

Blairgowrie High School



ASPIRE ~ EMPOWER ~ ACHIEVE

School Handbook Academic Session

2024/2025



Education & Children's Services
Improving Lives Together
Ambition | Compassion | Integrity



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 (November 2022), further changes may have occurred since then.

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School information

Head Teacher's Introduction

Dear Parents and Carers

Starting secondary school is an exciting transition in the lives of young people. Parents, carers and young people have many questions (and sometimes concerns) about the school they are joining. To help answer any questions you may have, we have put together this handbook as an introduction to the people, the subjects and the experiences which your child will encounter on joining us. It contains lots of practical details about school routines and procedures. Our school website (Blairgowrie High School- blairgowriehs.org.uk) is also a useful source of information and is updated regularly.



I hope that this handbook will also demonstrate how we care for the pupils entrusted to us. If, however, we have missed out anything that you need to know, please take the chance to ask me or one of my colleagues during any of our meetings or by contacting us directly (by letter, telephone or email).

Pupils wrote and devised our school vision statement – **ASPIRE ~ EMPOWER ~ ACHIEVE**. This is underpinned by our school values. Our values are based on the UN Convention on the Rights of the Child (UNCRC).

Ambition	Service	Perseverance	Integrity	Respect	Excellence	
EMPOWER						
Access to:	Community	Happiness	Inclusivity	Equity	Values	Education

We strive to offer all pupils the highest possible standard of education, closely fitted to their individual needs and delivered in a safe, caring and stimulating environment where they can be happy and secure and encouraged to ASPIRE to be the best they can and are EMPOWERED to ACHIEVE.

As parents and carers, you are our key partners in your child's education and important members of our school community. The partnership between pupils, staff and parents is at the heart of our school community. We also work closely with many local businesses, the wider community and many support agencies in Perth and Kinross Council to give each of our pupils a broad and deep experience of education.

Of course, a handbook cannot reproduce the atmosphere of a school and there will be many opportunities for you to visit school – both in person and by digital means. As a parent/carer you will always be welcome to discuss your child's education with your child's Pupil Support Teacher (Pastoral), Head of House or myself. Likewise, you will be very welcome should you wish to become involved in the wider life of the school, whether as a learner yourself, as an individual who wishes to help the school in any way you are able, or more formally as a member of the Parent Council.

I look forward to meeting you during the course of your child's secondary education and to welcoming you and your child to Blairgowrie High School.

Bev Leslie Headteacher

Message from our Head Prefects

As Head Prefects of Blairgowrie High School, we look forward to welcoming you to the school as you begin your transition from Primary to Secondary. Leaving Primary School is an exciting time in your life; however, it can also be a little bit daunting too, but don't worry everyone here has gone through the same transition and will know exactly how you're feeling. We plan to make this transition as easy as possible for you all, so don't be afraid to ask any questions you may have. Throughout your time at Blairgowrie there will be a full school community on hand to support you, from your S2 buddies and Prefects who will guide you round the school during your first few days, to all your teachers and any of the other members of staff in the school. Blairgowrie High School is proud to have an inclusive culture of encouragement among its pupils and we are all here to help with any issues you may face.

The school has regained a sense of normality after Covid, meaning there are a wide range of clubs for you to join when you arrive. Some of these include: various sports clubs, gaming clubs, robotics club, Warhammer club, art club, music clubs and many more. As well as clubs you will have the opportunity to go on a wide variety of different school trips throughout your time at the school. You can find all the information about what our school offers on our school website.

We look forward to meeting you all and wish you the best of luck for your time here at Blairgowrie High School. We hope you enjoy your time here as much as we have.

Arran Bridgeford and Zoe Davidson
Head Prefects



Delineated (Catchment) Area

Blairgowrie High School is a six-year, non-denominational comprehensive secondary school which accepts both girls and boys. It is the sole secondary school for East Perthshire and therefore covers a wide catchment area. To the West we extend almost to Dunkeld; to the North our area stretches up Glenshee past the Spittal, to the border with Aberdeenshire Council; to the East our area extends to the Angus border and finally in the South East, Tullybaccart, the highest point on the road between Coupar Angus and Dundee, is our boundary with Dundee Council.

Most pupils transfer to Blairgowrie High School from our partner primary schools, namely: Alyth Primary; Burrelton Primary; Coupar Angus Primary; Glendelvine Primary; Blairgowrie Community Campus (Newhill and St Stephens); Kettins Primary; Kirkmichael Primary; Meigle Primary; and Rattray Primary.

Parents from outside our catchment area who wish to visit the school in order to enrol their child should contact the school to arrange to speak with the Depute Headteacher, Mrs Hill. It is expected that this visit would take place a few days in advance of the child starting to attend Blairgowrie High School. This enables us to allocate class groupings for the child and also provide an opportunity for parents/carers to find out more about Blairgowrie High School.

School Roll Session 2023/24

The present roll stands at 912 and is forecast to rise in session 2024/25

First Year (S1)	204
Second Year(S2)	168
Third Year (S3)	180
Fourth Year (S4)	173
Fifth Year (S5)	99
Sixth Year (S6)	88

Contact Details

Headteacher: Mrs Bev Leslie

Blairgowrie High School Beeches Road Blairgowrie
PH10 6PW

Tel No: 01250 871200

Absentee line: 01250 871299 Email: Blairgowrie@pkc.gov.uk Web:

www.blairgowriehs.org.uk

Follow Blairgowrie High School on Twitter: @BlairgowrieHS

Instagram - [blairgowriehs](https://www.instagram.com/blairgowriehs)

Parent Council Chairperson: Mrs Carolyn Watson - parentcouncilblairhs@gmail.com



Senior Management Team



Mrs Bev Leslie
Headteacher



Mr Andrew Wallace
Depute Headteacher
Head of Tay House



Mr Sean O'Hara
Depute Headteacher
Head of Glenisla House



Mr Lawrie Stewart
Depute Headteacher
Head of Stormont & Ericht
Houses



Mr Mark Stanhope
Business Manager

Communication with Parents

At Blairgowrie High School we communicate with parents and carers in many different ways, including:

- Groupcall (text or email messages) – pupil absence, event reminders, useful information, behaviour detentions.
- Website
- Satchel one (homework, positive behaviour and inappropriate behaviour)
- Letters by hybrid mail
- Parents Evenings/Information Evenings
- Reports
- Twitter
- Instagram

In a time when many homes do not have a land line, it is vital that parents and carers keep the school informed if mobile phone numbers are changed.

School Ethos

Blairgowrie High School prides itself in being an inclusive school. We aim to support all of our pupils to achieve their personal best. We strive to achieve this in a safe learning community where every pupil feels valued, develops their talents and participates freely. We encourage all pupils to live by our school vision and ASPIRE to be the best they can, empower themselves to take opportunities and achieve to their full potential.

Perth and Kinross Council's Education and Children's Service seeks to satisfy the needs both of the individual and of society by promoting the development of knowledge, skills and understanding. In Blairgowrie High School we seek to play a major part in this process by working in partnership with others to provide the highest quality of educational experience for all our pupils helping them to develop the skills that they need for learning, life and work.

We strive at all times to:

- support the health and wellbeing of all in our school community to reduce barriers to learning
- encourage pupils to achieve their maximum potential academically, artistically, in sport and socially, ensuring that opportunities are open to all on an equal basis
- foster in pupils self-confidence, self-discipline and respect for peers, parents, members of staff and the community
- create a supportive and orderly environment which is conducive to effective learning
- welcome parents and carers into a partnership embracing trust, understanding and mutual support
- work in partnership with the local community, industry and commerce so that pupils are fully aware of opportunities for a fulfilling life
- encourage pupils to see education as a life-long experience

Behaviour Management and Restorative Approaches

Our approach to behaviour management reflects and is underpinned by our school vision and values.



In school, almost all pupils behave appropriately, attend lessons and fulfil their potential by taking their opportunities to learn. We want to celebrate the successes of our pupils and award positive points for:

- Kindness and Respect
- Engaged and Trying Hard
- Personal Achievement

Positive points contribute to class of the week, headteacher certificates, S1-S3 awards but their principal aim is to let our pupils know that we are proud of them for their effort and behaviour in school.

When pupils interrupt the learning of others, we take a 3 staged process.

1. Warn – an explanation given why behaviour is interrupting learning giving pupils an opportunity to re-focus.
2. Move – on the second occasion of learning being interrupted, the pupil will be relocated within the classroom. This is recorded in Satchel:1 as 'Moved seat within class'
3. Time-out – on the third occasion interrupting learning, the pupil will be moved to another classroom, ideally of a different year group, to complete work. This is recorded in Satchel:1 as 'Time-out'. Should a pupil refuse a time-out, a lunchtime detention will be issued and the pupil may temporarily learn in our reset room so as the learning of others is not interrupted. Non-attendance at a detention, will result in an after-school detention.



If pupils are repeatedly needing time-out, Guidance staff will move them on to more targeted behaviour support. Pupils receiving targeted support will have individualised targets and a weekly report will be provided to parents/carers. Intensive support can also be provided and pupils receiving intensive support will work out of the classroom environment.

- No pupil denied access to toilet
- No toilet exits 20 mins after break or lunch except medicals
- 1 in, 1 out policy
- Phones left in Phone Zone
- Repeated visits, unless medical, will be discussed with parents



Only allowed out in class if teacher permits

- Warn: reminder at start of all lessons – phones away
- Move: "James I asked everyone to put phones away at the start of the period. Put your phone in the phone zone, thank you." Logged in Satchel:1
- Time-out: phone removed, logged in Satchel:1

Pupil Responsibilities

The highest standards of behaviour are expected of pupils at all times in or near school premises or when representing the school at events. Our pupils wrote and agree that it is their responsibility to be:

- honest
- punctual
- hardworking
- dressed in school uniform
- respectful of ourselves and others
- cooperative with all in our community

In practice this will mean that pupils will

- always try their best
- only use mobile phones at break and lunch – not in corridors and only in class if teachers request
- be polite and mannerly to all in our community
- put litter in a bin
- talk to an adult/prefect if they see/hear something of concern

Restorative Approaches

Schools are organisations that seek to teach young people not only about subjects but also about life skills and how to be a responsible citizen. Whilst the majority of our pupils are keen to learn and seek to behave appropriately when at school, as in all schools, there will be occasions when some young people do not behave in an appropriate manner. This disrupts learning and staff will be firm but fair in dealing with such matters.

Traditionally in schools if pupils do not take responsibility for themselves then poor choices lead to consequences and warnings. This is known as a retributive (or punitive) approach. However, whenever possible we prefer to adopt a restorative, solution oriented approach. A restorative approach attempts to rebuild relationships that have fractured whether that relationship is between pupil and pupil or between a pupil and a member of staff. This approach seeks to bring together those responsible with those harmed in meaningful dialogue that explores what has happened and helps all parties to move forward in a positive manner together.

When a restorative approach is not appropriate, the school has a number of consequences that can be applied to any situation for example detention (lunchtime or after school).

More serious incidents or incidents occurring at social times are generally referred to the Senior Leadership Team (Headteacher and Depute Headteachers) who will look into matters and issue appropriate sanctions, such as:

- Lunchtime detention
- After school detention – for non-attendance at lunchtime detention, serious incidents or behaviour that has not been rectified by lunchtime detention.

- Preventing Exclusion Pathway (PEP) – the pupil is removed from timetable for a period of time but remains in school with different social times to peers. The pupil undertakes some learning on a 1:1 or small group basis focussing on the behaviour and how not to repeat.
- Exclusion – in some circumstances the pupil is removed from timetable for a period of time not exceeding five school days and does not attend school. In formal exclusions, the parent(s)/carer(s) will be required to attend a resolution meeting in the school.

It is important to stress that senior managers imposing an PEP, an exclusion or an after-school detention will attempt to contact parents/carers in every circumstance.

Concerns about your child?

If you have personal enquiries or concerns about your son/daughter's progress, your first point of contact should be the Guidance Teachers. Each pupil is assigned a Guidance Teacher as their named person. The Guidance Team are at the heart of the pupils education experience providing information and guidance on careers, course choice, social education and arranging work experience.

Mr A McNiven – Principal Teacher, Glenisla
Mr R Irvine – Principal Teacher, Stormont
Miss H Dunn – Principal Teacher, Ericht
Miss S Penman – Principal Teacher, Tay
Mrs Elizabeth Philip – Tay4

Parental Involvement

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. It is important that we respect that we each have our own role to play, but in working together we will aim to ensure that every child does the best they can at school and beyond.

There are many opportunities for parents to become involved in the school, such as supporting learning at home, getting involved in parental representation through the Parent Teacher Association or the Parent Council and through parents' evenings and other events to support our pupils' progress through the school.

We undertake to be an 'open' school where parents and carers can have direct and easy access and where we will endeavour to respond to any queries within 24 hours.

Further information on parental involvement in schools can be found at:

www.pkc.gov.uk/parentalinvolvement

Transitions

From primary seven to secondary school

The school retains regular contact with our associated primary schools - particularly when primary seven are concerned, in order that the transfer to the secondary school is as smooth as possible. Teachers from our Support for Pupils Department (Pastoral and Learning) and some subject departments make a number of visits to our associated primary schools particularly during the final term of primary seven.

During these visits discussion with primary seven teachers takes place and advice is given to us, such as special interests and abilities of all the children involved. In addition, and equally important is the sharing of information regarding the sensitivities and personalities which the primary school teachers have come to know and understand about the children during the preceding seven years in their care.

In October we invite parents of primary seven pupils to visit us to spend an evening looking around teaching departments and experiencing some of the work content which their children will experience in S1. We endeavour to arrange transition events during the school day whilst pupils are in P7 in order that they can begin to familiarise themselves with secondary school. In June of the summer term, all primary seven pupils attend the High School for two days and begin to meet their class teachers.

Our staff also carry out visits to the primary schools before the end of the spring term, and spend an evening with primary seven pupils, their parents and their teachers. The intention is always to provide as clear a picture as we can about school life in the "big" school. The intention at all times is to build confidence in order that the children may accept more easily the move from primary to secondary school.

The School Day

A bell is rung 5 minutes before the start of the morning and afternoon sessions. This enables pupils to proceed to classes in an orderly manner and to arrive promptly for the start of each lesson.

PERIOD	MON - THURS	FRI
Personal Support		10.30-11.00
Period 1	09.00-09.55	09.00-09.45
Period 2	09.55-10.50	09.45-10.30
Interval	10.50-11.05	11.00-11.15
Period 3	11.05-12.00	11.15-12.05
Period 4	12.00-12.55	12.05-12.55
Lunch	12.55-13.50	12.55-13.50
Period 5	13.50-14.45	13.50-14.45
Period 6	14.45-15.40	14.45-15.40

After-school curricular or extra-curricular activities stop at approximately 4.50 pm. There is no home transport available to pupils attending after-school clubs and parents should make their own travel arrangements.

Uniform/Clothing

In 2022 we consulted on our uniform code. As a result, listening to the views of parents, staff and pupils, BHS learners have a choice of 2 uniforms.

Our relaxed uniform code is:

- School badged hoodie
- School badged polo shirt or school badged t-shirt
- Black skirt or plain black trousers (No denim; joggers; ripped trousers or punk type trousers). Black leggings of an appropriate thickness with no clear inserts or logos can be worn
- Knee length shorts (no sports logos)
- Plain black trainers/shoes



Our formal uniform code is:

- School blazer
- Shirt and tie
- Black skirt or black trousers
- Plain black trainers/shoes



School badged blazers, hoodies (black or sapphire blue) and polo shirts can be purchased at Border Embroideries (<https://www.border-embroideries.co.uk/schools/blairgowrie-high-school.html>)

Pupils will be given a chance to try on branded school uniform items on Induction days.

School uniform is an important part of setting a positive working atmosphere in the school. We hope that pupils will wear their uniform with pride, particularly when representing the

school at outside places and events.

School uniform is supported by all our parents and pupils and as such, there is an extremely high standard of uniform evident in school. Our school badged hoodies and t-shirts can be purchased in school through our uniform shop on Parent Pay.



Physical Education Kit

The school has limited indoor facilities and it is essential therefore that PE lessons are held outside on the sports field. By necessity, this may include inclement weather. Pupils should therefore be prepared with both change of clothes and towel for showering in the event of rain. Only if conditions are dangerous will PE be moved indoors (such as hard frosted ground for rugby). Shower facilities are available and pupils are encouraged to make use of them after a PE lesson. A towel and soap/shower gel should form part of the kit that pupils bring. The storage of pupils' belongings while at PE must conform to the instructions issued by the teaching staff in the PE department.

All pupils are expected to be in full school uniform every day, including PE days. When PE is timetabled, appropriate PE kit should be brought to school and pupils will be given time to change into their kit. It is not appropriate to wear school uniform for PE. Pupils are expected to bring the following PE kit:

- Shorts/tracksuit bottoms
- T-shirt (no football tops)
- Suitable trainers (indoor/outdoor)
- Bobble for long hair
- Swimming costume/towel/bag for wet kit
-

Jewellery and crop tops are not allowed.

It is a legal requirement that pupils in Scottish Schools have PE. If pupils are unable to participate in PE due to an injury or illness, they are asked to bring a note from a Parent/Carer to explain the injury/illness in all instances. Pupils will still be expected to assist in lessons as much as possible for example – referee, coach, timer, etc.

Help to Buy

Applications for free school meals and clothing grants can be made at:

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

If you would like help to complete the application form, please contact your child's guidance teacher. In exceptional circumstances school can also sometimes help with purchase of school uniform.

Attendance

In our ambition for our young people to succeed, we monitor attendance closely and are proactive in addressing any issues or concerns. Our daily attendance processes are as follows:

- pupils must attend school unless prevented by their own illness. If a pupil is absent, parents/carers are asked to phone the school attendance line on **01250 871299** before 9.00 am **each morning of absence stating reason for absence.** Attendance records will be updated.
- text messages will be sent by approximately 9.30am and 2.30 pm for ANY unexplained absence Period 1 or Period 5 ie first thing in the morning and first thing in the afternoon
- the parent/carer of the few young people who truant, will receive a report via email after 4 pm. The exception to this is any young person who is deemed vulnerable
- any special requests for absence should be made in writing (or email) to the House Head

If a young person is late to school, they should report to the Pupil Care and Welfare Officer (PCWO) at the signing in table in Barry Bites social area where they will be issued with a slip to be given to their class teacher upon arrival. The reason for lateness will be checked, as will uniform and whether the young person has had breakfast (this will be provided in some cases). Persistent late coming will be followed up by House Teams.

House Teams review the attendance of learners at regular points throughout the year. When any young person's attendance falls below 92% House Teams will review the situation in detail and, unless there are exceptional circumstances, an Attendance Review Meeting will be called with the young person, parents/carers and any other relevant partners. Prior to this meeting a key worker will meet with the young person to discuss any issues and concerns impacting on attendance. At the Attendance Review Meeting all relevant issues will be discussed and a set of actions agreed aiming to support improved attendance. In almost all cases, this will be reviewed after 6-8 weeks. Where attendance reaches 92%, the plan will be closed and attendance monitored.

Where attendance does not reach 92%, the plan will continue to be reviewed through further, regular meetings. At any stage in this process, should it be deemed necessary, a Child and Young Persons Planning (CYPP) meeting may be scheduled to include a multi-agency approach to supporting the young person. The CYPP supersedes the Attendance Review Plan. It may be deemed appropriate to refer a young person for discussion at the Integrated Team Meeting (a multi-agency meeting held twice per term) to seek further support. Should there be no improvement following this, a referral may be made to the PKC Attendance Sub-Committee and/or the Scottish Children's Reporter Administration for further consideration and action.

In an effort to further support attendance our PCWO proactively contacts parents/carers of young people experiencing lower attendance and/or where we have not received notification of reasons for absence. Where appropriate our PCWO will support families with strategies to support their child's attendance. Further support may also be provided by our Community Link Workers and/or other key workers, including our Health and Wellbeing Team or other Pupil Support staff.

Attendance Matters

Remember we have supports in place to get keep your attendance high.
For strategies, speak to:

- House Tutors
- Your Guidance Teacher
- Ross and Alistair, our Community Link Workers
- Your House Head/DHT
- Wendy Walls, our Support Worker
- Our Nurture staff in H2
- Mrs Sime in the Medical Room
- Any teacher you have a strong relationship with
- Mr O'Hara, looking after S4-S6 attendance
- Ms Taylor, our Family Support Worker
- All of our support staff: PSAs, LRC staff, the Office team
- Our partners in places like SCYD and AYP

Information based on August 2019 SOA results

Information is shared with pupils, families and key workers regarding the impact low attendance or persistent late-coming can have on achievement and attainment. This information is shared via our **Attendance Matters** and **Make Your Attendance Count** campaigns in assemblies, through House Tutor Groups, in conversation with key attendance staff and is visible in noticeboards in classes/around the school. Displays are presented at Parents' Evenings as well as active distribution of wallet/purse cards for families on reporting absences/seeking support.

Attendance Matters

The effect of Late-coming

- 5 Minutes Late per day adds up to 18 missed classes per year
- 10 Minutes Late per day adds up to 36 missed classes per year
- 20 Minutes Late per day adds up to 72 missed classes per year
THAT'S WELL OVER TWO WEEKS ABSENT FOR THE YEAR!
- 30 Minutes Late per day adds up to 109 missed classes per year
THAT'S GETTING ON FOR ONE MONTH'S ABSENCE IN ONE YEAR!

General Attendance

Attendance	Days missed	Classes missed
100% Attendance	0 days missed	0 classes missed
195 FULL DAYS / 100%		
90% Attendance	19 days missed	114 classes missed
ALMOST 4 WEEKS ABSENT IN ONE YEAR		
75% Attendance	47.5 days missed	285 classes missed
OVER 9 WEEKS ABSENT IN ONE YEAR		
60% Attendance	76 days missed	456 classes missed
OVER 15 WEEKS ABSENT!		

Attendance Matters

S4 National 5 Exams

The effect of lower attendance

Days Absent	National 5s	Absent %
5 DAYS ABSENT	7 National 5s	2.6% absent
18 DAYS ABSENT	5 National 5s	
33 DAYS ABSENT	1 National 5	
45 DAYS ABSENT	0 National 5s	22.2% absent

It's only a 40 day (20%) gap between those achieving 0 and those achieving 7 Nat 5 qualifications

S5 Higher Exams

The effect of lower attendance

Days Absent	Highers
9 DAYS ABSENT	6 Highers
12.5 DAYS ABSENT	5 Highers
20 DAYS ABSENT	1 Higher

The gap between 1 Higher and 5 Highers is the equivalent of missing only 11 school days

The gap between 1 Higher and 5 Highers is the equivalent of missing only 3.5 school days

Visits to doctors/dentists/hospital should be made outwith school hours when possible. Where this is not possible, the pupil should bring his/her appointment card or a note from a parent/carer to the school office who will then send the pupil to the first aider for a release pass.

Our Senior Prefect Team

Head Prefects
Arran Bridgeford
Zoe Davidson



House Captains



Tay

Nicole Rattray, Morag Strang
& Ria Connacher



Ericht

Ava Barton, Eve Spackman
& Isla Beckett



Glenisla

Kody Warner, Kaitlyn Airth
& Cara Donaldson



Stormont

Rachel Leighton, Andrew Craig
& Ailsa Kerr

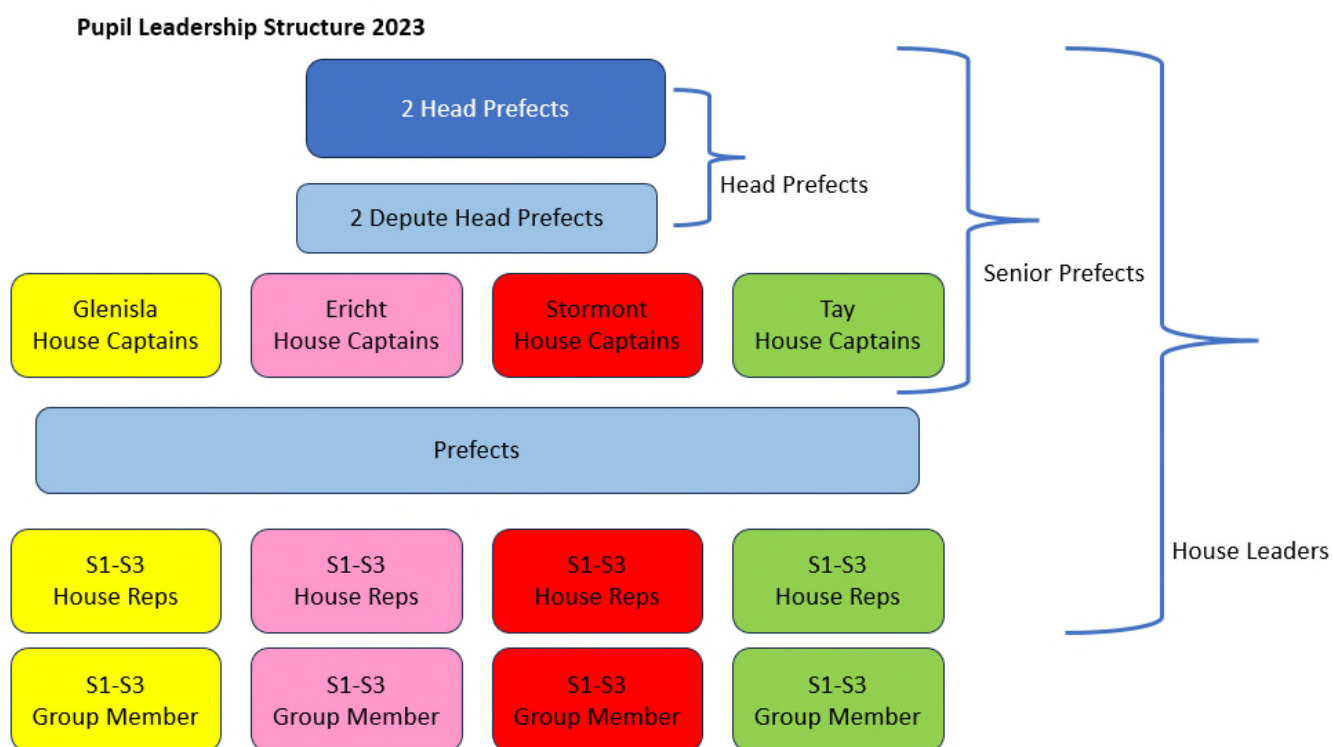
Pupil Leadership

Leadership opportunities are available for pupils across all year groups. In S1-S3, House Reps are selected by their house tutor groups. Prefects in S4-6 are selected through a recruitment and selection process that mirrors applying for a job ie application form and interview. The Pupil Leaders work with staff on 5 areas of school improvement, namely:

To discuss and improve:

- Learning and teaching
- Relationships
- Our school and community
- Our Health and wellbeing
- Our successes and achievements

Pupil leaders can also join our Rights Respecting Schools Group, Eco Schools Group, our Mentors in Violence Programme, become Sports Ambassadors, become Wellbeing Ambassadors, or work with our Equalities Group.



The Curriculum

Our curriculum aims to use our school values as the basis for developing relationships which promote respect for self and others.

We seek to provide a broad range of experiences which develop successful learners, confident individuals, effective contributors and responsible citizens and to provide a curriculum which encourages all aspects of learning, enabling pupils to develop their skills and talents and promote achievement.

To be successful in these aims, in Blairgowrie High School our curriculum will not just offer appropriate qualifications but also include opportunities for wider achievement and awards.

The curriculum is split into 2 broad phases: Broad General Education and Senior Phase.



Broad General Education - S1-S3

All learners are offered a broad, general education from nursery to S3. In secondary school, pupils will experience a wide range of subjects across eight curriculum areas:



	Expressive Arts (Art; Drama and Music)
	Languages and Literacy (English) and (Modern Languages)
	Health and Wellbeing (PE; Personal and Social Education; and Home Economics)
	Mathematics and Numeracy
	Religious and Moral Education
	Sciences (Biology; Chemistry and Physics)
	Social Studies (Modern Studies; History and Geography)
	Technologies (Business and IT; and Craft, Design and Technology)

Learning is organised around experiences and outcomes (Es & Os). Es & Os are divided into 5 different levels that broadly reflect different stages of learning. The Es & Os recognise that children and young people will progress at different rates. During S1- S3 most young people will be working within 3rd and 4th level Es & Os. Secondary courses build on the knowledge and skills developed in primary school, aiming to make the transition from P7 to S1 as smooth as possible.

As pupils progress into S3 they will be offered opportunities for choice within these curriculum areas allowing them to specialise while retaining breadth within their education.

During S1 and S2 pupils are also given the opportunity to choose 3 electives each year as part of our PACE programme (Personalisation and Choice Electives). These short courses allow young people to deepen their learning in specific areas of interest often drawing on more than one curricular area.

The Senior Phase Curriculum S4-S6

Senior Phase extends across 3 years with exit points as appropriate to individual pupils. In S4, pupils typically study up to 6 national subjects including Maths and English. A few pupils will study 5 national subjects and be offered a different experience for their sixth choice. A few pupils may be offered a seventh national qualification but this is dependent on prior learning and progress in the BGE and the ability of the young person to cope with the assessment demands of a seventh subject. In S5/6 pupils can study up to 6 subjects at appropriate levels. By viewing S4-S6 as an integrated phase pupils build on their qualifications over the three years. The number of subjects selected will depend upon the achievement pathway chosen but most will study 5 or 6 national qualifications in any one academic year with some courses lasting more than one academic year. Our Wider Achievement and Vocational Education programme (WAVE) offers a number of personal development and vocational opportunities as an integrated part of the curriculum. Some of these options may lead to accreditation.

WAVE options can include, for example, law, preparation for medicine, work experience, refereeing qualifications, childcare, cake decoration. Two-year Foundation Apprenticeships are also offered to pupils over S5/6 in collaboration with Perth College in subjects such as Engineering, Social Care and Business.

Levels of national qualifications offered are as follows:

- National 3 (SCQF level 3)
- National 4 (SCQF level 4)
- National 5 (SCQF level 5)
- Higher (SCQF level 6)
- Advanced Higher (SCQF level 7)

Depending on the subject and level of study, certification may be achieved through an end exam, on-going and regular internal assessment, or submission of work produced during the course. For some subjects it may be a combination of these.

Literacy, Numeracy and Health and Wellbeing

In addition to teaching in their specialist area, all staff have a responsibility to promote the health and wellbeing of all pupils, as well as to develop their literacy and numeracy skills.

Staff are expected to consider the 'wellbeing indicators' in ensuring that there are no barriers to a pupil's learning. The indicators summarise our aim that all our young people are: safe; healthy; achieving; nurtured; active; respected; responsible and included.

The Curriculum for Excellence's renewed focus on literacy reflects the belief that the development of this key skill is fundamental to young people's progress. This idea is stressed in one of the key national documents underpinning the new curriculum:

Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development. Every teacher in each area of the curriculum needs to find opportunities to encourage young people to explain their thinking, debate their ideas and read and write at a level which will help them to develop their language skills further. (Building the Curriculum 1).

Maths and numeracy are also of critical importance to our young people, whether for everyday life skills or in preparation for learning a trade or work in business, engineering, science or technology. Numeracy skills are used in different contexts in classrooms across the school and pupils are given opportunities to practise the skills they have learned.

All teachers in Blairgowrie High School are working together to ensure a consistent approach to the development of health and well-being, literacy and numeracy.

Pupil Profiles

All pupils are given opportunities to develop their ability to reflect on their learning and achievements through the profiling process. The process should equip young people with the ability to talk and write about themselves with the goal of a positive sustained destination. All staff who are engaged with children and young people, have a role and responsibility to engage in the profiling process. In Blairgowrie High School S1-S3 pupils maintain a digital profile and parents/carers are encouraged to discuss with their child, on a regular basis, their learning, achievements and aspirations.

Educational Trips

From time to time throughout the year, pupils will undertake learning outwith the school environment. Annual parental consent will be sought for local field trips involving activities such as outdoor learning. Specific parental consent will be sought for trips outwith the immediate area or involving an overnight stay. Consent can be given through ParentPay, where trips have been set up on there. A small fee is often requested to cover the cost of transportation and entry fees, details of this will be provided in the information outlining the excursion.

In addition to this, the school is fortunate enough to have staff willing to run foreign excursions and in recent years these have included trips to Amsterdam, Barcelona, Champoluc, and Dresden/Prague.

Removing Core Curriculum Charges

The **definition** of 'core curriculum' is classroom-based activity within the eight core curriculum areas in the broad general education in primary and secondary school plus activity associated with preparation for SQA qualifications in the senior phase.

This would include (but is not limited to):

- All ingredients and materials required for home economics
- All art materials
- All materials required for design, manufacture and technology subjects
- Scientific calculators for secondary school pupils
- Theatre trips associated with SQA drama qualifications
- Provision of specialist equipment to support classroom learning during themed weeks (e.g. participation in STEM week)

This would NOT include:

- After-school clubs, including associated transport
- School trips that do not fall within the definitions above (consideration to be given to these later as part of the manifesto commitment regarding ending charging for school trips for pupils experiencing disadvantage)
- School uniforms and PE kit*
- Access to devices*
- Optional instrumental music tuition

* covered under a separate manifesto commitment

Some examples of resources we provide:

Jotters, stationery, pens and pencils, containers for home economics, art sketch books, wood for technical models. Sanitary products are also available free of charge including holiday provision.

Pupil Opportunity Fund

The Blairgowrie High School Pupil Opportunity Fund aims to support individual pupils financially, to access opportunities which they would otherwise not be able to afford. Funding for the Pupil Opportunity Fund comes from a variety of sources, including donations, grants and the Scottish Pupil Equity Fund.

This fund is aimed at those families who live in SIMD 1 & 2.

SIMD is the Scottish Government's official tool (<https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/>) that helps to identify areas, by postcode, where families **may** be facing financial hardship. Select "*Postcode to SIMD rank (8MB)*")

- are in receipt of free school meals - <https://www.pkc.gov.uk/freeschoolmeals>
- are receipt of a school clothing grant
- receive state benefits.

The fund can also help those who are over 16 and in receipt of Educational Maintenance Allowance – apply at <http://www.pkc.gov.uk/ema>

Religious Observance Assemblies

The definition and aims of religious observance are “community acts which aim to promote the spiritual development of all members of the school’s community and express and celebrate the shared values of the school community”.

Religious observance has an important part to play in the development of the learner’s four capacities: a successful learner, confident individual, responsible citizen and effective contributor. In Blairgowrie High School our assemblies are always reflective of our school values. Assemblies provide opportunities for the school community to reflect upon and develop a deeper understanding of the dignity and worth of each individual and their contribution to the school and wider communities.

As such religious observance plays a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.

Religious observance needs to take place sufficiently frequently to have an impact on the spiritual development of the school community. It is, however, the quality of such occasions which is of greatest importance.

There is a need to balance the frequency which would make a positive impact on children and young people with the need to ensure that the experiences are valuable and inclusive. Every school should therefore provide opportunities for religious observance at least six times in a school year, in addition to traditional celebrations central to the life of the school community.

Parents have a statutory right to withdraw their children from participation in religious observance. Parents should contact the Headteacher with such requests.

Where a child is withdrawn from religious observance, the school will make suitable arrangements for the child to participate in a worthwhile alternative activity.

Instrumental Tuition

Through the Perth and Kinross Music Service the opportunity to continue to play or begin to play a musical instrument may be on offer. Currently the school offers tuition in String, Woodwind, Brass, Guitar, Voice, Bagpipe, Piano and Percussion instruments. Application forms can be obtained from the Music Department or can be downloaded from the Councils' web page. There is a charge for the tuition but it is also possible to apply for a grant from the Music Foundation, details of which can be obtained with the application form. For pupils who are presented in any National Course there is no fee.

Careers Advice

All subject teachers have a responsibility to equip pupils with skills for work and to make their subject area relevant to the world of work. Through the Personal and Social Education programme, all pupils experience planned career focused education which includes learning about how to access support and financial advice regarding post-school options.

Guidance teachers are specifically involved in individual careers advice to pupils, directing them to careers information in the library and interviews with the Career Coach from Skills Development Scotland (Mrs Whammond). At all times pupils are urged to discuss their interests and ambitions with their parents but particularly at course option times. Help and advice is given to pupils when completing UCAS statements, college applications and job applications. Pupils are also encouraged to use www.myworldofwork.co.uk for help with CV development, career research, courses and interview preparation.

Pupils are offered planned opportunities throughout their school experience to engage in learning about the world of work, including opportunities to meet and hear from employers. In preparation for making post-school destination choices, there are opportunities to visit universities, colleges and fairs/events related to further and higher education options. Speakers from UCAS, SAAS, education providers and other agencies provide opportunities for young people and their parents to consider their options.

The school works in close partnership with a range of partners to ensure a focus on all young people and their routes into positive and sustained destinations upon leaving school, including regular meetings with Perth College and other community partners. Upon leaving school, support is available to young people and parents/carers through Skills Development Scotland.

Learning Resource Centre

The LRC supports pupils helping them to become Successful Learners, Confident Individuals, Responsible Citizens, and Effective Contributors.

The LRC is open from 8.45am until 4.45pm each school day. All pupils have access after school, at interval and lunch times. The LRC holds lunchtime clubs: Warhammer and Online Gaming for all years, and board games are available to anyone. Thursdays are known as 'Thurssshhh-days' because reading, project work and quiet activities are encouraged.

The LRC has both fiction and non-fiction stock available for loan. Pupils can borrow up to three items for a three-week period. All stock can be borrowed over the holidays and pupils should renew anything they would like to keep for longer than three weeks.

The LRC Coordinator teaches a short LRC Induction for all S1 pupils during their first term. Upon request, information skills, research and referencing sessions are also available for other years.

The LRC supports pupils in their personal reading through various means, including some of the following:

- participating in the pilot book award (2023/24): PKC Schools Read! Book Award,
- holding a Book Fair to celebrate World Book Day, and supporting National Poetry Day,
- hosting a variety of activities in partnership with the English Dept. for Book Week Scotland and World Book Day,
- arranging author experiences for pupils by authors visiting the school for creative writing workshops, graphic novel workshops or author talks, as well as participating in the Inter-Schools Book Quiz.

LRC Resources

The fiction section contains a variety of genres and ranges from Quick Reads to Adult stock. The non-fiction stock has a wide selection of material for recreational reading, and it contains supporting materials for subjects and individual study. Pupils are encouraged to suggest titles for stock and request authors or titles they would like to read. There is a small reference section. The LRC provides access to the Issues Online for all pupils and staff, an excellent resource for Social Subjects, English and Religious and Moral Education.

There is a suite of PCs available in the LRC for pupil and staff use. These are all networked and have internet access. There is one scanner and printing facilities are available.

For more information, please visit the LRC website (<https://blairgowriehighschoolrc.com/>) or follow us on X (<https://twitter.com/blairgowrielrc>).

Assessment & Reporting

Monitoring and Tracking

The school has comprehensive measures in place to track the progress of all senior pupils towards success in national exams. Based on prior performance targets are set for pupils. Principal teachers of subject and senior management monitor progress with care. If a pupil is falling below expectations, the class teacher will inform them of the steps needed to catch up. When there are significant concerns we will contact parents/carers.

Assessment

An important feature of all pupils' learning experience is the regular assessment of their progress. Assessment will be on-going throughout school life and appropriate to each child's capabilities.

The purpose of the school based assessment is to:

- encourage pupils to learn and apply themselves to work
- identify pupils' strengths, areas for development and next steps in learning
- help teachers to critically examine the appropriateness of the course and materials being used and modify according to the needs of the pupils
- form part of the target-setting, action planning and review process
- Methods of assessment include:
- self or peer assessment which will happen regularly.
- continuous assessment by teachers as they observe and listen to pupils, and look at work produced by pupils in a range of situations and forms.
- Examinations, such as prelims, for pupils within the Senior Phase.

Reporting Progress

All parents receive a printed reports on their child's progress. Written reports provide guidance about next steps in learning and can be accessed on the **ParentsPortal**. There is also at least one contact evening each session at which parents may make appointments to discuss their child's progress with his/her class teachers. In recent times parents evening appointments have been a mix of in person and virtual in following on from consultation with parents.

parentsportal.scot is a new digital service to help replace the traditional school bag run, by providing direct communication to parents through a growing suite of online services, including information about a child's education and the ability to complete transactions such as applying for placement requests or paying for school meals. Further services are being developed and will be added in the future. parentsportal.scot has been built to provide convenience, enabling parents to access information, update details and transact at a time that suits them.

To access parentsportal.scot you need a myaccount, a service which enables you to access a range of Scottish public services online using one username and password. If you already have a myaccount, you can sign straight into parentsportal.scot.

More details can be found at our school website: <https://www.blairgowriehs.org.uk/Digital-Help-and-Information/>. In addition, parents are always welcome to make enquiries about the progress of their child by making contact with the appropriate member of the Support for Pupils (Guidance) team.

School Improvement

Attainment

At the end of S3, we take a measure of the number of learners who are deemed secure in literacy and numeracy at 3rd level or are working within 4th level. A learner is said to be secure when he or she can apply learning in different ways eg through projects, investigations, interdisciplinary learning.

	June 2021	June 2022	June 2023
Literacy			
Reading	93%	90%	92%
Writing	93%	91%	91%
Listening & Talking	93%	91%	92%
Numeracy	96%	90%	96%

Senior phase attainment

	2021 (ACM) %Pass	2022 %Pass	2023 %Pass
S4 (SCQF Level 5)			
5+	31	42	38
S5 (SCQF Level 6)			
1+ Highers	54	41	53
3+ Highers	29	29	32
5+ Highers	20	11	12
S6			
1+ Adv Highers	25	29	15

Achievement

Learning takes place in and out of the classroom. The list below represents a snapshot of some of the many learning opportunities afforded to our young people.

- As part of Freshers' Week, our S1 pupils undertake their John Muir Award.
- Our Prefects organized the whole school Cash4Kids fundraising activity.
- In Tay4 some young people have been undertaking Starfish Duke of Edinburgh programme.
- Many of our senior pupils undertake Open University programmes in preparation for university
- All S3 pupils participate in an interdisciplinary Social Subjects morning.

Support for Pupils

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':



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.

Pupils with Additional Support Needs

The Education (Additional Support for Learning) (Scotland) Act 2009 provides a framework for supporting young people and their families. This framework is based on the idea that all children and young people need support in order to learn, but some require support which is additional to or different from, what is normally provided. The additional support needs can be short or long term.

For most of young people their needs will be met through normal school planning processes or Individualised Educational Programmes. A co-ordinated support plan will be prepared for a small number of children and young people with additional support needs, especially those with:

- On-going needs arising from complex or multiple factors
- Needs which are likely to continue for more than a year
- A requirement for significant support from agencies other than education detailed in The Education (Additional Support for Learning) (Scotland) Act 2004, amended 2009.

The Act explains the duties of education authorities and rights of children and young people. For more information, in the first instance, the school will be happy to respond to all enquiries.

Information may also be obtained on the local implementation of the Act by contacting Susie Turner on 01738 476279. Information and advice can also be obtained from the Enquire Helpline 0845 1232303, or email enquire.seninfo@childrenscotland.org.uk

Detailed information regarding pupils transferring from our partner primaries is gathered prior to any transition taking place.

A programme of events is organised to enable support staff to get to know both pupils and parents, to identify specific needs and to plan for enhanced transition where appropriate. This planning is carried out in full consultation with primary school staff and where appropriate, the Community Link Worker. Blairgowrie High School support staff attend additional support needs meetings and meet with class teachers in primary. An additional support needs meeting is arranged prior to transition when pupils enrolling from outwith the immediate catchment area have identified needs. In all cases school reports and the outcomes of specific assessments are shared.

Our policy is to include, wherever possible, each child in mainstream education provision. However where there is a consideration of extraction from subject classes to work on alternative programmes, parents will be fully involved in the planning process. Alternative programmes may include Life Skills, Motor Skills, Personal Achievement Awards and Outdoor Learning. A nurture facility is also available.

Where appropriate, a support teacher (learning) may be the named person for individual pupils with additional support needs. The support teacher aims to provide one to one support on curricular, social, emotional and vocational matters.

The 5 roles of the pupil support teacher are as follows:

- Identification and Assessment
- Planning Learning and Teaching, Including Co-operative Teaching

- Consultancy/Consultation
- Partnership with Specialist Services
- Contributing to Professional Development

The support teacher works closely with families and respects confidentiality.

The Intensive Support Provision

In line with the presumption of mainstreaming in Perth and Kinross Council, all children and young people with additional support needs, have a right to learn in mainstream schools and early learning and childcare settings. It is the expectation therefore that almost all children's needs will be met in mainstream. Only an exceptionally small number of children and young people with additional support needs will require an alternative pathway to mainstream education.

Intensive Support Provisions attached to a mainstream school are for children and young people who are adversely impacted by their additional support needs to the extent that the mainstream context is or is predicted to be significantly impairing their wellbeing and educational progress; despite over time, extensive adaptations to the environment, (social and physical) and alterations to teaching strategies being applied.

The needs of children and young people in these specialist contexts will continue to be closely monitored and reviewed. Wherever possible, opportunities to extend their learning in a mainstream environment will be considered and taken forward with a view to maximising their social skills and breadth of learning experiences.

The class size in an intensive support provision is up to 10. Where establishments have more than one class, the class size may vary to take account of the group dynamics and developmental needs of the children or young people. Each class will have an additional support needs teacher and at least one pupil support assistant.

Where a school has an intensive support, the vision, values and aims are shared.

In a Secondary setting intensive support provisions can share the outdoor space with the rest of the school. Interval and lunchtime breaks may be adjusted in the timing or adapted with additional support in response to individual needs. Frequently, young people prefer to remain within the intensive support provision and enjoy social activities with their peers.

The layout of an intensive support provision may comprise class teaching areas, sensory facilities, a break-out / quiet area, accessible toilets/ changing area and social areas. Provisions are normally sited in a quiet location of the school and have a designated entrance/exit.

The classroom layout should be arranged in accordance with individual needs of children and young people with particular emphasis on accessibility and sensory sensitives. A low arousal environment which is calming is important. Advice and consultation may also be provided by Occupational Therapy.

Intensive support provisions are able to provide a flexible and responsive learning environment, both social and physical, based on the needs and interests of individual children and young people. Children and young people are supported to learn at their own pace with appropriate challenge where needed. There are frequent and regular

opportunities for consolidation of key learning skills and concepts.

Children and young people in an intensive support provision have the same entitlement to access a wide range of curricular areas. Where it is meaningful and relevant, children and young people will access mainstream for a variety of subjects and experiences. All intensive support provision classes should have access to subject specialist teachers who are available generally to the whole school. In a Secondary context, the core focus of the curriculum is Literacy, Numeracy, Health and Wellbeing (HWB), Life Skills and Citizenship. The intensive provision classes are likely to be divided into groups which is in line with the mainstream delivery of Broad General Education and Senior Phase.

For some young people who can be supported to access mainstream classes, this would be organised on an individual basis.

There should be a range of wider achievement opportunities delivered by the intensive support provision staff which includes: Princes Trust, Saltire Awards, Duke of Edinburgh, John Muir Awards, ASDAN, Youth Achievement Awards and Dynamic Youth Awards.

Parents will be able to understand how the provision operates as part of the enhanced transition process for a child or young person accessing the provision. A key worker from the ISP will also be identified to enable the parent to have a known contact in the school. This is likely to be the class teacher or Principal Teacher in the provision. The communication provided to parents of children and young people accessing the provision is greater than that normally provided to parents of mainstream children and young people. This is to support the consistency of approaches, the close sharing of information which supports learning, wellbeing and builds positive working relationships, which in turn creates a confidence in the support being provided.

Support for Pupils Faculty

Mr Wallace (Depute Headteacher Support for Pupils and Staff) maintains an overview of all pupil support issues and heads Tay House. The Support for Pupils faculty is made up of Support for Learning staff and Support for Pupils (Pastoral) staff – often referred to as Guidance staff.

Our Principal Teacher of Support for Learning is Mrs L. Lamond and the Principal Teacher of our Intensive Support Provision is Mrs E. Philip. The Intensive Support Provision (ISP) caters for young people with severe and complex needs.

Mr A McNiven (Glenisla), Mr R Irvine (Stormont), Miss H Dunn (Ericht) and Miss S Penman (Tay) are Principal Teachers Support for Pupils (Pastoral).

Five times per annum Integrated Team Meetings are held with school staff and partner agencies to combine expertise to support pupils who are experiencing particular difficulties.

If you have any concerns about your son/daughter, please contact your child's Pastoral Teacher in the first instance. Contact number 01250 871200.

Personal Support

All adults who have contact with young people have responsibilities to meet their needs and provide personal support. To enhance the support that each pupil receives each pupil has a house tutor whom they see once a week.

Personal and Social Education

Throughout the school PSE is delivered by the Principal Teachers of Support (Pastoral) and visiting speakers. The PSE programme varies depending on the age and stage of the pupil. Areas or topics included in the programme include careers, education on drugs, relationships, sexual health and parenthood. The school has also worked hard to try to tackle issues raised by new technologies such as misuse of social media sites.

In all cases, from S1 to S6, pupil-centred teaching approaches are used.

Partner Agencies

The Senior Management Team (Headteacher and Depute Headteachers) and Support team do not work in isolation and a number of partner agencies work closely with the school. These include:

Educational Psychology

The educational psychologist provides a consultancy service for staff, provides development and training opportunities and conducts assessments of pupils with additional needs. The educational psychologist usually becomes involved with pupils through referral from the school. In these cases the involvement and agreement of parents is always sought before a referral takes place. Parents who themselves wish to refer their child for assistance should in the first instance contact their child's guidance teacher.

Community Link Worker (CLW)

Our CLWs are Ross Marshall and Claire Laing. CLWs work closely with pupils and families to address a number of issues including school attendance, family health and relationships with a view to building self-esteem and reducing barriers to learning.

English as an Additional Language

Mrs F Anderson provides support for those pupils for whom English is a second language. Her work includes enabling pupils to achieve qualifications in ESOL.

Social Work

We work closely with Social Work colleagues in supporting families with particular needs.

School health

Our school first aider assists in our health education programme, carries out screening programmes and provides support for pupils and families.

Further information about Additional Support Needs

Scottish Ministers advise that further information and support to parents of children and young people with ASN is available from various organisations. These organisations are identified under the Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011as:

- (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.

Telephone Helpline: 0345 123 2303

Email Enquiry Service: info@enquire.org.uk

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

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

- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576.
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.

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

Child Protection Officers

Blairgowrie High School Child Protection Officers are Mr McNiven, Mr Irvine, Miss Penman, Miss Dunn and Mrs Philip. Mrs Leslie, Mr O'Hara and Mr Wallace are also trained Child Protection Officers.

The school places great emphasis in responding to and supporting children in difficulty. Where this difficulty may be related to child abuse or related issues, we co-operate closely with social work and the police.

Any parent or pupil wishing to raise a child protection issue should approach their son/daughter's Pupil Support Teacher (Guidance) in the first instance.

School Policies & Practical Information

School Policies

School policies are available for parents/carers on the school website.

Prescribed Medication

If a pupil has been prescribed medication which requires to be administered during the school day, parents/carers are advised to send the medication with clear prescription details and an explanatory note to the school with the child concerned on the first day. As in line with Perth and Kinross Council's procedures, a form (Parental Request for Medication to be Self-administered) will be issued to the child to be completed by the parent/carer before any further medication can be taken in school.

The first aider will retain the medication in safe storage during the day and allow the appropriate dosage strictly according to the prescription details to be taken. It is recommended that a sufficient quantity of the prescribed medication should be retained at home (with a copy of the prescription details), to ensure availability for administration both at home and in school until the medication ceases to be required.

Medical Conditions

Parents are requested to inform the school of any medical condition which may require special attention by the school.

ParentPay

Blairgowrie High School is now a cashless school and to help facilitate this the school uses an online system for payments. www.parentpay.com

Login details are available from the school office. Payments can be made for school lunches, school events, trips, lockers, etc. You can link all your children together under one account, view balances and top up online with your debit or credit card. It is also possible to set up text or e-mail alerts for low balances and new items being added. It is extremely secure and means you do not have to send cash into school.

Financial Issues

We would be grateful if parents would contact the school office or appropriate Head of House if there are any financial issues which may have an impact on their ability to pay for elements in certain courses or extra-curricular activities. Support may be available within school, or with other agencies, to assist in such cases.

School Meals

School meals and baguettes are served daily in the dining hall and offer a variety of choices. These range from hot meals to pre-packed cold fare. Alternatively, our café area, Barry Bites, provides soups, sandwiches, wraps and rolls, fresh fruit and tray-bakes. A two-course main meal will cost approximately £2.00 to £2.50. A free-meal entitlement is worth £2.30 per day. This entitlement may be applied for by following the link <https://www.pkc.gov.uk/freeschoolmeals> or by completing the appropriate form obtainable

from the school office.

Whenever possible pupils should use their Young Scot cards to pay for school meals. Money can be loaded onto the pupil's individual card electronically by using ParentPay www.parentpay.com Login details are available via the school office. Each pupil has an individual card which can be linked between the school kitchen meals system and their ParentPay account.

Electronic payment for meals is the preferred option as it is more quickly processed and allows dinner queues to move more quickly than using cash – although cash is also accepted at till points. Please ensure your child has sufficient money on their card. Free-meals are automatically credited onto the pupil's card on a daily basis. This system ensures complete confidentiality.

A breakfast service is also offered by the meals service prior to the start of the school day.

Parents may prefer to provide their children with a pre-packed lunch and seating is available within the dining hall or in Barry Bites. In summer months, picnic tables are also available in school grounds.

Home Learning and Digital Learning

The main purpose of home learning is to encourage pupils to develop the skills, confidence and motivation needed to study effectively on their own. A balanced and planned approach to home learning contributes to a pupil's overall chances of personal success at school. Home learning includes giving pupils the opportunity to:

- plan and organise their time
- develop good study habits, self-discipline and independent learning
- develop research skills by accessing resources not available in school
- consolidate, practice, finish, supplement or extend work done in class
- prepare for assessments and examinations
- develop confidence to deal with frustrations, overcome difficulties and solve problems

Home learning can take many forms and may not always be a piece of written work. Not all Home Learning will be marked by the classroom teacher, for example the learning of vocabulary, online collaborations, research for a wider project. Not all pupils in the same class will necessarily be given the same Home learning tasks. Consideration will be given to individual pupil need and ability.

Regularity of Home Learning

Home Learning can help to establish a routine and to develop independent learning skills that will be useful for professional life. However it is equally important that we help young people to develop a healthy school-life balance at an early age allowing time to pursue non-school based activities and academic activities, over the course of a week.

In the Broad General Education (S1-S3) over the course of a week, pupils are expected to have Home Learning opportunities that take approximately 5 hours per week to complete across all subjects. Not all subjects will issue home learning every week but in 'light weeks' pupils are expected to continue learning independently. After winter break, the transition from S3 BGE to Senior Phase begins and pupils may be issued with more activities at this time.

Senior phase pupils (S4-S6) studying for National qualifications are expected to have home learning opportunities that take approximately 10 hours per week to complete across all subjects. It would be anticipated that this will increase at certain times of year eg in the run up to examinations.

Home Learning need not be (but can be) issued to pupils in the core subjects of Physical Education, Religious Education and Social Education.

When there is long-term absence of a classroom teacher and specialist supply cover has not been secured, then it may not always be possible to issue homework.

Supporting Home Learning

All learners and parents/carers are given access to 'Show my Homework'. This app/web based program provides parents/carers and staff with access to all home learning activities that have been set and whether or not it has been completed. Use of Show My Homework allows parents/carers to help support pupils in completing home learning activities.

Should ongoing concerns regarding home learning completion be identified by school staff, parents/carers will be contacted.

Learners can access facilities in school to complete home learning activities when necessary

Where there is a known potential barrier to young people completing activities e.g. young carers, support will be offered whenever possible and pastoral staff will inform teachers.



Transport

1. If Blairgowrie High School is your local secondary school designated by the Education Authority, an entitlement to a free bus pass will be applicable if you live more than three miles from the school, by the shortest possible walking route.
2. Contract bus companies may, as a courtesy, make vacant seats available to pupils who are not normally entitled to free transport.
3. If you make successful placement requests for your children to attend this school, but reside outside our catchment area you will be required to make your own travel arrangements.
4. Those pupils who move from an associated primary school to this school in the normal progression process, will have their bus pass entitlement issued in advance of the movement.
5. In the case of parents arriving into the district during the school session, an application for free transport entitlement may be made on the appropriate form available from the school office.
6. Bus passes are issued only in the name of the individual pupil and for a specific bus.
7. They are not transferable for use by any other pupil, nor can they be used on any alternative bus.
8. Pupils who lose their bus pass will need to purchase a replacement online via MyPKC. The current replacement cost is £5.00.
9. Pupils who fail to bring their bus pass will be required to pay the fare for the journey involved.
10. Pupils may travel to school on bicycles. However it must be noted, for safety reasons, cycling is not permitted in the school grounds. Please also note that bicycles are not insured on behalf of Perth and Kinross Council; they are brought to school strictly at the individual owner's risk. Bicycle lockers are available for a nominal fee – please see school office for further details.
11. Pupils are required to behave satisfactorily on bus journeys to and from school. Smoking on the bus is absolutely forbidden. The Headteacher will take action against any pupil reported for misbehaviour. The bus companies reserve the right to withdraw a bus pass entitlement from any repeated offender.

Insurance and Personal Property

Perth and Kinross Council insures against its legal liability (a) accidental personal injury or (b) loss or damage to property of third parties. Parents are advised that no insurance cover is maintained for circumstances in which the Council does not have legal liability. Parents are advised to establish whether they are entitled to some compensation through their own House or Contents Insurance.

The school can take no responsibility for personal property:

1. All personal property should be named. Nowadays pupils wish to bring their own electronic equipment to school. Please note that it is the pupil's responsibility to safeguard such equipment and money, calculators, mobile phones etc should not be left unattended. Enquiries about lost property should be pursued with the school office in the first instance. Mobile phones must not be switched on during classes (unless the teacher is allowing access for the purposes of learning) or between periods. Pupils who attempt to use mobile phones during lessons, without permission of the teacher, may have them temporarily confiscated.
2. Pupils are expected to provide their own pens, pencils, rubbers and rulers.
3. Pupils should not leave any property unattended at any time including schoolbags. Lockers are available for pupils for the duration of their stay at the school. A £5 non-refundable deposit is required. Priority to new S1 pupils will be given (usually in September), please look out for pupil notices. The Sports Centre also have locker facilities for use during PE lessons or alternatively PE staff will offer 'valuables boxes' for the safekeeping of belongings.

Arrangements for Emergency Closure

On days when there are planned early closures, parents will normally receive at least three days' advance warning by means of a letter delivered by their children.

In the event of emergency early closures (e.g. caused by bad weather, fire or a failure of the heating system) the children will be given the choice of going home (if buses have been arranged), staying in school under supervision until the normal closing time or going home or to a friend's house.

Under these circumstances little or no advance warning can be given so we would ask parents to instruct their children what to do and in particular to arrange alternative shelter should the family home not be available. Parents are also asked to ensure that they update the school as a matter of urgency if they change their address, telephone or other contact details. Text messages will be sent to parents to keep them as well informed as we can.

In such circumstances the school maintains close contact with the bus companies and tries to ensure that all pupils from outlying areas are dismissed in good time so that they may get home safely. During periods of extreme weather conditions parents are asked to tune into Radio Tay which will broadcast details of any school closures and to consult the Council website.

Senior staff are always available at such times to help and advise any pupil in difficulties. At all times the safety of our pupils is the main concern.

Information for parents/pupils regarding school closures will be available from the following sources:

- Radio Tay frequency AM 1584 FM 96.4 - Perth only; AM 1161 FM 102.8 –elsewhere
- Heartland FM and Radio Central – used for widespread severe weather conditions
- Perth and Kinross Council Customer Service Centre – 01738 475000 from 8.00
- Perth and Kinross Council Web-site: www.pkc.gov.uk/schoolclosures
- Perth and Kinross Twitter: <https://twitter.com/perthandkinross>