



Stirling Council  
Schools, Learning & Education

Borestone Primary School  
Handbook

2021/2022



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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 from first class services.

Education is key to every child's future and enables us to create a fairer and more inclusive society, where our young people secure positive destinations 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 putting children and young people first, promoting inclusion and 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.

We look forward to working with you, as your child embarks on their transition to a new school.

A handwritten signature in black ink, appearing to read "Kevin Kelman".

Kevin Kelman  
Chief Operating Officer (People) & Chief Education Officer  
Stirling Council  
November 2020

# Welcome from the Headteacher

Dear Parents

Welcome to Borestone Primary School. I hope you will find the following information useful as an introduction to our school.

We have a highly skilled, dedicated and committed staff team, who look forward to working with you and your children.

We aim for every child to have creative, stimulating and active learning experiences in an environment where they feel happy and safe. We expect everyone in school to do their best and to aim high.

Getting it Right for Every Child is at the heart of what we do. We aim to support every child to reach their full potential, and work in close partnership with a range of other agencies as we strive to achieve this.

If you would like to visit the school at any time, please do. We welcome all visitors, especially parents and carers, whatever their reason for visiting us. If you wish to see around the school, or have a chat with me or a member of staff, please ring for an appointment (Stirling 01786 237984) or call in. I will see you immediately if I can, or make an appointment for a later time.

Linda Dawson  
Headteacher

# Keeping Everyone Safe: Covid-19

This school handbook provides helpful information for parents and outlines normal school practice and procedures. In November 2020, the point at which this handbook is updated, we are living in unprecedented times, due to the Coronavirus pandemic and normal procedures have had to change. Safety protocols and procedures have been put in place for a controlled, safe and positive environment in our school. Thorough risk assessments are in place and the school team continue to work to evaluate risks and minimise them as far as is possible; continually reviewing government and local advice to ensure a safe learning environment.

Although this handbook details 'normal' protocols and procedures, we will continue to inform our community of any changes as a result of the pandemic through our usual communication channels, such as school newsletters, emails and through our digital platforms, e.g. Twitter, Facebook, Seesaw, Google Classroom and school website. These differences may change throughout the session depending on national or local guidance around the procedures we need to follow for everyone's safety.

As at November 2020, our school meets the strict hygiene and social distancing standards required, with sanitiser stations installed and cleaning of communal areas and frequently touched surfaces taking place regularly throughout the day, these will be regularly reviewed.

## **Depending on the situation with the pandemic, changes could take place in the following areas during the school session:**

- Social distancing between pupils and staff and movement around school.
- Class or stage 'bubbles'.
- School start and finish times.
- Break and lunch times and arrangements for lunches.
- Arrangements for PE and Music.
- Parent access to the school building and open door policies.
- Procedures for external visitors to the school.
- Wearing of school uniform.

## **We will strive to be innovative in our approaches, and there may be some activities that have to be carried out differently, or following guidance may not be able to happen, for example:**

- Residential and excursions.
- Community events and Parent Council events e.g. discos, Christmas Fairs.
- After school clubs.
- Volunteers.
- Class assemblies/school shows/information sessions for parents.
- Transition arrangements – nursery to P1 and P7 to secondary school.
- Arrangements for reporting to parents.
- Personal belongings and bringing things in to school.

In the event of school closures, contingency plans are in place for blended learning, including Stirling Council's digital learning platform named SPEC 'Stirling's Platform for Education and Communities'. Together, our school; our pupils, our families, our community and our staff, will get through this and come out the other side, stronger and even more resilient.

## Description of the School

Our school is set within the Borestone community. To the rear of the school we have views of fields, hills and the Robert the Bruce monument at the Bannockburn battlefield site. We have extensive playing fields and are situated in an ideal environment for children to be involved in both rural and town studies. The outdoor environment is used by staff to extend learning experiences, whenever possible and appropriate.

Our school was built during the 1950s and officially opened in 1959. Regular work on the building has ensured that both the exterior and interior of the school have been updated. In January 2021 work will commence for a new 2 class extension to the school building. This is to reflect our increasing role due to a new housing development in the area.

We are continuing to plan the redevelopment of our outdoor area to further enhance the fantastic space we already have and to further encourage natural and imaginative play. Developments undertaken so far include the installation of two football pitches, a bikeability track and netball/tennis areas within the tarmac playground. The wider grounds already include opportunities for sand and water play, climbing, den building, construction, role play and much more. A wildlife garden and vegetable beds are also used by classes and our gardening group. We have recently created an area for outdoor learning and play that is attached to both P1 classrooms. Outdoor learning and natural play are important parts of school life at Borestone Primary. All classes are encouraged to learn outdoors both in the school grounds and the local community.

# School Information

<b>School address</b>	Borestone Primary School Newpark Road St Ninians Stirling FK7 0QA
<b>Telephone number</b>	01786 237984
<b>E-mail address</b>	<a href="mailto:boreps@glow.sch.uk">boreps@glow.sch.uk</a>
<b>School roll</b>	282
<b>Nursery roll</b>	24 morning/24 afternoon Full day places also available
<b>Headteacher</b>	Mrs Linda Dawson
<b>Depute Headteacher</b>	Mrs Gillian Orr
<b>Principal Teachers</b> Mrs Natalie Johnstone	Mr Ewan Logan
<b>Class Teachers</b> Mrs Jaime Duncanson Mrs Linsay Young Mrs Elaine Thomson Miss Eimhear Fitzpatrick Mrs Ali Beattie Miss Leah McKerr Miss Liz Johnstone Mrs Judy Morrison Mrs Sara Green Mrs Elaine Wilson	Mr Colin Brown Mrs Paula Weir Mrs Sara Anne MacQueen Mr Adam Henderson Miss Jessica Murray Mrs Caroline Ferguson Ms Julieann Westmorland Miss Gillian Sewell Mr Blair Kirk Mrs Jacqui McMahan
<b>Nursery Class Staff</b> Mrs Fiona Keating (PECE) Miss Lisa McMurray (SECE) Mrs Julie Smith (SECE) Mrs Susan Wynne	Mrs Alison Poole Mrs Susan Tainsh Miss Leah Kelly (Modern Apprentice) Mrs Clare Lamb (Nursery Admin)
<b>Visiting Specialists</b>	Miss Angela Hunter (Active Schools)
<b>School Support Staff</b> Mrs Fiona McFarlane (Family Link Worker) Mrs Susan Greengrass Mrs Sandra Lucas Mrs Kate Walker Mrs Mhairi Banks	Mrs Pamela Robertson Mr Kyle McLean Miss Vivienne Hutchison (ASPIRE Ambassador) Mr Kevin Dawson (Janitor) Mrs Anne Armstrong (Admin Assistant)

## The School Day

The school day has changed slightly this session due to the ongoing Covid Pandemic.

The children have a soft start to the day and can come into school between 8.50 am and 9.10 am, register will be taken at 9.10 am and children should arrive no later than this time.

<b>Morning session</b>	9.00 am – 10.30 am
<b>Morning interval P1-4</b>	10.30 am – 10.45 am
<b>Morning interval P5-7</b>	10.45 am – 11.00 am
<b>Lunchtime P1-4</b>	12 noon – 12.45 pm
<b>Lunchtime P5-7</b>	12.45 pm – 1.30 pm
<b>Afternoon session finishes</b>	3.00 pm

## Nursery Day

Within Borestone Primary there is a 24/24 nursery class offering the 1140 hours model which is currently running on the 2day/3day rotation due to current Covid restrictions. However there may be some flexibility within that. This reflects Scottish Government priorities for providing 1140 hours of flexible nursery provision. Families are entitled to 25 hours per week of funded nursery place and can extend this in consultation with nursery staff to suit their needs. From August 2020 all children will be entitled to a free school meal if children are in a full day or a morning session only.

The nursery aims to provide a secure and happy environment which will meet the needs of all children. It offers a wide variety of structured and interactive play activities making full use of the school and the wider community. Our most recent Care Inspectorate report highlighted the quality and care of support and the quality of the environment as Very Good.

Parents are actively encouraged to become involved in the life of the nursery and are invited to become involved in how they can support their child's development. Further information regarding the nursery is available in the Borestone Nursery Class handbook.

<b>Morning session</b>	8.00 am – 1.00pm
<b>Afternoon session</b>	1.00 pm – 6.00 pm
<b>Full day session</b>	8.00 am – 6.00 pm

## Stages of the School

Nursery and Primary 1 to Primary 7.



## Formation of Classes

A great deal of forward thinking and careful consideration goes into any planned change in how learning is organised, including the composition of classes. The need to change usually happens as the roll of a school goes up or down, as children enter primary one and leave primary seven. In Stirling Council schools, the way that classes and learning are organised is reviewed annually and decisions are then made about how best to meet the needs of all the children within the school.

### **Any decisions about how learning and classes are organised take into account:**

- Numbers of children in the school
- Children's ages
- Gender, to ensure a good mix of girls and boys
- Any additional support needs of children

Careful consideration is given to ensuring that a range of learning and teaching approaches and opportunities are in place, in order that all children can work with a range of other children, teachers and adults to support their learning. Children tell us that friendships are important and because of this, we ensure a wide range of opportunities for children to learn independently and in small or large groups, where they can make new friends and keep old ones.

Because of the need to balance the interests of all children as learners, learning is carefully planned for in consultation with school staff and closely follows Stirling Council's guidance, "The Organisation of Learning in Schools", taking all the above into account.

Multi-age classes, organised in flexible teaching and learning groups, operate in the same way as a single stage class, allowing children to learn at their own level and pace. A multi-age class will not exceed 25 in number, unlike a single stage class which may contain 30 in P2 and P3 and up to 33 in P4-P7.

You can read more in Stirling Council's leaflet for parents, "How Learning is Organised in Schools – Information for Parents". This is available in electronic form on the Stirling Council website.

## School Values and Aims

We aim to put children first and provide a socially inclusive service by ensuring that the aims of the school articulate with the authority and national vision for Scotland's Children. We recently reviewed our school aims in consultation with children, parents and the wider community.

### **Following this consultation we agreed that in Borestone School, we aim to:**

- Provide a safe, inclusive and nurturing environment where all children can develop confidence, take risks, learn from their mistakes, make informed decisions and develop a "can do" attitude.
- Encourage and celebrate creativity, curiosity and a life-long love of learning.
- Develop skills for the future by providing opportunities for children to engage in high quality, motivating, challenging and purposeful learning experiences across a broad curriculum.
- Work in partnership with parents and the local community to ensure that children are supported to achieve their full potential, be fit and healthy, have high aspirations and recognise the positive contribution they can make to society.

We believe links with the wider community are very important therefore links with younger and older members of the community are pursued and pupils are encouraged to engage with the community where possible. An awareness of the environment is fostered and pupils go on educational excursions whenever appropriate. A range of extra-curricular activities are available and children are encouraged to take part.

We work in partnership with a number of local community groups, organisations and businesses to enhance learning experiences for children. This includes work with the local library, shops, post office, Community Council and local churches.

## Ethos

We aim to provide a safe and happy place for children to learn and staff to work. Many new pupils, visitors, parents and visiting staff comment positively upon the welcoming climate and supportive ethos within the school.

We are committed to serving our community and to the inclusion of all our pupils in the life and work of the school. We offer opportunities to pupils to engage in lunchtime activities and clubs, to become young leaders and to take on roles of responsibility.

We know that positive relationships and the climate for learning in a school - its values, its ethos and its life as a community - are essential starting points for successful learning.

We have an agreed set of values underpinning the life and work of our school and these are embedded in all aspects of school life.

**The following are the six agreed values that our school community has agreed to uphold:**

Respect Responsibility Co-operation Perseverance Honesty Fairness

The wider life of the school - activities such as assemblies, community events, school groups and projects such as fundraising and serving others - make an important contribution to the development of our pupils.

## Rights Respecting Schools

We are working towards embedding the principles of Rights Respecting Schools in all areas of school life. The UN Convention on the Rights of the Child is at the heart of the school's ethos and culture and we aim to improve wellbeing and develop every child's talents and abilities to their full potential. Children's rights are learned, taught, practised, respected, protected and promoted.

At the start of each session, each class creates its own class charter to agree the behaviours for a rights respecting classroom. This is set out using the language of rights and responsibilities. Pupils have also developed charters for the playground, lunch hall and after school clubs.

## House System

All children are allocated a house on entry to school – either Bruce, McGregor, Wallace or Stewart. Elected house captains from Primary 7 organise monthly house meetings based around school values with the support of staff house leaders. Children have the opportunity to earn house points in class, in the playground and around the school for demonstrating school values. House point tokens are awarded for demonstrating school values and are collected in the school foyer. The winning house each week is announced at assembly and their house colours displayed in the hall for the duration of the next week. Since houses include children from Primary one to Primary seven working together, this also promotes and develops a sense of community.

## Celebrating Success

The importance of praise as a motivating aspect of school life is well researched and understood, and the use of praise permeates all school life. Pupils and staff have high expectations of themselves and others.

We take every opportunity to foster a climate of celebration and success and we encourage children to share their wider achievements with the whole school community. Wider achievements are shared at assemblies each week. We also hold a 'Hot Chocolate Friday' for those pupils whose teachers have noted above and beyond behaviours.

Parents are invited to join in our monthly whole school Celebrating Success assemblies, where children nominated by staff for special recognition receive a certificate and a book to mark the occasion. These awards are presented for a wide range of achievements in line with our school values, and recognise effort, improvement and social skills in addition to academic success.

## Community Groups

We believe it is important that pupils have a voice, which is heard and impacts upon practice. In addition to having an active Pupil Council, with representatives from all year groups, all pupils are involved in a variety of groups that inform the work of the school.

Every second Tuesday from 2.00-2.45pm we hold Community Eco Groups. In these sessions, all children take part in activities which benefit the school or wider community. This session we are all working toward achieving Eco Flag status for the school. Groups are planning collaboratively with stage partners with a focus on litter, healthy eating and health and wellbeing. This provides all children with the opportunity to see that they can make a difference to our community and encourages the opportunity to develop leadership skills.

## Promoting Positive Relationships

We have in place a framework, structure and strategies to consistently promote positive behaviour within the school and for addressing anti-social and challenging behaviour and bullying. This framework is set within the context of our values and rights respecting practice.

**We aim to:**

- Build and sustain positive relationships which are mutually respectful, responsible and trusting across the school community.
- Demonstrate our school values at all times.
- Provide a safe and ordered environment within which children can develop into responsible citizens, successful learners, confident individuals and effective contributors.
- Respect the rights and dignities of the whole school community at all times.
- Support children to develop self-respect, self-regulation and an ability to take responsibility for their actions.
- Work in partnership with parents/carers and others to support all children.
- Create an environment which has high expectations of behaviour and does not tolerate bullying or any form of discrimination.

We have recognition boards in all classes to highlight the model behaviours that we want to see. Teachers identify model behaviours and pupils encourage all class members to get on the recognition boards. Classes then celebrate the achievement of all before moving onto the next identified theme. Staff also issue praise post its to pupils displaying ready, respectful or safe behaviour when this had been observed.

Our full Promoting Positive Relationship Policy is available on our school website. This is being updated during session 20-21 in consultation with the school community.

## School Improvement Plan

Our improvement plan is where we indicate key development priorities for the current session. This is developed following self-evaluation and consultation with parents, children, staff and other partners. Our current priorities are raising attainment in literacy and numeracy, developing emotional wellbeing including nurturing approaches, play based learning in P1 & P2 and Outdoor Learning. Our full improvement plan can be viewed on our school website.

Each year, we report to parents on progress towards the areas we have been developing and share key elements of the school's work over the year. This information is available to parents in our Standards and Quality report either in paper form or on our school website.

# Curriculum

We are committed to providing “A Curriculum for Excellence” in line with Scottish Government guidelines. Curriculum for Excellence has been implemented across Scotland for all 3-18 year olds. It aims to raise standards, prepare our children for a future they do not yet know and equip them for the jobs of tomorrow.

This challenges us to think differently and creatively to ensure a stimulating curriculum which is accessible to all children. We place the four capacities at the heart of learning and teaching. These capacities are that children should develop as confident individuals, effective communicators, successful learners and responsible citizens.

Curriculum for Excellence is flexible and meaningful, promotes real-life learning and focuses on the needs of every child and young person.

## **“A Curriculum for Excellence” framework consists of the following areas:**

- Literacy/Languages
- Numeracy/Mathematics
- Social Studies
- Expressive Arts
- Religious and Moral Education (RME)
- Sciences
- Health and Wellbeing
- Technologies

All classrooms are equipped with a wide range of resources including interactive whiteboards. We also have several iPads, Chromebooks and laptops which can be used across the school.

## Interdisciplinary Learning

A core principle of Curriculum for Excellence is Interdisciplinary Learning. This is learning planned to develop awareness and understanding of the connections amongst subject areas and disciplines. It is also focused on learners using the knowledge and skills they have acquired from different curricular areas to explore a theme or issue, meet a challenge or solve a problem.

## Languages

We believe that the four aspects of Language - reading, writing, talking and listening are of fundamental importance, and at the heart of children's learning. Literacy is one of the core skills required by everyone for effective communication and learning.

Children are taught effective listening skills. They practice these on a daily basis in all areas of the curriculum and in their interactions with others. Listening skills are also planned for within different curricular areas. We encourage talking as the primary form of communication, in order to promote a flow of language, ideas, vocabulary and feelings, essential as a basis for thinking, reading, writing and all other modes of communication.

Learning to read effectively allows children to become more independent learners. We think children should learn to read fluently and with understanding, to have confidence in their ability to read and to read for enjoyment, interest and information. We have introduced a "Reflective Reading" approach, which increases engagement in reading and helps us develop higher order skills. In Primary 1& P2, our approach to the teaching of phonics is, called "Read, Write Inc." This is a highly structured approach which integrates reading and writing.

Writing is a permanent communication of thoughts and ideas. We aim to make writing an enjoyable activity, encouraging children to write for a variety of purposes. Our approach is called Talk4Writing in all of our classes and is to help children see the connections between oral stories and the written word. It is also important that we help children learn to use digital technologies to develop both their reading and writing.

In line with national policy to increase children's access to learning additional languages, we are broadening age ranges of children who learn French. Children start learning French in Primary 1 and are introduced to other languages at later stages in the school. Our nursery class also has an introduction to language and other cultures.

## Mathematics and Numeracy

Mathematical experiences are planned in a similar way to language. Knowledge and understanding of these are important in children's learning and we encourage the wide use of numerical strategies to support understanding at all stages. We give high priority to ensuring that children have the basic skills and encourage the development of numeracy as a core skill. Financial Education is also embedded in learning across the curriculum. Our Credit Union provides a real context for financial education with our young savers regularly depositing funds into their accounts.

We aim to ensure that learning is active and occurs in relevant contexts wherever possible and use a core scheme to help facilitate this. We also try to show children the importance of mathematics as a tool throughout the curriculum.

Digital technologies are used to reinforce mathematical concepts and provide opportunities to investigate problems. Every class has access to Chromebooks, iPads and laptops which are used regularly to enhance learning experiences.

## Social Studies

Social Studies integrates the main ways in which children learn about the world.

The development lines of Social Studies are; People, Past Events and Societies, People, Place and Environments and People in Society, Economy and Business. Through Social Studies the children gain knowledge and understanding of the world and their place in it using a wide range of skills e.g. observation, discussion, investigation, interviewing and reporting.

In the early years, studies focus on the immediate surroundings and as the children progress through the school their horizons are broadened and their knowledge and understanding is extended and deepened, i.e. their environment is compared and contrasted with other environments past and present. Educational excursions form an essential part of the school's learning programme as do visits to classes from business partners and others. Enterprise education is embedded at all stages of the curriculum.

## Health and Wellbeing

The school is an accredited Health Promoting School. Learning in Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Some areas of health are delivered in partnership with external agencies. Our approaches through EmotionWorks helps pupils to understand their own emotional wellbeing and looks at how to develop strategies of resilience.

Development lines within Health and Wellbeing are; Mental, emotional, social and physical wellbeing, Planning for choices and changes, Physical education, Physical activity and sport, Food and health, Substance misuse and Relationships, sexual health and parenthood.

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Our commitment to physical wellbeing has enabled us to achieve Gold status in Scotland Sports Awards. We work closely with Active Stirling colleagues to provide lunch and after school clubs that promote physical activity. We also enjoy regular sport taster sessions that have pathways into sports club and often a sports festival to celebrate pupil involvement and participation in individual sport. Children in Primary 5 attend swimming lessons twice weekly for a block of ten weeks.

## Expressive Arts

We stimulate the children's imagination and develop their appreciation of a variety of experiences through Art and Design, Drama, Physical Education and Music. It is our aim to encourage children to communicate as readily through expressive arts as through the written and spoken word.

## Sciences

Children's skills and knowledge are developed through opportunities to explore and investigate. Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

Development lines in sciences are; Planet earth, Energy in the environment, Forces and motions, Life and cells, Communication, Materials and Topical science.

## Technologies

The technologies curriculum includes scope for developing skills, knowledge and understanding through creative, practical and work-related activities. For this reason, the framework provides experiences and outcomes which can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

The use of technology, including digital technologies to support and enhance learning is fundamental. The opportunities offered by digital technologies to learn about our world are vast, and in a rapidly changing society, vital in ensuring we keep up to date with new developments. We recognise that alongside this, children also need to learn about how to stay safe when using the internet, and have in place an E-Safety programme to support children and families with this.

Development lines in technologies are Technological developments in society, ICT to enhance learning, Business contexts, Computing science contexts, Food and textiles contexts and Craft, design, engineering and graphics contexts.

## Religious and Moral Education

Religious and Moral Education supports the development of self-awareness, relationships with others and the realm of beliefs, values and practices. Whilst recognising the role of Christianity as the major religious tradition of this country, pupils are also encouraged to develop understanding of and respect for other faiths and people who adopt a non-religious stance for living.

Development lines within RME are Christianity, Other World Religions and The Development of Beliefs and Values. Respect for other people's opinions and beliefs is inherent in the ethos of our school. We hope to foster an understanding of and respect for all other religions in the world.

### Religious Observance

The school has a responsibility to provide the opportunity for religious observance at least six times each school year. Parents have the right to withdraw their child from religious observance. The school will make arrangements to provide children and young people from religions other than Christianity with opportunities to observe the conditions of religious festivals e.g. Ramadan. School assemblies are held weekly. Local ministers, Rev G McIntyre and Rev M Keane take services in school at various times throughout the year. Visits from and to local churches and the local mosque are arranged as part of the curriculum.

## Learning and Teaching

The school has a detailed policy on learning and teaching which is available to all parents and other interested parties.

### The aims of this policy are to ensure that Borestone Primary:

- Provides quality learning and teaching experiences.
- Delivers a curriculum that is in line with local and national guidelines.
- Motivates learners and teachers to be committed to raising achievement.
- Sets challenging, achievable targets.
- Sets learning and teaching within the context of continuous development.

A range of teaching methods and groupings are used throughout the school as appropriate. Whole class and group teaching takes place and individual programmes are designed for some children who need additional support. For learning and teaching to be most successful, children should know the purpose and relevance of the learning. Wherever possible, they are also involved in planning and evaluating their learning.



# Assessment

Effective assessment is at the heart of teaching and learning and helps children, staff and parents to understand how much and how well children are learning, where their strengths and development needs lie and how to plan the next steps in their learning.

The curriculum is no longer only defined by what goes on in the classroom but is now everything that is planned in and out of school to allow young people to learn. There are a variety of ways this learning is being assessed. This aims to raise standards of achievement, improve learning experiences and develop skills for learning, life and work.

Assessment is planned to ensure that it is focused and an integral part to the learning. It is continuous and carried out in a range of formal and informal ways. Children are given regular feedback by teachers to let them know what they have done well and what their next steps are. All learners are also encouraged to reflect on their own learning and consider how it could be even better.

**Assessment as part of learning relies on staff making sound judgements. In order to do this, staff will:**

- Gather a range of evidence of progress and achievement.
- Share observations and standards through dialogue and discussion.
- Reflect on implications for learning, teaching and reporting.
- Make use of more formal methods of assessment which are available at national level to track and benchmark progress.

Further information on learning and assessment is available on:  
<http://www.educationscotland.gov.uk/parentzone>.

Nationally, all children in P1, P4 and P4 will also be assessed using Scottish National Standardised Assessments (SNSA). The information from these assessments is used to support teacher judgement about achievement of a level and also to help identify the child's strengths and next steps in learning.

## Support for Learning

At Borestone Primary, we believe that all children should be included in all aspects of school life and ensure that appropriate supports are in place to enable them to do so.

We are committed to the national Getting it Right for Every Child (GIRFEC) framework. We work with families and other professionals to ensure that children get the support they need to be safe, healthy, active, nurtured, achieving, respected, responsible and included.

Some children may require additional support for learning in school. Stirling Council's Staged Intervention process provides a framework whereby pupils may be supported in a variety of ways.

We have a Support for Learning Teacher, Support for Learning Assistants and access many other supports through education, health and other agencies to ensure that children have the help they need to access learning and reach their potential.

Our Support Co-ordinator in school is Gillian Orr, Depute Headteacher. She will be able to answer queries in relation to children's Additional Support Needs.

Further information on Staged Intervention and support from partner agencies are available from school and on Stirling Council's website.

More information on GIRFEC is available at:

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright/parent-or-carer>.

More information on Additional Support Needs in Stirling is available at:

<http://www.stirling.gov.uk/services/education-and-learning/schools/schools-additionalsupport-needs>.

## Partnership with Parents

The positive impact of parental involvement and effective home-school partnership working is well documented. Your help and support are vital to your child's development and progress through the school. By working in partnership with staff, you can play a key role in supporting your child's learning. Our Family Link Worker works closely with families to support and promote engagement.

Many parents help by accompanying classes on educational visits, becoming involved in classroom activities, supporting activities, organising resources etc. If you have some available time or any particular skills or interests, we would welcome your support. Our ASPIRE Ambassador Vivien Hutchinson would be delighted to hear from you if you get in contact with the school.

We have an active Parent Council who work in partnership with the school and provide support in many ways including consultation with parents, school improvement planning and fundraising.

## Communication

We aim to keep parents up to date with what is happening in school via monthly newsletters. These are also available on our school website. Our website is regularly updated with details of upcoming events and activities. We also have a school Facebook page and Twitter feed and Parentmail which we regularly use to share information. The aim is to get all families signed up to this so that information can be shared instantly and flexibly.

Documents including the School Improvement Plan and Standards and Quality Report are available on our website. We welcome notes from you in the same way to share out of school achievements, inform us of reasons for absence, ask questions, share information etc.

## Children's Progress and Visits by Parents

We are always conscious that our pupils are your children and we operate an "Open Door" policy. We strive to make someone available to talk to you wherever possible. If this is not possible, an appointment will be arranged for you at the earliest opportunity.

Formal contact with parents and carers is organised in November and again in February for some children. This takes the form of a 10 minute appointment with the class teacher in your child's classroom to discuss progress. Written reports are issued to parents at the end of the Summer term.

In addition to assessment information passed on at transition, all Primary 7 children complete a Profile, which transfers with them to high school. Parents are invited to work in partnership with us to ensure that this is an accurate reflection of their child's learning and achievements in the widest sense.

Parents wishing to meet with class teachers outwith organised parents' evenings should first contact the school office to arrange an appointment. We ask that parents do not visit a teacher in his/her class without first seeing the HT or DHT as this can disrupt the work of the class.

In an emergency, keys, money, messages etc. for the children can be left with office staff.

## Sharing Learning

Parent Sharing Learning events, workshops and focus groups are organised regularly and we would urge parents to attend, as the aim is to keep you better informed of our work and to gather your views. Children benefit greatly from having parents come in to see what they have been learning. It gives them a sense of purpose, shows them the value you place on learning, and allows you to find out about how best to support their learning at home.

Learning does not only take place in the classroom. Much of children and young people's learning takes place at home, through interacting with family, friends and the wider community. Children will have opportunities to share their learning at home with you via homework activities. There are also many ways other ways parents can support learning.

Find out more on the Parentzone website:

<http://www.educationscotland.gov.uk/parentzone/learningathome>.

## Parent Council

The Parent Council is an important and integral part of our partnership with parents. This is a group of parents who represent parent views and work in partnership with pupils, the headteacher and the local authority to achieve the best for pupils at that school. They meet on a monthly basis in school and always welcome new members. There is a Parent Council section on our school website which gives more information about what they do. Dates of upcoming meetings are listed in our school newsletter. They can be contacted on [borestonepc@gmail.com](mailto:borestonepc@gmail.com).

Further information on parental involvement is available on the Stirling Council website.

# School Uniform

We are proud of our school uniform and strongly encourage the wearing of this at all times.

The uniform is - Red sweatshirt (with school logo), White polo-shirt, Dark trousers/skirt.

The uniform can be ordered online via Tesco and delivered directly to you. Local businesses can also supply Borestone Primary uniform. More information is available from the school office.

For Physical Education, all children need gym shoes or trainers, shorts or joggers and a t-shirt. T-shirts embroidered with the school logo are available. Simple and easy to change clothes are best for children in the early years. For health and safety reasons, children should not wear jewellery of any kind when taking part in physical activities. If earrings cannot be removed, they should be taped over on PE days. Normally children will have PE on at least 2 days weekly, and at present we are asking that PE kits are worn to school on those days to avoid having clothes in school.

In line with Stirling Council policy, any clothing which may be provocative e.g. football scarves and strips should not be worn to school or for PE lessons.

Could you please ensure that all items of clothing are clearly labelled with your child's name so that any mislaid items can be returned.

We actively promote outdoor learning. We ask that you send children to school dressed for the weather, with warm, waterproof clothing in winter, suitable footwear and hats for protection if it is very warm in summer. Since children are based in carpeted classrooms, a change of shoes in wet weather is advisable. The school has a number of waterproof items of clothing and various sizes of wellies that children are welcome to borrow during the school day.

# Transition

Parents play a vital role in ensuring transitions are as seamless and successful as possible. We organise a range of opportunities for parents to find out about how they can work in partnership with us to support their children in the move from nursery to primary one and from primary seven to high school.

Parents of children starting nursery are offered a home visit prior to starting at nursery. This gives staff the opportunity to get to know your child in their home environment where they are comfortable. Our Nursery Transition Policy details activities your child can participate in and how you can be involved throughout. This is available in paper form and on the school website. All children coming in to primary one are allocated a primary 6 or 7 buddy to support them when they start school. This buddy has the opportunity to get to know the child on their transition visits and to begin building a positive, supportive relationship.

We have strong links with partner high schools, all of which organise an extensive transition programmes to support children in feeling confident about making the next step in their school journey. Some children require additional support, and packages are tailored accordingly. Some children may take part in an extended transition programme, with more frequent visits prior to starting high school so that they become familiar with the school and with key staff members.

## Secondary School

**When the children leave they generally transfer to one of the following secondary schools:**

Bannockburn High School  
Broomridge  
Bannockburn Road  
Stirling  
FK7 0HQ  
01786 813159

Stirling High School  
Torbrex Farm Road  
Stirling  
FK8 2PA  
01786 472451

St Modan's High School  
Royal Stuart Way  
Stirling  
FK7 7WS  
01786 470962

We have close links with all three schools for transition of pupils.

# 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.

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.

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 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 latecoming 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.

# 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 child protection coordinator.

## Clothing Grants

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

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

# 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 6 months to make a complaint after the event that you want to complain about takes place. If you first learn of the issue about which you want to complain after this point, you have a further 6 months to complain. In exceptional circumstances the Service may investigate matters more than a year old, but it is not obliged to do so.

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 [info@stirling.gov.uk](mailto:info@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 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), <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.

# Digital Learning

## Digital Tools for Learning and Teaching

In Stirling Council schools and nurseries, we use a variety of digital tools for 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's G Suite for Education 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

For other 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 2021

The 2021/2022 school year starts on 18 August 2021, this is the **only** date for beginning school education for that year.

All children who are five years old on or before 18 August 2021 are of school age and **must** start their primary school education on 18 August 2021, children who are five years old between 18 August 2021 and 28 February 2022 **may** start their primary school education on 18 August 2021.

If your child is starting their primary school education in August 2021 you **must** enrol him/her at their catchment school **by 29 January 2021**. Details of school catchment areas and further information on our enrolment procedures can be found by visiting our website [www.stirling.gov.uk](http://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 had to change our procedures this year due to Covid-19. In person enrolments will not be possible, instead we request that you complete the online enrolment form which can be found on our website, [www.stirling.gov.uk](http://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; a recent council tax bill.

#### Gaelic Medium Provision

Gaelic Medium Provision is available at Riverside Primary School, Forrest Road, Stirling tel: 01786 474128 email: [rvrsdeps@stirling.gov.uk](mailto:rvrsdeps@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 2021. 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 2021/2022

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 2021-2022, to do so in writing **by no later than 15 March 2021**. 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/learning-education/schools/enrolling-your-child-at-school/placing-requests/placing-request-form>

**It is essential that you enrol your child at the school that serves your local area even if you are making a placing request for another school.**

**Please note that if your placing request is successful school transport will not be provided for your child.**

#### Schools Information

Information on local authority schools in Stirling Council is available on our website [www.stirling.gov.uk](http://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](http://www.stirling.gov.uk)

Stirling Council  
Schools, Learning and Education  
December 2020

# Equalities and Children's Rights

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

**By signing the UNCRC, Scotland and the UK agree that the rights of children should be protected and promoted 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.

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.

# 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.



## 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.

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.

## Named Person

Most children get all the help they need from their families and communities but for some, they may need extra help at times.

Children from birth to 18 or their parents, will have access to a named person to help them get the support they need. The named person will be a clear point of contact for families. For school age children, the named person will be a promoted member of staff.

Children, young people or their families can expect their contact to respond to their wellbeing needs, to respect their rights, choice, privacy and diversity. Children should be included in decisions that affect them. There is no obligation on children and families to accept the offer of advice or support from a named person.

More information is available on the Scottish Government website: <https://www.gov.scot/policies/girfec/>.

## Child's Plan

A child's plan will be available when a child needs a range of extra support to meet their additional support need(s).

This plan will explain what should improve for the child, the actions to be taken and why the plan has been created.

The child and parent(s) will know what information is being shared, with whom and for what purpose, and their views will be taken into account.

Stirling educational establishments have long established staged intervention procedures which provide appropriate and proportionate assessment, planning and review to ensure children and young people have their individualised needs met. Further information is detailed in [Staged Intervention Guidance](#).

## Inclusion

### Additional Support Needs

All children get help with their learning.

A child is said to have 'additional support needs' if they need more, or different, support from what is normally provided in schools or nurseries for children of the same age.

The Education (Additional support for Learning) (Scotland) Act 2004 (as amended 2009) created the term **additional support needs** and explains the duties on education authorities to support children and young people's learning.

**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** 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 be referred to ASN Outreach or other partner agencies 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 developed.

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

More information is available on the website or by contacting ASN and Wellbeing Team or find information on [Parentzone Scotland](#) on your child's specific support needs.

## Independent Advice

Enquire are a Scottish advice service providing help and information, all advice is independent and impartial. Contact the Enquire Helpline on 0345 123 2303.

Enquire also has two websites, one for parents, carers and professionals, <https://enquire.org.uk/>, and one for children and young people, <https://enquire.org.uk/advice-young-people/>.

Let's Talk ASN helps parents of children with additional support needs who may require support in relation to a dispute or potential dispute with an education authority. The service can be used by anyone who has a right to make a reference to the Additional Support Needs Tribunals for Scotland.

My Rights, My Say is a children's service which provides advice and information, advocacy support, legal representation and a service to seek children's views independently about their support.

# 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. 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.

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.

## 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 01786 233437.



# 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  
Registered Staff Nurses

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.

# School and Nursery Meals

Schools and nursery lunches are an important part of the day, encouraging our children to eat a nutritious lunch. 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.

Every P1 to P3 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.

Menus and current prices can be viewed on the Council's website, <https://www.stirling.gov.uk/learning-education/schools/school-meals-uniforms/>.

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/>.

From August 2020 every nursery child who has a place in the morning session have been receiving a free meal. The menu is based on our current Primary menu with a few adjustments to meet "Setting the table Guidance".

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.

We provide meals for specific dietary requirements such as vegetarian, medically prescribed diets and allergens. Parents are required to inform their headteacher as soon as possible to enable meetings to be set up.

## Transport

Stirling Council provides free transport to 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/schooltransport>.

## Unexpected Closures

While schools have contingency planning in place to cope with a number of circumstances, sometimes it is necessary to close schools or amend the normal school 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.

# School Holidays 2020/2021

<b>Autumn Term</b> Starts Ends	Monday 10 August 2020 Tuesday 11 August 2020 Wednesday 12 August 2020 Friday 9 October 2020	Staff Development Day Staff Development Day <b>Pupils return</b>
<b>October Holiday</b> Starts Ends	Monday 12 October 2020 Friday 23 October 2020	
<b>Winter Term</b> Starts	Monday 26 October 2020	
<b>Winter Term</b> Ends	Wednesday 23 December 2020	
<b>Christmas Holiday</b> Starts Ends	Thursday 24 December 2020 Wednesday 6 January 2021	
<b>Spring Term</b> Starts	Thursday 7 January 2021	
Local Holiday Local Holiday Local Holiday	Monday 15 February 2021 Tuesday 16 February 2021 Wednesday 17 February 2021 Thursday 18 February 2021 Friday 19 February 2021	Staff Development Day Staff Development Day
<b>Spring Term</b> Ends	Thursday 1 April 2021	
<b>Spring Holiday</b> Starts Ends	Friday 2 April 2021 Friday 16 April 2021	Good Friday
<b>Summer Term</b> Starts	Monday 19 April 2021	
Local Holiday	Monday 3 May 2021 Thursday 6 May 2021	Staff Development Day
<b>Summer Term</b> Ends	Friday 25 June 2021	
<b>Summer Holiday</b> Starts Ends	Monday 28 June 2021 Friday 13 August 2021	
	Monday 16 August 2021 Tuesday 17 August 2021 Wednesday 18 August 2021	Staff Development Day Staff Development Day Pupils return

As schools are returning a week earlier than planned in August, an additional week's holiday has been added in October.

# School Holidays 2021/2022

<b>Autumn Term</b> Starts Ends	Monday 16 August 2021 Tuesday 17 August 2021 Wednesday 18 August 2021 Friday 8 October 2021	Staff Development Day Staff Development Day <b>Pupils return</b>
<b>October Holiday</b> Starts Ends	Monday 11 October 2021 Friday 15 October 2021	
<b>Winter Term</b> Starts	Monday 18 October 2021	
<b>Winter Term</b> Ends	Tuesday 21 December 2021	
<b>Christmas Holiday</b> Starts Ends	Wednesday 22 December 2021 Tuesday 4 January 2022	
<b>Spring Term</b> Starts	Wednesday 5 January 2022	
	Monday 14 February 2022 Tuesday 15 February 2022 Wednesday 16 February 2022 Thursday 17 February 2022 Friday 18 February 2022	Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday
<b>Spring Term</b> Ends	Friday 1 April 2022	
<b>Spring Holiday</b> Starts Ends	Monday 4 April 2022 Friday 15 April 2022 Monday 18 April 2022	Good Friday Easter Monday
<b>Summer Term</b> Starts	Tuesday 19 April 2022	
	Friday 29 April 2022 Monday 2 May 2022	Staff Development Day Local Holiday
<b>Summer Term</b> Ends	Friday 24 June 2022	
<b>Summer Holiday</b> Starts	Monday 27 June 2022	

# 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-democracy/access-to-information/register-of-personal-data-processing-privacy-notice/>.

# Parentzone

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>.



**Information and advice on education  
and learning for parents in Scotland**

*Be at the heart of your child's learning . . .*

 **Parentzone**  
SCOTLAND

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