



Stirling Council
Schools, Learning & Education

Balfon Primary School &
Nursery Class Handbook

2024/2025

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Stirling Council

Schools, Learning and Education

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

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

Education is key to every child's future and enables us to create a fairer and more inclusive society, where our young people have the skills and confidence to contribute successfully when they leave school.

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

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

We will realise this ambition by listening to and learning from children and young people, putting them first; promoting inclusion across all schools, nurseries and communities; and by delivering high quality services.

The needs of our children and young people will be best met by working effectively together with parents, carers and a range of partners. We want parents and carers to be involved in their children's learning and believe that this partnership will be key to achieving success for all children and young people.

We look forward to working with you as your child embarks on, and progresses through their education.

A handwritten signature in black ink that reads 'Bryony Monaghan'.

Bryony Monaghan
Head of Education and Chief Education Officer
Stirling Council
November 2023

Welcome from the Headteacher

Dear Parents and Carers

I would like to welcome you to Balfron Primary School.

It is our aim to ensure that every child in Balfron Primary is not only safe and happy, but also feels encouraged and successful.

We are an ambitious school, striving to ensure that the best learning takes place for all children, within a context of developing the 'whole child'. Children's progress within academic, sporting, arts and social aspects of the curriculum are all important, with the aim that we help our pupils become responsible citizens who make a positive contribution to society.

I understand the important role Balfron Primary School plays within the village and community. Balfron Primary therefore is fully committed to ensuring that pupils, staff, parents and members of the community work in positive partnership.

Problems however do arise at times and be assured that no worry concerning your child at school is so small that it cannot be shared. We will listen carefully and then try our best to help.

We hope that the following pages provide you with a clear picture of life at our school, but if any questions remain unanswered please do not hesitate to contact me.

Angus Black
Headteacher
Balfron Primary School



Description of the School

Balfron Primary School serves the village of Balfron and the surrounding rural area. The present building was opened in 1981 to replace the old local primary school. A three classroom extension and nursery was completed in September 2003.

The school is also part of the High School Campus and we are able to enjoy access to some of the facilities. Children take school dinner in the Atrium dining room of the High School, or packed lunches from home in the primary school.

Our grounds have been developed in partnership with parents and children, supported by the Parent Council and the community, including our growing garden, climbing frame and quiet area.

How are classes organised?

We recognise that children, even of the same age, learn in many different ways and have different talents, abilities and interests. Some of the key factors that lead to good learning include good teaching, involvement of children in their own learning, confident and secure children and strong relationships between teachers, children and parents.

We therefore carefully consider any planned changes of how learning is organised in the school, including the composition of classes. We annually review the way that classes and learning are organised, considering how best to meet the needs of all children, as the roll of the school goes up or down. Any decisions need to take into account numbers of children in the school, children's ages, and gender to ensure a good mix of boys and girls.

Due to our need to balance the interest of all children as learners, learning is carefully planned for in consultation with Stirling Council's guidance, The Organisation of Learning in Schools.

Where we have composite classes we do provide meaningful opportunities for children to learn and work alongside their peers. This does take considerable time and effort to organise and maintain, however we recognise the value of providing this for our children.

It is likely that there will be composite classes each year in Balfron as the number of entrants exceeds the required numbers for seven straight classes.

Are the children supervised at lunchtimes?

Yes. During both morning break and lunchtimes there are usually up to four adults in the playground from Mrs Dolan, Miss Scott, Mrs Strang, Mrs Gifford, Mrs Carey and Mrs Forsyth. Mr Black and Mrs Macmillan, the school's Headteacher and Depute Headteacher respectively, also take time to be in the playground each day.

Although our playground is not huge and can be a little muddy, the priority for our staff is to ensure all children are enjoying play and activity in a safe environment. Popular activities with pupils include our wood and climbing trees, football, Activity Trail and playground music. There are also areas where children can go with friends for a quieter time, like our vegetable planters and Planet Garden.

Our senior pupils should also play an important role in supporting other children at playtimes by acting as Big Buddies and playground role models. We have different P7 Buddy Co-ordinators throughout the year.

School Information

School address	Balfon Primary School Moor Road Balfon Glasgow G63 0PD
Telephone number	Primary School - 01360 440027 Nursery – 01360 449514
E-mail address	balfps@stirling.gov.uk balfnu@stirling.gov.uk
Website	https://blogs.glowscotland.org.uk/st/balfonprimary/
School Roll	179
Nursery Roll	32 morning/32 afternoon
Headteacher	Mr Angus Black
Depute Headteacher	Mrs Gillian Macmillan
Teaching Staff	
P1	Ms Gillian Mitchell
P2	Miss Amy Rennie
P3	Miss Deborah McLernon/Mrs Claire Muir
P4	Mrs Caroline Darroch/Mrs Kathryn Bradnam
P5	Mrs Tracey Robertson
P6	Miss Katie Hopkins (Probationer) /Miss Katherine McCarthy
P7/6	Mrs Lynn Witherspoon/Miss Katherine McCarthy
P7	Miss Nicola Holms
RCCT	Mrs Joanna Small
Nursery Team	
Principal ECE	Mrs Laura Crombie
Senior ECE	Mrs Samantha Hobkirk
Senior ECE	Miss Emma Thompson
Senior ECE part-time	Mrs Alison Connolly
ECE	Mrs Tracy Crockett
ECE	Mrs Karen Pollock
ECE	Mrs Alison McKechnie
ECE	Mrs Maureen Anderson
Support Worker ECE	Miss Abbie Young
Support worker ECE	Mrs Dawn Meikleham
Support worker ECE	Mrs Kelly Innes

Administrator	Mrs Valerie Callan
Specialist Teachers Learning Support PE	Mrs Chloe Rankin Miss Amanda McKie
School Support Staff Administrators SLA SLA SLA SLA SLA SLA Janitorial Team	Mrs Catherine Walker/Mrs Louise Harrower Mrs Sandra Strang Mrs Alex Dolan Mrs Michelle Gifford Mrs Lee-Ann Forsyth Miss Nicole Scott Mrs Justyna Carey Bellrock

The School Day

Morning session	8.55 am – 10.25 am
Morning interval	10.25 am – 10.40 am
Lunchtime	12.10 pm – 1.15 pm
Afternoon session	1.15 pm – 3.15 pm

Nursery Hours

Morning session	8.00 am – 1.00 pm
Afternoon session	1.00 pm – 6.00 pm

Stages of the School

Nursery – Primary 7.



School Values and Aims

Values

We worked in consultation with the whole school community to establish our values which are:

Co-operation, Courage, Respect, Responsibility, Resilience

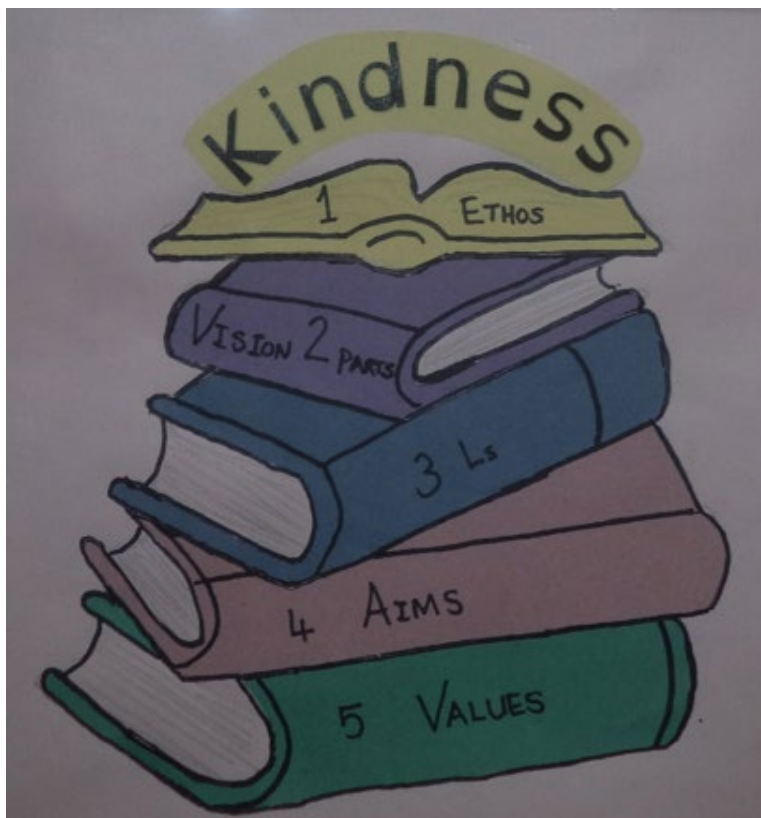
Our school vision:

“Learn and discover, care for each other”.

Aims

In 2023, our school aims were refreshed and simplified with the help of all pupils. At Balfron Primary our aims are that:

- **Successful Learners**
We are encouraged, supported and challenged to be the best that we can be.
- **Responsible Citizens**
We are kind and helpful to the whole school community, always trying to include others.
- **Confident Individuals**
We believe in ourselves, show effort and learn from our mistakes.
- **Effective Contributors**
We are heard, understood and our opinions matter in all aspects of school life.



Ethos – Kindness

Promoting Positive Relationships and Behaviour

In 2019 our school revised its Positive Relationships and Positive Behaviour Policy. This involved staff discussions and planning, pupil consultations, reference to national advice and an information evening with parents.

Our approach to developing positive relationships and behaviour throughout the school is based on being *'ready, respectful and safe'* with a commitment to *'connection before correction'*.

Overarching Behaviours – 3 Ls

Three overarching behaviours have been identified to focus on in Balfron Primary, which have become known as the **3Ls**:

1. **Listening** – active and respectful.
2. **Lining up** and moving through the school.
3. **Looking after the school** – cloakroom, resources and equipment.

Our focus on the 3Ls means that all adults in our school will:

- Teach active listening skills to children with daily reference to the displayed school listening charter.
- Provide a warm greeting to their class in the morning line; ensure effective class lines throughout the day; and model calm interaction when walking through the school.
- Take responsibility for the tidiness and resource maintenance in the area where they are working by working with and supporting children.

General Strategies Supporting Positive Behaviour

Features of our relationships based approach also include:

- 30 second interventions
- a commitment to restorative discussions
- recognition boards used flexibly by teachers
- a consistently calm adult, with a refusal to shout
- 3-step routine in each class
- a charter displayed in each classroom – agreed behaviour and consequences – updated termly
- Monthly Recognition Awards – recognising individuals who impress throughout the school for any reason.

When behaviours fall short of agreed expectations in our school there is a recognition that ***immediacy of consequence is much more important than the weight of punishment.***

Consequences for unwanted behaviours in our school may include:

- a clear explanation by staff member – always rooted in kindness, reminding of previous good behaviour
- disruption to a child's day e.g. delayed access to the playground or no choice activity that day
- Involvement of Mr Black or Mrs Macmillan
- Phone call home or chat with parent in playground
- Discussion or meeting – pupil, teacher and parent

How Does Our School Deal with Bullying Behaviour?

Our school website <https://blogs.glowscotland.org.uk/st/balfronprimary/> includes a link to our school policy on dealing with bullying behaviour along with helpful links to the national resource <https://respectme.org.uk/>.

This year our Pupil Council have also developed its own pupil guidance, which is now visible around the school, on what should happen after bullying behaviour has been reported to an adult:

After telling a teacher that you are being bullied:

Important Steps:

1. Adult should talk to the person being bullied and the other child separately to find out exactly what has been happening.
2. Extra observations in the playground by staff.
3. Identify a safe place for the person being bullied – an area in the playground where the other person is not allowed to go for an agreed time. (This might be for a couple of days on a first case of bullying but could be longer if it had happened lots of times. It would also be the same in the classroom – where both children would be seated at different tables.)
4. Parents/carers of both children should be contacted. This would normally be done by a phone call.
5. The other person misses out on something – loss of break or other fun things. This should only be for a few minutes.
6. The other child should say sorry – but only if they mean it.
7. Teacher to check-in with you about how you are feeling. This should last as long as is necessary.

Advice if being bullied:

- Avoid contact with the other person.
- Avoid calling anyone 'a bully' – labels don't help!

Morning Playground Lines

We ask all pupils to be ready each morning for their teacher who will walk down their class line and provide a morning greeting. Parents can of course continue to catch a word with their teacher if needed, but this should happen once time has been allowed for their child's teacher to check the lines and say good morning to each child.

What Do Our Children Think of Our School?

Here are some comments from our pupils on key aspects of school life:

Playground and Friends

My favourite thing to do is including people (Conrad P2)

I enjoying having fun with friends (Angel P2)

Staff

The best thing about school is the teachers. I like all of them! (Karys P7)

All of the teachers are nice (Millie P7)

3Ls

Our 3Ls are needed so you don't start doing whatever you want (Zach P2)

Listening is good for kids (Angel P2)

Learning

I like to learn numbers and I am good at them. (Miah P2)

Learning in school is about right – not too easy and not too hard. (Natalie P6)

I enjoy outdoor learning (Emily P6)



School lunches

School lunches are good but I think there should be bigger portions of chips. Last time I only got 5! (Brodie P7)

My favourite thing about school

My favourite thing about school is soft start (P2 pupil)

My favourite thing is the playground – it's so big. (Millie P7)

I love going to the astro pitch every day because you get a full goal to yourself (Marcus P7)

School would be even better if...

There was a rollercoaster to take you to school and back home again! (Conrad P2)

The girls' toilets need to be improved and if we could sit on benches during assembly (Connie P7)

School Improvement Plan

Priorities for session 2023/2024 are:

Improvement Priority	Outcomes for Learners
Health and Well-Being	<ul style="list-style-type: none">Our curriculum's inclusive approaches will provide increased support for learners to be happy, safe and have positive relationships.
Effective and engaging learning experiences for all pupils (Year 3) – play, challenge and pupil voice	<ul style="list-style-type: none">Approaches to play, challenge and pupil voice will foster meaningful, creative and enjoyable learning experiences for all children across the curriculum.
Literacy (Year 3) – writing	<ul style="list-style-type: none">Learners' experiences in writing will help lead to increasing quantity and quality of writing for all pupils; and increase attainment for some.

Curriculum

Learning and Teaching Curriculum for Excellence

Curriculum for Excellence guides the curriculum we offer at our school for all our pupils.

With the development of Curriculum for Excellence, the school aims to build the capacity within all our pupils to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

Curriculum change will be underpinned by the guiding principles of:

- Breadth
- Challenge and Enjoyment
- Progression
- Depth
- Personalisation and Choice
- Coherence and Relevance

We will be engaging in ongoing review, evaluation and development of the curriculum and this process is addressed through the School Improvement Plan procedure. It is our aim to ensure that the programmes of study we offer effectively raises levels of attainment, provides children with creativity and enjoyment and enables each pupil to fulfil their potential.

Curriculum for Excellence subject areas:

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

Expressive Arts:

- Art and Design
- Dance
- Drama
- Music

Whilst much of Art and Design and Drama are developed in the context of topic work there is also a major focus on specific skill development.

Children also have many opportunities to enjoy musical activities where they develop singing, music making using percussion and music appreciation. Seasonal concerts and assemblies throughout the year provide additional opportunities for children to perform to audiences.

Health and Wellbeing

The shared vision within Health and Well Being involves children being:

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

Our PE programme includes gymnastics, athletics, games skills, fitness and dance. Each child experiences two sessions of PE weekly. In addition the school is very well supported by Active Stirling who provides a range of sporting taster sessions throughout the year. Co-ordinated by Neil Thomson, our Active Schools Co-ordinator the children experience a range of taster sports led by trained coaches.

During the course of P5 – P7 all children participate in a block of swimming lessons as well as Bikeability training.

We also have a netball and football team, both of whom get opportunities to play against local schools.

Each year P6 pupils take part in a residential outward bound experience to Ardroy Outdoor Education Centre in Lochgoilhead. During the week long residential, pupils work towards achieving the outdoor education John Muir Award.

Much of the children's development in the area of Health and Wellbeing is however addressed through the daily ethos and culture of school. We firmly believe in developing a positive and proactive culture at Balfron Primary, leading to the success and well-being of each and every member of our school community.

Languages and Literacy

Our children at Balfron Primary experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Our children spend time with stories and texts which enrich their learning, develop their language skills and enable them to find enjoyment. Spoken language has particular importance in the early years. Teachers balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics.

Language is taught under four main headings:

- Listening
- Talking
- Reading
- Writing

Talking skills are formally developed to enable pupils to be effective communicators, for all life situations. Children are encouraged to express their own ideas, opinions and feelings confidently and articulately.

Listening is the key to all learning. The various skills required to be effective listeners are developed throughout the seven years at primary school.

Reading is a fundamentally important skill. Emphasis is placed at the early stages on reading out loud i.e. decoding the printed word into spoken word. The teaching of phonics features strongly. Thereafter more sophisticated reading skills are developed e.g. research and reference skills, inference, speculation, in-depth understanding of complex passages, etc.

Reading for purpose, understanding and enjoyment is stressed at all stages. The school stocks a range of current group reading 'real books', used mainly for P4-7 stages. In addition all classes contain their own library of reading for enjoyment books.

The main reading schemes which we use are:

- Story World
- Literacy World
- Oxford Reading Tree

Writing skills for all life purposes are developed alongside the important technical skills of spelling, handwriting and grammar. Structured teaching methodology and assessment of standards in writing, combined with ensuring opportunities for relevant cross curricular writing which offers choice, challenge and enjoyment underpins our approach.

Currently French is taught to P1-7 at Balfron Primary School as we work towards full implementation of a '1+2' approach where pupils are taught English as well as being introduced to two other languages.

Mathematics

The mathematics experiences and outcomes within Curriculum for Excellence are structured into 3 main organisers:

- Number
- Shape, Position and Movement
- Information Handling

Problem solving is also an important element of our Maths programme and we look to teach this through cross curricular links as well as separate standalone learning activities.

Daily interactive mental maths aims to lead to the development of numeracy skills and confidence for all our pupils.

A variety of resources are used as part of our approach to Maths – based on teachers’ professional judgement - including Scottish Heinemann Maths, Active Heinemann and Tee Jay for P1-7 although a variety of other contexts, resources, games and computer programmes support pupil learning.

As a school we have agreed the following key approaches within Maths:

- All children should normally have a **Maths experience every day**.
- **Written working** should be clearly shown in a jotter and not hidden away.
- Each class should have access to **Mental Maths resources** for daily activities.
- Weekly **homework** will always include Maths.
- **Creative teacher planning** should focus on how to introduce key Maths concepts and capture pupil interest and initial understanding. Practice is required for consolidation and to check whether pupils are able to transfer their understanding.
- **Whole class teaching** of the same Maths concept is to be targeted. This ensures that pupils will benefit from uninterrupted introductory teaching sessions. Keeping the class working at the same concept will require differentiated group work as follow up.
- **Meet the teacher evening** each year will provide opportunities for parents to learn about how pupils are taught Maths in school. This knowledge will help parents reinforce learning more effectively at home.
- Most importantly of all – **teacher passion** for the subject to instil pupil enthusiasm!

Religious and Moral Education (RME)

This area of the curriculum deals with the development of the pupil in relation to self-awareness, relationships with others, the range of beliefs, values and practices that go to make a religious outlook on life.

Christianity remains the core study, focusing on education and observance, rather than instruction. Usually, one of our classes leads an end of term service/celebration at Balfron Church of Scotland in the build-up to Christmas, with all parents and pupils warmly welcomed.

This session the school will continue to focus on developing the global element of our curriculum, which will involve the study of the other main world religions.

Children are encouraged to appreciate the common values of honesty, liberty, justice, fairness and respect for, and tolerance of others, regardless of creed, colour or religion. Any parents wishing to exclude their child from participation in religious education or observance may do so by informing the Headteacher in writing. Such pupils will be set alternative tasks by their teacher.

The school is guided by Stirling Council’s guidance on Cultural Diversity and Religious Observance Guidelines for Schools on Meeting the Religious and Cultural Needs of Children and Young People.

Sustainability and Global Goals

All classes work towards a chosen Global Goal as listed by the United Nations Sustainable Global Goals.

This year we will be continuing to focus on ensuring effective outdoor learning for all pupils. All classes aim to use the outdoors at least once per week for their learning.

Curriculum Flexibility

Flexible teaching time will be used to meet specific school needs, as appropriate, and also be used at the teacher's discretion as appropriate to the current needs of the children. We recognise that for effective learning, children's understanding is not always compartmentalised into separate curricular subjects.

Therefore developing features of our teaching approaches involve:

- Interdisciplinary learning – providing a context for pupils that provides them the opportunity to make genuine cross curricular links.
- Active learning – encouraging children to be in the different stages of learning including planning, collaboration, problem solving and reflection. Active learning should provide pupils the chance to be cognitively as well as physically active and provide flexibility to meet the needs of individual learning styles.

Assessment

Our school's approach to assessment continues to develop in line with Curriculum for Excellence. There are a variety of reasons why we assess pupils.

Some of these include:

- Find out what pupils have learned.
- Identify next steps.
- Evaluate our teaching.
- To provide feedback.
- To involve pupils in the assessment process.
- To motivate pupils.

The experiences and outcomes set out within Curriculum for Excellence describe the development of pupil learning in terms of levels. Progression through the curriculum levels for primary pupils is explained in the table below.

Level	Stage
Early	The pre-school years and 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

The breadth and variety of approaches to assessment ensures that no single finite list of assessment approaches can be made. Good teaching means that individual contexts within classes will guide which assessment approaches are applied in our school.

Curriculum for Excellence lists three key stages when assessment takes place:

- Ongoing
- Transitions
- Periodic

The different purposes and types of assessment tasks means that at Balfron Primary we are focused on building a picture of each pupil, more than can be achieved by simply administering a test.

Developments in the area of assessing learning at Balfron Primary includes using a variety of formative assessment methods, including:

- Self and peer assessment.
- Baseline assessments in literacy and numeracy at the start of each school year for all pupils.
- Teacher assessment and daily classroom evidence.
- Photographs and videos.
- Increased moderating of assessment standards and evidence within our school's teaching team.
- See Saw Online.

This session, in line with all schools nationally, pupils in P1, P4 and P7 will be completing Scottish National Standardised Assessments (SNSA) which will support teacher judgement of pupil attainment.

Parents can play a vital role in supporting the school in its approaches to assessment methods by following these important steps:

- Listen, talk, share and encourage – this has a big influence on children's learning.
- Do things together – learn together and have fun together.
- Praise effort.
- Encourage a 'can do' approach - 'give it a try, you might just like it'.
- Help them to respect others.
- Talk to them about their strengths and interests, and help them make choices based on these
- Find out what learning is happening at school and do what you can at home to build on that.

Homework Policy

Our Homework Guidelines:

- **Quality over Quantity:** Pupils value their homework and take responsibility for bringing reading books and homework jotters to and from school
- **Short but Sweet:** Pupils spend a short amount of time completing homework. It should be a quick reinforcement of learning in class.

- **Little and Often:** Pupils get a proportionate amount of homework but each class will have a regularly and predictable routine. This will be shared in class newsletters.

Homework:

- It shouldn't be too difficult.
- It will be something already taught in class.
- Pupils should mostly be able to do it independently.

What does Homework look like at Balforn PS?

- **Weekly Spelling:** Classes create a grid of activities which is refreshed termly. Pupils select activities to help them practice their words.
- **Weekly Reading:** At Early and First level (P1-P4 for most) children should be reading their school provided book at home regularly as well as a variety of other texts to promote enjoyment. Asking questions such as what happened when... and what might they do next support children's understanding.
- At second level (P5-P7 for most) personal reading challenges will be encouraged with reading scheme books used in class.
- **Maths:** Dependent on stage - weekly and may be online.
- **Optional Creative Tasks:** Each class will provide optional creative tasks at different times during the year.

What can parents and carers do at home to support Homework?

- We appreciate parents' engagement with homework – a signature or comment in homework jotters about how children managed the homework is welcome.
- Establish routines and expectations to make sure homework is completed on time and to a high standard.

House System

Our school operates a House System, whereby all children are members of a house. The house names were refreshed using views across the whole school community, with the aim of ensuring wider and more inclusive representation. Our houses name are:

Donaldson & Burns
Thunberg & Wallace
Gorman & Bruce

The purpose of the House System is to further develop the community spirit of the school, whereby 'houses' will be recognised for making an effort to make our school a good place to be. House points are awarded to pupils to reward good social skills and caring and thoughtful behaviour towards others and our school environment. Monthly house meetings are also held.

House Captains are selected by a combination of individual applications; pupil voting and staff using 'role model' as central criteria.

House	Captains	
Donaldson & Burns	Alba Wilson	James Youens
Thunberg & Wallace	Maja Paluch	Maggie Kidd
Gorman & Bruce	Sara Nicolson	Joel Watt



School Club Programme

In the recent past teachers run extra-curricular clubs have included dance, art, quiz, chess, netball, choir, football and cross-country among others.

Pupils are also offered a variety of extra-curricular clubs, organised and delivered in partnership with Active Stirling.

Support for Learning

Sometimes children have additional learning needs. We endeavour to support such pupils by employing Stirling Council's Children's Services Staged Intervention process. Learning and teaching is managed and organised in a way that will maximise children's learning. However, although children are taught literacy and maths in ability groups some children do experience difficulties.

The class teacher would deal with this by adjusting the child's programme of work and if difficulties persist, the Support for Learning Teacher will advise and support the child and the teacher. Parents will be informed and involved in the review of progress. Children who are failing to progress after receiving such support may in consultation with parents be referred to the Educational Psychologist, Speech and Language Therapist or Occupational Therapist.

Partnership with Parents

Balfron Primary Parent Council

Balfron Primary Parent Council was formed in October 2007 and exists to give parents and carers a voice, forming a strong partnership with the school to benefit our children. Specifically, we wish to encourage:

- Partnership between the school, pupils and all parents & carers;
- Working with the school to create a welcoming, inclusive environment;
- Fundraising for the school, which helps support the education and welfare of the pupils and also subsidise events and activities;
- Representation of the views of all parents & carers on all matters affecting the education and welfare of the pupils.

We are very pleased to welcome new members to the Parent Council Committee this year.

The Parent Council members and roles are:

Chair	Anita Crozier
Vice Chair	Amii Anderson
Treasurer	Michelle Conway
Secretary	Claire McIlvenna
Social Media Rep	Claire Kilpatrick Cattrell
Committee Members	
Emma Sutherland	Megan Dunaway
Ainsley Berry	Lorraine Gribben
Joanne Brown	Sandra Malley
Sarah Catnach	Rachel Moir
Moyra Coull	Michelle Sangster

The Parent Council meets at least four times every year. Dates will be announced in the school newsletter, school emails and publicised on the Balfron Primary Parent Council Facebook and Instagram pages. The Parent Council Committee also holds separate event planning meetings as and when required. All meetings are open to the wider parent forum and new attendees are very welcome.

The Parent Council runs several events for pupils throughout the year. It also holds fundraising events which parents, carers and members of the local community attend. The Parent Council has hosted two Halloween Discos in the school this year which were very well attended and lots of fun was had by all. The Parent Council also had a Halloween costume swap and encourages the exchange of pre-loved school uniform throughout the year helping promote sustainable options for families.

In December, the Parent Council is looking forward to hosting a supper with Mrs Claus for our nursery to P3 children and a Bingo Disco for our P4 to P7 children. There will be and lots of fun activities for everyone to enjoy. The Parent Council is also doing a Christmas raffle. It has received some fabulous prizes from many of the local businesses in Balfron. The Parent Council is keen to build strong relationships with local businesses and the community as a whole.

This year, in line with the school's improvement plan, the Parent Council is supporting the school with replacing its current reading scheme in the lower school and restocking books suitable for older readers. Fundraising to help improve the school's literacy equipment is a priority in 2023-24.

Other specific areas supported by the Parent Council include funding towards classroom and common resources; subsidising residential trips and paying for every child to go on a school trip; together with funding nursery and P7 leaving parties and gifts. The Parent Council is keen to support the school and pupils in these areas during this year.

The Parent Council also intends to revisit some of the past Parent Council projects, such as the playpark; the growing garden and planet garden and reinvigorate/ re-generate these prior to embarking on any new projects in 2023-24. The Parent Council paid £1,000 last year towards the on-going maintenance costs of the growing garden and playpark.

Aside from fundraising, the Parent Council is actively involved in discussions around anti-bullying; school uniform; school lunches and the School Improvement Plan.

The Parent Council is always keen to hear from the whole school community and everyone is encouraged to get involved. Involvement can range from simply suggesting an idea for a future fundraising event to becoming an active member of the Parent Council and taking the lead on areas for discussion /rolling out a fundraising event.

Details of all Parent Council events are publicised through school emails, newsletters, the playground noticeboard and the Parent Council Facebook and Instagram pages.

Parent Council meetings tend to be themed to specific school related areas, which include the School Improvement Plan, Validated Self Evaluation, and "The Big SIP" together with other more classroom focused headings. This year's meetings are being held in person, in the school and via video link.

The Parent Council welcomes all parental involvement so please do contact the Parent Council if you wish to be involved in helping with events and activities, fundraising or brainstorming event ideas. The Parent Council also welcomes communication from parents who may wish to raise educational issues more formally through it. This can be done either in person at meetings or the Parent Council can raise issues on your behalf with the school if you wish to contact the Parent Council in confidence. Please get in touch through Facebook (search for Balfron Primary Parent Council) or by emailing balfronpspc@gmail.com

Anita Crozier, Chair (November 2023)

Parents Evening/School Reports

Parents Evenings are held twice during the session, usually November and March. We encourage you to bring your children along to the meeting to plan their next steps together. Written reports are sent home in June and parents have the opportunity to discuss the reports in June, if necessary.

Sharing Learning

Learning is shared in a variety of ways including Seesaw, Twitter, school assemblies and open afternoons.

Communication with Parents

Good communication is vital for schools to work in positive partnership with parents. Balfron Primary is guided by and fully committed to Stirling Education Services' Code for Communicating with Parents.

The aims for the code are to foster high quality communication by:

- Being respectful, honest and courteous and expecting similar behaviours in return.
- Being clear about the balance of rights and responsibilities between Education Services and parents in all our communications.
- Promoting a culture of openness and honesty.
- Seeking parents' views and taking them into consideration when making decisions.
- Valuing parents' expertise and knowledge.
- Providing timely, appropriate and accessible information.
- Avoiding information overload.
- Seeking to overcome any barriers to communication.

Complaints Procedures

In Balfron Primary the Headteacher will investigate any complaint raised by a parent. This will be done in line with Stirling's Education Complaints Policy (reviewed January 2021).

School Security

We strive to ensure Balfron Primary School is a welcoming friendly school, where children, staff and parents are relaxed and secure.

However we are aware that there is a need to be vigilant in preventing access to unwelcome visitors, and those without appropriate intention.

All visitors, including parents, are asked to report to the office and they will be asked to sign in, and be given a badge. Please do not enter the school by the rear doors. All staff have been advised to direct any visitor without a badge to go to the office to sign in.

Support for Learning assistants supervise the playground at morning and lunch break. The only adults who are allowed in the playground at these times are school staff.

We have 24hour CCTV cameras in operation in the playground at all times.

Help us keep your child safe and follow these procedures at all times.



School Uniform

Balfron Primary School Uniform Policy

Balfron Primary School believes that a consistent school uniform policy is vital to promote the ethos of the school and provide a sense of unity and inclusiveness for all pupils. A school uniform also positively contributes to school ethos, safety and security.

Our school uniform options are:

Item	Where to Acquire
White polo shirt	Plain polo shirts are available from regular retailers. Sustainable/Pre-loved polo shirts are available from Balfron Primary Parent Council.
Navy blue trousers/shorts/skirts/pinafore dresses	Available from regular retailers. Sustainable/Pre-loved trousers, shorts, skirts and pinafore dresses are available from Balfron Primary Parent Council.
Turquoise/jade green Sweatshirt	Jumpers with the school emblem are available online from Border Embroideries www.border-embroideries.co.uk . Plain green school sweatshirts are available from regular retailers. Sustainable/Pre-loved sweatshirts are available from Balfron Primary Parent Council.
Navy cardigan or jumper	Plain navy cardigans and jumpers are available from regular retailers. Sustainable/Pre-loved navy sweatshirts/cardigans are available from Balfron Primary Parent Council.
Navy fleece	School fleece with the school emblem is available online from Border Embroideries www.border-embroideries.co.uk . Sustainable/Pre-loved fleeces are available from Balfron Primary Parent Council.
Light blue gingham school dresses	Gingham dresses are available from regular retailers. Sustainable/Pre-loved gingham dresses are available from Balfron Primary Parent Council.

PE Kits

- All PE kits (with the exception of trainers) should be plain without sports branding or logos.
- Football kits are not permitted as PE kits.
- School uniform should be worn by all pupils on their PE days. PE kits should be brought in a bag, with pupils changing in school.
- Please send a gym kit into school from Day 1 of the new term, meaning pupils will be able to do PE on any day as teachers co-ordinate class PE times over the first couple of weeks.

Cost

The school is committed to ensuring that its school uniform is affordable and accessible to all pupils and does not place an unreasonable financial burden on parents. Please contact the school for examples of low cost items from various outlets.

Footwear and clothing grant/ free school meals application form for school year is now live.

The form and guidance notes can be found on the links below:

- <https://www.stirling.gov.uk/schools-and-learning/schools/free-school-meals-and-clothing-grant/> (guide page)
- <https://www.stirling.gov.uk/schools-and-learning/schools/free-school-meals-and-clothing-grant/apply-for-free-school-meals-a-clothing-grant-or-both/> (form)

Please contact the school office should you require assistance completing these forms.

Other Information

- Please remember to label your child's school uniform, in particular, jumpers, cardigans and jackets.
- At different times throughout the year, the Parent Council organises opportunities for parents to swap items of school uniform. Details of the uniform swap initiatives will be advertised on the Parent Council Facebook Page. Requests for pre-loved uniform can be made via the Parent Council Facebook Page or Email – balfronpspc@gmail.com.
- In our main foyer we have:
 - A 'PE kits for all' area where pupils or parents can take some PE clothes.
 - A lost property uniform area.
 - Free spare outdoor jackets.

Parent Council Uniform Swap Stall

Please drop off any pre-loved, good quality, clean uniform into the collection boxes in the foyer.

Secondary School

At the end of P7 pupils normally transfer to:

Balfron High School
Roman Road
Balfron
G63 0PW
Tel: 01360 440469

Wet Weather Arrangements

In very wet weather children are allowed access to the school building before 8.55 am at the discretion of the Headteacher. They are not sent out to play during very wet intervals, however please ensure your child has a warm and waterproof jacket when the weather is poor, as we try to allow access to outdoor play even for a very short period of time.

Parents are asked to co-operate by not sending children to school too early in wet weather, as teachers are working on preparation, planning and marking at this time, and full supervision cannot be guaranteed.

Prescribed Medication

Administration of Prescribed Medicines

This session a revised Forth Valley policy for the “Administration of prescribed medicines and meeting the health care needs of children and young people” has been issued to schools for implementation.

The policy provides a detailed and helpful set of guidelines and templates which must now be followed. I have listed below some key aspects of which all parents now need to be aware of:

1. Medication should be taken to school only when it is needed. Often medication can be prescribed in dose-frequencies which enable it to be taken outside school hours. Parents/Carers should be encouraged to arrange this.
2. It is the responsibility of the parents/carers to deliver the medication to school and dispose of any unused or out of date medicines.
3. Under no circumstances will an oral instruction from a parent/carer or child concerned be accepted.
4. Parent/Carer Request for the Administration of Prescribed Medicines must now be completed by a parent and signed off by the Headteacher in advance of prescribed medicines being administered in school.
5. There is no legal duty that requires school staff to administer medication/provide treatment, this is a voluntary role.
6. A record card and emergency protocol should be completed for each pupil receiving medication.

7. Only measured medication should be administered unless tablets are scored for dividing e.g. medication should not be halved.
8. Normally children and young people will carry their own inhalers with them. However, a spare inhaler should be kept in case of emergency in a secure location, clearly labelled with the child or young person's name and must not be used for any other pupil.
9. Parents/carers will be notified of out of date medicines and asked to collect them. If this has not been undertaken within a two week period, the medication will be transferred to a community pharmacist for disposal.
10. All medication remaining at the end of the academic year will be transferred to a community pharmacist for safe disposal if not collected by a parent/carer.
11. School staff must not give non-prescribed medication to pupils. It may not be known whether the child or young person has had a previous dose, whether the child or young person is allergic to the drug, or whether the medication may react with another medication being taken.



Appendices

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Appendix 1: Funded Early Learning and Childcare

Stirling Council will provide 1140 hours of funded ELC a year for children aged 3-5 and eligible 2 year olds.

There is a wide choice of providers offering funded hours. This includes local authority nurseries, private, voluntary and independent nurseries and childminders.

You will be entitled to 25 free hours a week or 30 free hours a week depending on the number of weeks the setting is open over the year.

You can choose to take this in different ways, full days or half days or a combination of both.

There is no payment to access funded hours. All providers must offer funded places in line with the National Standard. This means you can choose to take only your funded hours and you do not have to buy any additional sessions, hours or weeks. This applies in all funded provider settings.

Please note, the minimum attendance at any local authority nursery will be one full day or 2 half days.

Unfunded Sessions

A child can attend more than their funded sessions in a local authority nursery, subject to availability of places. We need to prioritise children accessing their funded hours first. Once admissions for the new academic year, starting in August, have been finalised in the preceding February/March, we will confirm your unfunded sessions with you and provide them until the end of your contract period. You would also need to agree to our contract terms for funded and unfunded sessions. The nursery can advise you further on this.

Fees for unfunded sessions are available on Stirling Council's website. Fees for other funded provider nursery or with a childminder will vary and you should contact the provider directly for information.

Opening Dates

The open and closed dates for the next academic session for all nurseries in each model can be found on our website, <https://www.stirling.gov.uk/schools-and-learning/nursery-and-childcare/nursery-terms-and-holidays/>.

Model 1: 48.2 weeks

Settings in model 1 will be open 48.2 weeks a year, including over the summer.

Model 2: 45.6 weeks

Settings in model 2 will be open 45.6 weeks a year

Model 3 and 4: 38 weeks

Settings open 38 weeks a year will be closed out with term time in line with our primary school holiday closures.

Settling In

Our early years staff are very experienced and skilled in helping children to settle. However, during the settling in period it is a requirement that you, or another nominated adult, aged 16 years or over, is available to collect your child earlier than the agreed settling-in end time on the rare occasion this may be necessary.

Your funded hours will start from the first day of the term your child becomes eligible. For children who are eligible for funding in term 1 (August), settling-in will, where possible, be arranged with you to take place over the summer before term starts. Children who are eligible in term 2 (January) and term 3 (April) will, where possible, be settled in at the end of the term before they start.

We have a few local authority nurseries, funded provider nurseries and childminders that are open term-time only. As they are closed over the summer they will not be able to settle children in during the summer months before the new term starts in August.

Meals and Snacks

All three and four year olds and eligible two year olds will be entitled to a free meal if they are accessing a funded session in a setting for more than 4 hours. A session is a full day or a half-day, morning or afternoon. Lunch will be offered to children attending a funded full day session or a morning session. Children attending a funded afternoon session will be offered a light meal (substantial snack) during the session.

If your child is attending additional unfunded sessions, you can purchase a lunch from the nursery. The cost of a lunch in a local authority nursery is detailed on our website. The nursery can advise you about the process for paying for lunches. You may still choose to provide a packed lunch if you prefer. You can do this during a funded or unfunded session.

In addition to the free meal, all local authority nurseries will provide a morning snack and an afternoon snack. There will be no cost for this during a funded or unfunded session. Snacks will include Scottish government funded milk and a portion of fruit/vegetables.

Appendix 2: Attendance at School and Nursery

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

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

Information for those with School Age Children Only

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

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

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

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

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

Appendix 3: Child Protection and Safeguarding

All children in Scotland have the right to be protected from harm.

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.

Schools and nurseries have identified child protection coordinators with a remit to promote safeguarding and a responsibility to act when aware of a possible child protection concern.

If you are concerned a child or young person is at risk of abuse or neglect, you can contact police on 101 or phone children's services on 01786 471177. You can share your concern with your school/nursery child protection co-ordinator.

Appendix 4: Clothing Grants

Some families may be eligible for clothing grants. Applications can be made by visiting <https://www.stirling.gov.uk/schools-and-learning/schools/free-school-meals-and-clothing-grant/> and completing the online form.

Supporting documents can be uploaded, scanned to finservices@stirling.gov.uk or posted to Stirling Council, Teith House, Kerse Road, Stirling, FK7 7QA.

Appendix 5: 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 has agreed.

What can't I complain about?

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

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

You have six months to raise a complaint from the event that you wish to complain about – or from the point when you become aware of a matter about which you wish to complain. In exceptional circumstances, a complaint can be accepted after this timescale.

We have 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 are able to look into most matters. However, the headteacher may refer the Stage One complaint to Schools, Learning and Education centrally, e.g. if it is about the conduct of the headteacher or too complex to be dealt with at front-line service level.

The school or nursery will give you our decision at Stage One within 5 working days or fewer unless there are exceptional circumstances. If we need further time, we will ask you to agree an extension of up to 5 further days. If the Stage One complaint has been referred to Schools, Learning and 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 those too complex for a headteacher to deal with.

To move to Stage Two, you should email educ-comments@stirling.gov.uk, or you can ask the headteacher of the school or nursery to move the complaint to Stage Two on your behalf.

When using Stage Two:

- We will acknowledge your complaint within 24 hours.
- 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), <https://www.spsso.org.uk/> 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.

Care Inspectorate

If you have a concern about a care service, in the first instance please raise this with the manager of the service.

You can raise a concern with Care Inspectorate by email at concerns@careinspectorate.gov.scot.

If you are unable to email or use the online complaints form, please call 0345 600 9527 between 9 am and 4 pm Monday to Friday. This information is regularly updated and available at <https://www.careinspectorate.com/index.php/complaints>.

Appendix 6: Digital Learning

Digital Tools for Learning and Teaching

In Stirling Council schools and nurseries, we use a variety of digital tools to enhance learning and teaching, to share information about the life of the school, communicate with parents and carers, and to celebrate success. Use of many of these tools requires sharing some personal data about your child with the providers of the services. This may include, for example, children's names, classes and photographs. For some services, we will need your consent to share personal data.

Core Digital Services

Across Stirling Council, we use Glow and Google Workspace for Education Plus for learning and teaching. Data is shared with these services under the legal basis of public task – use of these services is deemed essential for learning and teaching, and we have legal agreements in place with both Education Scotland and Google to ensure that personal data is kept safe (see our Privacy Notices for our use of these services).

Likewise, SEEMiS is used to securely manage children and young people's personal data, including sensitive category data (such as information about their health). This data sharing is also done under the legal basis of public task, and appropriate agreements are in place to ensure the data is securely managed.

Digital Services Requiring Consent

Data Protection Impact Assessment procedures are followed for digital tools as appropriate. For some processes involving digital tools, we will seek consent of parents/carers and the young people themselves when they are aged 12 and over.

Stirling Council Schools, Learning and Education

Enrolment Arrangements : Primary & Secondary School Education in 2024

The 2024/2025 school year starts on 14 August 2024, this is the **only** date for beginning school education for that year.

All children who are five years old on or before 14 August 2024 are of school age and **must** start their primary school education on 14 August 2024, children who are five years old between 15 August 2024 and 28 February 2025 **may** start their primary school education on 14 August 2024.

If your child is starting their primary school education in August 2024, or if you are choosing to defer their entry into primary school to August 2025, you **must** enrol them at their catchment school **by 26 January 2024**. Details of school catchment areas and further information on our enrolment procedures can be found by visiting our website www.stirling.gov.uk or by contacting us on 01786 233185. Should you wish your child to attend a primary school other than their catchment school you are still required to enrol them in the catchment school and submit a placing request for the school of your choice. We have now moved to online enrolments and request that you complete the online enrolment form which can be found on our website www.stirling.gov.uk. As part of the enrolment process we are required to check the residency of all parents wishing to enrol their child at their catchment school, you will be required to scan and upload a copy of your child's birth certificate, and two of the following - child benefit book/award letter, tax credit/universal credit award letter, two recent household utility bills or a recent council tax bill. If you are unable to use our online enrolment form or scan and upload the necessary documents please contact the school who will be able to assist.

Gaelic Medium Provision

Gaelic Medium education is available at Riverside Primary School, Forrest Road, Stirling tel: 01786 237933 email: rvsrdeps@stirling.gov.uk. Any parent wishing to enrol their child in our gaelic medium provision should contact the school for further information.

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

Children currently in P7 will transfer from primary to secondary education in August 2024. You will receive notification of transfer arrangements through your primary school and your child will be automatically enrolled in their catchment secondary school. Should you wish your child to attend a secondary school that is not their catchment school a placing request must be submitted.

Placing Requests for Session 2024/2025

In accordance with the Education (Scotland) Act 1980 as amended, Stirling Council hereby informs parents or guardians who wish to make a placing request for the school session 2024-2025, to do so online **no later than 15 March 2024**. Your right applies to a request that your child be placed in a school other than the school which normally serves the area in which you live. It applies to a primary school or, where appropriate, the transfer to a secondary school, including a school providing for children with additional support needs. You can apply online at <https://www.stirling.gov.uk/schools-and-learning/schools/placing-requests/make-a-placing-request/>

It is essential that you enrol your child at their catchment school even if you are making a placing request for another school, this ensures that should the placing request be unsuccessful they still have a place at their catchment school.

Please note that school transport is not provided for children and young people attending a school on a placing request.

Schools Information

Information on local authority schools in Stirling Council is available on our website www.stirling.gov.uk or by contacting us on 01786 233185.

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

Appendix 8: Additional Support for Learning

Additional Support Needs

Children and young people who need extra or additional support, than other children or young people their age, to help them access and make progress in their learning are considered to have 'additional support needs'. They may only need support for a short time, or they may need support the whole time they are in education.

A child or young person may have additional support needs for lots of reasons including:

- A physical disability
- Being a young carer
- Changing school a lot
- Being bullied
- Having a communication difficulty
- Being looked after by the local authority
- Having a long term illness

Staged Intervention

Staged Intervention is the process used to identify, assess and plan to meet a child's needs. Every school and nursery has a Pupil Support Co-ordinator with responsibility for ensuring appropriate support for children with additional support needs. For most children the support they require is provided from school, for example, differentiated materials, additional time, movement programmes, and support groups. Some pupils with more complex needs may require input from support services within Stirling Council such as ASN Outreach or the Educational Psychology Service, whilst some pupils may require input from other partner agencies, such as Speech and Language Therapy, to provide more enhanced interventions. Agreed actions will be recorded and reviewed during staged intervention meetings in collaboration with the child, family and staff. Where there is more than one agency supporting a child and this is significant and long lasting, a Coordinated Support Plan may be appropriate.

If you have concerns about your child, in the first instance, contact your school or nursery.

More information is available on Stirling Council's website. Information on support needs can also be found at [Parentzone Scotland](#).

Getting Independent Advice

If you want independent advice about additional support for your child, there are national organisations who offer this.

[Enquire](#) is the Scottish advice service for additional support for learning.

[My Rights, My Say](#) provides advocacy support for young people aged 12-15 years of age, who have a right to be involved in decisions that affect them. The website provides advice and resources.

Mediation

Mediation support services are available to families with children who have additional learning needs. Good communication among parents and carers, school and Stirling Council Education Services is the key to positive relationships and partnerships.

The Education (Additional Support for Learning) (Scotland) Act 2004 includes a requirement for education authorities to have in place arrangements for mediation, involving independent mediators, to aim to resolve disputes between parents and carers and the authority and/or school, regarding a child or young person who has additional support needs.

Stirling Council's independent mediation provider is Resolve Mediation Service. You can find out more about the service and mediation here <https://resolvemediation.org.uk/>.

[Let's Talk](#) is a national advocacy service funded by the Scottish Government. It is for parents of children with additional support needs who need support in relation to a dispute or potential dispute with an education authority.

Information on the right to appeal decisions of education authorities regarding the provision of educational support under the Education (Additional Support for Learning) (Scotland) Act 2004 can be found at [Additional Support Needs | First-tier Tribunal for Scotland \(Health and Education Chamber\)](#).

Children between the ages of 12 and 15 years who have capacity to make a reference can also make 2 types of reference:

- A reference in relation to a co-ordinated support plan (CSP).
- A reference appealing against the education authority's assessment of the child's capacity or wellbeing.

Appendix 9: Equalities and Children's Rights

Everyone deserves to be treated equally, fairly and without prejudice.

The planned incorporation of the UNCRC into Scots Law means that the rights of children should be protected, promoted and defended in all areas of their life, including their rights to:

- education,
- freedom from violence, abuse and neglect,
- be listened to and taken seriously,
- A proper house, food and clothing, and
- relax and play.

When a child feels their rights have been infringed, their views will always be taken seriously.

Educational establishments create inclusive cultures by working in partnership with the wider community to agree positive values, by promoting and celebrating diversity and through delivering appropriate learning opportunities within their curriculum.

Schools and nurseries operate within Stirling Council's duty under the Equality Act (2010) to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between people by removing or minimising disadvantage, meeting the needs of particular groups which are different from the needs of others and encouraging participation in public life.
- Foster good relations by tackling prejudice and promoting understanding.

The Equality Act 2010 identifies 9 protected characteristics from discrimination, harassment or victimisation:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Schools and nurseries have a duty to report prejudice based incidents.

Anti-bullying and Positive Relationships

Approaches to anti bullying reflect *Getting it Right for Every Child* and recognise that bullying impacts on wellbeing. In order to thrive and achieve their full potential, children and young people need learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination.

All education establishments operate within Stirling's Approach to Respect for All: Preventing and Challenging Bullying Behaviours and will, in consultation with wider communities, create establishment specific anti bullying policy.

Appendix 10: Getting it Right for Every Child

Getting it right for every child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential. Most children and young people get all the help and support they need from their parent(s) or carers, wider family and community but sometimes, perhaps unexpectedly, they may need a bit of extra help.



GIRFEC is a way for families to work in partnership with people who can support them, such as teachers, doctors and nurses.

GIRFEC is based on children's rights and its principles reflect the [United Nations Convention on the Rights of the Child](#) (UNCRC).

GIRFEC also respects parents and carers rights under the [European Convention on Human Rights](#) (ECHR).

Key elements of GIRFEC are:

- Wellbeing
- Named Person
- Child's Plan

Wellbeing

To help achieve a common understanding of what wellbeing means, it is broken into 8 wellbeing indicators.

Every child and young person should be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included at home, in education and in the wider community.

Each child is unique and there is no set level of wellbeing that children should achieve. Each child should be helped to reach their full potential as an individual.

Role of the Named Person

Children, young people and families need to know who they can contact when they need access to relevant support for their own, or their child or young person's wellbeing.

Within the GIRFEC approach, the role of a named person is to provide a clear point of contact within universal services, if a child, young person or family want information, advice or help.

The support of a named person is available to all children, young people and their families. A named person will predominantly be based within health or education services, usually in the form of a Teacher/Depute or Head Teacher, or a Health Visitor. However, there is no obligation on children, young people and families to accept the offer of advice or support from a named person.

Child's Plan

A personalised child's plan will be available when a child or young person needs a range of extra support planned, delivered and co-ordinated. The plan outlines what should improve for the child and the actions to be implemented and reviewed.

The Child's Plan should capture everyone's views, and it should reflect the child or young person's voice also.

The Child's Plan is managed by a 'lead professional' i.e. someone with the right skills and experience to make sure the plan is managed and reviewed regularly. Depending on the situation and the child's needs, the lead professional may also be the named person.

The child and parent/s and carer/s will know what information is being shared, with whom and for what purpose, and their views will be taken into account. This may not happen in exceptional cases, such as where there is a concern for the safety of a child, young person or someone else. Stirling educational establishments have long established staged intervention processes, which provide appropriate and proportionate assessment, planning and review to ensure children and young people have their individualised needs met. Your child's school or nursery can provide you with further information on the staged intervention process.

Appendix 11: Insurance Information

1 Public Liability

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

Pupils' Property

Each session, unfortunately but inevitably, pupils' property is lost, damaged or stolen in school or nursery.

Parents should be aware of the following points:

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

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

2 Personal Accident/Travel Cover – Educational Excursions

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

A brief summary of the cover is as follows:

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

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

If you require further information please contact the Council's Insurance Team on 07387 243095.

Appendix 12: School Health Service

NHS Forth Valley has a statutory obligation to provide health services for all school age children. The aim is to ensure that all children and young people, throughout their school years, are in the best possible health to benefit from their education.

School Nursing Service

School Nurses are available Monday – Friday between 8.30 am and 4.30 pm all year round, excluding public holidays and weekends. School Nurses are part of the integrated community team and are based in local health centres and clinics.

The School Nurse Team offer health screening, health assessments, health reviews, health promotion and health interventions when required.

A health screen and review of the child's growth is offered to all children in Primary 1. This involves a parent questionnaire and the opportunity of an appointment with the school nurse to discuss any parental concerns.

The School Nursing Team comprises of:

- School Nurses
- Family Support Workers

Children/young people, parents/carers may request a health appointment at any time by contacting the service on 01786 468272.

Referral to the School Nursing Service can be made by Education, Social Work, GP or any other health care professional using the appropriate Getting it Right for Every Child (GIRFEC) documentation and submitting the referral to fv.fvschoolnurseteamsecuremailbox@nhs.scot.

Appendix 13: School and Nursery Meals

School and nursery lunches are an important part of the day, encouraging our children to eat a nutritious meal. The lunchtime experience plays a huge part in developing a child's relationship with food, understanding where food comes from, the health benefits to our bodies and the opportunity to experiment and taste new foods.

The Scottish Government introduced changes to the Nutritional Standards for Food and Drinks Regulations within Schools in April 2021. The changes to the regulations are based on the most up to date scientific evidence on diet and are designed to support the health of children and young people within our education settings. The food and drink provided across the day is designed to support the Scottish Dietary Goals. This will ensure all children and young people receiving a meal have access to nutritionally balanced lunches. We are committed to provide healthy, nutritious and good value for money meal options in all our Nurseries, Primaries and Secondary Schools.

Every P1 to P5 pupil is entitled to a free meal. We would encourage parents to access this meal as there are benefits to having a meal. The focus is on an enjoyable lunchtime experience for all children.

All 3 and 4 year old children and eligible 2 year olds are entitled to a free meal if they are in nursery for more than 4 hours accessing a funded session. Parents may still choose to provide a packed meal if preferred. During unfunded sessions, parents can purchase a meal if they choose to do so.

In addition to meals, all nurseries will provide a morning snack and afternoon snack. There will be no cost for this during funded or unfunded sessions. Snacks will include Scottish Government funding milk and a portion of fruit/vegetables.

Our Nurseries and Primary schools offer a two course lunch menu with a choice of main meal, and either a starter or dessert. The menu runs on a three week cycle and has plenty of healthy and popular meals on offer for pupils. Menus and current prices can be viewed on the Council's website, <https://www.stirling.gov.uk/schools-and-learning/schools/school-menus/>.

Pupils and parents have an opportunity to provide feedback and have their say regarding the development of future menus and always welcome suggestions for improvement.

Where a child or young person has an allergy or requires a specific diet, this can be catered for in most circumstances however, this must be communicated clearly to the Catering Supervisor, discussed and a clear plan agreed. Full allergen assessment information will be available in every school kitchen. The special diet policy must be followed at all times and documentation completed by parents.

Parent Pay

Parent pay is a web-based application that provides a facility for parents to pay online for school & nursery meals, trips, music tuition etc.

Parents will benefit from being able to make on line payments for meals using a secure website at any time that is convenient. Parents can view all transactions online and see their running balances. This makes it a safer method of payment, instead of children taking cash into schools and nurseries. For more information, please go to [ParentPay website](#).

From Monday 23 October parents will be able to pre order their child's school lunch online.

Food for Life served here

Stirling Council has been a member of the FFL accreditation scheme since 2012. The FFL accreditation providers must achieve the thirteen standards of the Bronze Food Life which include 75% of all dishes on the menu to be freshly prepared on site.

The Food for Life Catering Mark is an endorsement from the Soil Association Scotland that as caterers we have taken steps to ensure that the food that we serve uses fresh ingredients which are free from undesirable additives and trans fats, are better for animal welfare and comply with national nutrition standards:

- Our meals do not contain any undesirable food additives, hydrogenated fats or GM ingredients.
- Over 75% of our dishes are freshly prepared every day by our cooks.
- All of the meat we use is traceable and from farms which satisfy UK welfare standards.
- All of the eggs we use are free range from cage free hens.
- We offer a seasonal menu.
- We provide ongoing training for our dedicated team of catering staff.
- We ensure our meals comply with the national nutritional standards set out by the Scottish Government.
- We provide information for children about where their food comes from.
- Poultry, eggs and pork are produced in line with the standards set for the Freedom Food Scheme, a welfare minimum or 10% of ingredients are organic. All of the milk we use in our recipes and the children drink is certified local organic milk.
- A range of locally sourced items are on the menu.
- No fish is served from the Marine Conservation Society "fish to avoid list".

We are proud of our Silver Food for life accreditation for all our meals, promoting food provenance, freshly preparing foods free from nasty additives colourings and preservatives. More information about the standard can be found on the Soil Association website, <https://www.soilassociation.org/certification/foodservice/>.

We would like to continue to reassure our Parents that the school and nursery meals service within Stirling Council are working hard to provide a safe environment for pupils and staff and are working to Covid 19 protocols.

Breakfast clubs

There are currently 13 breakfast clubs being run by Stirling Council and 3 by Parents groups. They operate for 1 hour per day, 5 days per week during term time. On average, 343 pupils attend the breakfast clubs per day. Facilities Management provide a Catering member of staff and schools provide a Support for Learning Assistant (SLA) to set up and deliver the service each morning. Check out your school website to see if your school is providing a breakfast club service.

In order to ensure a compliant Breakfast service, in line with all relevant guidance on food provision and in line with national and local guidance for schools we are now operating a different menu which consist of:

Day	Options Available
Monday	1 slice of bread toasted, spread with Summer County margarine. Yogurt Milk to drink
Tuesday	Kellogg's Cornflakes or Kellogg's Multigrain shapes with milk/Porridge or Readybrek Honey to sweeten Tinned Fruit Milk to drink
Wednesday	1 slice of bread or ½ a bagel toasted, spread with Summer County margarine Fresh prepared fruit Milk to drink
Thursday	Kellogg's Cornflakes or Kellogg's Multigrain shapes with milk/Porridge or Readybrek Honey to sweeten Tinned Fruit Milk to drink
Friday	A full Kara roll toasted, spread with Summer County margarine. Fresh prepared fruit Milk to drink

All our Catering staff receive regular training in Food Hygiene, Health and safety, Cross Contamination, Allergen and Special diets policy. Each member of staff hold individual training certificates with all Catering Supervisors trained to Rehis accredited Intermediate Food Hygiene standard.

All kitchens follow our BSI accredited Management system (ISO 9001:2015) along with Cooksafe and HACCP guidance complying with all Environmental Health Guidance.

We constantly strive to improve our service and welcome feedback to develop our menu and other services we provide.

Appendix 14: School and Nursery Holidays

School holidays are set on an annual basis and reflect the agreed formula by Stirling Council which operates a set pattern.

Autumn term

Starts on the Monday of the second full week in August.

October holiday

Week starts on the Monday of the second full week in October.

Christmas holiday

Two full weeks to include four public holidays on 25th, 26th December and 1st, 2nd January.

Easter holiday

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

A full week is a week that commences on a Sunday.

Nursery Holidays 2023-2024 (45.6 weeks)

Settings open 45.6 weeks a year will be closed for 32 days a year, or 6.4 weeks a year.

In-service (2 days)	Monday 14 August 2023 – Tuesday 15 August 2023
Children return	Wednesday 16 August 2023
Christmas/New Year (7 days)	Monday 25 December 2023 – Tuesday 2 January 2024
Children return	Wednesday 3 January 2024
In-service (2 days)	Monday 12 February 2024 – Tuesday 13 February 2024
Children return	Wednesday 14 February 2024
Local Holiday	Friday 29 March 2024
Local Holiday	Monday 1 April 2024
Spring Holiday	Tuesday 2 April 2024 – Friday 5 April 2024
Children return	Monday 8 April 2024
In-service (1 day)	Friday 3 May 2024
Local Holiday	Monday 6 May 2024
Summer Week 1 (5 days)	Please contact the nursery direct for closed days.
Summer Week 2 (5 days)	Please contact the nursery direct for closed days.
Summer Days (3 days)	Please contact the nursery direct for closed days.
In-service (2 days)	Monday 12 August – Tuesday 13 August TBC

2023-2024 School Holidays

Autumn Term Starts Ends	Monday 14 August 2023 Tuesday 15 August 2023 Wednesday 16 August 2023 Friday 6 October 2023	Staff Development Day Staff Development Day Pupils return
October Holiday Starts Ends	Monday 9 October 2023 Friday 20 October 2023	
Winter Term Starts	Monday 23 October 2023	
Winter Term Ends	Friday 22 December 2023	
Christmas Holiday Starts Ends	Monday 25 December 2023 Friday 5 January 2024	
Spring Term Starts	Monday 8 January 2024	
	Monday 12 February 2024 Tuesday 13 February 2024 Wednesday 14 February 2024 Thursday 15 February 2024 Friday 16 February 2024	Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday
Spring Term Ends	Thursday 28 March 2024	
Spring Holiday Starts Ends	Friday 29 March 2024 Friday 12 April 2024	Good Friday
Summer Term Starts	Monday 15 April 2024	
	Friday 3 May 2024 Monday 6 May 2024	Staff Development Day Local Holiday
Summer Term Ends	Friday 28 June 2024	
Summer Holiday Starts Ends	Monday 1 July 2024 Friday 9 August 2024	
	Monday 12 August 2024 Tuesday 13 August 2024 Wednesday 14 August 2024	Staff Development Day Staff Development Day Pupils return

2024-2025 School Holidays

Autumn Term Starts Ends	Monday 12 August 2024 Tuesday 13 August 2024 Wednesday 14 August 2024 Friday 11 October 2024	Staff Development Day Staff Development Day Pupils return
October Holiday Starts Ends	Monday 14 October 2024 Friday 25 October 2024	
Winter Term Starts	Monday 28 October 2024	
Winter Term Ends	Friday 20 December 2024	
Christmas Holiday Starts Ends	Monday 23 December 2024 Friday 3 January 2025	
Spring Term Starts	Monday 6 January 2025	
	Monday 10 February 2025 Tuesday 11 February 2025 Wednesday 12 February 2025 Thursday 13 February 2025 Friday 14 February 2025	Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday
Spring Term Ends	Friday 4 April 2025	
Spring Holiday Starts Ends	Monday 7 April 2025 Monday 21 April 2025	Easter Monday
Summer Term Starts	Tuesday 22 April 2025	
	Friday 2 May 2025 Monday 5 May 2025	Staff Development Day Local Holiday
Summer Term Ends	Friday 27 June 2025	
Summer Holiday Starts Ends	Monday 30 June 2025 Friday 8 August 2025	
To Be Confirmed	Monday 11 August 2025 Tuesday 12 August 2025 Wednesday 13 August 2025	Staff Development Day Staff Development Day Pupils return

Appendix 15: School Transport

Stirling Council provides free transport to school age children who live more than two miles from their catchment school, or where there is no safe walking route available.

Further information is available on the Council website, <https://www.stirling.gov.uk/schools-and-learning/schools/school-transport/>.

Appendix 16: Unexpected Closures

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

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

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

Appendix 17: Register of Personal Data Processing

Data Protection laws say that the Council must be transparent about how we process personal data.

This Register of Data Processing sets out the Council's activities that involve the collection and use of personal information and the reason why we can process your information lawfully.

Privacy Notice

For each activity, we publish a Privacy Notice setting out how personal data is used.

We are legally obliged to safeguard public funds so we are required to verify and check your details internally for fraud prevention. We may share this information with other public bodies (and also receive information from these other bodies) for fraud checking purposes.

We are also legally obliged to share certain data with other public bodies, such as HMRC and will do so where the law requires this. We will also generally comply with requests for specific information from other regulatory and law enforcement bodies where this is necessary and appropriate.

Your information is also analysed internally to help us improve our services. This is covered in our Fraud Privacy statement.

Privacy Notices are available on the Council website, <https://www.stirling.gov.uk/council-and-committees/managing-information/register-of-personal-data-processing/>.

Appendix 18: 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. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels.

Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.