

KENMORE PRIMARY SCHOOL



School Handbook Academic Session 2026-2027



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity



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Introduction

WELCOME FROM THE HEADTEACHER

Dear Families,

Welcome to Kenmore Primary School. This handbook has been produced to welcome you to our school community and to give you the information you need - we hope the following is both interesting and helpful.

Kenmore Primary is a welcoming and nurturing small school. Staff, pupils and parents work hard to ensure the school is a motivating, inspiring and creative place to work and learn. We place much emphasis on our inclusive ethos where all pupils are supported and encouraged to do their best both in and out of school.

We know that you as parents are committed to ensuring your children get the best possible start in life. At Kenmore we actively seek and maintain good relationships with all families, working in partnership with parents to ensure all pupils are successful, happy and safe.

We appreciate that parents often like to visit a school to make an informed decision when choosing a school for their children to attend. If you would like to visit Kenmore Primary School to see the school and hear in person about the work we do here, please phone or email us and we will be happy to arrange a convenient time.

We look forward to meeting you.

Sheona Allen
Headteacher

The information contained in this booklet is correct at November 2025. There may be subsequent changes of which you will be notified.

Delineated Area

The school's catchment area includes Kenmore, the south side of Loch Tay to Ardeonaig Bridge, the north side of Loch Tay to Morenish and the area south of the River Lyon to Comrie Bridge.

Contact Details

School Name	Kenmore Primary School
Address	Kenmore Aberfeldy Perthshire PH15 2HL
Telephone Number	01887 822430
Email	Kenmore@pkc.gov.uk
Website	https://blogs.glowscotland.org.uk/pk/kenmore/
Present Roll	33
Stages Covered	P1-7
Denominational Status	Non Denominational
Head Teacher Principal Teacher	Mrs Sheona Allen - Non Teaching Miss Rebecca Morris – Class Teacher P4-7
Other Teaching Staff	Mr Adam Hobson - Class Teacher P1-3 Ms Claire Edwards - Class Teacher P4-7 (Thursdays)
Visiting Specialist Teachers	RCCT- Mrs Karyn Forsyth Fridays
Auxiliary / Clerks	Mrs Kelly Kimpton Mrs Marieke McBean
Classroom Assistant	Mrs Adele Armstrong Mrs Marieke McBean
Catering Assistant	Mrs Zulma Hartley
Cleaner in Charge	Mrs Rhona Dey

How / When to Contact the School

The most suitable time to contact the school by telephone or by calling in, is between 9.00 am – 3.00pm. Please leave a message on the answer machine if you have a message for the school before 9.00am - calls are picked up then. To make an appointment to see either the Head Teacher or other members of staff please call or email to arrange a suitable time. In case of an emergency the school may be contacted at any time during the day. Parents are asked to leave a message in the afternoon if necessary and this will be picked up before 3:20pm.

Attendance

It is the legal requirement of every parent that their children attend regularly and arrive at school punctually by 9:15am to ensure pupil safety.

We place value on regular attendance and punctuality. We ask parents to inform the school if their child is absent by phoning the school between 9.00am and 9.15am. If we have had no information about a pupil by 9.30am, the school office will contact you. For this reason we ask that any contact details are up to date. If the child is to be absent for some time please inform us by letter outlining the reasons for non-attendance. If you have phoned, a note is still required on his / her return to school explaining the absence. Unexplained absences will be recorded as unauthorised. When the school has concerns about absence, support services may become involved.

It is policy of the Education Services to discourage occasional holidays during term time for a number of reasons.

- a) Such arrangements are generally disruptive of children's learning and education and the cumulative effects can be considerable.
- b) When children are placed in such a position they are immediately faced with the task of catching up and this not only impacts on their own individual learning but also their place within their peer group.
- c) Continuity, consistency and progression will be disrupted and have a detrimental effect on pupil performance.

Where a planned absence is unavoidable please notify the Headteacher in writing with dates. Please note that in line with Perth and Kinross guidance pupils will not be given work to take with them on holiday. Extended leave for periods of more than 4 weeks can be authorised as it is recognised that families may have to visit family overseas for blocks of time. If you are unsure please discuss with the Headteacher who will give more guidance and information.

School Ethos

Our vision is to nurture curious minds, a love of learning and reach our full potential as confident and compassionate global citizens.

Our school values are to be kind, be respectful and be responsible.

We aim to work in close partnership with pupils, parents and the wider community to provide quality learning opportunities for all learners to investigate, challenge, appreciate and develop themselves, their society and their environment allowing each member of the school community to feel fulfilled and equipped to be confident individuals, successful learners, effective contributors and responsible citizens.

It is also our aim within the school to foster a spirit of co-operation, sharing and understanding between school and the wider community within which the pupils live and will one day work.

School & Community Links

The school is very much part of the local community. Events held in the school are advertised in the village, and our community are warmly invited to attend. Strong links between the church and school exist, with end of term services are held there.

The school has many links with the community: The Crannog Centre, Library Service, Local sports clubs and the cinema. We have regular outings, within our local area and out with, with highlights being our annual visits to museums and science centres across the country,

participation in the annual Day of Dance, and other sporting fixtures.

The school fundraises every year for charities nominated by the pupils.

Positive Behaviour Management

Kenmore Primary School is committed to creating a nurturing environment where positive relationships and respect are at the heart of productive learning. Everyone is expected to accept responsibility for their behaviour and encourage others to do the same. Our Relationships Policy echoes our core values with a heavy emphasis on respectful behaviour and are linked into the UNCRC Children's charter.

For pupils who are not following school rules, staff will use these steps: redirection, reminder, caution, internal referral and reparation.

Specific behaviour protocols may be required for individuals with complex additional support needs.

Where a serious breach has taken place then parents will be involved in the restorative process.

School Values

Our school values are to *be kind, be respectful, be responsible*

There is a partnership between pupils, families and school staff. Each has a part to play in ensuring a happy environment in which learning can effectively take place.

In our school community we will always recognise and reward learners who go 'Over and Above' our standards. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. We will mark 'Over and Above' behaviours through Praise, Recognition and Celebration.

Parental Involvement

At Kenmore Primary we welcome new pupils and their families warmly and invite families to an individual meeting with their child's teacher in the first few weeks of term. This allows you to give us all the information that you feel we need to meet the needs of your child and you as a family. There are family contact meetings twice a year in March and November to review your child's progress and development. We send homework out weekly and regular posts are put up on-line using Just2Easy and Facebook.

We send homework sheets weekly and there is a weekly update.

The Parent Council is very active in promoting the school and contributing to the very positive ethos in the school community. The Parent Council meets regularly, and all parents are welcome to attend the meetings. Agendas and minutes of meetings are emailed out to all parents. Opinions are regularly sought through response at Parent Council meetings and through questionnaires and consultation events. At the end of each learning and teaching block the school hosts a showcase event to demonstrate the learning from our term. These high-quality showcases are led by the pupils.

We encourage families to discuss concerns or queries as soon as they occur, and e-mail can

be a quick way to answer queries. We aim to respond to emails within 24 hours.

The school deals with complaints as part of Perth and Kinross Council's Complaints handling Procedure. Should you make a formal complaint to your school you will receive a response at **Stage 1** of our procedure within **five working days**, unless there are exceptional circumstances. More information is available on the Council's website as follows:

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

Parents are all part of the Parent Forum and can become a member of the Parent Council. We aim to include parents in developing the school and have a very strong relationship with the Parent Council. Fundraisers and social and cultural events are planned together and teachers work with parents to support their children's' achievements in academic subjects, sport, culture and the arts.

The school is grateful to any parents who may wish to help on a regular basis in the following areas:

- Helping within the classroom e.g. art work, cutting paper, filing
- Sharing their expertise in areas linked to the classroom contexts and themes
- Giving talks or demonstrations
- Helping with trips and events
- Encouraging children to enjoy books e.g. reading stories to children, listening to children read, helping them to use the school library.

Parent helpers are required to be Disclosure checked unless their involvement is of a one off nature. Generally speaking, 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 speak to the Head Teacher.

Please see the link below for more information:

<http://www.pkc.gov.uk/parental-involvement>

Transitions

New Entrants

1. Notification to prospective parents is given as follows:
A notice is placed in all usual newspapers providing the following information:
 - a) Commencement of Primary Education
 - b) Placing Requests
 - c) Information available to parents
2. Following enrolment the Head Teacher will contact parents of new entrants and arrange for them to visit the school and to give details of their child.

Transfer from Primary to Secondary School

Pupils are normally transferred between the ages of 11 and 12 years. Parents will be informed of transfer arrangements in the Spring Term.

School to which pupils normally transfer is: Breadalbane Academy
Aberfeldy
Perthshire
PH15 2DV
Rector - Mrs Lynne Lambert Telephone - 01887 822300

An evening visit is arranged in Breadalbane Academy for the new First Year intake, usually in September, to which parents from the feeder schools are invited. In May all P7s can attend a two night residential trip to Comrie Croft, and this is an excellent way to get to know other P7s from our cluster of schools, and teachers from the Academy.
In June, all pupils in the new intake make a two day visit to the school, during which they are introduced to the senior members of staff and the guidance staff who will be responsible for them and are also given a tour of the school.

The Curriculum

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. It is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity.

The curriculum includes the **totality of experiences** which are planned for children and young people through their education, wherever they are being educated. These experiences are grouped into four categories.

Curriculum areas and subjects

The curriculum areas are the organisers for setting out the experiences and outcomes. Each area contributes to the four capacities.

The eight curriculum areas covered will be:

Expressive arts
Health and wellbeing
Languages
Mathematics
Religious and moral education
Sciences
Social studies
Technologies

With more sensitive aspects of learning, e.g. relationships, sexual health, parenthood and drugs awareness, we will inform parents through our weekly updates when and what the content will be in advance of the lessons so that parents are able to discuss further at home and answer questions that a child may have.

Interdisciplinary learning

How the curriculum should include space for learning beyond subject boundaries.

Ethos and life of the school

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community.

Opportunities for personal achievement

Pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence.

Added to this, because children learn through all of their experiences - in the family and community, pre-school centre, nursery and school - the curriculum aims to recognise and complement the contributions that these experiences can make.

The purpose of the Curriculum for Excellence is encapsulated in **the four capacities** - to enable each child or young person to be:

**a successful learner,
a confident individual,
a responsible citizen and
an effective contributor.**

The Principles of our Curriculum

Challenge and Enjoyment

Children and young people should find their learning challenging, engaging and motivating. The curriculum should encourage high inspirations and ambitions in all.

At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children and young people to sustain their effort.

Breadth

All children and young people should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

Progression

Children and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework.

Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their needs and aptitudes and keep options open so that routes are not closed off too early.

Depth

There should be opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together and exploring and achieving more advanced levels of understanding.

Personalisation and Choice

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child and young person increasing opportunities for exercising responsible personal choice as they move through their school career.

Once they have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible. There should be safeguards to ensure that choices are soundly based and lead to successful outcomes.

Coherence

Taken as a whole, children and young people's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of children

and young people's learning, including opportunities for extended activities which draw different strands of learning together.

Relevance

Children and young people should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

For more information on the Curriculum for Excellence visit:

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

Religious Observance

School Chaplain - Mrs Joanne Foster

In accordance with Scottish Educational law, we plan for a minimum of 6 Christian observances and work closely with our school chaplain to deliver Religious and Moral educational experiences for the pupils. If a parent does not wish their child to partake then an email should be sent to the school office and kept on file.

Homework

Homework is given out regularly. Each class teacher will issue homework and indicate when it is to be returned. An explanation sheet is enclosed with comment boxes for parents, pupils and teachers. There will be basic maths, reading and spelling as well as other topical activities. Homework is not usually given on short weeks or weeks with parent meetings in the evenings.

Duration: Pupils are expected to organise their homework around other social / sport activities but no more than half an hour on any one night. If they are struggling, they lack understanding or are reluctant to make a reasonable attempt, please advise the class teacher in the first instance.

Homework should not be a stressful situation for either parent or child. If you are in any way concerned, please speak to your child's teacher.

Assessment & Reporting

Assessment

We consider that the most valuable form of assessment is the continuous process of observation by the teacher of the pupil's daily work. When it is obvious that the pupil is having difficulty or is requiring more advanced work then the appropriate adjustments can be implemented immediately.

Our Assessment Policy reflects the developments in Curriculum for Excellence. Pupils will be asked to demonstrate their learning through making, saying, doing and writing.

Principles

- Assessment, Formative and Summative is an integral part of the learning and teaching process.
- The assessment process should allow children opportunities to demonstrate what they know, understand and can do.
- The aims of learning activities should be made clear to children.

- Assessment should positively encourage a child's learning and progress.
- Assessment should provide a basis for planning next steps in a child's learning.
- Assessment opportunities should be considered across all learning experiences in the curriculum.
- Assessment decisions should be accurate, fair and consistent.

Purposes

- to ascertain a child's progress
- to indicate strengths and development needs (to identify next steps in learning)
- to help the teacher evaluate the effectiveness of learning and teaching
- to provide information on children's progress which allows teachers to report to parents

Progress reports are issued in June. Copies of these reports are kept by the school and are passed to the appropriate secondary school or any other primary school, which the child might subsequently attend. Family Contact Nights are held twice per session, November and March. Details are sent out before each evening. All matters concerning the progress and welfare of each pupil can be discussed and parents have the opportunity of viewing their own child's work, plus any Assessment results.

Parents are welcome to contact the Head Teacher at the times previously indicated and arrange an interview to discuss any area of their child's progress and welfare at any time during the year.

Reporting

In the curriculum progress is reported as follows:

LEVELS OF ATTAINMENT

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

Support for Pupils

Authority Policy

Children with additional support needs are catered for in the school within the terms of Perth & Kinross Council 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 case conference involving parents, child, school and Education Department staff and where appropriate, other specialist agencies.

School Policy

It is a central aim of the school to provide a curriculum which is appropriate to the needs of every child and we seek to do this by making the very best use of available resources and support services. A significant proportion of children will receive learning support at some point in their school careers. This is frequently of a short-term and very specific nature although for some children, support will be required for a longer period. Parents whose children begin a spell of additional support for learning will always be contacted by the school.

It is important to understand that the initial responsibility for support for learning lies with the class teacher. By tailoring the work and the learning and teaching approach to the needs of the individual child he/she can address difficulties and help the child maintain steady progress. Our classroom assistants also make an important contribution in pupil support.

Pupils with additional learning needs are identified by the class teacher and the Learning Support Teacher and through discussion with parents. Regular meetings between the staff and parents are encouraged. Pupils with particular learning needs, which may well be of a temporary nature, are given work to suit these needs by the class teacher / Learning Support Teacher. This work, although individually targeted, will follow the normal class work as much as possible.

Parents with children of Additional Support Needs can obtain further information from the school or from Education & Children's Services, Pullar House, Perth.

Children with special aptitudes will be given help and encouragement to develop these areas. The work within each class is organised to ensure that each pupil is given work appropriate to his or her ability. The Authority may make special arrangements for pupils with particular gifts in specialised areas such as music.

Occasionally a child may experience severe learning, social or behavioural difficulties. Should this happen, we discuss the issue with the parents in the first instance. We would then consult the Educational Psychology Services and any relevant agency that would be able to offer advice and guidance.

If you think your child has additional support needs that you feel are not being addressed in class, please contact Mrs Allen and arrange to meet to discuss.

Supporting children with additional support needs – from PKC website:

- “Additional support needs is a broader, more inclusive term and includes significant numbers of children and young people
- All children and young people need support in order to learn, but some require support which is additional to, or different from, what is normally provided
- For most of these children, their needs will be planned for through normal school planning processes e.g. Personal Learning Planning or Individualised Educational Programmes (IEP).

Additional support needs can be short or long term. For instance, additional support may be needed for a child or young person who:

is being bullied, has behavioural or learning difficulties, is deaf or blind, is particularly gifted, is bereaved, is not a regular attender, is living with parents who are abusing substances, is looked after. These are just some examples.

It is the impact upon the individual of any particular factor which will be critical in determining whether the child or young person requires additional support.

Education and Learning within Perth and Kinross Council has a duty to make adequate and efficient provision for the additional support of each child and young person with additional support needs for whose education they are responsible.

All children and young people with additional support needs are supported wherever possible within mainstream education or within a range of specialist provisions. There is one all-through special school (Fairview School) (2 - 18 years). This is located on a mainstream campus between Perth Academy and Viewlands Primary School.

Where a child has been recorded as having Additional Support Needs which cannot be met within the Authority, consideration may be given to placement in a special school (either within or out with Perth & Kinross) for which a successful placing request has been made.

Where a child has been recorded as having additional support needs for which suitable provision cannot be made in a day school, the Authority may provide residential special education at either a special school, within or out with Perth & Kinross Council, nominated by the Authority or a special school for which a successful placing request has been made.

Looked After Children, in line with Education (ASL) (Scotland) Act 2004 “are considered to have additional support needs, unless it is otherwise determined at a relevant education planning meeting.” Perth and Kinross Council website

More information may be obtained in the following ways

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

The following leaflets are available on the Perth and Kinross Council website

- [Leaflet 1 Does my child have ASN](#)
- [Leaflet 2 How will my child's Additional Support Needs be met](#)
- [Leaflet 3 What type of plan might my child need](#)
- [Leaflet 4 What is a Child or Young Persons Plan meeting \(PDF\) \[113KB\]](#)
- [Leaflet 5 - Additional Support Needs - Resolving Disagreements \(PDF\) \[236KB\]](#)
- [Leaflet 6 What support is available in Early Years \(PDF\) \[196KB\]](#)
- [Leaflet 7 Transitions \(PDF\) \[72KB\]](#)
- [Leaflet 8 Placing Requests \(PDF\) \[67KB\]](#)
- [Leaflet 9 How does the Law support children young people and parents \(PDF\) \[69KB\]](#)
- [Leaflet 10 As a parent and as a yp what can I ask for \(PDF\) \[63KB\]](#)
- [Leaflet 11 Outreach Support Service \(PDF\) \[60KB\]](#)

As specified by Scottish Ministers, further information and support to parents of children and young people with ASN can be found 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 www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and fact sheets 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."

School Improvement

The latest Quality and Standards report can be found on the PKC website. The school has enjoyed good levels of attainment and achievement in the past years and is a Health Promoting School, an Eco school and is working towards its Gold Sports Award and Silver Rights Respecting School Award.

Our plan this session is:

- Learning and Teaching - Improve teaching and learning in writing and therefore improve attainment in literacy across the school,
- ASN – continue to become a nurturing school by revising transitions and Glasgow Wellbeing Motivational profile.
- Leadership of change – Curriculum Rationale/ Safer Schools Scotland/three year rolling planning cycle.

Detailed copies of the School Improvement Plan are available from the office on request or by looking at our School Website.

School Policies & Practical Information

The school actively encourages the wearing of school uniform.

Navy / black skirt or trousers
White polo shirt
Blue school sweatshirt

For Physical Education, gym shoes are worn indoors, trainers outdoors, shorts and t-shirt to be worn. **Jewellery should not be worn on P.E. days.**
Pupils may bring a change of clothing for playing on the pitch.

Please ensure that all clothing, shoes etc. are named.

School sweatshirts in blue are available from Grandtully Logos, Aberfeldy. Applications for Clothing grants are available online.

Classes

The school actively encourages pupils to work in different groupings but the classes are

organised usually into two classrooms - P1/3 and P4/7.

We try wherever possible to allow the pupils to go outside at break and ask that pupils bring appropriate clothing and footwear to play in the snow, rain, the pitch and in warm weather.

Inclement Weather Arrangements

If the school has to close due to the weather we will contact you directly on the numbers you have given us. It's important that any changes in contact details are given to the school straight away.

Pupils who are entitled to school transport can get an application form from the school office. The school has pupils who travel in buses and taxi and others and brought in by parents

Health Care

Kenmore Primary is a Health Promoting School and we are delighted to have held this standard since February 2010. This involves having a clear focus on healthy eating in school and in delivering a wide-ranging Health Programme for all learners from P1 through to Primary 7.

We work in partnership with health agencies to provide the best healthcare for our pupils. Both Speech and Language Therapy and Occupational Therapy can be accessed (within their limited resources) for pupils in need of this service. The School Health Service supports the school in ensuring our children's health needs are met. All P1 children have a 5 year old vision, height and weight check. At other stages throughout school hearing and vision tests are carried out if concern is expressed by parents or teachers. Occasional dental checks are carried out, with parental approval, usually in Primary 1 and Primary 7.

Parents should ensure that the school is informed of any specific medical conditions their child may have or medications he/she is currently receiving. A form for recording this information is available from the school office. Parents should let the Head Teacher know whether this information should be shared with relevant school staff or whether they wish it to be held in confidence.

Where there is a need for medication to be administered during the school day, parents should fill in the appropriate form, also available from the office. Medication will be kept safely in the school and each dose administered will be recorded.

For safety reasons, children should not wear earrings at gym time.

We use a well-being framework for the holistic health of the pupils. Pupils and staff regularly talk about progress and needs for all pupils under the headings of Nurture, Achievement, Health, Safety, Inclusion, Responsibility, Respect and Activity.

Lunch

School lunches from Tayside Contracts are available every day and packed lunches can be ordered in advance for school trips and days out. Lunch is free for all pupils in P1-5

Applications for free school meals are available online
<https://www.pkc.gov.uk/freeschoolmeals>

Organisation of School Day

School Hours

Primary 1-7	9:15am – 10:55am	11:10am - 12:30pm	1:20pm - 3:20pm
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During inclement weather the pupils are permitted to stay in school during intervals. Whenever possible pupils are outside playing, please ensure pupils are suitably dressed.

School Term Dates for Session 2026/2027 can be found on the following link:

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

Name of Child Protection Officer

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.

If, at any time, you have a concern for your child or another child relating to the Protection of the child, you have a duty to discuss your concerns with the Child Protection Officer who is the Mrs Sheona Allen

Should you wish to talk further about Child Protection and the safety of children, please feel free to contact the school.

As a school we have good contacts with the School Medical Officers, Social Workers and the Police, any or all of whom may become involved if abuse is suspected.

We will always ensure that you are informed and participate in any action, which may be initiated regarding your child.

13. Nursery

Each nursery provision will have a defined locality which may not be the same as the primary

school catchment area. Localities are agreed and registered with the Education Services within Education & Children's Services. Parents of children attending nursery should be aware that a place in a local authority managed nursery class does not give children priority in gaining a place in the same school when enrolling for primary school. Entitlement to primary school is determined by the child's home address. The designated nursery provision for this school is Breadalbane Academy.