



Stirling Council

Schools, Learning & Education



Dunblane Primary School Handbook

2022/2023



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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; promoting inclusion across all schools, nurseries and communities; and by delivering high quality services which we are continuously improving with the support of our 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 their transition to a new school and progresses through their education.

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

Bryony Monaghan
Interim Head of Education and Chief Education Officer
Stirling Council
November 2021

Welcome from the Headteacher

A warm welcome to Dunblane Primary School.

Dunblane Primary School is a values based learning community where we take pride in developing all aspects of children's learning. We are committed to promoting care of the environment and providing children with opportunities to 'make a difference' in our local situation.

We look to foster in our children positive attitudes to work, achievement, self-esteem and the wider world. We support the children to develop the skills to be successful learners, confident individuals, effective contributors and responsible citizens. To this end, we build effective partnerships with you and the wider community so that together we can share the important task of preparing our children for the opportunities and challenges of the future so that they can achieve their full potential and follow their dreams.

We do not wish to focus only on academic achievement but also to recognise and celebrate all aspects of our children's development. We have a number of pupil groups in school where pupils plan collaboratively with staff to take decisions on learning and the life of our school.

We offer you opportunities to share in your child's learning through regular planned activities where we welcome parents, families and friends to see and share in the fantastic learning environment which is Dunblane Primary School.

Many additional activities are offered through partnerships within our wider school community. We have a highly proactive Parent Council and indeed a very supportive whole school forum who support a range of extra-curricular activities.

Please be assured that no concern about your child's learning, care or welfare is too small or unimportant to share with us; don't hesitate to contact us at any time.

We hope that the following pages will give you an insight to our school. What is detailed below in terms of activities across school and between stages are arrangements which would normally be the case but this year may well not be able to happen until we have the go ahead from Public Health or will be delivered in a slightly different form. We wanted to inform you of what the school aspires to be able to deliver when Covid 19 restrictions, or easing of them, allow us to.

Lorraine Slabbert
Head Teacher

Keeping Everyone Safe: Covid-19

This school handbook provides helpful information for parents/carers and outlines normal school practice and procedures. Due to Covid-19, and resulting national guidance for schools, protocols and procedures have been put in place for a controlled, safe and positive environment in our school with thorough risk assessments in place and the school team continuing to evaluate and review them.

This handbook details normal protocols and procedures, however, 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, Class Dojo, Google Classroom and school website. These differences may change throughout the session depending on national or local guidance around the procedures we need to continue to ensure everyone's safety.

During the pandemic our school has hygiene and physical distancing mitigations in place, with sanitiser stations installed and cleaning of communal areas and frequently touched surfaces taking place regularly throughout the day.

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

- Physical distancing between pupils and staff and movement around school.
- Break, 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.

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

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

In the event of school closures, contingency plans are in place for remote learning, including Stirling Council's digital learning platform, SPEC 'Stirling's Platform for Education and Communities'. Together, our pupils, families, community and staff, have shown flexibility, innovation, determination and resilience and we will continue to work together to ensure the best experiences possible for our young people.

Description of the School

Dunblane Primary is situated near the outskirts of the City of Dunblane and serves the community west of the River Allan. The school was completely refurbished to a high standard in 1998 and has a purpose-built Nursery and Games Hall. It has a library and a learning lab which is being used as a working Kitchen currently.

Each class has an interactive whiteboard, a desktop computer and an IPad. Children have access to laptop computers regularly – we have two laptop trolleys each with 16 computers that are timetabled for class use and are supported by Wi-Fi throughout the school. This year all our P7 children have access to their own personal Chromebook to support digital learning both at school and at home.

The school is set in extensive grounds consisting of garden and soft and hard play areas, together with some play equipment and a multi-sports area. Also on campus is Kid's Club (out of school care) which serves all of the Dunblane Community. This is a private entity but we work in partnership to gain the best for our children.

School Information

School address	Dunblane Primary School Old Doune Road Dunblane FK15 9AU
Telephone number	01786 822351
E-mail address	dunbps@stirling.gov.uk
Website	http://blogs.glowscotland.org.uk/st/dunblaneprimaryschool
Headteacher	Ms Lorraine Slabbert
Depute Headteacher	Mrs Shirley Gallivan
Depute Headteacher	Mrs Ruth Allan
Principal Teachers Mrs Carol Anderson (Acting) Miss Jennifer Hutton (Acting)	Miss Rachel Aylott Mrs Faye Hislop (maternity leave)

Class Teaching Staff	Miss M Jones Mrs J Glendinning Ms Lucy Somerville Mrs C Gormley Miss J May Mrs A Russon Miss A Nicholson Miss C Anderson Mrs P Galloway Miss J Hutton Mrs J Jones	Mrs A Ward Mrs K McKinney Mrs S Paterson Mrs M Taylor Mrs K Scott Mrs S Tobin Mrs S Potter Mrs Paterson Mrs M Houston Mrs F Hislop
Support for Learning Teacher		Mrs S Stevenson
Dunblane Primary School Nursery Staff	Mrs V Porter PECE Ms J Rae SECE Ms F Kerridge SECE Mrs A McKeown ECE Mrs H Robin ECE Ms E Rosedale ECE	Miss R Moran, Modern Apprentice Ms E Paul, SWECE Ms S Tucker Mrs B Moore Mrs K Wilson, Admin
Administrative Assistant		Mrs Jean Grant
Admin Support Assistant		Mrs L Gill
Visiting Specialists		Mr A Shearer PE Mrs K Moore Music
School Support Staff	Mr G Waghorn Mrs A Howitt Mrs L Spence Mrs K Bunting Gray Mr S Fleming	Mrs S Carroll Mrs S Annan Ms Rebecca Lindsey Mrs Elaine Hendrick Mrs R Coltherd
Catering and Cleaning Staff	Miss H McMillan Mrs L Clark Ms K Moran Miss R Gillespie Ms J McDade	Ms K Carter Ms K Gardiner Ms M Finnie Ms B Hasell Ms Z Coulter

The School Day

Morning session	9.00 am – 12.15 pm
Morning interval	10.30 am – 10.45 am
Lunchtime	12.15 pm – 1.15 pm
Afternoon session	1.15 pm – 3.15 pm

All children from Primary 1 to Primary 7 attend till 3.15 pm.

Nursery Class

Within Dunblane Primary School there is a 29/29 nursery class. Parents can choose how they would like to use their 25 funded hours of 5 session across the week, we offer mornings, afternoons or full days. Additional session can be purchased however these are subject to current availability. Each session is 5 hours with flexibility for families within these times. The nursery is open 46.8 weeks a year. The nursery aims to provide a secure and happy environment which will meet the needs of all children. Learning through play is at the heart of our curriculum and our nursery offers a wide variety of opportunities to develop skills and build on learning. Interactive play activities make full use of the school and the wider community both indoors and out. There are some two year old places within Dunblane Primary School Nursery class for children who meet the criteria for a two year olds funded placement. For more information please email dunblanenu@stirling.gov.uk or visit www.stirling.gov.uk/learning-education-childcare/applying-for-childcare/.

The Nursery Day

Mornings (Monday – Friday)	8.00 am – 1.00 pm
Afternoons (Monday – Friday)	1.00 pm – 6.00 pm
Full days (Monday – Friday)	8.00 am – 6.00 pm

Parents are actively encouraged to become involved in the life of the nursery. Further information regarding the nursery is available in the Dunblane Nursery Class Handbook located on our school website. Application forms for the nursery are available on the above website.

Formation of Primary Classes

Parents should be aware that the formation of classes varies from year to year to reflect changing numbers within year groups. On occasion class formations may alter during a school session. Children will most likely not remain in the same class grouping as they move through the school.

There are times when the distribution of children over various stages of the school necessitates the formation of multi-age (composite) classes. This is where children from two stages of the school become one class. Primary teachers are trained to teach in differentiated groups.

Consequently, 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.

multi-age class will not exceed 25 in number, unlike a single stage class which may contain 30 in P2 and P3 and 33 in P4 – P7. P1 classes have a maximum of 25 children which will have the capacity to expand to 30 in P2.

Where we have multi-age classes we will aim to provide meaningful opportunities for children to work and learn alongside their peers.

We believe that the quality of the education children receive depends on excellent teaching and learning rather than the division of classes into single stage or composite year groups, and are therefore committed to continually improving teaching and learning throughout the school.

School Values and Aims

In March 2021 Scotland became the first country in the UK to directly incorporate the United Nations Convention of the Rights of the Child (UNCRC) into domestic law. The Bill means as a school we are required to listen to children and take their rights into account. By law children's rights will mean children and young people are involved in the decisions that affect their lives and that children's rights are always respected, protected and fulfilled. As a school this reflects our values and echoes our practice over recent years and this continues to evolve in all that we do. UNCRC will shape what we do in school and act as the umbrella for delivery of all our aims.

“Learning today, shaping tomorrow”

Staff, pupils, parents and members of our community were involved in an extensive and successful consultation process to agree upon a set of values which underpin the life and work of our school.

The following are the 6 agreed values that our community has agreed to uphold:

- **RESPECT:** To care for ourselves and others by valuing all property, opinions and beliefs.
- **RESPONSIBILITY:** To treat others as we would like to be treated and accept the outcomes of our actions.
- **CARE:** To actively show empathy and sensitivity towards each other.
- **INCLUSIVENESS:** To include everyone in everything we do.
- **INTEGRITY:** To be honest and have strong moral principles.
- **COURAGE:** To do things that may take us out of our comfort zone in order to achieve personal growth.

Dunblane Primary School Vision and Aims

Our vision is that every child contributes to our school and its community by being a successful, independent learner, confident individual, effective contributor and responsible citizen.

We will provide a supportive yet challenging learning environment in which we are all capable of continuous improvement. We value highly the contributions of families and the community towards this vision.

Dunblane Primary School and Nursery Class Aims

Our aims were developed through consultation with parents and staff.

We aim to:

- Encourage and empower children to be successful learners by providing a variety of high quality and challenging learning experiences.
- Offer a motivating and relevant curriculum that will provide our children with life skills and support independence, choice and responsibility.
- Promote and embed our values of Respect, Responsibility, Honesty, Care and Compassion and Fairness and Equality throughout all areas of nursery and school life.
- Develop and maintain positive and effective relationships with children, parents/carers, partner agencies and establishments and the wider community.
- Ensure continuous improvement and positive outcomes for all children which reflect the changing nature of the world around us.
- Foster a sense of pride in Dunblane Primary School and Nursery class, representing them positively in the local community.

Ethos

We endeavour to create a positive and welcoming environment. Ordinary everyday acts of kindness, politeness and consideration help create and maintain the culture of the school. We promote Dunblane Primary School values, believing they make a huge impact on the ethos of our school – children know and display often; respect for others and themselves, responsible attitudes, care and sensitivity towards others, knowing that it is important to be honest about what you are trying to do and aiming to be fair. Our values give a strong sense of pride in our school and everyone associated with it. Children, staff, parents and our community are encouraged to 'live our values'.

There are many other factors which help contribute to a "good school ethos" in Dunblane Primary School.

Some are listed below and we strive to ensure their continued implementation:

- A sense of identity and pride in the school.
- A commitment to 'living' and demonstrating our values.
- Positive attitudes among staff, children and parents.
- The commitment and morale of our teachers and their support by management.
- The existence of high but attainable expectations of academic progress and behaviour.
- A recognition of the motivating effects of praise.
- A variety of extra-curricular activities.
- Well maintained, clean, litter and smoke free environment.
- An anti-bullying climate.
- Making best use of the display areas.
- Friendly informative communications/letters.
- Regular "Achievement Assemblies" to share and celebrate together.
- A commitment to "paying forward" in life to support and help others.

Mobile Phones

We recognise that some children may have mobile phones. Whilst they are not needed throughout the school day, we accept children may need them for out of school contact. All mobile phones must be handed into the class teacher during school hours and collected at the end of the school day. There is a mobile phone policy in place which we follow. They must not be used for taking photographs or videos on school grounds at any time. We appreciate the support of parents in this regard.

Pupil Voice

We acknowledge the importance of involving children in decision making and want our children to have a real impact on the decisions that are made regarding many aspects of school life. To facilitate this Dunblane Primary School is further developing our approach to citizenship which will provide every child with the experience of contributing to a mixed age citizenship group. These groups are reviewed annually and may include: Fair trade, Dunblane Community Action Group, Go WILD Outdoors, The Well-beings, Waste Warriors, Safety Superheroes, Junior Road Safety Officers and Roving Reporters. The key aim of this approach is to give every pupil a voice in making decisions that affect the school, community and wider world. "Think Global, Act Local."

Children in these groups will also have the opportunity to be part of a school self-evaluation group where they will impact directly on the School Improvement Process through evaluative activities contained within guidance documents such as "How Good Is OUR School?" and having their opinions sought after and noted with actions identified where and if possible from their recommendations and included within the yearly improvement planning process. This work will mainly be co-ordinated through the Junior Leadership Team.

Promoting Positive Behaviour

As a caring community and in partnership with parents/carers, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations of good behaviour throughout the school and at all times during the school day. This is closely linked to the vision and values of our school because we believe it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community. This policy also links to the school Citizenship Policy, Anti-bullying Policy, Support for Learning Policy; Crisis Management Policy and the Health and Wellbeing Experiences and Outcomes of Curriculum for Excellence.

Our aims with regards to promoting positive behaviour are to:

- Promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our attitudes and actions: Respect; Responsibility; Integrity; Care, Courage and Inclusiveness.
- Create an environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe.
- Help pupils develop self-respect, self-regulation and accountability for their own behaviour.
- Build and maintain positive relationships and an awareness of how our behaviour impacts on ourselves and others.
- Encourage the partnership between home and school and promote shared responsibility.

Everyone in our school has the right to:

- Learn.
- Be Safe.
- Be Respected.

Our key question we ask of children is are we:

- Ready
- Respectful
- Safe

School Improvement Plan 2021/22 – Our Priorities for both School and Nursery

School Improvement Planning targets are identified via information from self-evaluation, staff, parents and children's views as well as national and local authority priorities.

Improvement Priority 1

Improvement in Children and Young People's Health and Wellbeing **Outcomes for Learners**

- Continued development of resilience, attention, self-regulation and anxiety management.

Improvement Priority 2

Improvement in Attainment particularly in Literacy and Numeracy **Outcomes for Learners**

- Continued progression and improved attainment in writing.
- Improvement in children's articulation of strengths and next steps in learning.

Improvement Priority 3

Improvement in Employability Skills and Sustained Positive Destinations **Outcomes for Learners**

- Continued progression and improved attainment in reading and writing.
- Improved engagement and participation in learning for all children.
- Development of higher order thinking skills.
- Children making links to the world of work and the skills they are progressing.
- Children developing their digital skills.
- Continue to embed and develop our work on Learning for Sustainability, gender and race equality

Dunblane Learning Community

Digital Literacy

- To continue to improve digital literacy and confidence for all learners.
- To continue to increase staff capacity and capabilities when teaching digital and technology skills.
- To improve the quality and range of digital learning opportunities and experiences for Dunblane's children.
- To launch our Positive Relationships Policy.

Health and Wellbeing

Outcomes for learners

- See Improvement Priority 1.

The full document is available on our school website,
<https://blogs.glowscotland.org.uk/st/dunblaneprimary/>

Curriculum

Our curriculum is planned using the experiences and outcomes from “A Curriculum for Excellence” which 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.

Rationale

Through consultation with children, staff and parents we developed a clear rationale to shape the curriculum we offer our learners. We believe that our children are entitled to high quality learning experiences, to understand their place in society, to have opportunities for personal achievement and to develop skills for learning and for life.

Staff plan strategically across the year to ensure children at each stage in school have a cohesive, well planned curriculum and actively plan, where appropriate, inter-disciplinary contexts which encompass a broad range of the focused experiences and outcomes for that stage. There are clear curriculum progression pathways for each stage of the school in each curricular area which ensure progression in knowledge and skills yet provide the freedom to identify motivating learning contexts for each class.

‘A Curriculum for Excellence’ framework consists of the following 8 areas:

- Languages
- Numeracy/Mathematics
- Health and Wellbeing
- Social Studies
- Expressive Arts

- Technologies
- Sciences
- Religious and Moral Education (RME)

Literacy and English Language

Language is at the heart of children's learning. It develops children's abilities to listen, talk, read and write for many purposes. Through language children gain knowledge and acquire skills. It enables them to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. Language is central to learning and has an essential role across the curriculum. We build on, expand and enrich the language which the child brings to school and encourage confidence, enjoyment and positive attitudes in its use. Our language and literacy curriculum provides a literacy framework which will develop children's skills and knowledge so that they realise their full potential in the understanding and use of language.

We are committed to meeting the recommendations of Education Scotland in regard to introducing 1+2 languages. French is taught throughout the school and this year we are beginning to raise awareness of British Sign Language with our staff.

Mathematics and Numeracy

Mathematics and numeracy play an important role in our lives. It is used in everyday activities such as buying food and clothes, managing time and playing games. Our mathematics and numeracy curriculum supports children as they acquire skills in mathematical thinking, develop confidence in using and applying mathematics and learn to enjoy its challenges. We make imaginative, effective use of technologies, resources and teaching approaches and provide opportunities for children to take part in problem solving activities – applying their learning and using mathematical processes and knowledge in mental calculations.

Expressive Arts (Music, Art and Design, Drama, Dance)

The Expressive Arts are fundamental in enriching the quality of teaching and learning across the curriculum through nurturing and promoting individual creative and aesthetic talents and enhancing learning through partnership with peers, creative adults, professional arts and cultural organisations. Children develop an understanding and appreciation of the power and diversity of the arts.

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. Discussion of religious and moral issues should be open and pupils should be encouraged to express their own views and feelings and to listen with respect to the views and feelings of others. It is important that, while recognising the role of Christianity as the major religious tradition of this country, pupils should also be encouraged to develop understanding of and respect for other faiths and people who adopt a non-religious stance for living.

The development lines are Christianity, Other World Religions and The Development of Beliefs and Values. The school is committed to supporting the development of its pupils as whole people and responsible citizens and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

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.

In considering contexts for learning, staff will be planning to ensure the children will have a breadth and balance of knowledge, understanding and enquiry skills and will be developing their capacities as successful learners, confident individuals, effective contributors and responsible citizens. Increasingly, staff and children are also developing contexts for learning which are creative and vary each year in response to national and global events.

Staff will plan and teach some aspects of social studies using 'interdisciplinary learning approaches (IDL) – this way the learning engages the children, excites them and is relevant to their real lives now and/or in the future. In doing this, the children will transfer skills learned in other curricular areas and practically apply them within an appropriate context for learning.

Children will develop through the 4 capacities and understanding of rights and responsibilities, the importance of active citizenship and the central concept of equality in a democratic, fair and caring multi-cultural society.

Sciences

Children's skills and knowledge are developed through opportunities to explore and investigate. The development lines for science are; Planet Earth, Energy in the Environment, Forces and Motions, Life and Cells, Communication, Materials and Topical Science. Learning in and through science may take place through a series of lessons, as a learning context or may be discrete lessons depending on the curriculum planning for each class.

Health and Wellbeing (Health Education, Physical Education, Personal and Social Development)

Our HWB curriculum focuses on Mental, Emotional, Social and Physical wellbeing, Planning for choices and changes, Physical Education, Physical Activity and Sport, Food and Health, Substance Misuse, Relationships, Sexual Health and Parenthood.

We offer opportunities for children to explore and clarify their attitudes and values about health and lifestyle issues, develop personal and inter-personal skills and increase their knowledge and understanding of health and lifestyle issues. Children are encouraged to value themselves, grow in confidence and increasingly take responsibility for their own health.

We strive to continue to be a Health Promoting School – encouraging every child to eat healthily and be as active as they can, stay safe and be happy. Our health education programme also includes learning about relationships, sexual health and parenthood.

Stirling Council has a Relationships, Sexual Health and Parenthood Education Framework policy which includes guidelines and protocols for partnership working with parents and external agencies. This has been developed within the Dunblane Learning Community of primary schools into an agreed common framework. Parents can view the materials at the school by arrangement – usually at parent evenings. The curriculum for our Primary 6 pupils also includes a series of personal safety lessons called ‘Feel, Think, Do.’ Parents have the right to withdraw their child from sexual health education by notifying the school.

Our PE curriculum reflects a broad range of sport and physical activities and is enhanced by the work of Active Stirling. Primary 5 children have the opportunity to participate in swimming classes at The Peak for a block of time during the school session. All children experience regular fitness activity through our ‘Golden Mile’ outdoor track and we have adopted the principles of the ‘Daily Mile’ pioneered by a local school.

Technologies (ICT, Technology and Enterprise)

Technologies include creative, practical and work-related experiences and outcomes in craft, design, engineering, graphics, food, textile and information technologies. These enable children to become informed, skilful, thoughtful, adaptable and enterprising citizens.

All children will be actively involved in Enterprise activities, developing knowledge and skills which will prove invaluable in real life. We are also increasing our use of critical skills approaches to learning and teaching to ensure children have a role as leaders of learning.

Information and Communications Technology has the potential to enhance the quality of learning and teaching across the Curriculum. It provides both the context and the necessary tools for cross-curricular learning, developing knowledge and understanding of the world in which our children live.

The use of ICT to support the curriculum in this school will contribute significantly to the raising of educational standards and to the preparation of learners for taking their place in a rapidly changing technological world. We benefit from having access to Wi-Fi in all classrooms of the school and to a range of laptops and iPads.

Citizenship Groups

This year we have reformulated our Citizenship Groups and are looking at Global Goals across the school from nursery to P7 and using our Citizenship Groups as one of the vehicles for doing so.

They are organised as such:

- **Nursery, P1 and P1/2**
Eco Topics of Healthy Eating, Energy and Litter
- **P2 – P3**
Life Below Water
Climate Action
Good Health and Wellbeing
Life on Land
- **P4 – P5**
Affordable and Clean Energy
Gender Equality
Life Below Water
Zero Hunger

- **P6 – P7**
 - Clean Water and Sanitation
 - Gender Equality
 - Industry, Innovation and Infrastructure
 - Reduced Inequalities

Learning and Teaching

A variety of teaching methods are used throughout the school as appropriate and includes direct teaching, discussion and investigation. Whole class and group teaching takes place and individual programmes are designed for children who have additional needs. For teaching and learning to be most successful, children have to see the reasons behind the process. To encourage this we place a high emphasis on teaching and learning in context, encouraging children to take responsibility for their own learning and with different levels of support to become independent learners.

Wherever possible, within context learning we allow the children to take the lead in planning, implementing and evaluating the process, helping them to understand the aims behind developing their learning.

Support for Learning

Stirling Council Staged Intervention process provides a framework whereby pupils may be supported in their learning in a variety of ways. This process is there to support children with additional needs e.g. learning, emotional, health and welfare and centres on the principles of Getting It Right For Every Child (GIRFEC). We have the services of Support for Learning Assistants, a Support for Learning Teacher and access to a range of partner agencies in order to help us ensure that our children are successful learners.

The process offers:

- An inclusive approach which involves parents, children, relevant staff and support services.
- A comprehensive approach to meeting learners' needs.
- An agreed action plan for individual children.
- A structured monitoring and review cycle.
- A record of intervention and achievement as individual children progress through the school.

Religious Observance

The school has 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.

Religious observance complements our religious education programme, makes an important contribution to children's spiritual development and increases their understanding of religious practices. Roman Catholic children receive instruction, organised through the church and delivered by approved parishioners before the school day (Mon-Wed).

School assemblies are held weekly. End of Term Services are conducted by Chaplains, Rev C. Renwick, Rev. G Caldwell, Rev. N Brown, Rev A Shearer and Rev. D. Anderson. There are occasionally contributions from appropriate visitors.

All children participate in our religious observance assemblies unless a desire for exclusion is expressed in writing by a parent. Assemblies may also be supported by Pastor D. Strathdee and Rev. N Brown.

We have Achievement Assemblies regularly throughout the year (approximately twice per term) where we share and celebrate the children's achievements out with school – at clubs, in the community, at events etc.

All classes nominate themselves as Ambassador Class and one is chosen as special guests at Achievement Assemblies. They also get a trophy and ten minutes extra playtime. All of our achievements are celebrated on a special wall in the 'Dunblane Diner.'

We also throughout the year schedule "This Is Me Assemblies" where we recognise the diversity of the children within our community and celebrate being different from each other but recognising we all deserve and have a right to being respected and included.

At various points throughout the year in our assemblies we also award children and staff Pay It Forward Certificates where we recognise the efforts our young people have gone to in order to make a difference to one person's life or the community as a whole.

Partnership with Parents

We are always pleased to encourage parental interest and involvement within the life and work of the school. Many parents help by accompanying classes on school outings, becoming involved in activities in the classroom, giving general help and by organising resources, the school library etc. Parents are also instrumental in providing several lunchtime clubs in the school. We have compiled a Parent Directory where parents have offered to share their skills and experience in school. Staff can access this information to help with class activities, clubs etc. If you have some available time or any particular skills or interests please contact the school and we can include you in the directory!

The Parent Council

The Parent Council is an important and integral part of our partnership with parents. There is a Fundraising Group who work in tandem with the Parent Council. They can be found on Facebook as Dunblane Primary School Fundraising Group

Updates on the work of the parent council can be found on our website, <https://blogs.glowscotland.org.uk/st/dunblaneprimary/>.

Liaison with Parents

Parents are always welcome to visit the school and we are pleased to discuss with them the work of the school and the children's progress. We operate an 'Open Door' policy. By this we mean we strive to make someone available at all times to talk to you. If this is not possible due to teaching commitments, an appointment will be made for you at the earliest opportunity. If parents wish to discuss matters in detail, it is preferable that an appointment is arranged with the appropriate member of staff at a mutually convenient time.

You should in the first instance make contact with a member of Management who will ensure that the appropriate member of staff is informed.

We realise there can be many reasons for parents wishing to contact the school. We try to balance this with the teacher's primary function – to work with the children. We therefore ask your co-operation in these matters.

Parental contact is arranged throughout the session as follows:

September: "Meet the Staff" Evening

- Parents are invited to come to the school and visit their child's class. The teacher shares information on class routines and learning opportunities and answers general questions asked by parents. Any specific questions you have about your child and their learning should be discussed at an alternative appointment that teachers will be happy to schedule with you at a mutually convenient time.

November and February: Contact Evenings

- Parents discuss their child's progress with the teacher at arranged appointment times.

Children's Progress

- We issue Conferencing Grids to all children two times a year which complement the more formal report which is issued to families at the end of the year.
- We regularly share children's learning through open events in school which parents are invited to.
- We have an active Twitter site which often communicates successes and achievements.
- Our newsletter also will discuss progress.
- We issue spotlights on learning at the beginning of every term to communicate to parents what their children will be studying in class.
- Reports and conferencing grids are distributed to all parents. These contain information on the children's learning journey and progress across the whole curriculum.

Homework Policy

Our homework policy has been developed to provide a coherent framework from which all stakeholders can develop a consistent and effective approach to homework for pupils of all ages and levels of ability. Throughout the process of the policy development, all stakeholders were consulted in a variety of ways including questionnaires, surveys and focus groups. Our homework policy reflects the beliefs and priorities of children, parents and staff in our school community.

Aims

- Instil in pupils the importance of lifelong learning.
- Enable pupils to understand that independent learning is vital to achieving success.
- Promote a responsibility for learning within each pupil.
- Clearly outline the role of parents, teachers and pupils.

Purpose of Homework:

- Give families, teachers and children a collective understanding of learning taking place.
- Encourage families to discuss their child's learning taking place in school.
- Develop important life skills which will encourage good study habits.
- Motivate children to become responsible for the acceleration of their own learning by encouraging independent enquiry.

Homework in Dunblane Primary School will reinforce learning in class while developing a habit of life-long learning for children. Homework will give families an insight into learning taking place in school. Parents will be encouraged to discuss learning with their children and support them to complete homework independently.

School Uniform

We are proud of our school uniform and believe it promotes a sense of identity and pride. We enjoy the support of parents in encouraging their children to wear uniform. Visitors often comment on how smart the children look. School policy is to actively encourage the children to be clean and tidy in appearance and to wear school uniform which we hope parents will support.

Our website has information about ordering from Scotcrest Uniforms and a leaflet with current details and prices for sweatshirts and polo shirts can be obtained from the school office. Ordering can take place online as well as through the opportunity to purchase uniforms directly in-store at Scotcrest Uniforms in Alva. Uniform can also be purchased through Tesco and this was introduced in session 18/19.

Our uniform can consist of the following:

- Red fleece jacket/reversible fleece.
- White shirt/blouse/blue polo shirt.
- Grey trousers/grey skirt or pinafore.
- Red sweatshirt P1-6/Black senior school sweatshirt P7.
- House colour t-shirt for PE.
- Blue checked/striped cotton dress, if parents wish in warm weather.

Dunblane Primary School does not permit the wearing of team colours such as football strips.

Physical Education

To ensure your child is safe during PE lessons, the wearing of jewellery is not permitted. Please note that wearing earrings is particularly dangerous during physical activities. Children should be able to remove these themselves before participating. On the days when your child is participating in PE they may come to school dressed for the activity.

For health and safety reasons, the following items should be worn for PE:

- T-shirt.
- Shorts.
- Gym shoes – we discourage wearing bulky fashion footwear.

Please put name or some identifying mark on all your child's belongings.

If your child is unable to participate in PE lessons, we request that you detail the reasons in a note to the class teacher.

Transition

Transition to Primary School

Children usually move onto primary school between the ages of four and a half and five years. When children begin nursery we usually ask which school they will be likely to attend.

Children attending Dunblane Primary School begin to familiarise themselves with the school and staff from October onwards, so that close links will have already been established before transition to P1. Links include using the school games hall and dinner hall, integrated projects between nursery and P1, having a Primary 7 buddy, visits to the classrooms and having a tour of the school. We also have close links with other local schools and nurseries and usually arrange liaison visits so that children moving on to other Primary Schools can also have opportunities to meet staff and peers.

Transition to Secondary School

At the end of P7 children normally transfer to:

Dunblane High School
Old Doune Road
Dunblane
FK15 9DR
Tel: 01786 823823

The Dunblane Learning Community schools (Dunblane Primary School, Newton Primary School and St Mary's Primary School) have collaborated extensively with Dunblane High School to ensure learners' transition to high school is as smooth a process as possible. Throughout P7 there are many opportunities for children to engage in activities to support this.

Our current P7 to S1 transition arrangements are as follows:

- **August:** S1 Pupil Support teacher identified and shared with primary schools.
- **October to December:** Teambuilding Days and Learning community transition week. This includes 2 activity days at Dunblane High School and is supported by partner agencies, primary school staff and high school staff. This is followed with a 3 day residential experience. During this experience children work in mixed school activity groups and where possible the S1 Pupil Support teacher also attends this excursion.
- **December:** Christmas Ceilidh at DHS
- **January to March:** Transition afternoon. Every child attends 3 afternoons of lessons with high school staff in mixed school groupings.

- **September:** P7 parents are invited to an evening presentation by the Depute Headteacher of Dunblane High School and Primary Depute Heads.
- **January:** Profiles shared with high school staff for children with additional support needs.
- **January/February:** High school staff to attend staged intervention meetings for children who are at Stage 3 of the staged intervention process.
- **April:** Enhanced transition project for pupils who may benefit from extra visits to the high school.
- **Term 3:** Pupil Support and PSR teachers visit P7 pupils in primary school to introduce themselves, support children's understanding of high school expectations and answer any questions pupils may have.
- **Term 4:** High school staff and primary school staff liaise to share pupil information.
- **Term 4:** ASN Open day at Dunblane High School. Drop in sessions for parents of children with additional support needs. This is an opportunity to meet SMT/Pupil Support Teacher/Support for Learning staff to share concerns and or ask questions about the support your child may require at high school.
- **Term 4:** P7 Sports Day at Dunblane High School.
- **June:** Transition Day at Dunblane High School. Pupils will be placed S1 classes and will follow a timetable in order to experience a high school day.

This robust programme has ensured that pupil transition to high school is a positive experience for our pupils.

If the intention is not for your child to transfer to Dunblane High School but to an alternative establishment please share this information with us. We request that parents make these transition arrangements with individual schools and we will accommodate any time out of the school day in order to support this.

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 just 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.

If you decide to access funded and unfunded hours across more than one provider then the provider you choose to attend most of your hours with will be deemed the priority provider and will deliver the funded element.

Unfunded Sessions

A child can attend more than just the 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/nurseryholidays>.

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. They will be closed on the same days as the nurseries in model 1 with the exception of the summer holidays. Nurseries in model 2 will be closed for 2 weeks and 3 days over the summer (13 days). They will agree their closed periods together across the learning community and in consultation with families, to ensure they are not all closed at the same time. The closure period for each nursery in model 2 for summer 2021 will be advised to families no later than the end of term in December 2020.

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 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 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 in a setting for more than 4 hours. Your child is entitled to a free meal when attending a funded session with any funded provider. This includes local authority nurseries, and all other funded provider nurseries and childminders. A session is a full day or a half-day, morning or afternoon.

The National Standard guidance states a meal can be a light or main meal, a breakfast, lunch or an early evening meal. The meal need not be a hot meal but all meals and snacks must meet the most up to date nutritional guidance provided for ELC. Currently this is included in the NHS document called Setting the Table.

In local authority nurseries, meals and snacks will be provided as follows.

Free meal entitlement in a funded session

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 during the session.

Lunch costs in unfunded sessions

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.

Snacks

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 session. If you purchase additional unfunded sessions, the provision of snacks will be included in the session cost but you would still need to bring a packed lunch or purchase a lunch.

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 lateness 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 co-ordinator.

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 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, 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.spso.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>.

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 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

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 2022

The 2022/2023 school year starts on 17 August 2022, this is the **only** date for beginning school education for that year.

All children who are five years old on or before 17 August 2022 are of school age and **must** start their primary school education on 17 August 2022, children who are five years old between 17 August 2022 and 28 February 2023 **may** start their primary school education on 17 August 2022.

If your child is starting their primary school education in August 2022, or if you are choosing to defer their entry into primary school to August 2023, you **must** enrol him/her at their catchment school **by 28 January 2022**. 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.

Gaelic Medium Provision

Gaelic Medium Provision is available at Riverside Primary School, Forrest Road, Stirling tel: 01786 237933 email: rtrsdeps@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 2022. 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 2022/2023

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 2022-2023, to do so in writing **by no later than 15 March 2022**. 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 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

Equalities and Children's Rights

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

The 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.

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 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 developed.

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

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 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 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 P4 pupil is entitled to a free meal. P5 pupils will be entitled to a free meal from January 2022. 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 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.

School Holidays

We operate a set pattern of school holidays which are agreed annually in consultation with trade unions and reflect our formula.

Autumn term

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

October holiday

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

Christmas holiday

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

Easter holiday

Starts on the first Monday in April, for two weeks, regardless of when Easter weekend falls.

***Please note:** A full week is a week that commences on a Sunday.

School Holidays 2021/2022

Autumn Term Starts Ends	Monday 16 August 2021 Tuesday 17 August 2021 Wednesday 18 August 2021 Friday 8 October 2021	Staff Development Day Staff Development Day Pupils return
October Holiday Starts Ends	Monday 11 October 2021 Friday 15 October 2021	
Winter Term Starts	Monday 18 October 2021	
Winter Term Ends	Tuesday 21 December 2021	
Christmas Holiday Starts Ends	Wednesday 22 December 2021 Tuesday 4 January 2022	
Spring Term 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
Spring Term Ends	Friday 1 April 2022	
Spring Holiday Starts Ends	Monday 4 April 2022 Friday 15 April 2022 Monday 18 April 2022	Good Friday Easter Monday
Summer Term Starts	Tuesday 19 April 2022	
	Friday 29 April 2022 Monday 2 May 2022 Friday 3 June 2022	Staff Development Day Local Holiday Queen's Platinum Jubilee
Summer Term Ends	Friday 24 June 2022	
Summer Holiday Starts	Monday 27 June 2022	

School Holidays 2022/2023

Autumn Term Starts Ends	Monday 15 August 2022 Tuesday 16 August 2022 Wednesday 17 August 2022 Friday 7 October 2022	Staff Development Day Staff Development Day Pupils return
October Holiday Starts Ends	Monday 10 October 2022 Friday 21 October 2022	
Winter Term Starts	Monday 24 October 2022	
Winter Term Ends	Thursday 22 December 2022	
Christmas Holiday Starts Ends	Friday 23 December 2022 Friday 6 January 2023	
Spring Term Starts	Monday 9 January 2023	
	Monday 13 February 2023 Tuesday 14 February 2023 Wednesday 15 February 2023 Thursday 16 February 2023 Friday 17 February 2023	Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday
Spring Term Ends	Friday 31 March 2023	
Spring Holiday Starts Ends	Monday 3 April 2023 Friday 14 April 2023	
Summer Term Starts	Monday 17 April 2023	
	Friday 28 April 2023 Monday 1 May 2023	Staff Development Day Local Holiday
Summer Term Ends	Friday 30 June 2023	
Summer Holiday Starts Ends	Monday 3 July 2023 Friday 11 August 2023	
To Be Confirmed	Monday 14 August 2023 Tuesday 15 August 2023 Wednesday 16 August 2023	Staff Development Day Staff Development Day Pupils return

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 . . .

Sign up to receive our Parent and Carers e-bulletin for the latest developments in Scottish education.
education.gov.scot/p/10E-39/subscribe
Email: enquiries@educationscotland.gsi.gov.uk
education.gov.scot/parentzone

