

SCHOOL HANDBOOK

2024-2025



Tillicoultry Primary School and ELC
Fir Park
Tillicoultry
FK13 6PL

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

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Chief Education Officer's Foreword 2024/25

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. 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 Council



Welcome from the Headteacher, Mrs Thomas

A very warm welcome to you and your child from everyone at Tillicoultry Primary School and ELC.

At Tillicoultry Primary School we pride ourselves on being a welcoming and nurturing school, where staff, learners and parents work in close partnership and everyone is valued. Our school has developed and fosters strong school values which underpin our positive and inclusive ethos. A strong emphasis is put on celebrating success, raising attainment and on personal improvement and self-belief. Our vision '**At Tilly, we grow and learn together to be all we can be**' is at the heart of everything we do in Tillicoultry.

Our expectations are high and we aim to provide the best possible broad education for all of our learners in an active, innovative and stimulating environment, where every child is motivated and engaged in their learning.

We want the very best for your child and firmly believe that education is most effective when there are strong partnerships between home and school. We invite parents to come into school to participate in Family Learning and other numerous events throughout the year whether in person or through using digital platforms. We look forward to working in partnership with you to ensure that our school is at the heart of the community.

If you have any questions or concerns, please do not hesitate to get in touch. If you wish to meet with a class teacher, please contact them using Class Dojo. On occasion, you may have to contact the school office and an appointment can be made for you.

This handbook is designed to help your child settle into our school and to provide you with useful information about the school. I hope you will find it helpful though please contact us with any questions you may still have.

I look forward to working in close partnership with you and your child during their learning journey at Tillicoultry Primary School and ELC.

Mrs Louise Thomas
Headteacher



Welcome from Team Tilly Family,

We are Team Tilly Family, previously Tillicoultry Parent Council. This year we rebranded to make our organisation more inclusive.

We are a group of parents/carers/family members of the school community who meet once a term to look how we work together to continually improve outcomes and experiences for children. We support school policy and (perhaps most importantly!) events and fundraising for the pupils.

Team Tilly Family works very closely with the Schools Senior Leadership Team and other staff to make sure that we can support our school community in the best way possible. In recent years we have held sponsored events to support the school's Literacy improvements, held an end of term celebration for all the children within the school and most recently hosted another successful Hallowe'en disco.

The work we do is essential to the school and benefits every pupil who attends Tillicoultry Primary School and ELC. If you would like to find out more about Team Tilly Family please follow our Facebook group, <https://www.facebook.com/tillicoultryparentcouncil/>

We'd love to see you at a meeting soon!

Charlotte, Laura and Sarah.

School Information

School Address: Fir Park
Tillicoultry
FK13 6PL

Telephone Number: 01259 452228

Email: tillicoultry@edu.clacks.gov.uk

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

Twitter: @tillyps @tillypsreads @tillyelc

Roll of the School: Approx. 255 + 80 Nursery

Stages of School: ELC – P7

Denominational Status: Non-Denominational

The School Day:

Primary

Morning Session

8.55am – 12.00pm (P1)
9.00am – 12.15pm (P2 – P4)
9.00am – 12.30pm (P5 – P7)

Lunchtime

12.00pm – 12.45pm (P1)
12.15 – 13.00 (P2 – P4)
12.30pm – 1.15pm (P5 – P7)

Afternoon Session

12:45pm – 2.55pm (P1)
1.00pm – 3.00pm (P2 – P4)
1.15pm – 3.00pm (P5 – P7)

ELC

Full Day

8.50am – 2.50pm

Half Day

8.50am – 11.50am
12noon – 2.50pm

Tillicoultry Primary and ELC Staff

Headteacher Mrs L Thomas
Depute Headteacher Mrs A Murphy
Principal Teachers: Mrs L Speed Mrs F Duncan
Mrs K Baxter Miss L McBain

Class Teachers:

Mrs A Lumsden	Mrs E Murphy
Miss C Chalmers	Miss E McMurran
Mrs L Ferry	Miss L Reynolds
Miss L Barnes	Mrs J Adams
Mrs S Gibb	Mrs J Newell
Mrs L Ebsworth	Mrs J Cartner
Miss L Kilmurray	Mrs A Cassidy
Dr R Easson	Miss A Wallace

PE Teacher: Mrs T Hope
Learning Support Teacher: Mrs C O'Grady
Music Teacher: Mrs A Cassidy
School Administrators: Mrs L Blackhall Mrs C Scobie
School Assistant: Mrs G Stewart

Learning Assistants:

Mrs S Keir	Mrs A Hunter
Mrs L MacMillan	Mrs L Gault
Miss C Gavin	Miss W Smart
Miss C Harvey	Mrs S Preston
Mrs S Wiseman	

Early Intervention Worker: Mrs D Harrower (Mon & Tues, alternative Wed)
Family Support Worker: Mr G Coulter (Tues-Fri)

Senior Early Years Worker: Mrs F Pollock
Early Years Pedagogue: Miss S Aitken

Early Years Workers:

Miss K Andrew	Ms L Fraser
Mrs W McWhinnie	Mrs L Ward
Mrs L Peter	Ms A Speirs
Miss A Mather	Miss A Prentice
Miss B Proudfoot	
Ms K Moon	
Mrs K Harrower	

School Janitor: Mr G McCheyne
Catering: Mrs J Ivatt



Our Vision and Values **'Be All You Can Be'**

At Tillicoultry Primary School and ELC we have high aspirations for all of our learners. Staff, pupils and parents were all involved in an extensive and highly successful consultation process to decide upon our vision and set of values, which we all agreed encapsulated our school.

Our shared Vision and Values underpin all that we do and have a high profile within our whole school community. We work in an inclusive way and believe in promoting positive life chances for all. In putting children first, we aim to meet the needs of the children in our care in a holistic and nurturing way. We actively seek to be innovative in our approach to providing the best educational experience for our pupils in an active and stimulating environment, where children are motivated and challenged to develop a life-long love of learning. We aim to ensure that learning is relevant, engaging and fun.

We continually promote and uphold our **school (REACH) values** of:

Respect
Empathy
Ambition
Care
Honesty

We continually work collaboratively towards our vision, namely:

'At Tilly, we grow and learn together to be all we can be'

Ethos

Tillicoultry Primary and ELC has a strong, positive and inclusive ethos, which promotes good behaviour, courtesy and effort. These qualities are regularly rewarded by the presentation of certificates, 'Pupil Shout Out' awards, badges and other awards. Strong emphasis is put on celebrating success, recognising wider achievement, raising attainment and on personal improvement and self-belief. We encourage our learners to aim high, set standards for themselves and be ambitious about their future.

Celebration of our learning and achievement is shared regularly on Twitter and Class Dojo.

We pride ourselves on being a welcoming and nurturing school, where staff, pupils and parents work in partnership together and everyone is valued.

We have developed a culture where a collective vision for development and improvement is shared and understood by all members of the school community, and where there are opportunities for leadership at all levels.

Pupils are given many opportunities to contribute effectively to the life of the school and the wider community in a variety of ways. There are increasing opportunities for learners to take on leadership roles and to be innovative and creative. Our learners have opportunities to take on responsibilities such as Pupil Council, Prefects, Buddies to younger children, Reading Ambassadors etc..

The positive ethos and learning culture we have created have a positive impact on pupils' overall achievement.

Positive Relationships and Behaviour

The school operates a positive approach to behaviour, where the emphasis is on rewarding and celebrating positive behaviour. Children are encouraged to make positive behaviour choices and show respect for others – children or adults. This is also reinforced through the Health and Wellbeing Curriculum.

We have a whole Positive Relationship Policy which is underpinned by the nurture principles and children's rights and responsibilities. To recognise and celebrate positive behaviour and effort, children are awarded 'Pupil Shout Outs' at assembly each week.

We encourage children to take responsibility for their behaviour, consider the choices they make and think about consequences of their actions. This is called a 'Restorative Conversation'. Serious incidents are referred to the Senior Management Team and appropriate action taken. We encourage the children not to retaliate in any situation, but to seek adult help immediately. Should either parents/carers or the school have concerns about a child's behaviour, a meeting would be arranged to discuss how the school and parents/carers can work together to best support the child.

Full copies of our Positive Relationship Policy and Anti-Bullying Policy are available on our school website.

Nurturing Approaches

We believe that all children benefit from being educated in a climate that supports the nurturing principles.

These principles are as follows:

- Children's learning is understood developmentally.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means for communication.
- All behaviour is communication.
- The classroom offers a safe base.
- Transitions are significant in the lives of children.

All staff have undertaken nurture training and R4L (Readiness for Learning). This approach is having a positive impact on children's learning and achievement.

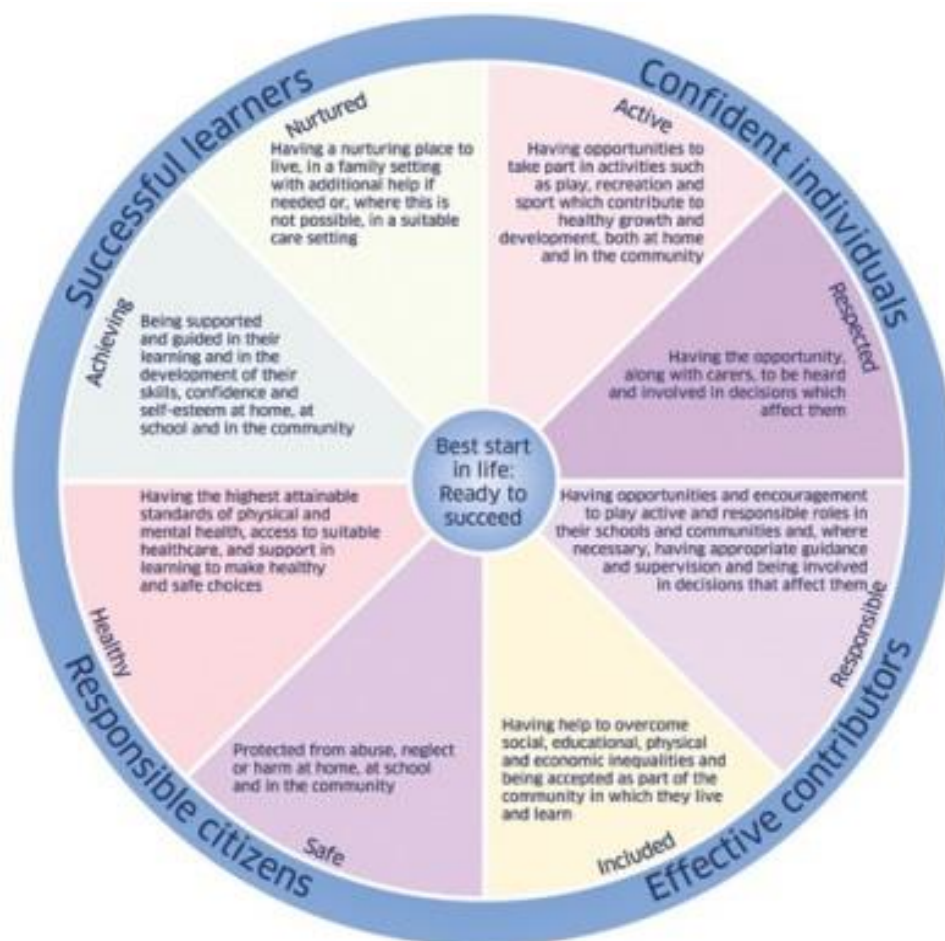


Meeting Learner's Needs/GIRFEC

We recognise the value of early identification when it comes to removing barriers to learning and we continually strive to ensure that all pupils are supported appropriately and effectively. This is with a view to making sure that each child in our care reaches their full potential.

GIRFEC (Getting It Right for Every Child) is firmly embedded in our practice. Staff consider all aspects of children's wellbeing and development and are familiar with thinking about their pupils in terms of the wellbeing indicators, (safe, healthy, achieving, nurtured, active, respected, responsible, included). These indicators help us in our identification of learners' needs in the widest possible sense and from this we focus on specific outcomes for children with a view to improving outcomes for all pupils in our care.

Through our robust Staged Intervention process in school, pupils' additional support needs are identified quickly and relevant supports are accessed. This process sits within GIRFEC. We value the role parents have to play in supporting their children to become successful learners.



Curriculum

Our curriculum is based on the guidance in Curriculum for Excellence and our priorities for our children. In line with Scottish Government, the aim of our curriculum is to make children confident individuals, successful learners, effective contributors and responsible citizens.



The 'Curriculum for Excellence' framework consists of the following areas:

- Languages- Literacy/English/Modern Languages
- Numeracy/Mathematics
- Health and Wellbeing
- Social Studies
- Sciences
- Technologies
- Expressive Arts
- Religious and Moral Education

Within this framework your child will progress through a national framework of levels. The broad expectations in primary are:

- Early – pre-school years, P1 or later for some.
- First – to the end of P4, but earlier or later for some.
- Second – to the end of P7, but earlier or later for some.

Each level offers opportunities for challenge and depth. We plan learning experiences in order to ensure, 'how much' and 'how well' pupils have learned and developed. As such, many of the outcomes will be taught in an inter-disciplinary manner where teachers make explicit connections between different curricular areas. This should ensure that learning is relevant, challenging and enjoyable, offers choices for children, shows progression, depth, breadth and is coherent.

The 3-18 Curriculum aims to raise standards, prepare our pupils for the future and equip them with the relevant skills and knowledge essential for employment in a fast and changing world.

Literacy: Reading, Writing, Talking and Listening. Competence and confidence in literacy are essential for progress in all areas of the curriculum. Teachers use curriculum pathways plan appropriate learning opportunities and ensure sufficient progression in literacy for our learners.

Numeracy and Mathematics: Mathematics covers aspects of information handling, number, money, measurement, shape, position and movement. As with all curricular areas, mathematical learning is best achieved within real-life situations. Problem-solving and enquiry skills help in the learning of concepts, facts and techniques. It is also fundamentally important for children to be taught the basic skills of numeracy and mental agility. Teachers use curriculum pathways plan appropriate learning opportunities and ensure sufficient progression in literacy for our learners.

Health and Wellbeing: Developing the understanding of experiencing positive physical social and emotional health. Information about more sensitive areas of Health and Wellbeing will be shared with parents and carers via information leaflets and parental workshops.

Social Studies: Developing an understanding about people and their values in different times, places and circumstances.

Sciences: Learning activities and investigations that link to key concepts and ideas from: planet earth, forces, electricity and waves, biological systems and materials.

Technologies: ICT is a term used to include a wide range of technologies involved in information handling and processing. ICT is embedded across all curricular areas.

Religious and Moral Education: Learning about Christianity and other major religions, the development of moral beliefs and values.

Expressive Arts: Learning experiences that incorporate art and design, drama, dance and music. Technologies: Practical work in craft, design, engineering, graphics, food, textiles and ICT developing creativity and enterprising attitudes.

The curriculum will include space for learning beyond subject boundaries, so pupils can make connections between different areas of learning. Through cross-curricular activities, learners can develop skills for learning, life and work, creativity, teamwork and the ability to apply their learning in new and challenging contexts. We also learn through Focus weeks and days such as Health Week, Scottish Book Week, World Book Day, World of Work Week.

We work in partnership with other organisations and bodies who help us to deliver our curriculum. Examples include Active Clacks, Mountain Rescue, Rotary Club and Nike Factory. These partnerships provide rich opportunities to develop skills for learning, life and work.

Further details on the Curriculum for Excellence are available at

<https://education.gov.scot/Documents/All-experiencesoutcomes18.pdf><http://www.educationscotland.gov.uk/thecurriculum/>

READ, WRITE, COUNT

[Read, Write, Count](#) 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](#) 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.

Learning and Teaching

Learning and teaching within Tillicoultry Primary and ELC follows National and Local Guidance and Policy to ensure we provide our learners with the skills, knowledge and understanding and attributes, which will provide the foundation on which they can build a successful future for themselves, and make a positive contribution to society. We aim to achieve this by providing the highest quality learning and teaching within a nurturing, supportive, motivating and challenging learning environment, to ensure our pupils become:

- Successful learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

We are committed to achieving excellence and equity- raising attainment, tackling inequity and ensuring that high aspirations and positive outcomes are the expected norm for all learners. Pupils take responsibility for their own learning, lead learning and make decisions about what they want to learn and how their learning will develop. Teachers enhance learning experiences by creating opportunities to take learning outside as much as possible, in the local environment and further afield.

Tasks and activities should reflect the design principles of a Curriculum for Excellence. The design principles are; challenge and enjoyment, personalisation and choice, progression, depth, breadth, relevance and coherence. Staff plan carefully to make tasks and activities motivating and stimulating for all children.

There are a variety of learning and teaching approaches used throughout the school. These include direct class teaching, direct group teaching, discussion, team and individual challenges, activity-based learning to name a few. Teachers are skilled at offering a variety of learning opportunities to meet the needs of the varying learning styles within their classroom. Tasks are differentiated to meet the needs of the learner's ability within a classroom setting. Learners with additional needs are included in this. Assessment is used to plan progress.

Parents can find more information on through accessing the Parentzone website:

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

Assessment

Assessment is a continuous process and is carried out in many formal and informal ways. Assessment is integral to learning and teaching which begins at the planning stage of any learning experience and takes a holistic view of the child. It lies at the heart of the process of promoting children's learning and provides a framework within which educational objectives may be set and pupil progress measured and monitored. It is how pupils and teachers gain knowledge of development needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising standards of achievement for every child. Assessment is an important part of how teachers know what progress is being made. In every class teachers make ongoing and informed assessments about pupils using a range of assessment approaches, e.g. questioning, listening, talking, observing etc. All learners are encouraged to take responsibility for their own learning through engaging in self and peer assessment to inform next steps in learning. They are encouraged to make evaluative comments on their work and suggest ways that they could improve. Teachers also use Standardised Assessments. These help to build upon the evidence of achievement of a level for your child. Standardised Assessment currently used in school is the SNSA in Primaries 1, 4 and 7.

Assessment for Learning ensures that assessment is an integral part of day-to-day learning and teaching. Learners learn best when:

- They understand clearly what they are trying to learn and what is expected of them.
- They take ownership of their learning and are actively involved in the learning and teaching process.
- They are able to set their own personal targets and are aware what they must do to improve their work.
- They are given feedback about the quality of their work.
- They are fully involved in deciding what needs to be done next and who can give them help if they need it.
- They confidently use 'I can' statements when evaluating their own learning

Reporting

So that you are kept up to date on your child's progress, we currently offer two 'Progress Conversations' with the class teacher and one written report throughout the year. Class teachers also share learning on Dojo weekly.

At any time, a parent who wishes to consult with a class teacher can phone the school to make an appointment. We welcome an opportunity to discuss any queries or concerns you may have regarding your child's learning.

Support for Learning

Our Staged Intervention process provides a framework whereby learners may be supported in their learning in a variety of ways. We have the services of Learning Assistants, a Support for Learning teacher and access to many other outside agencies in order to support children in becoming successful learners. It is underpinned by GIRFEC (Getting it Right for Every Child).

The process includes:

- an inclusive approach which involves parents, children, relevant staff and support services
- where needed, an agreed action plan for individual learners
- a structured monitoring and review cycle
- a record of intervention and achievement as individual learners progress through the school.

Further information on Staged Intervention can be accessed from the Clackmannanshire Council website <https://www.clacks.gov.uk/learning/stagedintervention/> or by contacting the Pupil Support Co-ordinator, Mrs Murphy.

Home Learning

We have a policy and guidelines on family learning, copies of which are on our website. Pupils are given work to complete at home to support their learning and to encourage them to become more organised and self-supporting in their learning. Family learning will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. Family learning for each class will be communicated electronically through Class Dojo and Google Classroom.

Parents are encouraged to help pupils with this learning as a means of keeping them up to date with the work of the class and the child's progress. Family learning provides an opportunity to consolidate what has been learned in class, and makes you aware of what your child is learning and provides you with a useful discussion starter. Parental interest and co-operation in ensuring family learning is undertaken is much appreciated. Should you have any questions regarding this, you should communicate with the class teacher via Class Dojo in the first instance.

<https://flipclacks.org/> also has links to online learning opportunities for all stages.

Extra-Curricular Clubs and Activities

A variety of lunchtime clubs are offered to children across the school and are run by teachers, parents, young leaders and others in the wider school community.

Active Clacks also run a variety of lunch clubs and after school clubs which are offered to children across the school during the year. Leaflets, outlining these clubs are distributed at the beginning of each term to children in school.

Each year, our P7's have the opportunity to participate in a residential excursion with peers from across the Hillfoots Cluster in the summer term.

Additional Support Needs

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

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

Support for Pupils

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

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

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

Disputes and Resolution in Additional Support Needs

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

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

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

Enquire – the Scottish advice and information Service for additional support for learning:
www.enquire.org.uk, 0345 123 2303

Scottish Independent Advocacy Alliance; www.siaa.org.uk, 01312605380

- Take Note: National Advocacy Service for Additional Support Needs (Barnados 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

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 challenges.

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.

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.

Educational Psychology Service

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

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

- Parents/ carers can also contact the service directly through the Telephone Consultation Line which operates Monday - Friday, 9.30-12pm in term time.
- The number for this is: 01259 226000.

Parent Council – Team Tilly Family

Our Parent Council includes parents and staff from our school. Our objectives are:

- To work in partnership with the school to create a welcoming school which is inclusive for all pupils, parents and families.
- To promote partnership between the school, its pupils, all its parents and families, providers of ELC education and the wider local community.
- To develop, engage in and report on activities which support the education and welfare of the pupils.
- To identify and represent the views of the parents on the education provided by the school and other matters affecting the education and welfare of the pupils.
- To engage in fundraising activities for the benefit of the school and its pupils

Partnership with parents/carers is invaluable to us. Team Tilly Family has a Facebook page that you can access. Working together is one way of helping us achieve our vision. We welcome parents as active partners in our school. If you can support Tillicoultry Primary School in any way please contact us.

Parental Involvement and Engagement

We value parents as partners and welcome them into our school at every opportunity. We are keen to work with you to help give your child the best education we can provide. We offer a variety of opportunities throughout the year for parents to be involved in their child's learning and the life and work of the school:

- P1 Induction Meeting
- Meet The Teacher Event
- Stay and Play Sessions
- Curriculum Afternoons
- Curriculum Learning Cafes
- Sharing Learning Events
- Family Learning Events
- Special sessions organised by individual class teachers to involve parents in their child's learning.
- Parents supporting learning by sharing their expertise
- Family Challenges and home learning
- Class Assemblies
- Supporting the life of the school – parents are actively encouraged to help at events.
- Christmas Fayre
- Sports Events and Days
- Progress Conversations
- Staged Intervention Meetings
- Volunteering opportunities to support school/nursery trips and learning in class/ELC

Parents welcome the opportunity to come along to our evening Family Learning Events. These regular events have been held virtually more recently and are extremely well attended.

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

<https://education.gov.scot/improvement/research/what-is-parental-involvement-and-parental-engagement/>

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.

Communication

We place a great deal of importance on communicating effectively with our families about learning, and the life and work of the school. It is important that everyone is kept informed. Reminders of dates are sent out throughout the term. We send a newsletter out monthly.

We communicate effectively through '**Twitter**' and '**Class Dojo**'. We seek parental views in a range of ways through focus groups, online surveys/questionnaires.

Class teachers will also issue letters to parents, generally about future sharing learning events. We have a text alert messaging system in place which enables us to contact parents regarding, absence from school, unforeseen emergencies, reminder of meetings and special events. Information relating to the school is also on our school website:

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

Follow us on Twitter: @tillyps

Parents should contact the Headteacher at the earliest opportunity if they have any queries, concerns or complaints. We pride ourselves in having a very positive relationship with our parents/carers and will always take time to listen and talk and try to resolve any issues which may occur. However, if a parent has a complaint about any aspect of school life, they should always contact the Headteacher or other member of the school leadership team, in the first instance.

Parental Complaints

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

Who can complain?

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

What can't I complain about?

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

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

We have a 2 stage complaints procedure.

Stage One – Frontline resolution

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

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

Stage Two – Investigation

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

To move to Stage Two, you should contact the Head of Education and ask for a formal investigation under Stage Two. You can do this by contacting the education service at Kilncraigs 4th floor, Alloa

When using Stage Two:

- We will acknowledge your complaint within 3 working days.

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

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

The SPSO cannot normally look at:

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

Crisis Management

The school has a crisis management plan and critical incident plans for dealing with any emergency situations. These plans are regularly reviewed and updated as appropriate.

School Improvement Plan

Each year, the school evaluates its successes and determines its priorities for the following school session. The improvements made during the year in literacy, numeracy and health and wellbeing are included in our Standards and Quality Report which can be seen on our school website. Our attainment information is also included in this document. Should parents wish further information about how the school performance compares to local and national performances they will find this at The Parent Zone website. This can be accessed using the following link:

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

The National Improvement Framework (NIF) has been developed in partnership with all stakeholders to drive improvements for all children in Scotland, supporting a shared ambition to achieve excellence and equity for every child in Scotland. The Framework sets out key priorities for improvement –

- NIF 1 - Placing the human rights and needs of every child and young person at the centre of education
- NIF 2 - Improvement in children and young people's health and wellbeing
- NIF 3 - Closing the attainment gap between the most and least disadvantaged children
- NIF 4 - Improvement in employability skills and sustained, positive destinations
- NIF 5 – Improvement in attainment, particularly in literacy and numeracy

Our school improvement plan takes these NIF priorities, local priorities and our individual school needs into account when planning priorities for the following session.

After consultation with the school community the priorities for the following year are put together to form a school improvement plan, a copy of which is accessible on our school website. Parents will continue to be consulted in improvement planning and help shape our School Improvement Plan for future years. Both the Standards and Quality report and The School Improvement Plan can be accessed using the following link - <https://blogs.glowscotland.org.uk/cl/tillicoltryps/>.

Standards and Quality Report

Each year we publish a Standards and Quality Report, which reports on our progress in meeting our targets over the session. A copy is available on the school website or call the office for a paper copy.

Pupil Equity Funding (PEF)

Pupil Equity Funding is being provided as part of the £750m Attainment Scotland Fund which will be invested over the current Parliamentary term to tackle the poverty related attainment gap.

95% of schools in Scotland have been allocated funding for pupils in P1-S3 known to be eligible for free school meals. This funding is to be spent at the discretion of Headteachers working in partnership with each other and their local authority.

Our allocation for session 2023-2024 was **£69 425** (after deductions for HR and Finance).

We have worked together to plan how this can be spent most effectively to improve the educational outcomes of children affected by poverty. A copy of this plan is incorporated in our School Improvement can be found on our website.

School Policies

School policies are updated regularly and posted on our website, when appropriate. A list of Local Authority Policies is also available.

School Enrolment

There is only one admission date for the children starting school for the first time, which is in August after the summer holidays. Enrolment takes place in January. Parents are required to bring their child's full birth certificate and proof of address to the school when they are enrolling their child. Parents who wish to arrange a visit to the school should contact the Headteacher.

Of course, we welcome new pupils to our school at any time during the school year. The Headteacher or a member of the Senior Management Team will always take time to meet with parents and new pupils prior to them starting officially, to talk about the school and answer any questions they may have. This is followed by a tour of the school and a visit to their new class to meet their teacher and pupils. We find that this is reassuring for both parent and child and reduces any anxiety.

Absence from School

If your child is going to be absent from school due to illness, we ask that you call the school to report this on the dedicated absence line, absences should not be reported via ClassDojo. If pupils are going to be absent from school due to appointments or other circumstances, we ask that parents write a note to the Class Teacher or email the school office on tillicoultry@edu.clacks.gov.uk

Unexpected Closures

Any departure from the normal arrangements will be notified to you in writing, but there are occasions when children may be dismissed early without warning, e.g. in the case of power cuts, heavy snow, or any other unforeseen circumstances. In the event of this happening we will make every effort to contact you through the usual channels, but would be grateful if you could make sure your child knows where to go if you are not usually home during the day.

Wet Weather Arrangements

There is no staff supervision before 9.00am, unless your child attends Breakfast Club. Pupils will remain indoors during very wet intervals. At lunchtime, pupils taking school meals and packed lunches will be supervised in the dining hall and then supervised in classrooms by Learning Assistants.

Administration of Medicine

From time to time there may be a need for your child to receive medicine during the school day. School staff are not permitted to give any commercial medicine, e.g. aspirin or calpol. We are only permitted to administer medicine prescribed by a GP.

All prescribed medicine should be brought to school by the parent/carer and given to the designated member of staff. Normally, this is the office staff. Parents/carers should complete the relevant paperwork giving permission for medicine to be administered. All medicine will be kept in a locked cabinet.

When there is any change to a child's medication (e.g. children who get medicine on a regular basis) then updated instructions should be given to the school.

We have qualified first aiders in school/ELC.

Formation of Classes

Our school currently has 12 classes from P1 – P7. There are times when the distribution of children over various stages of the school necessitates the formation of composite classes. This is where children from two stages in a school become one class. Primary teachers are trained to teach in differentiated groups. Consequently, composite classes, organised in flexible teaching and learning groups, operate in the same way as a single stage class, allowing pupils to learn at their own level and pace. A composite class will not exceed 25 in number, unlike single stage classes that may have up to 33 pupils.

School Uniform

The wearing of school uniform has several advantages:

- it promotes and encourages a corporate school spirit
- it fosters equality of dressing among children

Parents are asked to dress their children in the school uniform, which is as follows:

- Grey/Black Trousers or Skirt
- White Polo Shirt
- Royal Blue Sweatshirt/Cardigan
- Black Sweatshirt/Cardigan (P7 only)

These items are available from Scotcrest in Alva.

Current prices are:

Polo Shirts: £7.95 Sweatshirts: £9.95 Nursery sweatshirt: £10.00

All articles of clothing should be clearly marked with the child's name. Any misplaced items of clothing will be placed in the lost property box. At the end of each term unclaimed items of clothing are placed outside for families to take and re-use as appropriate.

PE Clothing

Each class has PE twice a week. We kindly request that children bring a P.E. kit with them to school to change into. Children should wear:

- T-shirt/School Jumper
- Shorts/Joggers/Leggings
- Appropriate trainers/Gym shoes

Please do not send any children to school with football tops for P.E. or any sports activities.

Transitions

Transitions are the moves children and young people make from home to an early learning and childcare (ELC) setting, from there to primary, from stage to stage, from primary to secondary to further education and beyond. Transitions and changes are part of everyone's life. The vast majority of children look forward to moving on. However, transitions can be challenging and support from staff and parents can help transitions go more smoothly. There may be times when a pupil may benefit from an 'enhanced transition'. This is when a special plan is put in place in consultation with the child and parent for additional visits to the new class or school.

This often alleviates any anxieties a child may have.

We have procedures in school in place to support children's transition from nursery to primary one, stage to stage and from primary seven to high school. At each stage we involve and inform parents. You will be kept informed of transition arrangements and what you can do to support your child. Where children have additional support needs we work closely with families and professionals to support the transition.

It helps children and young people at all transitions if parents:

- Talk with them about what is going to happen.
- Encourage them to ask questions
- Encourage them to talk about any concerns they may have
- Listen carefully to their concerns and consider sharing them with other relevant people
- Help them to become familiar with the new school or setting and what will be expected of them.

As part of their Transition Programme, P7 Pupils attend a residential experience.

Secondary School

Normally, at the end of P7 children normally transfer to:

Alva Academy
Academy Avenue
Alva
Clackmannanshire
FK12 5FE
01259 452322

A transition programme of different activities is organised throughout P7 for pupils and parents/carers. Alva Academy notify all parents and carers of these early in the session. Bridging days and activity days are organised for all pupils in Term 4 before children move on to secondary school. An enhanced transition programme is also offered to support pupils with additional needs in order for them to make successful transitions.

If parents/carers live out with the Alva Academy catchment and wish their child to go to Alva Academy, they should submit a placing request to Clackmannanshire Council. The form can be obtained from Council website or from the school directly.

Placing Requests

If you wish your child to attend our school but do not live in our catchment area, a Placing Request can be placed. Please contact us the school to discuss. Information can be found on this website link: <https://www.clacks.gov.uk/learning/placementrequests/>

Equalities

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

The council is a signatory to the Multi-Agency Hate Response Strategy (MAHRS) Racial Attacks and Harassment Multi-Agency Strategy with Police Scotland. Forth Valley NHS, the Central Scotland Racial Equality Council and Stirling and Falkirk Councils. Schools and other council services use this strategy to respond to any allegations of racial incidents or abuse. Allegations of other forms of harassment or discrimination are followed up through the regular complaints procedure.

Schools are well placed to actively promote equality through the curriculum and through other aspects of their life and work. The quality of this work is also monitored through Standards and Quality procedures.

Equal Opportunities and Social Inclusion

Tillicoultry Primary is firmly committed to equal opportunities and social inclusion. Every member of the school community is valued as an individual who has a contribution to make to the life of the school. The school encourages all staff and children to work together to create an atmosphere of tolerance and respect for each other. Equal opportunities are reinforced throughout the school curriculum and we aim to ensure that no materials or books are used which reflects prejudice of any sort. We try to manner, in an attempt to allow each child to appreciate that every human being has similar needs and emotions. Through this approach we aim to help children develop an understanding of, and respect for, all fellow human beings. A priority for our school is to develop positive links between home and school and our school and other agencies. The Headteacher has the responsibility of developing such links. Should any parent require further information please contact the Headteacher at the school.

The Education (Additional Support for Learning) (Scotland) Act 2004 was amended in 2009. The 2009 Act strengthens the duties placed on Clackmannanshire Education Service to identify and meet the additional support needs of children and young people. We continue to do this through the Staged Intervention process.

The 2009 Act clarifies the definition of additional support needs and increases the rights of parents and young people in respect of requesting assessments, making placing requests as well as access to the Additional Support Needs Tribunal for Scotland (ASNTS). The Act also places a duty on Clackmannanshire Council to provide access to mediation and dispute resolution services free of charge to parents who have made a successful placing request from another Authority.

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

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

Leaflets include:

- Additional Support for Learning – a Guide for Parents
- Additional Support for Learning – Resolving Differences

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

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

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

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

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

This service will be provided through a partnership between Kindred Advocacy Service and the Scottish Child Law Centre, known as "Let's Talk". The two organisations will work together to deliver lay and legal advocacy for parents and young people. The service will focus on non-legal representation, but where appropriate in complex cases, legal representation will be available.

For further information on this National Advocacy service please contact the Scottish Child Law Centre:

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

- Web: www.sclc.org.uk

Some literature still refers to the previous partnership between the Scottish Child Law Centre and Barnado's and this will be updated shortly. Clackmannanshire Council Education Service is committed to working in partnership with all parents and carers of children and young people with additional support needs and seeking their views on all aspects of the support provided in educational establishments. We encourage parents to contact the school/establishment in the first instance if there are any queries or concerns, and we will always try to resolve any difficulties as soon as possible. Further information on how support for learning is organised in Clackmannanshire is available by contacting either the school, or the ASN team at Kilncraigs: telephone 01259 452441 or e-mail asn@clacks.gov.uk.

School Health Service

Forth Valley NHS Board fulfils a statutory obligation to provide a health service for all school age children in Clackmannanshire. The aim of the service is to make sure that all children are in the best possible health to benefit from their education and to provide the Education Authority with advice about the spread of infections and the promotion of good health. This service is provided by staff from Forth Valley Primary Care NHS Trust. Vision Screening is carried out at pre-school by a specialist service. Hearing is no longer screened in school but any concerns about your child's hearing should be discussed with the school nurse who can arrange a fast track referral to the audiology department. During their time at school, children are offered various immunisations and parents are asked for written consent for these.

Parents, and school staff with parental consent, can request a consultation with the school nurse at any time.

The NHS in Scotland runs a programme of dental inspections of children in Primary 1 and Primary 7.

The aims of the National Dental Inspection Programme are:

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

The children in our school participate in the Childsmile Programme in the Nursery only. Childsmile is a national programme designed to improve the oral health of children in Scotland, and reduce inequalities, both in dental health and access to dental services. For further information on Childsmile visit:

<http://www.child-smile.org.uk/>

Colds, flu and gastro-enteritis are the most common infections affecting children of school age. Please keep your child off school in the early stages of flu. Following episodes of sickness or diarrhoea, pupils are required to stay at home for 48 hours. For advice about early detection and treatment for other infectious diseases e.g. chickenpox and mumps, consult your GP or Health Visitor.

Our community and school nurse is Linda Rickard. She works closely with the school and can be contacted at:

Clackmannanshire Community Healthcare Centre
Hallpark
Sauchie
FK10 3JQ
01259 290195

Medical Appointments

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

Infectious Diseases

Colds, flu and gastro-enteritis are the most common infections affecting children of school age. Keep your child off school in the early stages of flu and while they still have diarrhoea (48hrs). Help them understand how to prevent picking up and spreading such infections. For advice about early detection and treatment for other infectious diseases e.g. Chicken pox, consult your GP or Health Visitor.

The School Health Service can be contacted at:

Clackmannanshire Community Healthcare Centre
Hallpark
Sauchie
FK10 3JQ

Head Lice

Head lice are spread through head to head contact at home, while playing or in school. Regular combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage. The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective. One treatment requires two applications of treatment lotion seven days apart. If this is not followed correctly then re-infection is likely. Advise all family members and close friends of your child to check and treat only if live lice are found. Don't be shy about advising others of this possible problem as you would tell family and friends about other infections which might affect them. Regular combing of your child's with the head lice detector comb is the best protection as it allows you to detect and then treat speedily. Further advice can be obtained from the Health Board head lice leaflet which is available in all schools and health centres and also the Education Services leaflet "Frequently Asked Questions", which is available in schools.

Flu Vaccine

Each year the health service provides a flu vaccine for each child in the school. This usually takes place in November. You will be contacted directly by the NHS via the school several weeks prior to the vaccine and you have the option to opt out.



Attendance

It is important that the school and parents work together to achieve good attendance as there is a strong link between good attendance and achievement. The school aims to encourage attendance by creating a welcoming and supporting ethos. If there are difficulties with your child's attendance, the school will contact you to discuss ways of resolving this. Our Attendance and Welfare Officer is Lesley Stalker, who works with the school to identify pupils whose attendance or punctuality is cause for concern and seeks ways to support families and schools to improve this. A child who only has 90% attendance for the year actually loses out on a month's education.

All children normally arrive at school on time and we appreciate that on rare occasions children might be late. However, persistent late-coming causes regular interruptions for some classes. It disrupts learning and teaching not only for the latecomer but for the whole class. Should a child be persistently late the same procedures as for attendance would be implemented.

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

Parents should also give careful consideration to the impact on a child's education of taking holidays during term time. All schools are required to record attendance and absence of pupils and report on these figures to parents, the Council and the Scottish Government. The Scottish Government's guidance – Included, Engaged and Involved: Attendance in Scottish Schools - issued to all local authorities in December 2007 provides guidance on how attendance and absence at school is recorded. This document clarifies that the majority of family holidays taken during term time will be categorised as unauthorised absence and that schools may only authorise a family holiday during term time under very exceptional circumstances.

Attendance and punctuality:
Where does your child sit on the attendance ladder?



Free School Meals and Clothing Grants

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 to play 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 in 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

Breakfast

A breakfast service is provided in your child’s school. The service is available free of charge to children entitled to free school meals. All other children can have a breakfast for £1.40. In our school, service starts at 08:30. The primary school breakfast comprises:

- Fresh semi skimmed milk or water
- A piece of fresh fruit
- Cereal with milk. (There is a choice of three cereals.)
- Toast with spread

Morning Break

All primary schools in Clackmannanshire operate a Milk Scheme. Under the Scheme, all children who are entitled to free school meals will be given a 200ml carton of chilled, semi-skimmed milk, free of charge at morning break, unless the parent opts out of the Scheme. Other children and their parents can choose to opt-in to the Scheme and pay 15p per day (as at 2023/2024 academic session). If children wish to bring a small snack we would encourage parents/carers to provide their child with a healthy one.

Lunchtime

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 has had a significant effect on school lunches.

Clackmannanshire Council implemented the nutritional requirements for food and drink in schools in primary and special schools in August 2008 and in secondary schools in August 2009.

Primary Schools have a two course lunch available and the children can freely choose from the bread basket and also have the option of milk, fresh fruit juice and water with their meal. There is a vegetarian option provided daily.

These choices are included with all meals for £2.20 each day.

Each lunch is guaranteed to contain a healthy balance of nutrients and is low in fat and salt.

School Menu Selector is a three-weekly menu cycle which is in operation in Clackmannanshire Primary schools. The menu is available on the Clackmannanshire council website.

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.

By investing in the cook freeze production method, in raw ingredients and in new recipes, we have improved the quality of food provided. The cook-freeze system is extremely good in terms of food safety, portion and cost control. Efficient management of the production system means more funding can go into the food.

Special menu days are held throughout the year e.g. Christmas.

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

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

All children from P1 – P5 are entitled to a free school meal.

In certain circumstances, parents and carers may be eligible for free school meals. To find out more about eligibility please follow this link – <https://www.clacks.gov.uk/learning/freeschoolmeals/>

Packed lunches from home may be brought and children will be supervised in the assembly hall.

Clackmannanshire Council use the online payment system 'ParentPay' and all money for breakfast, milk and school lunch should be paid using this system.

FREE SCHOOL MEALS 2024 – 2025 SESSION

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

If you think you qualify please contact the Facilities, Schools and Welfare Team on 01259 452499 for further information.

Pupils registered for free school meals are also eligible for free milk and for free breakfast, whether or not they take a school lunch.

Application forms should be completed online by accessing

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

Application may be made at any time during the session.

SCHOOL CLOTHING GRANTS 2023-2024 SESSION

School age children whose parents are receiving certain 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.**

Application forms should be completed online by accessing

<https://my.clacks.gov.uk/article/445https://www.clacks.gov.uk/council/forms/schools/schoolclothinggrantfreeschoolmealsapplicationform/>

Application forms for the 2023/2024 academic session are issued in June 2023 and the closing date for all applications is 31 December 2023.

Education Maintenance Allowance

This payment of £30 per week supports 16-19 year olds from lower income families to continue with their studies. Further information can be found here - <https://www.clacks.gov.uk/learning/emas/>

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/>

Safety at Tillicoultry Primary School and ELC

Child Protection

All children in Scotland have the right to be protected from abuse or neglect. Schools and nurseries play an important role in the prevention of abuse and neglect through creating and maintaining safe learning environments and teaching children and young people about staying safe from harm and how to speak up if they have worries or concerns. Effective safeguarding and child protection procedures are in place in school and all staff are aware of their responsibilities to pass on information relevant to child protection concern.

The Child Protection Co-ordinator for the school is Mrs Thomas, Headteacher. In her absence, Mrs Murphy, Depute Headteacher assumes this role.

School Security

Clackmannanshire Council aims to provide a safe and healthy environment for all Children, staff and other school users. Safety and school security have been a key focus since 1997 when the Council involved all schools and school communities in the preparation of safety and security action plans. Since then, these plans have been implemented in a systematic way. Work undertaken in schools has included:

- the creation of a one door entry system during normal school hours
- the installation of electronic door locking mechanisms
- the erection of signs directing visitors to the single door entry point
- the introduction of an entry procedure for visitors including the issue of security visitor pass
- the introduction of staff identification passes

All schools have had their door entry construction work completed and all school are using the visitor pass system. Your co-operation and assistance in complying with school access arrangements is greatly appreciated as the safety of children and staff is at the heart of this programme.

Whilst information provided is considered to be correct at the time of printing, it is possible that there may be some inaccuracy by the time the document reaches parents and carers.

The School Handbook may be reviewed during the course of the year.

Appendix 1

INSURANCE COVER

Public Liability

There is in force a Public Liability Cover in the name of Clackmannanshire Council, which would operate in respect of any third party claim for injury or damage to property arising out of the operation of the Council. This is a Liability Cover and, as a result, negligence on the part of the Local Authority or their employees resulting in loss or injury must be established.

Pupils' Property

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

- a) Clackmannanshire Council's policies does not automatically provide cover for personal property left within the school or other Council premises.
- b) Most Home Insurance Policy gives some measure of cover for personal effects out of the home for the policy holder and his family but pupils are strongly discouraged against bringing expensive personal items to school.
- c) It is suggested that you should ensure that personal possessions cover is in place to provide additional individual personal cover.

Summary of Policy

Insured Persons: Organisers, participants, members, employees and others travelling on authorised excursions or trips organised by or under the auspices of all employees of the Insured.

Insured Risk(s) and Benefits	Adult	Under 18 years
1a) Death (Excursion)	£20,000	£20,000
1b) Permanent Total Disablement	£20,000	£20,000
1c) Permanent Partial Disablement	Proportionate based on "Continental Scale"	

Aggregate Limit - £15m with £25m re aircraft accidents

2. Medical Expenses (outwith UK only)	unlimited	unlimited
3. Baggage and Personal Effects	£5,000	£5,000

Excursion/Trip Insurance

(Schools, Services to People and other Services of the Council)

Insurer AIG

4. Money	£5,000	£5,000
5. Cancellation	£10,000	£10,000
6. Personal Liability	£5M	£5M

Territorial Limits Worldwide

For full details, please consult the Council's Policy for Educational Excursions

Appendix 2:**CLACKMANNANSHIRE SCHOOLS TERM DATES 2023-24**

Event	Date
Autumn term begins (Staff only - staff development days):	Monday & Tuesday 14th & 15th August 2023
Autumn term begins (Pupils):	Wednesday 16th August 2023
Autumn term ends:	Friday 6th October 2023
October holiday begins:	Monday 9th October 2023
October holiday ends:	Friday 20th October 2023
Winter term begins:	Monday 23rd October 2023
Staff development day (pupils off)	Friday 24th November 2023
Winter term ends	Friday 22nd December 2023
Christmas holiday begins:	Monday 25th December 2023
Christmas holiday ends:	Friday 5th January 2024
Spring term begins:	Monday 8th January 2024
Staff development days (pupils off)	Monday & Tuesday 12th & 13th February 2024
Spring half-term holiday begins:	Wednesday 14th February 2024
Spring half-term holiday ends:	Friday 16th February 2024

Event		Date
Spring term ends:		Thursday 28th March 2024
Spring holidays begin:		Friday 29th March 2024
Spring holidays end:		Friday 12th April 2024
Summer term begins:		Monday 15th April 2024
May public holiday:		Monday 6th May 2024
Summer term ends:		Friday 28th June 2024
Summer holidays begin:		Monday 1st July 2024
Staff Development Days		
<ul style="list-style-type: none"> Monday 14th August 2023 Tuesday 15th August 2023 Friday 24th November 2023 Monday 12th February 2024 Tuesday 13th February 2024 		

CLACKMANNANSHIRE SCHOOLS TERM DATES 2024-25

Event	Date
Autumn term begins (Staff only - staff development days):	Monday & Tuesday 12 & 13 August 2024
Autumn term begins (Pupils):	Wednesday 14 August 2024
Autumn term ends:	Friday 11 October 2024
October holiday begins:	Monday 14 October 2024
October holiday ends:	Friday 25 October 2024
Winter term begins:	Monday 28 October 2024
Staff development day (pupils off)	Friday 29 November 2024
Winter term ends	Friday 20 December 2024
Christmas holiday begins:	Monday 23 December 2024
Christmas holiday ends:	Friday 3 January 2025
Spring term begins:	Monday 6 January 2025
Staff development days (pupils off)	Monday & Tuesday 10 & 11 February 2025
Spring half-term holiday begins:	Wednesday 12 February 2025
Spring half-term holiday ends:	Friday 14 February 2025
Spring term ends:	Friday 4 April 2025

Event		Date
Spring holidays begin:		Monday 7 April 2025
Spring holidays end:		Monday 21 April 2025 (Easter Monday)
Summer term begins:		Tuesday 22 April 2025
May public holiday:		Monday 5 May 2025
Summer term ends:		Friday 27 June 2025
Summer holidays begin:		Monday 30 June 2025
Summer holidays end:		Friday 8 August 2025
Staff Development Days		
<ul style="list-style-type: none"> • Monday 12 August 2024 • Tuesday 13 August 2024 • Friday 29 November 2024 • Monday 10 February 2025 • Tuesday 11 February 2025 		