Blairgowrie High School

ASPIRE ~ EMPOWER ~ ACHIEVE

Our Blairgowrie; Together we Succeed

School Handbook Academic Session 2026/2027

Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 2012, Perth & Kinross Council Education & Learning schools produce handbooks covering the following categories of information:

1 School Information
2 Local Authority information

Whilst the information contained in this school handbook was accurate at the time of publication (November 2024), further changes may have occurred since then.

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School information

Head Teacher's Introduction

Welcome to Blairgowrie School! It is my genuine pleasure to introduce you to our vibrant and supportive community. Our vision, Our Blairgowrie: Together We Succeed, is at the heart of everything we do and drives our commitment to fostering a nurturing and inclusive environment for all our young people. This handbook contains lots of information about our school and how we operate day to day. Our school website: Blairgowrie High School-(blairgowriehs.org.uk) is also a very useful source of information and is updated regularly with the latest news and announcements.

At Blairgowrie High School, we prioritise three core elements that we believe are essential to our pupils' success: Our Learning, Our Wellbeing, and Our Community. These priorities guide our efforts to provide a rich educational experience that extends beyond the classroom.

Our Learning is designed to ignite curiosity and foster a lifelong love of knowledge. We strive to create engaging and challenging learning opportunities that cater to the diverse needs of our young people, ensuring they develop the skills and confidence needed for their future endeavors.

Our Wellbeing is paramount, as we understand that a healthy mind and body are crucial for personal and academic achievement. We are dedicated to creating a supportive environment where every young person feels valued and empowered to reach their full potential. Our strong focus on supporting and developing wellbeing in recent years was recognised in September 2024 when we achieved our Gold Rights Respecting School Award.

Our Community is the foundation of our school's success. We believe in the power of strong partnerships with parents, carers, and local organisations. By working collaboratively, we ensure that our young people receive the support and encouragement they need at every stage of their educational journey. Blairgowrie High School is proud of its warm and welcoming atmosphere, where every pupil is embraced as a member of our extended family.

Our commitment to these priorities, coupled with our strong partnership working, makes Blairgowrie High School a place where young people can flourish. We celebrate the unique strengths of each pupil and provide a holistic education that prepares them to contribute positively to society.
Thank you for being a part of our Blairgowrie family. I very much look forward to meeting you over the course of your child's time with us and believe that together, we will achieve great things.

Warm regards,

Paul Cunningham - Headteacher

Message from our Senior Prefect Team

Hello from Cara, Isla, Maddie and Liam,

As the Head Prefect team of Blairgowrie High School, 2025-26, we would like to extend you an extremely warm welcome to our school. We know it may seem daunting starting in a brand-new building, having to get used to a new timetable, and learning the quickest way to the hall at lunch time. However, we want you to know that you will not be doing this alone.

At BHS, there is an extensive welcoming community of pupils and staff, that are more than happy to lend a hand to support you in any way you may need. No matter the situation, your Year Heads, Guidance Teachers, House Captains and Prefects are always here to guide you through your time at secondary school.

Buddies will be assigned to show you and your class around the school; they are also here to act as a helping hand to lead you through your transition. Any question, big or small please don't hesitate to ask.

Starting at secondary school can be stressful, especially finding your space within it all. Nonetheless, we want you to know that you don't have to figure it all out yet! We encourage you to take this time at High School to try new things, explore what's on offer, and enjoy finding out who you are. There is a range of extra-curricular activities on offer, from music groups to sports activities to art clubs, there truly is something here for everyone. This school will be by your side as you grow up, so take your time and enjoy the moment.

It is a great honour to be your head prefects this year, to have been trusted with this role is a joy and privilege for all of us. We wish you the best of luck with your time at high school, and we hope you enjoy your experience here as much as we have.

Cara Dingwall and Isla Beckett (Head Prefects)
Maddie Brown and Liam Airth (Depute Head Prefects)

Catchment Area

Blairgowrie High School is a six-year, non-denominational comprehensive secondary school which accepts both girls and boys. It is the sole secondary school for East Perthshire and therefore covers a wide catchment area. To the West we extend almost to Dunkeld; to the North our area stretches up Glenshee past the Spittal, to the border with Aberdeenshire Council; to the East our area extends to the Angus border and finally in the South East, Tullybaccart, the highest point on the road between Coupar Angus and Dundee, is our boundary with Dundee Council.

Most pupils transfer to Blairgowrie High School from our partner primary schools, namely: Alyth Primary; Burrelton Primary; Coupar Angus Primary; Glendelvine Primary; Blairgowrie Community Campus (Newhill and St Stephens); Kettins Primary; Kirkmichael Primary; Meigle Primary; and Rattray Primary.

Parents from outside our catchment area who wish to visit the school in order to enrol their child should contact the school to arrange to speak with the Depute Headteacher, Mr O'Hara. It is expected that this visit would take place a few days in advance of the child starting to attend Blairgowrie High School. This enables us to allocate class groupings for the child and also provide an opportunity for parents/carers to find out more about Blairgowrie High School.

School Roll Session 2025/26

The present roll stands at 927 and is forecast to rise in session 2026/27

First Year (S1)	152
Second Year(S2)	175
Third Year (S3)	203
Fourth Year (S4)	169
Fifth Year (S5)	143
Sixth Year (S6)	85

Contact Details

Headteacher: Mr Paul Cunningham

Blairgowrie High School Beeches Road Blairgowrie PH10 6PW

Tel No: 01250 871200

Absentee line: 01250 871299 Email: Blairgowrie@pkc.gov.uk

Web: www.blairgowriehs.org.uk

Follow Blairgowrie High School on X: @BlairgowrieHS
Follow Blairgowrie High School on Instagram - blairgowriehs

Parent Council Chairperson: Mrs Lesley Crichton - parentcouncilblairhs@gmail.com

Senior Leadership Team

Mr Paul Cunningham
Headteacher

Mr Andrew Wallace
Depute Headteacher
Head of S3 and S6

Mr Sean O'Hara
Depute Headteacher
Head of S2 and S5

Mr Lawrie Stewart
Depute Headteacher
Head of S1 and S4

Mr Mark Stanhope
Business Manager

Communication with Parents

At Blairgowrie High School we communicate with parents and carers in many different ways, including:

- Groupcall (text or email messages) – pupil absence, event reminders, useful information, behaviour detentions.
- Website
- Satchel one (homework, positive behaviour and inappropriate behaviour)
- Letters by hybrid mail
- Parents Evenings/Information Evenings
- Reports
- X (formerly Twitter)
- Instagram

In a time when many homes do not have a land line, it is vital that parents and carers keep the school informed if mobile phone numbers and email addresses are changed.

Making a complaint
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

School Ethos & Values – Aspire; Empower; Achieve

Blairgowrie High School prides itself in being an inclusive school. We aim to support all our pupils to achieve their personal best. We strive to achieve this in a safe learning community where every pupil feels valued, develops their talents and participates freely. We encourage all pupils to live by our school vision and ***ASPIRE*** to be the best they can, ***EMPOWER*** themselves to take opportunities and ***ACHIEVE*** their full potential.

Perth and Kinross Council's Education and Learning seeks to satisfy the needs both of the individual and of society by promoting the development of knowledge, skills and understanding. In Blairgowrie High School we seek to play a major part in this process by working in partnership with others to provide the highest quality of educational experience for all our pupils helping them to develop the skills that they need for learning, life and work.

We strive at all times to:

- support the health and wellbeing of all in our school community to reduce barriers to learning
- encourage pupils to achieve their maximum potential academically, artistically, in sport and socially, ensuring that opportunities are open to all on an equal basis
- foster in pupils self-confidence, self-discipline and respect for peers, parents, members of staff and the community
- create a supportive and orderly environment which is conducive to effective learning
- welcome parents and carers into a partnership embracing trust, understanding and mutual support
- work in partnership with the local community, industry and commerce so that pupils are fully aware of opportunities for a fulfilling life
- encourage pupils to see education as a life-long experience

Relationships and Restorative Approaches

Our approach to improving relationships and supporting the behaviour of our young people reflects and is underpinned by our school vision and values. Whenever possible we prefer to adopt a restorative, solution oriented approach. A restorative approach attempts to rebuild relationships that have fractured whether that relationship is between pupil and pupil or between a pupil and a member of staff. This approach seeks to bring together those responsible with those harmed in meaningful dialogue that explores what has happened and helps all parties to move forward in a positive manner together.

In school, almost all pupils behave appropriately, attend lessons and fulfil their potential by taking their opportunities to learn. We want to celebrate the successes of our pupils and award positive points for:

- Kindness and Respect
- Engaged and Trying Hard
- Personal Achievement

Positive points contribute to class of the week, headteacher certificates, S1-S3 awards but their principal aim is to let our pupils know that we are proud of them for their effort and behaviour in school.

When pupils interrupt the learning of others, we take a 3 staged process.

1. Warn – an explanation given why behaviour is interrupting learning giving pupils an opportunity to re-focus.
2. Move – on the second occasion of learning being interrupted, the pupil will be relocated within the classroom. This is recorded in Satchel:1 as ‘Moved seat within class’
3. Partner Room – on the third occasion interrupting learning, the pupil will be moved to another classroom, ideally of a different year group, to complete work. This is recorded in Satchel:1 as ‘Partner Room’. When a pupil is ‘Partner Roomed’ this will be followed up with a discussion between the pupil and class teacher, prior to the next lesson. The pupil concerned will also miss the first 10 minutes of their lunchtime the following day and will undertake a short reflective task during this time.

If pupils are repeatedly ‘Partner Roomed’, Guidance staff will move them on to more targeted behaviour support. Pupils receiving targeted support will have individualised targets and a weekly report will be provided to parents/carers. Intensive support can also be provided and pupils receiving intensive support will work out of the classroom environment.

Mobile Phones

At the start of session 2025-26, following a trial in 2024-25 and in consultation with parents/carers, staff and pupils we made a significant change to our mobile phone policy. This change was made in line with both National as well as Perth & Kinross Council updated guidance and policy:
Mobile phones: guidance for Scotland's schools - gov.scot
Personal_Mobile_Device_Policy_for_Schools_Final_Version.pdf

The new approach was made to help:

- Increase focus, concentration and engagement of young people in learning;
- Improve communication and social experiences for our young people;
- Reduce the number of interruptions to learning caused by inappropriate use of mobile phones.

All our classrooms are now Mobile Phone Free zones. This means that all young people arriving for their lessons will be asked to turn their phones off and place them into a secure and safe unit at the front of the classroom. The phones will remain in the unit for the full duration of the lesson and will be returned at the end of the lesson. We are aware that a small number of young people with Diabetes require access to their phone to monitor blood sugar levels etc and this access will still remain. Specific information will be shared with Parents/Carers of these young people.

We thank all parents/carer for their support with this approach, and we are delighted that since its inception we have experienced significantly less disruption to learning and increased time spent learning

Pupil Responsibilities

The highest standards of behaviour are always expected of pupils in or near school premises or when representing the school at events. Our pupils wrote and agree that it is their responsibility to be:

- honest
- punctual
- hardworking
- dressed in school uniform
- respectful of ourselves and others
- cooperative with all in our community

In practice this will mean that pupils will

- always try their best
- only use mobile phones at break and lunch – not in corridors and only in class if teachers request
- be polite and mannerly to all in our community
- put litter in a bin
- talk to an adult/prefect if they see/hear something of concern

Concerns about your child?

If you have personal enquiries or concerns about your son/daughter's progress, your first point of contact should be the Guidance Teachers. Each pupil is assigned a Guidance Teacher as their named person. The Guidance Team are at the heart of the pupils education experience providing information and guidance on careers, course choice, social education and arranging work experience.

Mr A McNiven – Principal Teacher, Glenisla
Mrs M Livingstone – Acting Principal Teacher, Glenisla
Mr R Irvine – Principal Teacher, Stormont
Miss H Dunn – Principal Teacher, Ericht
Miss S Penman – Principal Teacher, Tay
Mrs Elizabeth Philip – Principal Teacher,Tay4

Parental Involvement

Children do better at school and achieve more in life when parents and schools work together. Only 15% of a child's life is spent at school and so it is very clear that parents have the most influential role in a child's education. It is important that we respect that we each have our own role to play, but in working together we will aim to ensure that every child does the best they can at school and beyond.

There are many opportunities for parents to become involved in the school, such as supporting learning at home, getting involved in parental representation through the Parent Teacher Association or the Parent Council and through parents' evenings and other events to support our pupils' progress through the school.

We undertake to be an 'open' school where parents and carers can have direct and easy access and where we will endeavour to respond to any queries within 24 hours.

Further information on parental involvement in schools can be found at:

www.pkc.gov.uk/parental-involvement

Transitions

From primary seven to secondary school

The school retains regular contact with our associated primary schools - particularly when primary seven are concerned, in order that the transfer to the secondary school is as smooth as possible. Teachers from our Support for Pupils Department (Pastoral and Learning) and some subject departments make a number of visits to our associated primary schools particularly during the final term of primary seven.

During these visits discussion with primary seven teachers takes place and advice is given to us, such as special interests and abilities of all the children involved. In addition, and equally important is the sharing of information regarding the sensitivities and personalities which the primary school teachers have come to know and understand about the children during the preceding seven years in their care.

In October we invite parents of primary seven pupils to visit us to spend an evening looking around teaching departments and experiencing some of the work content which their children will experience in S1. We endeavour to arrange transition events during the school day whilst pupils are in P7 in order that they can begin to familiarise themselves with secondary school. In June of the summer term, all primary seven pupils attend the High School for two days and begin to meet their class teachers.

Our staff also carry out visits to the primary schools before the end of the spring term, and spend an evening with primary seven pupils, their parents and their teachers. The intention is always to provide as clear a picture as we can about school life in the “big” school. The intention at all times is to build confidence in order that the children may accept more easily the move from primary to secondary school.

The School Day

A bell is rung 5 minutes before the start of the morning and afternoon sessions. This enables pupils to proceed to classes in an orderly manner and to arrive promptly for the start of each lesson.

PERIOD	MON - FRIDAY
Registration	09.00-09.10
Period 1	09.10-10.04
Period 2	10.04-10.58
Interval	10.58-11.13
Period 3	11.13-12.06
Period 4	12.06-12.59
Lunch	12.59-13.54
Period 5	13.54-14.47
Period 6	14.47-15.40

After-school curricular or extra-curricular activities stop at approximately 4.50 pm. There is no home transport available to pupils attending after-school clubs and parents should make their own travel arrangements.

Uniform/Clothing

In 2022 we consulted on our uniform code. As a result, listening to the views of parents, staff and pupils, BHS learners have a choice of 2 uniforms.

Our relaxed uniform code is:

- School badged hoodie
- School badged polo shirt or school badged t-shirt
- Black skirt or plain black trousers (No denim; joggers; ripped trousers or punk type trousers). Black leggings of an appropriate thickness with no clear inserts or logos can be worn
- Knee length shorts (no sports logos)
- Plain black trainers/shoes

Our formal uniform code is:

- School blazer
- Shirt and tie
- Black skirt or black trousers
- Plain black trainers/shoes

School badged blazers, hoodies (black or sapphire blue) and polo shirts can be purchased at Border Embroideries (https://www.border-embroideries.co.uk/schools/blairgowrie-high-school.html)

Pupils will be given a chance to try on branded school uniform items on Induction days.

School uniform is an important part of setting a positive working atmosphere in the school. We hope that pupils will wear their uniform with pride, particularly when representing the school at outside places and events.

School uniform is supported by all our parents and pupils and as such, there is an extremely high standard of uniform evident in school. Our school badged hoodies and t-shirts can be purchased in school through our uniform shop on Parent Pay.

Physical Education Kit

The school has limited indoor facilities and it is essential therefore that PE lessons are held outside on the sports field. By necessity, this may include inclement weather.
Pupils should therefore be prepared with both change of clothes and towel for showering in the event of rain. Only if conditions are dangerous will PE be moved indoors (such as hard frosted ground for rugby). Shower facilities are available and pupils are encouraged to make use of them after a PE lesson. A towel and soap/shower gel should form part of the kit that pupils bring. The storage of pupils' belongings while at PE must conform to the instructions issued by the teaching staff in the PE department.

All pupils are expected to be in full school uniform every day, including PE days. When PE is timetabled, appropriate PE kit should be brought to school and pupils will be given time to change into their kit. It is not appropriate to wear school uniform for PE. Pupils are expected to bring the following PE kit:

- Shorts/tracksuit bottoms
- T-shirt (no football tops)
- Suitable trainers (indoor/outdoor)
- Bobble for long hair
- Swimming costume/towel/bag for wet kit

Jewellery and crop tops are not allowed.

It is a legal requirement that pupils in Scottish Schools have PE. If pupils are unable to participate in PE due to an injury or illness, they are asked to bring a note from a Parent/Carer to explain the injury/illness in all instances. Pupils will still be expected to assist in lessons as much as possible for example – referee, coach, timer, etc.

Help to Buy

Applications for free school meals and clothing grants can be made at:
https://www.pkc.gov.uk/freeschoolmeals
If you would like help to complete the application form, please contact your child's guidance teacher. In exceptional circumstances school can also sometimes help with purchase of school uniform.

Attendance

In our ambition for our young people to succeed, we monitor attendance closely and are proactive in addressing any issues or concerns. We expect all our young people to maintain at least a 92% average attendance rate. We appreciate that illness and other family circumstances will at times, prevent young people from attending school and we thank you in advance for following our school absence procedures and keeping us up to date when your child cannot attend.

Our daily attendance processes are as follows:

- pupils must attend school unless prevented by their own illness. If a pupil is absent, parents/carers are asked to phone the school attendance line on **01250 871299** before 9.00 am **each morning of absence stating reason for absence**. Attendance records will be updated.
- text messages will be sent by approximately 9.30am and 2.30 pm for ANY unexplained absence Period 1 or Period 5 ie first thing in the morning and first thing in the afternoon
- any special requests for absence should be made in writing (or email) to the House Head

If a young person is late to school, they should report to the Pupil Care and Welfare Officer (PCWO) at the signing in table in Barry Bites social area where they will be issued with a slip to be given to their class teacher upon arrival. The reason for lateness will be checked, as will uniform and whether the young person has had breakfast (this will be provided in some cases). Persistent late coming will be followed up by House Teams.

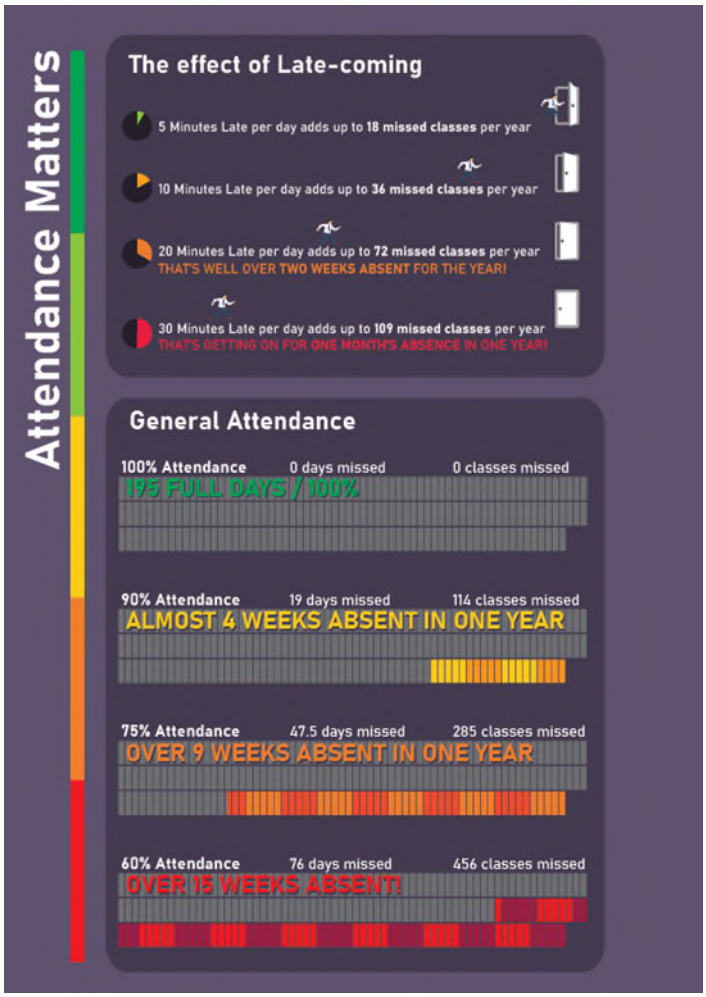
House Teams review the attendance of learners at regular points throughout the year. When any young person's attendance falls below 92% House Teams will review the situation in detail and, unless there are exceptional circumstances, an Attendance Review Meeting will be called with the young person, parents/carers and any other relevant partners. Prior to this meeting a key worker will meet with the young person to discuss any issues and concerns impacting on attendance. At the Attendance Review Meeting all relevant issues will be discussed and a set of actions agreed aiming to support improved attendance. In almost all cases, this will be reviewed after 6-8 weeks. Where attendance reaches 92%, the plan will be closed and attendance monitored.

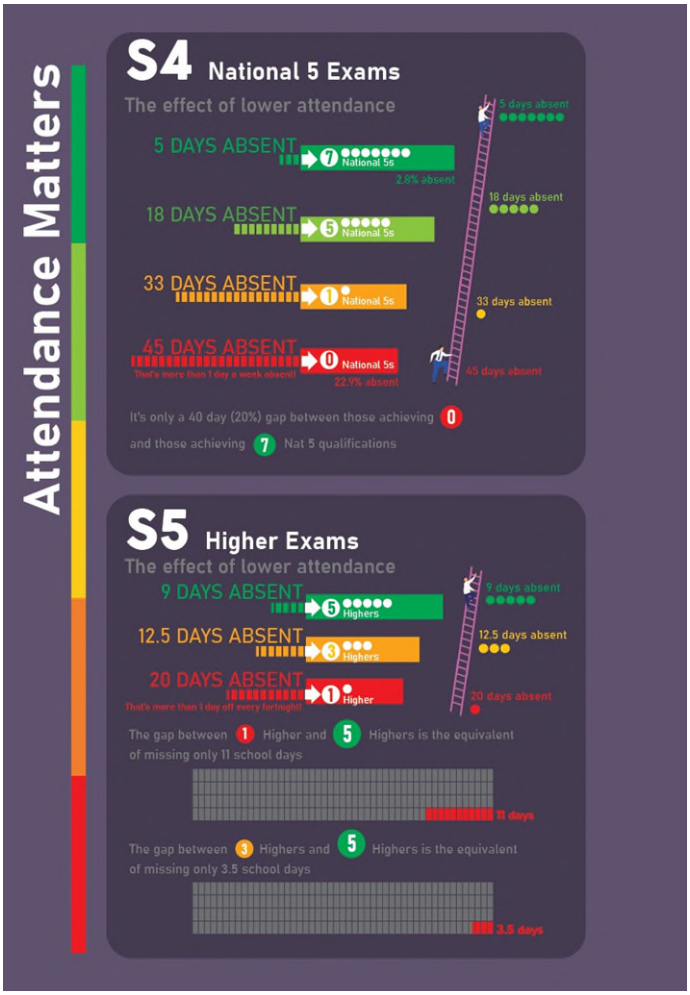
Where attendance does not reach 92%, the plan will continue to be reviewed through further, regular meetings. At any stage in this process, should it be deemed necessary, a Child and Young Persons Planning (CYPP) meeting may be scheduled to include a multi-agency approach to supporting the young person. The CYPP supersedes the Attendance Review Plan. It may be deemed appropriate to refer a young person for discussion at the Integrated Team Meeting (a multi-agency meeting held twice per term) to seek further support. Should there be no improvement following this, a referral may be made to the PKC Attendance Sub-Committee and/or the Scottish Children's Reporter Administration for further consideration and action.

In an effort to further support attendance our PCWO proactively contacts parents/carers of young people experiencing lower attendance and/or where we have not received notification of reasons for absence. Where appropriate our PCWO will support families with strategies to support their child's attendance. Further support may also be provided by our Community

Link Workers and/or other key workers, including our Health and Wellbeing Team or other Pupil Support staff.

Information is shared with pupils, families and key workers regarding the impact low attendance or persistent late- coming can have on achievement and attainment. This information is shared via our **Attendance Matters** and **Make Your Attendance Count** campaigns in assemblies, through Registration Classes, in conversation with key attendance staff and is visible in noticeboards in classes/around the school. Displays are presented at Parents' Evenings as well as active distribution of wallet/purse cards for families on reporting absences/seeking support. Visits to doctors/dentists/hospital should be made outwith school hours when possible. Where this is not possible, the parent/carer should contact the school either by phone or email to inform the school office.





Our Senior Prefect Team

Head Prefects
Cara Dingwall
Isla Beckett
Depute Prefects
Maddie Brown
Liam Airth

House Captains

Tay
Ben Shenstone, Beth Duncan, Megan Woods, Lily Donald

Ericht
Alex McCord, Erin McWilliam, Amy Douglas

Glenisla
Millie Oudney, Liam Thomas, Orlaith Napier, Charlotte Watson

Stormont
David Glover, Raynie Fleming Martyna Siemieniuk, Dylan Wallace

2025-2026 Prefect Team

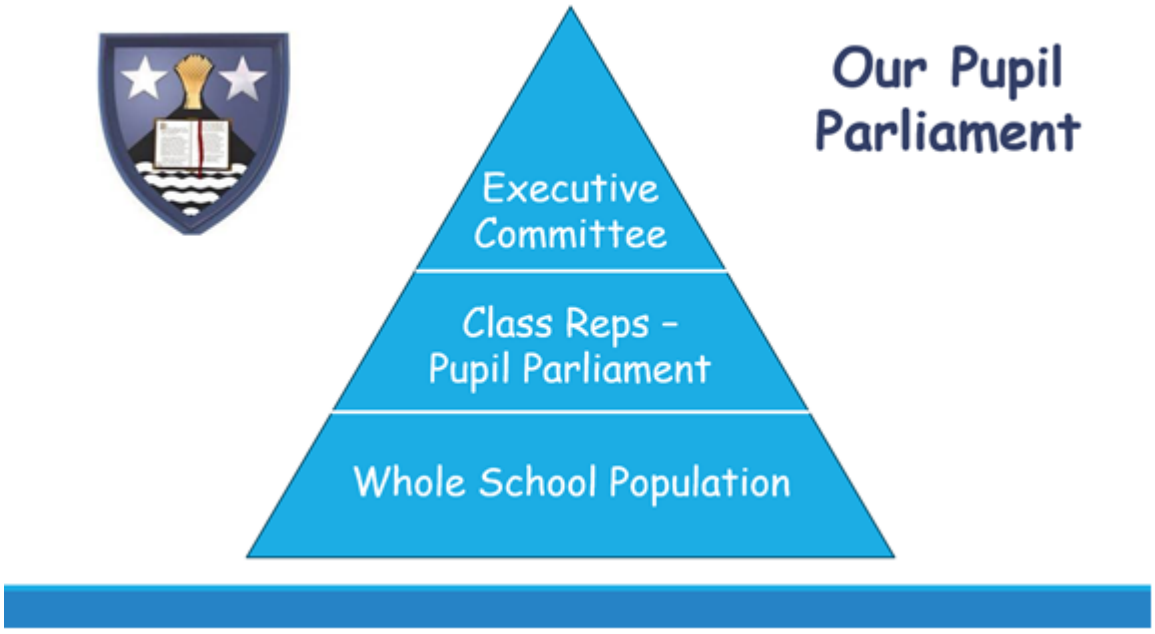
Pupil Leadership

Leadership opportunities are available for pupils across all year groups. Pupils in each registration group select one or two pupils to represent their group at Pupil Parliament. This means that all year groups are equally represented in the Pupil Parliament. The Pupil Parliament meets twice a term, to discuss matters relevant to them and our school community. For example, pupils discuss issues such as:

- Learning and teaching
- Relationships
- Our school and community
- Our Health and wellbeing
- Our successes and achievements

Other opportunities for Pupil Leadership include the opportunity to become Prefects in S4-6. Pupils are selected through an application and interview process, and they also can apply for the roles of House Captain and/or Senior Prefects.

Pupil leaders can also join our Rights Respecting Schools Group, Eco Schools Group, become Sports Ambassadors, become Wellbeing Ambassadors, or work with our Equalities Group.



The Curriculum

Our curriculum aims to use our school values as the basis for developing relationships which promote respect for self and others.

We seek to provide a broad range of experiences which develop successful learners, confident individuals, effective contributors and responsible citizens and to provide a curriculum which encourages all aspects of learning, enabling pupils to develop their skills and talents and promote achievement.

To be successful in these aims, in Blairgowrie High School our curriculum will not just offer appropriate qualifications but also include opportunities for wider achievement and awards.

The curriculum is split into 2 broad phases: Broad General Education and Senior Phase.

Broad General Education - S1-S3

All learners are offered a broad, general education from nursery to S3. In secondary school, pupils will experience a wide range of subjects across eight curriculum areas:

	Expressive Arts (Art; Drama and Music)
	Languages and Literacy (English) and (Modern Languages)
	Health and Wellbeing (PE; Personal and Social Education; and Home Economics)
	Mathematics and Numeracy
	Religious and Moral Education
	Sciences (Biology; Chemistry and Physics)
	Social Studies (Modern Studies; History and Geography)
	Technologies (Business and IT; and Craft, Design and Technology)

Learning is organised around experiences and outcomes (Es & Os). Es & Os are divided into 5 different levels that broadly reflect different stages of learning. The Es & Os recognise that children and young people will progress at different rates. During S1- S3 most young people will be working within 3rd and 4th level Es & Os. Secondary courses build on the knowledge and skills developed in primary school, aiming to make the transition from P7 to S1 as smooth as possible.

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

During S1 and S2 pupils are also given the opportunity to choose 3 electives each year as part of our PACE programme (Personalisation and Choice Electives). These short courses allow young people to deepen their learning in specific areas of interest often drawing on more than one curricular area.

The Senior Phase Curriculum S4-S6

Senior Phase extends across 3 years with exit points as appropriate to individual pupils. In S4, pupils typically study up to 6 national subjects including Maths and English. A few pupils will study 5 national subjects and be offered a different experience for their sixth choice. A few pupils may be offered a seventh national qualification but this is dependent on prior learning and progress in the BGE and the ability of the young person to cope with the assessment demands of a seventh subject. In S5/6 pupils can study up to 6 subjects at appropriate levels. By viewing S4-S6 as an integrated phase pupils build on their qualifications over the three years. The number of subjects selected will depend upon the achievement pathway chosen but most will study 5 or 6 national qualifications in any one academic year with some courses lasting more than one academic year. Our Wider Achievement and Vocational Education programme (WAVE) offers a number of personal development and vocational opportunities as an integrated part of the curriculum. Some of these options may lead to accreditation.

WAVE options can include, for example, law, preparation for medicine, work experience, refereeing qualifications, childcare, cake decoration. Two-year Foundation Apprenticeships are also offered to pupils over S5/6 in collaboration with Perth College in subjects such as Engineering, Social Care and Business.

Levels of national qualifications offered are as follows:

- National 3 (SCQF level 3)
- National 4 (SCQF level 4)
- National 5 (SCQF level 5)
- Higher (SCQF level 6)
- Advanced Higher (SCQF level 7)

Depending on the subject and level of study, certification may be achieved through an end exam, on-going and regular internal assessment, or submission of work produced during the course. For some subjects it may be a combination of these.

Literacy, Numeracy and Health and Wellbeing

In addition to teaching in their specialist area, all staff have a responsibility to promote the health and wellbeing of all pupils, as well as to develop their literacy and numeracy skills.

Staff are expected to consider the 'wellbeing indicators' in ensuring that there are no barriers to a pupil's learning. The indicators summarise our aim that all our young people are: safe; healthy; achieving; nurtured; active; respected; responsible and included.

The Curriculum for Excellence's renewed focus on literacy reflects the belief that the development of this key skill is fundamental to young people's progress. This idea is stressed in one of the key national documents underpinning the new curriculum:

Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development. Every teacher in each area of the curriculum needs to find opportunities to encourage young people to explain their thinking, debate their ideas and read and write at a level which will help them to develop their language skills further. (Building the Curriculum 1).

Maths and numeracy are also of critical importance to our young people, whether for everyday life skills or in preparation for learning a trade or work in business, engineering, science or technology. Numeracy skills are used in different contexts in classrooms across the school and pupils are given opportunities to practice the skills they have learned.

All teachers in Blairgowrie High School are working together to ensure a consistent approach to the development of health and well-being, literacy and numeracy.

Pupil Profiles

All pupils are given opportunities to develop their ability to reflect on their learning and achievements through the profiling process. The process should equip young people with the ability to talk and write about themselves with the goal of a positive sustained destination. All staff who are engaged with children and young people, have a role and responsibility to engage in the profiling process. In Blairgowrie High School S1-S3 pupils maintain a digital profile and parents/carers are encouraged to discuss with their child, on a regular basis, their learning, achievements and aspirations.

Educational Trips

From time to time throughout the year, pupils will undertake learning outwith the school environment. Annual parental consent will be sought for local field trips involving activities such as outdoor learning. Specific parental consent will be sought for trips outwith the immediate area or involving an overnight stay. Consent can be given through ParentPay, where trips have been set up on there. A small fee is often requested to cover the cost of transportation and entry fees, details of this will be provided in the information outlining the excursion.

In addition to this, the school is fortunate enough to have staff willing to run foreign excursions and in recent years these have included trips to Amsterdam, Germany, Champoluc, and Dresden/Prague. We provide financial support and assistance for all educational trips, ensuring that all our young people can access all opportunities offered.

Removing Core Curriculum Charges

The **definition** of '**core curriculum**' is classroom-based activity within the eight core curriculum areas in the broad general education in primary and secondary school plus activity associated with preparation for SQA qualifications in the senior phase.

This would include (but is not limited to):

- All ingredients and materials required for home economics
- All art materials
- All materials required for design, manufacture and technology subjects
- Scientific calculators for secondary school pupils
- Theatre trips associated with SQA drama qualifications
- Provision of specialist equipment to support classroom learning during themed weeks (e.g. participation in STEM week)

This would NOT include:

- After-school clubs, including associated transport
- School trips that do not fall within the definitions above (consideration to be given to these later as part of the manifesto commitment regarding ending charging for school trips for pupils experiencing disadvantage)
- School uniforms and PE kit*
- Access to devices*
- Optional instrumental music tuition

* covered under a separate manifesto commitment

Some examples of resources we provide:
Jotters, stationery, pens and pencils, containers for home economics, art sketch books, wood for technical models. Sanitary products are also available free of charge including holiday provision.

Pupil Opportunity Fund

The Blairgowrie High School Pupil Opportunity Fund aims to support individual pupils financially, to access opportunities which they would otherwise not be able to afford. Funding for the Pupil Opportunity Fund comes from a variety of sources, including donations, grants and the Scottish Pupil Equity Fund.

This fund is aimed at those families who live in SIMD 1 & 2.

SIMD is the Scottish Government's official tool (https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/) that helps to identify areas, by postcode, where families **may** be facing financial hardship. Select "*Postcode to SIMD rank (8MB)"*)

- are in receipt of free school meals - https://www.pkc.gov.uk/freeschoolmeals
- are receipt of a school clothing grant
- receive state benefits.

The fund can also help those who are over 16 and in receipt of Educational Maintenance Allowance – apply at http://www.pkc.gov.uk/ema

Religious Observance Assemblies

The definition and aims of religious observance are “community acts which aim to promote the spiritual development of all members of the school’s community and express and celebrate the shared values of the school community”.

Religious observance has an important part to play in the development of the learner’s four capacities: a successful learner, confident individual, responsible citizen and effective contributor. In Blairgowrie High School our assemblies are always reflective of our school values. Assemblies provide opportunities for the school community to reflect upon and develop a deeper understanding of the dignity and worth of each individual and their contribution to the school and wider communities.

As such religious observance plays a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.

Religious observance needs to take place sufficiently frequently to have an impact on the spiritual development of the school community. It is, however, the quality of such occasions which is of greatest importance.

There is a need to balance the frequency which would make a positive impact on children and young people with the need to ensure that the experiences are valuable and inclusive. Every school should therefore provide opportunities for religious observance at least six times in a school year, in addition to traditional celebrations central to the life of the school community.

Parents have a statutory right to withdraw their children from participation in religious observance. Parents should contact the Headteacher with such requests.

Where a child is withdrawn from religious observance, the school will make suitable arrangements for the child to participate in a worthwhile alternative activity.

Instrumental Tuition

Through the Perth and Kinross Music Service the opportunity to continue to play or begin to play a musical instrument may be on offer. Currently the school offers tuition in String, Woodwind, Brass, Guitar, Voice, Bagpipe, Piano and Percussion instruments. Application forms can be obtained from the Music Department or can be downloaded from the Councils' web page. There is a charge for the tuition but it is also possible to apply for a grant from the Music Foundation, details of which can be obtained with the application form. For pupils who are presented in any National Course there is no fee.

Careers Advice

All subject teachers have a responsibility to equip pupils with skills for work and to make their subject area relevant to the world of work. Through the Personal and Social Education programme, all pupils experience planned career focused education which includes learning about how to access support and financial advice regarding post- school options.

Guidance teachers are specifically involved in individual careers advice to pupils, directing them to careers information in the library and interviews with the Career Coach from Skills Development Scotland (Mrs Whammond). At all times pupils are urged to discuss their interests and ambitions with their parents but particularly at course option times. Help and advice is given to pupils when completing UCAS statements, college applications and job applications. Pupils are also encouraged to use www.myworldofwork.co.uk for help with CV development, career research, courses and interview preparation.

Pupils are offered planned opportunities throughout their school experience to engage in learning about the world of work, including opportunities to meet and hear from employers. In preparation for making post-school destination choices, there are opportunities to visit universities, colleges and fairs/events related to further and higher education options. Speakers from UCAS, SAAS, education providers and other agencies provide opportunities for young people and their parents to consider their options.

The school works in close partnership with a range of partners to ensure a focus on all young people and their routes into positive and sustained destinations upon leaving school, including regular meetings with Perth College and other community partners. Upon leaving school, support is available to young people and parents/carers through Skills Development Scotland.

Learning Resource Centre

The Learning Resource Centre (LRC), is a central space for learning, creativity and connection. We offer a safe and inclusive environment where every pupil is welcome. Whether you're looking for a quiet corner to read, resources for your studies, or simply a friendly place to spend time. We are open after school and at lunchtime, so as well as a drop in, we offer a range of clubs and activities which are promoted to pupils. In addition we also offer a quiet space for private study and or homework.

We pride ourselves on a well-stocked collection of books to suit all interests and reading levels – from exciting new fiction to informative non-fiction and reference materials. Our goal is to inspire a love of reading and support your child on their learning journey. We work closely with our English Department, and our pupils visit the LRC regularly as part of their English lessons. This helps everyone become familiar with the space and discover new books and authors. Throughout the year, we celebrate reading with events such as World Book Day, Scottish Book Week and Perth and Kinross Council book awards. We invite authors into school to share their experiences and lead engaging talks and workshops – bringing stories to life and inspiring young readers.

The LRC also includes a fully equipped computer suite, providing access to digital tools and online resources, as well as developing essential digital skills and giving access to printing. This space is designed to complement our book collection and ensure our young people have everything they need for modern learning.

For more information, please visit the LRC website (Blairgowrie High School - Learning Resource Centre)

Assessment & Reporting

Monitoring and Tracking

The school has comprehensive measures in place to track the progress of all senior pupils towards success in national exams. Based on prior performance targets are set for pupils. Principal teachers of subject and senior management monitor progress with care. If a pupil is falling below expectations, the class teacher will inform them of the steps needed to catch up. When there are significant concerns we will contact parents/carers.

Assessment

An important feature of all pupils' learning experience is the regular assessment of their progress. Assessment will be on-going throughout school life and appropriate to each child's capabilities.

The purpose of the school based assessment is to:

- encourage pupils to learn and apply themselves to work
- identify pupils' strengths, areas for development and next steps in learning
- help teachers to critically examine the appropriateness of the course and materials being used and modify according to the needs of the pupils
- form part of the target-setting, action planning and review process
- Methods of assessment include:
- self or peer assessment which will happen regularly.
- continuous assessment by teachers as they observe and listen to pupils, and look at work produced by pupils in a range of situations and forms.
- Examinations, such as prelims, for pupils within the Senior Phase.

Reporting Progress

All parents receive a printed reports on their child's progress. Written reports provide guidance about next steps in learning and can be accessed on the **ParentsPortal.** There is also at least one contact evening each session at which parents may make appointments to discuss their child's progress with his/her class teachers. In recent times parents evening appointments have been a mix of in person and virtual in following on from consultation with parents.

parentsportal.scot is a new digital service to help replace the traditional school bag run, by providing direct communication to parents through a growing suite of online services, including information about a child's education and the ability to complete transactions such as applying for placement requests or paying for school meals. Further services are being developed and will be added in the future. parentsportal.scot has been built to provide convenience, enabling parents to access information, update details and transact at a time that suits them.

To access parentsportal.scot you need a myaccount, a service which enables you to access a range of Scottish public services online using one username and password. If you already have a myaccount, you can sign straight into parentsportal.scot.
More details can be found at our school website: https://www.blairgowriehs.org.uk/Digital-Help-and-Information/. In addition, parents are always welcome to make enquiries about the progress of their child by making contact with the appropriate member of the Support for Pupils (Guidance) team.

School Improvement

Attainment

At the end of S3, we take a measure of the number of learners who have achieved literacy and numeracy at 3rd level or are working within 4th level. A learner is said to have achieved a level when he or she can apply learning in different ways e.g. through projects, investigations, interdisciplinary learning.

BGE Attainment

Element	June 2022	June 2023	June 2024	June 2025
Reading	90%	92%	88%	89%
Writing	91%	91%	88%	88%
Listening & Talking	91%	92%	89%	89%
Numeracy	90%	96%	93.4%	89%

Senior phase attainment

	2022 %Pass	**2023 %Pass**	**2024 % Pass**	**2025 % Pass**
S4 (SCQF Level 5)				
5+ National 5	42	38	50	50
S5 (SCQF Level 6)				
1+ Highers/L6	41	53	50	68
3+ Highers/L6	29	32	34	49
5+ Highers/L6	11	12	13	23
S6				
1+ Adv Highers	29	15	31	44

Achievement

Learning takes place in and out of the classroom. The list below represents a snapshot of some of the many learning opportunities afforded to our young people.

- As part of the Freshers' experience, our S1 pupils will experience outdoor learning.
- There are a wide range of extra-curricular activities on offer, where young people can participate, compete and represent the school at local, national and international competitions
- We offer young people the opportunity to undertake the Duke of Edinburgh Award. In Tay4 some young people have been undertaking the Starfish Duke of Edinburgh programme also.
- Many of our senior pupils undertake Open University programmes in preparation for university

Support for Pupils

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':

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.

Pupils with Additional Support Needs

The Education (Additional Support for Learning) (Scotland) Act 2009 provides a framework for supporting young people and their families. This framework is based on the idea that all children and young people need support in order to learn, but some require support which is additional to or different from, what is normally provided. The additional support needs can be short or long term.

For most of young people their needs will be met through normal school planning processes or Individualised Educational Programmes. A co-ordinated support plan will be prepared for a small number of children and young people with additional support needs, especially those with:

- On-going needs arising from complex or multiple factors
- Needs which are likely to continue for more than a year
- A requirement for significant support from agencies other than education detailed in The Education (Additional Support for Learning) (Scotland) Act 2004, amended 2009.

The Act explains the duties of education authorities and rights of children and young people. For more information, in the first instance, the school will be happy to respond to all enquiries.

Information may also be obtained on the local implementation of the Act by contacting Susie Turner on 01738 476279. Information and advice can also be obtained from the Enquire Helpline 0845 1232303, or email enquire.seninfo@childrensinscotland.org.uk

Detailed information regarding pupils transferring from our partner primaries is gathered prior to any transition taking place.

A programme of events is organised to enable support staff to get to know both pupils and parents, to identify specific needs and to plan for enhanced transition where appropriate. This planning is carried out in full consultation with primary school staff and where appropriate, the Community Link Worker. Blairgowrie High School support staff attend additional support needs meetings and meet with class teachers in primary. An additional support needs meeting is arranged prior to transition when pupils enrolling from outwith the immediate catchment area have identified needs. In all cases school reports and the outcomes of specific assessments are shared.

Our policy is to include, wherever possible, each child in mainstream education provision. However where there is a consideration of extraction from subject classes to work on alternative programmes, parents will be fully involved in the planning process. Alternative programmes may include Life Skills, Motor Skills, Personal Achievement Awards and Outdoor Learning. A nurture facility is also available.

Where appropriate, a support teacher (learning) may be the named person for individual pupils with additional support needs. The support teacher aims to provide one to one support on curricular, social, emotional and vocational matters.

The 5 roles of the pupil support teacher are as follows:

- Identification and Assessment
- Planning Learning and Teaching, Including Co-operative Teaching

- Consultancy/Consultation
- Partnership with Specialist Services
- Contributing to Professional Development

The support teacher works closely with families and respects confidentiality.

The Intensive Support Provision

In line with the presumption of mainstreaming in Perth and Kinross Council, all children and young people with additional support needs, have a right to learn in mainstream schools and early learning and childcare settings. It is the expectation therefore that almost all children's needs will be met in mainstream. Only an exceptionally small number of children and young people with additional support needs will require an alternative pathway to mainstream education.

Intensive Support Provisions attached to a mainstream school are for children and young people who are adversely impacted by their additional support needs to the extent that the mainstream context is or is predicted to be significantly impairing their wellbeing and educational progress; despite over time, extensive adaptations to the environment, (social and physical) and alterations to teaching strategies being applied.

The needs of children and young people in these specialist contexts will continue to be closely monitored and reviewed. Wherever possible, opportunities to extend their learning in a mainstream environment will be considered and taken forward with a view to maximising their social skills and breadth of learning experiences.

The class size in an intensive support provision is up to 10. Where establishments have more than one class, the class size may vary to take account of the group dynamics and developmental needs of the children or young people. Each class will have an additional support needs teacher and at least one pupil support assistant.

Where a school has an intensive support, the vision, values and aims are shared.

In a Secondary setting intensive support provisions can share the outdoor space with the rest of the school. Interval and lunchtime breaks may be adjusted in the timing or adapted with additional support in response to individual needs. Frequently, young people prefer to remain within the intensive support provision and enjoy social activities with their peers.

The layout of an intensive support provision may comprise class teaching areas, sensory facilities, a break-out / quiet area, accessible toilets/ changing area and social areas. Provisions are normally sited in a quiet location of the school and have a designated entrance/exit.

The classroom layout should be arranged in accordance with individual needs of children and young people with particular emphasis on accessibility and sensory sensitives. A low arousal environment which is calming is important. Advice and consultation may also be provided by Occupational Therapy.

Intensive support provisions are able to provide a flexible and responsive learning environment, both social and physical, based on the needs and interests of individual children and young people. Children and young people are supported to learn at their own pace with appropriate challenge where needed. There are frequent and regular

opportunities for consolidation of key learning skills and concepts.

Children and young people in an intensive support provision have the same entitlement to access a wide range of curricular areas. Where it is meaningful and relevant, children and young people will access mainstream for a variety of subjects and experiences. All intensive support provision classes should have access to subject specialist teachers who are available generally to the whole school. In a Secondary context, the core focus of the curriculum is Literacy, Numeracy, Health and Wellbeing (HWB), Life Skills and Citizenship. The intensive provision classes are likely to be divided into groups which is in line with the mainstream delivery of Broad General Education and Senior Phase.

For some young people who can be supported to access mainstream classes, this would be organised on an individual basis.

There should be a range of wider achievement opportunities delivered by the intensive support provision staff which includes: Princes Trust, Saltire Awards, Duke of Edinburgh, John Muir Awards, ASDAN, Youth Achievement Awards and Dynamic Youth Awards.

Parents will be able to understand how the provision operates as part of the enhanced transition process for a child or young person accessing the provision. A key worker from the ISP will also be identified to enable the parent to have a known contact in the school. This is likely to be the class teacher or Principal Teacher in the provision. The communication provided to parents of children and young people accessing the provision is greater than that normally provided to parents of mainstream children and young people. This is to support the consistency of approaches, the close sharing of information which supports learning, wellbeing and builds positive working relationships, which in turn creates a confidence in the support being provided.

Support for Pupils Faculty

Mr Wallace (Depute Headteacher Support for Pupils and Staff) maintains an overview of all pupil support issues. The Support for Pupils faculty is made up of Support for Learning staff and Support for Pupils (Pastoral) staff – often referred to as Guidance staff.

Our Principal Teacher of Support for Learning is Mrs L. Lamond and the Principal Teacher of our Intensive Support Provision is Mrs E. Philip. The Intensive Support Provision (ISP) caters for young people with severe and complex needs.

Mr A McNiven & Mrs M Livingstone (Glenisla), Mr R Irvine (Stormont), Miss H Dunn (Ericht) and Miss S Penman (Tay) are Principal Teachers Support for Pupils (Pastoral).

Five times per annum Integrated Team Meetings are held with school staff and partner agencies to combine expertise to support pupils who are experiencing particular difficulties.

If you have any concerns about your son/daughter, please contact your child's Pastoral Teacher in the first instance. Contact number 01250 871200.

Personal Support

All adults who have contact with young people have responsibilities to meet their needs and provide personal support. To enhance the support that each pupil receives, each pupil has a registration teacher whom they register and check in with on a daily basis.

Personal and Social Education

Throughout the school PSE is delivered by the Principal Teachers of Support (Pastoral) and visiting speakers. The PSE programme varies depending on the age and stage of the pupil. Areas or topics included in the programme include careers, education on drugs, relationships, sexual health and parenthood. The school has also worked hard to try to tackle issues raised by new technologies such as misuse of social media sites.

In all cases, from S1 to S6, pupil-centred teaching approaches are used.

Partner Agencies

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

Educational Psychology

The educational psychologist provides a consultancy service for staff, provides development and training opportunities and conducts assessments of pupils with additional needs. The educational psychologist usually becomes involved with pupils through referral from the school. In these cases the involvement and agreement of parents is always sought before a referral takes place. Parents who themselves wish to refer their child for assistance should in the first instance contact their child's guidance teacher.

Community Link Worker (CLW)

Our CLWs are Ross Marshall and Claire Laing. CLWs work closely with pupils and families to address a number of issues including school attendance, family health and relationships with a view to building self-esteem and reducing barriers to learning.

English as an Additional Language

Mrs F Anderson provides support for those pupils for whom English is a second language. Her work includes enabling pupils to achieve qualifications in ESOL.

Social Work

We work closely with Social Work colleagues in supporting families with particular needs.

School health

Our school first aiders assist in our health education programme, carry out screening programmes and provides support for pupils and families.

Further information about Additional Support Needs

Scottish Ministers advise that further information and support to parents of children and young people with ASN is available from various organisations. These organisations are identified under the Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011as:

(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.

Telephone Helpline: 0345 123 2303
Email Enquiry Service: info@enquire.org.uk
Advice and information is also available at: www.enquire.org.uk
Enquire provides a range of clear and easy to read guides and factsheets including The Parents' Guide to additional support for learning.

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

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

www.pkc.gov.uk/article/17278/Schools-additional-support-

Child Protection Officers

Blairgowrie High School Child Protection Officers are Mr McNiven, Mrs Livingstone, Mr Irvine, Miss Penman, Miss Dunn and Mrs Philip. Mr Cunningham, Mr Wallace and Mr O'Hara are also trained Child Protection Officers.

The school places great emphasis in responding to and supporting children in difficulty. Where this difficulty may be related to child abuse or related issues, we co-operate closely with social work and the police.

Any parent or pupil wishing to raise a child protection issue should approach their son/daughter's Pupil Support Teacher (Guidance) in the first instance.

School Policies & Practical Information

School Policies
School policies are available for parents/carers on the school website.

Prescribed Medication

If a pupil has been prescribed medication which requires to be administered during the school day, parents/carers are advised to send the medication with clear prescription details and an explanatory note to the school with the child concerned on the first day. As in line with Perth and Kinross Council's procedures, a form (Parental Request for Medication to be Self-administered) will be issued to the child to be completed by the parent/carer before any further medication can be taken in school.

The first aider will retain the medication in safe storage during the day and allow the appropriate dosage strictly according to the prescription details to be taken.
It is recommended that a sufficient quantity of the prescribed medication should be retained

at home (with a copy of the prescription details), to ensure availability for administration both at home and in school until the medication ceases to be required.

Medical Conditions

Parents are requested to inform the school of any medical condition which may require special attention by the school.

ParentPay

Blairgowrie High School is now a cashless school and to help facilitate this the school uses an online system for payments. www.parentpay.com

Login details are available from the school office. Payments can be made for school lunches, school events, trips, lockers, etc. You can link all your children together under one account, view balances and top up online with your debit or credit card. It is also possible to set up text or e-mail alerts for low balances and new items being added. It is extremely secure and means you do not have to send cash into school.

Financial Issues

We would be grateful if parents would contact the school office or appropriate Head of House if there are any financial issues which may have an impact on their ability to pay for elements in certain courses or extra-curricular activities. Support may be available within school, or with other agencies, to assist in such cases.

School Meals

School meals and snacks are served daily in the dining hall and offer a variety of choices. These range from hot meals to pre-packed cold fare. Alternatively, our café area, Barry Bites, provides soups, sandwiches, wraps and rolls, fresh fruit and tray- bakes. A two-course main meal will cost approximately £2.95.

Payment

School meals should now be paid through ParentPay, our online payment solution with parents/carers having much more choice of how, when and where they can pay for school costs using modern technology. School meals, trips and other school related items can be paid for online, on a smartphone, tablet or other mobile devices. Parents/carers have the ability to access their own secure account which will give information regarding their accounts, including amount paid, when paid and amounts outstanding. It will also provide increased security for pupils who will no longer have to carry large amounts of cash or cheques to school.

ParentPay is our preferred method of payment.

Cashless Catering operates in all secondary schools, where monetary value is held in a pupil account. This account is accessed via the pupil's National Entitlement Card* (NEC). These cards provide secure access to a pupil's account where value is retained on the system and not the card. Value can be added to a pupil's account through the online payments system (or if required, cash can be accepted at most tills for paying for today's meal or also adding value to their account).

All payments and expenditure can be fully tracked through the online payments system or by the pupil on request. Free school meals pupils have £2.60 (as at 2023/2024) available on their account each day, which can be added to by the pupil if desired. Any unspent *free value* is removed each day. School meal charges are subject to review at any time.

Whenever possible pupils should use their Young Scot cards to pay for school meals. Money can be loaded onto the pupil's individual card electronically by using ParentPay www.parentpay.com Login details are available via the school office. Each pupil has an individual card which can be linked between the school kitchen meals system and their ParentPay account.

Parents may prefer to provide their children with a pre-packed lunch and seating is available within the dining hall or in Barry Bites. In summer months, picnic tables are also available in school grounds.

* If you have not yet applied for your NEC or you lose it – don't worry. Your Cook in Charge will be able to provide you with a temporary card. If you continue to lose your temporary card, then second and subsequent replacements may attract a small charge to cover costs. NEC's are replaced free of charge (currently) and can be requested by calling 01738 475000. Your school cook will need to re-register any replacement NEC to your account before it will activate the system.

For further information, menu, meal deals and price list go to:
www.pkc.gov.uk/schoolmeals

The school meals service is delivered by our operational partners, Tayside Contracts, Telephone: 01382 812721.

For any other enquiry please contact:

School Catering
Perth & Kinross Council
Council Building
2 High Street
Perth
PH1 5PH

E-mail: SchoolCatering@pkc.gov.uk

Free Schools Meals

Access to free school meals is an important part of the school meals service in Scotland. It is important that pupils entitled to free school meals get them without fear of stigmatisation. The automated payment system supports this objective.

Who is Eligible for Free School Meals?

You can claim free school meals and a school clothing grant for your child(ren) if you are receiving:

- Income support
- Income-based Jobseeker's Allowance
- Income-based Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit with a monthly earned income of not more than £850

If you are between 16 and 18 years old and receive any of these benefits in your own right, you can claim free school meals for yourself.

You can apply online for free school meals at the following link:
www.pkc.gov.uk/freeschoolmeals

Alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, PH1 5GD.

School Clothing Grants

If you are in receipt of:

- Income support
- Income-based Jobseeker's Allowance
- Income-based Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit with a monthly earned income of not more than £850

Education & Learning will consider one application per year for a grant towards the cost of purchasing essential clothing to enable children, up to the age of 16, to attend school.

You can apply online for a school clothing grant at the following link:
www.pkc.gov.uk/freeschoolmeals

Alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, PH1 5GD.

Home Learning and Digital Learning

The main purpose of home learning is to encourage pupils to develop the skills, confidence and motivation needed to study effectively on their own. A balanced and planned approach to home learning contributes to a pupil's overall chances of personal success at school. Home learning includes giving pupils the opportunity to:

- plan and organise their time
- develop good study habits, self-discipline and independent learning
- develop research skills by accessing resources not available in school
- consolidate, practice, finish, supplement or extend work done in class
- prepare for assessments and examinations
- develop confidence to deal with frustrations, overcome difficulties and solve problems

Home learning can take many forms and may not always be a piece of written work. Not all Home Learning will be marked by the classroom teacher, for example the learning of vocabulary, online collaborations, research for a wider project. Not all pupils in the same class will necessarily be given the same Home learning tasks. Consideration will be given to individual pupil need and ability.

Regularity of Home Learning

Home Learning can help to establish a routine and to develop independent learning skills that

will be useful for professional life. However it is equally important that we help young people to develop a healthy school-life balance at an early age allowing time to pursue non-school based activities and academic activities, over the course of a week.

In the Broad General Education (S1-S3) over the course of a week, pupils are expected to have Home Learning opportunities that take approximately 1 hour per week to complete across all subjects. Not all subjects will issue home learning every week but in 'light weeks' pupils are expected to continue learning independently. After winter break, the transition from S3 BGE to Senior Phase begins and pupils may be issued with more activities at this time.

Senior phase pupils (S4-S6) studying for National qualifications are expected to have home learning opportunities that take approximately 10 hours per week to complete across all subjects. It would be anticipated that this will increase at certain times of year eg in the run up to examinations.

Home Learning need not be (but can be) issued to pupils in the core subjects of Physical Education, Religious Education and Social Education.

When there is long-term absence of a classroom teacher and specialist supply cover has not been secured, then it may not always be possible to issue homework.

Supporting Home Learning

All learners and parents/carers are given access to 'Show my Homework'. This app/web based program provides parents/carers and staff with access to all home learning activities that have been set and whether or not it has been completed. Use of Show My Homework allows parents/carers to help support pupils in completing home learning activities.

Should ongoing concerns regarding home learning completion be identified by school staff, parents/carers will be contacted.

Learners can access facilities in school to complete home learning activities when necessary Where there is a known potential barrier to young people completing activities e.g. young carers, support will be offered whenever possible and pastoral staff will inform teachers.

Transport

Free school transport is only available to pupils attending their catchment school and living more than two miles (primary) or three miles (secondary) from the school measured by the shortest available walking route.

Transport will be provided from a suitable point on the public highway. Please note that this can be up to two miles (primary) or three miles (secondary) from the pupil's home.

Parents of pupils who are refused school transport have the right to appeal to the Review Sub-Committee of Lifelong Learning Committee, only on the grounds of safety or if transport is withdrawn.

Where appropriate, the Authority may provide free transport for pupils who attend a special school or specialist unit.

Parents who have made successful placing requests for their children at other schools of their choice have to make their own transport arrangements and meet the costs thereof.

You can apply for free school transport online at the following link: www.pkc.gov.uk/article/17284/Schools-transport-and-trips

Alternatively, application forms may be obtained from Headteachers or Pullar House, 35 Kinnoull Street, PH1 5GD.

Bus passes are issued only in the name of the individual pupil and for a specific bus. They are not transferable for use by any other pupil, nor can they be used on any alternative bus. Pupils who lose their bus pass will need to purchase a replacement online via MyPKC. The current replacement cost is £5.00. Pupils who fail to bring their bus pass will be required to pay the fare for the journey involved.

Pupils may travel to school on bicycles. However it must be noted, for safety reasons, cycling is not permitted in the school grounds. Please also note that bicycles are not insured on behalf of Perth and Kinross Council; they are brought to school strictly at the individual owner's risk. Bicycle lockers are available for a nominal fee – please see school office for further details.

Pupils are required to behave satisfactorily on bus journeys to and from school. Smoking on the bus is absolutely forbidden. The Headteacher will address any concerns raised about anti-social behaviour on buses. The bus companies reserve the right to withdraw a bus pass entitlement from any repeated offender.

Insurance and Personal Property

Perth and Kinross Council insures against its legal liability (a) accidental personal injury or (b) loss or damage to property of third parties. Parents are advised that no insurance cover is maintained for circumstances in which the Council does not have legal liability. Parents are advised to establish whether they are entitled to some compensation through their own House or Contents Insurance.

The school can take no responsibility for personal property:

1. All personal property should be named. Nowadays pupils wish to bring their own electronic equipment to school. Please note that it is the pupil's responsibility to safeguard such equipment and money, calculators, mobile phones etc should not be left unattended. Enquiries about lost property should be pursued with the school office in the first instance. Mobile phones must not be switched on during classes (unless the teacher is allowing access for the purposes of learning) or between periods. Pupils who attempt to use mobile phones during lessons, without permission of the teacher, may have them temporarily confiscated.
2. Pupils are expected to provide their own pens, pencils, rubbers and rulers.
3. Pupils should not leave any property unattended at any time including schoolbags. Lockers are available for pupils for the duration of their stay at the school. A £5 non-refundable deposit is required. Priority to new S1 pupils will be given (usually in September), please look out for pupil notices. The Sports Centre also have locker facilities for use during PE lessons or alternatively PE staff will offer 'valuables boxes' for the safekeeping of belongings.

Arrangements for Emergency Closure

On days when there are planned early closures, parents will normally receive at least three days' advance warning by means of a letter delivered by their children.

In the event of emergency early closures (e.g. caused by bad weather, fire or a failure of the heating system) the children will be given the choice of going home (if buses have been arranged), staying in school under supervision until the normal closing time or going home or to a friend's house.

Under these circumstances little or no advance warning can be given so we would ask parents to instruct their children what to do and in particular to arrange alternative shelter should the family home not be available. Parents are also asked to ensure that they update the school as a matter of urgency if they change their address, telephone or other contact details. Text messages will be sent to parents to keep them as well informed as we can.

In such circumstances the school maintains close contact with the bus companies and tries to ensure that all pupils from outlying areas are dismissed in good time so that they may get home safely. During periods of extreme weather conditions parents are asked to tune into Radio Tay which will broadcast details of any school closures and to consult the Council website.

Senior staff are always available at such times to help and advise any pupil in difficulties. At all times the safety of our pupils is the main concern.

Information for parents/pupils regarding school closures will be available from the following sources:

- Radio Tay frequency AM 1584 FM 96.4 - Perth only; AM 1161 FM 102.8 –elsewhere
- Heartland FM and Radio Central – used for widespread severe weather conditions
- Perth and Kinross Council Customer Service Centre – 01738 475000 from 8.00
- Perth and Kinross Council Web-site: www.pkc.gov.uk/schoolclosures
- Perth and Kinross Twitter: https://twitter.com/perthandkinross