



**Clackmannanshire
Council**

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Comhairle Siorrachd
Chlach Mhanann

DEERPARK PRIMARY SCHOOL



School Handbook 2025/2026

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

Tel. 01259 452218

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



@DeerparkPS

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



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Chief Education Officer's Foreword 2025/26

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 and ongoing 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 our values of Respect, Inclusion and Collaboration - 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. We are committed to UNCRC which has recently been incorporated into Scot's law. Shared ownership and awareness of the education values is key.

- Respect – we have due regard for the feelings, wishes and rights of others
- Inclusion – we make sure that everyone can enjoy the same experiences
- Collaboration – we work together to create and achieve

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 X, Class Dojo or other in school 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

Footnote: If you want a printed copy of this handbook, please ask the school.

It may be possible to offer some assistance in helping to translate all or part of this handbook to parents whose first language is not English. Enquiries should be directed to the school in the first instance.

Disclaimer

The information in this school handbook is considered to be correct at the time of publication (Dec 2025), however, it is possible that there may be some inaccuracy by the start of the school term in August 2026

Welcome from the Headteacher



Deerpark Primary School is a place where our 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 our wellbeing indicators i.e., that everyone in our school will be:

S A F E
H E A L T H Y
A C H I E V I N G
N U R T U R E D
A C T I V E
R E S P O N S I B L E
R E S P E C T E D
I N C L U D E D

We do not work alone to ensure all these things for our children. We encourage and uphold strong, positive relationships with our parents/carers 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 Parliament Welcome



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/carers, 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 – Arron Uytendhal

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. 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 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 us.

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

Section Two – Parental/Carer/Family Involvement in the School

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

This section contains information about how parents/carers/families 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 our 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/carers/families 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 our 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 our school.

Details of how parents/carers/families 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/carers/families 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/carers/families.

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 our school improvement planning cycles and how we consult with our stakeholders.

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.

Mrs Rice
Headteacher
Deerpark Primary School

Section One - Practical Information about the School

Contact Details

Name of Head Teacher – Mrs. A Rice

Name of School - Deerpark Primary School

Address – Gartmorn Road, Sauchie, FK10 3PB

Telephone Number – 01259 452218

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

E-mail Address – Deerpark@edu.clacks.gov.uk

About our school

Stages of Education provided for – Primary 1 - 7

Present Roll - 156

Denominational Status of the School (if any) – Non-Denominational

Gaelic Medium Education - No

Single sex school - No

Organisation of our School Day

Primary 1 pupils attend school on a full-time basis after the first week.

Morning Session – 9.00 a.m. – 10.45 a.m.

Interval – 10.45 a.m. – 11.00 a.m.

Morning Session (continue) 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.

P.E days change annually depending on P.E allocation

Team Talks take place every Friday

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

School Term Dates 2025/26



We operate a set pattern of school holidays.

Autumn term: Starts on the Monday of the second full week in August. (as the first 2 days are normally staff development days pupils will start on the Wednesday)

October holiday: Two weeks starting on the Monday of the second full week in October.

Christmas holiday: Two full weeks to include two public holidays on 1st and 2nd January.

Easter holiday: The first Monday in April, for two weeks, regardless of when Easter weekend falls.

Event	Date
Autumn term begins (Staff only - staff development days):	Monday & Tuesday 11 & 12 August 2025
Autumn term begins (Pupils):	Wednesday 13 August 2025
Autumn term ends:	Friday 10 October 2025
October holiday begins:	Monday 13 October 2025
October holiday ends:	Friday 24 October 2025
Winter term begins:	Monday 27 October 2025
Staff development day (pupils off)	Friday 28 November 2025
Winter term ends	Friday 19 December 2025
Christmas holiday begins:	Monday 22 December 2025
Christmas holiday ends:	Friday 2 January 2026
Spring term begins:	Monday 5 January 2026
Staff development days (pupils off)	Monday & Tuesday 9 & 10 February 2026
Spring half-term holiday begins:	Wednesday 11 February 2026
Spring half-term holiday ends:	Friday 13 February 2026
Spring term ends:	Thursday 2 April 2026
Spring holidays begin:	Friday 3 April 2026 (Good Friday)
Spring holidays end:	Friday 17 April 2026
Summer term begins:	Monday 20 April 2026
May public holiday:	Monday 4 May 2026
Summer term ends:	Friday 26 June 2026
Summer holidays begin:	Monday 29 June 2026
Summer holidays end:	Friday 7 August 2026

Staff Development Days

- Monday 11 August 2025
- Tuesday 12 August 2025
- Friday 28 November 2025
- Monday 9 February 2026
- Tuesday 10 February 2026

Registration and enrolment

For information on School Enrolment, please refer to the Clackmannanshire Council website - <https://www.clacks.gov.uk/learning/schoolenrolment/>

Attendance and absence

It is the responsibility of parents/carers/families of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly.

For more information on attendance and punctuality at school, please refer to the Clackmannanshire Council website - <https://www.clacks.gov.uk/learning/attendanceandpunctuality/>

Parents/carers/families considering seeking a place for their child in Deepark 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/carers/families, 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/carers/families 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/carer/family (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 parent/carer/family, 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 Headteacher 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 Headteacher before the holiday. If the Headteacher does not give permission before the holiday, it will be recorded as unauthorised absence. The Headteacher may also exercise discretion when a parent/carer/family 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 Headteacher on this basis is regarded as authorised absence.

Parents/carers/families 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 Headteacher 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/carers/families 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.

Our 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 our 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 our 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 Meals

All pupils in P1 to P5 receive a free school meal as well as those families on qualifying benefits.

Where a pupil is in P1 to P5 and parents meet the eligibility criteria, the parent should apply for free school meals in order to receive free breakfast club, holiday food payments and the Family Bridging Payments. Those that are eligible will also receive a clothing grant payment.

Children in Clackmannanshire can access food during the school day:

- At breakfast
- At morning break
- At lunchtime

Full details of lunches served in our primary schools can be found in the Council's website <https://www.clacks.gov.uk/learning/freeschoolmeals/>

The current price of a school meal is £2.45

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.

Payment for lunches is collected in advance, on Monday morning, for the week. We use ParentPay for lunch payments. School lunches are supervised by our school staff team. 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/carers/families for the pupils to return home. Pupils having a home lunch should not return to school before 1.30pm.

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.

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/carers/families.

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 £1.50. In this school, service starts at 8.30am to 9.00am.

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 Headteacher.

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. More information regarding ParentPay can be given from our office.

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/families 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.

Free School Meals and Clothing Grants

Some families may be eligible to apply to Clackmannanshire Council for free school meals and / or a payment towards the cost of footwear and clothing. For more information on clothing grants, please refer to the Clackmannanshire Council website - <https://www.clacks.gov.uk/learning/schoolclothinggrants/>

Application Forms for Clothing Grant and Free School Meals including eligibility criteria are available from Clackmannanshire Hubs or can be downloaded from the Clackmannanshire Council website

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

and

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

The forms have to be completed by the parent and evidence of income received may have to be provided. Please note that an application has to be made for each school year.

More information or help with completion of the form can be obtained from Education Service on 01259 450000.

Financial Assistance

If you are on a qualifying benefit including Universal Credit, Income Support or Employment and Support Allowance you may be eligible for additional benefits, even if you are in work:

Scottish Child Payment - £100 for every child under the age of 16, paid every 4 weeks. Further information and online application can be found here - <https://www.mygov.scot/scottish-child-payment>

You may also be eligible for a number of other payments from Social Security Scotland including:

- **Best Start Grants** - One off payments towards the cost of pregnancy or looking after a child; Baby and Pregnancy, School Age and Early Learning Payment
- **Best Start Foods** - Prepaid card that can be used either in shops or online for food shopping from pregnancy until your child is aged 3
- **Child Disability Payment** - Payments to support children under the age of 18 with a mental or physical disability. You do not need to have a diagnosis to apply
- **Adult Disability Payment** - Payments to support you if you have a disability or long-term health condition

Further information on these benefits can be found here - <https://www.mygov.scot/browse/benefits>

If you require assistance to apply for any of the above grants or benefits, Clackmannanshire Citizen's Advice Bureau have a 'Help to Claim' service. You can contact them here - <https://www.clackscab.org.uk/get-advice>

Cost of Living emergency support – links to welfare fund, food banks, energy support etc. <https://www.clacks.gov.uk/community/colsupport/>

Childcare Costs

If you are a working parent/carer, you may be eligible for support to pay for childcare costs.

If you claim Universal Credit, you can claim up to 85% of your childcare costs

back. <https://www.gov.uk/guidance/universal-credit-childcare-costs>

If you do not claim any benefits, you may still be eligible for 20% off your childcare by using Tax Free

Childcare. <https://www.gov.uk/apply-for-tax-free-childcare?step-by-step-nav=d78aeaf6-1747-4d72-9619-f16efb4dd89d>

School Clothing Grants 2025/2026 Session

School age children whose parents/carers/families 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/learning/schoolclothinggrants/>

Application forms for the 2025/26 academic session are issued in June 2025 and the closing date for all applications is 31 December 2025.

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/carers/families 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 Deepark 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 parents/carers/families 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

Parents/carers/families should remind their child(ren) that, in the interests of safety, good behaviour is expected from all pupils travelling on school transport.

Children should be reminded by parents/carers/families that, wherever possible, they should only cross the road where there is a crossing patrol and should exercise care on walking to and from school.

Parents/carers/families 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.

The school car park is for staff and delivery vehicles only.

Transport for Primary and Secondary School Children (Excluding Placing Requests)

Free school transport is provided to and from your home address to your child's catchment school if they are distance entitled. For more information on school transport, please refer to the Clackmannanshire Council website - <https://www.clacks.gov.uk/learning/hometoschooltransport/>

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. Playground staff wear Deerpark Primary School jackets. During intervals school helpers supervise the children. In addition, the Senior Leadership Team and Janitor are 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.

This allows children to quickly identify them.

Accessibility Strategy

All Local Authorities must have an Education Accessibility Strategy, with a three-year plan of what they are going to do to make schools and Early Learning Centres accessible for children and young people with disabilities and their families. The link to the strategy can be found her <https://local.clacks.gov.uk/learning/accessibilitystrat/>

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.

Unexpected Closures

Most closures will be notified to you in advance, but there are occasions when the children may be dismissed early without warning, e.g., as a result of power cuts or severe weather. In the event of an early school closure please ensure that your child knows where to go if you are not usually at home during the day. To help us keep you informed it is important that you make sure we have the most up to date emergency contact information for your family. We will keep in touch using text messaging, via the Clackmannanshire Council website, social media or via information broadcast on Central FM.

Mobile Devices

Parents/carers/families provide their children with mobile devices for a variety of reasons, including supporting learning and for personal safety. It is the right of parents/carers/families 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.

Equality

The council is required to work towards advancing equality of opportunity for all people and to foster good relations between people. The council is committed to eliminating discrimination on the grounds of race, sex, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status, pregnancy/maternity or poverty.

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, Enquiries and Complaints Procedure

Clackmannanshire Council Education Service would like you to be completely satisfied with your child's education. We encourage feedback on our services from parents/carers/families, pupils and members of the public. We are interested in feedback of all kinds, whether it be compliments, enquiries or complaints.

Sometimes, customers may feel that the services provided are not what they wished for and they may wish to complain. If you, or your child has a complaint about the service provided by the school, please let us know.

How do I complain?

Complaints can be made to schools in writing, by email, on the telephone, in person or by using the Clackmannanshire Council online complaints form on the website.

Who do I complain to?

Parents/carers/families must first consult the school regarding their complaint – unless there are exceptional circumstances. Clackmannanshire Council is implementing a Child Friendly Complaints process. If parents/carers/families are complaining on behalf of their child, if the child can understand the issue and express their views, the child will be asked their opinion and/or asked to give informed consent if they want their parent/carer/family to proceed with the complaint on their behalf.

What else do I need to know?

Please note that schools can only respond to complaints about a service that they or Clackmannanshire Council provides or a service we have contracted from a third party.

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

You can find out more about the Council's Complaint Procedure from the Clackmannanshire Council website - <https://www.clacks.gov.uk/council/commentsandcomplaints/>

School Health Service

The School Nursing Service within NHS Forth Valley consists of School Nurses, Trainee School Nurses and School Nursing Family Support Workers who work across three localities: Falkirk, Stirling and Clackmannanshire.

School Nurses are experienced registered nurses who have completed an additional Post Graduate Qualification in Public Health.

School Nursing is a transforming role which focuses on prevention, early intervention and support for school aged Children and Young People aged 5-19.

School Nurses concentrate primarily on ten priority areas under the overall headings of vulnerable children and families, mental health and wellbeing, and risk-taking behaviour.

- Emotional Health and Wellbeing
- Substance Misuse
- Child Protection
- Domestic Abuse
- Looked after children
- Homelessness
- Youth Justice
- Young Carers
- Sexual Health
- Transitions

Children and Young People and their parents/carers/families seeking support can complete the request for contact form on the website.

Operating hours are Monday to Friday, 8:30 am to 4:30 pm, including school holidays but excluding public holidays.

As part of the child health programme there is a routine health review offered to all Primary 1 children.

Flu Vaccine

All primary and secondary school pupils are eligible for the flu vaccine, which is given in schools as a painless nasal spray. Consent packs containing a letter, leaflet and consent form will be sent home to parents/carers/families of school children on return to school in August. Secondary pupils can self-consent, though they are encouraged to speak to a parent or carer first.

Primary and secondary school pupils are vaccinated by NHS Forth Valley's Immunisation staff in their school. The school flu vaccination programme runs from September – December.

Young People Vaccinations

From January to the end of February, the Td/IPV vaccine and the meningitis ACWY vaccine is delivered in schools and is offered to all young people who are in S3 (around 14 years of age).

From the end of February to the end of March the Human Papillomavirus (HPV) vaccine is delivered in schools and offered to every S1 pupil (first dose) and S2 (second dose).

Oral Health Improvement

Oral Health Improvement in Forth Valley is delivered collaboratively by the Health Improvement Service, Public Dental Service, Oral Health Improvement (OHI) team and Public Health Nutrition (AHP Dietetics).

Childsmile is a national programme which aims to improve the dental health of children in Scotland.

For more information on the main elements of the programme, visit the Childsmile website, or contact the Childsmile Team at fv.childsmileforthvalley@nhs.scot.

Infectious Diseases

Colds, flu and gastroenteritis are the most common infections affecting children of school age. It is important that you keep your child(ren) off school in the early stages of flu and while they still have diarrhoea.

It is also important that your child(ren) understands how to prevent picking up and spreading such infections. You will be able to get further advice about good health from staff in your Health Centre or GP Practice.

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

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(ren) 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 is not followed then re-infection is likely.

Advise family members and close friends that your child(ren) has head lice and that they should check their own hair. Only treat if live lice are found. 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.

Regular wet combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it speedily.

Further advice can be accessed online

<https://www.nhs.uk/conditions/head-lice-and-nits/>

Clinics

From time to time some children are asked to attend clinics (eye clinics, dentist, doctor, etc). Please inform the school of these visits and arrange for your child(ren) to be collected if he/she must leave school to attend the clinic.

No child will be allowed away from school during school hours unless accompanied by a responsible adult or unless written permission to do so has been given by the parent.

Medicine Administration

The administration of medicines prescribed by a doctor is undertaken at the discretion of the Headteacher but schools are generally happy to co-operate with parents/carers/families in doing so. In order to safeguard the health and safety of children, procedures are drawn up by Clackmannanshire Council Education Services.

When a child is prescribed medication by a doctor or a dentist and parents/carers/families require the school to administer this, the relevant request Form should be completed. 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 liability insurance does not provide indemnity to employees for administering non-prescribed medicines.

For medical appointments during school hours, please notify the school by letter and collect your child from the school.

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/carers/families 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 for School Children

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/carers/families 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 Education Service, 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/Travel Insurance

The council has in force Personal Accident and Travel Insurance for all school trips within the UK and Abroad which has been organised by the school. The Insurance Section, Kilncraigs, Alloa, should be advised of all school trips by the school detailing the number of pupils, number of teachers, number of nights, itinerary and trip destination.



Section Two – Parental/Carer/Family Involvement in the School

Parents/Carers/Families Welcome

All Clackmannanshire Council schools welcome parental involvement and engagement. Research has shown that when parents/carers/families are involved children do better in school.

Reporting on Progress and Visits by Parents/Carers/Families

As pupils progress through school, teachers use a range of assessment strategies. Pupils are also involved in assessing their own progress and developing their next steps.

We recognise that pupils do not develop and progress at the same rate and adapt teaching approaches for each child accordingly. Please contact the school as soon as possible if you have any concerns about your child's progress.

Parents/carers/families have the opportunity to find out about their child's learning through a range of means

- Parent/Carer/Family Information Evenings
- Ongoing discussion with teachers and managers
- Open evenings and/or afternoons meet the teacher events
- Folios of work
- Online information such as Class Dojo or X

Parents/carers/families are welcome to contact the school at any time to ask for information. Please refer to our roles and remits within Deerpark Primary School for the best person to speak to and when.

As part of our reporting procedures, we hold Pupil Learner Conversations 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/carers/families 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 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.

Arrangements for Parents/Carers/Families Visiting the School

Meetings with Staff

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

An 'Open Door' policy is operated in Deerpark Primary and parents/carers/families' meetings can be arranged with either a member of the Senior Leadership Team, or the class teacher, depending on the nature of the

concern. Where the school has concerns regarding a child's progress or behaviour, parents/carers/families will be contacted so that together we can support the child.

Communication with Home

From time to time your child will bring home important and routine communications from our school. Parents/carers/families are encouraged to check their child's schoolbag for these communications. Communication will also be sent out on Class Dojo and via GroupCall email or text.

Open Afternoons

There are opportunities during the school year when parents/carers/families 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/carers/families can access more information about curriculum areas and new policies.

Family Learning

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

Home School Links

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

Homework and Home Learning

Homework and Home Learning should be a partnership between pupil, teachers and parent/carers/families 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, homework. At present, we do not have a formal homework policy, however certain aspects of the curriculum can be reinforced at home using teacher discretion.

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/Carer/Family Involvement

Deerpark Primary school and supporting services can benefit from developing positive and active partnerships with our parents/carers/families 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/families, the more they can support their children's learning and the school. Information that parents/carers/families share with (our 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/carers/families 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/families are automatically members of the Parent Forum at this school. As a member of the Parent Forum all parents/carers/families can expect to –

- receive information about the school and its activities
- hear about what partnership with parents/carers/families 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/families 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	Arron Uytendhal
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/carer/family 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 our school.

[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.

[School Ethos](#)

At Deerpark Primary, we aim for our school to be a place where pupils, parents/carers/families 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.

[Children's Rights - United Nations Convention on the Rights of the Child \(UNCRC\)](#)

The UNCRC (Incorporation) (Scotland) Act 2024 was made law on the 16th of July 2024. This means that all services provided by Councils, including schools and ELCs, must take account of children's rights in any decisions, plans or complaints. A child is anyone under the age of 18.

All children have a right to –

- Have their voice heard and their opinion considered in any matter that affects them
- Freedom from violence, abuse and neglect
- Privacy and confidentiality
- Access to primary and secondary education
- All adults must act in the child's best interests - this is a top priority

Most schools and ELCs in Clackmannanshire are working towards their Rights Respecting Schools (RRS) award which puts children's rights at the heart of everything they do. As of November 2024, Deerpark Primary School is a Silver Rights Aware school. Children and adults learn about children's rights which enables children to reach their full potential. If you want to know more about RRS, please ask any staff member.

More information about our Children's Rights work will follow during the session as the UNCRC Act is implemented. You can find out more about UNCRC in this leaflet for parents -[Parent Club UNCRC - Your guide to children's rights.pdf](#)

[Pupil Conduct](#)

A partnership between the school and parents/carers/families 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.

Deerpark Primary School has three school rules which are: Ready, Safe and Responsible. These are clearly displayed in all areas of our school and are referred to daily in classrooms and weekly during our Team Talks.

Care of Books / Materials

To enable us to provide the best possible education for your child, every care should be taken to look after our school's resources and facilities. Parents/carers/families are asked to remind their child(ren) that all school equipment and fitments should be used with care.

Positive Relationships

Rationale: At Deerpark Primary School we aim to work in partnership with the whole school community to set high standards of behaviour. Our aim is to have a supportive community 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 our school. We will communicate regularly to parents/carers/families 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/carers/families 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

Learning Entitlements

In addition to the entitlements of Curriculum for Excellence our education provision will reflect local needs and circumstances. Therefore, at different stages of their education, our learners will have opportunities to:

- Link aspects of their learning to the local environment and its heritage
- Participate on a residential experience where possible
- Participate in arts, sports and cultural events
- Participate in environmental projects
- Participate in a community project
- Participate in outdoor learning experiences
- Access appropriate technology
- Be consulted on and contribute to the decision-making process in school
- Experience work-based learning
- Develop collaborative, social, leadership and other life skills
- Access academic and vocational learning experiences
- Access learning experiences designed and / or delivered by relevant partners
- Reflect upon and be proactive in planning and making choices about their own learning
- Engage with learners in other countries and demonstrate knowledge of their culture.

How can you help?

By law, you must make sure your child(ren) receives education.

As a parent/carer/family, you can help your child(ren) by:

- making sure your child goes to school regularly;
- encouraging and supporting your child(ren) with any homework given;
- showing that you are interested in how your child(ren) is getting on at school;
- encouraging your child(ren) to respect the school and the whole school community; and
- being involved in the school.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

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

Curriculum for Excellence is a framework for learning and teaching used 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. Curriculum for excellence was fully implemented in 2016.

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/carers/families 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’ll 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 teacher and practitioner is 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.

Assessing progress is carried out in a range of ways to meet children’s needs, ensuring children achieve their potential.

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’s needed. There is emphasis on looking after our children’s **health and wellbeing**; ensuring that 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.

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.

Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. Active learning is engagement of the brain whilst in the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children’s thinking using real life and imaginary situations. As children progress through school, they continue to be involved in active learning

experiences which give them ownership of their own learning, encourage co-operative working and utilise skills required for learning, life and work.

Curriculum for Excellence aims to create:

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 our children. Our teaching staff plan to ensure progression, continuity and coherence. We strive to offer breadth and depth as well as promote challenge and enjoyment.

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.

Pupil Voice Groups

We have a variety of Pupil Voice groups within Deerpark Primary School. Each year, we aim to have pupil voice groups which reflect our school improvement planning, the needs of our school and our vision and values.

Responsibility, Justice, Fairness

Our school has regular whole school Team Talks (assemblies) which are led by our Senior Leadership Team. Pupils also take responsibility for sections of the Team Talk such as house points. Parents/carers/families and friends are also invited to our class led Team Talks, our Harvest festivals, Christmas celebrations, and end of session services which take place in our school hall.

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

Sensitive Aspects of Learning

Parents/carers/families 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

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. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Team on 01259 450000 or visit our website <https://www.clacks.gov.uk/learning/activeschools/>

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.

Please contact us if you would like any further information about the curriculum within our school.

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.

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.

Religious Instruction and Observance

Religious Instruction

Schools have a statutory duty to provide opportunities for Religious Instruction in the timetable. This aims to promote a knowledge of the Christian and other faiths and encourage children and young people to develop enquiring minds through investigating spiritual, moral and philosophical issues.

Ultimately, pupils in the upper secondary school can gain a qualification through the study of Religious, Moral and Philosophical Studies at Higher and Advanced Higher Levels. These courses further develop young people's skills in logical thinking, methodical enquiry and ways of expressing ideas effectively.

Religious Observance/Time for Reflection

Religious Observance, which may take the form of a Time for Reflection, is held at least six times a year, in addition to traditional celebrations central to the life of the school community. Religious Observance will often (but not necessarily) take the form of a Team Talk.

Withdrawal from Religious Instruction and Religious Observance/Time for Reflection

Parents who wish to exercise their right to withdraw their child from religious instruction and/or observance are encouraged to initially discuss their intention with the Headteacher prior to making their decision known to the school in writing.

READ, WRITE, COUNT

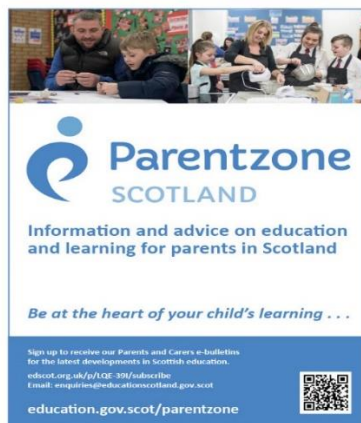
Read, Write, Count with the First Minister is a programme that aims to support parental engagement in literacy and numeracy through the gifting of books and supporting materials to families. Gift bags are distributed annually to all children from birth to and P3 pupils in Scotland by Scottish Book Trust. Bookbug bags are gifted to Primary 1 children and Read, Write, Count bags are gifted to Primary 2 and 3. The bags contain literacy and numeracy materials to support children's learning, as well as advice and support to parents. Schools build excitement and enthusiasm about the books before children take them home to their families.

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](#).

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.

'The Bookbug Primary 1 [Family Bag](#) encourages families to share books and activities to inspire a lifelong love of reading, writing and counting. These are gifted during Book Week Scotland in November every year!'

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



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/carer or family, 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(ren) may have unrecognised additional support needs, your first point of contact should be your child's class teacher.

Our 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.
- Our school has an experienced Support for Learning Teacher to co-ordinate and organise support for children.
- Our 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).

Children, young people and their parents/carers/families 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 should be tailored to meet the individual needs of children & families, when they need it and as locally 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.

Protecting Children and Young People

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."

Education Service has an important role in identifying children who have been abused or are at risk of being abused.

Clackmannanshire Council has clear procedures for all staff to follow. Headteachers or designated member of staff are instructed to notify Clackmannanshire Council and Social Work Services when a member of staff has a suspicion that a child might have been abused or be at risk of abuse.

Social Work Services 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.

National Missing Persons Framework for Scotland

The Scottish Government [National Missing Persons Framework for Scotland](#) describes a missing person as anyone whose whereabouts are unknown and:

- where the circumstances are out of character
- the context suggests the person may be subject to crime
- the person is at risk of harm to themselves or another.

The Framework sets out the following four objectives;

- To introduce preventative measures to reduce the number of episodes of people going missing
- To respond consistently and appropriately to missing person episodes
- To provide the best possible support to missing people and their families
- To protect vulnerable people to reduce the risk of harm.

All partner agencies, including Education, have a part to play in meeting these four objectives and schools refer to the Policy and Procedures to Support Attendance in Clackmannanshire Educational Establishments.

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 Headteacher. 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/families 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 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/families 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/carers/families, children and young people with regards to the best possible education to meet the needs of the child within the resources available.

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 instance, 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/families 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 Service

A new Directory of Support for Mental Health and Wellbeing is now available.

Who we are?

We are a small team of Educational Psychologists, managed by a Principal Educational Psychologist. We provide an educational psychology service to all schools and Early Learning and Childcare Centres (ELCs) within Clackmannanshire.

What we do?

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

We want to make sure that our children and young people are safe, healthy, achieving, nurtured, responsible, respected and included in line with GIRFEC wellbeing indicators.

How to involve an Educational Psychologist

In most cases, referrals to the Educational Psychology Service (EPS) come through the Staged Intervention process in schools/ELCs. Your child's school/ELC will seek your permission to consult with us about your child. A lot of the time we can provide advice and support through a one-off consultation but, where appropriate, we may become part of Team Around the Child (TAC) meetings if we need more information.

When we attend a meeting in school or ELC, we can use the information gathered at this meeting/consultation to help us to assess what kind of support may help your child or young person meet their potential at school/ELC.

Sometimes, we need to gather more information because all of our questions were not able to be answered during the TAC meeting or phone consultation.

In these cases, following a TAC or phone consultation, we may come into school or ELC:

- to observe your child or young person
- hand out questionnaires to those who know them well
- talk to your child's teacher
- ask other services who are working with your child for information
- to meet with your child to do more assessment.

These steps are agreed together with you and the team around your child. The school then arranges another TAC so that we can all work together to create the best plan of support in line with the information gathered.

Once we have finished an assessment, we will usually discharge your child or young person from our service. However, we can be invited back in for consultation or further assessment at any time.

We work within the Staged Intervention process to ensure that your child/ young person is getting the right sort of help at the right time.

Education initiatives

As well as providing a service to children and families, we also work with the local authority on, for example, policies and whole authority initiatives such as Readiness for Learning.

- Refer to our information leaflets
- Flip Clacks contains more detailed information about ways you can support your child at home
- Directory of Support for Mental Health and Wellbeing in Clackmannanshire.

Contact Us

You can contact us in writing, by telephone, email or online form. Details are available below.

Please note if someone wishes to consult about a child or young person, they must have consent from the person who has parental rights and responsibilities.

Important: If you are emailing psychological@clacks.gov.uk then please don't send us detailed, personal or sensitive information. This is to protect your confidentiality. We will contact you if we need more details.

Our Privacy Notice is available to refer to.

Related Pages

- Getting it Right for Every Child (GIRFEC)
- Reporting Child Protection Concerns
- The Scottish Attainment Challenge
- Working with Children & Families

Related Publications & Documents

- Leaflets produced by the Educational Psychology Service on specific topics

External Links

- Children in Scotland
- Directory of Support for Mental Health and Wellbeing in Clackmannanshire

- Education Scotland
- Enquire
- Kooth
- ParentZone

For Further Information, please contact:

Educational Psychology Service
Kilncraigs,
Greenside Street,
Alloa,
FK10 1EB
Tel: 01259 226000 / 450000
Email: psychological@clacks.gov.uk

Or use the on-line contact form

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 Services

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/carers/families 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 and 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.

Primary School Admissions

For further information on Primary School Admissions and Enrolment, please refer to the Clackmannanshire Council website at <https://www.clacks.gov.uk/learning/schoolenrolment/>

Early Learning Provision

For more information about Early Learning and Childcare (ELC) (Nursery) provision, please refer to the Clackmannanshire Council website at <https://www.clacks.gov.uk/learning/nurseryenrolment/>

Transitions

Transition from ELC to Primary

Before leaving and ELC, a transition plan will be agreed between the ELC and school for all children. This ensures a smooth transition and continuity of education for the child transferring to primary. Early Learning and Childcare Centres and Primary Schools have a variety of systems in place which support the transition process for children.

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. Our catchment secondary school is Lornshill Academy, which is the catchment secondary school for Lornshill cluster.

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 Placement Request as detailed in the Placement Request section of the website - <https://www.clacks.gov.uk/learning/placementrequests/>.

Parents/carers/families of children who are planning to change from denominational to non-denominational 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/carer, you have the right to make a Placement Request for your child(ren) to be educated in a school other than the local school.

For further details of Placement Requests - see Clackmannanshire Council website - <https://www.clacks.gov.uk/learning/placementrequests/>

Mid-Session Transfers

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Headteacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are surplus places available at the school.

Transport for Placement Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.



Section Five – School Improvement

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Education Services. Headteachers regularly track pupils' progress and achievements ensuring progress is maintained and identifying effective supports as required.

Standards and Quality Report

Every year our school publishes a Standards and Quality report which highlights our major achievements.

Our Standards and Quality report can be obtained from our school website.

<https://blogs.glowscotland.org.uk/cl/deerparkprimaryschool/2024/08/26/standards-quality-report/>

School Improvement Plan and Pupil Equity Fund (PEF) Plans

Our School Improvement Plan priorities and PEF plans for this session can be obtained from our school website. Consultation for both School Improvement and PEF plans takes place during Term 4 of our school session. Children, staff, families and partners form part of our consultation processes, thus supporting our annual improvement planning cycle.

Our plans also shared with our Parent Council at the first meeting in the new session.

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

Transferring Educational Data about Pupils

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

Why do we need your data?

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

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

Data policy

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

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

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

Your Data Protection rights

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

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

Any sharing or linkage of data will be done under the strict control of Scottish Government and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of 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.

- <http://www.parentzonescotland.gov.uk> - 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.
- Parent Club Scotland: The Scottish Government's advice and support service to parents, carers and families. Wide range of advice, hints and tips on social distancing, health information as well as learning at home. www.parentclub.scot/
- Parenting Across Scotland: General parenting advice and support on a range of issues, <https://www.parentingacrossscotland.org/>
- www.hmie.gov.uk - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.scottishschoolsonline.gov.uk> - 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.
- <https://www.clacks.gov.uk/learning/> Clackmannanshire Council's website – education pages
- <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
- Scotland Learns: Education Scotland has set up a new website with ideas, hints and tips for parents and carers to support learning at home - <https://education.gov.scot/improvement/scotland-learns/> - a parent newsletter will be issued every week with new ideas.
- National Parent Forum of Scotland (NPFs) Educational Resources: A list of resources updated regularly for ideas and activities for learning at home. <https://www.npfs.org.uk/2020/03/19/schoolclosures-educational-resources-for-parents-and-families/>
- **UNCRC:** The Convention has 54 articles that **cover all aspects of a child's life** and set out the civil, political, economic, social and cultural rights. <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/#:~:text=The%20UN%20Convention%20on>

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

ELC - Early Learning and Childcare

SMT- Senior Management Team

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

NIF - National Improvement Framework (for Education)

NPFS - National Parent Forum of Scotland

PC - Parent Council

PEF - Pupil Equity Funding

PLPs - Personal Learning Plans (personal learning planning)

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 (now called Connect)

SQA – Scottish Qualifications Authority

UNCRC – United Nations Convention on Rights of a Child

