

Breadalbane Academy



School Handbook Academic Session 2024-2025



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



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1. Introduction

Dear Parents/Carers

Welcome to Breadalbane Academy, an all-through school for young people from 2-18 years.

We hope that your child will enjoy his/her time at school and leave with a broad range of knowledge and skills; a strong sense of values; and well-developed personal qualities. With these in place, he or she should be well prepared for every future challenge of life or work. In order for this to happen, we will try to offer a rich set of experiences in line with the national Curriculum for Excellence, both within the classroom and beyond it. We aim for our school to be excellent and want all of our young people to have this same ambition for themselves. Together, we can do great things.

Contained within this handbook is information which should give you an insight into the kinds of experiences our young people will encounter as they progress through school. You will also find practical information designed to answer the sorts of questions parents often ask. I hope you find this handbook useful, but would invite you to contact us should you require any further information.

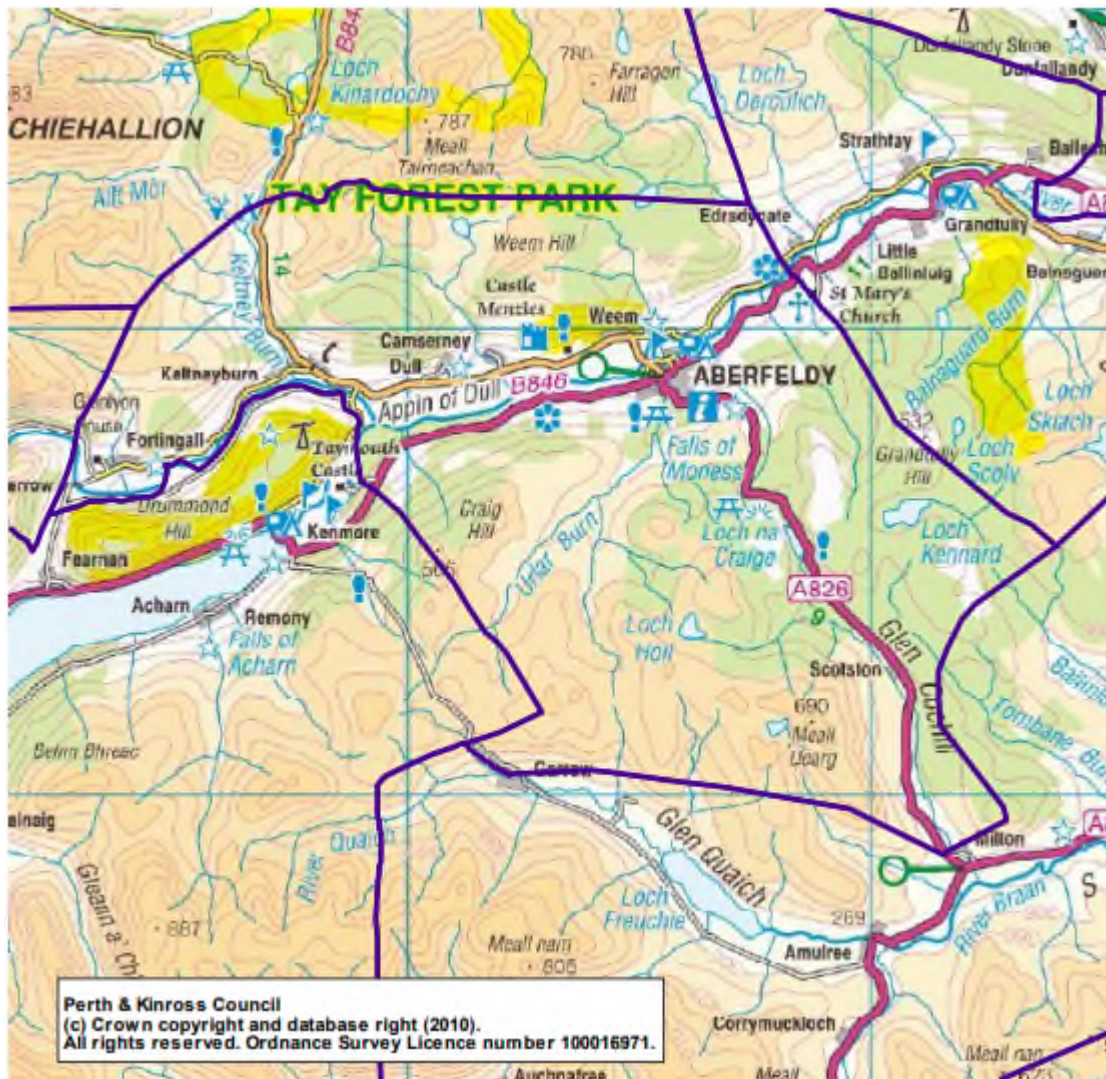
I believe that the very best schools are those that achieve meaningful partnership with their parents, and I would urge you to engage with the life of the school whenever these opportunities arise. I look forward to working together with you in maintaining the quality of our young people's school experience.

Mr John G Devine
Headteacher

2. School Information

Breadalbane Academy is a nondenominational Nursery, Primary and Secondary catering for pupils aged 2-18 years and offering Gaelic Medium Education in all stages. The school roll as of November 2023 is 200 pupils in the Primary (including 36 in Nursery) and 402 pupils in the Secondary. We have 16 pupils in Gaelic Medium Education in the Primary and 8 in the Secondary.

2.1 Breadalbane Academy Primary School Catchment



2.2 Breadalbane Academy Secondary School Catchment

The Secondary department is the only six-year secondary school in the Highland district of Perthshire. It receives pupils from the same area as the primary (see map), but extends from an area bounded by Killin in the West, Dunkeld in the East, Amulree in the South and Kinloch Rannoch in the North-West. The catchment area covers over 1000 square miles. In addition, Breadalbane Secondary School also receives S5 pupils from Pitlochry High School, a four-year secondary school. If you wish to check what school catchment your address falls under you can do so by following this link: <https://www.pkc.gov.uk/article/17291/Find-my-school-catchment-area>

3. Contacting the School

3.1 Main Contact Details

Headteacher	Mr John Devine
Address	Breadalbane Academy Breadalbane Community Campus Crieff Road Aberfeldy PH15 2DU
Telephone Number	01887 822300
Email	Breadalbane@pkc.gov.uk
Website	www.breadalbane.pkc.sch.uk

3.2 Senior Management Team

The school is led by a Senior Management Team (SMT) made up of the following positions:

Mr John Devine	Headteacher / Campus Leader
Mrs Kelly Leighton	Business Manager
Mr Craig Martin	Depute Headteacher (Support for Pupils and Staff)
Mrs Lorna Libreri	Depute Headteacher (School Improvement)
Mrs Vicky Marshall	Depute Headteacher (Head of Primary)
Miss Katrina Wallace	Depute Headteacher (Primary, Support for Pupils)

3.3 Parent Council

The Parent Council is a group of parents selected by all parents in the school to represent their views. Parent Councils have an important role to play in school improvement by ensuring that the parental perspective is represented and taken into account.

Breadalbane Academy Parent Council can be contacted by emailing chairperson@breadalbaneparents.com.

(See also section 5.1: Parent Council)

3.4 Parental Concerns – Support for Pupils

In the primary department, any enquiries or concerns can be addressed with the class teacher or Depute Headteacher (Head of Primary), Mrs Marshall. Should parents wish to discuss support for their child's learning, they should contact Miss Katrina Wallace, Depute Headteacher (Primary).

Each pupil in the secondary has a designated Guidance teacher whom they get to know well throughout their education, and who should be the first point of contact for any parent or carer with personal enquiries or concerns about progress. Our Guidance staff are Mr Harry Davidson, PT Guidance (Mhor/Schiehallion houses) and Mrs Anna Glover, PT Guidance (Farragon/Lawers houses).

Secondary parents who wish to discuss support for their child's learning should contact the Principal Teacher of Support for Learning, Mrs Lisa Forrester.

3.5 Pupil absence and sickness

Pupils must attend school unless prevented by their own illness. If a pupil is likely to be absent through illness, parents are asked to phone the school office before 9am and information will be passed to class and register teachers as appropriate. Members of the business support team may ask you for details regarding your child's absence. This is to allow the school to accurately record the reasons for absence in order to monitor potential outbreaks of illness and take appropriate action.

If no contact is made with the school office explaining a pupil absence, a Groupcall text message will be sent to the main parental contact advising that the school should be contacted immediately. If this does not elicit an explanation, the business support team will telephone the main contacts followed by any emergency contacts to ascertain a reason for absence. Should this prove to be unsuccessful and a pupil is still unaccounted the school may then decide to contact Police Scotland on 101 service for further support.

Visits to doctors/dentists/hospital should be made out with 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 primary class or secondary register teacher who will ensure attendance records are appropriately updated and the pupil has permission to sign out of school.

Further official procedures will be followed when a pupil has many unexplained or unwarranted absences. These may include referral to the PKC attendance sub-committee or the Scottish Children's Reporter.

Any special requests for leave of absence such as holidays within term-time or specialist sports training camps should be made in writing to the Headteacher.

3.6 The Complaints Procedure

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

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

If you have a concern, please contact your child's class teachers (primary) or Guidance teacher (secondary). If you are unsure who this is, please contact the school office.

If you have a complaint, please contact a member of the senior management team via the school office.

If you have a serious concern or a serious complaint, please contact Mr Devine Headteacher/Campus Leader via the school office.

3.7 Arrangements for parents, offered or seeking a place for their child in the school, including arrangements for visiting the school.

Any parent seeking a tour of the school or considering placing their child at Breadalbane Academy should contact C Martin (secondary) or V Marshall (primary).

Information on enrolments, including placing requests, can be found in the School section of Perth and Kinross Council website.

3.8 Communication

Regular communication with parents is key to the school's success and we will contact you in a number of ways:

- Groupcall messaging – pupil absence, event reminders, useful information
- Website www.breadalbane.pkc.gov.uk
- Letters via email and by post
- Bulletins/Newsletters by email
- Parents Evenings/Information Evenings
- Twitter: @BreadalbaneAcad or @BreadalbaneCC for campus updates
- Facebook: Breadalbane Community Campus - Official

The school Parental Communications Policy provides details of our approach towards parental communications.

Our approach towards parental communication is summarised in this leaflet:

<https://www.breadalbane.pkc.sch.uk/wp-content/uploads/2019/07/Comms-Policy-Leaflet-15.05.2016.pdf>. Our communications policy was co-created with parents.

4. School Ethos

4.1 Our Vision Statement

Between 2016 and 2018 we undertook a major consultation to look at our vision, values and aims. This involved discussion with pupils, staff and parents. The vision statement below reflects the views expressed by all stakeholders about the sort of school we want to be.

Our four key words: *Belonging, Believing, Aspiring, Achieving* reflect the journey that we want all our young people to take when they are with us. Before they can make any progress they must feel that they belong here. It is our job as a school to see to it that their experiences both within and outwith class engenders a feeling that this is their school which is here for them. After this, we must support them to believe in themselves. This will be about supporting them in their character development and helping them to see what they, as individuals, stand to gain from being at school.

Once these two building blocks are in place, it will be about supporting young people in their aspirations, through a curriculum offer that is meaningful to all and appropriate supports as and when these are required. Finally, young people will achieve when they are provided with a range of opportunities – academic, vocational and in terms of wider achievement - that provide them with an opportunity to shine no matter who they are.

The Breadalbane Academy School Vision *Belonging, Believing... Aspiring, Achieving!*

Belonging

This is our school. We belong to it, and it belongs to us.

- Everyone in our school community is respected.
- No matter who we are, the school values us and will help us to be successful.
- We have a strong voice in our school and our views are heard and listened to.

Believing

We believe in ourselves.

- We have the self-belief to know that we can be successful.
- We are building the resilience to bounce back when we experience difficulties.
- We take pride in our school community and want people to be happy here.

Aspiring

Together we can do great things.

- We work in partnership to challenge and stretch ourselves and others.
- We know that success requires hard work, and we persevere when the going gets tough.

Achieving

We always strive for excellence.

- We are proud of our school's history of achievement and want to be part of this.
- We want people to leave our school as rounded individuals who are happy and ready for life and work

4.2 Development of Pupils' Values

At Breadalbane Academy we are committed to providing 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 the pupils and the views of parents.

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

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

4.3 Action against Bullying

The school's anti-bullying policy was revised during session 2022-23 in collaboration with parents and can be viewed on the school website. A staff-parent working group continued to monitor approaches towards bullying over Session 23-24.

4.4 Positive Behaviour Management

Our Whole School Relationships Policy explains our approach to behaviour management across the school. It sets out our expectations of pupils as well as defining our staged approaches to tackling inappropriate behaviour. We believe strongly in creating a climate of strong relationships of trust and mutual respect and embrace the principles of restorative practice.

4.5 Health Care

The Community Health Service organises a programme of health care through the visits of various specialists to the school, e.g. Nurses, Doctors, Dentists, Speech and Language Therapists, Occupational Therapists and Health Visitors. Pupils are screened at different stages and parents will always be informed by letter prior to the commencement of the next stage in the programme of health care. From time to time, forms are sent home to assist with the collection of data and the advancement of the screening programme, these should be completed and returned in confidence to the school office. The Community Health Service operates in close liaison with family Doctors.

It would greatly aid the school if parents informed K Gatehouse (secondary) or V Marshall (primary), as soon as possible, of any medical conditions or disability which might affect the progress of their son/daughter in school. Pupil information of a medical nature is shared with members of staff in consultation with young people and their families. Occasionally a medical protocol will be required. This is a more formal document agreed with families and issued to staff to ensure the safety of the young person in school. Confidentiality will be respected at all times and information handled discreetly.

4.6 Medical Care

Minor injuries are treated by first aid trained school and campus staff.

If professional medical treatment is considered necessary, parents will be informed by telephone. If neither parent/carer nor emergency contact can be reached, the young person will be taken for medical help accompanied by an appropriate member of staff and parents will be advised as soon as possible. When a child becomes unwell at school and is unable to take part in class activities, parents will be informed and asked to collect the child from school.

It is vital that, if both parents are unavailable during school hours you supply us with a suitable emergency contact who can act in your place. If, after professional medical assessment, it is deemed necessary that the young person attends hospital, the responsibility to arrange such treatment this lies with the parents/carers or emergency contacts. In the case of an emergency, the Doctor will call an ambulance and the school will contact parents/carers.

EMERGENCY TELEPHONE NUMBERS MUST BE PROVIDED TO THE SCHOOL AND ANY CHANGES TO CONTACT DETAILS UPDATED IMMEDIATELY.

Parents should ensure that children do not return to school after a period of illness until they are fully recovered. If in doubt, you should contact your local GP surgery for advice.

4.7 Administration of Medicine Policy and Guidelines

Routine medication should not require to be administered during school hours. Therefore staff should not be required in the administration of routine medication. There are two exceptions to this rule:

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

In these cases parents should contact the school office for the appropriate forms and return

them as soon as possible.

4.8 Extra-Curricular Activities

Although academic learning is at the heart of all that we do, we aim to support the personal development of all our young people in ways that reach far beyond the classroom.

Our pupils regularly benefit from the enthusiasm and devotion of members of our staff who run an extensive range of extra-curricular activities.

Sport

In our main competitive sports of rugby, football, swimming, cricket, squash, netball, hockey, and canoeing, pupils regularly achieve recognition at district, regional and national levels.

The following afterschool sports are available:

Squash P4 - S6

Girls Football P4 - S4

Boys Football S1 - S6

Girls Gym S4 – S6

ASN Football

Netball S1 – S6

Rugby P1 - S6

Volleyball S1 - S6

Boys Gym S2 – S6

Basketball S1 – S6

Dance S1 - S3

Lunchtime Clubs

Cricket P5 - S6

Running P6 - P7

Gym S3 - S6

Badminton S1 –S6

Volleyball S1 – S6

Hockey S1 - S6

Throughout the year there are opportunities to compete at local and national events in various sports e.g. Athletics, Cross Country and Golf.

Clubs

During the school week pupils have the opportunity to join a variety of lunchtime and after school clubs. The following are available:

Drama Club

Lego League S1 - S2

Baking Club

Techy Club

Climate Cafe

Duke of Edinburgh Award S3-6

Breadalbane Academy has a long history of success in this scheme with large numbers of pupils gaining Duke of Edinburgh Awards in Bronze, Silver and Gold. In order to gain this award, pupils are required to display strong commitment and sustained effort which they do with enthusiasm every year.

Music

Our teachers and instrumental instructors give their time to practice and perform on a variety of musical instruments. Many Breadalbane Academy pupils are not only proficient musicians but also well-known entertainers within our community. Young musicians are also offered the chance to enjoy residential experiences and pupils perform at the local MOD and regional festivals. A variety of lunchtime music opportunities are available including.

School Band

Choir

Ceilidh Bands

Chanter Group

Community Work

Senior pupils volunteer to support younger pupils in a variety of ways in a number of schools. Some pupils commit to visiting our senior citizens and several pupils are involved in the design and maintenance of the community garden.

Study Support

Many Secondary Departments at Breadalbane Academy offer study support classes at lunchtime or after school to support pupils in exam preparation.

Day	Support Study 1.20 – 1.50pm			
	Subject	Level / Year Group	Location	Staff
Monday	Maths Engineering /Automotive Design & Manufacture Physics Business & Digital Literacy History Health and Food Technology	All Years S3-6 Nats All Levels All Levels Higher All Levels	Pupil Support Department 1F012 1F024 2F038 2F040 3F015 GF066 H.E Dept	Mrs Wardle Mrs Gibson Ms Rudie Mr McLean Miss Nairn Miss Stewart Mrs Chamberlain
Tuesday	PE Art, Design &Photography Drama Physics RMPs Graphic Communication Business & Digital Literacy History Modern Studies	All Levels All Levels All Levels All Levels All Levels Nats All Levels Nats All levels	PE Classroom Art Department Performing Arts 2F038 1F045 1F024 2F040 3F015 3F002	PE Staff Mrs Robertson/ Mrs Chalmers Mrs Shore Mr McLean Mrs Poole Ms Rudie Miss Nairn Miss Stewart Mr O'Donnell (after October holidays)
Wednesday	English English Maths Maths Engineering /Automotive Fashion and Textile Graphic Communication Practical Cookery Art, Design &Photography Physics Business & Digital Literacy	N5 All Levels All Levels All Years S3-6 N5 and Higher Higher N5 All Levels All Levels All Levels	1F047 1F032 Maths Department Pupil Support Department 1F012 GF062 –HE 1F024 GF062/GF066 - HE Art Department 2F038 2F040	Mr Mathieson Mr Milne Ms Lumsden Mrs Wardle Mrs Gibson Mrs Neilson Ms Rudie Miss Campbell or Mrs Neilson Mrs Robertson/ Mrs Chalmers Mr McLean Miss Nairn
Thursday	English PE* Chemistry Modern Studies Art, Design &Photography French & Spanish Physics Business & Digital Literacy Maths	Higher All Levels N5 and Higher All Levels All Levels All Levels All Levels All Levels All Levels	1F047 PE Classroom 2F037 3F002 Art Department 1F035 2F038 2F040	Mr Mathieson PE Staff Mrs Mowat Mr O'Donnell + After school. Mrs Robertson/ Mrs Chalmers Mr Reaper Mr McLean Miss Nairn Mr Edwards
Friday	Engineering /Automotive Computing Science Design & Manufacture Physics Business & Digital Literacy	S3-6 N5/Higher N5 All levels All Levels	1F012 2F002 1F024 2F038 2F040	Mrs Gibson Mr Clark Ms Rudie Mr McLean Miss Nairn

*PE supported study on a Thursday takes place from 3.45 – 4.45pm

The above table of study sessions is updated frequently, especially in the run up to our SQA exams, this will be available on our school website.

Primary Lunchtime Clubs

There are a range of lunch time clubs offered to primary pupils. Some of them just run for a term and others for longer periods of time. Examples of the clubs offered include Big Voices choir, Chess Club, Running and Dance.

5. Parental Involvement

5.1 Parent Council

In 2006, the Scottish Government passed the Scottish Schools (Parental Involvement) Act recognising and reflecting the shared role and responsibility that schools, parents and carers have in working together to educate young people.

As a result of this legislation, school boards were replaced with Parent Councils, designed to be less formal than their predecessor and to encourage more parents to contribute to school life.

Breadalbane Academy benefits from an active and supportive Parent Council whose purpose is to:

- Work in partnership with the school to create a welcoming school which is inclusive for all parents.
- Promote partnership between the school, its pupils and all parents.
- Identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.
- Develop and engage in activities which support the school in relation to the education and welfare of the pupils. This includes fund raising for the school.
- Promote engagement with the community.
- Promote the school as a focus point for pupils, parents and the community.

The Parent Council can be contacted by email chairperson@breadalbaneparents.com

Details of the Parent Council, its plans and links to minutes of meetings can be found on the school website - <https://www.breadalbane.pkc.sch.uk/parent-info/parent-council/>

5.2 Homework

Primary

Children at all stages will be given homework to be completed within the school week and we would usually expect this to amount to 45 minutes per week in P1, rising to 75 minutes by P7. Following consultation with parents, pupils and staff, homework is limited to reading, this may also take the form of phonics in the early years. Homework is shared with parents via a weekly email.

Secondary

Secondary: Breadalbane Academy uses Microsoft Teams to support pupils with the completion of homework, and to encourage parental engagement with pupil learning at home. Class teachers will record all homework via Teams, which will populate pupils' Teams calendar. This will give details of the task including date set, date due and method of submission. Pupils are expected to check their Teams calendar daily to ensure that they are up to date with homework set. Homework notifications will automatically be sent to pupils' GLOW email account from Teams when a new assignment is set.

Teachers will monitor submission and non-submission of homework. Non-completion of homework will result in a series of actions taking place including deadline extension, learning conversations, parental contact (including a Groupcall message home), and reflection on tracking reports. Pupils in S1 – S3 follow a broad general education, so to support parents /

carers with pupils' homework deadlines, a schedule of homework will be shared at the start of each term indicating which departments are issuing homework each week. This document will be shared via the school website and a copy emailed to parents/carers. Senior pupils in S4 – S6 follow a diverse range of subjects, so the nature and quantity of homework will vary across subject areas and throughout the year.

The Role of Parents

Many important aspects of education have already been covered in the home before a child even comes to school. The success of the education process relies on a strong partnership between the school and the parents. We welcome and seek your interest and involvement in school life. When this is achieved, it acts as a considerable encouragement to teachers.

As in any partnership, there may be differences of opinion. The best way to resolve these is for the school or parents to bring the matter out in the open. For our part, we will try to keep you informed and we would hope you will do likewise.

Parental Involvement in Course Choice

At key stages in a pupil's education, particularly when course choices for qualifications are being made, parents are invited to meet with their child's Guidance teacher to discuss options. We also hold annual parents' nights for each year group at which parents are invited to make appointments with class teachers to discuss their child's progress. Parents are also invited to contact their pupil's key worker to discuss any aspect of their child's education. In addition to this we support parents by holding a Careers Fair and Curriculum evening.

6. Transitions

6.1 Pupils entering the school in Nursery, P1 or S1

Most pupil transitions to Breadalbane are at the stages of Nursery, P1, S1 or S5. A great deal of care is taken to ensure a smooth transition and young people's first impressions of school are positive.

Nursery entrants will be invited to attend a play and stay session prior to starting to meet the staff and other children. All pupils entering P1 participate in the established transition programme in the Nursery and attend two induction mornings in June when they will visit their classroom and, where possible, meet their teachers. A parental information session is held in June and provides the opportunity to discuss transition and receive essential information about school life.

Secondary pupils transferring from associate primary schools are invited to attend an open evening with their families in term 1. This is followed by a team building day in April/May a residential experience in May and two full induction days in June. All of these experiences give the pupils the opportunity to familiarise themselves with the school, establish relationships with new classmates, teachers and follow their timetable. Enhanced transition programmes are organised for pupils with additional support needs in conjunction with associate primaries if appropriate.

6.2 Pupils entering school at other times or stages

If your child will be joining our school out with the school session times, for example, due to geographical relocation, please contact the school office in the first instance, where full details will be taken and passed to the appropriate Depute Head (Secondary – Mr C Martin, Primary – Mrs V Marshall). The depute will then liaise with you to establish a convenient time for you and your child to visit the school.

6.3 S5 Pupils from Pitlochry High School

There are a number of arrangements in place for the smooth transition of Pitlochry pupils to Breadalbane. The Senior Management Team (SMT) and the Support for Pupils Team liaise with key staff at Pitlochry High School throughout the academic year. The Headteacher and Depute Heads, attend Pitlochry S4 parents' evenings to be meet parents and answer any initial queries about the transition process. In addition to this, members of the Support for Pupils team visit S4 pupils during their personal and social education classes to discuss course choice and transition arrangements. Transition and induction days are held during the year to allow S4 Pitlochry pupils to visit Breadalbane Academy, follow a timetable, meet the staff and spend time with their new peer group. Parents are also invited to visit the school prior to transition to view the facilities, meet with the staff and engage in discussions about course choice and careers options.

7. The Curriculum

7.1 A Curriculum for Excellence

Curriculum for Excellence (CfE) is the curriculum in Scotland which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling children and young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

In designing the curriculum our overriding aims are to enable all pupils to become:

- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible Citizens

At all levels of the curriculum, equal opportunities are offered to all pupils.

7.2 The Broad General Education

The broad levels within the curriculum and expected progression are as follows, although these will vary for individual children.

Curriculum Level	Stage
Early	Pre-school to P1
First	P2 to end P4
Second	P5 to end P7
Third and Fourth	S1-S3
Senior Phase	S4-S6

All learners are offered a broad, deep, general education from nursery to S3, building on previous learning. They will experience a wide range of subjects across eight curriculum areas:

- Expressive Arts
- Languages and Literacy
- Health and Wellbeing
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

The courses all build on the knowledge and skills developed in primary, which aim to make the transition from P7 to S1 as smooth as possible.

On entry to S1, pupils are arranged into mixed-ability classes of equal status using information provided by their primary schools. Later in S1, S2 and S3 there is setting by ability in some subjects.

As pupils progress into S2 and S3 they will be offered opportunities for choice within these curriculum areas allowing them to specialise while retaining breadth within their education.

In S3 pupils can choose from a range of core subjects that they can continue to study in the Senior Phase. In addition, pupils choose from option masterclasses which are skills-based achievement course linking to careers and developing the young workforce.

7.3 The Senior Phase Curriculum S4-S6

The Senior Phase – from around age 15-18 – aims to enhance knowledge, understanding and skills through qualifications and other learning. Our curriculum aims to offer those who opt to stay on at school post 16, appropriate, relevant, and attractive choices to continue their learning. This will give them the best chances of securing long term employability and opportunities to enter further or higher education.

It is during this phase that the pupils are offered the greatest flexibility and choice in their learning with the opportunity to specialise in a smaller number of subjects and study at a range of levels. The number of subjects selected will depend upon the learning pathway chosen but may range from five to eight in any one academic year with some lasting more than one academic year. The courses and levels offered are as follows:

- National 3 – equivalent to SCQF level 3
- National 4 – equivalent to SCQF level 4
- National 5 – equivalent to SCQF level 5
- Higher – equivalent to SCQF level 6
- Advanced Higher – equivalent to SCQF level 7
- National Progression Awards – available at SCQF Levels 4, 5 and 6
- Skills for Work Courses – available at SCQF Levels 4 and 5
- National Certificate – available at SCQF Level 6

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.

As well as studying subjects that will lead to formal qualifications in this phase pupils have the opportunity to enhance their learning through other planned opportunities such as work experience, community voluntary work, peer support, and many more senior wider activities and achievements, through senior option masterclasses.

The Senior Phase Curriculum offer continues to widen and develop. This includes opportunities to study virtual courses through the Perth & Kinross Virtual Campus and the Tayside Regional Improvement Collaborative. The School College Partnership with UHI Perth allows pupils access to other courses, such as Foundation Apprenticeships.

7.4 Religious Education

Core Religious and Moral Education

Religious and Moral Education is non-denominational in its approach and within core RME lessons our course enable pupils to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of religions selected for study, other traditions and viewpoints independent of religion

- explore and develop a knowledge and understanding of religions
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious and cultural diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral value
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life

Removal from RME on Grounds of Conscience

If, on grounds of conscience, the parents of any pupil wish their child to be excused from Religious and Moral Education, a written request should be made to the Head Teacher. The Head Teacher, before granting the request, may discuss the Religious and Moral Education course with the parent, together with the arrangements which would be required for withdrawal.

Religious Observance

Assemblies of a spiritual and values-based nature are held at key points throughout the year. If you have any queries regarding this, please do not hesitate to contact the Head Teacher.

7.5 The Careers Service

Our Careers Coach from Skills Development Scotland (SDS) works in Breadalbane Academy and Pitlochry High School on a weekly basis offering information to pupils about the types of careers available and support to apply for these opportunities. Our Careers Coach supports the Authority's Careers Education Policy and provides the following services:

- Assistance with subject choice.
- Group work from S1 – S6 covering topics such as career options after school; University/College; jobs for school leavers and so on.
- Career Interviews: Any pupil can ask to see the Careers Adviser to discuss career plans and career options as these develop, but 1-1 interviews will be available from S3 Parents should encourage their children to see the Careers Adviser from time to time. The Career Adviser is also very happy to meet parents to discuss any issue.
- Assistance with applications and placing into employment and training.
- Attend S3, S4 and S5/6 Parent Contact evenings
- Attends our 16+ meeting

Appointments can be made through the Support department, who can provide further information.

7.6 Instrumental Tuition

Free instrumental tuition in woodwind, violin, cello, percussion, brass, piano, bagpipes, guitar and singing are offered to pupils within the school.

Details of the IMS service are contained within the Local Authority information appended to this handbook under section F – Music Tuition.

Some instrumental tuition is offered in Primary according to staff availability. Please contact the school for further information.

7.7 Educational Trips

From time to time throughout the year, pupils will undertake learning out with the school environment. Annual parental consent will be sought for local field trips involving activities such as outdoor learning or forest schools, as well as those experiences covered by the Breadalbane Guarantee: <https://www.breadalbane.pkc.sch.uk/the-breadalbane-wider-achievement-guarantee/>.

Specific parental consent will be sought for trips outwith the immediate area or involving an overnight stay. A small fee is often requested to cover the cost of transportation and entry fees, details of which will be provided in the information outlining the excursion. The school is committed to ensuring that trips are accessible to all pupils irrespective of means so will always ensure that costs are kept low, through subsidy where required, as well as by supporting individual families on a case by case basis.

8. Assessment & Reporting

8.1 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. Most of our pupils in the senior phase will be presented for national accredited awards.

The purpose of the school-based assessment is:

- To encourage pupils to learn and apply themselves to work.
- To identify pupils' strengths, areas for development, and next steps in learning.
- To help teachers to critically examine the appropriateness of the course and materials being used and modify them according to the needs of the pupils.
- To form part of the target-setting, action planning and review process.

Methods of assessment include:

- Informal self or peer assessment, which will happen regularly.
- Continuous assessment by teachers as they observe / listen to pupils and look at work produced by pupils in a range of situations and forms.
- Formal full-scale tests such as prelims for pupils within the Senior Phase and SQA examinations
- Coursework, assignments and portfolios as components of national qualification courses.

- National Standardised Assessments for P1, P4, P7 and S3.

8.2 Reporting

In the Primary school parents receive an annual written report on their child's progress and there are two parent contact evenings during the year.

In the Secondary, S1-3 receive 2 tracking reports per year with reports including ratings in relation to a pupil's behaviour, effort and homework. One report also includes a comment to provide an overview on progress and next steps required for learning.

S4-6 receive 3 tracking reports per year with reports including ratings in relation to a pupil's behaviour, effort and homework. As S4-6 pupils are studying a range of National Qualifications there is also an indication of the level (e.g. National 4 or National 5) at which a pupil is sitting along with a Target Grade (a grade agreed with the pupil as potential they have to achieve, which is set to be challenging and achievable), and a Working Grade (a grade that is a prediction of final course attainment based on academic evidence and holistic professional judgements). Two reports include a comment to provide an overview on progress and next steps required for learning.

If there is a concern noted in between reports being issued then a teacher will detail the concern, and strategies for improvement, in an Intervention Letter which is sent home.

All parents will be given an opportunity to meet class teachers at a parent contact evening.

Reports provide clear, positive and constructive feedback about children's learning and their progress against national standards and expectations. Information contained in the reports is based upon:

- The teacher's professional knowledge and judgement about the skills and abilities of their learners.
- Evidence gained from the range of assessment methods employed over the school session.

In addition, parents are always welcome to make enquiries about the progress of their child by contacting the class teacher in Primary or the subject teacher in Secondary. Parents can also contact the Secondary Pupil Support Team (including Guidance Teachers) at any time.

9. Support for Pupils

9.1 First Point of Contact for Pupils and Parents

In Nursery, the first point of contact should be the Nursery teacher. In the case of primary pupils, the class teacher is the best first point of contact.

In secondary, the first point of contact will be the PT Guidance, except in the case of issues specifically relating to learning support when it should be the PT Support for Learning.

The Pupil Support Department is led by of 3 Principal Teachers as follows:

Mrs L Forrester – PT Support for Learning

Mr H Davidson – PT Support for Pupils – Guidance (Mhor and Schiehallion Houses)

Mrs A Glover – PT Support for Pupils – Guidance (Farragon and Lawers Houses)

This team is overseen by the two 'years heads':

Mr C Martin – DHT Support for Pupils and Staff – S1,2 and 6
Mrs L Libreri – DHT School Improvement – S3 - 5

Mr Martin maintains an overview of all secondary pupil support issues. He also chairs the Integrated Team Meetings (ITMs) where support staff and partner agencies meet combining expertise to provide a holistic programme of support for pupils who are experiencing particular difficulties. The ITMs operate monthly and have in attendance representatives from Social Work, Community Link Worker, Educational Psychology, Police, Youth Services and staff from primary and secondary. Their main purpose is to bring together professional representatives to support children, young people and their families. An initial referral to ITM is made with consent of the parents and the school will only share information which it considers to be relevant, necessary, legitimate, appropriate and proportionate to the concerns discussed on a 'need to know' basis.

All members of the Support for Pupils team (secondary) or Mrs V Marshall (primary) are happy to discuss any issues or concerns that may arise throughout the year. They can be contacted for an appointment or an informal telephone call through the school office on 01887 822300.

9.2 Pupils with Additional Support Needs

The Education (Additional Support for Learning) (Scotland) Act 2004, amended 2009, provides a framework for supporting young people and their families. This framework is based on the concept 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. Additional support needs can be short or long term.

For most young people their needs will be met through the normal school planning processes or a Child and Young Person's Plan. Individualised Educational Programmes (IEP) and co-ordinated support plans (CSP) will be prepared for a small number of children and young people with additional support needs. CSPs may be put in place for children and young people 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.

The Act explains the duties of education authorities and rights of children and young people. If more information is required relating to the implementation of the Act within Breadalbane Academy, please contact the school in the first instance.

Information may also be obtained on the local implementation of the Act by contacting Sarah Stephen, Quality Improvement Officer at 2 High Street on 01738 475000. Information and advice can also be obtained from the Enquiries Helpline 0845 1232303, or online at www.childreninscotland.org.uk

Detailed information regarding pupils transferring from our associate primaries and Pitlochry High School is gathered prior to 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. Planning is carried out in full consultation with parents, associate primary staff and other partners where appropriate.

Breadalbane Academy staff are invited to attend additional support needs meetings and meet with class and support teachers in the pupil's current place of education where school reports

and the outcomes of specific assessments are shared to assist in planning for transition.

Our policy is to include each child in mainstream education provision wherever possible. However, there may be occasions when a child requires alternative provision or extraction from subject classes to work on alternative programmes may benefit an individual child such as Life Skills, Motor Skills, Personal Achievement Awards and Outdoor Learning. Both Primary and Secondary departments have established Intensive Support Provisions and nurture opportunities which may benefit some pupils. Parents/Carers will be fully consulted in any plans to remove a child from mainstream classes to follow an alternative programme.

9.3 Personal and Social Education

Throughout the school PSE is delivered by Support and other staff. Where possible it is taught by the pupils own support teacher to help build relationships. The PSE programme varies depending on the age and stage of the pupil. A variety of topics are covered. Examples are as follows:

- S1 Making and keeping friends, Online safety and friendships, Stereotypes and equality, Relationships, Personal hygiene, Alcohol and the law, Smoking and vaping, Road safety, My World of Work Bounceback,
- S2 Relationships and consent, Optimising student success, Drug awareness, Cyber bullying, Alcohol, My world of work,
- S3 Relationships, Drugs and the law, YPI, Theatre in education, MYWOW, Optimising student success, Vaping, Gender equality, Career pathways.
- S4 Sexual health, Online dating, SDS group work, Optimising student success. My World of Work, Drugs and alcohol
- S5/6 UCAS, Further Education, Careers, Financial Education, Driving theory including learner driver cyclist awareness Mentors in Violence Prevention, Drugs/Health Online dating and relationships

9.4 Looked After and Accommodated (LAAC) Children

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

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

Further information on Looked-After Services can be found on:

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

9.5 Partner Agencies

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

9.6 Educational Psychology

The educational psychologist attached to the school is Ms R Rennie. The educational psychologist provides a consultancy service for staff, development and training opportunities,

and conducts in-depth assessments of pupils with additional needs. Ms Rennie 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 wish to refer their child for assistance should contact their child's support teacher in the first instance.

9.7 Community Link Worker

Our Community link worker is Patricia Doran. Patricia works closely with pupils and families to address several issues including school attendance, family health and relationships with a view to building self-esteem and reducing barriers to learning. She also works closely with support staff to provide nurture facilities within the school.

9.8 Education as an Additional Language

Mrs T Davenport provides support to pupils for whom English is a second language. Her work includes enabling pupils to achieve qualifications in ESOL (English for Speakers of Other Languages) and support for transitions

9.9 Social Work

Our social worker is Ms Paula Gleave. She provides one to one support for families and children and works closely with our other partner agencies to address identified needs.

9.10 School Health

The School Nurse, Ms Zoe Smith assists in our health education programme and together with our Health Visitor, Ms Lynn McGregor, carries out screening programmes and provides support for pupils and families. They also act as links with our community paediatrician.

9.11 Skills Development Scotland

Ms G Sinclair (Careers Coach) provides 1-1 support for pupils to enable them to find positive destinations.

9.12 Further information

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 2011 as:

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

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

Telephone Helpline: 0345 123 2303

Email Enquiry Service info@enquire.org.uk

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

Enquire provides a range of clear and easy to read guides and factsheets including The

Parents' Guide to additional support for learning.

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.

Full information on Additional Support Needs is available on PKC website www.pkc.gov.uk

10. School Improvement

An overview of the work of the school in Session 20/21 and development priorities for Session 21/22 is provided in our Standards and Quality Report which can be viewed on the school website.

<https://www.breadalbane.pkc.sch.uk/our-school/external-reports-development-planning/>

We present details of the school's performance in SQA examinations to the Parent Council annually. This presentation can also be viewed on the school website.

<https://www.breadalbane.pkc.sch.uk/our-school/sqa-performance/>

11. School Policies & Practical Information

11.1 School Day

Primary

Start	9.00am
Playtime Starts	10.50am
Playtime Ends	11.05am
Lunch	12.00 noon
Toilet Bell	12.50pm
Afternoon Bell	1.00pm
Playtime Starts	2.20pm
Playtime Ends	2.35pm
End of Primary Day	3.30pm

Pupils who arrive after 9am will be unable to enter through the security doors in the Primary and must report to the campus reception to gain access to their class.

Throughout Perth and Kinross Council, all P1 pupils attend full days from the start of the academic year.

Secondary

<u>Monday – Wednesday</u>	<u>Thursday - Friday</u>
Warning Bell 08:50am	Warning Bell 08:50am
Registration 8:55am – 9:00am	Registration 8:55am – 9:15am
Period 1 9:00am – 9:55am	Period 1 9:15am – 10:10am
Period 2 9:55am – 10:50am	Period 2 10:10am – 11:05am
Interval 10:50am – 11:05am	Interval 11:05am – 11:20am
Period 3 11:05am – 12:00pm	Period 3 11:20am – 12:10pm
Period 4 12:00pm – 12:55pm	Period 4 12:10pm – 1:00pm
Lunch 12:55pm – 1:55pm	Lunch 1:00pm – 2:00pm
Warning Bell 1:50pm	Warning Bell 1:55pm
Period 5 1:55pm – 2:50pm	Period 5 2:00pm – 2:50pm
Period 6 2:50pm – 3.40pm	Period 6 2:50pm – 3.40pm

We ask all parents to ensure that pupils arrive in good time each day for the start of the morning and afternoon sessions.

NB – Pupils are not allowed out-with the school grounds at morning interval or during periods unless they have written permission from a member of the Senior Management Team or their Guidance Teacher.

On arrival at school any pupil who has missed registration **MUST** sign in at the campus reception to ensure their attendance is recorded accurately in case of fire.

11.2 Arrangements for Lunch

Primary

Three choices of school meals are available. Pupils are issued with a menu which is also available on the Perth and Kinross Council website. Payment for lunches can be made on ParentPay, this is added immediately to the pupil's lunch card. Pupils may choose to bring a packed lunch which is also eaten in the dining area. Parents may also choose for their child to have a home lunch. On Fridays, with parental permission, P7 pupils can go into Aberfeldy during lunchtime.

More information on primary school lunches including Tayside Contracts menus can be found here: <https://www.pkc.gov.uk/article/17330/Primary-school-meals>

Secondary

- "Food to go" is open daily from 9:30am and serves hot/cold snacks and hot/cold drinks.
- The main counter in the dining centre is open daily at lunchtime serving hot dishes, main meals and drinks.
- The cold food counter in the dining centre is open daily at lunchtime serving cold meats, salads, baguettes and wraps.
- Vending machines are available serving hot drinks and cold snacks.

Young Scot cards can be used at food outlets within the campus. Using a Young Scot card allows pupils to obtain discounted rates. Application forms can be obtained online and from the Community Library.

Payments to your child's Young Scot card can be made on ParentPay.

More information on secondary school lunches including menus and price lists can be found here: <https://www.pkc.gov.uk/article/17331/Secondary-school-meals>

Information on Free School Meal Entitlement can be found here: <https://www.pkc.gov.uk/freeschoolmeals>

11.3 Uniform/Clothing

All pupils are requested to wear school uniform. Parental surveys have shown that the majority of parents agree with the uniform policy and support the reasons for it. Wearing school uniform is an indication that pupils share a sense of belonging to and pride in their school and that they accept the school's code and standards of behaviour. Uniform emphasises the fact that pupils will be treated equally and serves as an aid to the security of pupils within and indeed without the school grounds. It also eliminates peer pressure to dress in the latest designer clothing. Pupil clothing should be labelled clearly with name and class to avoid loss.

- **Nursery**

The fun and enjoyment of the Nursery experience is lost if your child is worried about spoiling his/her clothes, therefore it is important that your child wears clothes that can be easily washed. We provide plastic aprons for water play and messy activities. Please remember that the children in the nursery will have access to our gym facilities and should wear suitable clothing during this activity. As pupils access the outdoors every day and regularly participate in Outdoor Learning Adventures, suitable clothing and footwear should be worn.

- **Primary**

Pupils in primary wear indoor shoes whilst in the building. They also need a PE kit, including suitable footwear, to be kept in school.

Jumpers embroidered with the school logo can be purchased from Grandtully Logos <https://www.grandtullylogos.com> Ties are available for purchase through the school office and can be paid for through ParentPay. Should parents wish to purchase them, PE t-shirts in house colours with the house name on the back can be purchased from Grandtully Logos

Primary 1 to Primary 3

Blue polo shirt and navy jumper or sweatshirt (not hoodie) with black skirt, pinafore or trousers (including smart black jeans).

Navy cardigans and blue checked school dresses are also options offered.

Although it makes changing for PE more difficult for pupils, they can wear a white shirt and black tie with house stripe and logo.

Primary 4 to Primary 7

White shirt and black tie with house stripe and logo or white polo shirt, black round neck or V-neck jumper (not hoodie) with black skirt, pinafore or trousers (including smart black jeans). Black cardigans and blue checked school dresses are also options offered.

- **Secondary**

White shirt or blouse

School tie (S1-4 house tie, S5-6 senior tie)

Black jumper or cardigan (no coloured jumpers or hoodies of any colour)

Black skirt, trousers (including smart black jeans), or leggings

Plain black footwear (shoes, trainers, boots are all acceptable)

All ties are available for purchase from the school office and can be paid for through ParentPay.

It has been agreed that school blazers (with braid) will be worn by all prefects and house captains.

Blazers (without braid) are available as an option for all other pupils.

Information on how to purchase a blazer can be found here: <https://www.border-embroideries.co.uk/schools/breadalbane-community-campus.html>

We wish to emphasise that sports clothes, designer tops, jackets and logos are not part of the dress code.

Information on clothing grants can be found here:

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

Consequences

If a pupil is in school without school uniform, then parent / carers will be notified by text message. If the problem is persistent then contact home will be made by the pupils Guidance Teacher.

If a pupil has forgotten their school tie, then a temporary replacement can be borrowed from the school office. Other items may also be available. All borrowed items must be returned to the school office at the end of the day. Parents will be contacted regarding any items that have not been returned.

11.4 Guidelines for Physical Education (Secondary) – Dress, Health and Hygiene

In the interest of high expectations and standards, pupils must bring the following change of clothing on days when they are timetabled for Physical Education:

Indoor

Basketball, Volleyball, Gymnastics, Badminton, Social Dance, Fitness, Netball, Handball, Table Tennis

- Indoor trainers (not the same trainers pupils wear outdoors)
- Appropriate sports shorts or Leggings – long shorts or jeans of any kind are not suitable.
- Appropriate sports t-shirt

Swimming

- Swim shorts / swimming costume (one-piece)
- Towel

Outdoor

Football, Rugby, Hockey, Orienteering, Tennis, Summer Games, Athletics (Surface dependent)

- Outdoor trainers suitable for Astroturf surface or Football Boots for activities on Grass Pitch
- Appropriate Sports shorts or leggings
- Appropriate sports t-shirt
- Change of socks
- Towel to dry off in case of rain

For hygiene reasons school uniform (jumpers/trousers/shirts) must not be worn during PE. Trainers must also be different from footwear worn to school.

In all situations Long Hair must be tied back and all jewellery including watches must be removed. Pupils should use roll-on deodorant only in changing rooms. Pupils timetabled for Physical Education at the end of the school day are not required to change back into school uniform to travel home.

If for any reason pupils are unable to participate in PE lessons a letter is required from parents/carers.

After consultation with pupils across the school a new PE kit was designed to suit all pupils in Secondary. There are three items that can be purchased which include a t-shirt, shorts and ¼ zip pullover top. Both the t-shirt and pullover top are branded with the school logo. PE kit items can be purchased from <https://clubshop.macron.com/dundee/breadalbane-academy> For more information on these items, please speak with the PE department.

11.5 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. Valuable personal property such as electronic equipment should NOT be brought to school. Money, calculators, etc should not be left unattended. Enquiries about lost property should be pursued with the campus reception or the school office.
2. Pupils are expected to provide their own pens, pencils, rubbers and rulers.
3. We advise pupils not to bring expensive electronic equipment to school. Mobile phones are not advised; they must not be switched on during classes or between periods. Pupils who attempt to use mobile phones during lessons unless given permission by a teacher may have them temporarily confiscated.
4. Pupils should not leave any property unattended at any time including schoolbags. Lockers are available for all pupils from P6 through to S6 and temporary lockers are available in the sports facilities for use during PE lessons.

11.6 Arrangements for Emergency Closures

Adverse weather conditions – during school time

If the weather deteriorates rapidly, we will close the school to ensure the safety of all pupils and staff. We will arrange for pupils on school transport to depart early as a priority and contact all the parents, emergency contacts etc (wherever possible) before releasing pupils. If parents of pupils in outlying areas note a deterioration in the weather and think that school transport may not reach them, they should try to make arrangements for their child to be uplifted directly from school. If possible, telephone us beforehand.

Adverse weather conditions – out with school time

When conditions are bad, especially in outlying areas, parents should not send their children to school if they are in doubt. Please inform us if that is the situation. If the school transport does not reach you due to road conditions, do not send your son/daughter to school unless you are prepared to arrange transport to school and home again.

Perth and Kinross Website along with the school social media pages and website will be updated at all times with current situations. We encourage parents to use this facility, in order to leave telephone lines open for those who do not have computer facilities. If you are in a position where you must telephone the school for information, please use either 01887 822300 or 01887 822400.

Parents should listen to:

Radio Tay	Frequency	AM	1584 & 1161	FM	96.4 & 102.8
Heartland FM	Frequency	AM		FM	97.5 & 106.6

For information regarding school closures and contract bus advice contact;

PKC Customer Service Centre number for parents – 01738 475000 (available from 8am – 6pm Monday – Friday. However, this line may operate from 7am in exceptional circumstances.

In exceptional circumstances, where a blanket closure of schools is considered necessary, the Executive Director of Education and Children’s Services will contact Radio Tay. An announcement will be made at approximately 7.00am. This information will also be passed to Tay Connect, Heartland FM and the Perth and Kinross Council’s information line.

Groupcall text messages will be sent to the named main contact for each pupil with the most up-to-date and current information available.

11.7 Useful Sources of Information

SQA: http://www.sqa.org.uk/sqa/CCC_FirstPage.jsp

Scottish Credit and Qualifications Framework (SCQF): <http://www.scqf.org.uk/>

John Muir Trust: <https://www.johnmuirtrust.org>

Active Schools: <https://sportscotland.org.uk/schools/active-schools/>

Curriculum for Excellence (CfE) <https://education.gov.scot/>

Youth Philanthropy Initiative (YPI) <https://ypiscotland.org.uk>

12 Child Protection Officers

Under current legislation the school is required to report if we think any child has come to harm as a consequence of possible abuse. A member of staff in each department has been appointed to be responsible for Child Protection matters. Our child protection officers are as follows: Mrs A Glover (Pupil Support), Mrs V Marshall (Primary) and Mrs N Ferguson (Primary). Should you wish to talk further about Child Protection and the safety of children please feel free to contact them. We have strong relationships with Community Medical Officers, Social Workers and Police, any or all of whom may become involved if abuse is suspected.

GIRFEC

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

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

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

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

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

13 Breadalbane Academy Nursery Information

Options	Weeks per Year	Hours per Week	Sessions	School Holidays Entitlement			
				Spring	Summer	October	Christmas
Gaelic	Term Time only	30	9.00am - 3.00pm	None	None	None	None
English Term Time	Term Time only	30	9.00am - 3.00pm	None	None	None	None
English Extended Year	45	26	2 x 8 hours: 8.30am - 4.30pm AND 2 x 5 hours: 8.00am - 1.00pm or 1.00pm - 6.00pm	1 week	3 weeks	1 week	None

The nursery class is situated below the primary department and is accessed through a secure entrance beyond the primary playground. The nursery offers a range of funded attendance patterns for children aged 3-5.

Parents can access 1140 hours and can choose from a term time attendance pattern or select a 45 week attendance pattern.

Parents who wish their child to attend nursery should make an appointment to visit by contacting the school office. Further information about our nursery can be found in the Nursery Handbook on the school website.

Information regarding admission to nursery classes in PKC is available at:

https://www.pkc.gov.uk/media/38673/Guide-to-Early-Learning-and-Childcare-2019-%202020/pdf/2018603_Guide_to_Early_Learning_2019_CLIENT.pdf?m=636830546330470000