

Kinnoull Primary



School Handbook Academic Session 2025-2026



Education and Learning
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Ambition | Compassion | Integrity



School information

The following information areas for inclusion in school handbooks meet the requirements of the Education (School and Placing Information) (Scotland) Regulations 2012.

The purpose of the handbook is to communicate the ethos of the school and provide a welcome for parents to the school, help parents to choose a school, prepare their child for school and act as a reference tool while their child is at the school. The handbook also communicates with parent about the child's learning journey and in doing so, facilitates parental involvement in the school and helps parents support their children.

Everything in **bold** must be included in the school handbook as it is a legal requirement or something that the local authority wishes to include. Everything else is additional information that the schools may wish to communicate to parents and carers.

We must post a copy of school handbook on the Perth & Kinross Council website. Schools may also have them posted on their own website, Glow, blog etc. Handbooks must be made available to parents by the 8th of December each year.

On request, schools must make available to parents a hard copy if they want one, a version in an alternative format e.g. Braille, or translated into a community language other than English.

There is an expectation that you will involve parents and pupils in developing and producing the Handbook.

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Introduction

Welcome to Kinnoull Primary School. The school has been in the present building since 1876, situated close to the river Tay on the Eastern periphery of Perth. Prior to this date the school was located nearby at the near end of the Queens Bridge. The school was built on the site of the old Witch Hill quarry from where much of the stone for local houses was extracted during the 19th Century. A track now shown on maps as "School Brae", which runs beside the south-eastern boundary of the school was originally called Witch Hill Brae. An old local legend says that long ago, women who were suspected of being witches were rolled down the hill into the River Tay. ("Brae" is an old Scottish word for hill and is probably a legacy of our Viking invasions).

At Kinnoull Primary we strive to create a positive atmosphere where everyone feels valued and supported so that each child in our care is happy and able to achieve their potential; academically, physically, socially and emotionally. Pupils experience the full range of the curriculum in a welcoming and inclusive environment where they can thrive and feel safe and supported. The school plays an active part in the community and is well supported by it. Parents and visitors are always welcome, and we value the contributions of our entire school family.

We look forward to working with you in meeting the needs of our young people and our community.

Catriona Steele
Head Teacher

Delineated Area

The area to the south of East Bridge Street, Lochie Brae and Gannochy Road, bounded by the river in the west and Perth City boundary in the east and the area bounded by the east side of Main Street and the centre line of Strathmore Street and the A94 to the old city boundary in the north, East Bridge Street, Lochie Brae and Gannochy Road to the south east.

A map of the above area is available for inspection in the school.

Parents living out with this area, who wish to enrol their children in the school, must complete a placing request form and submit it to the Education & Children's Services, Pullar House, 35 Kinnoull Street, Perth, PH1 5GD or complete an online placing request application form on www.pkc.gov.uk

Contact Details

NAME OF SCHOOL	Kinnoull Primary School
ADDRESS	Dundee Road, Perth, PH2 7EY
TELEPHONE	(01738) 477650
EMAIL	KNLCommunications@pkc.gov.uk
WEBSITE	https://www.kinnoullprimary.org.uk

STATUS	Primaries 1 – 7
HEAD TEACHER (Acting)	Miss C Steele
PRINCIPAL TEACHER	Mrs S Soutar
PRESENT ROLL	182

Composition

At present there are seven classes.

The Staff

Primary teachers are trained to teach all stages of primary and may teach various stages throughout their careers. The Head Teacher and Principal Teacher, who currently do not have full class commitment, are available to do curriculum planning, monitoring of Quality and administration duties. They also cover initial staff absence of staff training and work with groups and individuals throughout the school.

At present, our classes and staffing allocation for the current session 2024-25 are as follows:

Class Teachers

P1 – Miss Harvey
P2 – Miss Cormack
P3 – Mrs McNiven
P4 – Mrs Grant
P5 – Ms Douglas
P6 – Miss Johnson
P7 – Mrs Haddow

Additional Support

Pupil Support Teacher - Mrs Williams

Visiting Staff

Physical Education Miss C Warren
Instrumental Tutors
Miss E Jack (Strings)
Mrs R Whiteman (Brass)

Support Staff

Primary School Support Assistant – Mrs L Young, Miss S Corr
Pupil Support Worker - Mr K Walker
Pupil Support Assistant - Mrs V McMorrin, Miss R Bell
Early Childhood Practitioner- Mrs R Buchan
Lunchtime Supervisor – Mrs S Simpson, Miss R Bell and Mrs L Young
Janitors - Mr R Anderson

Parental Concerns

If a parent has a concern about their child, they should contact the school office, by telephone, email or in person, to arrange an appointment to speak to the relevant staff member. A meeting will be held as soon as possible. Concerns are always taken seriously and listened to. Staff will explain their views, where appropriate children will give their views and together parents, staff and children will agree a positive way forward. Communication will be maintained until the concern is alleviated.

Should parents feel that the concern has not been dealt with sufficiently they can contact Perth and Kinross Council to address their concerns.

We would like all parents/carers to be happy with the work of the school and the educational experiences we provide for your children. However, if you wish to make a complaint or have a concern about any aspect of our work, please follow the procedure below:

- In the first instance, if appropriate discuss the complaint/concern with the class teacher. (Usually matters can be resolved quickly and any concerns alleviated)
- If you feel your concerns have not been met or you deem it more appropriate, please refer your complaint/concern to the Head Teacher.

We do hope to resolve any concerns quickly and see it as an opportunity to review our practice. The concern will be acknowledged within **5 working days** and a full reply will be given within 15 working days from the date of receipt of the concern. In the event that a full response can be made within the 5 working days an acknowledgment will not be sent. However, if the concern cannot be easily resolved or requires further investigation then we would progress your concern in accordance with the Perth & Kinross Complaints Procedure.

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:

Quick guide to Perth & Kinross Complaints Procedure

Stage One: Frontline Resolution

We will always try to resolve your concern within five working days if we can. If we can't resolve your complaint at this point, we will explain why and suggest how we might resolve it. It maybe that your complaint requires to be investigated at Stage Two.

Stage Two: Investigation

We will look at your complaint at this stage if you are dissatisfied with our response at Stage One. We also look at some complaints immediately at this stage, if it is clear to us that they are complex and require detailed investigation.

We will acknowledge your complaint within three working days. We will give you our decision as soon as possible and wherever possible within 20 working days unless there is clearly a good reason for needing more time.

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

Authorised and Unauthorised absences from School

Keeping children and young people safe from harm is a high priority for Perth & Kinross Council. One area of concern is children who are absent from school and Education & Children's Services has recently reviewed our procedures for managing pupil absences.

By working in partnership, parents can keep their children's school informed about reasons for absence and schools can inform parents when their children are not in school.

This can be done by parents letting the school know in advance of any appointments, funerals or any other reasonable causes for keeping a child out of school and, in the event of illness, phoning the school on the first day of illness to inform the school.

This lets school staff know that your child is absent with your knowledge and that they are safe.

If you have not informed the school of an illness/ appointment then the school will contact you by phone to inform you of your child's absence first thing in the morning. On receipt of this phone call, it is important that you respond by telephoning or emailing the school with a reason for your child's absence. This way, we know they are safe.

Please help us to keep your child safe by keeping us informed of any changes to phone numbers and letting us know as soon as possible of any reason your child will not be in school.

By working together in this way, we can manage school attendance procedures more effectively and be able to respond more quickly to those who are absent without their parent's consent.

Parents are expected to ensure that pupils attend regularly and are punctual. Pupils who arrive late will have their names recorded in a "Late Book". This is for registration purposes so it is known they are on the premises. Perth and Kinross Council has a 96% attendance aspiration which we at Kinnoull strive to uphold. Should your child's attendance become a concern, the school may contact you to discuss ways we can support you to maintain attendance targets.

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

When considering registering a child(ren) in our school, please visit Perth and Kinross Website www.pkc.gov.uk . Please complete the online registration form and submit. You will be asked to submit a current council tax bill, your child's birth certificate and a current utility bill as proof of residence. If you wish to do so you can then request to have a visit to the school where you will be shown around. See **Transition** section for arrangements for new P1 intake.

School Ethos

Kinnoull Primary is an inclusive school where everyone is valued as part of the Kinnoull team and the community, and where respect is embedded within a nurturing, supportive climate. Children should be empowered to know their own strengths and aspirations, working in collaboration with peers, staff and school partners. We strive to provide a vigorous, equitable approach which provides the tools for every child to succeed. Complimenting the school ethos are the values attributed to Eco schools, Health Promoting schools and Rights Respecting Schools.

Pupils, parents and staff worked together to develop our vision, values and aims.

Kinnoull Primary School Vision, Values and Aims: children's version.

Revised by Pupil Council

Vision – what we expect to see in the school: Our River of Learning

Values- The school wants pupils to **be responsible, respectful and ready**

At Kinnoull we create the environment to realise our vision within our RIVER of learning, working towards meeting our aims.

Vision:

Respecting rights

Including all

Voices heard

Engaging everyone

Raising attainment

Aims:

We realise and respect the rights of all

We all feel part of the school community

We listen and we contribute

We create opportunities for challenge and enjoyment

We aim to be the best we can be

Parents are kept informed by written communications and newsletters at appropriate times. We also utilise the digital programme Learning Journals to share learning and wider achievements, to profile student learning. We also actively encourage parents to join us for concerts, special assemblies, fundraising events, curriculum information meetings, class open days and trips out of school. Email, Twitter, school website and Learning Journals are used as a quick means of communication with parents. However, we also communicate by letter and phone call, so it is important therefore that we have up to date contact details.

We implement Perth and Kinross Council policies in relation to inclusion, and equality. We endeavour to ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are committed to the elimination of any form of discrimination on whatever grounds. We recognise Scotland's diverse population.

The school celebrates achievement through the use of Learning Journals, at assemblies, ongoing classroom celebrations, and the annual End of Term Service.

Details of the school's role in the community, partnerships with organisations, bodies and people who work with the school.

Kinnoull School has a secure place in the local community. This is reflected in the school participation in such projects as bulb planting and visits to places in the locality. Social events at the school are well supported. There is close liaison between the school and Partner Providers in the run up to transition to P1. This liaison is also evident with Perth High School, with Kinnoull pupils participating in a programme of activities designed to promote confidence when they move up to S1.

There are also long-standing ties between the school and Kinnoull Church. We have regular use of the church for school performances and Christmas and Summer Services which are always very popular with families and former pupils.

The local area is also used as a natural extension of our school grounds. We have visits to the park, study of the River Tay, use of the sculpture trail and visits to the Museum and Concert Hall to enrich the Expressive Arts Programme - all provide valuable contributions to the education we can offer our pupils.

We have worked closely with The Gannochy Trust, Living Communities Project, Community Council, Friends of Millennium Park, The Rotary and other community organisations. We also recently established a partnership with Beautiful Perth and worked very closely with them to develop the grounds at the front of the school. This year we have worked with the Rotary Club to set up a Rotakids group within the school, which is supporting the development of local and global initiatives.

Health and Wellbeing and Positive Behaviour

We expect high standards of behaviour at Kinnoull School, which is generally upheld. We value the liaison between home and school and will contact parents if there are behaviour issues. We have found that where the school and parents are seen by the pupil to be working in partnership, most problems are solved with very little difficulty. If there are any circumstances which affect the child, e.g. bereavement, separation, it can help if we know (in confidence if necessary) so we can take the situation into account when dealing with any abnormal behaviour.

We have successfully implemented our Positive Behaviour Management Policy in line with our Rights Respecting Schools approach. We develop resiliency skills through a whole school approach using Bounce Back resources. We also make use of restorative approaches and self-regulation to support emotional and social development.

Parental Involvement

Close partnership between home and school is vitally important and parents are encouraged to contact school to make an appointment whenever problems occur or advice is needed. This partnership, of course, is a two-way process. Communication with parents is imperative if we are to maintain the positive ethos of mutual understanding and trust which exists at Kinnoull Primary. Communication can be by coming into school, by telephone and by email.

Parents are kept informed by, emails, written communications and newsletters at appropriate times. We also encourage parents to join us for concerts, special assemblies, drama productions, fund raising events, talking teas and school trips. We also regularly update our Website and Learning Journals to keep everyone up to date with the life of the school.

Parents are welcomed in Kinnoull Primary as part of the team who provide the best possible learning opportunities for their children. Parents are involved regularly through accompanying trips, giving talks, supporting extra-curricular clubs, sharing ideas, suggestions and concerns with us.

Parents are supportive of their child's learning by ensuring homework tasks are completed, are positive towards school, attending various meetings, fundraising events etc and showing interest in their child's learning.

Please note that all matters relating to individual children, teachers or classes should be raised directly with the Headteacher, or other relevant member of school staff, as they will not be discussed at Parent Council Meetings.

In line with the Parental Involvement Act (2007) every parent is a member of the Parent Forum at Kinnoull Primary. A Parent Council, known as Kinnoull School Council (KSC) is elected from the Parent Forum every school year. This works in partnership with the school to promote parental involvement and quality learning experiences for the children.

We also have a fundraising group called the Kinnoull School Association – KSA. They organise many fundraising events to support the school.

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

Kinnoull Primary School promotes an open door policy and parents are encouraged to approach the school regarding any queries or concerns they may have.

Transitions

There are a variety of points of transition: starting Nursery to Primary 1, moving to a new class, moving to a new group within a class, moving to another school, moving to secondary school. We have transition plans in place as a school for each of these occasions to ensure that all children are adequately supported and that relevant information is passed on during these transitions.

As children progress throughout the school, they regularly work flexibly with children and teachers from other classes so transition issues between classes are minimal. After completion of their Primary 7 year, pupils of Kinnoull Primary transfer to Perth High School, Oakbank Road, Perth, PH1 1HB. Tel: 01738 628271.

Pupils with additional support needs may require an enhanced transition between classes or between nursery and primary or P7 – Secondary. This will be decided through discussion with Class Teacher, ASN Teacher and parents.

The Curriculum

The curriculum in Kinnoull Primary is based on Curriculum for Excellence. It adheres to the principles of this curriculum by ensuring breadth, depth, challenge, enjoyment, challenge, progression, coherence, relevance, personalisation and choice. The totality of the curriculum takes account of the ethos and life of the school, curriculum areas and subjects, interdisciplinary learning and opportunities for personal achievement. It provides a variety of teaching methods and techniques which supports children to become successful learners, confident individuals, responsible citizens and effective contributors.

Children learn at different rates and have different strengths and areas for development. Ensuring that each child reaches their potential is an integral part of learning and teaching at Kinnoull Primary. It will therefore be the norm that children will be working at different levels within the same year stage.

In line with best practice and promoting the principles of Curriculum for Excellence active learning is promoted, relevant educational visits will be made, and visitors, who will enhance the educational experiences of the children, will be invited as appropriate. Outdoor learning in our community is an integral part of the learning activities undertaken. Children learn knowledge and understanding as well as skills for life, learning and work to prepare them for living in 21st Century Scotland. ICT will be used to enhance learning throughout as appropriate. Emphasis is put on children learning concepts and skills and then applying these in real life, problem solving situations.

Children are given the Experiences and Outcomes of the curriculum which they are entitled to study. They then work with teachers to plan how they learn. This ensures they have choice in their learning. At various times they make choices about personal achievement work, committees, responsibility groups and clubs.

Learning is shared with parents through Learning Trees which are issued termly, through the Parent Council and on an individual basis as required. Surveys and audits completed by parents/ carers also ensure they are involved in their child's learning. Parents of children with Additional Support Needs meet regularly with staff to discuss and agree progress/ next steps in learning. If school staff have any concerns about a child's learning parents will be invited to a meeting to discuss the concerns and the way forward. Parents will be given support and advice and additional opportunities (if requested) to meet more regularly with staff. In Kinnoull Primary children from P1 to P7 learn:

- Literacy: reading, writing, listening and talking
- Numeracy and Maths: Information Handling, Number, Money and Measure and Shape, Position and Movement
- Health and Wellbeing: Mental, Emotional, Social and physical Wellbeing, Planning for choices and change, Physical Education, food and Health, Substance Misuse, Relationships, Sexual Health and Parenthood.
- Sciences: Planet Earth, Energy in the Environment, Communication, Forces & Motion, Life and Cells, Materials, Topical Science, Inquiry and Investigative Skills, Scientific Analytical Thinking Skills and Scientific Literacy
- Social Subjects: People, Place and Environment, People, Past Events and Societies, People in Society, Economy and Business
- Technologies: Technological developments in society, ICT to enhance learning, Business, Computing science, Food and textiles, Craft, design, engineering and graphics
- Expressive Arts: Music, Art and Design and Drama.
- Religious and Moral Education: Christianity, Other World Religions, Development of Beliefs and Values
- Modern Languages: French –French will be taught at all stages in line with the Scottish Government’s 1 + 2 Approach: <https://education.gov.scot/>

Prior to sensitive aspects of learning (relationships, sexual health and parenthood) parents can expect to receive an email which will detail intended learning and will detail what to do if you wish for your child to not be included in this learning. Within Learning Trees details of religious and moral education will be detailed and for any parents who wish to exercise their right to withdraw their child, they must contact the school office 01738477650 or email the school KNLCommunications@pkc.gov.uk to make us aware of this intention.

Assessment & Reporting

The school is committed to ensuring that every child reaches his/her potential. This is achieved through focussed teaching, parental support and involving children in their learning. We operate a policy of continuous assessment, in line with government guidelines on “Assessment is for Learning” and Curriculum for Excellence. Ongoing formative and summative assessment is an integral part of the curriculum and is built into the work at the planning stage. In conjunction with this, children are encouraged to self and peer assess. On a daily basis children discuss their learning with staff and, at times, other children. They know their prior learning, why they are doing the current learning and can identify what their next steps in learning will be as part of their learning conversations. Learning is captured using Learning Journals, through written work and through learning conversation logs.

Staff track progress through the planning programmes, through Learning Journals evidence recorded, and tracking sheets which record what a child has achieved and what their target is for the year. Meeting Learners Needs meetings allow staff to detail targets and next steps for children that they work towards achieving. Staff work with colleagues from within Kinnoull Primary and from other schools to moderate and benchmark work.

Reporting

Evidence of each child's work is collected and used to inform future teaching and reports to parents. Each child has a portfolio of evidence that is collated throughout the year. If parents wish to discuss the progress of their child at any time they can make an appointment by contacting the Class Teacher. These meetings are generally informal with an emphasis on how best to support the child and build confidence in parents. The school operates an "open door" policy and parents are actively encouraged to be positive partners in their children's learning. There are periodic 'Open' afternoons to give pupils the opportunity to share their learning with their parents. There are also twice yearly Parent Contact Evenings where parents have the opportunity to discuss pupil progress. A summary of the progress throughout the year is put in an end of year report which is shared with parents.

Childs Plan meetings are held regularly for parents of children with additional support needs. See the section on Support for Pupils for further details.

Support for Pupils

All children are well supported in Kinnoull Primary. We rigorously apply the principles of GIRFEC (Getting it Right for Every Child). It is an integral part of life at the school on a daily basis. It is our firm belief that we work with children as learning partners in our school so all feel safe and valued.

In accordance with Perth & Kinross Council policy, including their staged intervention framework, the needs of Additional Support Needs (ASN) pupils will be met. Progress of pupils will be monitored and regularly discussed with parents and other support agencies through the ASN procedure. Opening a Co-ordinated Support Plan may be considered, in conjunction with parents and dependant on need. Formal reviews will be held annually and / or when considered appropriate. Kinnoull Primary Policy on Additional Support Needs is in line with Perth and Kinross Policy and is available on request from the school office. Should parents wish to discuss Additional Support Needs for their child they should, in the first instance, make an appointment to speak to the Class Teacher.

From time to time some children may be identified by school staff as requiring extra help for a variety of reasons. This may be in a specific curricular area or in a number of subjects and may be of a short or longer term nature.

Initially, the Class Teacher with the Head Teacher or ASN Teacher at a planning meeting, will share their concerns and observations and a note of supportive strategies already in place (in line with the Perth & Kinross Council ASN Policy). If a parent identifies a possible support need then the Teacher would ask the parents to gather observations from the home setting. The Teacher would then gather classroom observations. This information would then be shared with the ASN Teacher or Head Teacher to discuss the appropriate way forward. At all stages, parents will be kept fully informed and encouraged to work in partnership with school to ensure the child receives the best education possible.

Children with Additional Support Needs are fully included in the life of the school and every effort is made to meet their needs. A Pupil Support Teacher works in the school part-time and other support staff are available. Any concerns regarding pastoral care and support are fully discussed with parents and a plan is agreed to support the child. Regular meetings are held between key staff, parents and appropriate outside agencies to discuss progress, next steps and any other concerns. Parents can request a meeting as required.

<http://www.pkc.gov.uk/article/17278/Schools-additional-support->

Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SCO33576; and
Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.

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 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.

- a) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- b) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741."

School Improvement

For an overview of how well the school is performing we were inspected by Her Majesty's Inspectors of Schools in November 2011. To view this report, visit the Education Scotland website. The main achievements of the school over the last twelve months can be found in the Standards and Quality Report which is sent home to parents annually and can also be accessed on our school website.

The majority of P1 pupils are achieving expected levels within listening and talking, reading, writing and numeracy. Most pupils in P4 are achieving expected levels within listening and talking, reading, writing and numeracy. Most pupils in P7 are achieving expected levels within listening and talking and numeracy. Almost all pupils in Primary 7 are achieving expected levels in reading whilst the majority of Primary 7 are achieving expected levels within writing.

Standards in relation to literacy, numeracy and health & wellbeing are high because there is a calm, purposeful atmosphere within the school which supports children very well in their learning. Children are motivated and keen to learn. They have a very positive learning experience, working well individually and together in small groups. The level of interaction between children and staff is of a high quality. Staff share with children what they want them to learn and they make effective use of a range of ongoing assessment strategies to enhance learning and shared identification of next steps.

School staff provide a very high level quality of care and support to all children in the school. Being a Health Promoting School, the whole school Bounce Back programme and the use of Restorative Approaches and self-regulation have had a positive impact in building emotional literacy and coping skills. Children (and families) dealing with social and emotional difficulties receive effective support to help them manage challenging life events.

As a result, some highly vulnerable children are showing more resilience, and their emotional well-being is improved.

Plans for future development include:

Numeracy – All staff to have enhanced knowledge, skills and understanding of highly effective teaching approaches in numeracy and mathematics to improve outcomes for learners and learner experiences, with almost all learners reporting improved engagement and enjoyment. - Inclusion – All families and children to feel included and supported at Kinnoull Primary with all teachers reporting improved confidence regarding the planning and delivery of learning experiences that meet learners needs. - Profiling- Clear guidance to be created for staff in the LMG to ensure that our shared approaches to profiling reflect national and local guidance, are manageable and result in all learners having regular and meaningful opportunities to reflect on and discuss their learning. Profiles will provide a means of drawing together a range of information about learning and achievements which will support transitions and support moderation discussions.

School Policies & Practical Information

For details of school and Perth and Kinross Policies visit the Perth and Kinross website and the school website or make a request to the school office. www.pkc.gov.uk
www.kinnoullprimary.org.uk

After School Club

Kinnoull Kids Club offers after school childcare, term time only, from 3:15pm until 6pm and is registered with the Care Inspectorate.

The Kids Club is based in the Dining Hall and offers a wide range of play activities, both indoors and outdoors to suit the individual needs of the children attending.

Opening Times

3:15pm – 6pm Monday to Friday Term Time only

For up to date prices please visit the following website and register your child online

<https://www.pkc.gov.uk/article/13780/Opening-times-booking-places-and-costs>

For further information please contact Kinnoull Kids Club 01738 477664

Safe Start

Safe start service runs independently within the school from 8am to 9am each day. If you are interested in this service please contact 07365583313

The Kids Club is based in the Dining Hall and offers a wide range of play activities, to suit the individual needs of the children attending

Instrumental Tuition

Strings tuition is offered to pupils from primary 4 and brass tuition from primary 5 upwards. Places are allocated on a basis of an interview and an assessment of musical interest and aptitude.

Swimming Tuition

Currently pupils in one year group are taken to Perth Leisure Pool for weekly swimming lesson during one term per session. The Education Department allocates times and provides transport.

After School & Lunchtime Activities

A number of activities are offered to pupils across the school year. They vary, but can include activities such as football, netball, cricket, glee, choir etc. We are keen to extend the range of activities on offer to pupils. Any adult who would like to share any skills, experience and time that they have should contact the Headteacher to discuss opportunities to take this forward.

Pupil Representation

Kinnoull School Pupils Pupil Council group represent their peers and, along with other groups, are part of the decision making process of the school and have many opportunities to participate in the school improvement process. Primary 7 pupils all have a lead responsibility either within school groups or as Head of House. Older pupils are also involved in buddying the younger year groups. Pupils are encouraged to share their views through the collation of surveys and through their involvement in improvement priorities across the school.

School Meals

School meals are provided daily and are served in the dining hall at a cost of £2.15 per day for pupils in Primary 6-7 and are free for Primary 1-5. We use an online system called Parent Pay for payment. All pupils are given a menu so that they know in advance the lunch choice for each day of every week.

Please see the Local Authority information on page 20-22 for further information on the school meal system.

Organisation of School Day at Kinnoull Primary

	9.00 am start to the school day
Break	10.30 am – 10.45 am
Lunch	12.15 – 1.00 pm
Break	2:00-2:15
	3.15 pm end of the school day

Uniform/Clothing

The wearing of school uniform is encouraged to give a sense of identity and a feeling of belonging to the school community. We ask for your support in this. Pupils need suitable jackets or similar garments for outdoor wear however a few pupils wear blazers in the summer. For events where children are being photographed or representing the school officially, we ask that a shirt and tie are worn.

White shirt, blouse or white polo shirt
Light Grey or green jumper, cardigan or green sweatshirt
School Tie
Light Grey trousers, skirt or pinafore
Green and white checked summer dress
Grey or white socks, green or navy tights
Navy Blazer
Black or navy gym shorts
Gym shoes or trainers
Black school shoes (sensible heels for girls please)

*(Please note that for public performances out of school and formal school photographs we ask that pupils wear a school shirt and tie.)

School ties and badges are available from Stevensons. School uniforms may be purchased at Stevensons, 85 Scott St, Perth PH2 8JR, Tesco online ([My Clothing](#)) and any other shops in Perth.

All items of clothing should be clearly marked with the child's name. Pupils should have a drawstring or similar bag for gym shoes and clothing. Infants should have a painting overall or shirt. We would ask that shirts and ties are worn for formal photographs.

Physical Education Clothing

Pupils are expected to wear black or navy shorts, white T-shirt and gym shoes. Trainers may be worn but these should be light, flexible and have non-scuff soles. Pupils in the gym should not wear shoes that have been recently worn out of doors. Football strips are not permitted.

Due to our limited changing facilities, and in order to make the most of our allocation of hall time, there is no objection to pupils wearing dark, full length track suit trousers to school on days when gym or games are timetabled. These should be worn over normal gym kit and they should wear their school sweatshirt. Pupils may be required to remove them for indoor gym lessons.

Infant Gym-shoes

Parents are strongly recommended to provide infants with slip-on or velcro-fastening gym shoes, since fastening laces causes considerable time to be lost from gym lessons.

Wet Weather Procedures

Pupils are expected to come to school prepared for the ever changeable Scottish weather. Pupils need to get fresh air and exercise during the school day so we encourage them to have their break outside wherever possible. In wet weather pupils have the use of the

shelters. If the weather is very wet then the Primary 1 and 2 classes have their break indoors, either in the hall or in classrooms supervised by P7 monitors in each class and support staff supervising on a patrolling system. On a very rare occasion, especially in icy conditions, it may be that all pupils are required to have an indoor break. In this instance pupils would be in classrooms supervised by P7 monitors. Classroom Assistants, lunchtime supervisors and support staff would supervise on a patrolling system.

Health and Safety

In our school this is of paramount importance. Procedures are in place to deal with health and safety issues and pupils are encouraged to take responsibility for their own health and safety and to consider the needs of others. A health promotion programme is in place and visits from outside agencies such as the police and school nurse are encouraged. Many of the school rules are in place to try to ensure the safety of all. Mrs Friel is the named Health and Safety co-ordinator. Risk assessments are carried out as required.

Jewellery In line with Perth and Kinross Guidance

(Please also refer to section on PE Clothing) The wearing of jewellery in school is to be discouraged as it frequently represents a hazard. The school will not accept responsibility for children who are hurt due to the wearing of jewellery. Children with pierced ears must remove the jewellery or tape their own ears for PE.

Personal Property and Valuables

Pupils should not bring valuable toys or personal property to school due to the risk of damage or loss. Since the introduction of the ParentPay system, the need for money being brought in to school has been significantly reduced. Money should never be left in desks or cloakrooms. The school cannot accept responsibility for the loss or theft of personal property or clothing. Clothing that has not been marked with a name is difficult to recover.

Administration of Medicine

Medication is only administered in school under exceptional circumstances and only after all the appropriate training and paperwork has been completed. This is in accordance with Perth & Kinross Health and Safety Guidelines.

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

If a child is completing a course of medication prescribed by the doctor this can usually be taken outwith school hours. If you wish to discuss this further, please contact the Head Teacher.

Security

In the interests of safety, all visitors, including parents, must report to the school office when entering the school.

Arrangements for Emergency Closures

Every effort will be made to keep the school open but in the event of an emergency, such as adverse weather conditions, your identified “emergency contact” will be telephoned and asked to collect the child. In the event of us being unable to contact a responsible adult, the child will be kept in school during normal opening hours. It is imperative that parents help us to keep Emergency Contact Forms up-to-date.

Information will be posted on the school Twitter page, Perth & Kinross Council website if the school is to be closed, along with the school website www.kinnoullprimary.org.uk For information regarding emergency closure, parents may also use one of the following information lines:

School Twitter Page: @KinnoullPrimary

Radio Tay: AM Frequency 1584 or 1161
FM Frequency 96.4 or 102.8

Perth and Kinross Council Customer Service Centre

(Available from 08:00 hours to 18:00 hours however this line **may** operate from 07:00 hours in exceptional circumstances)

Tel: 0845 3011100. (Local Rate)

Tel: 01738 475000 (Main Council line)

The council website www.pkc.gov.uk can be used to find the most up to date information on school closures

PKC Twitter and Facebook – @PerthandKinross

School Terms & Holiday Dates

For the most up to date information about school term dates and holidays please follow the link below to Perth and Kinross’ website:

www.pkc.gov.uk/schoolholiday

Name of Child Protection Officer

The designated officer in Kinnoull Primary is Miss Catriona Steele, Head Teacher.

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.

Named Person & Wellbeing

From August 2016, as a requirement of the Children and Young People (Scotland) Act 2014, every child and young person will have the right to support from a Named Person to help ensure their wellbeing. In Perth & Kinross, from birth until a child starts school in P1, the Named Person will be the child's Health Visitor. For Primary and Secondary age children, the Named Person will usually be the Headteacher, Depute Headteacher or Principal Teacher of Guidance/Support in the school the child or young person attends.

The Named Person's role is to support, promote and safeguard the wellbeing of children and young people. In the Act, wellbeing is described by 8 'indicators':

Safe Healthy Achieving Nurtured Active Respected Responsible
Included

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

Conclusion

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 1982, 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 2024), further changes may have occurred since then.