



Determination Confidence

Teamwork Community

Encouragement Trust

Crieff High School



School Handbook Academic Session 2026-2027



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity

School Foreword

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

In accordance with the Education (Scotland) Act 1980 and the Education (School and Placing Information) (Scotland) Regulations 1982, Perth & Kinross Council Education & Children's Services' schools produce handbooks covering the following categories of information:

- A. School Information
- B. Local Authority information

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

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Introduction

I am pleased to share with you our Handbook for Parents and Carers. Crieff High School is one of eleven secondary schools administered by Perth & Kinross Council. We are a six-year comprehensive school offering a full range of courses leading to national certification from the Scottish Qualification Authority as well as a variety of other awards. The school has a wide range of active teams, clubs and other extra-curricular activities which are organised by staff and pupils on a voluntary basis. The ethos of the school aims to be that of a caring and friendly community and relationships between staff and pupils are warm and positive. The wearing of school uniform is supported by parents/carers, the local community, and our young people.

Mr John Donnelly
Headteacher/Campus Leader

Delineated Area

Pupils transfer each year from the associated primary schools of Crieff, Muthill, Braco, Madderty and Comrie. We also welcome a consistent intake of pupils from St Dominic's R.C. Primary School. All Primary 7 pupils from our associated primaries visit the High School for two 'induction' days in June and additional transition days are timetabled. They also receive visits to their own school from members of the Senior Leadership Team and Support for Pupils staff of Crieff High School. A P7 Parent Open Evening is arranged in the High School during June and further details of this event will be sent in due course. Parents of other children who are likely to enrol in the school may arrange an appointment to meet a member of the senior staff at any time during the school session.

The main purpose of this handbook is to provide you with basic information about how our school operates but should you require further advice about the school, please do not hesitate to contact me at any time.

I look forward to welcoming your young person as a pupil of Crieff High School and to working with you, in partnership, to ensure that all our young people receive the best educational experience possible.

Contact Details

Main Contact Details
Crieff High School
Strathearn Community Campus
Pittenzie Road
CRIEFF
PH7 3JN

Tel. 01764 657600

Email: crieffhigh@pkc.gov.uk

Website: www.crieffhighschool.org

School Roll

The school roll is currently 635.

Senior Leadership Team

Mr John Donnelly	Headteacher/Campus Leader
Mrs Morag Fotheringhame	Depute Headteacher
Mrs Diane Porter	Campus Business Manager
Mrs Lana Prince	Depute Headteacher

Teaching Staff

In addition to the Senior Leaders of the school, there are 57 teachers who are members of different subject departments or faculties. Departments or faculties are led and managed by a Principal Teacher (PT) and a full list of staff showing such positions of responsibility is shown on page 8.

Support Staff

There are 24 support staff who work in Crieff High School – including office staff and pupil support assistants. A full list is shown on page 8.

Campus Staff

Campus staff includes Librarians, Live Active Leisure personnel, Tayside Contracts (Catering) staff, MITIE (facilities) and agencies to support pupils and families. All of these people contribute meaningfully to the life and work of the school. A full list is shown page 9.

The School and Facilities

The school is situated on the south-eastern edge of Crieff with pleasant outlooks across the town to the mountains of the north and west and across the rich farmland of the Strathearn Valley to the south and east.

Crieff High School forms part of the purpose built Strathearn Community Campus, opened in November 2009. The extensive accommodation has state of the art facilities which include: -

- Bright, airy classrooms each with an interactive Promethean board and purpose designed teaching wall.
- Break out areas in most departments where pupils can work individually or in small groups
- Indoor sports facilities including a heated swimming pool, squash courts, fitness suite, dance studio and sports halls*
- Extensive playing fields which include a multi-use games area (MUGA), full size 3G pitch and rugby football and hockey pitches *

- An extensively resourced library with friendly staff able to assist pupils where required *
- 21st Century provision for the performing arts including a recording studio, designated drama space, theatre and outdoor performance area
- Designated space appropriately equipped to support young people with additional support needs if this should be required
- A Lifeskills kitchen
- A pupil learning garden

* Denotes facilities which are shared with the public during the school day.

School Staff

Senior Leadership Team

Mr John Donnelly
Mrs Morag Fotheringham
Mrs Lana Prince
Mrs Diane Porter

Business Management Team

Mrs Laura Fraser
Campus Management Officer

Miss Kaye Beedie - Assistant
Campus Management Officer

Campus Management Assts

Mrs Lesley Adams
Miss Caitlin Burns
Miss Jade Duncan
Mrs Mairead Hamer
Mrs Lisa Hassan
Mrs Jane Low
Mrs Heather Langhorn

Pupil Care & Welfare Officers

Mrs Lorna Ivey
Miss Tamara McKay

Art & Design

Miss M Johnstone (PT)
Miss S MacLean
Mrs K Wilson

English & Literacy

Miss S Rennie (PT)
Mr E Campbell
Dr M MacLeod
Mrs M McIntosh
Mrs M Wilkie
Mrs A Griffin

Home Economics

Miss S McCully (PT)
Mr A Goral

Mathematics & Numeracy

Mrs J Knak (PT)
Mrs S Caudrey
Mrs J Calder
Mr R Edwards
Mrs K Sorley
Mrs M Warren

Modern Languages

Ms C Mendez (PT)
Mr S Hogarth

Music & Drama

Mr T Sutherland (PT)
Miss D Donaldson
Mr K Bull

Music Instructors

Ms F Barker (Woodwind)
Ms I McFarlane (Cello)
Ms P McLennan
(Piano/Voice)
Mr O Nicholson (Guitar)
Mr M Popp (Percussion)
Ms D Ward (Brass)

Physical Education

Mr G Aitken (PT)
Mrs S Innes
Mr G McIntosh
Miss R Ogilvie
Mr F Corbett

Social Studies

Mrs M Logan (PT)
Miss S Fitzsimon
Mrs M Gilfoyle
Mrs D Wilson
Miss A Townsend

Support for Pupils - Guidance

Mrs A Walker (PT)
Head of Barvick House

Mr S Davidson (PT)
Head of Kelty House

Ms R Paterson (PT)
Head of Turret House

Support for Pupils - Learning

Mrs E Cargill (PT)
Miss L Hamilton (PT)
Mr D Williamson (PT)
Miss G Barrowman
Mrs S Corbett
Mrs K Mearns
Mrs Thornton
Mr G Vadassery

Pupil Support Assistants

Miss C Anderson
Mr D Blake
Mrs A Cramb
Mrs R Dodge
Mrs F Elder
Mrs K Underwood
Mrs S Wilson

Science

Mrs J Finlayson (PT)
 Mrs L Potter (PT)
 Mrs L Ansley
 Mrs R Gallagher
 Mrs J Grant
 Mr M Power
 Mrs F Schwanitz

Religious, Moral**Education and Citizenship**

Mrs J Petrie (PT)
 Mr M Young

Technologies

Mr S Barlow (PT)
 Mr A Munro
 Mrs V Russell
 Mr M Wright
 Mr J Marks
 Miss N Haddow-McKitterick

Technicians

Mr N Ford – Senior
 Technician
 Mrs E Perry
 Mrs C Reid

General Assistants

Mr J McCulloch

Campus Staff**Tayside Contracts**

Mrs L Gourlay (Campus Catering
 Supervisor)

Ms T Melville (Assistant Cook)
 Mrs K Maxwell (Assistant Cook)

Catering Assistants

Pauline Michie
 Matthew Liddle
 Agnieska Wikarsha
 Tammy Melville
 Susan Macskill
 Anna Chyla
 Susan Phillips
 Jean Stewart
 Tracy Cameron
 Alison Swan

Youth Services

Miss Jenny Stewart

Adult Learning Team

Mr J Gardner
 Ms H Gordon

Housing and Community Care

Ms L Duthie

Skills Development Scotland

Mrs K Mair

Educational Psychologist

Lillian Snowdon

Culture Perth & Kinross

Mrs E Wallace (Senior Officer)

Ms J Bourelle (Library Supervisor)

Mrs C Napier (Senior Library Assistant)

Ms S Tasheva (Library Assistant)

Mitie

Mr S Graham (Facilities Manager)

Service Support Officers

Mr J Awburn
 Mr D Gourlay
 Mr N Lockhart
 Mr L Ramsay

Live Active Leisure

Grace Norton (Facilities Operation Manager)

Duty Leisure Managers

Cameron Orchard
 Eileen Laycock
 Emma Ewing

Full Time Leisure Assistants

Lynsay Whyte
 Kieran Porter
 Isla Sibbald

Activity Instructor
 Becky Farndon

Active Schools

Mr N Keiller

Community Link Workers

Mr D Graham

Mrs J Westall

Developing the Young Workforce

Vacancy

Parent Council

There is an active Parent Council which promotes the relationship between school, home and the community. The Parent Council are always keen to hear from parents in order to represent you more closely. They also welcome parents to join them, getting involved at whatever level suits you. There is more information about the Parent Council in the Parents section of the school website. The chairpersons for this session, Ishbel Dale and Kirsteen Jones, can be contacted at crieffhighparentcouncil@outlook.com or through the school office.

Parental Concerns and the Role of Support for Pupils

The school commits a considerable amount of its time and resources to pupil guidance and support. Each member of the Support for Pupils team works closely with a particular group of pupils whom he or she gets to know well. They are the first point of contact with the school for any parent wishing to make general enquiries about personal matters or pupil progress in school. Support for Pupils staff work hard at developing good individual relationships with pupils and take a sympathetic and constructive approach to any problems. The team also works in close co-operation with the Educational Psychology Service, Social Work Department and other agencies as needs arise.

Support for Pupils staff, together with register teachers, monitor attendance and timekeeping on a day-to-day basis. They are also at the heart of the programmes of social education, personal, curricular and vocational guidance which the school runs. Typically, this involves liaison with advising and consulting with parents and other staff as appropriate, assisting with personal profiling and arranging work experience placements as required

In course choice and career guidance, Support for Pupils staff are assisted by the Careers Officer who visits the school on a weekly basis to provide individual interviews and careers information. The Careers Officer is also available at Parents' Evenings.

Pupil Absence and Sickness

The school has a statutory obligation to maintain accurate records of pupil attendance. If your child is absent from school, please alert the school by phone (01764 657799) or by email (CHSAAttendance@pkc.gov.uk) as soon as possible.

If your child is absent from school, and we do not know the reason, the school will send you a text message.

Any special requests for leave of absence should be made in writing to the Headteacher.

The Complaints Procedure

The school deals with complaints in line with Perth & Kinross Council's Complaints Handling and Monitoring Procedure for Education & Learning. A copy of this document is available on the Council website at: www.pkc.gov.uk/complaints

If you have a concern, please contact your child's Guidance Teacher.

If you have a complaint, please contact your child's Year Head.

If you have a serious concern or a serious complaint, please contact Mr Donnelly, Headteacher/Campus Leader.

Pupil Enrolment Procedure

Visits to the school should be organised through the relevant Depute Headteacher – Mrs Prince (S3, S4, S5) or Mrs Fotheringham (S1, S2, S6).

How the school communicates with parents

Effective communication with parents and carers is a priority for the school. We do this in several ways:

- Email – our preferred means of communication. Please ensure we have an up-to-date address for you.
- Groupcall messaging
- Website www.crieffhighschool.org
- Twitter - @crieffhigh
- Facebook - @Crieff High School
- Instagram - @crieffhigh
- Parents' evenings and Information evenings
- Communication policy (Parent & Carer Communication Policy)

School Ethos

Schools Culture, Ethos and Values

Our vision: A rights respecting school that nurtures, encourages and inspires young people to be the best they can be.

Our values: Determination, confidence, community, teamwork, encouragement and trust.

The school is keen to recognise and celebrate the achievements of all members of the school community, pupils and staff. We always welcome contact from parents / carers to tell us about their young person's achievements.

Positive Relationships Policy

Crieff High School's Positive Relationships Policy explains the school's commitment to build and strengthen our positive ethos to create a culture of success for all our young people.

Our school prides itself on being a happy school where each individual is valued and encouraged to do their best. The national policy landscape continues to increasingly emphasise the importance of wellbeing and relationships in shaping positive outcomes for young people. Improving wellbeing and relationships is a key priority at Crieff High School.

The GIRFEC approach contained within the Children and Young People (Scotland) Act 2014 determines eight areas of wellbeing that are the basic requirements for all children and young people. Every member of staff from Crieff High School is required to ensure that all of our young people are safe, healthy, achieving, nurtured, active, respected, responsible and included. We aim to embed our understanding of self-regulation, adverse childhood experiences, restorative approaches and the inclusive classroom to ensure that we meet the needs of each individual young person.

We provide young people with effective learning and teaching within a caring, supportive and positive environment. Developing positive relationships and a climate of mutual respect and trust is central to our approach to supporting young people and an integral part of our practice within Crieff High School. As a school, we have Gold Rights Respecting Status. Crieff High School has a responsibility to help all young people develop positive attitudes and behaviour and allow everyone to learn. Everyone has the right to feel valued and respected, develop self-esteem, a sense of belonging, and a feeling of being safe.

Our aim is to develop positive relationships between all members of our school community and use restorative approaches to create an environment conducive to all aspects of learning in which every young person can be included, engaged and involved through their school career in order for them to achieve their potential.

Religious & Moral Education

Religious Education is no longer aimed at producing assent to one particular set of propositions or commitment to one particular faith: it aims to develop a child's awareness of themselves and others, their insights into situations that pose moral and religious questions and their capacity to respond to those situations in a balanced and understanding way.

It is to be recognised that no personal religious or non-religious stance is reflected in the teaching of Religious and Moral Education within Crieff High School.

The aims of Religious and Moral Education are to help pupils to:

- Develop a knowledge and understanding of Christianity and other world religions and to recognise religion as an important expression of human experience.
- Appreciate moral values such as honesty, liberty, justice, fairness and concern for others.
- Investigate and understand the questions and answers that religions can offer about the nature and meaning of life.
- Develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

Religious Observance

School Chaplains

Rev Gennie Evans – Episcopal Church, Crieff

Pastor Njabulo King Ndlova – Seventh Day Adventist Church, Crieff

Rev Craig Dobney – Comrie and Dundurn Parish Churches

Pastor John Burns – Crieff Baptist Church

Rev Andrew Philip – Crieff Parish Church

Rev Iain F Paton – Muthill Parish Church

Very Rev Dr Thomas Canon Shields – St Fillan's RC Parish

Uniform/Clothing

Pupils are encouraged to wear our school uniform. A school uniform not only enables pupils to identify with their school, but research also shows that a school uniform continues to be the most economical way to clothe a pupil.

There will continue to be high expectations placed upon Crieff High pupils to wear our uniform and parents will be asked for their full support in this matter. A clean and tidy appearance, together with smart and sensible dress does help to foster an orderly and productive attitude to work. It also means we can easily identify any young people in those areas of the campus shared with the public.

Pupils should wear:

- white shirt and school tie
- black V-necked pullover
- black trousers or skirt
- black shorts can be worn, in warm weather
- black blazer with school badge or black jacket
- black footwear

Many retail outlets stock most of these items. All new pupils are given a tie as a welcome gift from the Parent Council. Football strips, track suits or any clothes decorated with slogans or logos should not be worn in school. In the interests of safety, large earrings, and other jewellery may need to be removed, particularly in workshops or in Physical Education. Pupils should therefore avoid wearing these items. It is not advisable to bring expensive personal items to school as the school cannot accept liability for any loss or damage.

Please see our website for examples of school uniform. Support in buying the school uniform can be found via [Crieff Connexions](#).

Health Care

In a school with approximately 635 pupils and 100 staff, health and safety for all is of paramount importance. In a number of subjects, e.g. Science, Physical Education, Home Economics and Craft, Design and Technology, pupils may work with substances and equipment which are potentially dangerous. School staff are, of course, experienced in the use of these and take all possible steps to reduce any risk. We do expect our pupils, however, to act in a responsible and safe manner, not only in the subjects mentioned above, but in all areas of the school.

We have a number of trained first-aid personnel to assist in any emergency. Parents will be contacted by member of the Business Management Team if their child is unwell, and a pupil will not be released from school unless they are collected by a parent/carer. Within any session we have at least two practice evacuations of the school. All firefighting equipment is inspected annually, and a number of staff have been trained in its use. If you have any concerns regarding Health and Safety, please contact Mrs Porter (Campus Business Manager).

The local Health Board undertakes statutory duties in relation to the health of all young people at school. Parents are always informed in advance of such arrangements. Where pupils feel unwell or suffer injury during the school day, staff will assess the situation and, where appropriate, contact parents or the named emergency contact and/or arrange transport to the local health centre. It is vital that these contact details are kept up to date. Parents/Carers should contact the school in advance if their young person has a medical appointment during the school day. Support for Pupils staff should be informed of any medical condition which may influence a pupil's performance at school. Staff cannot take responsibility for issuing medication, any medication issues should therefore be drawn to our attention and medication form(s) will be provided by the office if required.

Parental Involvement

The school is keen to work in close partnership with parents – this is the way we work most effectively and achieve the best outcomes for our young people. The school will always aim to respond to a parent within 15 working days. In many cases, however, particularly where there is a time factor, responses will be quicker.

Parents' views are sought on an annual basis through an electronic survey, the findings of which inform our improvement priorities for the coming year. Please follow the following link for further information [Parental Involvement](#)

It is important that parents are aware of developments in education within the school and at a national level. Each session, we hold a series of information evenings to share with parents where we are at and how we can best support young people together. These include events at key times, for example, just before a young person comes to the High School and at times of transition (S1 to S2/3, S3 to S4, S4 to S5/6). Presentations from these events are posted on our website. Pupil Support teachers play a key role and will meet with parents individually or in groups. Your child's Support for Pupils teacher, Personal Support teacher or Key Worker may be

the person in school who knows them best and can play an important role in linking parents to other staff.

Transitions

Young people are fully supported through periods of transition, for example, P7 to S1, or on leaving school. However, other times in a young person's education can be crucial; for example, course choice, post examination results or in dealing with a personal circumstance. School staff including Guidance, Personal Support teachers and Year Heads work closely with young people and their parents.

The Curriculum

This consists of the courses that are taught within the school. The range of such courses is usually partly determined by external influences including the Scottish Government and the Local Education Authority.

Pupils develop knowledge, understanding and a range of skills and attitudes as a result of the work that is undertaken. Through other school-based activities individual talents are developed such as musical skills, sporting aptitudes, performance, as are the 'life skills' of leadership, co-operation, responsibility, confidence and participation.

It is the responsibility of everyone in the school to promote a friendly, caring and achievement-centred environment in which staff and pupils can live and work together. The curriculum is therefore at the heart of everything that we do.

Broad General Education. S1 - Pupils follow a timetable of study which allows for continuity and progression from Primary 7 which enables them to have wide range of experiences and outcomes across a variety of subjects as shown below.

Broad General Education – Period allocations per week:

Curricular Area		S1/S2	S3
English		4	5
Maths		4	5
Expressive Arts	Art & Design	2	2
	Music	1	2
	Drama	1	2
Languages	French & Spanish	2	2
Science	Biology		
	Chemistry	4	3
	Physics		
Social Subjects	Geography		
	History	3	3
	Modern Studies		
Technologies	Design & Technology	2	3
	Computing & Enterprise	2	3
	HE	2	3
Health & Wellbeing	PE	3	3
	PSE	1	1
	RME & Citizenship	2	2
	IDL	2	
Total Periods		35	35

S3

At the end of S2, pupils have the opportunity to personalise their curriculum for S3. This enables them to do more of what they enjoy and what they are good at while still experiencing a broad general education on which to build further in the senior phase.

Senior Phase

S4

Pupils undertake a course choice during S3 and begin their S4 timetable in June of S3, thus allowing them a full year to work towards National Qualifications (National 3 to National 5).

S5 and S6

Pupils moving into S5 have the opportunity to choose five subjects to study. This is usually subjects that they have studied in S4 and are taking to the next level of study. They will also have core subjects which include PE, RE and PSE. Young people who study National 5 courses in S5 will also select Wider Achievement courses.

Pupils moving into S6 will have an opportunity to choose four subjects to study. The fifth choice is left blank to allow for a study column. All pupils are also timetabled for the core subjects of PE, PSE, Holocaust Studies as well as a Leadership period which allows them time to lead aspects of school improvement and work with others as a committee.

Careers Guidance

All pupils receive support with career planning during course choice in S1, S3, S4 and S5.

This involves sessions during Social Education classes which look at skills and qualities required for jobs and Further/Higher Education, writing personal statements, UCAS and College applications. Pupils who may have difficulty in accessing a positive 16+ destination receive additional support from their Guidance teacher and the careers adviser when transition programmes may be put in place. The careers adviser is in school on a weekly basis and is able to offer advice to and work with individual pupils. Pupils receive financial education as part of the S1 and S2 citizenship courses as well as in S5 and S6 through Social Education.

For further information regarding careers, you can contact Skills Development Scotland Highland House, St Catherine's Road, Perth PH1 5R or:

www.skillsdevelopmentscotland.co.uk

Educational Excursions

At various times throughout the school year, pupils may leave school during the school day to take part in a variety of excursions, field trips and study visits; sometimes a small charge is made to cover the cost of transport and/or admission. Parental permission for all such excursions will be sought. Where the excursion is further afield or involves an overnight stay or a potentially hazardous activity, parents will be provided with detailed information for each such event. In planning such excursions staff follow Education & Learning guidance to ensure that safety is maintained at all times.

Assessment & Reporting

Tracking and Assessing Pupils' Progress and Planning Future Learning.

Tracking and assessing pupil progress in Crieff High is carried out in a variety of ways.

In classrooms, teachers regularly assess pupil work in order to plan next steps for their learning. This information is passed to Principal Teachers to enable interventions to take place to support individual pupils where necessary. Principal Teachers, in turn, work with Support for Pupils colleagues and SLT to best support all young people.

The data gathered through working with pupils in classes is widely shared in school to ensure that staff have high quality information on the progress of pupils across the school; this information is passed to parents / carers via interim and full reports as well as by means of consultation evenings.

Where a pupil is not reaching his or her potential Support for Pupils colleagues and SLT will invite parents / carers into school to discuss the best way forward to ensure that timely and appropriate interventions take place.

Pupil Progress and Reporting

Over the course of a session there are many opportunities for parents to be given information on their young person's progress in our school.

We offer parents / carers a variety of written reports in the course of the session. Each pupil is issued with interim reports and one full report which summarises progress made during the year.

The interim reports follow an established pattern across all year groups. For example, in S1, S2 and S3 the interim report gives parents an indication of how well their young person is progressing in terms of effort, homework and behaviour.

In S4/5/6 the interim report gives the same data alongside a comment on progress. This report also indicates a grade for what the pupil is likely to get at the final exam and a grade which shows where they are at the point of the report being issued.

Parents are invited to contact the school at any point during the report cycle if they need clarification or would simply like to discuss the next steps in their young person's education.

Support for Pupils

Support for Pupils

Every pupil is allocated a Guidance teacher. Each member of the Support for Pupils team works closely with a particular group of pupils whom he or she gets to know very well. The Support for Pupils staff work hard at developing good individual relationships with pupils and take a sympathetic and constructive approach to any problems. The team also works in close cooperation with the Educational Psychology Service, Social Work Department, Health and other agencies as needs arise.

Support for Pupils staff use the Getting It Right For Every Child model when offering support for the pupils. Getting It Right For Every Child, is an approach which brings key partners in health, education, social work and the Police together to work co-operatively to support children and young people.

For more information see: www.scotland.gov.uk/Topics/People/Young-People/gettingitright

All school staff follow Perth and Kinross Policy in regard to child protection and should you have any concerns regarding child protection you should contact the school's Child Protection Officer or the social work duty team on 01738 476768 and if you would like further information please use the following link: www.pkc.gov.uk

In course choice and career guidance, they are assisted by the Careers Adviser who visits the school on a weekly basis, to provide individual interviews and careers information. There is also a Pupil Care & Welfare Officer who monitor the pupils at lunchtimes and at the buses at the end of the school day.

Pupils with Additional Support Needs

Pupils have additional support needs when they require extra support over and above that which is normally given to pupils of a similar age. These needs may relate to pupils' physical, sensory or intellectual abilities; they may also relate to emotional and social needs, challenging behaviour, autistic spectrum disorders and communication difficulties. Amongst other factors are chronic illness and absence from school. The spectrum of additional support needs ranges from those which are long term and complex to those that are quickly met.

In Crieff High School pupils are supported in mainstream classes by their class teacher with additional support from teachers or pupil support assistants where necessary. Where appropriate, pupils will be offered individualised educational experiences in the Support for Pupils area of the school. The overall aim is to remove, overcome or minimise the barrier to learning and as such enable the young person to fulfil their potential.

If a pupil has been identified as requiring additional support then an additional support needs meeting (ASN Meeting) will be held with the pupil, parent/carer, school support staff and other external agencies where relevant and appropriate. The purpose of the meeting will be to discuss and agree a range of measures to support the pupil as much as possible.

For those pupils with identified additional support needs liaison with parents/ carers is crucial and as such we welcome communication through the Support for Pupils team.

Further information and advice about provision for additional support needs can be found at the following websites or organisations:

Perth and Kinross Council: www.pkc.gov.uk/article/17278/Schools-additional-support-

Children in Scotland trading as “Enquire”

Enquire – the Scottish advice service for additional support for learning

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

Telephone Helpline: **0845 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:

[Additional support for learning: A guide for parents and carers - Enquire](#)

Scottish Independent Advocacy Alliance: www.siaa.org.uk

Scottish Child Law Centre: www.sclc.org.uk

School Improvement

Standards and Quality Report

Over the last twelve months the school has seen some notable achievements and our [Standards and Quality Report](#) details these.

Literacy, Numeracy and Health and Well-Being

The development of literacy, numeracy and health and well-being is the responsibility of all teachers. Co-ordinators for these key areas work across the school with all departments to ensure that these three areas are fully embedded in our curriculum.

Plans for Improvement

Our key priorities for this session are:

- Self-evaluation for self-improvement
- Learning, teaching and assessment
- Ensuring wellbeing, equality and inclusion

Useful Sources of Information

SQA:

http://www.sqa.org.uk/sqa/CCC_FirstPage.jsp

Scottish Credit and Qualifications Framework (SCQF):

<http://www.scqf.org.uk/>

John Muir Trust:

[Protecting and Repairing Wild Land | John Muir Trust](#)

Active Schools:

<https://sportscotland.org.uk/schools/active-schools/>

Curriculum for Excellence (CfE):

[Curriculum for Excellence | Education Scotland](#)

Youth Philanthropy Initiative (YPI):

<http://ypiscotland.org.uk/>

National Parent Forum of Scotland

<http://www.parentforumscotland.org/>

School Policies & Practical Information

[Anti-Bullying Policy](#)

School Transport

Details on how to apply for school transport can be found on the [PKC website](#)

Homework

The school places a priority on pupils developing good home study habits. Progress in homework needs parental co-operation and support.

Prefects

The school has a well-established system led by a Head Boy and a Head Girl.

Head Boy – Angus Buchan

Head Girl – Martha Cannon

Prefects assist with the smooth running of the school by undertaking a range of duties and responsibilities aimed at supporting the school aims and principles of conduct. All pupils are expected to follow the instructions and advice given by prefects particularly during interval and lunchtime breaks. Our prefect team is drawn from S4 - S6.

Houses

Pupils are allocated to one of our Houses: - Barvick, Kelty and Turret. Pupils are awarded house points for a wide variety of things such as participation in House tournaments, success in sporting activities, community service, supporting fellow pupils, involvement with charities and wider achievement. A variety of inter house activities are organised throughout the school year.

The following staff are our Head of House:

Mr Davidson (Head of Kelty), Mrs Walker (Head of Barvick), Ms Paterson (Head of Turret).

Extra-Curricular Activities

A wide range of extra-curricular activities are offered throughout the year. Among those underway or planned in the current session are: Music, Guitar Club, Choirs, Debating club, Gaming club, Bakery club, Theatre Visits, Productions, and Field Trips. Special mention should also be made of the annual school show whose high standard is recognised in full attendances. Pupils regularly distinguish themselves and the school in sporting, academic, (e.g. Maths Challenges), literary and musical events at district, regional and national levels.

A range of extra-curricular sports' activities are also offered. Staff, senior pupils and parents lead and assist pupils to develop skills, prepare for matches against other schools and to simply have fun taking part. Our Active Schools Co-ordinator, Nick Keiller, is responsible for supporting and developing these additional activities, including -

- Football
- Hockey
- Netball
- Rugby
- Badminton

The Extra-Curricular Timetable can be found at <https://crieffhighschool.org/pupil-dashboard>

Collecting Pupils from School

The Campus car park can be very busy at the end of the school day. We would ask therefore in the interest of safety that parents collecting children should use the overflow parking off Monteath Street or wait and collect their children at 3.40 pm on Pittenzie Road; by this time the street will be clear of all school buses.

Lockers

Each pupil has a locker. Outdoor garments should be left in the lockers during class time.

PE Kit

For Physical Education, pupils should come equipped with:

- T-shirt or polo shirt, black shorts, sports socks, training shoes
- Warm clothing such as a sweatshirt for outdoor PE
- Towel for showering
- Football boots would be better than trainers for football
- Swimming kit

These items with an embroidered school badge can be ordered through the PE Department. The PE Department will be able to supply or advise about where to purchase these items and order forms will be distributed during Primary 7 visits by Support for Pupils staff. Where pupils are unable to participate in PE, we ask that parents communicate accordingly with the school.

Child Protection Officer

Our Child Protection Officer is Mrs M Fotheringhame.

Organisation of School Day

Form	09:00 – 09:15
Period 1	09:15 – 10:00
Period 2	10:00 – 10:45
Break	10:45 – 11:05
Period 3	11:05 – 11:50
Period 4	11:50 – 12:35
Period 5	12:35 – 13:20
Lunch	13:20 – 14:10
Period 6	14:10 – 14:55
Period 7	14:55 – 15:40

Arrangements for Emergency Closures

The following guidelines should be helpful to parents if severe weather sets in.

If heavy snowfall during the day begins to affect roads and traffic, we will take the advice of our bus and taxi operators, the police and up-to-date weather reports and if necessary, will arrange for pupils in outlying areas to be taken home early and for staff who travel a distance to then be released. In this situation families who live within walking distance of the school will not normally have a serious problem. Local pupils may have to be sent home at a later stage.

Since we cannot normally give advance warning of an early closure, we recommend that families have plans in place to deal with this situation. We always tell pupils to stay in school if they do not have a safe house to go to, but this is not an ideal situation for any length of time.

Please remember that we will never question a parent's own judgement regarding a child's safety. Conditions in Crieff can be quite different from those in the surrounding countryside and parents who therefore decide to pick up children early will have our full co-operation even if the school is staying open. Information and advice from parents out in the countryside can be very helpful to us in making our own decisions.

If snowy weather sets in overnight, we again get the best information we can and if possible, arrange for advice to be broadcast on Radio Tay before people begin their journeys. Sometimes our bus or taxi operators will make their own decisions not to operate the service because they are worried about the safety of the journey to or from school. Our experience is that they do not take such a decision lightly, and parents who then make their own arrangements to get children to school should have a fall-back plan in case conditions worsen and transport is not available to get them home. Again, we will not question a parent's own judgement about the safety of the journey.

The advice given here is based on our own experience and on guidelines supplied by the Education Department. The Education Authority has made arrangements to give parents and pupils information about school closures, and these are given below.

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

Radio Tay:	(used in all instances)			
	Frequency	AM 1584	FM 96.4	Perth only
		AM 1161	FM 102.8	Everywhere else

Radio Heartland FM	(only used for widespread weather conditions)
Frequency	FM 97.5, 106.6

Radio Central:	(only used for widespread weather conditions)
Frequency	FM 103.1

Perth and Kinross Council Customer Service Centre

Available from 08.00 hours to 18.00 hours however this line may operate from 07.00 hours in exceptional circumstances. Parents/carers should dial 01738 475000. Calls are charged at the local rate.

Parents/Carers can also find closure updates on the Perth and Kinross Council website. Parents/Carers can log onto www.pkc.gov.uk/Schoolclosures