



**Clackmannanshire
Council**

www.clacks.gov.uk

Comhairle Siorrachd
Chlach Mhanann

DEERPARK PRIMARY SCHOOL



SCHOOL HANDBOOK 2023/24

**Deerpark Primary School
Gartmorn Rd
Sauchie, Alloa
Clackmannanshire
FK10 3PB**

Tel. 01259 452218

e-mail: deerpark@edu.clacks.gov.uk


twitter @DeerparkPS

Website: <https://blogs.glowscotland.org.uk/cl/deerparkprimaryschool/>

Contents

Foreword from the Chief Education Officer

Welcome from the Headteacher

Welcome from Pupil Council

1. Practical Information about the School

- School Contact Details
- Communicating with the School
- School Policies

2. Parental Involvement in the School

- School Ethos

3. School Curriculum

- Assessment and Reporting your Child's Progress

4. Support for Pupils

- Transitions – Moving to a New School or Leaving School

5. School Improvement

- Performance – Health and Wellbeing, Literacy and Numeracy

Chief Education Officer's Foreword

Clackmannanshire Council People Directorate

It is an exciting time in education across Scotland. Within the Clackmannanshire People Directorate, we provide a wide range of services for children, young people, families and communities and we are committed to lifelong learning, giving children the best possible start in life as they progress from nursery to school and beyond.

Despite the recent global challenges, our mission to educate, protect, support and promote the achievements, health and wellbeing of every child and young person has ensured our children continue to flourish. Much of our work is undertaken in partnership with other services, agencies, communities, children, young people and their families. Improvements and a relentless focus on wellbeing is delivered in collaboration across educational establishments, services and with other regional and national partners.

With the full support of our Headteachers, Elected Members, Chief Executive, our corporate colleagues and partners, we are committed to achieving Excellence and Equity - raising attainment, tackling inequity and ensuring that high aspirations and positive outcomes are the expected norm for every child in Clackmannanshire. Health and wellbeing, safety of our pupils and staff and educational attainment continue to be at the forefront of our minds.

We are committed to ensuring that the views of our children, families, communities and partners are taken into account when planning and delivering our services. Shared ownership and awareness of the education "big goals" is key.



Parents and carers, who have always been the most important educators of their own children, assumed an even greater role during lockdown, supporting their children to continue learning in whatever way possible, whilst keeping them safe and well. I believe we now need to strengthen parental involvement in education and continue to provide flexible systems to enable parental engagement and representation.

I encourage you to get involved in whatever way you can, be that via Twitter, Class Dojo or other activities to help you support your child's learning. Read with your child every day! Ask them what they have learned that day and get them to show you! Look out for opportunities to learn together as a family!

We are all ambitious for our children and young people and together we can ensure the best possible future for all in Clackmannanshire.

Colin Bruce
Chief Education Officer
Clackmannanshire Council

Welcome from the Headteacher

Deerpark Primary school is a place where children and families are the heart of everything we do. As a community, we strive to ensure that all of our children become the best they can be. We work together with families and other services to ensure that everyone, regardless of background, feels welcome, included and supported. We strive to ensure our learners achieve their full potential.

As a school, we understand that helping to improve the health and wellbeing of our children and families is of prime importance. We do our best to ensure our children are ready to learn and achieve. We are, therefore, committed to ensuring all our work in school and the community is under-pinned by SHANARRI principles i.e. that everyone in our school will be:

SAFE
HEALTHY
ACHIEVING
NURTURED
ACTIVE
RESPONSIBLE
RESPECTED
INCLUDED

We do not work alone to ensure all these things for our children. We encourage and uphold strong, positive relationships with our parents and families, understanding that by working together we can improve the lives of everyone in the Deerpark community. Partnership is a key word for the Deerpark team.

I am very proud to be able to lead Deerpark Primary School and build on its successes. I want the school to take its place at the heart of our community, serving the needs of all our children and families.



Mrs Rice
Headteacher

Pupil Council Welcome

What it's like to be a child at Deerpark Primary

Hi, I am a Primary Seven pupil at Deerpark Primary. For starters, Deerpark is a good school because the class teachers are nice and are fair. During my time here, all of my teachers have been really nice, including the learning assistants. We have a very big playground. In the front playground we have square ball and in the back playground we have the mugga which is a basketball court. We also have a football pitch as well as a trim trail. This is just like an obstacle course. We also have a track for our Daily Mile. It's really fun playing basketball and football the trim trail is a challenge for some but others it's a breeze. I hope you have a bit more information on what it is like to be a pupil here at Deerpark. Learning is fun here and I am proud to be part of Deerpark.

Parent Council Foreword

The Parent council is actively involved within the school and holds regular meetings to facilitate improved engagement and undertake fundraising activities. We aim to support the school in its work with pupils and provide contact between the school, parents, pupils, and the community.

Fundraising is undertaken throughout the year to provide funds for the school, for the benefit of pupils, for example subsidising school trips or improving the children's learning experiences. We would appreciate parents and carers support.

New members are welcome, and all parents / carers form the parent forum and are encouraged to engage with the parent council.

Parent Council Office Bearers:

Chairperson – Carole Evans

Vice Chairperson – TBA

Secretary – Amy McMillan

Treasurer – Lewys Evans



Our Vision, Values and Aims at Deerpark Primary School

Our Vision:

We will travel **FAR** as a community by working together, embracing our values whilst developing the skills for life, learning and work.

Our Values:

Fairness

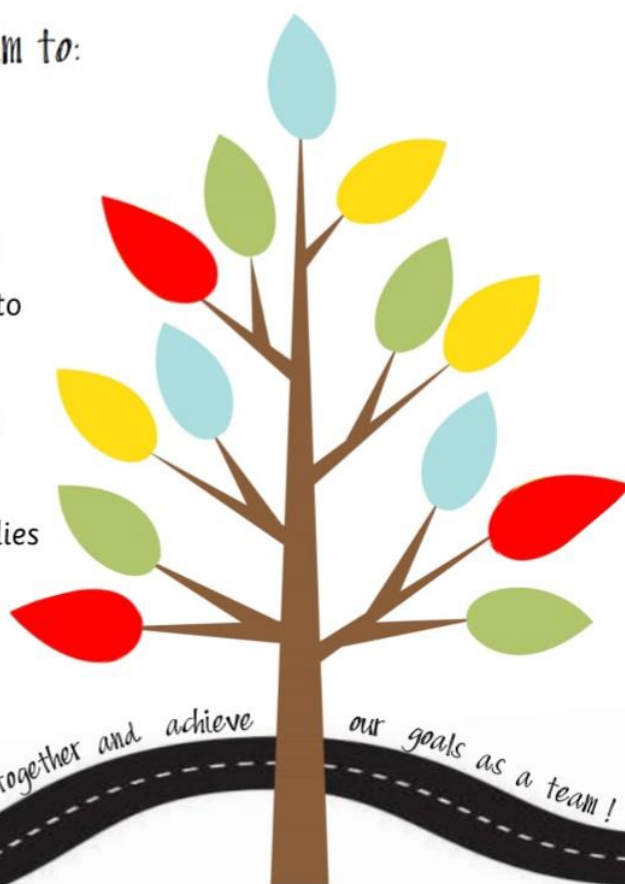
Ambition

Respect

Our Aims:

At Deerpark Primary School we aim to:

- Create a safe, nurturing and inclusive environment where all children thrive.
- Provide a range of motivating learning experiences which inspire our children to become lifelong learners.
- Build and sustain positive partnerships with parents, carers and the wider community ensuring children and families are supported.
- Develop the whole child to help them flourish.



We always encourage our school community to work together and achieve our goals as a team!

The information in our handbook has been divided into five different sections: -

Section One – Practical Information about the School

This section provides you with some background information on our school (and our nursery). It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- Travelling to and from school
- School meals and milk
- Financial assistance with school clothing, transport and school meals
- School closures in an emergency or unexpectedly for any reason
- General supervision available for your child in the morning and at lunchtime
- Wet weather details
- How the school communicates with parents
- How to complain if you are not happy about something.

As with any organisation, to ensure smooth running and appropriate maintenance of standards, a range of procedures and policies have to be implemented within our school.

This section gives an overview of the policies the school has in place. If you would like to see a full copy of these policies or to discuss them in more detail, please contact the school.

Most of these policies are available on the school website: <https://blogs.glowscotland.org.uk/cl/deerpark/>

Section Two – Parental Involvement in the School

Parental involvement is very important as we know it helps children do better in school.

This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership.

You can also find out more about the ethos of the school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on our Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Section Three – School Curriculum

This section describes how the curriculum is planned and delivered in the school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g., relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child.

This handbook also tells you how we will report on your child's progress and what written reports may be sent out to parents.

Section Four – Support for Pupils

This section gives information about how pupils' additional support needs will be identified, addressed, and the types of specialist services provided within our school. This handbook also explains who to contact for more information if you think your child has additional support needs.

This section also gives information about transition – from primary school to secondary school – what the arrangements are and contact details of the catchment high school to which our pupils normally transfer. There are also details about making a placing request to another school.

Section Five – School Improvement

The section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

Whilst Clackmannanshire Council is happy to provide this information, we do have some reservations that the publication of raw statistics, without any kind of informed qualification, can be misleading to the reader. They should not be construed as offering an indication of the quality of education provided in any of our schools.

I hope you find the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

Anne Rice
Headteacher
Deerpark Primary School

Section One - Practical Information about the School

Contact Details

School Address:	Gartmorn Rd Sauchie, Alloa FK10 3PB
Telephone Number:	01259 452218
Headteacher:	Mrs Rice
Depute Headteacher:	Mr Patterson
Principal Teachers:	Mr Wright Mrs Kelly
Home School Liaison Officer:	Mrs MacMillan
Roll of the School:	160

School Staff

Miss Patterson
Mrs Shaw
Mrs Stevenson
Miss Murrie
Mrs McLuckie
Ms Honey
Miss Smith
Miss Gordon
Mrs Robertson

Mrs Rennie -Support for Learning Teacher
Mrs Harrison - Inclusion Support
Mrs Barron - Art
Mrs Chance – P.E
Mr Foley – P.E
Miss Currie – Early Intervention
Miss Rule –Support Worker

Admin Staff Mrs Panton
Mrs Carruthers

Learning Assistants Mrs Beveridge
Miss Allen
Mrs Hewitson
Mrs Johnston
Mrs Farrell

Kitchen Staff Miss Eadie
Ms Penman

Cleaning Staff Miss Eadie
Mrs Ritchie
Mrs Hutchison

Janitor	Mr Currid
Denominational Status	Non- denominational
Stages of School	P. 1 - 7
The School Day	
Morning Session	9.00 a.m. - 10.45 a.m.
Interval	10.45 a.m. – 11.00 a.m.
Morning Session (continued)	11.00 a.m. - 12.45 p.m.
Lunch	12.45 p.m. - 1.30 p.m.
Afternoon Session	1.30 p.m. - 3.00 p.m.

All pupils will participate in PE for a minimum of two hours per week, both indoor and outdoor – parents advised of days at the beginning of each session.

School Term Dates 2023/24



Event	Date
Autumn term begins (Staff only - staff development days):	Monday & Tuesday 14th & 15th August 2023
Autumn term begins (Pupils):	Wednesday 16th August 2023
Autumn term ends:	Friday 6th October 2023
October holiday begins:	Monday 9th October 2023
October holiday ends:	Friday 20th October 2023
Winter term begins:	Monday 23rd October 2023
Staff development day (pupils off)	Friday 24th November 2023
Christmas holiday begins:	Monday 25th December 2023
Christmas holiday ends:	Friday 5th January 2024
Spring term begins:	Monday 8th January 2024
Staff development days (pupils off)	Monday & Tuesday 12th & 13th February 2024
Spring half-term holiday begins:	Wednesday 14th February 2024
Spring half-term holiday ends:	Friday 16th February 2024
Spring term ends:	Thursday 28th March 2024
Easter holidays begin:	Friday 29th March 2024
Easter holidays end:	Friday 12th April 2024
Summer term begins:	Monday 15th April 2024
May public holiday:	Monday 6th May 2024
Summer term ends:	Friday 28th June 2024
Summer holidays begin:	Monday 1st July 2024

For further information please contact:
 Education
 Kilncraigs, Greenside Street, Alloa, FK10 1EB
 Tel: 01259 452437 / 450000
 Email: education@clacks.gov.uk

Pupil Primary School Enrolment

The date for registration of new school entrants is advertised in all local nurseries, the local press and on the council's website <http://www.clacks.gov.uk/learning/>. It is normally in January each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

Parents considering seeking a place for their child in Deerpark Primary are most welcome to visit our school prior to enrolment. A visit can be arranged by contacting Mrs Rice, Headteacher.

Secondary School Transition

At the end of P7 pupils normally transfer to: -

Lornshill Academy
Tullibody Rd
Alloa
FK10 2ES
Tel: 01259 214331

Close liaison between primary and secondary staff is established to ensure smooth transition for pupils.

Attendance and absence

Clackmannanshire Council is committed to working with parents, children and other agencies to ensure that all children enrolled at its schools attend regularly. All children are likely to be absent from school at some time in their school career. However, persistent poor attendance is disruptive to the individual and to the work of the class and may be an early warning of other difficulties.

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is recorded twice a day, morning, and afternoon.

Absence from school is recorded as authorised, that is approved by Children's Services, or as unauthorised, that is unexplained by the parent (truancy). Please let the school know by letter or phone if your child is likely to be absent. If there is no explanation from a child's parents / carers, the absence will be regarded as unauthorised. Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. In certain extreme situations, the head teacher can approve absence from school for a family holiday for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher may also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the head teacher on this basis is regarded as authorised absence.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved by the head teacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However, Children's Services has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

Attendance and Absence Data

Attendance and absence information is gathered by the Scottish Government, Local Authority, and the school. Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in each **morning and afternoon of each school day being a separate possible attendance**.

The Authority's and Scotland's figures include all Education Authority and grant-aided primary schools, but exclude all special schools. Our school is constantly striving to improve attendance rates. We depend on your co-operation to continue with this improvement.

School Dress Code

Parents are asked to co-operate with the school in encouraging their child to follow the school's dress code.

All schools have a dress code, which includes the school's policy on uniform. The wearing of uniform is encouraged as it helps to:

- Develop a school community spirit
- Improves school security by making non-pupils more easily identifiable
- Allows pupils to be easily identified when out of the school, e.g. on trips
- Enhances the school's reputation within the community; and
- Minimises rivalry and bullying amongst pupils that can arise from, for example, the wearing of designer clothing.

The uniform consists of:

White shirt/ blouse or school polo shirt
Blue pullover/ cardigan or school sweatshirt
Grey or black trousers/ skirt
Checked cotton dress for summer

Uniform displaying the Deerpark badge can be purchased from Border Embroideries or directly from the school.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your cooperation is requested to ensure that pupils are equipped to participate in the PE lessons. We use outdoor space as often as possible for PE. Therefore, pupils should include a pair of trainers for outdoor use in their PE kit. If children have pierced ears, children are not allowed to wear earrings to PE for health and safety reasons. Children must be able to remove earrings themselves for this. If children have newly pierced ears, ears should be taped up or covered with plasters.

Please ensure that all items of clothing are clearly labelled, particularly sweat shirts/ cardigans and PE clothes, which are often lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school. In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories and technical workshops; this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings.

Offensive clothing such as T-shirts or other items featuring inappropriate language or illustrations is not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

If you have any queries regarding the school's dress code, please contact the Headteacher

School Clothing Grants 2023/ 2024 Session

School age children whose parents are receiving one of the following benefits have an automatic entitlement to a grant to assist with the purchase of school clothing, provided all necessary proof is shown. **You must also be in receipt of child benefit and one of the following**

- Income Support
- Income-based Job Seeker’s Allowance
- Any income related element of Employment and Support Allowance
- Either tax credit, universal credit or working tax credit with an income of less than £17,005
- Support under Part VI of the Immigration and Asylum Act 1999

Application forms can be obtained from schools, CAP Offices and the Council Offices at Kilncraigs, also by accessing

<https://www.clacks.gov.uk/council/forms/schools/schoolclothinggrantfreeschoolmealsapplicationform/>

Application forms for the 2023/24 academic session are issued in June 2023 and the closing date for all applications is 31 December 2023

School Meals

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 has had a significant effect on school lunches. Clackmannanshire Council implemented the nutritional requirements for food and drink in schools in primary and special schools in August 2008 and in secondary schools in August 2009.

In primary schools, a two-course lunch is available to all children comprising of a main course and a homemade soup or a pudding. Children can select a main course from a choice of three. Sweet choices include fresh fruit, fresh fruit salad, yoghurt or a fruit based hot pudding. A selection of fresh bread and water or semi-skimmed milk is available every day and is included with the meal.

We operate a three- week menu cycle. Parents are sent copies of the menus each session and the same information is available on www.clacksweb.org.uk.

All school lunches are produced centrally by a cook freeze system. In this production system, food is produced in batches, rapidly cooled and frozen to preserve flavour and vitamin content, then transported to each primary school to be finished and served. Food is served from multi-portion dishes in much the same way as it has always been. Salads and fruit are still freshly prepared in every school.

Special menu days are held throughout the year e.g. Christmas, St. Valentine’s Day. All schools also offer a free lunch to pupils in Primary One – Five.

The service constantly reviews raw ingredients and recipes. Where possible, we try to source produce locally and plan to put together a “tasting panel” of pupils to check out new recipes.

Clackmannanshire Council is committed to promoting the uptake of school lunches, we believe that this is consistent with our efforts to have all our schools’ health promoting and delivering a Curriculum for Excellence. We welcome comments and suggestions from parents.

Payment for lunches is collected in advance, on Monday morning, for the week. The daily cost of a school lunch is currently £2.10. School lunches are supervised by the school learning assistants. Packed lunches may be eaten

in the hall, under supervision. All pupils having lunches at school must stay in the playground for the remainder of the lunch break, unless written permission is given by parents for the pupils to return home. Pupils having a home lunch should not return to school before 1.30pm.

Free School Meals

*School age children whose parents are receiving one of the following benefits have an automatic entitlement to free school meals, provided all necessary proof is shown. **You must also be in receipt of child benefit.***

If you are in receipt of Child Benefit **and** one of the following benefits you may be able to claim free school meals for your child:

- Income Support
- Income-based Job Seeker's Allowance
- Any income related element of Employment and Support Allowance
- Child Tax Credit, but not Working Tax Credit, with an income of less than £17,005
- Both Child Tax Credit and Working Tax Credit with an income of up to £7,920
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit with a monthly earned income of not more than £660
- Pupils are eligible in their own right to apply for free school meals if they are aged 16-18 and in receipt of one of the benefits noted above.

If you think you qualify, please contact the Facilities, Schools and Welfare Team on 01259 452499 for further information. **Pupils registered for free school meals are also eligible for free milk and for free breakfast, whether or not they take a school lunch.**

Application forms can be obtained from schools, CAP offices and the Council Offices at Kilncraigs also by accessing

<https://www.clacks.gov.uk/council/forms/schools/schoolclothinggrantfreeschoolmealsapplicationform/>

Applications may be made at any time during the session.

<https://www.clacks.gov.uk/learning/allergyintdiets/>

Milk

All Primary schools in Clackmannanshire operate a Milk Scheme. Under the Scheme, all children who are entitled to free school meals will be given a 200ml carton of chilled, semi-skimmed milk, free of charge, unless the parent opts out of the Scheme. Other children and their parents can choose to opt-in to the Scheme and pay 15p per day (75p per week). Milk is paid termly via Parent Pay.

Breakfast Club

A breakfast service is provided in our school. The service is available free of charge to children entitled to free school meals. All other children can have a breakfast for £1.30. In this school, service starts at 8.30am to 8.50am. This facility is open to all pupils and has proved to be very popular. The children are given a nutritious breakfast which sets the foundation for successful learning.

The primary school breakfast comprises:

- Choice of 3 cereals with semi skimmed milk
- Toast, jam and spread
- Fresh fruit
- A glass of milk
- Tea or water

Morning Break

As a Health Promoting School, all children are encouraged to bring a small healthy snack for morning break. Large bags of sweets and fizzy juice are not encouraged.

Food in Schools

There is a great deal of interest in the dietary habits of children and how the food that children eat influences health, wellbeing, and attainment at school.

Schools are recognised as having a key role in influencing the dietary habits of children, both through the curriculum and through the food that is provided for children during the school day.

Schools in Clackmannanshire are taking a whole school approach to food, through “Health Promoting Schools” and implementing the recommendations of the Schools (Health Promotion and Nutrition) (Scotland) Act 2007.

If your child has a food allergy or needs a special diet, please discuss this with the Head teacher.

Children in Clackmannanshire can access food during the school day:

- At breakfast (limited schools)
- At morning break
- At lunchtime

Lunch, Breakfast and Milk is payable via Parent Pay.

Water Bottles

We encourage our children to drink water regularly in school. Research proves that keeping the brain hydrated helps children to learn more effectively. We have water coolers in school and all pupils have been provided with a Deerpark water bottle. We recommend that your child brings a filled water bottle to school, which can be refilled during the school day, from the cooler. Please ensure that your child has their name on their bottle. The responsibility for cleaning the water bottle and ensuring appropriate hygiene levels rests with you as parents. We recommend that your child takes their water bottle home every day for cleaning and refilling.

Medically Prescribed Diets

Parents/Carers with a child/ren on a medically prescribed diet should contact the Headteacher in order to discuss the prescribed diet with our school’s meal service, Class Cuisine.

School Transport

Clackmannanshire Council has a Home to School Transport Policy, which is summarised below. A full copy is available from Education Services.

The Education Service ensures that schools, parents and pupils are properly informed of their respective responsibilities in relation to the operation of an efficient and effective home to school transport service.

Free home to school transport is provided generally either:

- When a child lives a long way from his or her catchment area school.
- When a child has Additional Support Needs.

Free transport may be provided by:

- service bus, using season tickets
- contract hire vehicle
- parental transport contract

Primary Pupils

For primary pupils who are under eight at the start of the school session, transport is provided (for their catchment school) if the distance from home to school is more than one mile by the shortest suitable walking route. For those eight or over at the start of the school session, the distance is two miles.

Following the completion of P1 enrolment on the last Friday in January, each primary school submits a list of P1 pupils to the Education Service. Education Services measure the distance from home to school and, if a pupil is eligible for free home to school transport, the parent will be notified of arrangements before the start of the new session.

If you enrol your child

- into P1 after the last Friday in January **OR**
- into any later stage of primary school i.e., P2 to P7, at any time

you will need to apply for free home to school transport by completing a School Transport Application Form and return it to the address on the form. An assessment will be carried out and, if your child is eligible for free home to school transport, you will be notified of arrangements as quickly as possible.

Secondary pupils

Lornshill Academy is the catchment Secondary School for any pupil resident in the catchment areas of Deerpark Primary, Abercromby Primary, Banchory Primary, Clackmannan Primary, Craigbank Primary, Fishcross Primary, and St Serf's Primary.

Each primary school submits to the Education Service a list of those children in P7 who are transferring to secondary school in the new session. If a pupil is entitled to free home to school transport, this will be arranged, and the parent notified of arrangements before the start of the new session.

If you enrol your child into a secondary school out with the normal transfer arrangements, you will need to apply for free home to school transport by completing a School Transport Application Form and returning it to the address on the form. An assessment will be carried out and, if your child is eligible for free home to school transport, you will be notified of arrangements as quickly as possible.

NOTE: All entitlement to transport is subject to policy change by the Council.

Moving home or changing school

If your child receives free home to school transport and you move to a new home or change school, you must inform the Travel and Transport Team, so that the transport entitlement can be reassessed.

If you move to a new home and you think your child might have become entitled to free home to school transport, please complete a School Transport Application Form and send it to us at the address on the form. An assessment will be carried out and, if your child is eligible for free home to school transport, you will be notified of arrangements as quickly as possible.

Placing requests

Remember, children who attend a school as the result of a successful placing request are not eligible for free home to school transport. However, if there is a vacant seat available providing transport for eligible children, then a non-eligible child may be given a seat on a concessionary basis. Please contact the Education Service for details.

Additional Support Needs

Children may be entitled to free home to school transport because they have additional support needs. These needs may be short or long term. For example, a pupil with a broken leg may require transport on a short-term basis; a child whose family becomes homeless may require transport on a short-term basis until the family is rehoused. Children with physical or learning disabilities may need home to school transport for the whole of their school career.

The Education Service manages home to school transport for children with additional support needs.

Contract hire vehicles including taxis and minibuses provide most, but not all, transport for children with additional support needs. Only drivers who have been checked through Disclosure Scotland are used. Some children who receive transport because they have additional support needs require the services of an Escort. Clackmannanshire Council maintains a bank of Relief Escorts, who provide cover in the event of absence of permanent staff.

Travel to and from School

Children should be reminded by parents that, wherever possible, they should only cross the road where it is safe to do so and should exercise care on walking to and from school.

Parents are requested, when dropping off/collecting children from school that they do not park near the pedestrian exit or in any location which causes an obstruction. Children should enter and exit the school grounds through the main gate at both the beginning and end of the school day. The car park gate should NOT be used to gain access to the school grounds.

The school car park is for staff only.

School Security

Clackmannanshire Council has strict procedures to ensure the safety and security of pupils and staff when attending or working in a school. We use a variety of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school for any reason, will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

General Supervision

Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible. During intervals school helpers supervise the children. In addition, the Headteacher is on call to cope with any difficulties which may arise. There is always access to the building and the children are made aware of this.

Playground staff wear High Visibility jackets. This allows children to quickly identify them. Staff also carry radios to summon help if required.

Wet Weather Arrangements

In wet weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour. Children having school lunches may remain in school during wet weather but, again supervision is limited.

Information in Emergencies and Closures

We make every effort to maintain educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. Therefore, **it is important that the school is kept informed of any changes to your address, telephone number or emergency contact details** to ensure that our records remain as accurate as possible. We shall keep you in touch by using letters, notices in local shops and the Village Hall, announcements in local churches and announcements in the press and on local radio.

There are occasions when the children may be dismissed early without warning e.g. in the case of power cuts or heavy snowfalls. Should we have to close the school due to these circumstances we will alert all parent by Groupcall and Class Dojo. All children will remain in school until picked up by their designated adult. For this reason, it is vital that the school has up to date contact numbers for all parents/carers.

Mobile Devices

Parents provide their children with mobile devices for a variety of reasons, including supporting learning and for personal safety. It is the right of parents to allow their child to have a personal mobile device in school. However, if devices are brought to school there must be a clear understanding that the individual pupil is responsible for the care of their devices. Education establishments develop their own mobile device policies in consultation with pupils, parents' and staff. For more information on this topic, please contact Mrs Rice.

Equalities Policy

Clackmannanshire Council has developed Council-wide policies for diversity, race, disability and gender equality, which aim to ensure that all Council employees are aware of their responsibilities to ensure that no child or young person will receive a less effective service on grounds of ethnicity, disability, or sexual orientation. All schools have a copy of the policy and are expected to follow the policy and guidelines.

English as a Second Language

The Council provides a support service of teachers of English as a Second Language who visit schools to work with those bilingual pupils who require assistance in developing English language skills.

Compliments, Suggestions and Complaints Procedure

Clackmannanshire Council are keen that you should be completely satisfied about your child's education and we encourage feedback on our services from parents, pupils and members of the public. We are interested in feedback of all kinds, whether it be compliments, suggestions or complaints. Compliments and suggestions can be given to schools by writing, by email, telephone or in person.

The school is keen to receive feedback from parents and carers regarding all aspects of the service it provides. We issue regular newsletters and host evenings to discuss individual pupils' progress and/or to share issues relating to the curriculum or of whole school concern. We welcome parents' and carers' support for our work and want to know of any circumstances where they may be dissatisfied. Please write or call to arrange to meet with the Headteacher if you would like to discuss any concerns.

If you have a complaint about the school, please let us know. It is better that concerns are shared openly and resolved quickly, rather than being allowed to damage the relationship between home and school. We will

deal with the issue confidentially and as quickly as possible. If we have made a mistake we will apologise and try to put things right. There are some things which you should take note of in relation to making a complaint:

- Parents must first consult the school regarding their complaint. Although we try to respond as quickly as possible, issues may be complex and the school will need time to investigate them.
- The Council's complaints handling procedure sets a time limit for making a complaint of six months from when the customer first knew of the problem.
- If your complaint has not been satisfactorily resolved by the school, it may be eligible for consideration at the second stage (by Kilncraigs). Complaints will not be considered by Children's Services unless they have been thoroughly considered by the Headteacher.
- If you remain dissatisfied after this further investigation, you can raise the matter with the Scottish Public Services Ombudsman.
- You should also be aware that you have the right to raise concerns with your local Councillor, MSP or MP.

You can find out more about the Council's Complaint Procedure from the Clackmannanshire Council Website.

School Health Service

NHS Forth Valley has a statutory obligation to provide a health service for all school age children in Clackmannanshire Council. The aim of the service is to make sure that all children, throughout their school years, are in the best possible health to benefit from their education.

The Public Health Nursing Team for Schools offer health assessments and reviews, health screening and deliver school-based immunisation programmes. The team comprises of Public Health Nurses (Specialist Practitioner), Registered Nurses and Healthcare Assistants who are based in a local Health Centre and work across a number of schools in the area.

Pupils, parents/carers can request a health appointment at any time. Other health professionals and teaching staff can also request a health appointment for the child or young person with parental and or young person's consent.

Health reviews will take place as necessary involving a parent questionnaire, a check of health records and if required screening of growth and vision.

- Health screening – All children in primary one and at other selected stages will be seen to have their growth and vision checked.
- Immunisations – Secondary school pupils are offered immunisations. At the appropriate time information booklets and consent forms will be issued.
- Flu Immunisations – All pupils are offered the flu vaccine. At the appropriate time information booklets and consent forms will be issued.
- Health Education – The Public Health Nursing Team has an important role in encouraging healthy lifestyles, working closely with teaching staff, pupils, parents/carers and the community.

The School Doctor (Community Paediatrician) may also offer appointments to children who have a significant ongoing medical or developmental condition affecting their education. School staff and parents can request a consultation with the School Doctor at any time.

The Child Health Department can be contacted on – 01786 434059

School Dental Inspections

The Public Dental Service carries out dental inspections in Primary 1 and Primary 7 and can help access dental services for those children who are not registered with a Dentist. The NHS in Scotland runs a programme of dental inspections of children in Primary 1 and Primary 7.

The aims of the National Dental Inspections Programme (NDIP) are:

- To inform individual parents/carers of the dental health/oral health status of their children.
- To provide Scottish Government and NHS Boards with information on trends in dental disease in order to monitor oral health and plan dental services.
- To support dental attendance in those children who are found to have need of dental care.

For more information on NDIP please visit the website:

www.ndip.scottishdental.org/about/

Childsmile

Your child may attend a school participating in the Childsmile Programme. Childsmile is a national programme designed to improve the oral health of children in Scotland, and reduce inequalities, both in dental health and access to dental services. For further information on Childsmile visit the website: www.child-smile.org. Primary One and Two children may participate in this.

Clinics

From time-to-time children may have clinic appointments (eye clinics, dentist, doctor, etc) during school hours. Please let the school know about these visits and arrange for your child to be collected. For personal safety reasons, children are not allowed out of school during school hours unless accompanied by a responsible adult or unless written permission to do so has been given by the parent or carer.

Infectious Diseases

Colds, 'flu and gastro-enteritis are the most common infections affecting children of school age. Keep your child off school in the early stages of flu and while they still have diarrhoea. Help them understand how to prevent picking up and spreading such infections. For advice about early detection and treatment for other infectious diseases e.g., chickenpox and mumps, consult your GP or Health Visitor.

The School Health Service can be contacted at -

Clackmannanshire Community Healthcare Centre
Hallpark
Sauchie
FK10 3J

Community Nursing Team

Joan Gracie
Public Health Nurse
Clackmannanshire Community Healthcare Centre
Hallpark
Sauchie
FK10 3JQ
Tel: 01259 290195

Linda Rickard

Clackmannanshire Community Healthcare Centre
Hallpark
Sauchie
FK10 3JQ
Tel: 01259 290195

Head Lice

Head lice are spread through head to head contact at home, while playing or in school.

Regular wet 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, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective.

One treatment is two applications of the treatment lotion, seven days apart. If this advice is not followed then reinfection is likely.

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Please don't be shy about advising others of this possible problem because you would likely tell family and friends about other infections which might affect them.

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

If you would like to discuss any particular concerns, you can speak to:

Infection Control Service
Forth Valley Royal Hospital
Stirling Road
Larbert
FK5 4WR
01324 567490 / 01324 567679

Medicine Administration

The administration of medicines prescribed by a family doctor is undertaken at the discretion of the Headteacher but schools are generally happy to co-operate with parents in doing so. It is the responsibility of parents/carers to ensure that medicines left in school on a long- term basis are in date.

To safeguard the health and safety of children, procedures are drawn up by Clackmannanshire Council.

When a child is prescribed medication by a doctor or a dentist and parents require the school to administer this, the relevant request Form should be completed. The MED 1 Form requires parents to deliver the medication to schools for administration by school staff. MED 4 Form permits pupils to carry and administer medication themselves e.g. inhalers. Prescribed medication should be clearly marked with your child's name, the date prescribed, how often it has to be taken and for how long. Clackmannanshire Council's liability insurance does not provide indemnity to employees for administering non- prescribed medicines.

Health and Safety

When a pupil becomes ill or is involved in an accident which cannot easily be attended to at school, an emergency contact becomes essential. Parents should ensure that the school is provided with such a contact and their telephone number.

If children have pierced ears, children are not allowed to wear earrings to PE for health and safety reasons. Children must be able to remove earrings themselves for this. If children have newly pierced ears, ears should be taped up or covered with plasters.

We strongly advise that valuable toys, games, and personal items are not brought to school as we cannot be responsible for loss or damage.

Fire drills will occur regularly throughout the year.

Insurance Cover

Public Liability

Personal Injury

Clackmannanshire Council has in force a Public Liability policy which operates in respect of claims for injury to any school child whilst in the control of the Council or employees, but the onus is on the claimant to prove that the Council have been negligent.

Pupil's Property

Each session, unfortunately but inevitably, pupil's property is lost, damaged or stolen from school. Parents are therefore discouraged from allowing their children to carry expensive items of personal belongings to the school and are reminded that a standard household policy can be extended to provide a degree of cover for personal items taken away from the home.

Any claim made for loss or damage to the property left in the care of the school will have to be submitted, in the first instance to Kilncraigs, Clackmannanshire Council and the claim will only be settled if it is shown that the Council can be held legally liable for the loss.

Personal Accident Cover – Educational Excursions

The Council has in force personal accident cover for the school children under which the compensation is payable in the circumstances below, irrespective of legal liability.

1. Death £20,000
2. Permanent Total/Partial Disablement up to £20,000

The insurance applies to any activities involving a journey outside the premises of the school – both in the UK and overseas – organised by the school/Council.

Section Two – Parental Involvement in the School

Parents Welcome

All Clackmannanshire Council schools welcome parental involvement as research has shown that when parents are involved children do better in school.

Arrangements for Parents Visiting the School

Meetings with Staff

There are a number of opportunities throughout the session for parents to visit the school. There are specific opportunities during the session when parents can meet with class teachers to be informed of their child's progress. Appointments with the Headteacher can be made either by telephone, letter or by visiting the school.

An 'Open Door' policy is operated in Deerpark Primary and parent meetings can be arranged with either the Headteacher, or the class teacher, depending on the nature of the concern. Where the school has concerns regarding a child's progress or behaviour, parents will be contacted so that together we can support the child.

Open Afternoons

There are opportunities during the school year when parents are invited to view their children's work and share in their learning. There are a variety of information sessions organised throughout the year when parents can access more information about curriculum areas and new policies.

Family Learning

Workshops for parents to inform them about various areas of the curriculum and for the parents of new entrants are arranged during the session. Parents are informed of these via Class Dojo, or by letter.

Home School Links

A school consists of pupils, parents, carers and staff. Only a high degree of co-operation between parents, carers, and staff will ensure that the pupils gain maximum benefit from their school experience. Parents and carers are therefore always welcome to visit the school and to take an active part in the life of the school.

Links with our Community

Wherever possible we will endeavour to utilise the resources of our local community and tap the expertise of local residents to enhance learning experiences. As a school we will be active contributors within the Deerpark community. We have developed relationships with local businesses and colleges. For example: Coalsnaughton and Sauchie Parish Church, Forth Valley College, Active Schools, local emergency services, local SPCA, NSPCC.

Parental Involvement

Deerpark Primary school and supporting services can benefit from developing positive and active partnerships with our parents/carers by involving them in decisions including information sharing, discussions, open events, school improvement activities and focussed sessions on developing core messages.

The better the information that Deerpark Primary provides to parents/carers, the more they can support their children's learning and the school. Information that parents share with (the school) can assist teachers in adapting their teaching to suit the learning styles of pupils and take account of any particular issues that may exist.

Everyone who is a parent, as defined in terms of the Schools (Parental Involvement) Act 2006 has rights under the Act to receive advice and information about their child's education, general information about the school, and to be told about meetings involving their child.

Parent Council/ Forum

Parents are welcomed and encouraged to be:

- Involved with their child's education and learning
- Be active participants in the life of the school
- Express their views on school education, and work in partnership with the school.

All parents / carers are automatically members of the Parent Forum at this school. As a member of the Parent Forum all parents can expect to –

- receive information about the school and its activities
- hear about what partnership with parents means in our school
- be invited to be involved in ways and times that suit you
- identify issues you want the Parent Council to work on with the school
- be asked for your opinion by the Parent Council on issues relating to the school and the education it provides.
- Work in partnership with staff.
- Enjoy taking part in the life of the school and know their contributions are valued.

Parent Councils are the formal representative body for parents / carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).

Chairperson	Carole Evans
Vice Chairperson	TBA
Secretary	Amy McMillan
Treasurer	Lewys Evans
Advisor	Anne Rice

New members are always welcome. If you are interested, please contact the Headteacher.

Our Parent Council meet throughout the year and the times and dates of our meetings are communicated to parents through Class Dojo, the Parent Council Facebook page and through our calendar of events. The Parent Council assist in planning events/activities, fundraising and are involved in shaping our school improvement agenda.

We welcome all parental involvement in whatever shape that takes. It may be accompanying a class on a school trip, helping with craft activities, developing resources, serving teas and coffees etc. Your support and assistance in the day to day running of the school is welcomed and greatly appreciated!

If you wish to contact the Parent Council, please contact them via the school. For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school, or visit the Parentzone website at www.parentzonescotland.gov.uk.

Homework and Home Learning

Homework and Home Learning should be a partnership between pupil, teachers and parents and helps develop and reinforce skills being taught in school. Homework provides an opportunity for pupils to extend their study skills and learning out with school, thus helping them to become independent learners who can organise, plan and meet deadlines. Homework in primary has been an accepted part of the Home/School partnership for many years and is an important part of learning and teaching. In Deerpark our children will have some type of homework each week.

During session 2022-23, Deerpark Primary will be carrying out consultation with parents/carers, pupils and staff around the purpose of homework/home learning and how it will be adopted across the school. This section of the handbook will be updated once the consultation has been completed and an agreed course of action is in place.

School Ethos

At Deerpark Primary, we aim for our school to be a place where pupils, parents and staff are valued. We encourage everyone to do their best so we can reach our full potential to become successful learners, responsible citizens, confident individuals and effective contributors.

At the start of session 2020-21, Deerpark Primary renegotiated their Vision, Values and Aims. The school is working hard to embed and develop these across the school community. We firmly believe that Deerpark Primary will travel FAR as a community by working together, embracing our values whilst developing the skills for life, learning and work. Our three core values are Fairness, Ambition and Respect.

Responsibility, Justice, Fairness

The school has regular whole school Team Talks (assemblies) which are led by the Senior Leadership Team. Pupils also take responsibility for sections of the Team Talk such as house points. Out with Covid times, parents and friends are also invited to share our Christmas and end of session services which take place in our school hall.

Parents may exercise their right to withdraw their children from religious education and religious observance and this should preferably be requested, in writing, at enrolment.

Development of Pupils' Spiritual, Moral, Cultural and Social Values

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social, and cultural terms.

These key human aspects of learning are supported through the following arrangements by:

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.

- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value, and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Pupil Conduct

A partnership between the school and parents is necessary to ensure the best possible standards of pupil conduct.

Pupils are expected to set themselves high standards in appearance and behaviour. School expectations are devised to encourage the maximum amount of self-discipline. The rules make clear what is expected of pupils, and how they are required to behave. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property.

Each class devise their own rules at the start of each session. These are shared with parents and displayed in class. They are regularly referred to throughout the year.

Positive Relationships

Rationale: At Deerpark Primary School we aim to work in partnership with the whole school community to set high standards of behaviour where children are enabled to develop responsibility for managing their own behaviour within a positive and supportive environment. We try to create an ethos where everyone is valued and where children and adults enjoy the right to learn and teach.

We believe that our school will provide a stable, ordered, and caring background where everyone can work and live together, following the agreed Code of Practice which exists in the school. We will communicate regularly to parents how their child is achieving in both academically and non-academically.

Deerpark Primary School has an assertive approach to promote positive relationships. At the beginning of each session, we focus on our school values and rules which helps support develop positive relationships across the school. Such relationships are reinforced using a variety of strategies and inappropriate behaviour is dealt with using a series of restorative, corrective actions.

Restorative Approach to Bullying Behaviour

Whilst many believe that children who display bullying behaviour should be punished, it is widely accepted that this type of response can be ineffective and make the situation worse.

The adoption of restorative approaches is a more effective response than traditional punishments. Pupils are given the opportunity to accept responsibility for their actions, recognise the harm done and are supported to find restorative responses to the harm they have caused.

Clackmannanshire Council has a responsibility to provide an education for all pupils and to challenge and address bullying behaviour. Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve any issues in the best interests of their child or young person.

Section Three – School Curriculum

Curriculum for Excellence: Bringing learning to life and life to learning

Curriculum for Excellence is the curriculum across Scotland, for all 3–18-year-olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know, and equip them for jobs of tomorrow in a fast-changing world.

Glow, Scotland’s unique, world leading, online network supports learners and teachers’ and plans are already in place for parents across the country to have access to Glow. Parents should ask the school how to arrange access to Glow and a user- name and password will be issued.

Teachers and practitioners will share information to plan a child’s ‘learning journey’ from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They will ensure children continue to work at a pace they can cope with, and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy and health and wellbeing from Early Level through to Senior Phase.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant, and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that is needed. There will be a new emphasis by all staff on looking after our children’s health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children’s life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland’s reputation for great education.

Curricular Policies

Every school has written curricular policies, which are the subject of ongoing discussion and consultation and consequent amendment. These are available upon request.

Successful learners

with

- Enthusiasm & motivation for learning
- Determination to reach high standards of achievement
- Openness to new thinking and ideas

and able to

- Use literacy, communication & numeracy skills
- Use technology for learning
- Think creatively & independently
- Learn independently and as part of a group
- Make reasoned evaluations

- Link & apply different kinds of learning in new situations

Confident individuals

with

- Self-respect
- A sense of physical, mental and emotional wellbeing
- Secure values and beliefs
- Ambition

and able to

- Relate to others and manage themselves
- Pursue a healthy and active lifestyle
- Be self-aware
- Develop and communicate their own beliefs and view of the world
- Live as independently as they can
- Assess risk and take informed decisions
- Achieve success in different areas of activity

Responsible citizens

with

- Respect for others
- Commitment to participate responsibly in political, economic, social and cultural life

and able to

- Develop knowledge & understanding of the world and Scotland's place in it
- Understand different beliefs and cultures
- Make informed choices and decisions
- Evaluate environmental, scientific and technological issues
- Develop informed, ethical views of complex issues

Effective Contributors

with

- An enterprising attitude
- Resilience
- Self-reliance

and able to

- Communicate in different ways and different settings
- Work in partnership and in teams
- Take the initiative and lead
- Apply critical thinking in new concepts
- Create and develop
- Solve problems

A variety of stimulating experiences and challenges takes account of the range in development and learning styles of our pupils. To ensure breadth in the curriculum it is organised into eight main areas:

Expressive Arts
 Health and Wellbeing
 Languages (Language One – English, Language Two – Spanish, Language Three – French)
 Mathematics
 Religious and Moral Education
 Sciences
 Social Subjects
 Technologies

We plan the Curriculum for Excellence to best meet the needs of the children. Teaching staff plan to ensure progression, continuity and coherence. We strive to offer breadth and depth as well as promote challenge and enjoyment.

The levels of the Curriculum for Excellence are;

- Early level – Nursery and Primary 1
- First level – Primaries 2, 3 and 4
- Second level – Primaries 5, 6 and 7

Our plans inform inter-disciplinary learning. This uses contexts to plan learning that allow pupils to recognise connections through the areas described above as well as the core areas of literacy, numeracy and health and wellbeing. To further enrich the children's experiences we organise trips, outings and visitors to school. These may vary every year as they are arranged to complement the work of classes. Our, tweets, newsletters and Standards and Quality Report outline some of our experiences and the ways in which they enhance learning.

Planning Children's and Young People's Learning

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms. Pupils in primary schools negotiate with their teachers their aims for the next block of learning. At the end of the block progress against these aims is assessed by the teacher and pupil, and new targets are set for the following block of learning.

We encourage pupils to take responsibility for their learning, a growing number of primary schools use Learning Logs in which pupils plan their programme for completing homework assessments. In secondary schools, homework diaries serve a similar purpose. These diaries are also used for pupils to record their long-term targets.

Sensitive Aspects of Learning

Parents will be notified of information workshops and be given opportunities to view materials and resources used in school when teaching sensitive subjects such as sexual health and relationships, parenting skills and drug education.

Active Schools and After School Clubs

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. Every school is encouraged to offer as wide a range of sporting and cultural activities.

Usually, these activities are incorporated in the school's extra-curricular programme, although at times these are an integral part of the curriculum. We utilise our Pupil Equity Fund to support and provide numerous sporting, cultural and experiential learning opportunities for all our pupils.

The Council and Sports Development team do their best to provide financial and administrative support for leagues, competitions, festivals and similar events but it is recognised that again the help of parents and the community is irreplaceable. The voluntary partnership of parents, teachers and members of the community in sustaining after school activities is much appreciated. Our school produces and issues a termly overview of clubs and activities to our pupils.

Throughout the school session we offer all the children the opportunity to attend 'After School Clubs'. These are held weekly from 3pm to 4pm. The activities available vary depending on the class your child is in.

Developing the Young Workforce

Throughout their learning journey we aim to equip our children with skills and knowledge that will allow them to gain positive destinations and prepare them for life and the world of work. We do this in a number of ways e.g., through curricular opportunities, enterprise activities, financial education and experiential learning etc. We conduct a World of Work Week in January every year, where all children get the opportunity to speak to people in different jobs and discuss what skills they may need to do that job.

Counselling in Schools Service

Clackmannanshire Education Service and Wellbeing Scotland are working in partnership to provide support for children and young people who are experiencing mental health and wellbeing issues.

Counselling in Schools is a universal service available to all 10 – 18-year-old pupils in Clackmannanshire and each Secondary School has the equivalent of one, full time counsellor on site. Counsellors are also available to support Primary Schools and ASN Settings.

Counsellors are professionally qualified and registered offering focused, longer- term support for issues such as trauma, depression, anxiety, bereavement, loss and separation. They offer a confidential, one-to-one service in school or remotely, with the service being available during the school holidays. Referrals for counselling are made directly to Wellbeing Scotland by the school.

READ, WRITE, COUNT

The Read, Write, Count programme aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P2 and P3 pupils in Scotland by Scottish Book Trust. The gift bags contain literacy and numeracy materials to support children's learning, as well as advice and support to parents.

Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the activity booklet included in the bag Scottish Book Trust offers a range of hints, tips and advice to help parents engage in their child's learning on the [website](#).

FIRST MINISTER'S READING CHALLENGE AND READING SCHOOLS

The [First Minister's Reading Challenge](#) and [Reading Schools](#) programmes provide a range of options and support on how to build a love of reading and/or develop a reading culture in your setting. These programmes are brought to you by [Scottish Book Trust](#). Both programmes are flexible to your setting and open to every stage of your reading journey. They have been proven to improve attainment in children and provide professional development opportunities. Whatever stage you are on your reading journey these programmes can support you to get to the next level.

PARENTZONE SCOTLAND

[Parentzone Scotland](#) is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education.

Parentzone Scotland also has details about schools, including performance data for school leavers from S4-S6 and links to the national, local authority and school level data on the achievement of Curriculum for Excellence levels.



BOOKBUG

[Bookbug](#) is Scotland's universal early years book gifting programme and aims to inspire a love of stories, songs and rhymes from birth. Bookbug gives every child in Scotland four free bags of books as babies, toddlers, three- and five-year-olds. The bags contain books and other resources for sharing songs and rhymes that are suited to their age. Gaelic Bookbug Bags are also available.

The **Bookbug Explorer Bag** is gifted to all 3-year-olds at their childcare setting. It includes three lovely books, an activity book, pencils, and postcards to encourage mark making.

Every year, The Bookbug Picture Book Prize celebrates the best new Scottish picture books, and the winner of the prize is chosen by children across Scotland. All Primary 1 pupils receive the three shortlisted books in the **Bookbug P1 Family Bag**, given out in November during Book Week Scotland, and can vote for their favourite in school or at home with their families.

Check out the [website](#) for booklists, book sharing videos, activity ideas and much more.

Reporting on Progress and Visits by Parents

As part of our reporting procedures, we hold parent-child consultations with the class teacher twice a year, these are scheduled in November, and take the form of a drop in afternoon in March. In November, these appointments take place in the child's class. Each child has a 10-minute appointment where the teacher will discuss the child's progress and inform of next steps and also discuss any questions or queries the parent or child may have. In March, parents can drop in to chat with their child's teacher in a more informal way. We will also invite parents to open events throughout the year so they can access their child's classroom and see what they have been learning in context.

Summative progress reports are sent home to parents in May/June but these should simply be a summary of all progress and learning communicated over the session.

Regular testing and assessment take place more formally throughout the session on specific aspects of the curriculum to determine the child's understanding of the subjects. In this way a teacher can build a comprehensive profile on each child.

Section Four – Support for Pupils

Support for Pupils

Pupils' additional support needs will be identified and addressed through the Getting It Right For Every Child processes. This involves close co-operation between the parent or carer, the child and the staff in school – they are the core part of the Team Around the Child. Others involved in your child's education and well-being will also be part of the Team, and will help to complete a rounded picture of assessment where appropriate. The Team will also draw up and review plans to meet the needs identified. If you believe your child may have unrecognised additional support needs, your first point of contact should be the child's class teacher or form tutor.

The school makes provision for pupils with additional support needs throughout their education:

- Each teacher differentiates the curriculum within their class to provide educational targets and objectives suited to their age and stage of development.
- The school has an experienced Support for Learning Teacher to co-ordinate and organise support for children.
- The school can call on the time of a Support for Learning Assistant for exceptional cases.

Getting It Right for Every Child (GIRFEC)

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Getting it Right for Every Children (GIRFEC) is the Scottish Government's approach to improve children's services. The wellbeing of all children and young people is at the heart of GIRFEC. Services must work together with children, young people and their families to provide quick and effective support when it is needed.

The children and Young People Act (Scotland) 2014 will mean key parts of GIRFEC become law.

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 might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs).

Named Person

As you may be aware, this scheme is under government review and we will keep you updated with advice with advice issued. Every child and young person at present have a Named Person to make sure their wellbeing is promoted.

The role of the Named Person in health or education, depending on the age of the child, is to act as the first point of contact for children and families. Through children and families knowing who to contact, their access to help is made easier.

Who is my named person?

Your named person can help if you are a child or young person worried about your wellbeing, or a parent worried about your children/young person's wellbeing.

Stage of child / young person.	Named Person
From pre-birth – starting school or 5 years old	Health Visitor until
Primary or Secondary	Primary – Headteacher or D.H.T Secondary – Principal teacher (pastoral)/Pastoral Depute Headteacher

Protecting Children and Young People**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.

The safety and welfare of children and young people are of a paramount concern to schools. All staff and volunteers working with children and young people (in or out of the school building) are checked through Disclosure Scotland for offences that would make them unsuitable for such work. The school also has close working links with a wide range of other services and agencies that can help support children and young people in need.

Each school has a named co-ordinator responsible for all issues relating to child protection. In our school this person is Mrs Rice, the Head Teacher. Full details of the council guidelines and procedures for child protection can be seen in the school on request.

The council requires all staff to inform such co-ordinator if any allegation or suspicion of abuse arises. Such information cannot be kept confidential. The co-ordinator must pass the matter to social services and ensure that parents/carers are informed. Other members of school staff will be informed only if they have a direct role in supporting the child or young person. Social services staff will pursue the allegation. Sometimes this will be part of a joint team with the police. The school and other agencies will treat all matters in the strictest confidence, wherever possible.

The school has a policy on confidentiality. The school actively supports children and young people to develop their knowledge and skills about personal safety and to be confident in expressing any anxieties about their own

wellbeing. This is encouraged through targeted Health & Wellbeing themes and through specific curriculum programmes.

All children have a right to be protected from harm, abuse and neglect. The vision of the Forth Valley Child Protection Committee is that "It's everyone's job to make sure that children in the Forth Valley are safe."

Schools play an important role in identifying children who have been abused or are at risk of being abused. Clackmannanshire Council have clear procedures for all staff to follow. Headteachers or designated member of staff are instructed to notify Social Work when a member of staff has a suspicion that a child might have been abused or be at risk of abuse. The Team Around the Child will make a decision on whether or not an investigation is necessary and will advise accordingly. In every situation, the welfare of the child overrides other considerations.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Education (Additional Support for Learning) Scotland Act (2004) as amended 2009 and its accompanying Code of Practice (Third Edition) 2017. Further details of the policies and procedures can be found on the Clackmannanshire Council website: <https://www.clacks.gov.uk/learning/asl/> These procedures have been strengthened through the Children and Young People (Scotland) Act (2014).

Schools and Early Learning Centres (ELC) work closely with parents/carers and other agencies and professionals such as Social Work Services, Educational Psychology Service, National Health Service to ensure that decisions are made jointly with parents, children and young people with regards to the best possible education to meet the needs of the child within the resources available.

Staged Intervention

Staged interventions comprise a range of stages from universal through to more targeted support models locally adapted across local authorities. The *Behaviour in Scottish Schools Research 2009* found that all local authorities operated a form of staged intervention whereby increasing levels of support were made available to learners with behavioural needs.

General approaches of promoting a positive ethos, establishing positive relationships and praise and reward systems, as well as good learning and teaching, are complemented by targeted support for children and young people with needs, with multi-agency approaches for tackling often complex problems.

Within various models of staged intervention, a range of stages can be identified including:

- Universal: whole school ethos and classroom climate
- Stage 1: support needs met within school, e.g., personal support staff, parents, additional support staff, and specialists
- Stage 2: support needs met beyond the school within local school clusters and wider local authority provision
- Stage 3: extended provision beyond the local authority.
- Stage 4: children with more complex needs requiring an extensive range of interventions, support or planning.

Inclusion

The Education (Additional Support for Learning) (Scotland) Act 2004 was amended in 2009. The 2009 Act strengthens the duties placed on Clackmannanshire Education Service to identify and meet the additional support needs of children and young people. This was further strengthened through the Children and Young

People Act (2014). We continue to do this through the Staged Intervention process which is focused around GIRFEC (Getting It Right for Every Child) principles.

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 Clackmannanshire Council to provide access to mediation and dispute resolution services free of charge to parents who have made a successful placing request from another Authority.

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

Information and leaflets for parents, carers and young people can be found on the Council's website <http://www.clacksweb.org.uk/learning/asl/>

Leaflets include: 'Additional Support for Learning – a Guide for Parents'
'Additional Support for Learning – Resolving Differences'

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 service will be provided through a partnership between Barnardo's and the Scottish Child Law Centre. 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 National Advocacy service please contact the Scottish Child Law Centre:

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

Clackmannanshire Education Service 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 Clackmannanshire is available by contacting either the school, or the ASN team at Kilncraigs: telephone 01259 452441 or e-mail asn@clacks.gov.uk. The Staged Intervention process provides a coherent framework for meeting pupil needs. Information on how the

authority supports children and young people with additional support needs within this process is available in leaflet form from all schools within the authority and on www.clacksweb.org.uk.

Other Support Services

Several support services are readily available to the school. The Educational Service provides advice and support regarding overall issues of quality and effectiveness. Other services provide advice and/or assistance about how best to meet the needs of an individual child or group of children. Staff from the Primary and Secondary Schools Support Service offer experience in working with children with social, emotional or behavioural difficulties; staff from Psychological Services provide assessments of and support for a range of pupil needs; and the school can link with social services over matters of family and child welfare. Attendance and Welfare staff support pupils' attendance at school.

Disputes and Resolution in Additional Support Needs

Schools and Early Years facilities do their best to support pupils, and are responsive to the needs of parents, carers and pupils. Nevertheless, problems may arise, and it is important to deal with these as soon as possible.

In the first instant it is most appropriate to contact the school or ELC directly, and if the matter cannot be satisfactorily resolved, you may wish to discuss with the Quality Improvement Officer ASN or the Senior Manager Inclusion and Partnerships. If this cannot be resolved at this level, Children's Services also commission independent mediation through Children in Scotland. Their services, called Resolve, may be arranged by the Additional Support for Learning Adviser, or accessed directly by parents on 0131 222 2456.

Parents, carers and children with additional support needs can also seek independent advice and support through:

- Enquire – the Scottish advice and information Service for additional support for learning: www.enquire.org.uk, 0345 123 2303
- Scottish Independent Advocacy Alliance; www.siaa.org.uk, 01312605380
- Take Note: National Advocacy Service for Additional Support Needs (Barnardo's in association with the Scottish Child Law Centre) www.sclc.org.uk, 01316676633.
- Let's Talk ASN, c/o Govan Law Centre, letstalkasn@edlaw-org.uk, 0141-445-1955

Educational Psychology Services

Educational Psychologists (EPs) work together with families, schools and ELCs and other professionals, to help meet children and young people's educational needs.

Educational establishments can make referrals to the Educational Psychology Service as part of the Staged Intervention process, once they have obtained the agreement of parents/ carers and, where appropriate, the pupil.

Parents/ carers can also contact the service directly through the Telephone Consultation Line which operates Monday - Friday, 9.30-12pm in term time.

Pastoral Support

Every member of staff has responsibility for the pastoral support of our pupils. For some pupils' additional support is offered through a key person in school. This usually will be one of the management team. An integrated approach with partner agencies is employed where greater support is needed.

Family Support Service

Across Clackmannanshire Council there are a variety of services who can support children. Young people and their families from early intervention to more intensive support. The main aim of these services is to increase the wellbeing of young people and their families.

Children, young people, and their parents may require additional support at different times in their life e.g., following a bereavement, illness, transition, when experiencing anxiety, behaviour issues, during or after changes in family circumstances. Support is tailored to meet the individual needs of children & families when they need it, and to keep it as local as possible.

Individual or group work can be delivered in school, home or in the community. A request for support can be made through a member of school staff (named person) who will be able to talk with you, gather information & your family's views. This helps identify the most appropriate service.

Family Support services work in partnership with families, schools and other agencies to support young people's wellbeing.

Creative Therapeutic Interventions for Children

Clackmannanshire Education Service is working in partnership with Inscape Therapies and Reachout with Arts in Mind to provide support to children and young people who are experiencing mental health and wellbeing issues. Creative Therapeutic Interventions for Children (CTIfC) is a targeted service available to 5 – 9-year-old children across Clackmannanshire's primary schools. It offers developmentally appropriate resources which include:

Music Therapy – Inscape Therapies

Music therapists are fully qualified and registered. They deliver a longer term one to one service in school or remotely to children who are experiencing issues such as trauma, bereavement, loss and anxiety. Referrals are made through the GIRFEC forum.

Therapeutic Art – Reachout with Arts in Mind

The qualified artists from Reachout offer a 6-session group work programme to children in an identified school. The group focuses on building resilience, self-esteem and confidence through art and is delivered in school supported by school staff.

The school is offered this service and refers children through the Counselling in Schools Coordinator.

Transitions**Nursery to Primary School**

Children starting school in August are invited along with their parents/carers to spend time in their classroom, meeting their teacher and classmates. Parents also meet with the Headteacher to share information about the general life of the school and learning experiences offered in Primary 1.

Before leaving nursery, a transfer of information record for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary. All nurseries and primary schools have a variety of systems which support the transition process for children. This ensures that children's strengths and development needs are addressed.

Primary to Secondary School

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know

each other and their teachers as well as to experience some learning in the secondary school setting. Most secondary schools have an open evening where parents can find out information about which subjects will be taught in S1, uniform policy, lunchtime arrangements, school clubs, etc.

If you wish your child to attend a secondary school other than the catchment secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below. Parents of non-RC baptised pupils who were enrolled as a Placing Request at a denominational primary school after November 2012 must submit a further Placing Request if they want them to transfer to the local RC high School. Otherwise, these pupils are automatically entitled to transfer to their catchment non-denominational secondary school.

Parents of children who are planning to change from denominational to nondenominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

All transitions from class to class are important and pupils meet new teachers in the summer term for the next session. Where necessary an enhanced transition can be arranged to meet individual needs.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will only be accepted following the publication of an advert in the local press inviting applications in early December.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. A parent could, therefore, end up with children attending different schools.

Primary 1 pupils must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by Education Services.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. Education Services will also reserve places in a class for catchment pupils they expect to move into the area during the school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to Clackmannanshire Council's Admissions Policy and requests accepted and refused accordingly.

If you wish to make a Placing Request, you should complete the appropriate application form (one for each child involved) and return it to Education Services, 4th Floor, Kilncraigs, Greenside Street, Alloa, FK10 1EB. This Form must be completed by the child's Parent/carer. Placing Requests for Primary 1 and Secondary 1, commencing in the next school session should be made by the 15th of March each year for consideration. Responses will be issued no later than 30th April.

Section Five – School Improvement

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of Headteachers, school staff and officers within Children's Services. Headteachers regularly track pupils' progress at meetings with each teacher to ensure that progress is maintained and to identify effective strategies progress when necessary.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements.

The Standards and Quality report can be obtained from the school website.

School Improvement Plan

The School Improvement Plan priorities for this session can be obtained from the school website.

It is also shared with the Parent Council at the first meeting in the new session.

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.

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.

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 data sharing, and that this 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 out-with 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.

Websites

You may find the following websites useful.

- <https://education.gov.scot/parentzone/>

Parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.

- <https://www.education.gov.scot/>

Parents can access school and local authority inspection reports and find out more about the work of Education Scotland.

- <http://www.gov.scot/Topics/Statistics/Browse/School-Education>

Parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.

- <http://www.clacks.gov.uk/learning/>

Contains information for parents and information on Clackmannanshire Council schools.

- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx>

Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.

- <http://www.respectme.org.uk>

Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying

- <http://www.equalityhumanrights.com/>

Contains information for everyone on equality laws within the government and local authorities

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLD – Community Learning and Development

DHT - Depute Headteacher

EMA – Education Maintenance Allowance

FOI – Freedom of Information

FVNHS - Forth Valley National Health Service

GIRFEC – Getting it Right for Every Child

Glow - Scottish Schools National Intranet (Glow doesn't stand for anything)

HT - Headteacher

LIPs - Local Improvement Priorities

NPFS - National Parent Forum of Scotland

PC - Parent Council

PT - Principal Teacher

PTA/PA - Parent/Teacher Association/Parents Association

SEEMIS - Management Information Systems (SEEMIS is the pupil database)

SIP - School Improvement Plan

SPTC - Scottish Parent Teacher Council

SQA – Scottish Qualifications Authority