



Stirling Council
Schools, Learning & Education

Gartmore Primary School
Handbook

2020/2021



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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 2019

Welcome from the Headteacher

A very warm welcome to Gartmore Primary School. I hope you find the information contained within this brochure a useful introduction to our school.

Our school has a warm and caring ethos where every pupil is encouraged to achieve their full potential through a variety of learning approaches. We have wonderful grounds which we are extremely proud of and a variety of outdoor learning activities take place within them. We embrace the use of digital technology to ensure that our young people are fully prepared for the world that they live in today and for their future years.

We promote and celebrate positive behaviour and our children's many achievements through a shared understanding of our school values: Creativity, Compassion, Respect, Resilience, Determination and Integrity.

Our staff team consists of dedicated individuals who work well together and with all of our young people to ensure the highest possible standard of teaching and learning as well as ensuring the wellbeing of each and every child is at the heart of everything we do. The principles of Getting it Right for Every Child are embedded within all we undertake.

We have an extremely supportive Parent Council and we know that the best results for all of our children are achieved through the successful partnership of pupils, staff and parents as well as with the wider community. We look forward to developing and sustaining effective community working to enable your child to fulfil his or her potential at Gartmore Primary School.

We are always happy to show prospective children and their parents around the school.

Please telephone 01877 382343 to arrange a visit.

Fiona Buchanan
Headteacher

Description of the School

Gartmore Primary School works to ensure our children are prepared for the world to come.

We have a CULTURE where pupils are confident, successful, responsible and effective.

We have a CURRICULUM which has digital literacy and learning for sustainability at its heart.

We are part of a COMMUNITY which values partnerships, providing the best experiences and outcomes for children.

We have a CATCHMENT abounding with beauty and potential.

And our inclusive ethos makes us a CENTRE of learning for all!

Gartmore School was originally a single classroom built circa 1842, with a second room being added some 50 years later. The building was extensively refurbished in 1994 and although the early stone exterior remains, a large extension was added and the interior completely modernised to provide attractive learning areas.

The General Purpose room is used for serving lunches, school assemblies and whole-school activities.

We have an extensive field to the rear which is used for play, sports activities and outdoor education. It contains a small orchard of Scottish apple trees which is maintained by staff and pupils.

The Village Hall is used for drama lessons, PE, parties and school concerts.

School Information

School address	Gartmore Primary School Main Street Gartmore FK8 3RJ
Telephone number	01877 382343
E-mail address	gartmoreps@glow.sch.uk
Website	www.blogs.glowscotland.org.uk/st/gartmoreprimaryschool
Twitter	@GartmorePS #letsogartmore
School Roll	26
Stages of the School	P1 – P7
Headteacher	Mrs Fiona Buchanan
Teaching staff Principal Teacher Class Teacher Support for Learning Teacher RCCT Teacher (Weds/Thurs)	Miss April Simpson (Acting) Miss April Simpson/Miss Shannon Smith (Probationer) Mrs Heidi Bryce Mrs Annette Laing
Specialist Staff Music PE	Ms Mary-Clare Brown Ms Amanda McKie
School Support Staff SLA Admin Assistant Cleaner/Caretaker Catering Assistant	Mrs Saffron Hennessy Mrs Helen Webster Mrs Sarah Buchanan Mrs Gillian Stevenson

The School Day

Morning session	9.00 am – 12.15 pm
Lunchtime	12.15 pm – 1.15 pm
Afternoon session	1.15 pm – 3.30 pm

There are two 15 minute breaks each day.

Formation of Classes

Primary Teachers are trained to teach in differentiated groups. Consequently, composite classes, organised in flexible teaching and learning groups operate in the same way as a single stage class allowing children to study at their own level. A composite class will not exceed 25 in number.

School Values and Aims

Our Vision for Education is:

To create an environment which is devoted to preparing our children for a world to come.

In doing so we must:

- Ensure that Gartmore Primary School is at the heart of the community we serve, working in partnership with parents, carers, local schools and nurseries, Stirling Council, local businesses and community groups.
- Ensure that every child enjoys school and is able to succeed with the right level of support and challenge.
- Work with parents to understand, support and be fully involved in children's education.
- Continue to refine and adjust our curriculum to ensure that it remains relevant and prepares our children for a rapidly changing world.
- Continue to set the highest expectations for our learners and teachers.

What this vision means:

For the children:

- I will have teachers who help me learn and progress and give me the help I need.
- My health and well-being is important to all who surround me.
- I will give my views and thoughts on how well I am doing and what school is like for me.
- My teachers will gather information in different ways about what I do at school to let me know how well I am doing.

For the parents:

- I will have the information I need to help my child progress.
- I will have confidence that Gartmore Primary School is working to improve reading, writing, listening, talking and numeracy for my child and every other child.
- I will receive detailed and regular feedback on my child's progress.

For teachers:

- I will make clear judgements about children's progress, drawing on a range of evidence.
- I will use this evidence to work with colleagues to lead and drive improvements for individual children and at a local level.
- I will have the information I need to support me to close the gap in attainment.

Roles and Responsibilities

Staff will:

- Meet individual children's needs and ensure that they achieve the highest possible standards.
- Continue to plan a broad, rich learning experience for all children, building on the successes and improvements achieved.
- Prioritise professional learning time to focus on achieving the key priorities at classroom and school level.
- Use a range of assessment evidence to make robust judgements about children's progress and achievement of curriculum levels and report on these clearly to parents.

The headteacher will:

- Provide leadership to Gartmore staff in driving up standards and improving attainment through the highest quality of teaching and learning.
- Ensure that all Gartmore children achieve the highest standards across the curriculum, with a particular focus on reading, writing, listening, talking and numeracy.
- Use the information gathered from a range of assessment evidence to guide improvement planning and self-evaluation.
- Monitor, evaluate and improve educational performance continually at individual and class level.

Parents will:

- Support their child's education both at home and at school.
- Work with our school to support and develop children's aspirations.
- Work with our school and teachers to help children achieve their full potential.
- Get involved in children's education and in our school in a way which is relevant to our circumstances, interests, background and needs.

Our aims are:

- We respect ourselves, others and our local and global community.
- We understand that mistakes can be made and we show resilience by how we recover from adversity.
- We are determined to try our very best in all we do.
- We explore creativity through play, imagination and innovation.
- We are compassionate and empathetic to ourselves and others.
- We demonstrate integrity by being honest and trustworthy.

Our 6 values are:

- Respect
- Resilience
- Determination
- Creativity
- Compassion
- Integrity

Ethos

All pupils work together to create a playground and classroom charter annually. These are reviewed throughout the year if necessary. We believe in a restorative approach to behavior. Pupils will have the opportunity to discuss individual aspects of their behavior, with an adult and with other pupils if necessary.

We teach that consideration for others is the basis for school and community life and that courtesy and good manners are extremely important. We strive to make each child feel valued and secure. Bullying and abuse of any kind will not be tolerated and parents or guardians will be informed at an early stage of any problems that arise. Parents and guardians are asked to contact the headteacher if they have any concerns about their child's behaviour or that of other children; a problem tackled in the early stages is much more easily solved.

School Improvement Plan

Our priorities for developing and improving our children's education during the next session are:

- **Numeracy:** To continue to raise attainment in numeracy by embedding our approaches and creating greater opportunities for learning numeracy outdoors.
- **Literacy:** Continue to raise attainment in literacy with emphasis on approaches to spelling and writing.
- **Health and Wellbeing:** To continue to improve resilience and self-esteem in all learners.
- **Skills for Learning Life and Work:** To increase opportunities for learning and creative play outdoors.

Curriculum

Our curriculum is the totality of all that is planned for children throughout their education, organised into experiences and outcomes for learning and development in:

- Languages and Literacy
- Mathematics and Numeracy
- Digital Literacy
- Learning for Sustainability
- Expressive Arts
- Sciences
- Religious and Moral Education
- Social Studies
- Health and Wellbeing
- Technologies

As well as subjects and areas of study the curriculum is comprised of the ethos and life of the school as a community, interdisciplinary learning and opportunities for personal achievement. Core skills for learning, life and work permeate the curriculum.

Languages and Literacy

Experiences and Outcomes for children are organised under listening and talking, reading and writing. Encompassing Modern Languages, pupils will learn through developing skills and knowledge; experiencing enjoyment and choice; finding and using information; understanding, analysing and evaluating texts; and creating texts.

Mathematics and Numeracy

With a focus on active learning and real life contexts, pupils will learn through Experiences and Outcomes organised under Number, Money and Measurement; Shape, Position and Movement; and Information Handling.

Expressive Arts

Expressive Art plays an important role in children's development. It encourages the exploration of values and fosters imagination and creativity. Expressive Arts are divided into the following areas: Art and Design, Drama, Music, Dance and Participation in Performances and Presentations.

Social Studies

Pupils will study People, past events and societies; People, place and environment; and People in society, economy and business.

Technologies

Pupils will study technological developments in society and use Digital Literacy to enhance learning through the contexts of Business, Computing, Science, Food and Textiles and Craft, Design, Engineering and Graphics.

Health and Wellbeing

Experiences and Outcomes will cover mental, emotional, social and physical well-being; Planning for Choices and Changes; Food and Health; PE, Physical Activity and Sport; Substance Misuse; and Relationships, Sexual Health and Parenthood.

Sciences

The experiences and outcomes for the sciences are organised under headings of Planet Earth; Biological Systems; Forces; Electricity and Waves; Materials and Topical Science.

Religious and Moral Education

Learning through religious and moral education enables children and young people to:

- Learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief.
- Investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life.
- Recognise and understand religious diversity and the importance of religion in society.
- Develop respect for others and an understanding of beliefs and practices which are different from their own.

The school provides the opportunity for religious observance at least six times each school year in addition to regular assemblies. Parents have the right to withdraw their child from religious and moral education.

Skills

In our planning, we develop opportunities for pupils to develop skills for learning, life and work through the curriculum, which encompasses pupils' learning in and out of the classroom. Developing the Young Workforce is an essential part of our curriculum.

Skills broadly fall into three types: specific skills, transferable skills (eg literacy, numeracy, thinking skills) and personal qualities, attitudes and behaviours.

Planning for skills development at Gartmore Primary School involves learners, teaching staff and parents:

- Considering how to support learners to reflect, evaluate and take ownership of their skills as they develop.
- Identifying the skills from the Experiences and Outcomes from Curriculum for Excellence.
- Considering the seven design principles of challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance.
- Building on learners' prior learning.
- Highlighting the skills focus in every learning opportunity.
- Making connections to other learning within and beyond school.
- Ensuring further opportunities to practise and extend learners' skills in different contexts.

For example, some of the skills for life we aim to ensure our learners' progress in are: managing time; planning and organising; communicating orally and in writing; solving problems; undertaking tasks at short notice; working with others; thinking critically and creatively; learning and continuing to learn; taking responsibility for development; managing and being managed by others.

Homework

Homework is given weekly on a variety of areas but most regularly in spelling, reading and numeracy. From time to time, tasks from other curricular areas and often connected to the learning context will be given. In P1-3 pupils take their homework home in a folder. In P4-7 homework is shared and returned via Google Classroom. Feedback from parents on problems encountered or praise of the work done is much appreciated. Homework is often used to consolidate or support learning that has been happening within the classroom. Homework is not obligatory. If you wish to discuss our homework policy in more detail, please contact the school.

Learning and Teaching

Quality Learning and Teaching is at the heart of what we do and we aim for excellence in every lesson, every class, every day.

Quality Learning takes place when:

- **Learning is interesting:** Children and young people learn best when they are interested in and understand both what and how they are learning. It means valuing the learner and the learning, supporting motivation and promoting approaches that build confidence and self-esteem.
- **Learning is enjoyable:** Learning is a dynamic and creative process that can also be fun. Recognising success and achievement supports and encourages children and young people to be more effectively engaged in the learning process.
- **Learning is challenging:** Learning is successful when it encourages children and young people to be critical thinkers. Setting goals and providing opportunities for deep thinking helps children and young people to extend their learning and become more competent individuals.
- **Learning makes sense:** Learning works best when it is relevant, where there is a sense of purpose and context. Children and young people need opportunities to practise, to 'have a go' and to try things out and to learn from mistakes as well as from success.
- Creating a positive learning climate and environment supports and enhances the learning process. The learning climate and environment includes what goes on inside classrooms and learning spaces as well as the outside spaces including community spaces and home.

Our learning environment offers the following:

- A wide range of stimulating opportunities, activities and experiences inside and outside.
- A place where learners are safe and comfortable.
- Support for group and individual learning.
- Time and space to think.
- A range of technologies.

We endeavour to foster a learning ethos and climate that is:

- Nurturing
- Values diversity
- Fosters a sense of belonging
- Celebrates success
- Can adapt to change
- Encourages risk taking

Good teaching is critical to successful learning. Successful learning happens when the teacher:

- **Is interested in the learner as an individual:** This means getting to know the individual talents, interests and personality of each child and young person and engaging with this.
- **Is respectful:** Teaching pupils to build positive relationships, treating children and young people with equity and fairness and encouraging positive regard.
- **Is well organised:** This means planning and preparing effectively for learning. Using a variety of resources to enrich and enhance learning opportunities and activities and engaging in review and reflection to plan next steps.
- **Makes learning interesting:** This means understanding different learning styles, being creative and imaginative, and being able to link learning across themes and subject areas.
- **Is patient and explains things clearly:** This means taking time to scaffold learning and to have the skills to adapt learning and teaching approaches to support individual needs.
- **Encourages improvements:** This means having high expectations of all children and young people, using effective questioning to extend thinking, and setting an appropriate pace and challenge that leads to clear learning goals with review mechanisms to reflect and evaluate progress.
- **Is a learner:** This means being a reflective professional, a collaborator and co researcher in the learning process. It also means being able to engage in professional discourse and dialogue through for example engaging in action research, and developing new knowledge and skills.
- **Believes that they can make a difference:** This means being able to support and develop the intellectual, personal and social resources of children and young people in order that they can participate as active citizens and be able to meet and adapt to future challenges.

Assessment

Assessment is an integral part of learning and teaching and should be fit for purpose. It should be used to support the learning process, inform next steps and provide a sound base for reporting on progress.

Children and young people learn best when they are clear about what they are learning, when they know what successful learning looks like, and can plan for future learning. Therefore, for assessment to be effective, it must provide everyone involved in the learning process with the information and feedback they need to make informed judgements, to be able to make choices and decisions about what has been learned and how well, and to plan for improvement. Developing effective formative assessment approaches is critical in supporting this process.

The approaches developed through 'Assessment is for Learning' provides a sound basis for an effective assessment model at Gartmore Primary School. By using assessment approaches that involve high quality interactions based on thoughtful questions, careful listening and reflective responses, we will more readily assist children and young people to achieve their aims and to develop their learning and thinking skills.

Partnership with Parents

Gartmore School Partnership

Gartmore School Partnership works on behalf of all parents and school community members to improve and support children's education experience and provision. Notification of meetings and items on the agenda are issued to all parents by the school newsletter and on our website.

Parent Members:

- **Chair:** Simon Evans
- **Deputy Chair :** Bridget Jones
- **Secretary:** Hannah Robinson
- **Treasurer:** Stephen Hart

Parent Helpers

An effective school community encourages help and support to enhance pupil experiences. If any parent wishes to be involved either in specific areas where they have an interest or expertise, or generally, they are asked to contact the headteacher.

Open Days

Opportunities to see work in progress will be held throughout the terms. In addition, each session we will have a number of Celebration Days when pupils follow a curriculum largely out of doors, and parents and younger siblings are invited to take part.

Parental Involvement

During the first term parents are invited to attend a "Meet the Teacher" session, where the class teacher shares a vision for the academic session, discussing strategies and targets for success.

In the second term, all parents are invited to a consultation meeting to discuss ongoing progress. In the third term, parents are invited to meet with their child's teacher to discuss progress towards learning targets.

During the summer term, after the end of session reports have been sent home, parents are invited again to a consultation meeting to discuss their child's progress.

We use a profiling approach with pupils to track and assess pupil's progress and to plan future learning. Primary 7's produce and progress their profile to high school as evidence of their learning and as a tool to plan next steps in their learning journey.

Parents may make an appointment to speak with the class teacher or headteacher by contacting the school in the first instance to make an appointment. We welcome all parents to regular assemblies, events and classroom celebrations of learning.

More information about the curriculum for parents, can be found at www.educationscotland.gov.uk/parentzone and further information on services offered by the school such as enrolment and placing requests can be found at www.stirling.gov.uk/services/education-and-learning/schools.

Communication with Parents

Parents and staff can use the homework jotter as an informal means of communication. The headteacher reports information to parents by letter, email, newsletter and by using the school website and our Twitter account. We also provide information on important dates and urgent messages through our Parents App. Communication with parents through Parents' Evenings and Gartmore School Partnership as well as on an individual basis is seen as integral to the development of excellent Home-School Partnerships.

Community

Our wider community of Gartmore is an essential and important part of our heritage and of our day to day life. We welcome community involvement and sharing of projects within our school. Our pupils are a vital part of the village annual Horticultural Show, annual Forest Theatre Company show and Christmas Fayre. In addition, events run by GSP (Gartmore School Partnership) such as the Gartmore 10k and our bi-annual Burns Supper contribute to the social fabric of the village.

School Uniform

We encourage the wearing of school uniform at all times and ask parents to ensure that their child is correctly dressed. We do not allow garments which promote products or football teams and ask that fashion clothing and jewellery be kept for after-school wear. For health and safety reasons, pupils with long hair should keep it tied back.

All garments should be clearly labelled and checked regularly to make sure the name is still legible. All pupils are expected to change into soft shoes inside school; these shoes should also be suitable for PE. Ties are available from the school office and sweatshirts with the school logo, tracksuits, polo and T-shirts can be ordered through the school on an annual basis in May or at other times whenever necessary.

Our uniform consists of:

- Grey trousers or grey/navy skirt/pinafore/culottes
- Pale blue/grey/white shirt or pale blue/white blouse
- Pale blue/white polo shirt
- Navy pullover/sweatshirt/cardigan
- School tie

PE clothing is a T-shirt and shorts with a tracksuit on top and lightweight trainers/plimsolls. Pupils who are not suitably dressed may be excluded from PE activities, for reasons of safety. Waterproof jackets with hoods are essential on days when pupils walk to and from the Village Hall. In the summer term, P4 and 5 pupils will require swimming clothing for their swimming lessons at the McLaren Leisure Centre.

Secondary School

At the end of P7, most pupils transfer to McLaren High School in Callander. Those who reside between the Kelty Burn and the boundary of the school catchment area may opt to go to Balfron High School. Gartmore has close links with McLaren High through the learning community of feeder primaries and increasingly through joint staff development and planning.

After School Club and Breakfast Club

We have an After School Club and a Breakfast Club in Gartmore Primary. The After School Club runs from 3.15 pm – 5.15 pm every afternoon and the Breakfast Club from 8.00 am – 9.00 am every morning. Both clubs are very well attended and run in accordance with term times.

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

As stated in the United Nations Convention of the Rights of the Child, 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 child protection concern.

If you are concerned a child or young person is at risk of abuse or neglect, you can contact school, police or phone children's services on 01786 471177.

Clothing Grants

Some families may be eligible for clothing grants. Application forms can be obtained from Stirling Council, telephone 01786 233210 or downloaded from the Council website, <https://www.stirling.gov.uk/clothinggrantsmealsema>.

Please take your completed application form, along with the documents requested, to your nearest local office, or Customer First, Port Street, Stirling or post 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 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 2020

The 2020/2021 school year starts on 19 August 2020. This is the **only** date for beginning school education for that year.

All children who are five years old on or before 19 August 2020 are of school age and **must** start their primary school education on 19 August 2020, children who are five years old between 19 August 2020 and 28 February 2021 **may** start their primary school education on 19 August 2020.

If your child is starting their primary school education in August 2020 you **must** enrol him/her at their catchment school **by 24 January 2020**. 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. As part of the enrolment process we check the residency of all parents wishing to enrol their child at their catchment school, please bring your child's birth certificate, child benefit book/award letter, tax credit award letter, two recent household utility bills and a recent council tax bill with you when you enrol your child.

The list of dates when schools are enrolling pupils will be available on our website www.stirling.gov.uk from 2 December 2019.

Gaelic Medium Provision

Gaelic Medium Provision is available at Riverside Primary School, Forrest Road, Stirling tel: 01786 474128 email: rvsdeps@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 2020. 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 2020/2021

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 2020-2021, to do so in writing **by no later than 15 March 2020**. 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 <http://my.stirling.gov.uk/cakeforms/view/placingrequestapplicationform> or, alternatively, application forms and guidelines are available from Schools, Learning and Education, Wolfcraig, Dumbarton Road, Stirling on 01786 233185.

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, St Mary's Episcopal 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

**Stirling Council
Schools, Learning and Education
October 2019**

Equalities

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

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

GIRFEC is the national approach to supporting and working with children and young people in Scotland. It puts the rights and wellbeing of children and young people at the heart of the services that support them.



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
- Child's Plan
- Named Person

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 that wasn't help and support for worries they have. For school age children, the named person will be a promoted member of staff. 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 planned to meet their additional support need(s).

The 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 are 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.

Independent Advice

Enquire are a Scottish advice service providing help and information. All advice given 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 make sure 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 9am-5pm all year round, excluding Public Holidays. School Nurses are not based in schools and are part of an integrated community team working from local health centres/clinics.

The School Nurse Team offer health screening, health assessments and health reviews.

A health review 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 and a review of the child's growth.

The School Nursing team comprises of:

- School Nurses
- registered staff nurses
- Health care support staff

Children/young people, parents/carers can request a health appointment at any time by contacting the service on 01324 679129.

Referral to the School Nursing Service can be made by Education, Social Work, GP or other Health Care Professionals.

School Doctor

The School Doctor may also offer appointments to children with a significant medical or developmental condition which affects their education. School staff and parents can request a child be seen.

The Public Dental Service

The Public Dental Service carries out dental inspections in Primary 1 and Primary 7 and can help access dental services for children not registered with a dentist.

Infectious Diseases

Colds and tummy upsets are the most common infections affecting children at school. It is important to keep your child at home in the early stages of a cold or until at least 48 hours after an episode of diarrhoea/vomiting to prevent infecting others. For treatment of diseases such as chickenpox or mumps, please consult your GP practice or nurse.

Head Lice

Head lice are spread through head to head contact at home, whilst playing or in school. Regular wet combing of your child's hair using a special comb is the best way to catch this problem early. Specific treatment lotions are available as shampoos are not effective. Two applications should be administered seven days apart. If this is not followed, re-infection is likely.

Further advice is available from leaflets about head lice which are available in all schools and health centres.

Clinics

Some children are asked to attend clinics (eye clinics, dentist, doctor etc) Please let the school know and arrange for your child to be collected if they must leave school to attend. No child will be allowed away from school without a responsible adult or unless written permission has been received from a parent or carer.

Immunisation

Primary Schools

Flu vaccines are given every year from Primary 1 onwards by an immunisation team visiting the school. Any child who misses a session can be vaccinated by their GP. Pupils with chronic illnesses such as asthma can visit their GP at any time to receive the vaccine.

Secondary Schools

Pupils are offered several vaccinations such as Meningitis ACWY, a catch-up for the MMR vaccine and a booster for diphtheria, polio and tetanus. From 2019 HPV vaccine will be offered to both boys and girls. For more information: <https://www.nhsinform.scot/>.

Medicines Administration

Administration of medicines prescribed by a doctor or dentist is at the discretion of the headteacher but most schools are happy to co-operate. Parents who wish school staff to give medicines should take the medication to school and fill in the appropriate form (MED1). It is also possible to complete another form (MED4) which allows pupils to carry and administer medication themselves, for example inhalers.

Prescribed medication should be clearly marked with your child's name, date prescribed, how often it has to be taken and for how long.

Pharmacies

Community pharmacies are trained in providing advice on coughs and colds, high temperature, fever, nasal congestion, minor eye infections, constipation, stomach upsets, fungal infections such as athlete's foot, and skin problems such as impetigo.

For more information: <https://nhsforthvalley.com/>.

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/catering-in-schools/>.

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/>.

In August 2020 every nursery child who has a place in the morning session will receive a free meal. The menu is based on our current Primary menu with a few adjustment 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 Dates 2019 – 2020

Autumn Term Starts Ends	Monday 19 August 2019 Tuesday 20 August 2019 Wednesday 21 August 2019 Friday 11 October 2019	Staff Development Day Staff Development Day Pupils return
October Holiday Starts Ends	Monday 14 October 2019 Friday 18 October 2019	
Winter Term Starts	Monday 21 October 2019	
	Thursday 28 November 2019 Friday 29 November 2019	Staff Development Day Staff Development Day
Winter Term Ends	Friday 20 December 2019	
Christmas Holiday Starts Ends	Monday 23 December 2019 Friday 3 January 2020	
Spring Term Starts	Monday 6 January 2020	
Local Holiday Local Holiday Local Holiday	Monday 17 February 2020 Tuesday 18 February 2020 Wednesday 19 February 2020 Thursday 20 February 2020 Friday 21 February 2020	Staff Development Day Staff Development Day
Spring Term Ends	Friday 3 April 2020	
Spring Holiday Starts Ends	Monday 6 April 2020 Friday 17 April 2020	
Summer Term Starts	Monday 20 April 2020	
Local Holiday	Friday 1 May 2020 Friday 8 May 2020	Staff Development Day
Summer Term Ends	Thursday 25 June 2020	
Summer Holiday Starts Ends	Friday 26 June 2020 Friday 14 August 2020	
	Monday 17 August 2020 Tuesday 18 August 2020 Wednesday 19 th August 2020	Staff Development Day Staff Development Day Pupils return

School Dates 2020 – 2021

Autumn Term Starts Ends	Monday 17 August 2020 Tuesday 18 August 2020 Wednesday 19 August 2020 Friday 9 October 2020	Staff Development Day Staff Development Day Pupils return
October Holiday Starts Ends	Monday 12 October 2020 Friday 16 October 2020	
Winter Term Starts	Monday 19 October 2020	
Winter Term Ends	Wednesday 23 December 2020	
Christmas Holiday Starts Ends	Thursday 24 December 2020 Wednesday 6 January 2021	
Spring Term 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
Spring Term Ends	Thursday 1 April 2021	
Spring Holiday Starts Ends	Friday 2 April 2021 Friday 16 April 2021	Good Friday
Summer Term Starts	Monday 19 April 2021	
Local Holiday	Monday 3 May 2021 Thursday 6 May 2021	Staff Development Day
Summer Term Ends	Friday 25 June 2021	
Summer Holiday 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

* To be confirmed

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

Sign up to receive our Parents and Carers e-bulletins for the latest developments in Scottish education.
edscot.org.uk/p/LQE-391/subscribe
Email: enquiries@educationscotland.gsi.gov.uk
education.gov.scot/parentzone

