

St. Madoes Primary School



School Handbook

Academic Session 2021/2022

A Welcome from the Head Teacher

Dear Parents/ Guardians,

Welcome to the St. Madoes Primary School handbook. We are delighted to be sharing this information about our school with you. This handbook aims to offer an overview of the school and the education your child will receive with us.

The school is non-denominational and co-educational. Currently we have two Nursery classes and six Primary classes. St. Madoes Primary has served the villages of St. Madoes and Glencarse for several hundred years and our log books date back to 1873. The present school was opened in 1974 with an extension added in 2003. The present school has six classrooms, a Nursery classroom, a General Purpose room, a Learning Resource area, Library and a school hall. There is also a particularly well resourced school playground which is an excellent area for outdoor learning. St. Madoes Primary School plays an important part in the life of the community and we are proud of our history and heritage.

At St Madoes School we recognise that every child is a unique individual with a range of abilities and needs. We endeavour to recognise and fulfil these needs and help all children to meet their full potential. We try to foster in each pupil a sense of responsibility for themselves, for others and for their immediate environment and the world around them.

We also recognise the importance of a good working relationship between school and home and will seek to work closely with you throughout your child's school career.

We hope that the information contained in this handbook is clear and self-explanatory, however, should you require more information or further clarification, please do not hesitate to contact myself, our Principal Teacher, Mrs Imlay or our clerical team of Mrs Taylor or Mrs Norrie.

This Handbook is issued when your child enters the school. It is updated annually and can be accessed electronically on the Perth & Kinross Council and St. Madoes Primary School websites.

We look forward to getting to know you and your family,

Best Wishes

Jenny Campbell
Head Teacher

- 1. Introduction**
- 2. Delineated Area**
- 3. Contact Details**
- 4. School Ethos**
- 5. Parental Involvement**
- 6. Transitions**
- 7. The Curriculum**
- 8. Assessment & Reporting**
- 9. Support for Pupils**
- 10. School Improvement**
- 11. School Policies and Practical Information**
- 12. Name of Child Protection Officer**

1. Introduction

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

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

2. Delineated Area

The school consists of the Parish of St Madoes and Glencarse and the catchment extends from Kinfauns to Glendoick, including the hamlets of Inchyra, Tofthill, Cottown and Leetown.

A map of the area is held within the school for consultation. Parents living out with this area who wish to enrol their children in the school must complete a placing request form and submit it to the Executive Director, Education and Children's Services, Pullar House, 35 Kinnoull Street, Perth PH1 5GD.

3. Contact Details

SCHOOL ADDRESS	St Madoes Primary School Sidlaw Terrace St Madoes Perthshire PH2 7NH
TELEPHONE	01738 459500
FAX NUMBER	01738 860644
E-MAIL	st-madoes@pkc.gov.uk
SCHOOL WEBSITE	www.stmadoesprimaryschool.org.uk
PRESENT ROLL	P1 – P7: 120 pupils Nursery: 22 pupils
DENOMINATIONAL STATUS	Non-denominational
HEAD TEACHER	Mrs Jenny Campbell
PRINCIPAL TEACHER	Mrs Lynsey Imlay
PARENT COUNCIL E-MAIL	smspc@hotmail.co.uk

The Executive Director of Perth & Kinross Education and Children's Services is Sheena Devlin.
The Head of Education and Learning is Sharon Johnston.
The Quality Improvement Officer for St. Madoes is Anne Lemon

They are all based at 2 High Street for which the address is:-
Perth & Kinross Council Education Department
2 High Street
Perth.
PH1 5PH
Tel. No. (01738) 475000
Fax. No. (01738) 475497
The Perth & Kinross Council web site is: www.pkc.gov.uk

Registration and Induction Procedures

Parents or carers who are considering registering their child at St Madoes Primary School are welcome to contact us to arrange a visit. To register your child, you should download and complete the registration form: https://www.pkc.gov.uk/media/10349/Primary-Pupil-Registration-Form/pdf/Pupil_Registration_Form_FINAL.pdf?m=637038110256170000

Please bring the completed form together with your child's birth certificate, your latest Council Tax bill and a recent utility bill as proof that you live permanently at your address, during the January registration week.

Visits to school will be arranged to enable new Nursery and P1 pupils to spend time with their teacher and classmates before the start of the session. Parents or carers are also invited to a meeting with the P1 teacher to discuss their child's start at school.

Parents or carers of children transferring from another school may wish to make an appointment to meet with the Head Teacher. Registration forms can be downloaded from the Council website using the link above.

Attendance

It is a legal requirement that parents or carers ensure that their children attend school regularly and punctually. If your child is unable to attend school, please contact us by telephone before 9.15am on the first day of the absence. The school's absentee line is 01738 459509. Please give your child a note explaining the reason for the absence on his/her return to school.

Please try to make appointments for your child out with school hours. Appointments during the school day should be notified to the school in advance.

Pupils may be ill during the session or may have to be absent from school for essential appointments, these absences are clearly unavoidable. However, an increasing number of parents / carers are taking pupils out of school during term time for family holidays. This is actively discouraged by Perth and Kinross Council as it necessitates pupils missing vital learning time which can have a detrimental effect on future attainment and can affect social development. All holiday absences are registered as unauthorised in accordance with Council policy. Parents / carers should avoid planning holidays within school term time unless no alternative is possible. Where parents / carers cannot avoid planning holidays in term time they should notify the Head Teacher of their intended holiday dates. No home learning will be provided by the school for pupils withdrawn to go on holiday.

Pupil absence is carefully tracked through the school's electronic management system. This highlights patterns and frequencies of absences. Where there are concerns over any pupil's attendance, parents / carers will be contacted, in the first instance, by the Head Teacher. If a child has an unsatisfactory or unexplained absence record, Education Support Services may be informed and a home visit may subsequently be made. Continued non-attendance may result in referral to the Children's Panel.

Parental Concerns

Most of the time and for most pupils the experience of school is relatively smooth. If any parent has a concern, your child's class teacher is usually best placed to address this. Parents should put a note in to the teacher. Thereafter they can contact the school before an issue causes more significant difficulties for the child. Often this can be dealt with swiftly by Mrs. Imlay, Principal Teacher or Mrs Campbell, Head Teacher. This may be resolved after a phone call, email or face to face contact. We operate an "open door" policy which means we will attempt to speak to a parent when they come to school or phone. There will be occasions when this may not be possible in which case we would arrange to speak as soon as possible.

Parental complaints

Should you have a complaint, including one that relates to the Additional Support for Learning (Scotland) Act 2004, concerning the school or your child's education you should contact the school office to arrange a meeting with the Head Teacher.

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:
www.pkc.gov.uk/complaints

4. School Ethos

Vision

Together we grow.

Values

Teamwork
Respect
Equity
Excellence

Aims

We will:

- actively work together
- communicate with and care for others
- support and challenge each other
- take responsibility for our attainment and achievement

Positive Relationships

At St. Madoes we encourage the highest standards in self-discipline, courtesy and good manners. Very simple school rules have been agreed by staff and pupils and are called Wise Choices. These are based on our School Values.

1. Be your best (Equity & Excellence):

- Do as you are asked the first time
- Be open to new challenges
- Keep trying

2. Be helpful and respectful (Excellence, Teamwork & Respect):

- Be kind and gentle
- Be polite
- Be respectful of yourself, others and property

3. Be an active listener (Excellence, Teamwork, Equity & Respect):

- Use an appropriate level of voice
- Listen to others and respect different opinions
- Take turns

We wish to encourage a partnership with you to ensure the best possible standards of pupil behaviour. At St. Madoes Primary, we have high expectations of all our pupils. We expect that our staff, parents and families will always support their children and also the school, in order to help their child follow school rules and constantly strive to be Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. Class teachers use a variety of positive behaviour approaches and strategies to ensure that a

warm, safe and happy ethos is created across the school where good choices are recognised and celebrated.

The Positive Relationships Policy, encourages pupils to take responsibility for their behaviour and informs parents or carers when a pupil is not making wise choices. Staff and pupils use Restorative Approaches to behaviour management, with a strong focus on solution oriented approaches.

As part of the Health and Wellbeing curriculum mental, emotional, social and physical wellbeing is positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect. Pupils have opportunities to develop skills and strategies to nurture their own and others' wellbeing.

Bullying

Perth and Kinross Council's Anti-Bullying Strategy confirms the Council's commitment to positively addressing the issue of bullying behaviour in schools to ensure that children can learn in an environment that is free from intimidation, harassment and fear.

We are confident that our positive strategies actively encourage self-discipline and caring attitudes in our pupils. However, on occasion a serious breach of discipline may occur. We consider bullying to be in that category.

Where bullying is detected or suspected, it is taken very seriously. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Whilst appropriate action will be taken by the school, experience has shown that parental involvement at an early stage normally results in a satisfactory resolution. Further information on the Anti-Bullying Strategy can be found on Perth and Kinross Council's website.

Community Partnerships

The school enjoys good links with parents and the local community, using local expertise to help with learning in school and offering support to the community as part of learning.

As an aspect of our involvement in the community, the school holds Christmas and Easter services at our local Church of Scotland and the minister, Mr Marc Bircham is the school chaplain as well as being a regular contributor to school assemblies. There are visits to and from the local Snack Group, with pupils involving members from the group in their learning.

We operate a committee system in the school, with all pupils from P1 to P7 involved in one of four committees: Health and Wellbeing, School Improvement, Library and School Grounds. These committees are led by P7 pupils, who take on the roles of Chairperson, Secretary and Treasurer in each committee. Our Parent Council and local community members support our committee work and involve pupils in community projects. We are part of the Junior Carsonians group, who work across all Carse schools to develop Eco projects in the area. The Active Schools coordinator Christine Cook encourages and supports parents, carers and members of local clubs to share their expertise with pupils.

5. Parental Involvement

There are many opportunities for you to become involved in supporting our school depending on your personal circumstances. We think that the key to a successful and flourishing school is that no matter how much or how little you do; the main thing is to be involved. We welcome the help and support of parents within the school in classrooms or on trips out of school. Many of these trips would not be possible without the support of parent helpers. Your child's primary education is an essential first step in developing the successful learners and confident individuals we all wish our children to become. Strong parental partnerships and open communication between home and school will ensure that we meet these challenges together. Every year we carry out several surveys of parents. These form part of our self-evaluation process and are used to inform our School Improvement Plans.

For further information: www.pkc.gov.uk/parentalinvolvement

Parent Council

The school has a very active and supportive Parent Council. The Parent Council meets regularly to discuss items of interest and plan and organise fund-raising events. Parent Council meetings are open to all parents or carers who are automatically members of the Parent Forum.

The Parent Council also raises money to purchase resources to enhance the pupils' educational and social development. It also aims to provide good community links.

The office bearers are

Chairperson: Claire Beatson

Secretary: Lynn Smith

Treasurer: Katie Paget

Parent council e-mail: smspc@hotmail.co.uk

Communication with parents

At St. Madoes Primary we take great pride in the strong links we have developed and actively encourage contact with parents and carers. We operate an open door policy and parents are also encouraged to contact the school to make an appointment to discuss any issue regarding their child at any time through the school session. Alongside this, regular newsletters keep parents and carers informed of events and initiatives in the school. Parents are engaged in their child's learning through the online app, Seesaw.

We offer two opportunities for parents or carers to meet formally with class teachers at Parent Contact Evenings. These are held in November and March. In addition, we have at least two Open Afternoons when parents, carers and family members can visit classrooms and be shown the learning taking place by their children.

We offer regular Parent Workshops, on a theme related to priorities in the School Improvement Plan. Parents and carers are also invited to attend class events throughout the year.

6. Transitions

Nursery Education

From August 2020, all 3-5 year olds will be entitled to 1140 hours per year of funded (free) early learning and childcare (ELC) in Scotland in the term after their third birthday.

The designated nursery provision for St Madoes is St Madoes School Nursery. The usual time to apply for a place is late February each year. A notice will be placed in the local press detailing the relevant dates for nursery registration. However, you can apply for a nursery place throughout the school year. Parents wishing to make an application for funded hours at St. Madoes School Nursery should complete the online application form:

http://my.pkc.gov.uk/service/ELC_Apply

Allocation of places is made in accordance with Perth and Kinross Council's Policy and Guidelines for Admission to Nursery Schools and Classes. A copy of this policy can be found on Perth and Kinross Council website or from the school office. <https://rb.gy/oh3aas>

When a child has registered at St. Madoes School Nursery, they will be invited to visit the Nursery with their parents or carers to meet staff and to meet other Nursery children before starting in Nursery. A place in a nursery class does not give priority in gaining a place in the same school when enrolling for Primary 1.

Primary Education

During a child's pre-school year there are opportunities for them to work with the P1 class to become familiar with the school and what happens there. In the summer term the new P1 class is invited to spend a morning and an afternoon in the P1 classroom to work with their P1 teacher. Parents and carers are invited to an information session and have a further opportunity to meet school staff when their child visits the P1 classroom.

The P1 teacher visits our Nursery regularly and is well known to the pre-school children. If your

child does not attend our Nursery, where possible, the P1 teacher will also visit partner nurseries and playgroups and we will make arrangements for your child to visit us several times before they start in Primary 1.

Secondary Education

Pupils of St Madoes Primary School normally transfer to Perth High School on completion of their primary education. There are a range of opportunities for liaison between the schools. P7 teachers from the feeder primary schools for Perth High meet with representatives from the secondary school during the year. This provides a vital forum for primary and secondary colleagues to keep in touch with each other and to discuss educational matters of mutual interest. From time to time working groups are set up within this local management group to produce materials relevant to all schools which can be used either directly with pupils or with teachers as part of staff development activities.

Parents and carers of P7 pupils are invited to an information evening at Perth High School early in the session.

Transition days as well as the P7 Maths Challenge, Safe Taysiders, P7 Citizenship Conference and sporting events are organised for all P7 pupils from Perth High feeder primaries throughout the P7 year. During the summer term, staff from Perth High School visit St Madoes to meet with P7 pupils and to liaise with our teachers and promoted staff. In the middle of June the P7s are invited to the High School for two days working a typical senior school timetable.

Perth High School contact details are:

Head Teacher: Thirza Pupillo
Address: Perth High School
Oakbank Road
Perth, PH1 1HB
Tel No: 01738 628271/2
Email: PerthHigh@pkc.gov.uk
Web: www.perthhigh.co.uk

Similar arrangements are usually made for any pupil transferring to any other secondary school. Parents and carers who wish their child to attend a secondary school other than Perth High School should complete a placing request form online: <https://rb.gy/ij364n> after receiving their notification of transfer to secondary school, usually in April of the year of transfer.

7. The Curriculum

Our school follows a Curriculum for Excellence, offering a broad general education, including well-planned experiences and outcomes across the curriculum. The purpose of a Curriculum for Excellence is to ensure that all children in our school develop the attributes, knowledge and skills they will need if they are to flourish in life, learning and work, now and in the future. Our main aim is to encourage our pupils to become; successful learners, confident individuals, responsible citizens and effective contributors. This can be achieved through the four contexts for learning:

Curriculum areas and subjects

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

Literacy and Language
Numeracy and Mathematics
Social Studies
Science
Technologies
Religious and Moral Education (RME)
Expressive Arts
Health and Wellbeing

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.

To find out more about the Curriculum for Excellence, have a look at:

- <https://rb.gy/pr03du>
- www.education.gov.scot/parentzone/

Pupil Involvement in the learning process

Teachers plan for learning opportunities across the 8 curricular areas using long-term and short-term planning. Pupils are very much a part of the planning process and work with their teachers to plan forward using a Visible Curriculum based around the school vision, values and aims. Their ideas and previous learning have a direct impact upon classroom activities. Children's views are sought regularly in the planning and learning process through Learning Conversations in the classroom. This will include the use of St. Madoes Learning Journey which is issued termly to parents and through individual target setting which provides an opportunity to reflect on individual strengths and plan, with support, the pupil's next steps.

Pupils also compile an e-portfolio of learning on Seesaw which demonstrates their progress and achievement across the curriculum.

Teachers cover the 8 curricular areas throughout the academic year. During your child's journey through school, they will participate in lessons about sensitive aspects of learning, e.g. relationships, sexual health, parenthood, drugs awareness etc. Class teachers will inform parents before these lessons take place.

Religious and Moral Education

We follow the guidance in Curriculum for Excellence on experiences and outcomes in Religious and Moral Education, teaching about Christianity, other world religions and the development of beliefs and values. We are committed both through the ethos and the curriculum to provide appropriate opportunities for the development of pupils' spiritual, moral and cultural values. This will be undertaken in partnership with parents and carers and will take account of the individual needs of pupils and the views of parents and carers.

Parental Rights

We would normally expect all children to participate in Religious "Education" although not necessarily in Religious "Observance" (ie end of term services). Parents wishing children to be exempted from religious activities should discuss it with the Head Teacher and then notify us in writing. If an assembly is to have a significant religious element, pupils who are excused from end of term services will be exempt from attending the assembly and instead are looked after by other school staff.

Under the terms of the Education (Scotland) Act 1980 "any pupil may be withdrawn by his/her parents from any instruction in religious subjects and from religious observance."

Religious Observance

The school holds weekly assemblies. This provides an opportunity for pupils to share together and celebrate as a school community those things which we value. They also give opportunities for our pupils to reflect on spiritual and moral concerns. Through this, pupils can increase their

understanding of religious practices. Each class has a turn to lead the assembly and the school chaplain, Mr. Marc Bircham, from St. Madoes and Kinfauns Church joins us on a regular basis.

Often guest speakers from charities or other worthy organisations are invited to our assemblies.

8. Assessment & Reporting

Assessment

An important element of Curriculum for Excellence is assessment. For teachers it is essential to have a clear picture of where a learner is in their learning journey so that the next steps can be carefully planned. Formative assessment is an ongoing process of talking with the pupils, encouraging them to reflect on their learning and using a variety of strategies in the classroom to gauge understanding. This is a continual and cyclical process of determining where the pupils are currently in their learning – what is the next piece of learning to be achieved – and what are the next steps that will take us there. At all stages the pupils are involved in talking about their understanding, skills and current knowledge. On occasion we use summative assessment and this provides a snapshot of where a learner is in a particular curricular area on that day. In addition to this, at Primary 7, a profile is completed with pupil input that reflects their attainment and achievements to date. This accompanies them to their chosen secondary school.

Reporting

Reporting to parents takes a variety of forms, some ongoing and informal, others more formal. Learning Journeys are sent home termly, to inform parents of the learning focus for the term and to give suggestions for how parents can help. Parents are invited to open afternoons, a class assembly and special events and performances. All of these are ways we report to parents. More formally we send out an interim report to parents in November and March and have Parent Contact meetings at this time when parents and carers are invited to discuss their child's progress. A final pupil report is sent home in June. This indicates your child's strengths and development needs in all curricular areas.

Pupil reports aim:

- to provide clear, positive and constructive feedback about children and young people's learning and progress, looking back on what has been achieved against standards and expectations.
- to create an agenda for discussions between learners and those teaching and supporting them about their next steps in learning.

9. Support for Pupils

Support for Learning

An additional support need arises from anything which is a barrier to learning. Most or all schools will have some children with additional support needs of some kind.

At St. Madoes Primary, children who may benefit from extra support are identified during tracking discussions with class teachers, senior management and the Support for Learning teacher, Mrs Martin who teaches on Mondays. She works alongside class teachers or 1:1 where she uses a wide variety of resources tailored to fit individual needs. Pupil Support Assistants may offer additional support to pupils following her recommendations at other times in the week. Parents are kept informed about this provision and encouraged to become involved. For pupils who have an identified need, additional support meetings will be held where consideration will be given to the appropriate support and planning required.

Further information for parents on Additional Support Needs can be found through:

- Perth and Kinross Council:
Tel: 01738 475000

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

- 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

- The Scottish Independent Advocacy Alliance
Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576

Tel: 0131 260 5380

www.siaa.org.uk

- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741

Tel: 0131 667 6333

www.sclc.org.uk

Health Care

The School Nurse, Doctor or Dentist visits the school from time to time. Parents and carers whose children are being examined by the doctor are normally notified by the Health Service via the school and invited to attend. The results of the dentist's visits are conveyed to parents and carers, who are then expected to take the appropriate action as advised.

If your child becomes ill at school or has an accident, the school will notify you at once by telephone. If parents or carers are not available, the emergency contact will be contacted. In the case of serious injury, or when parents or carers cannot be contacted, the child may be taken directly to hospital and the parents or carers informed as soon as possible.

Parents and carers should ensure that the school is informed of any specific medical conditions their child may have or medication they may require. This information should be put in writing and sent to the school where it will be treated in strict confidence. Medication will only be administered to pupils with chronic medical conditions (i.e. long-term conditions). If your child needs medication during school hours, you must complete a form, available from the office, saying what medicines are to be given and for how long. The medicines must be in a container with the child's name, class and the dosage clearly marked on the outside. Inhalers should be similarly marked.

Medicine for occasional illnesses e.g. paracetamol or any prescription or non-prescription drug, will not be administered by school staff. Pupils should stay at home until they are well and strong enough to come to school. In the event of courses of medicine needing to be completed, parents or carers should judge timings to avoid the hours between 9.00 a.m. – 3.15 p.m. or make arrangements for themselves or their representative to come into school to administer the medication to their child.

A basic first aid kit is kept in the school. Mrs. Marra is our recognised trained First Aider.

10. School Improvement

Each session we write a School Improvement Plan detailing the work we will focus on for the year ahead to improve our school and a Standards and Quality Report to provide parents and carers with information about how we have improved. These documents are on display in the school foyer with actions and updates added regularly. They are also available on request from the school office.

11. School Policies & Practical Information

School policies are reviewed regularly with pupils, parents, carers and staff as appropriate. Copies of all policies are available from the school office.

Organisation of the school day

Primary	(P1 – P7)	9.00am – 3.15pm
	Interval	10.40am – 10.55am
	Lunch Break	12.35pm – 1.35pm

Nursery 9.00am – 3.00pm

Primary Classes

There are 6 primary classes in the school, which necessitates composite classes. These composites can vary from year to year. Pupils are assigned to classes according to Perth and Kinross Council policy, which is in most cases based on age. Further information can be found on the Perth and Kinross Council website:

www.pkc.gov.uk/article/17302/Structuring-of-classes-in-primary-school

Break and Lunch arrangements

Lunches are cooked on the premises and are of a very high nutritional standard. There are two sittings for lunch. P1 - P4 pupils attend first sitting and P5 – P7 pupils attend second sitting. Pupils may bring a packed lunch, which they eat in the hall or, if in P57, outside in good weather. Those staying at school for lunch must stay on the premises under our supervision.

For families on low income there is provision for free school meals. Information on entitlements and how to apply can be found on the Perth and Kinross Council website:

www.pkc.gov.uk/freeschoolmeals

The playground is supervised at morning and lunch break by support staff, with involvement of the Head Teacher and Principal Teacher. If the weather is very wet or stormy at break times, children are kept indoors. P7s monitor each class with support staff patrolling the school. Please do not send your child to school before 8.55am as the playground is not supervised before morning bell.

School Transport

Free school transport is only available to pupils attending their catchment school and living more than two miles from the school, measured by the shortest available walking route.

Transport will be provided from a suitable point on the public highway. This can be up to two miles from the pupil's home. Further information and application forms for Free School Transport to Primary School are available from the school office or on the Perth and Kinross Council website: www.pkc.gov.uk/article/17284/Schools-transport-and-trips

Parents / carers who have made successful placing requests for their children to attend St Madoes Primary School have to make their own transport arrangements and meet the costs thereof.

Uniform

It is school policy to encourage every pupil to wear school uniform. All items of clothing should be clearly marked with the child's name.

School Uniform

- Black or grey trousers, shorts, skirts and pinafores.
- White shirt or polo shirt.
- School tie
- Red jumper.
- Red and white check summer dress and white socks.
- Boys – Black or grey or white socks.
- Girls – Grey, black or red tights.
- Black outdoor shoes
- Indoor shoes.

PE Uniform

- White or house colour T-shirt (P1 pupils will be allocated a house prior to starting P1).
- Black/navy shorts or jogging bottoms
- Trainers and short, white socks.

The wearing of jewellery is discouraged for safety reasons. It is not part of school uniform and should not be worn in school. Earrings must be removed, or studs taped over during PE.

For families on low income there is provision for clothing grants. Information can be found on the Perth and Kinross Council website: www.pkc.gov.uk/clothinggrants

Home Learning

Home learning is given to all classes from P1 – P7. Home learning is an important link between home and school and is a chance to support your child with their learning.

Generally, homework is not given if a pupil is unwell and absent from school or on holiday during term time. The Home Learning Policy is available from the school.

Extra-Curricular Activities

Throughout the session school staff provide several types of after school clubs. These vary according to the interests of children and may include computer, art and craft. Our Active Schools coordinator also organises school clubs throughout the session, which are run by parents or local volunteers. Volunteer helpers to help run after school clubs are always welcome and should contact the Head Teacher to discuss this further. We also work very closely with the Madoch Centre who run clubs together with the school.

Instrumental Tuition

St Madoes Primary School currently offers instrumental tuition for violin and viola. Due to the high demand for places, a selection procedure usually has to take place. This will comprise of an aural test, an appropriate objective test and a check for physical compatibility to the instrument which will be carried out by the Instrumental Instructor in order to assess the most suitable applicants. The Instrumental Instructor issues information about places available when he has vacancies.

Houses

The school operates a house system. We have three houses: Falcons, Hawks and Eagles. Pupils from the same families are allocated to the same houses. House tokens are allocated for achievements and contributions to the life and work of the school. We operate a committee system in the school, with all pupils from P1 to P7 involved in one of four committees. These committees meet fortnightly and are opportunities for pupils to make a real difference to their school, while also improving skills for learning, life and work.

School Improvement Committee

In August of each year pupils elect class representatives for the School Improvement Committee. This involves two pupils from each classroom from P1 to P7. School Improvement Committee meets regularly with the Head Teacher to discuss various items and to contribute to school improvement and the school's charity work.

Severe Weather Arrangements

If early closure is planned e.g. end of session, adequate notice will be given by newsletter. Unplanned early closures are rare. If an occasion arises where pupils require to be sent home, pupils will be sent only if the school knows there is an adult there. First contact with parents will be made by sending a text message through Groupcall. Checks may be made by telephone if necessary and use of emergency contacts made. If we are unable to get in touch with a parent or emergency contact, pupils will stay in school with staff until contact is made.

Early Closures: e.g. Severe Weather Conditions – Heavy Snow

Should there be severe weather prior to the start of the school day it is possible that the school might not be open. Please check with radio stations from 7 am onwards, before you phone the school as there might not be anyone in school to answer your phone call. Please note information regarding emergency closures due to snow or flooding will be available from the following sources:

- Radio Tay AM 1584 and 1161
- Radio Tay FM 96.4 and 102.8
- PKC Customer Service Centre (08:00 to 18:00) 0845 3011100, 01738 475000
- PKC website - www.pkc.gov.uk
- PKC Twitter and Facebook – www.pkc.gov.uk/socialmedia

If school does not open every effort will be made to text or email parents as soon as possible to help pass on the information.

Should the children already be in school and the weather conditions worsen, under normal circumstances the school will always remain open. In the unusual event of the school having to close, parents or emergency contacts will be contacted to collect their children. The school cannot be closed until the last pupil and staff member have left. In circumstances where conditions worsen during the day, parents are free to come at any time and collect their children. You are the best judge when deciding if weather conditions are likely to cause difficulty or danger for pupils returning home.

Emergency Arrangements

If your child becomes ill or has an accident, the school may need to contact parents, carers or emergency contacts and on rare occasions it may be necessary to send every child home. It is, therefore, most important, that parents keep the school informed promptly about any change of address, telephone number or place of employment as well as any changes regarding emergency contacts.

12. Name of Child Protection Officer

Mrs Campbell, Head Teacher and Mrs Imlay, Principal Teacher are the Child Protection Officers responsible for Child Protection matters.

As a school we have good contacts with the School Medical Officers, Social Workers and Police, any or all of whom may be involved in a Child Protection case. We will always ensure that you are informed and participate in any action which we may initiate regarding your child.

We take issues of Child Protection very seriously. If you are aware of any issues affecting our pupils you should contact the school (if the issues are school-related) or the Social Work Duty Care Team on 01738 476768. Out with office hours emergency contact can be made on 0845 3011120.

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.