

Tulloch Primary School



School Handbook Academic Session 2025-2026



Education and Learning
Improving Lives Together
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

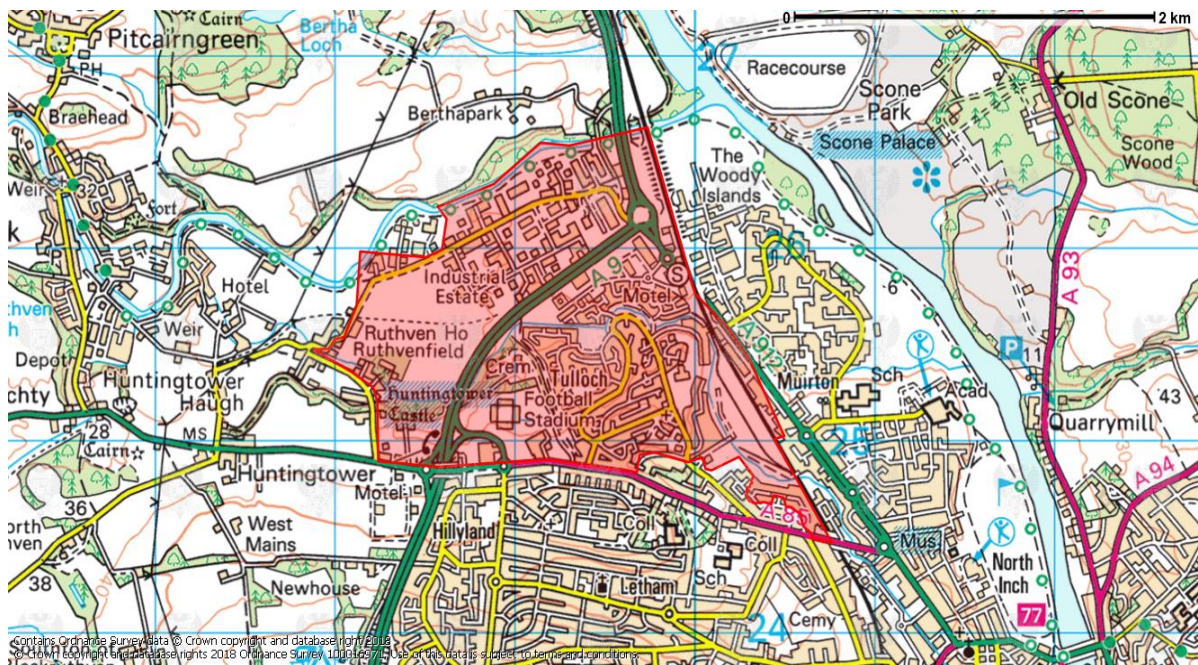
Through our whole school ethos, we want to produce happy, responsible, caring children, encouraging self-respect, respect for others, self-discipline and independence. We aim to ensure an all-round development of the children not only physically and intellectually but also spiritually, emotionally, socially and morally, through an awareness of the individual child's needs and interests. To achieve this aim, it is important to have the co-operation of parents and for this reason, we provide the opportunity for parents to meet teachers during the school year.

Please note that the information contained in this booklet is correct at the time of printing but is subject to change.

Delimited Area

Tulloch Primary School is situated in the Tulloch area of north – west Perth. It was built in 1969 on the site of Pullars of Perth. Historically this area has been associated with the dyers and cleaning company. Many years ago the works used the water from the Town Lade close by. This company was responsible for much of the early building in the area which included a school for the children of the employees, a workers' club and sporting facilities. The area has developed into a much larger area while still maintaining the historical identity and supportive community spirit. We moved into our new school building in January 2018.

Instead of using the Lade for industrial use we now use the cycle and walk way for leisure linking this area to the centre of Perth and out to the countryside north of Perth. Every year the school has an ongoing ECO project assessing the upkeep of this valuable resource. We are also very committed to the future development of this area.



<https://www.pkc.gov.uk/article/17291/Find-my-school-catchment-area>

Within the Primary School we aim to enable pupils to achieve their potential personally, socially and intellectually. We are committed to supporting the children to become responsible citizens, successful learners, confident contributors, and effective

communicators. This happens to be the four areas identified in Curriculum for Excellence but it is the philosophy which we have always endorsed within this school. We all have to learn to seek knowledge, accept a challenge, make responsible decisions and live with the consequences of our actions. If we manage to instil this into our next generation, teamwork, good citizenship and responsible citizens will follow.

Contact Details

SCHOOL NAME	TULLOCH PRIMARY SCHOOL
ADDRESS	GILLESPIE PLACE, PERTH PH1 2QX
TELEPHONE NUMBER	(01738) 472323
EMAIL ADDRESS	Tulloch@pkc.gov.uk
STATUS	Non-denominational
STAGES COVERED	Nursery/ Primary 1 –Primary 7
PRESENT ROLL	364
NURSERY CLASS	56 x1140 hours and 10 x 2-year old places
HEADTEACHER (Acting)	Mrs Lynsey Simpson whole school/Nursery
DEPUTE HEADTEACHERS	Mrs Lesley Stewart P6 & P7 Mrs Joanne MacLean (Acting) Miss Paula Findlay (Acting) (Mon-Fri) P1 - P3 Mrs Julie Fitzpatrick (Wed pm -Fri) P4 & P5
PRINCIPAL TEACHER ISP	Mrs Julie Kayiranga
STAFF WITH FIRST AID RESPONSIBILITY	Mrs Nikki Martin Mrs Helen Robson Mrs Liz Saunders Mrs Claire Ramson
SECONDARY SCHOOL	PERTH GRAMMAR SCHOOL
SCHOOL ADDRESS	GOWANS TERRRACE, PERTH PH1 5AZ
TELEPHONE NUMBER	(01738) 472800
HEADTEACHER	Miss Fiona Robertson
PARENT COUNCIL – PARENT MEMBERS	
CHAIRPERSON	Suzanne Leslie
VICE CHAIRPERSON	Stacey Noble
SECRETARY	Stacey Noble
TREASURER	John Cammidge

LOCAL COUNCILLORS Mr B Leishman, Mr J Rebbeck, Mr I Massie

STAFF - TEACHING

There are currently 14 primary mainstream classes. Our 2 intensive support provision (ISP) classes each have a class teacher and pupil support assistant. As well as his teaching commitment, Mrs Kayiranga is our Principal Teacher who oversees the ISP. We have 1 Pupil Support Teacher who supports additional support needs across the school. Two teachers are employed under the Reducing Class Contact Time.

NURSERY

The Nursery has one Nursery Teacher, one Senior Early Childhood Practitioner (SECP), 9 full-time ECPs, 3 Play Assistants and 1 Early Years Pupil Support Assistant. We offer 1140 hours (term time only) places, part time places and Strong Start 2 places for eligible families.

Fuller details regarding nursery provision in Perth and Kinross are available at:

[Early learning and childcare for parents and carers - Perth & Kinross Council](#)

STAFF - NON-TEACHING

The school is supported by non-teaching staff. There is one Secretary, a part-time Clerical Assistant, a Primary School Support Assistant, a Lunchtime Supervisor, a Facilities Assistant (Janitor), a Cook and a complement from the Cleaning and School Catering Service. We also currently have 12 Pupil Support Assistants

ATTENDANCE

Parents are legally required to ensure that their children attend school regularly. If your child is to be absent from school/nursery, please phone by 9.30am with a reason for absence. Parents can also report absence through the school app and by email. If we have not had an explanation, a text message will be sent to the main contact's mobile number. If after all other means have not had a reply, a telephone call will be made to the Main Contact

It must be appreciated that this is a time-consuming exercise for school staff, and we would appreciate your adherence to this policy. Please inform the school in the ways listed above of any forthcoming medical appointments.

If this procedure is not adhered to, then it is recorded as an unauthorised absence. In cases of unsatisfactory attendance, a member of the management team will be in contact with you to offer any support and advice to parents and supports offered. If unsatisfactory attendance continues after this, the matter would be referred to the Attendance Sub-Committee or Scottish Children's Reporter Administration.

The school should be informed of any need for withdrawal during normal school hours. Parents should also ensure that children are punctual for school, for a variety of obvious reasons e.g., registration, school meal numbers and settling to the daily class routine.

A number of parents withdraw children from school during term times because of family holidays and it is the wish of Education & Children's Services that this practice should be discouraged.

Periodically, throughout their years in Primary school, children have routine medical screening by the School Nurse. Parents are informed when the School Nurse is carrying out a medical inspection and may be asked to attend.

LATECOMING

All pupils are expected to attend school punctually each day. Pupils who arrive late for school should enter the School via the School Office where staff will record them as being present and take their lunch order, if applicable.

COMPLAINTS

If you have any concerns or complaints about the service we are providing, please contact the Headteacher or other member of the Senior Leadership Team in the first instance. All complaints will be recorded and acknowledged and dealt with in a sensitive manner. Every effort will be made to deal with your concern/query as soon as possible.

Any action taken will also be reported back to the complainant and a summary of the concern/query will be retained in the pupil records file.

The school deals with complaints as part of Perth & Kinross Council's Complaints Handling Procedure. Due to the size of the pupil population, schools have ongoing, sometimes daily contact with parents and carers when issues can be raised. This is a really important part of our on-going commitment to working in partnership with parents/carers to Get it Right For Every Child. Parents/carers should speak to the class teacher in the first instance as these concerns can often be dealt with informally. If parents/ carers are not satisfied with outcome, or would like to discuss further, then please speak to a member of the Senior Leadership Team. Complaints to schools will be treated as a Stage 1 Front Line Resolution (FLR) when it requires a response or action at Headteacher or school Senior Leadership Team level.

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>

Enrolment during term time

Pupil Enrolment – We are very happy to meet with parents/carers who are interested in their child/ren attending Tulloch Primary School. Please phone the school to make an appointment if you wish to speak to HT or DHT, to arrange a visit the school.

Communications

Our website <https://www.tulloch.pkc.sch.uk> and our App is our main source of information and is kept current and up to date. Group call messages are only used in an emergency to communicate information to parents. Group call messaging will also be used when children are absent from school and no contact has been made by parents. Key date reminders are given in our newsletter and on the website. We issue newsletters monthly, sharing news and celebrations with our parents. These are available on our website.

You can also find information on our Parent Council Facebook page (Tulloch Primary School Parent Council). We have a Twitter Account which we use to share news with parents. Follow us at: [@Tullochprimary](https://twitter.com/Tullochprimary)

Parent contact appointments are organised in the Autumn and Spring Terms each year. We contact 'home' whenever there is a concern or communication required – by phone, email, text or letter.

School Ethos



Positive Behaviour

In Tulloch Primary we aim to provide a happy and supportive atmosphere in which all staff and pupils can show mutual respect for one another. A relationships policy has been created with pupils, parents and staff and is available on the website or on request. Pupils are encouraged to be safe, respectful ready to learn.

Learning and teaching is at the heart of all we do and any behaviour which disrupts learning and teaching will be discouraged and pupils supported to restore harm and relationships through restorative approaches.

In line with PKC guidance, Staff are trained in Restorative Approaches which can offer a powerful approach to promoting harmonious relationships in schools and can lead to the successful resolution of conflict and harm.

If you would like more information on Restorative Approaches, please contact Mrs Speight who is our named staff member with responsibility for developing Restorative Approaches. Our resilience programme called Bounce Back supports all our work on building positive relationships and is embedded in our learning at Tulloch.

If a child is having trouble following our school rules the Senior Leadership Team will contact parents and plan appropriate support. The standards of behaviour in this school have always been high and we are confident that parents will continue to support the school in the maintenance of such standards.

Our House System in school helps to promote positive behaviour whilst giving the children a sense of belonging to their 'House'. Our four Houses are Huntingtower, Balhousie, Kinnoull and Tay. When children start our school they will be allocated a House which they can earn house points for.

Nurture

Nurture is at the heart of school life at Tulloch. We support children across the school who may benefit from a little extra nurturing. This could be for a whole host of reasons including, bereavement, family break-ups or dealing with change. At these times the children may not be able to focus on their learning and nurturing activities help support them in readiness for learning. Social skills are promoted through games, baking, puppets and role play, etc.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL VALUES

We are an accredited Gold Rights Respecting School (awarded June 2024). In our school we are committed both through good example and the curriculum to provide appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

The school fosters and encourages from earliest stages positive attitudes about self-esteem and relationships. Pupils are encouraged to take as much responsibility as they can for their own learning. This will help them develop the personal qualities of honesty, respect for others, compassion and justice necessary for succeeding in the future. Our school motto is courage and compassion from which all other values flow.

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

RELIGIOUS OBSERVANCE

Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. The programme of religious education in the school helps children learn about Christianity as well as looking at other major world religions.

The school holds regular Assemblies, which provide opportunities for pupils to share and celebrate as a school community those things which we value. They also provide opportunities for our pupils to reflect on spiritual and moral concerns. Parents and friends are invited to join us at assemblies throughout the year.

Guidance issued by the Scottish Government clarifies the current position regarding provision of religious observance in Scottish schools and sets out action for local authorities in planning this provision. Information can be found at

[School admissions, curriculum and qualifications - Schools - gov.scot](https://www.gov.scot/topics/education/school-admissions)

Under the terms of the Education (Scotland) Act 1980 "any pupil may be withdrawn by his/her parents for instruction in religious subjects and from religious observance". If you wish to withdraw your child from Religious Education, please discuss this with Mrs Speight.

Your request will be dealt with sensitively and suitable arrangements will be made for the pupil to participate in a worthwhile alternative activity.

CELEBRATING SUCCESS

We like to ensure children's successes are always celebrated and this is done in a variety of ways. During weekly assemblies, certificates are awarded to children who have been Ready, Respectful and Safe and who have gone above and beyond. Classroom successes are also celebrated by the use of classroom rewards, portfolios and circles of recognition. Children are encouraged to reflect on their learning regularly. They can identify their best pieces of work to be displayed in class or highlighted in their portfolios.

We are aware our children have many successes and achievements out with school and parents/carers are encouraged to inform the school about these so we can celebrate these in school and include this into pupil portfolios.

The Parent Council or pupils could help to convey the ethos and values of the school by including quotes etc.

Parental Involvement

We are keen and actively encourage parents to visit and be involved in the life of the school. Help is always needed for visits and trips. The school is grateful to any parents who may wish to help on a regular basis. Parent helpers will not work with children in an unsupervised situation. Risk assessments will be completed where appropriate. Parents interested in helping in school should, in the first instance, speak to the Head Teacher. More information can be found on the website below.

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

We gather parent/carers views via questionnaires and use information provided as part of our self-evaluation process.

Parent Forum

The membership of a Parent Forum is made up of parents who have a child at an education authority school. Parents are automatically members of the Parent Forum for their school. One of the ways parents in the Parent Forum will be able to express their views will be through the Parent Council. As a member of the Parent Forum, each parent can expect to:

- Receive information about the school and its activities.
- Hear more in future about what partnership with parents means in their school.
- Be invited to be involved in ways and times that suit them.
- Participate in deciding how the parent representative body, the Parent Council, is organised and how it operates.
- Identify issues they want the Parent Council to work on with the school.
- Be asked their opinion by the Parent Council on issues relating to the school and the education it provides.
- Work in partnership with staff.
- Enjoy taking part in the life of the school in whatever way they can.

The objectives of Tulloch Parent Council are:

- To promote partnership between the school, it's pupils and all parents to ensure that all the pupils develop their full potential leading to their lifelong activities;
- To work in partnership with the school to create a welcoming community which is inclusive for parents;
- To develop and engage in activities which support the education and welfare of all pupils;
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.

The parent council have their own Facebook Page where they share news and updates with parents. This can be found at www.facebook.com/tullochprimaryparentcouncil

Support Learning at home

There are many ways that parents can support their child's learning out with school. We have introduced Tiger Talks sheets which will be given out at the start of each new term. These show parents what the children will be learning that term and will give suggested ways to engage with this learning, with your child.

Homework

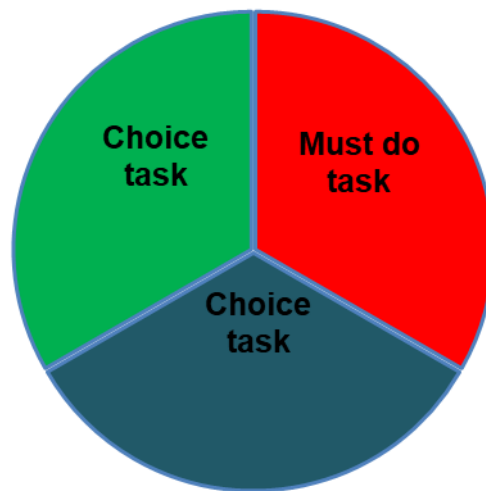
Homework will be given out in handouts

Homework gives parents the opportunity to take an interest in and support their child's progress. All homework activities given will enhance the learning taking place in the class and will give children the opportunity to share this with their parents. To increase the opportunities for personalisation and choice, Homework is not intended to occupy most of the evening since it is important that children have time to play and develop other interests for example sports, clubs and other hobbies.

Developing the habit and enjoyment of reading is crucial and children of all ages like to be read to. Playing with a child, making things, drawing, visiting the library or interesting places, spending time with family members and following up any interests are all valuable activities.

Your support is also appreciated in ensuring that basic equipment is at home e.g. pencil, ruler and eraser. It would also be helpful for your child to have access to a dictionary.

In response to the homework consultation, homework will involve an element of choice. Each class are to be given tasks based on the learning taking place in the classroom that week. We have taken our school badge and will use that as a template for tasks. The RED task is a MUST do – everyone should complete this task. The GREEN and BLUE tasks are a CHOICE. It is up to parents if their child should complete these tasks.



If children are on holiday during term time, work will not be given.

Transitions

ADMISSION TO SCHOOL

First Entrants

Admission dates are advertised in the local press. Places will be allocated first to children who live within the school catchment. We have a programme in place to support all children who are preparing to begin in Primary One and there are planned opportunities for parents and children to meet the staff and hear more about being in school.

PKC Education and Learning Services are working towards the expansion of Early Learning and Childcare (ELC) as outlined in the Scottish Government's Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland.

From 2020, all 3-5 year olds and eligible 2 year olds will have access to 1140 hours of fully funded ELC. This means that in PKC most children will 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.

All Primary 1 children will attend school for a full day from August.

For further information on School Commencement Arrangements see Basic Information, Section B.

From other Schools

Parents/carers who wish their child to transfer from another school should telephone the school to make an appointment with the Headteacher. There are usually reserved places for children and families moving into the Tulloch catchment area. Pupils outwith this will need to

complete a placing request form which is then processed by Perth and Kinross Council. Pupils will be allocated to classes appropriate to their date of birth.

Transfer to Secondary School

Parents/carers of Primary 7 children due to transfer to Secondary School will receive a letter in January from the Education Authority giving transfer arrangements. In order to make this transition as smooth as possible, Primary 7 pupils are involved in a carefully planned programme to support their move. This includes opportunities to meet school staff, to meet other pupils and to spend two days in their new secondary school. For some children, an enhanced transition may be required and this will be identified through the ASN process in consultation with parents/carers.

The Curriculum

We use the Scottish Curriculum for Excellence (CfE) to plan and assess pupils' learning. The purpose of CfE is to ensure that all children in our school develop the attributes, knowledge and skills they will need if they are to flourish in life, learning and work, now and in the future. The aims of curriculum for excellence are that every child should know they are valued and will be supported to become a successful learner, an effective contributor, confident individual and a responsible citizen.

Curriculum for Excellence brings real life into the classroom and takes lessons beyond it. It is soundly based on seven principles which mean that learning is broad, active, experiential, challenging, enjoyable, progressive and relevant. Our children are included in the planning of the learning allowing them to have certain elements of personalisation and choice in what and how they study.

Curriculum for Excellence is divided into Levels. The levels we will focus on in primary are:

- **Early Level** – pre-school – P1, or later for some
- **First Level** – children in P2 – P4, or later for some
- **Second Level** – children P5 – P7, or later for some

Class teachers plan using the Experiences and Outcome of CfE to offer a wide and varied curriculum for all children.

In order to achieve this for every pupil we provide a wide range of interesting and motivating learning experiences that ensure active involvement of the learner through learning and teaching which:

- Engages and is active
- Sets challenging goals
- Shares expectations and standards
- Provides timely and accurate feedback
- Involves sharing learning intentions and success criteria
- Is co-operative and collaborative
- Reflects the ways different learners progress

During this time of developing experiences in curriculum for excellence, a focus for our school has been to further enhance learning and teaching throughout the school through

- Assessment for learning
- Cooperative learning

- Play and learning (early years)
- Learning within a context

The curriculum is now organised into the following 8 areas detailed below:

Languages and Literacy

This includes English Language: Listening, talking, reading and writing. Curriculum for Excellence also ensures that Literacy skills are developed across all other areas of the curriculum. The development of literacy is of vital importance in the school with activities leading to Reading and Writing beginning within Nursery and Primary 1.

The four outcomes Listening, Talking, Reading and Writing all cover a variety of skills and practices. When teaching and learning are taking place, the activities associated with these outcomes of language are very closely connected. All four will interact but with different weightings for particular stages and needs. Through these outcomes we aim to teach pupils to express themselves fluently and well in speech and writing both factually and imaginatively. We support them to read critically and with understanding. In order to achieve this, we use a wide variety of material throughout the school.

Our children are all learning French through the Government initiative 1+2 which aims to have all children in primary school learning an additional language (French in Perth and Kinross) and experience of a further language by the time they move to secondary school.

Mathematics and Numeracy

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in all aspects of life is crucial.

In Tulloch we teach the core skills of Mathematics in a structured way. All pupils also experience many aspects of Numeracy within other subject areas.

Health and Wellbeing

Learning in health and wellbeing ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Curriculum for Excellence also ensures that Health and Wellbeing is developed across all other areas of the curriculum with all staff sharing the responsibility to ensure that pupils become more respected, responsible, included, nurtured, active and healthy.

Our children have many opportunities to experience a range of PE activities e.g. swimming, rugby, football, athletics, gymnastics, cycling, dance, cross country to name a few.

Parents are informed about the sensitive aspects of learning e.g. relationships, sexual health, parenthood, drugs awareness through workshops that we offer in school every session.

Expressive Arts

The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

All children in our school experience a wide range of experiences in

- Art and Design
- Dance
- Drama
- Music

Sciences

Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world. Teaching approaches allow children to collaborate and investigate and develop skills to become more creative, inventive and enterprising.

The main areas of Sciences are

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science

Social Studies

In this area children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and how it has been shaped. We also aim to promote positive attitudes and values to other peoples and their cultures, to the achievements of famous people in the past, to being Scottish, European and a member of a world community.

The main areas of Social Studies are

- People, past events and societies
- People, place and environment
- People in society, economy and business

Technologies

This area of the curriculum offers a rich context for developing life skills that are recognised as being important for success in the world of work. This includes activities involving research, problem solving exploration of new concepts, skills and materials. The learning experiences provide pupils with opportunities to create products which have real applications allowing for creativity and entrepreneurial skills. Technologies are organised under the following headings

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science

- Food and textiles
- Craft, design, engineering and graphics

To help provide motivating learning experience, iPads are used in classes with the children.

Assessment & Reporting

As Each child's learning is tracked from P1-7 to ensure that their learning opportunities are appropriate to their needs. Children will take part in learning conversations with their teacher to discuss learning, what's gone well and what hasn't and to discuss next steps. This information informs future planning for children's learning.

At each stage, your child's progress is continually assessed through teacher observations and assessments, peer and self-assessments listening, talking, making & doing. Children's achievements are also recognised. Our Head Teacher and Depute Heads go into classes to monitor learning and teaching and teachers also visit each other's classes to share good practice.

Assessment of children's progress is central to the learning and teaching which takes place in the classroom.

Assessment has a number of purposes but mainly allows a teacher to check on a child's strengths and needs so that the next stage of learning can be planned properly. Assessment also allow children to know how well they are doing and what targets still require to be achieved. They are helpful also in reporting on a child's progress. Each class teacher makes a continuous assessment of progress on a day-to-day basis and will use that assessment to plan further work. At the end of each session information is used to write the pupil report which is sent home to parents. The information is also passed to the new teacher so that they can plan appropriately for the pupil.

Written reports are sent out to parents once a year in the Summer Term. In addition, there are two opportunities of contact with the Class Teacher during the school year. If, however, any parent is anxious about their child's progress and wishes to see the Class Teacher out with these opportunities, we will be pleased to arrange a convenient time for discussion to take place.

When children transfer to Secondary School, or to another Primary School, the pupil's progress folder, is passed on to the receiving school.

National Standardised Assessments

The National Standardised Assessments (NSAs) have been introduced by the Scottish Government, to assess pupils, in line with nationally developed expectations. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing your child's progress in P1, P4 and P7.

If you have any questions or concerns specific to your child, please contact your child's class teacher or member of the Senior Leadership Team via the school office.

Please find below the link to Assessing Children's Progress, A Guide for Parents and Carers which is an Education Scotland publication giving you an overview of the assessment to be carried out. www.gov.scot/Topics/archive/NationallImprovementFramework.

If you would like a paper copy of this, please contact the school office and we will ensure we get one to you as soon as possible.

Support for Pupils

There are many approaches to supporting a pupil's learning in school. This can be done by the class teacher providing additional support within the classroom or at times children may also be supported by a member of support staff, for example a Pupil Support Assistant or Pupil Support Teacher. There may also be support available from other agencies e.g. Educational Psychologist, Community Link Workers, etc.

Children with additional support needs are catered for in the school within the terms of Education Department policy on "Additional Support Needs". This policy sets out the procedure by which an individual child's needs are identified and addressed, the central element of the process being a meeting involving parents, child, school staff and, where appropriate, other specialist agencies. Decisions and recommendations for opening up either an Individual Education Plan, or Co-ordinated Support Plan are then agreed and taken forward. Perth and Kinross Council take the final decision. For all of these cases there is a minimum requirement to meet once a year to ensure that the appropriate support is in place from all agencies.

All children who have identified Additional Support Needs receive support in school in line with legislation and with the appropriate level of planning in place. This is done in consultation with parents. Liaison also takes place with other agencies e.g. educational psychologist, speech and language therapy, occupational therapy as appropriate.

We currently have a number of special areas designated within the school for meeting the needs of specific children.

The school has a Principal Teacher (ASN), one teacher, 11 Pupil Support Assistants, and a Pupil Support Teacher who are all deployed to support learning. The Pupil Support Teacher can support staff and pupils through providing advice and resources and by working with particular pupils.

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

There are a number of organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

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

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

Telephone Helpline: 0345 123 2303

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at <https://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."

If you think that your child has additional support needs, you should contact your child's class teacher in the first instance as they will have an overall picture of your child's progress. You can do this by contacting the school office or writing a note to the class teacher to request a meeting. Often class teachers will have identified a need and, in consultation with the Head Teacher and Pupil Support Teacher, contact you to meet and discuss/identify any barriers to learning and agree next steps.

Other services/agencies are available to children in the form of Speech and Language Therapy, Occupational Health, English as an Additional Language teacher, Autism Outreach and Educational Psychological Service. Any of these may work with classes or groups. If they become involved with individual children (eg. the Educational Psychologist), it is only after consultation with parents.

Sometimes a child will be part of a small group receiving extra help from the class teacher, a Classroom Assistant or a Support for Learning Assistant. At times the child may work out-with class in a small group; normally support will be given within the classroom situation. The role of Pupil Support Teacher is to provide consultation, advice and support to Class Teachers on how best to support those children who need it, within the mainstream setting, and to deliver support for learning where appropriate. Some pupils have an Individual Education Programme (IEP) to meet their particular needs. Others who have involvement with Social Work, Health services or other agencies may have a Coordinated Support Plan (CSP) to ensure continuity of provision.

For further information about Perth and Kinross Education Department's policy on Additional Support Needs, please follow this link:

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

School Improvement

We continually audit and improve how we work in our school and everyone is involved in developments.

The main achievements of Tulloch Primary School can be found in our Standards and Quality Report which is published annually and available to view on the school website and should you require a copy, please contact the school office.

Our School Improvement Plan identifies our development actions for this year. Again, this is available on our website and on request from our office.

The latest HMI inspection report which was published in May 2010 is available to view on the school website.

School Policies & Practical Information

Organisation of School Day

SCHOOL HOURS:

MORNING	9am-10.45am
	11am – 12.15pm (P4 & P5)
	11am – 12.30pm (P6 & P7)
	11am-12.45pm (P1 – P3))
AFTERNOON	1pm-3pm (P4 & P5)
	1.15pm-3pm (P6 & P7))
	1.30pm – 3pm (P1 – P3)
NURSERY ALL DAY SESSION	9am – 3pm

SCHOOL MEALS

See Basic Information within Education Authority Guidance - Section D.

Packed Lunches

All children will eat Packed Lunches in the Dining Hall, under supervision. Education & Children's Services have advised schools that, in the interest of safety, hygiene and cleanliness, food should be packed in durable containers i.e. plastic boxes or, at least, plastic bags; that cold liquids only should be allowed, if carried in unbreakable and leak-proof containers (no glass bottles); that hot liquids are permissible if carried in a type of Safety Flask which either contains no breakable components or which isolates the contents from the fragile parts by means of an unbreakable inner lining.

Payment of School Meals

School Meals money should be paid to cover all meals taken. All payment must be made via Parentpay. No child will be denied a lunch but the money should be paid the following day. On no account should a debit balance be allowed to accumulate.

UNIFORM/CLOTHING

Although parents are not legally obliged to provide a School Uniform, we do try to encourage the wearing of a Uniform which creates a sense of community and belonging. The uniform is as follows:-

Shirts/Blouses	White
Trousers/Skirts	Black
Jerseys	Black or red
Socks	White for girls, black for boys
School Tie	Available from Stevenson's or Ferguson's
School Sweatshirts	Available to order online from Border Embroideries
	“ “
Fleeces/Waterproof Jackets	
P.E.	Black shorts and white T-shirt
Gym Shoes	Preferably without laces, until they can tie their own

Overall for Art/Craftwork

Preferably the smock type for young children but an old shirt will do for older

Any equipment, school bags, lunch boxes or clothing showing allegiance to a Football Club are not allowed.

Schoolbags should be functional and capable of holding and protecting school books (at least A4 size)

Packed Lunches should be carried separately from school equipment.

All clothing and equipment should be clearly marked with child's name.

Jewellery: In the interest of safety in the playground and during Physical Education lessons, pupils should not wear hoop or dangling earrings, as this can lead to accidents involving ripped ears. In an effort to minimise the risk of any accidents, children will be asked to remove all articles of jewellery, including watches, for P.E. lessons.

False Nails: To avoid any unnecessary accidents, pupils should not wear false nails to school.

Items of value: Valuable items, including electronic games and equipment should not be taken to school.

The School cannot be held responsible for any loss or damage to pupils' personal property.

ACCEPTABLE USE OF INTERNET POLICY

- Never arrange to meet anyone whom you have "met" online.
- Never tell anyone on the internet your personal details, eg home address, phone numbers, parent's work address/telephone numbers, bank details etc.
- Never tell anyone your school's name or phone number, unless your teacher specifically gives you permission.
- Do not sign up to any sites or products.
- Stay on age appropriate sites and sites your teacher has recommended.
- If you come across any material you are uncomfortable with, tell an adult immediately, who will report it to the appropriate staff. This is not your problem or your fault.
- Only save or download material if you have permission from the teacher.
- USB pens are no longer allowed to be used on PKC equipment .
- No material from the internet should be taken outside the school without permission.
- Ask the teacher before you print materials.
- Remember, information on the internet is not always accurate and true.
- If a pupil misuses the internet, the school has the right to restrict or remove access to the network.

Mobile Technologies- Acceptable Use Policy

- Pupils may bring phones to school if parents feel this is necessary.
- When in school, phones must be switched off.

- The school is not responsible for loss or damage.
- Pupils found to be in possession/using phones during school hours will have the phones taken from them for the day and their parents/carers informed.
- Any messages to pupils from their parents/carers or necessary communication between pupils and parents/carers can be made through the school. Tel No 472323.

Educational Visits

Class teachers organise visits to various locations throughout the school year in order to enhance pupil learning. Parents/carers will be kept informed of any visits taking place. Costs to families for each trip will be at a minimum. Various fundraising events will be held throughout the year to support the cost of trips.

Health Care

Under the Dental Inspection Scheme Primary 1 and Primary 7 pupils will be inspected. If treatment is necessary, parents will receive a card giving the option of their child attending the School Dental Clinic or the family's own Dentist.

Parents should check the family's hair, adults and children alike, on a weekly basis in order to greatly reduce the spread of infection. Leaflets containing further information are available from school.

Parents should inform the school of any medical condition so staff are aware of any actions required. No child should carry any form of medication to school, for obvious health and safety reasons. Medicines should be handed into the school office and the relevant medical form completed. Inhalers can be kept under safe storage, in class at the request of parents.

ACCIDENT/ILLNESS OF PUPIL

First Aid boxes are available in the school and simple First Aid will be administered by staff with First Aid responsibility. For injuries of a more serious nature, appropriate action will be taken e.g. informing a parent, taking child to Hospital.

If, during school hours, a child sustains a more serious injury, or becomes ill, it is important that the school can contact:-

- a. a parent,
- or
- b. a person designated by the parent i.e. the Emergency Contact

It is important that parents inform the school of any change in address, telephone number or circumstances of their own and/or Emergency Contact.

SECURITY – VISITORS TO SCHOOL

You will understand that security is a very important issue for us in school. It is vitally important that we know exactly which adults are in school at any given time. We have a security entry system at the main entrance and the Nursery doors. Visitors should report to the school office. All visitors to the school sign in and wear an identity or visitor's badge for the duration of their visit. Parent helpers wear badges and school staff wear Perth & Kinross ID badges.

Children are **not** permitted to open any external doors for visitors, even to a known adult.

SAFETY

Considerable emphasis is placed on the safety of the pupils and again parental co-operation is essential.

Please ensure that no dangerous items are brought to school

Children use subway under road

Road safety is taught in school

No child will be kept back at the end of the day without parental permission. Children should be encouraged to go straight home

Children are taught never to go with strangers.

If your child is ill or is to be absent for any reason please notify the school by phone, app or email

We only phone up to check on absences if we know there is a concern regarding attendance.

Regular fire drills are held

Every outing undergoes a risk assessment prior to the event.

Mobile phones must not be used in school and taking of photographs by mobile phone is not permitted. If a mobile is removed because of misuse it will be sent to the office, the parents informed and asked to collect it from this central safe area. Understandably in this day and age a mobile phone can keep a child safe and feel secure. We only ask that it is not used in school.

Any valuables brought to school are done so at your own risk. Staff will not be able to store them safely and they will not be insured. Please discourage your child from bringing such items.

No unauthorised cars are allowed within school grounds or car park areas. Children should be collected and picked up outside the school grounds.

Health & Safety Officer: - Mrs Simpson

Arrangements for Emergency Closures

This can happen, usually during the winter period, where there might be difficulties with heating or severe weather conditions. The Headteacher is responsible for ensuring that, if children are sent home under emergency arrangements, a parent/carer, or another person nominated by the parent, is at home to receive the child. No child will be sent home to an empty house but will be kept in school to wait for the normal time of departure. As far as possible, parents will be warned by telephone of early closures.

In the event of continuing severe weather where conditions are hazardous, parents are advised to listen to Radio Tay to find out if the school is open or closed.

Used in all instances

Radio station		Location
Radio Tay	FM 96.4	Perth Only
	FM 102.8	Everywhere else

Only used for widespread weather conditions or failure of essential services.

Radio station	FM
Heartland FM	FM 97.5 in Highland Perthshire FM 107.3 in Lowland Perthshire
Radio Central	FM 103.1
Radio Kingdom	FM 95.2, 96.1, 96.6, 105.4, 106.3

Information can also be accessed on **Perth & Kinross Council Customer Service Centre** 01738 475000. Available from 0800 hours to 1800 hours, however this line may operate from 0700 hours in exceptional circumstances.

Updates will be available via PKC Twitter @PerthandKinross and Facebook via <https://www.pkc.gov.uk/schoolclosures>

Instrumental Tuition

Cello, Brass, Violin, Drumming and Bagpipe lessons currently take place on a weekly basis in school. See appendix F.

School & Community Links

Claire Laing is employed to support the parents and school with community links. She will be running drop-in events in the future, and is available by e-mail, CALaing@pkc.gov.uk. The community group organise fun and practical events in the school throughout the year.

Extra-Curricular Activities

Any outdoor and extra-curricular activities are taken by staff and/or parents on a voluntary basis.

We are very fortunate that there are a variety of activities provided for children in our school.

A menu of after school clubs are run on a rota basis throughout the year including netball and other sports, art and craft and much more.

There is an annual opportunity of Outdoor Activities for pupils in Primary 7, where pupils can experience a wide range of different activities.

Breakfast Club

We hold a Breakfast Club every day from 8-9am.

After School Club

There is no after school club at Tulloch at present.

We will be directing parents to the service at North Muirton, as they have capacity, to take children and a second school and manage the groupings. If parents approach the office please could you give them the phone number for North Muirton Kids Club (01738 472868) or direct them to the website for more information <https://www.pkc.gov.uk/kidsclubs>

Alternatively parents could visit Childcare and Family Information Service

<http://www.scottishfamilies.gov.uk/>

ECO DEVELOPMENTS

We are very proud of the achievement of the Green Flag. All the staff and children are currently working through our plan of action to gain the second flag. In order to do this we include ECO learning and teaching through project work which teaches the children an awareness of caring for our community and ultimately our planet. Children in Tulloch are working on recycling issues, conservation, preservation, adaptation, knowledge and understanding about issues involving poorer nations and supporting these countries and communities if possible.

The ECO curriculum becomes a way of life which in turn should make us all aware of how precious our environment is and how we can take responsibility for looking after the planet for the next and future generations.

We also have a yearly Travel to School Plan, which evolves as the needs change. We are actively promoting walking to work and cycling through a variety of activities and extra – curricular activities in the school.

Name of Child Protection Officer

Child Protection Officers – Mrs Simpson, Mrs Stewart, Mrs Fitzpatrick and Mrs Kayiranga

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.