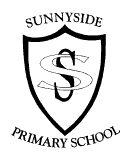
Sunnyside Primary School and ELC





**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.

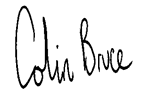
We are committed to ensuring that the views of our children, families, communities and partners are taken into account when planning and delivering our services. We are committed to UNCRC which has recently been incorporated into Scot’s law. Shared ownership and awareness of the education values is key.

* 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 Twitter, 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.

# 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 pro active 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 receives education.

As a parent, you can help your child by:

* making sure your child goes to school regularly;
* encouraging and supporting your child with any homework given;
* showing that you are interested in how your child is getting on at school;
* encouraging your child 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.

# Welcome from the Headteacher

Dear Parents and Carers,

On behalf of the staff, parents and children, I extend a very warm welcome to you and your child to Sunnyside Primary School. Our vision is simple, to be a community of successful and happy citizens. We are all very proud of our school and value the community it sits within.

Our staff team are committed to enacting this vision through prioritising the wellbeing of our children. They work co-operatively with our families and other partners to provide the best possible education for our children. We create a happy and purposeful atmosphere in school where everybody is respected and valued. Our staff build excellent relationships with pupils and parents, these relationships support everything that we do.

This school brochure is intended to provide information about the school. If you would like any further information, please contact the school and we will be delighted to help.

Yours sincerely,

**Lynne Goodwin**

**Headteacher**

**Parent Council**

We have a new Parent Council this year who are making plans to work in conjunction with the school.

# Practical Information about the School

School Roll 293 (P1-P7)

Maximum class sizes:

P1 - 25 children.

P2 - P3 – 30 children

P4 - P7 – 33 children

Early Learning & Childcare Class: maximum class size 66 children

School Hours

Break: 11-11:15

Lunches –

\*

Breakfast Club is available from 8:30am – cost £1.30 per day

# STAFF

Staffing (for session 2024-25) is as follows:

Headteacher Mrs Lynne Goodwin

Depute Headteacher Miss Denise Bell

Principal Teachers Mr Odhran O’Connell

Mrs Hannah Neill

Mrs Sara Anne MacQueen

Teachers Miss Debbie Allan

Miss Alanna Belford

Miss Louise Darcy

Mr Jonathan Davidson

Miss Olivia Bruce

Mr Iestyn Freathy

Miss Julie Devine

Miss Ashleigh Gillon

Mrs Lynsey Jacobs

Miss Vanessa Jones

Mrs Gemma Jones

Mrs Nicola Mullan

Mrs Hazel Chohan

Mrs Louise Kenealy

Mr Azim Qadir

Miss Iona Young

**ELC Staff**

Senior Early Years Practitioner Miss Lauren Barclay

Early Years &

Childcare Educator Miss Emma Banks

Mrs Karen Scott

Mrs Claire Chatburn

Mrs Helen McCulloch

Mrs Katy Murphy

Miss Kim Hughes

Mrs Shirley Rae

Miss Lyndsay Ross

Mrs Hollie Vanner

Miss Shaunie Beresford

**Specialist Teachers**

PE Miss Gemma Heron

Support for Learning Mrs Elizabeth Doherty

School Administrators Mrs Karolina Jedrzejczyk

Miss Sam Rehman

Janitor Mr Gordon Ross

School Assistants Miss Ann Jackson

Learning Assistants Mrs Linsey Armitage

Mrs Christine Beggs

Ms Tonianne Dunion

Ms Zoe Jones  
Mrs Marjorie McCormack

Mrs Joanna McEwan

Ms Carrie Snaddon

Miss Danielle Walsh

Early Intervention Worker Mrs Linda King

**Parent Council Contacts** (contact through the school office or email [sunnysideprimarypc@gmail.com](mailto:sunnysideprimarypc@gmail.com) )

Chairperson Miss Vicky Wilson

Events Co-ordinator Mrs Rachel Shaw

Contact Details

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| Name of Headteacher Lynne Goodwin  Address Erskine Street, Alloa  Telephone Number (01259) 452319  Website [www.sunnyside.clacks.sch.uk](http://www.sunnyside.clacks.sch.uk)  E-mail Address sunnyside@edu.clacks.gov.uk |

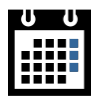
About the school

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| Stages of Education provided for ELC-P7  Present Roll 293  Denominational Status of the School (if any) Non-denominational  Gaelic Medium Education? No  Single sex school? No |

## Organisation of the School Day

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| We encourage all children to be in the playground by 8.50 a.m. The school doors will open at this time and children can enter to prepare themselves for the day.  **Start Time** 9am  **Morning Break** 11am  **Lunch Time** P1-3/4: 12:15-13:00 P4-7: 12:30-13:15  **Finish Time** 3pm  **ELC Hours** 8:40am – 2.40pm  Assembly days are Fridays |

**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 |

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| **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 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/>

**School Uniform**

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

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| At Sunnyside Primary School all pupils are encouraged to wear school uniform at all times. We aim to promote a sense of "belonging" in the school through a variety of ways, one of which is the wearing of a recognised school uniform. We believe that when pupils come to school smartly dressed in uniform they have a more positive attitude towards school and the learning which occurs there.  School Uniform consists of:-  Grey school sweatshirt with school crest/logo  Yellow/ White polo shirt with school crest/logo  Black Trousers  Black Skirts  Black School Shorts  Black School Shoes or Boots  Black Trainers with no visible branding (for instance, black stitching on black fabric)  A waterproof coat/jacket is essential for outdoor activities, breaks and lunchtimes  **Primary 7 pupils** may wear a black school sweatshirt with school crest/logo  A traditional uniform i.e. white shirt and school tie is also acceptable. Our school colours are yellow and black.  School uniform can be purchased from Scotcrest, Alva.  Our policy on school uniform is based on the notion that school uniform can play a valuable role by:   * instilling pride in the school * supporting positive behaviour and discipline * encouraging identity with, and support for, the school ethos * supporting effective teaching and learning * being practical and smart * being generally regarded as suitable wear for school and good value for money |

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

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| Although all P1-5’s will be entitled to free school meals, that does not mean they will qualify for a free breakfast or free milk. That is ascertained by the criteria stated below.    The school provides a **breakfast** service every morning (between 8:30 and 9:00am) at a cost of **£1.30** per child. If your child is entitled to free school meals under Clackmannanshire Council’s criteria, then this service will be provided free of charge also.  All children are entitled to receive **milk** at school. Milk is available at a cost of **15p** per day available termly. It has to be paid for by the end of the previous school term for ordering purposes. Pupils registered via Clackmannanshire Council for free school meals, are also eligible for free milk and for free breakfast, whether or not they take a school lunch.  The cost of a school lunch is **£2.40**. Parents and carers can pay online for school lunches and milk through ParentPay  Children can also bring a packed lunch. Packed lunches are eaten in our dining hall.  Those children who remain at school for lunch are not allowed to leave the school grounds during lunchtime.  Please inform the school office if your child has any food allergies or special dietary requirements. |

**Medically Prescribed Diets**

Parents with a child/ren on a medically prescribed diet should contact the Headteacher.

**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.

# Travel to and from School

Parents 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 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 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 and they take care not to restrict the view of the school crossing patrol.

**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/>

# 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.

**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 here <https://local.clacks.gov.uk/learning/accessibilitystrat/>

During intervals school helpers supervise the children. In addition the Headteacher 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.

## School security

Clackmannanshire Council has introduced procedures to ensure the safety and security of pupils and staff when attending or working in a school. We use a number 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.

# 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.

Parents Meetings

All of our schools offer opportunities for parents to discuss their child's progress with teachers through arranged meetings. Arrangements vary from school to school but all parents will be advised of when these meetings will take place. In addition to these set dates, parents are able to contact the school at any time to ask for information or for a meeting.

Communication with Home

From time to time your child will bring home important and routine communications from the school. Parents are encouraged to check their child’s schoolbag for these communications. Enquiries of any kind should be addressed to the Head Teacher in the first instance.

# 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

Education establishments develop their own mobile device policies in consultation with pupils, parents and staff. For more information on this topic, please contact your child’s school.

**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.

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, 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 must first consult the school regarding their complaint – unless there are exceptional circumstances. Clackmannanshire Council is implementing a Child Friendly Complaints process. If parents 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 for informed consent if they want their parent 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 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 and carers 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](mailto: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 off school in the early stages of flu and while they still have diarrhoea.

It is also important that your child understands how to prevent picking up and spreading such infections. You will be able to get further advice about good health from 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 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 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

[Head lice and nits - NHS (www.nhs.uk)](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 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 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 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.

**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 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 Cover 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 number of pupils, number of teachers, number of nights, itinerary and trip destination.

## Parents Welcome

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

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| Sunnyside Primary School values parents and carers as key educators in the lives of children.  Open Door Policy  If you have any questions or concerns about your child’s learning then the class teacher is usually the first point of contact. Appointments can be made through the school office or please send a dojo message.  The Headteacher and Depute Headteacher also have an “open–door” policy. If parents/carers have any questions/concerns then the Headteacher and Depute Headteacher will meet with them as soon as is mutually convenient, if possible that day. They can also be contacted by telephone or Class Dojo. |

**Parental Involvement and Engagement**

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| How do we provide information to parents?   * Meet the Teacher- September * School newsletters & termly nursery newsletters (these are posted on Class Dojo and posted onto the website) * Sunnyside School website * Parents’ Nights (November & March) * Class Assemblies * Open days * In addition, an informal nursery open afternoon (August) & open night for new starts (June) * Parent Council Meetings and Events * Curriculum workshops & in ELC, parenting workshop * End of session summary of progress report   How can parents get involved?   * Through the Parent Council * As parent helpers in school/nursery and on excursions * Sharing their talents/skills in school or ELC class   How do we get the views of parents?   * “Open-door” policy * Questionnaires/consultations on school developments * Through the work of the Parent Council. The aims of the Parent Council are to:   *a) promote partnership between the pupils, their parents and the school, making it easier for parents to be involved*  *b) develop activities, including fundraising which support the education and welfare of the pupils, engaging the parents at every opportunity*  *c) identify and represent the views of pupils and their parents/carers on the work of the school and the welfare of the pupils*   * Every parent/carer is part of the Parent Forum and all are welcome at Parent Council meetings * There is a regular Parent Council newsletter. Copies of the newsletter and minutes of Parent Council meetings are available on the school website, on Clacksweb or on request from the school * Parent Council representatives are involved in various school groups * Parent volunteers are welcomed to help at events such as pupil discos * The Parent Council also provides enjoyable social and fundraising events where parents can join in e.g. Race Night, Bingo Tea, Christmas Fayre, Fun Day   **Family Learning initiatives:**  **READ, WRITE, COUNT**  [Read, Write, Count](https://www.scottishbooktrust.com/reading-and-stories/read-write-countoffers) with the First Minister is a programme that aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all Primary 2 and Primary 3 pupils in Scotland by Scottish Book Trust. The gift bags contain literacy and numeracy materials to support children’s learning, as well as advice and support to parents.    Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the activity booklet included in the bag Scottish Book Trust offers a range of hints, tips and advice to help parents engage in their child’s learning on the website.    **BOOKBUG**  [Bookbug](https://www.scottishbooktrust.com/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](https://www.scottishbooktrust.com/reading-and-stories/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](https://www.scottishbooktrust.com/bookbug) for booklists, book sharing videos, activity ideas and much more.  **Family Learning Workshops**  Families are offered the opportunity every year to join their children’s class for a literacy and numeracy and maths workshop. This is an opportunity for teachers to share the teaching methods and approaches they use.  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.  *.* |

**Parent Councils**

Parents are welcomed to be:

* involved with their child’s education and learning;
* be active participants in the life of the school; and
* express their views on school education generally and work in partnership with the school.

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

* receive information about the school and its activities;
* hear about what partnership with parents means in our school;
* be invited to be involved in ways and times that suit you;
* identify issues you want the Parent Council to work on with the school;
* be asked your opinion by the Parent Council on issues relating to the school and the education it provides;
* work in partnership with staff; and
* enjoy taking part in the life of the school in whatever way possible.

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

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

The main aims of the Parent Council are:

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

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| Contact through the school office or email [sunnysideprimarypc@gmail.com](mailto:sunnysideprimarypc@gmail.com)  Chairperson Miss Vicky Wilson  Events Co-ordinator Mrs Rachel Shaw |

For more information on parental involvement or to find out about parents as partners in their children’s learning, please contact the school or visit the Parentzone website at [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk).

Connect is the national organisation for PTAs and PAs in Scotland, Parent Councils are members too, and it runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, or email on [info@](mailto:info@)connect.scot or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

**Parentzone Scotland**

[Parentzone Scotland](https://education.gov.scot/parentzone) 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.

**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. 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.

At Sunnyside we are working towards our Gold Award.

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](https://www.parentclub.scot/sites/default/files/inline-files/Parent%20Club%20UNCRC%20-%20Your%20guide%20to%20children%27s%20rights.pdf)

**Pupil Council / Pupil Parliament**

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| Sunnyside Primary School has an active UNCRC pupil group. This helps to ensure that our children are at the heart of every decision made in our school and that their voices are heard. |

**School Ethos**

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| We see Sunnyside Primary School as a community - where all individuals, pupils, staff and parents know they are valued. We try our best to create a warm, caring atmosphere within the school and are committed to supporting the development of pupils in spiritual, moral, social and cultural terms. These key human aspects of learning are supported by the school working towards:   1. 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. 2. Promoting social and moral learning through the way in which disciplinary issues are handled. 3. Ensuring that staff and adults within the school provide positive models for pupils. 4. Enriching the curriculum in appropriate areas with aspects of spiritual, moral, social and cultural development. 5. Providing opportunities within the curriculum to advance personal and social development. 6. Taking appropriate opportunities 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. |

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| The school are supported by the Rev Dawn Laing from Alloa Ludgate Church. (Church of Scotland) |

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| Sunnyside Primary School work in partnership with Ludgate House. Children regularly visit the care home and perform songs they have been learning in school or play games with the residents.We also link withAlloa Bowling Club who offer bowling sessions for the children and discounted membership. |

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

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

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

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

**Pupil Conduct**

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

Pupils are expected to set themselves high standards in appearance and behaviour. School rules 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.

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| We use a set of consistent Expectations across the school. These are-  READY  RESPECTFUL  SAFE  These are continually shared and modelled by staff. |

**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 at times 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.

There are times sanctions are appropriate; exclusion is seen as a last resort and carried out when incidents fall within the legislation criteria.

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

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| The Sunnyside Pathway to Positive Relationships protocol explains how relationships are central to the wellbeing of learners and outlines how we promote positive relationships across the school.  This is available to view on our website-  <https://blogs.glowscotland.org.uk/cl/sunnysideprimary/policies-and-protocols/>  Our values underpin everything we do and we work towards living these values-  KINDNESS  HONESTY  AMBITION  BRAVERY |

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| “We talk about our values all the time in class with our teacher. I got a Living Values certificate for being ambitious with subtraction which I struggled with before.” P3 pupil |

**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 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 single 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.

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| At Sunnyside Primary School we are continuing to develop our curriculum in line with the Scottish ‘Curriculum for Excellence’. Further information can be found at [www.education.gov.scot/parentzone](http://www.education.gov.scot/parentzone)  We aim to provide a wide range of learning experiences for children which are relevant, challenging and enjoyable. Children are instrumental in the planning process and are consulted when determining contexts for learning and how their learning will be achieved. We support the view of Clackmannanshire Council and envisage a curriculum based on four fundamental principles:   * All learners should achieve a high level of success in a core group of fundamental, transferable skills. * A genuinely educated person must be knowledgeable and possess both the means of acquiring knowledge and a proper respect for it. * At all stages, the education system must assist in the development of personal qualities and capacities and the promotion of positive shared values. * All learners are entitled to benefit from a range of well-structured formative experiences.   **English Language and Literacy**  Our aim is to teach our children to use language effectively in a wide range of contexts. Our programmes help the children develop skills in using language in its many forms by talking, listening, reading and writing.  Throughout the school we use a structured approach to the teaching of reading. We encourage "the reading habit" from the earliest years - reading for pleasure as well as for study and information. Mathematics and Numeracy Our aim is to give each child a good foundation in all aspects of mathematics and numeracy: Number, Money, Measure, Shape Position and Movement, Information Handling and Problem Solving. We place an emphasis on the practical application of these skills so that the child can apply them to meaningful experiences across the curriculum.  We teach the basic numeracy skills by a variety of modern and interesting methods, using practical activities and materials, provides an essential foundation upon which to build a programme of mathematics.  Children learn the concepts, facts and techniques required to use and apply mathematics; and the skills required to work with problems and enquiries in mathematics. We stress the development of strategies for dealing with mental mathematics.  **Science, Social Studies, Technologies**  We aim to help each child to develop:   * knowledge and understanding of the world in which he/she lives * a wide range of skills to enable him/her to investigate and understand the environment * informed attitudes and values towards the care and conservation of the environment   The school has a wide range of IT resources ranging from interactive whiteboards in every classroom, netbooks and iPads. Expressive Arts In the Expressive Arts, *art and design, music, dance and* *drama,* we aim to extend the children's ideas and horizons, promote their affective, physical, personal and social development and an awareness of cultural heritage. Above all we hope they will take pleasure from these subjects and may continue some of them in their own time.  Where possible we integrate the Expressive Arts subjects with our topic work and develop the skills that the children require to carry out their work with confidence. At the time of writing, instrumental tutors in violin and brass also visit the school.  **Religious and Moral Education**  There is a programme of Religious Education from P1 - P7. We also provide opportunities for celebrating success and for religious observance.  During the school year, each class group has the opportunity to lead an assembly and, on these occasions, parents/carers are invited to join us. Health & Wellbeing At Sunnyside Primary we aim to promote active and healthy lifestyles. Each child has PE lessons twice a week and health promotion is an important part of the curriculum. Children receive 2 hours of quality physical education every week. We are committed to supporting the growth and development of the whole child, and not just academic growth. The school has a comprehensive Health and Wellbeing curriculum. |

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| Please contact the headteacher if you would like any further information about the curriculum within our school. Class teachers will regularly share on Class Dojo what and how the children are 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.

**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.

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| Children have increasingly more input into what they learn at school and this informs planning of learning. This can include which topics they are interested in or things that they show curiosity in. Often the teacher takes the lead from the children in what they will be learning about. In the upper school children can chose from workshops they are interested in, these range from STEM, to art and design. |

**Care of Books / Materials**

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

**Sensitive Aspects of Learning**

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| Before beginning to learn about Relationships, Sexual Health and Parenthood, parents will be informed by Class Dojo when these lessons will take place. A copy of the programme of study and the types of experiences the children will have has been posted on the website in order that parents can be prepared and support the learning at home. |

**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 an assembly.

**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.

**Facilities for Physical Education and Outdoor Activities**

The gym hall has a variety of apparatus for physical education within the school. As part of the school’s physical education programme, pupils may also use the facilities of the local sports complex, swimming pool or ski slope.

At Sunnyside Primary we aim to promote active and healthy lifestyles. Each child has PE lessons twice a week and health promotion is an important part of the curriculum. Children receive 2 hours of quality physical education every week.

**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/>

# Assessment and Reporting

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 have the opportunity to find out about their child’s learning through a range of means –

* Parent 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 Twitter

Parents are welcome to contact the school at any time to ask for information or for an appointment to consult with the Head Teacher or class teacher.

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| Pupil progress at all stages is closely monitored by the teacher. In November and March there are formal parents' meetings over two evenings when all parents are invited along to school to discuss their child's progress with his/her class teacher.  Should you wish to come to school at any other time please do not hesitate to contact the school office to arrange a suitable appointment.  An end of year report is sent out in June. |

**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 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](https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2017/05/national-missing-persons-framework-scotland/documents/00517676-pdf/00517676-pdf/govscot%3Adocument/00517676.pdf) 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.

**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 Additional Support for Learning:Statutory Guidance 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 children/young people parents/carers and other agencies and professionals such as Social Work Services, Educational Psychology Service and the National Health Service to ensure that decisions are made jointly with parents, children and young people with regards to the best possible education to meet the needs of the child within the resources available.

**Support for Pupils**

Pupils’ additional support needs will be identified and addressed through the Getting It Right For Every Child (GIRFEC) processes. This involves close collaboration between the child/young person , the parent or carer, and the staff in school – they are the core part of the Team Around the Child (TAC). Others involved in your child’s education and well-being will also be part of the TAC , and will help to complete a holistic assessment where appropriate. The TAC will also identify targets for an education plan and review as appropriate. If you believe your child may have an unidentified additional support need, your first point of contact should be the child’s class teacher or Pupil Support Teacher.

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

* each teacher differentiates the curriculum within their class to provide educational targets and objectives suited to their age and stage of development
* the school has an experienced Support for Learning Teacher to co-ordinate and organise support for children
* the school can call on the time of a Support for Learning Assistant for exceptional cases
* The school can also make referrals to other services to request support for children and young people.

**Disputes and Resolution in Additional Support Needs**

Schools and Early Years facilities do their best to support and be responsive to the needs of children and young people and their families. Nevertheless, problems may arise, and it is important to deal with these as soon as possible.

In the first instant it is most appropriate to contact the school or ELC directly, and if the matter cannot be satisfactorily resolved, you may wish to discuss with the Quality Improvement Officer Additional Support for Learning (ASL) or the Senior Manger Inclusion and Communities.. 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 Support Officer, or accessed directly by parents on 0131 222 2456 or **https://resolvemediation.org.uk/**

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

* Enquire – the Scottish advice and information Service for additional support for learning: [www.enquire.org.uk](http://www.enquire.org.uk), 0345 123 2303

* Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) [www.sclc.org.uk](http://www.sclc.org.uk), 01316676633.
* Let’s Talk ASN, c/o Govan Law Centre, [letstalkasn@edlaw-org.uk](mailto: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.

More information

• 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**](mailto: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 Contact

Educational Psychology Service

Kilncraigs, Greenside Street, Alloa, FK10 1EB

Tel: 01259 226000 / 450000

Email: [psychological@clacks.gov.uk](mailto:psychological@clacks.gov.uk)

Or use the on-line contact form

**Pastoral Support**

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| Staff are trained to monitor the wellbeing of children. In each class there are age-appropriate systems in place to allow children to discuss their feelings or worries. |

**Transitions**

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| **Transition from ELC to P1**  Most of our ELC class transfer to P1 at Sunnyside. Work between ELC Class and P1 staff is ongoing throughout the school session.  In January of each year we receive information about children transferring from other ELC facilities. Individual arrangements are put into place to plan for a smooth transition for these children.  For more information about Early Learning and Childcare (Nursery) provision, please refer to the Clackmannanshire Council website at <https://www.clacks.gov.uk/learning/nurseryenrolment/>  **Transition between classes**  At the end of each school year, teachers meet to share information about children with their next teacher. This ensures that teachers are familiar with the needs of each child and build well on previous learning.  Children will have the opportunity to meet their new teacher on two occasions prior to the new session.  **Transition from P7 to Secondary School**  At the end of P7 pupils from Sunnyside Primary School normally transfer to Alloa Academy.  Work with secondary school staff is ongoing throughout the school session to ensure each P7 child’s welfare and learning is fully supported during the transition from primary to secondary school.  Further information about Alloa Academy can be obtained by contacting:-  *Headteacher*  *Alloa Academy*  *Bowhouse Road*  *Alloa*  *FK10 1DN*  *Telephone: 01259 214979*  If children are transferring to other secondary schools e.g. Lornshill Academy, Alva Academy, St. Modan’s High School, then provision is made to ensure individual transition arrangements are put into place as required. |

**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/>

# Primary to Secondary Transfer

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers as well as to experience some learning in the secondary school setting. Most secondary schools have an open evening where parents can find out information about which subjects will be taught in S1, uniform policy, lunchtime arrangements, school clubs, etc.

If you wish your child to attend a secondary school other than the catchment secondary school for your home address, you will be required to make a Placement Request as detailed in the Placement Request section of the website - https://www.clacks.gov.uk/learning/placementrequests/.

Parents 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.

# Placement Requests

As a parent, 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 Head Teacher 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.

**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. Head Teachers regularly track pupils’ progress and achievements ensuring progress is maintained and identifying effective supports as required.

**Standards and Quality Report**

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

**School Improvement Plan**

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| Further detail about the Standards and Quality Report and School Improvement Plan and Pupil Equity Fund (PEF) can be found by following this link.  https://blogs.glowscotland.org.uk/cl/sunnysideprimary/policies-and-protocols/ |

#### Transferring Educational Data About Pupils

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

**Why do we need your data?**

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

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

**Data policy**

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

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

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

**Your data protection rights**

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

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

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

**Concerns**

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at [mick.wilson@scotland.gsi.gov.uk](mailto: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](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/](http://www.parentclub.scot/)
* Parenting Across Scotland: General parenting advice and support on a range of issues, https:// [www.parentingacrossscotland.org/](http://www.parentingacrossscotland.org/)
* [www.hmie.gov.uk](http://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/](https://education.gov.scot/improvement/scotland-learns/%20) - 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 a**nd 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