



# Muthill Primary School



*“Inspiring to Excel”*

## School Handbook

### Academic Session 2024/2025



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



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## Introduction

Dear Parent / Carer,

Welcome to Muthill Primary School. We seek to work in close partnership with our parents / carers to develop a productive and supportive relationship, which will in turn facilitate your child to thrive within their learning journey with us. We take pride in the fact that this is a happy, busy and industrious school with a real family atmosphere. We encourage all our pupils to reach their potential and strive for their goals. We hope that your child enjoys his/her time at Muthill Primary.

The education of every child is extremely important, and we feel the parent / school partnership is vital to this. Staff and parent relationships have a very important part to play. We will work with you to ensure that the move between home and school is smooth and happy so that your child will have the opportunity to make new friends, learn to appreciate others and build confidence. This School Handbook explains what you can expect of the school and also indicates what the school expects of you in the way of partnership, help and support.

Perth & Kinross Council School Handbooks are designed to inform parents of a comprehensive range of aspects of school life and are written in response to 'School Handbook Guidance' (Scotland) Regulations 2013. Particular sections within this handbook will be updated annually, when we will replace certain pages with new information.

We hope you find our handbook clear and informative. Please feel free to contact us with any suggestions for improvements.

Yours sincerely

**Mrs Rachel Bell**  
Headteacher

Please note – "Parent" includes guardian and any person who is liable to maintain or has parental responsibilities (within section 1 (3) of the Children (Scotland) Act 1995) in relation to or has care of a child or young person.

**Please note that whilst all information within this booklet is correct at the time of printing, it is possible that some items may change during the course of the year.**

## Delineated Area

The School's catchment area boundary extends to Hillhead to the South, Auchenglen to the East and Ochtermuthill to the West.

## Contact Details

Mrs Rachel Bell  
Headteacher

Muthill Primary School  
Station Road  
Muthill  
Crieff  
Perthshire PH5 2AR

Telephone – 01764 661466

E mail – [muthill@pkc.gov.co.uk](mailto:muthill@pkc.gov.co.uk)

Website – We are in the process of redeveloping our website which can be found at <https://muthillprimary.wordpress.com/>.

## ORGANISATION OF THE SCHOOL DAY

### School Hours

All Pupils: 9.00am - 3.00pm

Interval (Mornings only): 10.30am –10:45am

Lunch: 12.15pm - 1.00pm

## STAFF LIST & CLASS ALLOCATION

### Teaching Staff

Headteacher – Mrs Rachel Bell

P1/2 – Mr Jamie Dewar (Acting PT)

P3/4/5 – Mrs Zoe Hughes - Hubbard (Mon, Tues, Wed, Thurs am): Mrs Bell Thurs pm, Fri

P5/6/7 - Mrs Keri Reid (PT) Tues, Wed, Thurs: Mrs Elaine Wallace Mon, Fri

P.E. Specialist - Mrs Alison Pagett

Support for Learning Teacher – Mrs Shirley Wilson

Area Support Teacher – Mr David Gibson

Area Peripatetic Teacher – Miss Jessica Duncan

Music Tuition – Mr Owen Nicholson (Guitar): Mrs Denise Ward (Brass)

### Non-Teaching Staff

School Support Assistants – Mrs Lesley Wright: Mrs Lorna Jarvie

Primary School Support Worker – Mrs Shirley Hendry: Mrs Sheena Garrow

Pupil School Support Assistant/Early Years Play Assistant–Mrs Denise Webster (Tues, Wed, Thurs)

Primary School Support Worker, Playground Supervisor – Mr James Hendry

Dining Hall Assistant – Mrs Ilona Henderson

Assistant Facilities Officer – Mr Jim Perry, Mr Philip Hopkins

Road Safety Patroller – Vacant Post

Cleaner – Mrs Sheena Garrow

**Parent Council Chair:** Mrs Nicki Sutcliffe

## **Present Roll**

Muthill School has a current roll of 59 pupils as at November 2023.

The school has 3 multi-composite classes.

This session 2023-2024 classes are arranged as P1/2, P3/4/5 and P5/6/7.

Muthill School is a non-denominational school.

The school does not teach by means of the Gaelic Language.

Muthill is co-educational, providing education for both boys and girls.

## **ADMISSION/ENROLMENT**

New entrants to P1 are enrolled early in the calendar year for entry to school in August. This is for children who will be five on or before the school start date in the middle of August. Those whose fifth birthday is between the middle of August each year and the end of February the following year may also be admitted to Primary one in August the previous year. Details of the enrolment dates are advertised in the local press by Perth & Kinross. Further information is available at

<http://www.pkc.gov.uk/article/17276/School-enrolment>

In PKC most children experience early learning and childcare in a funded provider for at least two full days a week and some full days for 5 days a week. Primary One children therefore attend full days from the start of their schooling in August.

Parents of children joining the school in classes other than P1 or in the middle of a school session should contact the Headteacher, who will make arrangements for the parents and child to visit the school and agree a start date.

## **Visits from prospective parents**

Prospective parents can contact the School Office and request an appointment to visit the school and meet with the Headteacher. During this visit you will get a tour of the school and have an opportunity to ask any questions and discuss any particular needs for your child(ren).

## **PUPIL ABSENCE PROCEDURES**

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal behaviours of adults. It is therefore important that staff and parents do not become complacent and continue to work together to develop and improve upon existing arrangements for monitoring the care and welfare of all children and young people.

With that specific aim in mind, Perth & Kinross has asked all schools to implement a series of standard procedures to monitor pupil attendance and absence from school and to invite the co-operation of parents in enabling these to operate effectively. All parents are asked to assist the staff in the schools which their children attend in the following manner:

## **Attendance and Absence Procedures**

Parents are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to

and from school except whilst on school transport where Perth & Kinross Council has clear guidelines about pupil safety. Absence of pupils travelling on school transport must also be communicated to the bus / taxi company or (where known) the bus / taxi driver.

Regular and punctual attendance is linked closely to achievement and the wishes of school staff to work with parents to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

## **Unplanned Absence**

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. In order to avoid causing unnecessary concern for staff and parents the importance of good communication between home and school cannot be over-emphasised.

Parents are asked to assist school staff in the manner detailed below:

- If your child is unable to attend school through illness/other reason please telephone the school between 8:30am and 9:30 am on the first day of his/her absence.
- If your child is at home for lunch and becomes unwell at lunchtime making them unable to return to school in the afternoon, please telephone the school before the beginning of the afternoon session to inform a member of staff.
- When you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school. An update should be provided every few days in the case of a longer period of absence.

## **Planned Absences**

As part of Government Regulations we are required to record all absences as "authorised" or "unauthorised". Authorised absences are those due to illness or family bereavement and can also include time off to attend events such as sporting competitions or music exams. The Scottish Government has deemed that holidays taken during term time should be recorded as unauthorised absence unless there are special exceptional circumstances. Should you wish to remove your child from school to attend a family holiday you must request permission in writing from the Headteacher. On most occasions this will be recorded as unauthorised absence. Parents are asked to limit the number of holidays taken during term time, to minimise disruption to your child's education. For annual holiday dates for Perth & Kinross schools please see the section at the back of this book, contact the school office or go to <http://www.pkc.gov.uk/schoolholiday>

- Under normal circumstances we do not send work home in the case of absence.
- For medical or dental appointments the class teacher should be informed beforehand by emailing or telephoning the school. Children should always be collected and returned by an adult on these occasions. As far as possible such appointments should take place out with the school day.

## **DEALING WITH CONCERNS & COMPLAINTS**

### **Concerns**

We understand that parents may have concerns about their child/ren from time to time. We are accustomed to supporting parental concerns regarding issues such as friendships, eating habits, behaviour, health issues (including toileting), homework, learning difficulties etc. Where parents have concerns regarding their child, the class teacher should be contacted in the first instance, as he/she will be the person in school who knows your child best. Quite

often your concern can be addressed quickly and easily via a phone call or meeting. At times, another professional colleague may be called upon to support you with concerns, e.g. school nurse or pupil support teacher.

You will always be consulted prior to any information being shared with other professionals. You can contact your child's class teacher either by putting your concern in writing / email or by telephoning the school and arranging an appointment time to talk to him/her. The school will make every effort to respond to your concern as soon as practically possible, and certainly within 5 working days.

If you feel that the class teacher has been unable to support you in dealing with your concern, you should contact the Headteacher for further advice. Whilst we understand that there may be times where parents may be upset or angry regarding their concerns, please be reminded that Perth & Kinross Council expects all staff to be treated respectfully and has a zero-tolerance policy regarding aggression towards or humiliation of staff.

## **Complaints**

Where a concern remains unresolved in the eyes of parents, parents have the right to make a formal complaint. This complaint can be put in writing, emailed or communicated verbally to the school. The school will make every effort to respond to and resolve your complaint as soon as practically possible, within 5 working days (Stage 1 Frontline Resolution (FLR)). Where complaints remain unresolved by the school, these will be escalated to a Stage 2 Investigation and resolved within a timescale of 20 working days.

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>

## **COMMUNICATION**

We are keen to maintain excellent and open communication links with parents and have a number of ways in which we do this.

Parents / carers are invited to use the Seesaw app / website to share their child's learning; this allows teachers / pupils to capture and share classroom activities (through photographs and observations) in the form of a private online learning journal, and to exchange private messages and comments regarding the content. Seesaw also enables the digital provision of remote learning and some homework activities (homework is also shared through home / school diaries); parents / carers / pupils are able to photograph and upload completed work for the class teacher to evaluate. Paper / other alternative methods will be made available to any parent / carer not able or not wishing to use Seesaw.

School newsletters / bulletins detailing information about school events and activities are communicated via Seesaw / email or can be sent home in paper form if requested. Letters requiring parents to return a signed consent slip are also sent home to all families in paper form. Text messages are used occasionally to communicate information requiring urgent attention e.g. unexpected school closure. Further information, e.g. Quality Improvement Plan, can also be accessed from the school website at <https://muthillprimary.wordpress.com/>.

You can follow us on Twitter (@MuthillPS) and the school website, and our Parent Council also provide further information via their own website page.

We will contact you by telephone if there is ever anything specific that we wish to discuss with you. Should you wish to discuss any aspect of your child's development, or if you have any concerns, questions or information to pass on, please contact the school office either by telephone or email. An appointment to meet will be arranged at a mutually convenient time if appropriate.

During the Autumn and Spring terms, you will be invited to attend Parent Consultation Meetings. This is a chance to share with your child's teacher your knowledge of your child and your hopes for his/her progress, and any additional support needs/relevant information. At these meetings, the teacher will share information regarding your child's personal and social development as well as indicating any particular curricular development needs and strengths. The teacher will also share ideas as to how to help your child at home. You will receive a written report on your child's progress during the Summer Term. When requested by either parent or teacher, a follow up or an additional meeting can be arranged.

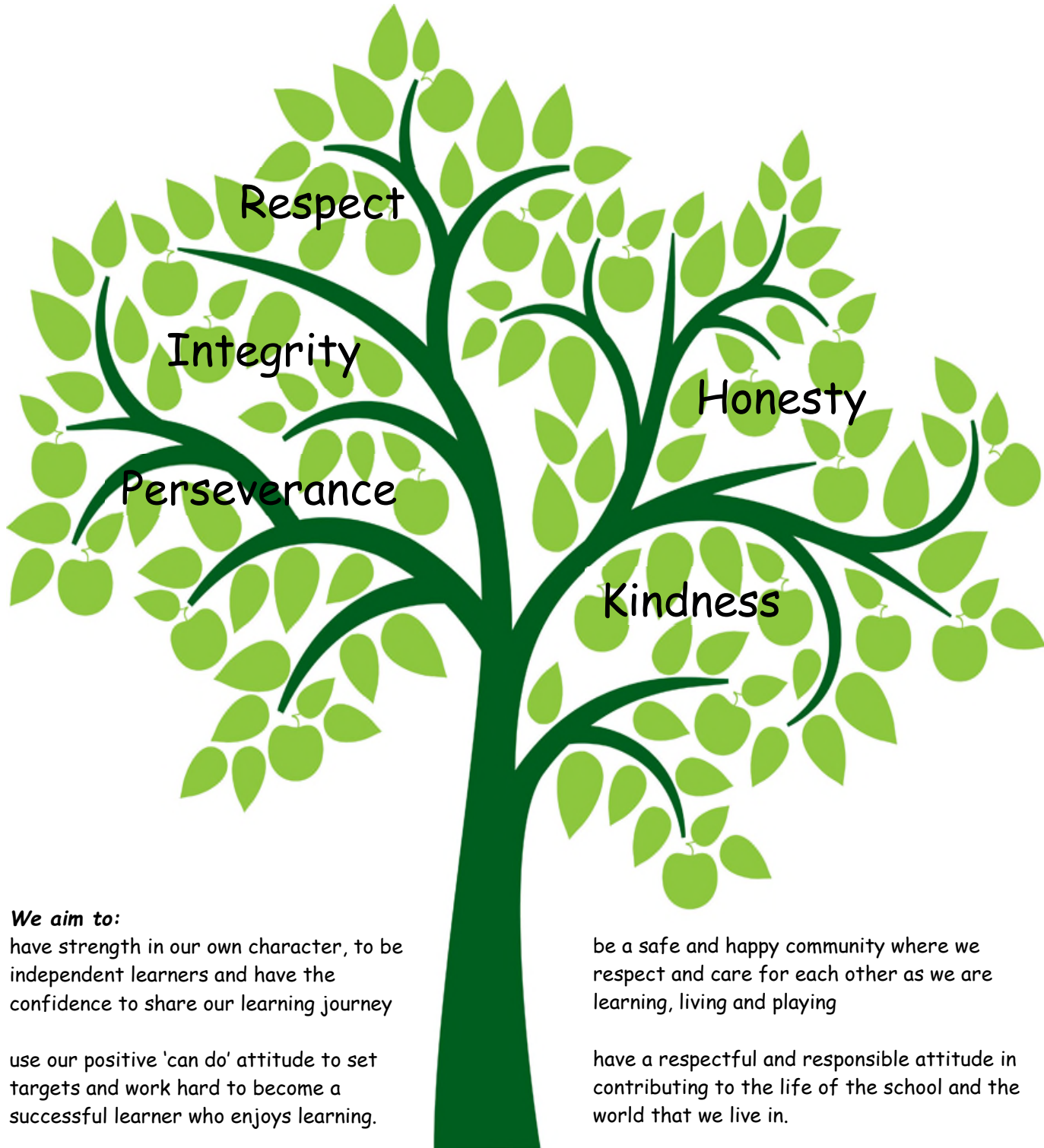
Other means of communication include parent open events and workshops, curricular events, concerts, assemblies and performances.





Muthill Primary School Vision, Values and Aims communicate our philosophy and beliefs for the Muthill School Community. Muthill Primary School aims to maintain this quality and standard of caring, learning and achievement for everyone.

# *Inspiring to excel*



***We aim to:***

have strength in our own character, to be independent learners and have the confidence to share our learning journey

use our positive 'can do' attitude to set targets and work hard to become a successful learner who enjoys learning.

be a safe and happy community where we respect and care for each other as we are learning, living and playing

have a respectful and responsible attitude in contributing to the life of the school and the world that we live in.

# *Muthill Primary School*

## **SCHOOL VISION AND VALUES**

At Muthill Primary School we are continuously “Inspiring to Excel” and recognise that all members of our school family can encourage and inspire each other to strive for and achieve the very best in all that we do.

As a Gold Level Rights Respecting School we promote and reinforce core values of:

- Respect
- Integrity
- Perseverance
- Honesty
- Kindness.

## **SCHOOL AIMS**

In so doing we further aim:

- To have strength in our own character, to be independent learners and have the confidence to share our learning journey.  
(CONFIDENT INDIVIDUALS)
- To use our positive ‘can do’ attitude to set targets and work hard to become a successful learner who enjoys learning.  
(SUCCESSFUL LEARNERS)
- To be a safe and happy community where we respect and care for each other as we are learning, living and playing.  
(RESPONSIBLE CITIZENS)
- To have a respectful and responsible attitude in contributing to the life of the school and the world that we live in.  
(EFFECTIVE CONTRIBUTORS)

We achieve our aims by working collaboratively within a climate of continual professional development.

## **POSITIVE BEHAVIOUR MANAGEMENT**

Positive Behaviour Management is a vital component in helping Muthill Primary School to achieve its aims and values. We provide our pupils with the boundaries and expectations that they need in order to fulfil their potential and contribute to the wellbeing of others, within an atmosphere of mutual respect and collective responsibility.

Pupils, parents and teachers all have an important part to play in achieving this atmosphere. The expectations of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

## **School Expectations**

As a ‘Rights Respecting School’, pupils have agreed Class Charters that will reflect pupils’ rights and rights respecting behaviours. We also have a playground charter, which the pupils and staff have created collaboratively.

All pupils who show good manners, are polite, follow the class charters and work to their best ability will be recognised and praised. House points, recognition boards and ‘Star of the Week’ awards are used across the school to highlight and celebrate particular effort, achievement and ‘above and beyond’ actions.

## Partnerships with parents

Through home and school working together, it is hoped to maintain clear expectations and positive behaviour. Opportunities are available for parents / carers and staff to discuss behaviour, both formally via parent interviews and written reports, and also informally talking with the teacher outwith school hours. Parents are always welcome to contact the school to discuss behaviour. If difficulties arise, their involvement is both required and appreciated.

## BULLYING

Bullying may be defined as a range of pre-meditated, persistent and often deliberate actions, undertaken by a person or a group of people, which cause the victim(s) physical or emotional distress. The school is opposed to all forms of bullying behaviour, be this physical, verbal, threatening and intimidating behaviour or ostracism from groups, games or activities, and we will do everything in our power to prevent such behaviour amongst our pupils, and to deal effectively with any incidents which might occur.

Victims of bullying are supported by a range of strategies and resources depending upon the needs of the child and the nature of the incidents. However, please be reassured that incidents of bullying in Muthill Primary School are extremely rare. We believe that a strong, positive school ethos and constant work on building a caring school community, together with close contact with parents, offer the best way forward.

The school follows the PKC anti-bullying strategy and we encourage pupils and parents to report any incident so that it can be dealt with swiftly. Assemblies, restorative approaches, Circle Time and worry boxes are some of the methods used to minimise bullying.

## EXCLUSION

Where pupils repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proved unsuccessful, the authority exclusion policy will apply.

## Parental Involvement

### PARENT COUNCILS

The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning. We are fortunate to have an active group of parents who work hard to help support our school. This group is always keen to welcome new members and supporters.

The basic principle under-pinning the Act, is the desire to have children become more 'confident learners' through closer working between each family and the school. It is anticipated that this can be done in three ways. These are:

#### 1. Learning at Home:

Direct parental involvement in the child's learning at home and in the community.

Parents can support learning at home through:

- Reading to and with your child
- Giving your child responsibility for small tasks at home – setting the table, making a shopping list, tidying their bedroom etc
- Helping your child to develop their natural curiosity to learn, to recognise and develop their skills and to recognise the skills of others
- Encouraging your child to respect diversity and be tolerant
- Helping them to be resilient and have a problem-solving attitude

- Helping them to develop social skills though reinforcing the need for manners (including table manners) and politeness.

## 2. Home/School Partnership:

The home/school partnership is essential to ensure that your child gets maximum benefit from his/her school experiences. You can support this by:

- Engaging with your child's learning through Seesaw or alternative methods.
- Helping with any homework your child may be tasked with (see Parentzone for further information on helping your child at home).  
<http://www.pkc.gov.uk/parentalinvolvement>
- Volunteering with an aspect of school life – please note that all regular volunteers need to undertake a PVG (formerly known as disclosure) check.
- Supporting the school in upholding its expectations and school values.
- Completing surveys / questionnaires seeking your views and opinions on how the school operates – this is really important to get a representative spread of views and opinions across all families.

## 3. Parental Representation:

- Parent Councils are parent led and supported by the school with all parents automatically being members of the 'Parent Forum'. The Parent Council is tasked with representing the views of the Parent Forum.
- The Parent Council assists the school in developing an annual improvement plan.
- They comment upon and add to the annual Standards and Quality Report, and provide an annual report for parents on their work throughout the year.
- You can find out more about your Parent Council by contacting the Parent Council Chair, Mrs Nicki Sutcliffe, through the school or the Headteacher.

## Transitions

We understand that transitions especially at Pre-School, P1 and S1 stages can be anxious times for parents and pupils. At Muthill Primary School we have arrangements in place to support transitions and these are outlined below.

### TRANSFER TO PRIMARY 1

In order to support and ease transition into P1, we arrange a series of induction events/meetings for you and your child. These events are planned to allow you and your child to become familiar with the school building, to meet staff, to meet with the other children including your child's buddy and to find out about life in school and what you can do to support your child's transition into P1. The induction process starts in your child's pre-school year, with P1 staff arranging to visit your child in their pre-school setting wherever possible in order to begin to get to know your child.

Induction meetings are arranged for parents around May/June in order to share information about starting school and how you can help your child at home. This is also an opportunity for parents to meet their child's teacher and to ask any questions or share any information. At these induction meetings, parents are issued with a range of materials designed to support children's learning at home, and parents are asked to complete a range of forms to gather information about their child's medical needs, contact addresses, special needs etc.

Our prospective P1s also have the opportunity to come into class for a series of induction sessions around May/June. This allows the children to begin to get to know their classmates and their teacher as well as familiarising themselves with the school buildings and classroom routines. Parents can also be invited to join their child for a school lunch.

Information communicating details of P1 induction arrangements along with dates will be communicated directly to prospective P1 parents around April.

Primary One children now attend school for full days from when they commence school in August.

## **TRANSFER TO SECONDARY EDUCATION**

Most children from Muthill Primary School attend Crieff High School (Tel. No. 01764 657600). An induction programme for P7 is in place to help ease the transition into S1. P7 pupils begin the process of transition with several individual day visits, spread throughout the year. In addition, they spend two consecutive days at Crieff High School towards the end of the Summer Term. Further transition visits can be arranged for individual pupils / groups if considered necessary / beneficial. More information is communicated to parents about the induction process to secondary school near to the start of their child's Primary 7 year. Parents also have the opportunity to visit Crieff High School where information will be shared, and questions can be asked. Liaison between Muthill Primary School and Crieff High School is very good. During the P7 year, pupils have opportunities to join with P7 pupils from the other schools in the Crieff Cluster through projects, sports events, trips, invites to the High School and other activities arranged for P7 pupils to get together.

Information about our P7 pupils is shared with guidance staff at Crieff High School to help support appropriate continuity of education. Parents are invited to attend information sharing transition meetings, especially when additional support has been provided previously.

Where parents opt to send their child to any other secondary school, (following placing requests / private arrangements) Muthill Primary School supports any alternative transition arrangements wherever possible.

## **The Curriculum**

### **CURRICULUM FOR EXCELLENCE**

#### **Principles for Curriculum Design**

Schools and learning communities in Perth & Kinross apply the principles for Curriculum Design that are drawn from National advice but reflect our unique Perth & Kinross context.

Those principles are:

- Challenge and enjoyment in learning
- Breadth of learning
- Progression in learning
- Depth of learning
- Personalisation and choice, e.g. in how to present learning
- Coherence (with other areas of learning)
- Relevance of learning

#### **Curriculum Entitlements**

The following entitlements are also provided for all pupils in Perthshire Schools:

- A coherent learning experience
- Experiences in health and wellbeing
- Cultural experiences
- Environmental experiences
- Vocational experiences
- Creative and enterprising experiences

(In Perth & Kinross Schools this includes a strong focus on learning through the environment and learning outdoors.)



Learners are provided with a broad, balanced set of experiences designed around the curriculum areas of:

- Expressive arts
- Languages and Literacy
- Mathematics and Numeracy
- Health & Wellbeing
- Religious and moral education
- Sciences
- Social studies
- Technologies

The core curriculum consists of Literacy, Numeracy and Health and Wellbeing. These subjects permeate all other curricular areas, and attainment and achievement in these areas is continually scrutinised and reviewed annually by the school to ensure standards are maintained or improved.

Learners are given opportunities to develop skills for learning, life and work with a continuous focus on:

- Enterprise and Creativity
- Citizenship and International Education
- Literacy
- Numeracy
- Health & Wellbeing
- Sustainable Development
- Information Communication Technology (ICT) / Digital Learning

## **EDUCATIONAL VISITS**

We may offer various educational visits during the course of the school year and also encourage visitors into school. We believe that 'hands on' experiences greatly enhance a child's education, while also helping to make the necessary links between learning in school and life outwith school. Staff members and parent volunteers provide supervision to standards laid down by Perth & Kinross Council. We give parents as much notification as possible with regard to visits that affect their child.

Primary 6 and 7 pupils have the opportunity to attend a biennial 4 / 5 day skiing residential trip, along with other local small schools from the Crieff Cluster. This takes place in January/February. P7 pupils are also offered a similar annual outdoor adventure experience in the Spring or Summer term.

## **LEARNING & TEACHING**

Our teaching methods recognise and reflect that each child is an individual with their own aspirations and aptitudes. We aim to support each child to develop to their full potential. We use a variety of teaching methods to cater for a range of learning styles.

We believe in active learning for all pupils at all stages, with children fully engaged in thinking. In promoting active learning, we recognise the importance of ensuring that learning experiences are stimulating and challenging.

We make full use of the local environment, including local businesses. Our aim is to make learning relevant and meaningful and to promote enthusiasm for life-long learning.

Not all pupils do the same work at the same time; within any class the teacher will regularly differentiate tasks, so they are set at different levels of difficulty. The aim is to challenge all pupils whilst giving them tasks that are within their capabilities. We aim for each child to experience success.

There are some circumstances when all pupils in the class are given the same task. In these learning activities teachers will look for and accept different levels of outcome based on their knowledge of the individual child's strengths.

By the time pupils leave our school we hope that they have acquired many of the attributes of an independent learner. Each will have developed at his / her own pace and in his / her own way. We trust that not only will each of them have gained an awareness of his / her full potential but will want to fulfil that potential.

## **1+2 approach to modern languages**

Today's children are growing up in a multilingual world and the ability to communicate effectively in social, academic and commercial settings is crucial if they are to play their full part as global citizens.

The Scottish Government's policy, Language Learning in Scotland: A 1+2 Approach, is aimed at ensuring that every child has the opportunity to learn a modern language from P1 onwards: <https://www.gov.scot/publications/language-learning-scotland-12-approach/> . Additionally, each child learns a second modern language from P5 onwards.

At Muthill Primary School, we are building capacity for the teaching of two languages in addition to English. As the chosen second language throughout Perth & Kinross is French, we are developing the necessary high level of staff confidence in teaching this language to all our learners; staff are working to embed learning of French in all classes. We are also implementing learning in a third language, Spanish, from Primary 5 upwards.

### **Arrangements for Pupil Choice and their Involvement in 'What and How' they Learn.**

The school provides a framework for learning based upon the principles of curriculum design and curriculum entitlements. Within this, the school encourages pupils to have a say in how they learn and what they learn e.g. for a given task, the children might choose to communicate their learning through a report, a PowerPoint presentation or a piece of artwork. The pupils also might choose to research a specific aspect of information within a broader area of learning. Through the use of learning journals and personal planning, the pupils are involved in setting their own targets, recognising and sharing their progress, and planning next steps in learning.

For further information on specific aspects of learning, please contact your child's teacher in the first instance.

Further information about Curriculum for Excellence can be found at:

<https://education.gov.scot/curriculum-for-excellence/about-curriculum-for-excellence/>

## **PUPILS' INVOLVEMENT IN THE LIFE OF THE SCHOOL**

### **Taking Responsibility**

We encourage pupils to take responsibility within the school. This allows them to have a say in aspects of what happens in school and allows them to see that they can make a difference:

- P7 House Captains & Prefects - meet with school management to share pupil views, discuss and make decisions regarding developments within the school, plan and lead events for younger pupils
- Buddies – P6/7 pupils are paired with P1 pupils and help them to settle into school life
- WoW Ambassadors – encourage safe and active travel into school, including cycling, scooting or walking
- Rights Respecting School Committee – promote and coordinate events and learning about Children's Rights, Global Goals and sustainability.

## **SENSITIVE ASPECTS OF THE CURRICULUM**

### **Spiritual, Moral, Social and Cultural Values - The Development of Pupils' Values**

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

Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our



school have the right to be respected as an individual and carry the expectation to act in a considerate and respectful manner towards others. We implement the PKC 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 age, race, religion, gender, sexuality or disability.

## **Religious and Moral Education**

Throughout the school there are opportunities for pupils to learn about aspects of Christianity and other world faiths, and to reflect upon their own moral standpoint in relation to world issues. During weekly whole-school assemblies, we encourage awareness of matters of a cultural, social and moral nature.

We aim to develop in our pupils an ethos of tolerance, understanding and respect for the beliefs and customs of others. The school is committed to supporting the development of its pupils as whole people and as a result, we wish to encourage their development in moral, social and cultural terms.

The key human aspects of learning are supported by:

- Creating an atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility
- Promoting social and moral learning through the way in which disciplinary issues are handled i.e. Restorative Approach
- Ensuring staff and adults within the school provide positive models for pupils
- Arranging regular gatherings of the school community and using such occasions to encourage and reinforce the values on which the school is based
- Enriching the curriculum in all appropriate areas with an emphasis on moral, social and cultural development
- Providing opportunities within the curriculum to advance personal and social development
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life
- Providing a programme of moral education
- Taking every opportunity to acknowledge value and appreciate the various cultures and heritage of our pupils and to encourage them to appreciate and value the cultures and heritage of others including visits by representatives of other beliefs or faiths.

Regular assemblies are held throughout the year, occasionally led by invited visitors or ministers. Visits to the local churches are made by the whole school two or three times a year.

Parents wishing to exercise their right to withdraw their child from Religious and Moral Education should contact the Headteacher so that acceptable alternative arrangements can be made.

## **Relationships, Sexual Health & Parenthood**

The guidance below is followed by the school in providing appropriate learning experiences with regard to relationships, sexual health and parenthood which is part of the health and wellbeing curriculum.

*Sex Education can be defined as a lifelong process whereby children and young people acquire knowledge and skills, and develop beliefs, attitudes and values about their sexuality and relationships within a moral and ethical framework.*

*(Curriculum for Excellence – Relationships, Sexual Health and Parenthood, 3-18 framework 2013).*

Children learn about relationships, sexual health and parenthood from a wide range of sources including formal education, parents and families, friends and the media: magazines, books, TV, video games and movies.

A comprehensive teaching and learning resource has been developed for Scottish Schools and is used at Muthill Primary School. This is accessible for staff and parents / carers at [www.rshp.scot](http://www.rshp.scot).

Key learning themes from P1 through to P7 are as follows:

### **P1 – P4 (Early & First Levels)**

My body and privacy  
Friends, friendship and being kind  
Looking after plants and animals  
People who help and look after me  
Different families  
Feelings and safety, including online safety and saying yes / no  
Similarity, diversity and respect  
Keeping clean  
How human life begins, pregnancy and birth

### **P5 – P7 (Second Level)**

My body / Emotional wellbeing and body image  
Friends and friendships / Love and relationships  
A fair and equal life for girls and boys  
Understanding human sexuality  
My senses: Things I like, things I don't like  
Consent  
Social media / popular culture  
Protecting me / Abuse and relationships  
Sex: How people have sex / what do they do?  
How human life begins, pregnancy and birth  
How adults plan and prevent a pregnancy: contraception and condoms  
Menstruation  
Being a parent or carer

Many of these aspects are not taught in isolation but are included across many areas of the curriculum.

## **ROLES AND RESPONSIBILITIES IN RELATIONSHIPS, SEXUAL HEALTH & PARENTHOOD EDUCATION**

### **Parents/carers/guardians**

Education begins at home. Parents are the first and foremost educators of their child. Even if parents do not talk to their child about relationships and sexual health, parental influence will still be strong.

Parents are encouraged to review the school's programme and resources and to speak to their child about what they are being taught in school; and to actively support the work of the school.

More detailed information for parents / carers regarding the programme is available at:

<https://rshp.scot/about-the-resource/#parentsandcarers>

## School

- Building supportive and positive communication with parents
- Encouraging parents to view the teaching and resource materials
- Dealing with parental concerns
- Providing staff with appropriate training and support
- Actively seek parents' support through activities such as homework tasks, questionnaires, training, workshop and information sessions
- Using appropriate language
- Some families use a range of different names for intimate parts of the body which can lead to confusion for some children; we would appreciate, therefore, your support in using the correct names for body parts from pre-school through to Primary 7.

More detailed information will be made available for parents regarding content and vocabulary used.

In some exceptional circumstances, parents or carers may prefer to deal with their child's relationship and sexual health education themselves. This should be discussed with the Headteacher or designated member of staff so that appropriate alternative arrangements can be made. For further information about specific resources or programmes of work please contact the school.

## DRUGS EDUCATION/SUBSTANCE MISUSE

### The Aims of Substance Misuse Education

When planning for Substance Misuse Education, the key elements of successful Substance Misuse Education provision are addressed directly within the advice for supporting children and young people in becoming successful learners, confident individuals, effective contributors and responsible citizens.

An effective Substance Misuse Education programme should aim to:

- Allow pupils to develop knowledge and understanding about legal and illegal drugs, their effects and the implications of use and misuse
- Provide opportunities for pupils to develop beliefs, attitudes and values about drugs
- Enable pupils to develop the skills necessary to make healthy, informed choices and informed decisions about drugs, including resistance to peer pressure or influence
- Link with other components of personal, social and health education to develop life skills and promote access to positive, health-promoting lifestyles.

At Muthill Primary School programmes of study are arranged in compliance with this guidance. For further information on learning and teaching of substance misuse education, please contact the school.

## Assessment & Reporting

Teachers carry out **continuous assessment** as part of their daily practice to ensure that learning activities are meeting the needs of their pupils and extending and developing learning. Assessment information is used to track pupils' progress, inform planning, direct future learning and teaching activities and for reporting purposes.

The overall purpose of assessment is to **support learning**. Staff at Muthill Primary School use a variety of formative assessment techniques to provide children with next steps to support them to improve upon their current standards of work. This applies to all pupils, regardless of ability and ensures that opportunities to progress and achieve are fair and

inclusive.

**Formative Assessment** includes:

- Sharing learning intentions, success criteria, ideas and expectations
- Promoting creative thinking skills by using quality questioning techniques
- Giving constructive feedback to pupils which is focused on improvement
- Assessing what children Make, Say, Write and Do and planning teaching activities to support future learning. National advice outlines that for learners to demonstrate that their progress is secure and that they have achieved a level, they will need opportunities to show that they:
  - ✓ Have achieved a breadth of learning across the experiences and outcomes for an aspect of the curriculum
  - ✓ Can respond to the level of challenge set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects
  - ✓ Can apply what they have learned in new and unfamiliar situations.

**Reports** will reflect pupils' progress within and through each level. The focus is no longer on how fast learners progress and achieve the levels since this can lead to superficial approaches to learning. Reflecting the principles of Curriculum for Excellence, progress is now defined in terms of 'how much' and 'how well' learning takes place, as well as a learner's rate of progress.

This approach will promote greater breadth and depth of learning including a greater focus on the secure development of skills and knowledge. It acknowledges that children and young people progress and achieve in different ways and at different rates.

Children are also encouraged to self and peer assess, and recognise their own strengths and learning needs. Once next steps in learning are identified, children are involved in planning their own future learning. In addition to this, teachers set realistically challenging targets for their pupils, helping to ensure that the pace of children's learning is appropriate.

More **formal assessments** are also carried out to confirm teachers' professional judgement about learning. This may include summative assessment, diagnostic assessment and the use of national assessment resources e.g. SNSAs, GL Assessments and testing.

**Moderation** of pupils' work is also encouraged amongst staff. This involves teachers comparing samples of pupils work and applying common approaches to assessment. This ensures that there is a shared understanding of standards between classes and schools.

**Parents receive information** about their children's progress and achievements throughout the year in a number of ways e.g. through Seesaw, jotters and samples of work sent home, visits to school for open days, sharing events and more formal parent interviews.

During parent interviews, information will be shared about children's strengths, development needs and next steps in learning. Parents will also be given ideas about supporting their children's learning at home. School reports are sent home and parents and pupils are invited to add their comments to these.

**Learning Journals** - Pupils develop the skills to identify and record their progress and achievements in and out of school through a process known as **profiling**. This involves on-going dialogue with the class teacher and takes place at all stages. Pupils record their achievements, learning targets, curriculum planning and samples of work within individual 'Learning Journals', either on Seesaw or using paper methods.

These profiles are produced throughout the whole school from P1 - P7. Pupils can add to their profiles in school and at home. Parents are encouraged to become involved in the process with their child. Regular dialogue between parents and pupils is of course the best way for parents to be informed of their children's progress at school. We also invite parents to make us aware of their children's achievements outside school on an ongoing basis.

Parents are welcome to request an interview to discuss their child's progress at other times during the school session should they wish.

## Support for Pupils

Muthill Primary School's policy is to support pupils with additional support needs alongside their peer group, in the normal classroom setting. They may have support from a school Pupil Support Assistant, the Pupil Support Teacher and/or other agencies.

Individually targeted work at a level accessible to the child and designed to support the learning progress is normally provided by the class teacher, and sometimes by learning support staff.

Occasionally where deemed necessary the children may be supported individually or in a small group either within or away from the classroom in a quiet setting within the school.

## GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

Taking care of our children's well-being and making sure they are alright – even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

'Getting it Right for Every Child' aims to improve outcomes for all children and young people. It promotes a shared approach that:

- Builds solutions with and around children and families
- Enables children to get the help they need when they need it
- Supports a positive shift in culture, systems and practice
- Involves working together to make things better.

'Getting it Right for Every Child' is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as 'Better Health, Better Care' and 'Curriculum for Excellence', are identifying what needs to be done in those particular areas to improve outcomes for children.

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.

## **SUPPORT FOR LEARNERS**

### **Additional Support Needs**

Many children will face barriers to their learning at some time in their school career. These may be short or longer term and for a variety of different reasons. Some children may benefit from having some sort of support plan in order to develop learning. Pupils, parents and staff are involved in developing support plans, helping to identify specific needs and what might be done to help overcome areas of difficulty. In Perth & Kinross we adopt a multi-agency approach to supporting pupils with additional needs. Some of the people we meet with regularly include; educational psychologist, school nurse and doctor, family support workers, speech and language therapists, pupil support workers, community learning assistants, community link workers, police liaison officers and our pupil support teacher. Similar processes may also be put into place for pupils who have been assessed as being able or gifted as these children might also need additional support to reach their full potential.

### **Educational Psychology**

The School's Educational Psychologist works in partnership with school staff to help children and young people reach their full potential. The Educational Psychologist supports this by offering schools a number of services including training, research, project work, intervention work, assessment and consultation.

During planned visits to the school, the Educational Psychologist meets with staff to discuss whole school and class issues and how best to meet the needs of the children and young people. These informal consultations aim to develop strategies the teacher can use to bring about positive change. The Educational Psychologist may also spend time observing in the classroom or playground to support teachers in assessing how different teaching approaches affect learning and behaviour. When concerns persist, the school and Educational Psychologist may feel that a more formal meeting may be helpful. If the concern is about a child, the school will ask the parent's permission to hold a consultation meeting. This is a problem-solving meeting led by the Educational Psychologist, with parents, school staff and sometimes others who can usefully contribute. The child or young person can also be supported to attend or contribute to the meeting in another way if it is thought appropriate. The aim is to develop a plan of action to bring about positive changes for the child or young person.

Local, direct support is how we meet pupils' needs initially, supporting any pupils who have additional support needs (ASN). If parents have any questions about their child's progress or well-being at school, they should discuss these first with the class teacher or Headteacher.

### **Identifying and Reviewing Additional Support Needs**

In Muthill Primary School a 'Staged Intervention' process is used to identify and meet pupils' needs, and to manage and review provision. This is explained in more detail below. Parents and young people also have the right to ask the Education Authority to establish if a pupil has Additional Support Need (ASN) and consider if a Child's Plan is needed.

Parents can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to the Director of Education describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless this would be 'unreasonable'.

## **Staged Approach to Assessment & Intervention**

In order to ensure consistency of practice to assessment and intervention, Perth & Kinross have developed a framework to support school decisions and practice around supporting children and young people.

### **Stage 1: School Based Action**

Consultation can be provided by any agency/service. Any actions required are delivered within the school context by school staff. Personal Learning Planning is used and where appropriate pupils have individualised educational programmes.

### **Stage 2: Education & Recreation Service Action (in addition to school-based action)**

- Consultation can be provided by any agency/service
- Any actions required are delivered within the school context.
- There will be a need for action by education and recreation services out with the school.

Again, where appropriate, pupils have individualised educational programmes. It may also be necessary to consider the need for Managing Accessibility Plans.

### **Stage 3: Multi Agency Action**

- Consultation can be provided by any agency/service
- There is a need for action by education and recreation services as detailed in Stage 2 along with integrated collaborative action by other agencies
- Pupils should have individualised educational programmes and other planning formats such as CSPs may also be considered where pupils meet the relevant criteria.

## **Individualised Educational Programmes**

An Individualised Educational Programme (IEP) is an education planning document managed by schools setting out long- and short-term educational targets. Pupils and parents are involved in review each term.

### **Child's Plans**

Where a pupil receives support in school or from agencies in addition to education – e.g. health or social work, a plan is developed to support the pupil. This is known as a Child or Young Person's Plan (CYPP). Parents (and pupils where appropriate) will be involved in and consulted upon when creating these plans and they will be reviewed as required.

### **Co-ordinated Support Plans (CSPs)**

A Co-ordinated Support Plan is an educational planning tool which plans long term and strategically for a year at a time. A CSP is made by the Education Authority in cases where education staff are working together with colleagues from another agency to provide significant levels of support to a pupil.

### **What to do if you are anxious about the support your child has in school**

The Education Authority values partnership working with parents and will do everything possible to help resolve concerns or differences of opinion at an early stage.

If you have any queries or anxieties about your child's additional needs, or about the support being provided to meet those needs, as a first step please contact your child's class teacher or Headteacher. If you would find it helpful to discuss a problem informally with someone other than school staff, you can obtain advice and further information about provision for such needs from; <http://www.pkc.gov.uk/article/17278/Schools-additional-support->

Or

(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](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)

Enquire provides a range of clear and easy-to-read guides and factsheets including ‘The parents’ guide to additional support for learning’.

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

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.

### **Parents and young people have the right to:**

- Supporters

Parents can bring a supporter to any meeting about their child. Supporters can take notes, provide clarification and give advice to parents.

- Advocacy

These people can provide relevant information to the parent, can speak on behalf of the parent and support them to access their rights.

## **School Improvement**

### **Standards & Quality & Improvement Planning**

All schools in Scotland are required to report on Standards and Quality and Improvement Planning on an annual basis. A summary of this report is sent to all parents. Members of the Parent Council are invited to comment on and add to this report before it is finalised and sent to parents.

The Standards and Quality Report measures school performance against a set of national quality indicators and include information about the main achievements of the school. The report also evaluates progress on the school’s previous year’s improvement plan e.g. how standards have been raised in literacy, numeracy and health & wellbeing.

### **Improvement Planning**

In consultation with the Parent Council, the school draws up an improvement plan on an annual basis, indicating the priorities for school improvement. National and local authority initiatives and developments also inform the school improvement plan.

Parents are welcome to request a copy of the full Standard & Quality report, as well as the current School Improvement Plan, by contacting the School Office.

Information can also be accessed online at <http://www.pkc.gov.uk/article/17536/Muthill-Primary-School>

Parents can access information about all Scottish Schools and their education authorities at



Information and reports regarding our successful HMIE Inspection can be accessed via: <https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=3785>

## School Policies & Practical Information

School and Authority policies all reflect Curriculum for Excellence requirements. School policies can be accessed by contacting the School Office.

### SCHOOL UNIFORM

We encourage all pupils to wear school uniform. This helps to instil a sense of inclusion, pride and team spirit within our school. Uniform (with school logo) can be ordered via the internet by parents/carers at [www.schoolwearmadeeasy.com](http://www.schoolwearmadeeasy.com), however, uniform items of an appropriate colour but without the school logo are equally acceptable and available from a range of retailers / sources. Please contact the school office if you require any assistance.

**School Uniform consists** of – red school sweatshirt, red or white polo shirt, grey or black skirt or trousers, and black school shoes (no high heels due to safety issues). Please consider the changeable nature of weather conditions and provide your child with appropriate outerwear and footwear to suit. Waterproofs / wellies are advisable for learning outdoors in varied weather conditions and for wet playtimes.

**PE Kit consists** of – White plain T shirt which tucks into shorts, standard length blue or black shorts, socks and gym shoes (preferably with Velcro or elastic fastening for younger pupils) all kept in a gym bag. Muthill Primary School hooded sweatshirts and tracksuit bottoms are available to be worn over PE Kit on PE days.

With regard to safety, the wearing of jewellery (which we actively discourage) is not permitted during PE lessons. If your child has pierced ears, please ensure they can remove and replace earrings by themselves, or remove them yourself for that school day. Any child wearing earrings that cannot do this will be asked to put surgical tape over them for PE lessons (parents should provide a named roll of surgical tape for this purpose.) Shoe string strap tops should not be worn for safety reasons, as they can catch on gym apparatus.

The school requests that football team tops and designer garments are kept for home use as these can lead to distraction / disagreement amongst the pupils.

**All clothing brought to school should be named** or marked in some way, as it is difficult for children to distinguish their own clothing from that of others or for staff to identify mislaid items.

Some families may be entitled to a school clothing grant. More information about this can be obtained from the School Office or online at [www.pkc.gov.uk/freeschoolmeals](http://www.pkc.gov.uk/freeschoolmeals).

### PUPIL BELONGINGS & VALUABLES

Each class has space for hanging up their coats and gym bags and for storing packed lunch boxes. Each child will also have their own named tray for storing their belongings in class.

#### Valuables

The wearing of jewellery is discouraged in the school as it can get lost or add to injuries. The wearing of a watch is acceptable. Children who have pierced ears and need to wear

earrings **must wear studs** as opposed to hoops or dangly earrings.

Children should not bring electronic games, mobile phones or other expensive items into school. Should parents request that their child be allowed to take a mobile phone into school for use after school, the pupil will hand it in to their class teacher or the School Office first thing in the morning and collect it at the end of the day.

## **SCHOOL EQUIPMENT**

The school provides all of the books and equipment that your child will need to use in school, however many children like to bring their own pencil case and equipment. We would suggest the following pencil case contents – HB pencil(s), a ruler – marked in centimetres, a rubber and some colouring pencils. Children will also require a school bag to carry their belongings and equipment to and from school.

All Primary 1 children receive a red folder on arrival in which they keep homework diaries, jotters and reading books. Please note, should reading books be lost or damaged, parents may be asked to contribute to the cost of a replacement.

## **ARRIVAL AT SCHOOL & PLAYGROUND INFORMATION**

Children should not arrive at school more than 10 minutes before the start of the school day. A member of staff is on the premises by 8.45am. Parents should supervise their child(ren) in the school playground until 9.00am. During inclement weather, your child should arrive at school just in time for the start of the school day at 9.00am.

School transport pupils, whose parents have no control of their children's arrival time, are allowed into the building for supervision purposes. School transport will not drop off pupils more than 15 minutes before the start of the school day.

During morning and lunch breaks a member of staff supervises children in the playground. If your child has an accident in the playground, he/she will be treated by a first aider. We will contact you by telephone to advise of any serious injuries or head bumps. (Please ensure that you keep the school updated of any change in your emergency contact details/new mobile phone number). If your child bumps their head, you will also receive an advisory / information letter at the end of the school day.

During lunch/break times children will be expected to play outside unless the weather is excessively wet or windy. Children should be sent to school with appropriate outerwear (including waterproofs and wellies) to suit the time of year.

For security reasons, the outer school doors will be automatically locked once children are inside school at the start of the school day and at the end of the school day.

## **SCHOOL OFFICE**

The School Office is manned from 8.30am – 4.00pm.

Any visits to the school in person should be made through the main entrance. In line with Perth & Kinross Council's Health & Safety Policy, all visitors to school will be asked to sign in and wear a visitor's pass badge.

## **SCHOOL MEALS**

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

provided to all pupils and parents. These can also be found by following the link below:  
<http://www.pkc.gov.uk/schoolmeals>

Pupils in Primary schools are offered a two course lunch with a choice of main course, including vegetarian option, supplemented by salads and bread, and which meets the nutritional requirements for food and drink in schools (Scotland) regulations act 2008. A choice of milk or water is also included. Meals are, in the main, prepared from fresh ingredients by well trained personnel in a food safe environment.

School meals are prepared and served by our operational partners Tayside Contracts. Special dietary requirements such as a medically prescribed diet or nut or peanut allergy can also be catered for.

The current price for a school meal is £2.15 per day.

## **Free school meals**

### **All P1-5 pupils are entitled to a Free School Meal.**

Information regarding eligibility for free school meals for **P6-7 pupils** can found in the Local Authority Section of the Handbook or on the Perth & Kinross Council website:

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

There is also information of how to apply for a school clothing grant for pupils from P1-7 where parents / carers qualify (are in receipt of particular benefits etc.).

Before lunch, the children wash / cleanse their hands and then proceed to the dining hall. Children sit at tables where we encourage the older pupils to help the younger ones and promote appropriate behaviour, manners etc.

Children are encouraged to eat their lunch, but never forced. If we feel that a child is not eating enough at lunchtimes, we will contact you.

Where children bring a packed lunch to school, parents are responsible for ensuring that lunch box contents are stored at the correct temperature, by including an ice pack where necessary.

Parents should be aware that they can request a special diet for their children if there are medical or religious reasons for doing so.

## **Home Lunches**

Some parents/carers may wish their child to go home for lunch, rather than remain at school. The school's responsibility for the pupils at lunchtime relates to those who remain at school for either a school lunch or a packed lunch. **Parents/carers are responsible for pupils who go home for lunch.**

## **INSTRUMENTAL TUITION**

From Primary 5 onwards, tuition is available for a range of musical instruments. All disciplines are taught in the secondary schools; however not all disciplines are available in primary schools due to limited resources. Orchestral string instruments are not normally available to beginners until secondary level. Tuition is subject to availability.

In Muthill Primary School some pupils currently receive tuition in Guitar and Brass.

## SCHOOL CALENDAR

Sessions 2023-2024 and 2024-2025 - all dates inclusive – can be located on the Perth & Kinross Council Website at [www.pkc.gov.uk/schoolholiday](http://www.pkc.gov.uk/schoolholiday).

## ADMINISTRATION OF MEDICINES

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents are requested to ask for GP prescriptions which can be administered out with the school day, i.e. in the morning and evening. Where this is not possible, parents are required to complete a signed 'Authorisation to Administer Medication' form prior to school staff administering medications on parents' behalf. This policy also includes items such as Calpol, throat lozenges and cough mixture. Forms are also available for older pupils, where appropriate, to self-administer their own medication e.g. inhalers.

Some pupils may have long term medical conditions such as asthma or diabetes which may require on-going support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention e.g. severe allergic conditions such as anaphylaxis. In certain cases specific training of staff about a child's treatment may need to be given.

### Name of Child Protection Officer

Mrs Rachel Bell – Headteacher  
Mr Jamie Dewar – (Acting PT)

### Nursery Education

Muthill Primary School does not have an on - site Nursery.

The Nursery provision for the Community of Muthill is:

Busy Bee's Nursery, The Coach House, Pitkellony, Muthill PH5 2AA

01764 681281