



Stirling Council

Schools, Learning and Education

Port of Menteith Primary School

Handbook

2017/2018

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Stirling Council Schools, Learning and Education

Stirling Council is committed to working in partnership with our communities to deliver the best possible services for all who live and work in the Stirling area.

We have a clear focus on achieving the highest standards in our schools and nurseries so that the children, young people and citizens of Stirling benefit from first class services.

Education is key to every child's future and enables us to create a fairer and more inclusive society, where our young people secure positive destinations when they leave school.

We attach great importance to lifelong learning, giving children the best possible start in life from nursery, through school, to life beyond school.

We want all children and young people growing up in Stirling to be: safe and happy; listened to and respected; engaging in a wide range of active learning opportunities; and achieving positive outcomes.

We will realise this ambition by putting children and young people first, promoting inclusion and delivering high quality services.

The needs of our children and young people will be best met by working effectively together with parents, carers and a range of partners. We want parents and carers to be involved in their children's learning.

We look forward to working with you, as your child embarks on their transition to a new school.

A handwritten signature in black ink, appearing to read "Kevin Kelman".

Kevin Kelman
Chief Education Officer
Stirling Council
November 2016

WELCOME FROM THE HEADTEACHER

Welcome to our school! Port of Menteith Primary School is a small, rural primary school, and is the oldest school in Stirling Council, dating back to 1697.

We have a standard and expectation of excellence in our work and play and we believe in open and honest communication. We treat every individual with respect and we think that the best in life is possible for every pupil, parent, and member of the school community.

Our aims and positive ethos determine our targets and expectations. The school works closely with Stirling Council's Education Service. Their support, guidance and advice ensure that the school provides equal opportunities for all our children. The school also works closely with neighbouring schools.

We have a dedicated staff, committed to offering the best educational opportunities to all our children and working well together as a team. We work in partnership with parents and members of the school community. We believe a solid home-school partnership is one of the keys to success for your child, and we look forward to working with you.

Please find in our brochure information relating to school life. If however you have any questions please do not hesitate to contact the school.

DESCRIPTION OF THE SCHOOL

Port of Menteith Primary School is set amidst the beauty of the Trossachs, with the Menteith Hills at the rear of the school and the Lake of Menteith to the fore. The grounds encompass a football field, wet play areas, activity trail, outdoor teaching area, outdoor seating/picnic areas, a willow dome, hard playing surfaces, a wildlife garden and pond with trails, an outdoor teaching chalet and an infant outdoor learning zone. The school building has 2 classrooms, an ICT suite and library, resource areas, dining hall, offices and warmery. We have good links with the Village Hall which provides extended indoor space for PE and Christmas shows. We also have good links with the local church.

SCHOOL INFORMATION

School Address	Port of Menteith Primary School Port of Menteith Stirling FK8 3RA
Telephone	01877 385225
E-mail	portofmenteithps@glow.sch.uk
Website	www.portofmenteithprimaryschool.btck.co.uk
School Roll	34
Headteacher	Mr D Scott
Principal Teacher	Ms M Young
Teaching Staff	
P1 – 3	Ms Young / Mrs Falconer
P4 – 7	Mrs Laing/ Mrs McGuffie
School Support Staff	
SLA	Mrs R Millar
Admin Assistant	Mrs H Webster
Catering Assistant	Mrs F Fraser
Cleaning Assistant	Mrs F Fraser
Stages of School	P1 – 7

The School Day

Morning Session	9.15 am – 12.15 pm
Interval	10.45 am – 11.00 am
Lunch	12.15 pm – 1.00 pm
Afternoon Session	1.00 pm – 3.15 pm

Formation of Classes

We have two multi-composite classes. Primary Teachers are trained to teach in differentiated groups. Consequently, composite classes, organised in flexible teaching and learning groups operate in the same way as a single stage class allowing children to study at their own level. A composite class will not exceed 25 in number.

SCHOOL VALUES AND AIMS

Our Vision for Education is:

Our work enables every child in our school to achieve his or her potential. We have high aspirations for all children. We are committed to securing improved educational outcomes for all of our children.

Our systems are founded on the belief that every child matters and can achieve the right range of skills, qualifications and achievements to allow them to succeed.

Our successful, confident, responsible and effective learners, individuals, citizens and contributors will have and will take opportunities to attain and achieve at the highest level.

We believe that through educational success, children will maximise their life chances and secure their future economic well-being.

In doing so we must:

- Ensure that Port of Menteith Primary School is at the heart of the community we serve, working in partnership with parents, carers, local schools and nurseries, Stirling Council, local businesses and community groups;
- Ensure that every child enjoys school and is able to succeed with the right level of support and challenge;
- Work with parents to understand, support and be fully involved in children's education;
- Continue to refine and adjust our curriculum to ensure that it remains relevant and prepares our children for a rapidly changing world;
- Continue to set the highest expectations for our learners and teachers.

What this vision means:

For the Children:

- I will have teachers who help me learn and progress and give me the help I need;
- I will give my views and thoughts on how well I am doing and what school is like for me;
- My teachers will gather information in different ways about what I do at school to let me know how well I am doing.

For the Parents:

- I will have the information I need to help my child progress;
- I will have confidence that Port of Menteith Primary School is working to improve reading, writing, listening, talking and numeracy for my child and every other child;
- I will get the best information on my child's progress.

For teachers:

- I will make clear judgements about children's progress, drawing on a range of evidence;
- I will use this evidence to work with colleagues to lead and drive improvements for individual children and at a local level;
- I will have the information I need to support me to close the gap in attainment.

Roles and Responsibilities:

Staff will:

- Meet individual children's needs and ensure that they achieve the highest possible standards;
- Continue to plan a broad, rich learning experience for all children, building on the successes and improvements achieved;
- Prioritise professional learning time to focus on achieving the key priorities at classroom and school level;
- Use a range of assessment evidence to make robust judgements about children's progress and achievement of curriculum levels and report on these clearly to parents.

The Headteacher will:

- Provide leadership to Port of Menteith staff in driving up standards and improving attainment through the highest quality of teaching and learning;
- Ensure that all Port of Menteith children achieve the highest standards across the curriculum, with a particular focus on reading, writing and numeracy;
- Use the information gathered from a range of assessment evidence to guide improvement planning and self-evaluation;
- Monitor, evaluate and improve educational performance continually at individual and class level.

Parents will:

- Support their child's education both at home and at school;
- Work with our school to support and develop children's aspirations;
- Work with our school and teachers to help children achieve their full potential;
- Get involved in children's education and in our school in a way which is relevant to our circumstances, interests, background and needs.

Our 4 aims are to: Personalise learning Awaken creativity Celebrate diversity Encourage curiosity	Our 7 Values are: Friendship, Respect, Excellence, Inspiration, Equality, Courage and Determination.
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ETHOS

In Port of Menteith School we aim to:

- Establish a high but attainable standard of pupils' work
- Create a happy working atmosphere for both pupils and staff providing support whenever necessary
- Work together to foster a sense of identity and pride in the school
- Create a welcoming environment which reflects the care and attention given to our work and to each other
- Maintain good relations with parents and the wider community
- Ensure effective communication with parents and pupils by as many means as appropriate; ie homework jotter, newsletters, parents' evenings, "open door policy", end of session reports, oral feedback, positive reinforcement for children with regular assemblies, partnership with parents, Parent Council, neighbouring schools and outside agencies.

Positive Behaviour Approaches

Our school is a small community. It is our belief that a positive, caring school ethos is the best prerequisite for school discipline.

We intend to encourage in the children a feeling of self-worth and a willingness to contribute to the community in which we live.

Qualities of caring and supporting one another are actively encouraged and we would ask for parents' co-operation and help in fostering these qualities.

School Rules

- Be prepared
- Be positive
- Be courteous
- Be a friend
- Be the best you can!

SCHOOL IMPROVEMENT PLAN

Our priorities for developing and improving our children's education during the next session are:

Learning, Teaching and Assessment: develop more effective use of Assessment is for Learning strategies to support dialogue about learning and continue with targeted differentiation and increase pace of teaching;

Personalised Support: providing children with frequent opportunities to discuss their learning with a key adult and to set next steps;

Curriculum: development of the curriculum to support learning, teaching and assessment;

Numeracy: achieve the highest standards in numeracy through improved moderation and learning trios with the Learning Community;

Literacy: develop a Learning Community 1+2 strategy and vision to ensure progression of learning in French for all pupils.

CURRICULUM

Our curriculum is the totality of all that is planned for children throughout their education, organised into experiences and outcomes for learning and development in:

- Languages and literacy
- Mathematics and numeracy
- Expressive Arts
- Sciences
- Religious and Moral Education
- Social Studies
- Health and Well-Being
- Technologies

As well as subjects and areas of study the curriculum is comprised of the ethos and life of the school as a community, interdisciplinary learning and opportunities for personal achievement. Core skills for learning, life and work permeate the curriculum.

Languages and Literacy

Experiences and Outcomes for children are organised under listening and talking, reading and writing. Encompassing Modern Languages and Gaelic, pupils will learn through developing important skills and knowledge; experiencing enjoyment and choice; finding and using information; understanding, analysing and evaluating texts; and creating texts.

Mathematics and Numeracy

With a focus on active learning and real life contexts, pupils will learn through Experiences and Outcomes organised under Number, Money and Measurement; Shape, Position and Movement; and Information Handling.

Expressive Arts

Expressive Art plays an important role in children's development. It encourages the exploration of values and fosters imagination and creativity.

Expressive Arts are divided into the following areas - Art and Design, Drama, Music, Dance and Participation in Performances and Presentations.

Social Studies

Pupils will study People, past events and societies; People, place and environment; and People in society, economy and business.

Technologies

Pupils will study technological developments in society and use ICT to enhance learning through the contexts of Business, Computing, Science, Food and Textiles and Craft, Design, Engineering and Graphics.

Health and Well-Being

Experiences and Outcomes will cover mental, emotional, social and physical well-being; Planning for Choices and Changes; Food and Health; PE, Physical Activity and Sport; Substance Misuse; and Relationships, Sexual Health and Parenthood. Parents have a right to withdraw their child from sexual health education.

Sciences

The experiences and outcomes for the sciences are organised under headings of Planet Earth, Biological Systems; Forces, Electricity and Waves; Materials; and Topical Science.

Religious and Moral Education

Learning through religious and moral education enables children and young people to:

- Recognise religion as an important expression of human experience
- Learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief

- Explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- Investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- Recognise and understand religious diversity and the importance of religion in society
- Develop respect for others and an understanding of beliefs and practices which are different from their own
- Explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- Develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- Develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- Make a positive difference to the world by putting their beliefs and values into action
- Establish a firm foundation for lifelong learning, further learning and adult life.

Religious and moral education is therefore an essential part of every child or young person's educational experience. The school provides the opportunity for religious observance at least six times each school year in addition to regular assemblies. Parents have the right to withdraw their child from religious and moral education.

Skills

In our planning, we develop opportunities for pupils to develop skills for learning, life and work through the curriculum, which encompasses pupils' learning in and out of the classroom.

Skills broadly fall into three types: specific skills, transferable skills (eg literacy, numeracy, thinking skills) and personal qualities, attitudes and behaviours.

Planning for skills development at Port of Menteith Primary School involves learners, teaching staff and parents:

- Considering how to support learners to reflect, evaluate and take ownership of their skills as they develop;
- Identifying the skills from the Experiences and Outcomes from Curriculum for Excellence;
- Considering the seven design principles of challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance;
- Building on learners' prior learning;
- Highlighting the skills focus in every learning opportunity;
- Making connections to other learning within and beyond school;
- Ensuring further opportunities to practise and extend learners' skills in different contexts.

For example, some of the skills for life we aim to ensure our learners' progress in are: managing time; planning and organising; communicating orally and in writing; solving problems; undertaking tasks at short notice; working with others; thinking critically and creatively; learning and continuing to learn; taking responsibility for development; managing and being managed by others.

LEARNING AND TEACHING

Quality Learning and Teaching is at the heart of what we do and we aim for excellence in every lesson, every class, every day. Quality Learning takes place when:

Learning is interesting - Children and young people learn best when they are interested in and understand both what and how they are learning. It means valuing the learner and the learning, supporting motivation and promoting approaches that build confidence and self-esteem.

Learning is enjoyable - Learning is a dynamic and creative process that can also be fun. Recognising success and achievement supports and encourages children and young people to be more effectively engaged in the learning process.

Learning is challenging - Learning is successful when it encourages children and young people to be critical thinkers. Setting goals and providing opportunities for deep thinking helps children and young people to extending their learning and become more competent individuals.

Learning makes sense - Learning works best when it is relevant, where there is a sense of purpose and context. Children and young people need opportunities to practise, to 'have a go' and to try things out and to learn from mistakes as well as from success.

Creating a positive learning climate and environment supports and enhances the learning process. The learning climate and environment includes what goes on inside classrooms and learning spaces as well as the outside spaces including community spaces and home. Our learning environment offers the following:

- A wide range of stimulating opportunities, activities and experiences inside and outside
- A place where learners are safe and comfortable
- Support for group and individual Learning
- Time and space to think
- A range of technologies

We endeavour to foster a learning ethos and climate that is:

- Nurturing
- Values diversity
- Fosters a sense of belonging
- Celebrates success
- Can adapt to change
- Encourages risk taking

Good teaching is critical to successful learning. Successful learning happens when the teacher:

Is interested in the learner as an individual - this means getting to know the individual talents, interests and personality of each child and young person and engaging with this.

Is respectful - This means being 'firm, but fair', treating children and young people with equity and fairness and encouraging positive regard.

Is well organised - This means planning and preparing effectively for learning. Using a variety of resources to enrich and enhance learning opportunities and activities and engaging in review and reflection to plan next steps.

Makes learning interesting - This means understanding different learning styles, being creative and imaginative, and being able to link learning across themes and subject areas.

Is patient and explains things clearly - This means taking time to scaffold learning and to have the skills to adapt learning and teaching approaches to support individual needs.

Encourages improvements - This means having high expectations of all children and young people, using effective questioning to extend thinking, and setting an appropriate pace and challenge that leads to clear learning goals with review mechanisms to reflect and evaluate progress.

Is a learner - This means being a reflective professional, a collaborator and co-researcher in the learning process. It also means being able to engage in professional discourse and dialogue through for example engaging in action research, and developing new knowledge and skills.

Believes that they can make a difference - This means being able to support and develop the intellectual, personal and social resources of children and young people in order that they can participate as active citizens and be able to meet and adapt to future challenges.

ASSESSMENT

Assessment is an integral part of learning and teaching and should be fit for purpose. It should be used to support the learning process, inform next steps and provide a sound base for reporting on progress.

Children and young people learn best when they are clear about what they are learning, when they know what successful learning looks like, and can plan for future learning. Therefore, for assessment to be effective, it must provide everyone involved in the learning process with the information and feedback they need to make informed judgements, to be able to make choices and decisions about what has been learned and how well, and to plan for improvement. Developing effective formative assessment approaches is critical in supporting this process.

The approaches developed through 'Assessment is for Learning' provide a sound basis for an effective assessment model at Port of Menteith Primary School. By using assessment approaches that involve high quality interactions based on thoughtful questions, careful listening and reflective responses, we will more readily assist children and young people to achieve their aims and to develop their learning and thinking skills.

Homework

We believe that good working habits are conducive to self-discipline and to this end some homework is given. This allows parents to see the level of achievement of their child and parents are asked to encourage completion of the tasks set. Pupils in P3-7 keep a homework diary and are expected to do a portion of homework, including reading each night. P1/2 are

given a weekly forward plan of work to be done in school, with suggestions for parents to use at home to aid learning and consolidation. Feedback from parents on problems encountered or praise of the work done is much appreciated.

PARTNERSHIPS WITH PARENTS

Parent Council

Port of Menteith Primary School is supported by a strong and active Parent group. The parents work in partnership with the school to share in celebrating success, supporting pupils' next steps in learning, contributing to policies and school improvement agendas, providing expertise to support a wide and deep curriculum and through raising funds to enhance pupils' experiences and outcomes. The current Parent Council representatives can be contacted for further details at grantpeast@hotmail.com, ballangrewstew@hotmail.co.uk or lorna@floristicdesigns.co.uk

Parental Involvement

During the first term parents are invited to attend a "Meet the Teacher" session, where the class teacher shares a vision for the academic session, discussing strategies and targets for success. In the second term, all parents are invited to a consultation meeting to discuss pupils' ongoing progress. The third term sees parents and pupils invited to discuss progress and review learning targets with the teacher. During the summer term, after the end of session reports have been sent home, parents are invited again to a consultation meeting to discuss and review their child's progress.

We use a profiling approach with pupils to track and assess pupil's progress and to plan future learning. Primary 7's produce and progress their profile to High School as evidence of their learning and as a tool to plan next steps in their learning journey.

Parents may make an appointment to speak with the class teacher or Headteacher by contacting the school in the first instance to make an appointment. We welcome all parents to regular assemblies, events and classroom celebrations of learning.

More information about the curriculum for parents, can be found at www.educationscotland.gov.uk/_parentzone/index.asp and further information on services offered by the school such as enrolment and placing requests can be found at www.stirling.gov.uk/services/education-and-learning/schools.

Communication with Parents

Parents and staff can use the homework jotter as an informal means of communication. The Headteacher reports information to parents by letter, email and newsletter and the school uses its website and Twitter account to support effective and up to date communication. Communication with parents through Parents' Evenings and the Parent Council as well as on an individual basis is seen as integral to the development of excellent Home-School Partnerships.

The Whole School Community

The school is a hub for the local community, where staff, children, parents and the whole community enjoy a variety of activities, working together to enrich the lives and learning experiences of all those associated with the school.

SCHOOL UNIFORM

We encourage the wearing of school uniform. School sweatshirts depicting the school's logo are available through the school. Order forms are available from the school office, and uniforms can be ordered at any time during the school year.

Boys

Pale blue polo shirt/shirt
Grey Trousers
Navy sweatshirt
Blue/black/white striped tie

Girls

Pale blue polo shirt/blouse
Grey or navy skirt or trousers
Navy sweatshirt
Blue/black/white striped tie
Blue and white checked summer dress

Physical Education

The wearing of different clothes and footwear for PE is considered important for health, safety and hygiene reasons.

Gym uniform is T-shirt, shorts, black gym shoes for indoors, and a tracksuit and trainers for outdoors. Football strips are discouraged. All jewellery must be removed for the PE lesson.

SECONDARY SCHOOL

At the end of P7 pupils normally transfer to:

McLaren High School
Mollands Road
Callander

Tel: 01877 330156

ATTENDANCE

It is important that the school and parents work together to achieve good attendance as there is a strong link between good attendance and achievement. The school aims to encourage attendance by creating a welcoming and supporting ethos. If there are difficulties with your child's attendance, the school will contact you to discuss ways of resolving this.

If your child is unable to attend school due to illness or for any other reason, we ask that parents should notify the school as early as possible in the school day.

Parents should also give careful consideration to the impact on a child's education of taking holidays during term time. All schools are required to record attendance and absence of pupils and report on these figures to parents, the Council and the Scottish Government.

The Scottish Government's guidance – Included, Engaged and Involved: Attendance in Scottish Schools - issued to all local authorities in December 2007 provides guidance on how attendance and absence at school is recorded. This document clarifies that the majority of family holidays taken during term time will be categorised as **unauthorised absence** and that schools may only authorise a family holiday during term time under very exceptional circumstances.

Regular attendance scans are undertaken by the management team. When a child's attendance drops below 90%, parents will be notified by letter and asked to come in to talk to the headteacher about how best to support your child's progress.

Persistent latecoming also causes regular interruptions for some classes. It disrupts learning and teaching not only for the latecomer but for the whole class.

At no time during the school day should a child be removed by a parent from the school without informing the staff of the school. This includes lunchtime "disappearances". If a child is reported missing we will try to contact the parents or we will ask for help from the emergency contact or neighbours. If we fail to locate the child the Police will be informed. Please help us to keep your child safe. Poor attendance falls into the Council's Staged Intervention Framework and action will be taken to address patterns of poor attendance.

CHILD PROTECTION

The safety of children is everyone's responsibility. If staff have any concerns for a child or young person's wellbeing, they have a duty to pass on information that will help keep that child safe. All school staff receive child protection training at the beginning of a new academic year. Further opportunities for training throughout the year can be found on Vantage Point.

CLOTHING GRANTS

Some families may be eligible for clothing grants. Application forms can be obtained from Stirling Council, telephone 01786 233210 or downloaded from the Council website at <http://my.stirling.gov.uk/services/education-and-learning/parental-support/parental-support-benefits-and-grants/schools-clothing-grants-and-vouchers>.

Please take your completed application form, along with the documents requested, to your nearest local office, or Customer First, Port Street, Stirling or post to Stirling Council, Teith House, Kerse Road, Stirling, FK7 7QA.

COMPLAINTS

You can complain in person, by phone, email or by letter. We regard a complaint as any expression or dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.

Who can complain?

Anyone can complain who is the parent or legal guardian of a child or a person authorised to complain on his/her behalf. For example, a child's grandparent who is not the legal guardian needs authority from the child's parent or guardian. This would normally mean a note to show that the person responsible for the child had agreed.

What can't I complain about?

Here are some things we can't deal with through our complaints procedure:

- A routine first time request for a service or action – e.g. informing the school that your child told you she is being bullied and asking them to resolve this.
- Requests for compensation from the Council.
- Things that are covered by a right of appeal, e.g. Exclusion from school which has its own statutory process. In these cases we will give you information and advice to help you.

You have 6 months to make a complaint after the event that you want to complain about takes place. If you first learn of the issue about which you want to complain after this point, you have a further 6 months to complain. In exceptional circumstances the Service may investigate matters more than a year old, but it is not obliged to do so.

We have a 2 stage complaints procedure.

Stage One - Frontline resolution

In the first instance please complain to your child's school or nursery, telling them as much as you can about the complaint, what has gone wrong and what you want them to do to resolve the matter. A senior member of staff, either the headteacher or depute head, will be responsible for looking into complaints. Heads are senior managers with a high level of responsibility for your child's learning and welfare and able to look into most matters. However, the headteacher may refer the Stage One complaint to Education Services centrally, e.g. if it is about the conduct of the headteacher or too complex to be dealt with at front-line service level.

The school or nursery will give you our decision at Stage One within 5 working days or fewer unless there are exceptional circumstances. If we need further time we will ask you to agree an extension of up to 5 further days. If the Stage One complaint has been referred to Education centrally your response will come from there.

Stage Two – Investigation

If you are dissatisfied with your Stage One response you can move to Stage Two. Stage Two deals with 2 types of complaints: those not resolved at Stage One and those not appropriate for Stage One, for example the conduct of a headteacher or too complex for a headteacher to deal with.

To move to Stage Two, you should e-mail (info@stirling.gov.uk), or you can ask the headteacher of the school or nursery to move the complaint to Stage Two on your behalf.

When using Stage Two:

- We will acknowledge your complaint within 3 working days.
- You will be contacted by the Investigating Officer for your complaint, who will usually meet you to confirm: the detail of your complaint, what you want to achieve, and if your expectations are achievable. In some cases, e.g. your complaint has been made in writing and is clear, there may be no need to meet. It is helpful if you present any evidence that you can offer in support of your complaint, e.g. contact details for witnesses, reports from other professionals etc. if appropriate.
- We will write to you confirming the details of your complaint, what you want to achieve, and what the investigation can cover.
- We will give you a full, written response to the complaint as soon as possible and within 20 working days. If our investigation takes longer than 20 working days we will agree revised time limits with you and keep you updated on progress.

After we have fully investigated your Stage Two complaint, if you are still dissatisfied with our decision or the way we dealt with your complaint you can ask the [Scottish Public Services Ombudsman](#) (SPSO) to look at it.

The SPSO cannot normally look at:

- A complaint that has not completed our complaints procedure
- Events that happened or you became aware of, more than a year ago.



Stirling Council

Schools, Learning and Education

Enrolment Arrangements : Primary & Secondary School Education in 2017

The 2017/2018 school year starts on 22 August 2017. This is the **only** date for beginning primary school education for that year.

All children who are five years old on or before 22 August 2017 are of school age and **must** start their primary school education on that date.

Children who are five years old between 22 August 2017 and 28 February 2018 **may** start their primary school education on 22 August 2017 for the above school year.

If you want your child to start school in August 2017 you **must** enrol him/her **by 27 January 2017**. For details on school catchment areas, or for further information on enrolment procedures, please contact your local school or Schools, Learning and Education, Municipal Buildings, 8-10 Corn Exchange Road, Stirling on 01786 233185 or visit www.stirling.gov.uk.

The list of dates when schools are enrolling pupils will be available on the Council website from 5 December 2016.

As part of the enrolment process Stirling Council now checks the residency of all parents wishing to enrol their child at their catchment school. To avoid delay parents should attend their catchment school with their child's birth certificate, child benefit book/award letter, tax credit award letter, a recent council tax bill and 2 utility bills.

Gaelic Medium Provision

Gaelic Medium Provision is available at Riverside Primary School, Forrest Road, Stirling for which parents may enrol their child. Further information is available from the school.

Notice to Parents and Guardians of Children due to Transfer from Primary to Secondary School

Children currently in P7 will transfer from primary to secondary education in August 2017. You will receive notification of transfer arrangements through your primary school. Enrolment at a secondary school other than your catchment school requires submission of a placing request even if your child already attends an associated primary school of your chosen secondary school.

Placing Requests for Session 2017/2018

In accordance with the Education (Scotland) Act 1980 as amended, Stirling Council hereby informs parents or guardians who wish to make a placing request for the school session 2017-2018, to do so in writing **by no later than 15 March 2017**. Your right applies to a request that your child be placed in a school other than the school which normally serves the area in which you live. It applies to a primary school or, where appropriate, the transfer to a secondary school, including a school providing for children with additional support needs. Application forms and guidelines are available from Schools, Learning and Education, Municipal Buildings, 8-10 Corn Exchange Road, Stirling on 01786 233185.

It is essential that you enrol your child at the school that serves your local area even if you are making a placing request for another school.

Please note that if your placing request is successful school transport will not be provided for your child.

Schools Information

Information on local authority schools in Stirling Council and placing request arrangements are available from Schools, Learning and Education, Stirling Council, Municipal Buildings, 8-10 Corn Exchange Road, Stirling.

Information concerning individual schools is available at that school. Parents wishing to apply for enrolment to Our Lady's RC Primary School, St Mary's RC Primary School, St Margaret's RC Primary School, St Mary's Episcopal Primary School and St Modan's High School should contact the school to discuss enrolment policy. Details are also available on the Council website www.stirling.gov.uk

EQUALITIES

All educational establishments seek to ensure everyone within the learning community is treated equally and fairly. Where there are incidents of discrimination, harassment or victimisation then this will be taken very seriously.

Stirling Council has developed Council-wide policies for diversity, race, disability and gender equality. In all of our educational establishments we provide an environment that follows the principles of 'Getting It Right For Every Child' (GIRFEC) and ensures every child and young person is Safe, Healthy, Achieving, Nurtured, Included, Active, Respected and Responsible. This includes promoting and supporting diversity in our educational communities.

Anti-racism awareness and education is a priority for Schools, Learning and Education. It is supported by a range of coordinated programmes and partnership inputs for schools, staff and the wider community.

There are a number of developments to support children and young people who may be discriminated against due to their identity, race, nationality, religion, disability and sexual orientation.

Schools will always take action against discriminatory incidents. The authority and schools monitor any race/hate activity through the use of The MAHRS (Multi-Agency Hate Response Strategy).

INCLUSION

The 2009 Act strengthens the duties placed on Stirling Council Education to identify and meet the additional support needs of children and young people. We continue to do this through the Staged Intervention process.

The 2009 Act clarifies the definition of additional support needs and increases the rights of parents and young people in respect of requesting assessments, making placing requests as well as access to the Additional Support Needs Tribunal for Scotland (ASNTS). The Act also places a duty on Stirling Council to provide access to mediation and dispute resolution services free of charge to parents in certain circumstances. A leaflet - A Guide to Getting Help and Resolving Disagreements, is available on the council website.

The Act now deems all Looked After children to have additional support needs unless the education authority determines otherwise. Stirling Council have procedures in place to assess these needs through the Staged Intervention process, as with all children and young people who may require additional support.

We have produced a series of leaflets for parents, carers and young people and these are available from school and other council establishments. The series includes guides to:

- Additional Support for Learning in Stirling
- CEAT – Community Early Assessment Team
- Co-ordinated Support Plans (CSPs)
- Enhanced Transition for Leaving School
- Getting Help and Resolving Disagreements
- Going to Meetings
- Individualised Educational Programmes (IEPs)

- Pre-school Children with Additional Support Needs
- Psychological Services
- Staged Intervention

More information on The Education (Additional Support for Learning) (Scotland) Act 2009 is provided by Enquire – the Scottish advice service for additional support for learning.

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

- A telephone helpline – 0845 1232303
- An email enquiry service – info@enquire.org.uk
- Two websites - www.enquire.org.uk (for parents/carers and practitioners)
www.enquire.org.uk/yp (for children and young people)

Enquire also provide a range of clear and easy to read guides and factsheets explaining everything from ‘additional support in the early years’ to ‘what planning should take place for moving on from school’.

The Scottish Government have a duty to provide an advocacy service to parents and young people following a reference being made to the Additional Support Needs Tribunal for Scotland (ASNTS). Ministers have also agreed that the advocacy service should also provide support for parents and young people from the time they have grounds to make a reference to the ASNTS. It will be a national service and available to parents and young people on request and free of charge.

This is a partnership between Kindred Advocacy Service and the Scottish Child Law Centre referred to as “Let’s Talk”. The two organisations will work together to deliver lay and legal advocacy for parents and young people. The service will focus on non-legal representation, but where appropriate in complex cases legal representation will be available. For further information on this advocacy service please contact the Scottish Child Law Centre on:

- Telephone: 0131 6676333
- E-mail: enquiries@sclc.org.uk
- Web: www.sclc.org.uk

Stirling Council Education is committed to working in partnership with all parents and carers of children and young people with additional support needs and seeking their views on all aspects of the support provided in educational establishments. We encourage parents to contact the school/establishment in the first instance if there are any queries or concerns, and we will always try to resolve any difficulties as soon as possible.

Further information on how support for learning is organised in Stirling is available by contacting either the school, or the ASN team at Municipal Buildings: telephone 01786 233179 or e-mail additionalneeds@stirling.gov.uk.

GETTING IT RIGHT FOR EVERY CHILD

Getting it Right for Every Child or GIRFEC is a national approach to supporting and working with all children and young people in Scotland. It is relevant for:



- all children and young people
- all services and agencies working with children and adults in the public and voluntary sectors.

Getting it Right for Every Child Aims to: -

- Improve outcomes for children
- Ensure that all agencies respond appropriately and when required
- Work together to address the needs and risks for children and young people
- Provide mechanisms for identifying and planning how we can help young people
- Improve services and measure the impact they have on a child's wellbeing

Wellbeing

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns, and plan with the child and family any action they need to take. The eight well-being indicators are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Responsible
- Respected
- Included

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher, working alongside the parents and child, might need to contact other professionals, to make sure that an education improvement plan was meeting all the child's needs).

Stirling Council is committed to the aspiration of Getting it Right for Every Child and will support your child through well-established staged approaches. If your child has additional support needs, support will be provided through the current staged intervention process. As has always been the case, advice or support is provided on a voluntary basis.

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on the [Stirling Council website](#).

Working with other agencies and professionals, for example, Social Work Services, Educational Psychology Service, National Health Service and parents, decisions are made jointly with parents, children and young people, to meet the needs of the child utilising the resources available.

Where a child may be at risk of harm, current Child Protection procedures will be followed.

Named Person Service

Following the Supreme Court Ruling in July 2016, full implementation of the Named Person was paused so that the Scottish Government could take steps to make the necessary changes to the information sharing provisions in the Children and Young People's Act, working in partnership with stakeholders. The Deputy First Minister's ambition is to work towards a commencement date of August 2017. At this point every child from birth to 18 (or beyond if still in school) will have a Named Person available to them as a point of contact when seeking support or guidance in relation to their child.

What is the Named Person Service?

Parents are with very few exceptions, the best people to raise their children. Most children and young people get all the support they need from their families, from teachers and health practitioners and from the wider communities. The Named Person does not change these roles.

Every child in Scotland will have a Named Person available to them, who acts as a single point of contact and can work with children, young people and their families to seek additional help, advice or support if they wish to access this support.

The Named Person Service is a requirement of the Children and Young People (Scotland) Act 2014. The Act formalises Getting it Right for Every Child (GIRFEC). The Health Board and Local Authorities must make a Named Person available for each child and young person in Scotland.

What can the Named Person do?

- Listen and take account of the views of children, young people and their families.
- Help to promote, support and safeguard children's wellbeing.
- Ensure the right help is available at the right time for children, young people and their families.
- Working in partnership with parents and carers provide or access information, advice and support from within their own service or request support from other services when required.
- Share relevant information with other services and agencies when required, in line with data protection and article 8 of ECHR.
- Make sure that any support is coordinated and focuses on the needs of the child or young person.

For further information refer to the Scottish Government website:

<http://www.gov.scot/Topics/People/Young-People/gettingitright/named-person>

INSURANCE INFORMATION

1 Public Liability

Stirling Council has Public Liability Insurance in respect of claims against the Council for bodily injury to any person or for loss or damage to any person's property for which the Council is legally liable. Negligence or failure to fulfil a statutory obligation on the part of the Council or its employees resulting in injury, loss or damage to property must be established.

Pupils' Property

Each session, unfortunately but inevitably, pupils' property is lost, damaged or stolen in school. Parents should be aware of the following points:

- a) Parents' house contents policy may give some measure of cover for personal effects of family members.
- b) It is suggested that parents may wish to consider taking out additional individual personal cover.
- c) Pupils should be encouraged not to bring valuables to school.

The general rule is that pupils bring property to school at their own risk. There may be situations where the school accepts responsibility for pupils' property, but otherwise the council is not responsible if property is lost, damaged or stolen in school.

2 Personal Accident/Travel Cover – Educational Excursions

The Council has arranged insurance cover for Educational Excursions organised by the Council.

A brief summary of the cover is as follows:

Persons Covered: Organisers, participants, members, employees and others on excursions or trips organised by or under the auspices of the Council.

When Covered: While participating in any activity organised by or on behalf of the Council beyond the limit of the school grounds.

If you require further information please contact the Council's Insurance Team on 01786 233437.

SCHOOL HEALTH SERVICE

The Forth Valley NHS has a statutory obligation to provide a health service for all school-age children in the Stirling Council area. The aim of the service is to make sure that all children are in the best possible health to benefit from their education and to provide the education service with advice and support about the spread of infections and the promotion of good health.

Parents/carers will be given the opportunity to meet the named nurse for the school when their child starts school in Primary 1. This will involve parents completing a health questionnaire for their child. The nurse may make contact with parents/carers based on the information provided by them. Teachers and parents/carers are encouraged to report any concern about hearing, especially in primary one pupils. Hearing is no longer part of the routine checks done in school.

If you have any concerns with your child's health which may affect their education, an appointment can be arranged with your named nurse (contact details below). School staff, with parents' permission, can request an appointment with the named nurse at any time. The named nurse will also liaise closely with the Team Leader who has overall responsibility for primary school children.

The community paediatric doctor will see children at their clinic who have additional support needs or who have any significant ongoing medical or developmental conditions affecting their education. School staff and parents can contact the named nurse if they have any health concerns regarding children which may affect their educational needs. The nurse will then offer a Health assessment in school or in the child's home.

All children within P1 will receive a toothbrush, toothpaste and leaflet- "Make your smile count" A dentist from the Salaried Dental Service will carry out a dental inspection of your child in P1 and again in P7. Dental treatment can be offered to those children unable to register with a general dental practitioner through the Salaried Dental Service.

The School Health Service can be contacted at:

Area Community Child Health Department
Stirling Royal Infirmary
Livilands
Stirling FK8 2AU
Telephone: 01786 434150

Infectious Diseases

Colds, flu and gastro-enteritis are the most common infections affecting children of school age. It is important that you keep your child off school in the early stages of flu and while they still have diarrhoea. Children who have had diarrhoea should stay off school for 48hrs after the last episode of diarrhoea. It is also important that your child understands how to prevent picking up and spreading such infections. You will be able to get further advice about good health from your named school nurse or staff in your Health Centre or GP Practice.

For advice about early detection and treatment for other infectious diseases e.g. chickenpox and mumps please consult your GP or School Nurse.

Head Lice

Head lice are spread through head to head contact. This can happen at home, in the community, or in school. Regular combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, you need to get the correct lotion from your doctor, health visitor or pharmacist. The instructions need to be followed carefully. If this is not done then re-infection is likely.

If lice are found, all family members and close friends of your child should be checked. Treatment should only be applied if live lice are found. Products used for treating head lice must be ones that can be left in the hair for 12 hrs, this treatment requires to be repeated after 7 dys. You should advise others of this possible problem in the same way as you would tell family and friends about other infections which might affect them.

Further advice can be obtained from the Health Board. A head lice leaflet is available in all schools and health centres.

SCHOOL MEALS

Lunches are provided every day for children and young people in all schools. All food and drink provided meets national requirements for nutritional standards as well as guidance aimed at encouraging uptake and removing the stigma attached to free school meals.

Meals are provided by the Council's catering service. Menus are seasonal and are changed twice a year, spring/summer and autumn/winter. All recipes are analysed to make sure that they provide a healthy and well-balanced meal. The catering service tries to suit the majority of tastes by offering choices which include a daily vegetarian option as well as a range of packed lunches. Children having packed lunches are supervised. We encourage parents to ensure home packed lunches are healthy and do not contain fizzy drinks, sweets and Nuts.

Pupils and their parents have opportunities to provide feedback and have a say about the content of future menus and the catering service is committed to introducing new products and to promoting healthy food choices.

Stirling Council achieved the Silver Food for Life Catering Mark in March 2014. This guarantees that all menus are prepared using non GM ingredients, are 75% freshly prepared, use only free range eggs, avoid additives and trans fats with meat and poultry sourced in a way that ensures animal welfare is taken care of. All milk provided to the children to drink or within their meals is organic. More information about the standard can be found at <http://www.sacert.org/catering>.

Menus and current prices can be viewed on the Council's website at <http://my.stirling.gov.uk/services/education-and-learning/schools/schools-catering>.

Special diets can be catered for and parents should contact the headteacher to discuss any special dietary requirements.

In primary schools, it is very helpful if meals are paid on a Monday morning for the coming week. This means support staff can be timetabled efficiently for the collection and banking of monies and allows more time for direct support for children. Payments can be made by cash or cheque, although cheque is preferred. Secondary school pupils are able to pay on a daily basis.

Children who stay for lunch in school must remain within the school grounds where supervision is provided.

The Catering Service can also provide a healthy packed lunch for school trips.

Some families may be eligible for free school meals. An application form is available from the school or can be printed from the Council's website, <http://www.stirling.gov.uk/services/education-and-learning/parental-support/parental-support-schools-and-education/free-school-meals>. This form should be completed and returned to Customer First, Port Street, Stirling or post to Stirling Council, Teith House, Kerse Road, Stirling FK7 7QA. The service understands that parents' circumstances can change throughout the year and if this happens, forms can be sent in at the appropriate time.

TRANSPORT

In general Stirling Council provides free transport to children who live more than two miles from their catchment school.

Further information is available on the Stirling Council website at:

<http://www.stirling.gov.uk/services/education-and-learning/schools/schools-travel-and-trips/schools-transport>.

UNEXPECTED CLOSURES

While schools have contingency planning in place to cope with a number of circumstances, sometimes it is necessary to close schools or amend the normal school day. e.g., storm damage, power cut.

In the event of this happening, we have to ensure school record of parents place of employment and childcare arrangements are up to date. Please make sure we have an emergency contact telephone number and address. We will issue an annual update form to check the accuracy of contact details and other information held by the school.

Please make sure your child knows who to go to if you are not at home.

EDUCATION STATISTICS PRIVACY NOTICE

Annual Data Check

On an annual basis schools request that parents and carers update the information that they hold for administrative purposes. It is important that this information contains up to date details as the school may use it in the event of an emergency. This information is also used to submit secondary school pupils for SQA examinations.

When you receive an Annual Data Check you should make any corrections or additions in pen and return to your child's school.

If you move address or change your mobile phone number please remember to notify the school.

Pupil record information is used in accordance with the Council's Data Protection Notification.

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information

that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at **mick.wilson@scotland.gsi.gov.uk** or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

CLACKMANNANSHIRE AND STIRLING COUNCIL – EDUCATION

2016-17 School Dates

Autumn Term Starts Ends	Monday 22nd August 2016 Tuesday 23rd August 2016 Friday 7th October 2016	Teachers return Pupils return
October Holiday Starts Ends	Monday 10th October 2016 Friday 14th October 2016	
Winter Term Starts	Monday 17th October 2016	
Staff Development Day Staff Development Day	Thursday, 24th November 2016 Friday, 25th November 2016	
Winter Term Ends	Wednesday 21st December 2016	
Christmas Holiday Starts Ends	Thursday 22nd December 2016 Wednesday 4th January 2017	
Spring Term Starts	Thursday 5th January 2017	
Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday	Monday 13th February 2017 Tuesday 14th February 2017 Wednesday 15th February 2017 Thursday 16th February 2017 Friday 17th February 2017	
Spring Term Ends	Friday 31st March 2017	
Spring Holiday Starts Ends	Monday 3rd April 2017 Thursday 13th April 2017	
Good Friday Easter Monday	Friday 14th April 2017 Monday 17th April 2017	
Summer Term Starts	Tuesday 18th April 2017	
Local Holiday	Monday 1st May 2017	
Summer Term Ends	Friday 30th June 2017	
Summer Holiday Starts Ends	Monday 3rd July 2017 Friday 18th August 2017	
	Monday 21st August 2017 * Tuesday 22nd August 2017 *	Teachers return Pupils return

* To be confirmed

STIRLING COUNCIL – EDUCATION

2017-18 School Dates

Autumn Term Starts Ends	Monday 21st August 2017 Tuesday 22nd August 2017 Friday 6th October 2017	Teachers return Pupils return
October Holiday Starts Ends	Monday 9th October 2017 Friday 13th October 2017	
Winter Term Starts	Monday 16th October 2017	
Staff Development Day Staff Development Day	Thursday, 23rd November 2017 Friday 24th November 2017	
Winter Term Ends	Friday 22nd December 2017	
Christmas Holiday Starts Ends	Monday 25th December 2017 Friday 5th January 2018	
Spring Term Starts	Monday 8th January 2018	
Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday	Monday 12th February 2018 Tuesday 13th February 2018 Wednesday 14th February 2018 Thursday 15th February 2018 Friday 16th February 2018	
Spring Term Ends	Thursday 29th March 2018	
Spring Holiday Starts Ends	Friday 30th March 2018 Friday 13th April 2018	
Summer Term Starts	Monday 16th April 2018	
Local Holiday	Monday 7th May 2018	
Summer Term Ends	Friday 29th June 2018	
Summer Holiday Starts Ends	Monday 2nd July 2018 Friday 17th August 2018	
	Monday 20th August 2018 * Tuesday 21st August 2018 *	Teachers return Pupils return

* To be confirmed