are subject to a supervision order through the Children's Hearing.

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

L Access to Information – Parents and Pupils

Parents

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

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

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

Pupils

Pupil records and other educational records (except Records of Need), held by an education authority are generally accessible under the disclosure provisions of the Data Protection Act 1998.

- It is the person who is the subject of the record who is generally entitled to access (ie the pupil)
- A pupil of 12 or over is presumed to have the understanding required to allow him/her to seek access
- This would not apply where the pupil has a learning disability which the education Authority considers affects the pupil's ability to understand and exercise this right, making the pupil incapable in this respect.

- Where a pupil is not capable of exercising this right him/herself, a parent is generally entitled to exercise this right on behalf of the pupil as the pupil's legal representative.
- Parents cannot seek access under the Data Protection Act in their own right, but only as legal representative for a pupil who is not able to do it for themselves.
- The request must be in writing
- The person seeking access must provide the Authority with sufficient information to satisfy the Authority of his/her identity and to enable the authority to locate the information requested.*
- The Authority must comply with a request within 40 days of receiving a validated request. (A validated request means that the information requested at *(see above) has been provided).

This is only a brief outline of the basic legal provisions. The 1998 Act and regulations made under it contain further detailed rules. They also provide for certain exemptions from the right of access.

M Transferring Education Data about Pupils

Education authorities and the Scottish Executive Education Department (SEED) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?

Data on each pupil is collected by local authorities and SEED. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but they **are not** passed to SEED. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by SEED.

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, we hope that the explanations contained in this message and on SEED's website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SEED and education authorities 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 exam results. Accurate and up-to-date data allows SEED, education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors that influence pupil attainment and achievement
- target resources better

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of

Practice requirements and other legislation related to safeguarding the confidentiality of data.

The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SEED works with a range of partners including HM Inspectorate of Education 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 of data will be done under the strict control and prior agreement of the Data Sharing Panel in SEED, which 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.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, SEED, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, www.scotxed.net.

N Family holidays

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

O Care Standard Inspections

With effect from April 2002, the Care Commission has a responsibility to inspect all nursery schools and classes on an annual basis. These inspections are part of the Regulation of Care Standards within Early Education & Childcare. Further information on Care Commission inspections is available from the Headteacher or the Care Commission (telephone 01382 207100).

P 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, Head Teachers will inform parents.

Q 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

**SCHOOL IMPROVEMENT SERVICES
EDUCATION & CHILDREN'S SERVICES
PERTH AND KINROSS COUNCIL
PULLAR HOUSE
35 KINNOULL STREET
PERTH PH1 5GD
Telephone 01738 476200**

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 Communications Manager 01738 476873

اگر آپ کے کسی جاننے والے کو اس دستاویز کی نقل کسی دوسری زبان یا شکل میں درکار ہو، (کبھی کبھی یہ دستاویز کے ترجمے کا خلاصہ ہی پیش کیا جائے گا)، اس کا انتظام 01738 476873 پر Communications Manager سے رابطہ کر کے کیا جا سکتا ہے۔

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

Communications Manager 01738 476873

來替你安排

INFORMATION FOR PARENTS 2005

PRIMARY SCHOOLS

5 – 14 Attainment Levels for June 2004 and June 2005

		Previous level of performance (June 2004) % of P3, P4, P6 & P7 roll attaining or exceeding minimum 5 – 14 levels for their stage	Present level of performance (June 2005) % of P3, P4, P6 & P7 roll attaining or exceeding minimum 5 – 14 levels for their stage
Reading	School	79	82
	Education Authority	81.8	83
Writing	School	67	70
	Education Authority	73.5	76
Mathematics	School	82	74
	Education Authority	81.4	84

The Scottish Executive Department has decided that it will no longer collect data for 5-14 levels. This means that it will not be possible to provide a national average.

Information on 5-14 levels nationally is now to be gauged through the Scottish Survey of Achievement outcomes. These will be published on an annual basis.

**INFORMATION FOR PARENTS 2005
PRIMARY SCHOOLS**

School: Abernethy Primary School	Id No.: 340 - 5340128
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Budgeted Running Costs For Financial Year 2005-06

School Roll at September 2004	114
Total School Running Costs at April 2005 (£)	427,379
Cost per Pupil (£)	3,749

Attendance And Absence For School Year 2004/05

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	7,646	5,980	6,194	6,120	5,170	6,454	8,488	46,052
Percentage Authorised Absences	3.3	2.4	1.5	2.0	0.7	2.7	2.9	2.3
Percentage Unauthorised Absences	0.9	0.3	0.4	0.5	0.6	0.8	1.7	0.8

Minimising Overall Absence

	Absence recorded (2003/2004) Average number of half days absence per pupil	Absence recorded (2004/2005) Average number of half days absence per pupil
Absence	11.9	11.9

**INFORMATION FOR PARENTS 2005
PRIMARY SCHOOLS**

Education Authority: Perth & Kinross

Budgeted Running Costs For Financial Year 2005-06

School Roll at September 2004	10,257
Total School Running Costs at April 2005 (£)	30,349,245
Cost per Pupil (£)	2,959

Attendance And Absence For School Year 2004/05

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	535,726	542,845	581,155	572,091	564,230	574,500	601,839	3,972,386
Percentage Authorised Absences	3.2	3.1	2.6	2.9	2.8	2.8	3.0	2.9
Percentage Unauthorised Absences	1.2	1.3	1.4	1.3	1.2	1.5	1.5	1.4

Minimising Overall Absence

	Absence recorded (2003/2004) Average number of half days absence per pupil	Absence recorded (2004/2005) Average number of half days absence per pupil
Absence	15.9	16.5

INFORMATION FOR PARENTS 2005 PRIMARY SCHOOLS

National Data

Budgeted Running Costs For Financial Year 2005-06

School Roll at September 2004	398,148
Total School Running Costs at April 2005 (£)	1,228,305,679
Cost per Pupil (£)	3,085

Attendance And Absence For School Year 2004/05

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	19,422,059	20,728,426	21,148,634	21,247,386	21,608,182	21,913,571	22,154,659	148,222,917
Percentage Authorised Absences	4.5	4.3	4.0	3.9	3.9	3.9	3.9	4.1
Percentage Unauthorised Absences	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9

Minimising Overall Absence

	Absence recorded (2003/2004) Average number of half days absence per pupil	Absence recorded (2004/2005) Average number of half days absence per pupil
Absence	18.0	18.9

School Terms and Holidays 2005/2006

Autumn Term	Start End	Staff Pupils	Monday 15 August 2005 Tuesday 16 August 2005 Friday 30 September 2005	35
Autumn Holiday	Start End		Monday 3 October 2005 Friday 14 October 2005 (10 school days)	
Winter Term	Start End		Monday 17 October 2005 Friday 23 December 2005	50
Christmas Holidays	Start End		Monday 26 December 2005 Friday 6 January 2006 (10 school days)	
Spring Term	Start End		Monday 9 January 2006 Friday 31 March 2006	60
Spring Holidays	Start End		Monday 3 April 2006 Monday 17 April 2006 (11 school days)	
Summer Term	Start End		Tuesday 18 April 2006 Thursday 29 June 2006	53
Total				198 days
May Day Holiday			Monday 1 May 2006	(1)
2 Days Holiday - To be fixed by the School Boards after Consultation with the Education Authority				(2)
Total Number of workdays for Staff				(195)
Number of school days for pupils in session 2005/2006 after deduction of 5 in-service training days				190
Session 2006-2007	Start	Staff Pupils	Monday 14 August 2006 Tuesday 15 August 2006	

School Terms and Holidays 2006/07

Autumn Term	Start End	Staff Pupils	Monday 14 August 2006 Tuesday 15 August 2006 Friday 29 September 2006	35
Autumn Holiday	Start End		Monday 2 October 2006 Friday 13 October 2006 (10 school days)	
Winter Term	Start End		Monday 16 October 2006 Friday 22 December 2006	50
Christmas Holidays	Start End		Monday 25 December 2006 Friday 5 January 2007 (10 school days)	
Spring Term	Start End		Monday 8 January 2007 Friday 30 March 2007	60
Spring Holidays	Start End		Monday 2 April 2007 Friday 13 April 2007 (10 school days)	
Summer Term	Start End		Monday 16 April 2007 Wednesday 27 June 2007	53
Total				198 days
May Day Holiday			Monday 7 May 2007	(1)
2 Days Holiday - To be fixed by the School Boards after Consultation with the Education Authority				(2)
Total Number of workdays for Staff				(195)
Number of school days for pupils in session 2006/2007 after deduction of 5 in-service training days				190
Session 2007- 2008	Start	Staff Pupils	Monday 13 August 2007 Tuesday 14 August 2007	

Notes - Commencement of SQA Examinations - 3 May 2007 (subject to confirmation)

Easter Sunday - 8 April 2007

SCHOOL INFORMATION

The school handbook is legally required to contain some information and this is marked below with an asterisk*. Those areas which are not marked are Perth & Kinross Council recommendations only.

- 1. Introduction***
- 2. Delineated area***
- 3. Factual Information***
- 4. School Aims**
- 5. Visits**
- 6. Organisation of School Day***
- 7. Uniform/Clothing***
- 8. Curriculum**
 - (a) Language**
 - (b) Maths**
 - (c) Environmental Studies**
 - (d) Expressive Arts**
 - (e) Religious/Moral Education***
 - (f) Homework***
 - (g) Pupils with Special Education Needs***
 - (h) Assessment***
 - (i) Reporting**
- 9. Extra curricular activities**
- 10. Discipline***
- 11. School Rules***
- 12. Attendance***
- 13. Health Care***
- 14. Instrumental Tuition***

15. School Boards**16. School & Community links*****17. Name of Child Protection Officer****18. Special Education Needs*****19. Spiritual, Moral, Social & Cultural Values***

The development of Pupils' Values
 Religious & Moral Education
 Parental Rights
 Religious Observance

20. Attendance Rates – Authorised & Unauthorised absence***21. School Costs***

The SOEID Circular 10/93 requires schools to issue costs per pupil. For the December 2003 handbook, this information is based on the roll as at September 2003 census and on the budget expenditure for the financial year 2002/2003.

It is misleading to suppose that a school automatically offers a better deal for pupils because its costs per pupil are higher. It would also be unrealistic to assume that schools with lower unit costs than others are necessarily managed more economically and efficiently.

Costs per pupil are dependent on a considerable number of factors. For instance, the size of the school plays a big part in determining costs per pupil, and a small primary school in a rural area is almost certainly likely to have a much higher unit cost than a large primary school.

Other schools have particular situations – an annexe for example – which may considerably raise their unit costs.

In comparing unit costs of their child's school with regional and national averages therefore, parents should be careful to consider such matters before making a judgement either on the quality of provision in the school or on the school's "value for money".

22. Nursery

Each nursery provision will have a defined locality which may not be the same as the primary school catchment area. Localities are agreed and registered with the Schools Improvement Service within Education & Children's Services. The designated nursery provision for this school is _____

Further details of nursery provision in Perth & Kinross are available in the Council's "Policy & Guidelines for Admission to Nursery Schools and Classes for School Session 2005-2006".

23. Arrangements for Emergency Closures

24. Other information

- (a) Comments on the overall achievements of pupils and details of other awards, eg sports, music or the arts.
- (b) The school's aims with regard to parental partnership.