



Stirling Council Schools, Learning & Education

Newton Primary School Handbook

2019/2020



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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 Education Officer
Stirling Council
November 2018



Welcome from the Headteacher

A very warm welcome to Newton Primary School and Nursery. We hope you enjoy reading our school brochure and find it helpful.

At Newton we aim to get it right for every child by working in partnership with children, parents, carers and staff, other agencies and our local, national and global community to deliver learning in an active, relevant and engaging way. Our school is a welcoming, active, caring and happy place to learn. Children, parents and staff identify strongly and are proud to be associated with our school. We have high and attainable expectations for all the children in our care.

We are proud of the positive ethos in our school and we aim to promote a climate of respect and trust based on our shared school values of:

Respect, Responsibility, Kindness, Fairness and Unity

We believe in giving all children high quality and ambitious learning and teaching experiences in all curricular areas through stimulating, relevant and challenging contexts to allow children to apply learning in different areas and in the real world.

We have active Primary 7 led pupil groups involving all senior children, entitled: 'Build-Up', 'Let's Share', 'Linking-Up', 'Our World' and 'We Count'. The pupil groups lead and organise many activities and events in school including: partnerships with our local community, our Eco work, the school website, charity events, competitions for younger children, Science and Engineering Week, Sports Leaders, local media contributions, Playground Squaddies and also lead some assemblies.

We encourage children to share wider and personal achievements as this provides them with a sense of satisfaction and helps to build motivation, resilience and confidence. We celebrate these through assemblies, class achievement displays and through social and local media.

We encourage all parents and other members of our wider community to contribute to the rounded education we offer in Newton Primary School and Nursery. Our well-established Parent Council and Newton Fundraising Group offer very positive support to the school.

We hope you and your family will enjoy being important members of our school community, and we look forward to working with you.

We are always happy to show prospective children and their parents round the school so please telephone 01786 237920 to arrange a visit.

Linda Kane
Acting Headteacher

Description of the School

The name of the school comes from Newton Farm, which goes back as far as the Charter of 1655 when Oliver Cromwell confirmed James Pearson of Kippenross as the owner. The streets, which encircle the school, Newton Crescent and Ochiltree, are named after the Bishop of Dunblane (between 1429 to 1447). The tractor and cross on our badge reflect the rich history of our local area.

The modern purpose built school was opened in August 1996 and provides attractive, bright and pleasant accommodation for around 440 primary and nursery age children. The school has: a very welcoming nursery; fifteen modern classrooms; open areas for P.1-2; P.3-4; P.4-5 and P.6-7; a large reference library and music room; a fully equipped gym; a production kitchen; a dining hall, an extensive asphalt play area and a large fenced playing field.

Both the nursery and school enjoy their own gardens where we plant for wildlife, butterflies and bumblebees. Children have opportunities to grow and tend fruit and vegetables in our gardens.

School Information

School address	Newton Primary School Newton Crescent Dunblane Perthshire FK15 0DZ
Telephone number	01786 237920
Nursery telephone number	01786 237925
E-mail address	newtonps@stirling.gov.uk
Website	www.newtonprimaryschool.co.uk
School Roll	370
Nursery Roll	51
Headteacher	Mrs Linda Kane
Depute Headteacher	Miss Emma Alison

Teaching Staff

P1B
P1S
P2K
P2M
P3A
P3M
P4W
P4M
P5P
P5F
P6L
P6G
P7I
P7C

Mrs Lyndsey-Anne Brown (Principal Teacher)
Mrs Kirsty Sharp
Miss Sian Kenny
Miss Linsey McGregor
Mrs Louise Aitken
Miss Hazel McDonald
Miss Rebekah Wilson
Mrs Clare Miller
Miss Joanne Philip
Mrs Kirsty Fitzgerald (Principal Teacher)
Mr Alasdair Lunan
Miss Alex Guthrie
Miss Shona Ingram
Mrs Lynsey Campbell (Acting Principal Teacher)

Additional Teachers

Miss Carrie Johnstone (MLOA)
Mrs Elinor Coombs
Mrs Wendy Savoury
Mr Andy Edwards
Mrs Jenny Whitehead

Nursery Class Staff

Senior Early Childhood Educator
Early Childhood Educator

Mrs Kirsteen Imrie
Miss Katie Ketterick
Mrs Michelle Downes
Miss Fiona Thomson
Mrs Lisa Robertson
Mrs Roisin Slattery

Nursery Support for Learning Assistant

Mrs Fiona Grant

Visiting Specialists

Music
PE

Mrs Karen Moore
Mr Ali Shearer

Visiting Music Tutors

Brass: Mr Alistair Orr
Wind: Mrs Lesley McEwan
Piano: Mr Drummond Nicol
Strings: Mrs Christine Swift
Bagpipes and Chanter: Mr Chris Gibb
Guitar: Mr Ross Baird
Cello: Ms Susan Appelbe

Support for Learning Teacher

Mrs Helen McNally

School Support Staff

Admin Support Assistants
Janitor

Mrs Natalie Currie and Mrs Hazel Welsh
Mrs Thomas Thomson

Support for Learning Assistants

Mrs Pauline Cadden
Mrs Morag Campbell
Mrs Carol Cartner
Mrs Fiona Grant

ASN Support for Learning Assistants

Mrs Mary Rennie
Mrs Mhairi Stainton

Kitchen Staff

Mrs Lorna Rayner
Mrs Gail Penman
Mrs Linda Bilisland
Eleanor Sweeney

Cleaning Staff

Mr Tam Thomson
Mrs Gail Penman
Vacancy

The School Day

Warning bell	8.55 am
Morning session	9.00 am – 12.30 pm
Lunch	12.30 pm – 1.15 pm
Afternoon session	1.15 pm – 3.00 pm

Nursery Sessions

Morning session	9.00 am – 11.30 am
Afternoon session	12.30 pm – 3.00 pm
Extended day	9.00 am – 3.00 pm

School Values and Aims

At Newton, we strive to be a centre of excellence, responsive to the needs of our learning community. We work together to enable our children to play an active part in the 21st century, fulfilling their potential to be successful, confident, responsible and effective global citizens.

Our values play an integral part in all aspects of our work. In consultation with staff, children and parents we have established the following values for the school.

Respect, Responsibility, Kindness, Fairness and Unity

Ethos

Newton children, staff and parents are very proud of their school. We work hard to create a nurturing and caring ethos, which is built on supportive working relationships with children, teachers, parents and the wider community. We have effective working relationships with our partners within the Dunblane Learning Community, local businesses and the many other professionals and agencies who support the provision of a high quality education in the school. We promote Newton Primary School values throughout our learning, and within our school community, and by aiming to live our values every day we all contribute to a very calm, positive, inclusive and respectful ethos in our school.

How Do We Recognise Achievement?

At Newton we endeavour to recognise achievement in the widest sense. Class teachers provide opportunities for children to share achievements and success. These include awards such as Star of the Week, Show and Tell, Class Achievements/Learning Wall and Learning Journals and Profiles.

Achievement assemblies provide a great opportunity to publically recognise success in living our school values, individual and class success, and wider achievements.

Parents and children are encouraged to share their many achievements out with school with their teacher, class and the headteacher and depute headteacher. Individual achievements are then noted on the school displays of achievement.

How Do We Encourage Good Behaviour?

In Newton Primary we recognise the importance of praise as a motivating and positive aspect of school life. We believe that children should grow to be mature and responsible citizens so we encourage our children to take pride in their school, themselves, their work and their behaviour.

Staff expectations of children's attendance, behaviour and discipline are high. We encourage our children to work co-operatively with staff and one another. We encourage children to take responsibility for their own learning and behaviour. Children are given opportunities to develop skills of self-discipline, self-evaluation and independence. Along with the class teacher, children are encouraged to use the school values as the basis for agreeing a class charter

In Newton Primary we acknowledge the importance of self-efficacy and so work towards developing a positive atmosphere where every member of the school community realises their worth. Children volunteer to be part of groups whose job it is to support children's resilience and self-confidence e.g. Playground Squaddies, Sports Leaders and Buddies to younger children.

Our school community promotes a culture of positive behaviour encouraging and providing opportunities to behave well. When any discipline problems arise, staff deal with them in a caring but firm manner so that disruption is minimised. We use a restorative approach to dealing with any difficulties or harm. Restorative approaches help us ensure that pupils, staff and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others. It encourages members of the school community to effectively resolve and learn from conflict in a way which maintains relationships. The focus is on prevention and the involvement of the whole school community is paramount.

School Improvement Plan

Each year, in consultation with staff, pupils, parents and wider partners, the school determines its priorities for improvement for the following school session. This information is put together to form a school improvement plan, a copy is accessible on our school website. The National Improvement Framework (NIF) has been developed in partnership with all stakeholders to drive improvements for all children.

Specific Outcomes for Learners

- Improvement Priority 1: Creativity and Employability.
- Improvement Priority 2: Raising Attainment and Achievement for All.
- Improvement Priority 3. Digital Literacy.

Curriculum

Curriculum for Excellence

Bringing learning to life and life to learning

Curriculum for Excellence is delivered across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school, and with other schools, to share best practice and explore learning together. Curriculum for Excellence aims to raise standards of education in Scotland by improving teaching and learning with literacy, numeracy and health and wellbeing as a key focus for all teachers and learners.

The curriculum is divided into eight broad areas for age 3-18:

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

We aim to deliver excellence in learning and teaching and expect all learners to be actively engaged in their own learning. Our curriculum focuses on the learner, and allows for breadth and depth of learning, offering challenges and enjoyment. We strive to offer personalisation and choice as well as progression through levels, allowing the opportunity for attainment at the highest level.

Literacy and English

The Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening, talking, reading and writing and the personal, interpersonal and team-working skills, which are so important in life and in the world of work.

Throughout their education, from age 3 - 18, children and young people should experience an environment which is rich in language and which sets high expectations for literacy and the use of language. Children and young people need to spend time with stories, literature and other texts which will enrich their learning, develop their language skills and enable them to find enjoyment. Spoken language has particular importance in the early years. Teachers will balance play-based learning with more systematic development and learning of skills and techniques for reading, including phonics.

Throughout a child's education, effective learning and teaching in literacy and English will involve a skilful mix of appropriate approaches including:

- The use of relevant, real life and enjoyable contexts which build upon children and young people's own experiences.
- Effective direct and interactive teaching.
- A balance of spontaneous play and planned activities.
- Harnessing the motivational benefits of following children and young people's interests through responsive planning.
- Collaborative working and independent thinking and learning.
- Making meaningful links for learners across different curriculum areas.
- Building on the principles of Assessment is for Learning.
- Frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning.
- The development of problem-solving skills and approaches.
- The appropriate and effective use of IT.

Our children have the opportunity to develop skills in a Modern Language – French – from Primary One.

Numeracy and Mathematics

Mathematics is important in our everyday life, allowing us to:

- Make sense of the world around us and to manage our lives.
- Using mathematics enables us to model real life situations and make connections and informed predictions.
- It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Mathematics plays an important role in areas such as science or technologies and, as parents know, is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests.

Because mathematics is rich and stimulating, it engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem solving skills, creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols which allows us to communicate ideas in a concise, unambiguous and rigorous way.

To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.

Our children will learn about:

- **Information Handling:** gathering, organising, display and use of facts and figures and will involve children, for example, in doing surveys, using diagrams and tables, making graphs and using spreadsheets and databases.
- **Number, Money and Measure** in which children learn to add, subtract, multiply and divide in a variety of contexts. The children also learn to use money, fractions, work with time and investigate length, weight, area and volume.
- **Shape, Position and Movement** involves children in learning about geometric shapes and develops their understanding of, for example, symmetry, angles and compass direction.
- **Problem solving and Enquiry Skills:** these skills will be developed when doing maths and in other curricular areas. The children will be taught to think about what they are doing in mathematics, to question, investigate and explain.

Social Studies

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped.

As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Children and young people as they participate in experiences and outcomes in social studies will:

- Develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world.
- Broaden their understanding of the world by learning about human activities and achievements in the past and present.
- Develop their understanding of their own values, beliefs and cultures and those of others.
- Develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking.
- Explore and evaluate different types of sources and evidence.
- Learn how to locate, explore and link periods, people and events in time and place learn how to locate, explore and link features and places locally and further afield.
- Engage in activities which encourage enterprising attitudes.
- Develop an understanding of concepts that encourage enterprise and influence business.
- Establish firm foundations for lifelong learning and for further specialised study and careers.

Sciences

Science is an important part of our heritage and its applications are part of our everyday lives at work, at leisure or in the home. Science and the appliance of science are central to our economic future, to our health and wellbeing as individuals and as a society. Scotland has a long tradition of scientific discovery and of innovation in the appliance of scientific discovery and the protection and enhancement of the natural and built environment. Children and young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and of the environment. Through the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They can engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creating and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

Children and young people participating in the experiences and outcomes in the sciences will:

- Develop a curiosity and understanding of their environment and their place in the living, material and physical world.
- Demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences.
- Develop skills for learning, life and work.
- Develop skills of scientific inquiry and investigation using practical techniques.
- Develop skills in the accurate use of scientific language, formulae and equations.
- Recognise the role of creativity and inventiveness in the development of the sciences.
- Apply safety measures and take necessary actions to control risk and hazards.
- Recognise the impact the sciences make on their lives, the lives of others, the environment and on society.
- Develop an understanding of the Earth's resources and the need for responsible use of them.
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding.
- Develop as scientifically literate citizens with a lifelong interest in the sciences.
- Establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies.

Technologies

Technology - the application of knowledge and skills to extend human capabilities and to help satisfy human needs and wants – has had profound effects on society.

Scotland has a strong tradition of excellence and innovation in technological research. Scotland's people need to be skilled in technologies and to be aware of the impact of technologies on society and the environment, now and in the future. Learning in the technologies provides a strong foundation for the development of skills and knowledge which are, and will continue to be, essential in maintaining Scotland's economic prosperity.

Within Curriculum for Excellence, the technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. For this reason, the framework provides experiences and outcomes which can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. These experiences and outcomes offer a rich context for the development of all of the four capacities and for developing the life skills that are recognised as being important for the successes in the world of work. They also offer an excellent platform for a range of technology related careers.

The technologies framework offers challenging activities which involve research, problem solving, exploration of new and unfamiliar concepts, skills and materials, and the rewarding learning which often results from creating products which have real applications. It provides progression in cognitive skills. Children and young people will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future. These attributes are essential if, in the future, our children and young people are to play a major part in the global economy and embrace technological developments in the 21st century.

Expressive Arts

The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills. By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally.

Learning in, through and about the expressive arts enables children and young people to:

- Be creative and express themselves in different ways.
- Experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation.
- Develop important skills both those specific to the expressive arts and those which are transferable.
- Develop an appreciation of aesthetic and cultural values, identities and ideas and, for some, prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.

Religious and Moral Education

Scotland is a nation whose people hold a wide range of beliefs from the many branches of the Christian faith represented throughout the land to the world's other major religions and to beliefs which lie out with religious traditions. Such diversity enriches the Scottish nation and serves as an inspiring and thought-provoking background for our children and young people to develop their own beliefs and values.

Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly.

Children and young people must become aware that beliefs and values are fundamental to families and to the fabric of society in communities, local and global. There is an intrinsic value in learning about religion as well as learning from religion, as children and young people develop their understanding of diversity in our society and their own roles in it. The skills of reflection and critical thinking and an enhanced understanding of the beliefs and values of others are all crucial in assisting in this process.

Religious Education is part of the school's programme at all stages and is taken by the class teacher.

Provision for Roman Catholic instruction is available three mornings per week from 8.30 am – 8.55 am. Our local parish priest plays an active part. Parents should let the headteacher know if they wish their child to attend the classes.

Assembly is a valuable time for the school to come together as a community. We hold weekly Thursday assemblies led by the depute headteacher, the headteacher, guest speakers, one of our classes, or one of our local school chaplains. During assembly we recognise individual, group, class and school achievements.

At the end of each term we have a whole school service, either in school or in Dunblane Cathedral led by one of the school chaplains. Any parent who wishes to exercise their right to withdraw their child from religious instruction and observance should contact the headteacher.

Health and Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing enables children and young people to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing.
- Experience challenge and enjoyment.
- Experience positive aspects of healthy living and activity for themselves.
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle.
- Make a successful move to the next stage of education or work.
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

It also enable some to perform at high levels in sport or prepare for careers within the health and leisure industries.

How Can Parent's Help?

Parents can support the school generally, by ensuring your child has all that they need for the day ahead and are at school on time, ready for learning and in their school uniform. We ask that you talk to your children about school and ask them how they are getting on.

Literacy and English

Parents can help by encouraging their child to read as much as possible and then talk together about what has been read. Reading from different sources (including books, magazines, computer, newspaper and comics) adds variety and interest. Visits to the library will also encourage good reading habits. At home, children can be encouraged to write lists and notes, make up their own stories or keep a personal diary. Children are welcome to share their writing with their teachers in school.

Mathematics and Numeracy

Parents can encourage the development of numeracy by practising simple mental calculations at home and learning times tables. There are many opportunities outside of school to use numeracy and mathematics in everyday, practical situations and within games. Children learn to see the relevance of numeracy and mathematics if they are encouraged, for example, to handle and count money while out shopping, to help plan routes for a journey, to use timetables, to help with measuring for home decorating, to weigh food or to identify shapes and patterns in the buildings around them. Mathematical games and puzzles, too, can provide your child with interesting and enjoyable ways of developing skills in this area of the curriculum. In addition the internet is a useful source of fun activities which engage children.

Social Studies/Sciences/Technologies

Social Studies, Sciences and Technologies offer many opportunities for you to help your child learn out of school. In and around the home, and further afield, children can be encouraged to observe things of interest around them: examples of science and technology at work, historic buildings, and different features of the landscape or changes in the weather. Stories told by parents and grandparents can shed light on the way people lived in the past or how technology is changing our lives. Such opportunities can often capture a child's interest in an imaginative way and you can do much to support your child's learning by taking advantage of these opportunities as they occur.

Expressive Arts

In school children are encouraged to express their feelings and ideas in art and design, music, physical education and drama, in a variety of ways. Parents can help by encouraging their child to express ideas at home, for example through drawing, painting, making music or using movement or mime, or by encouraging him or her to take part in sports, dancing classes and music out of school. In addition, sensible use of computer games, television programmes and visits to the cinema, theatre, exhibitions, concerts or sports events can contribute wonderfully to the development of your child's imagination and critical awareness.

Health and Wellbeing

Parents and children can take action together to ensure a healthy and safe lifestyle. In particular, Road Safety is best taught by parents. Schools can do much to encourage the personal and social development of children. Parents have as important a part to play in helping their child to understand feelings, to be more self-aware and self-confident and to get on with others. In school opportunities arise, sometimes by chance, for teachers to discuss children's actions, feelings and attitudes. In the same way, parents can discuss day-to-day events and situations to encourage their child's personal and social development.

Religious and Moral Education

Parents can make a valuable contribution to their children's knowledge in this area of the curriculum whether religion plays an important part in home life or not. Parents can support the efforts being made by the school to foster tolerance and understanding of the beliefs and practices of others. Parents also have a major influence on their child's moral education through the examples they show in the way they guide their child's development.

At Newton Primary we are very happy to discuss with parents any questions or queries that you may have.

Learning and Teaching

At Newton, children are encouraged to take an active role in their own learning experience and are given the knowledge and skills in order to do this. Through formative assessment and feedback, children gain a greater understanding of the way in which they learn effectively.

Encouraging curiosity, exploration and investigating through active learning, thinking, experiential learning and problem solving from nursery into the early years of primary, and then into the upper stages, children take an interactive part in their education. We deliver a contemporary curriculum adapted to suit the needs and interests of the individual whilst throughout embracing modern technologies, ecological awareness, citizenship, enterprising approaches and outdoor learning.

Classroom Organisation and Management

Varieties of forms of class organisation are required and used to enable teachers to meet the different needs of the children and provide all of them with appropriate work. In Newton Primary pupils benefit from a judicious blend of whole class, group and individual learning and teaching.

School Policies

The school has a set of policy statements providing a framework for the day-to-day operation of the school, which are reviewed in line with national and local advice to ensure effective learning and teaching.

Learning Journals

We continue to encourage children to keep a Learning Journal to help them develop their ability to understand not only what to learn but how to learn. A Learning Journal is a personal log or record or journal of your own learning. A Learning Journal helps a learner to record, structure, think about and critically reflect upon, plan, develop and evidence your own learning.

Assessment

An integral part of teaching is planning for assessment of where children are in their learning. In Newton Primary School assessment information is collected throughout the year, this process includes discussions with children, observing learning, assessing class work e.g. writing, spelling, numeracy and maths and using a range of assessments. All the assessment information we gather gives us a picture of a child's learning and we use this to assist in planning next steps. There are regular tracking meetings with teaching staff and the leadership team to ensure all children's needs are being met. We report assessment information in a variety of ways to parents – informally, at parents' evenings, at Staged Intervention meetings (where appropriate) and through an annual written progress report.

When reporting to parents, teachers will comment on children's strengths and development needs/next steps in learning. If the partnership between home and school is to be effective, parents need to understand what their children are doing in school and how they are getting on. Similarly teachers need to be aware of parents' hopes for their children and any concerns they may have about their education.

Our report format, issued annually in June, encourages parents to comment on the final written report. Parents' Meetings are held in October and March so that you may discuss your child's progress with his/her teacher and look at your child's current work. Parents are welcome to contact the class teachers, via the headteacher or depute headteacher, if there are any matters they would like to discuss regarding their child's progress.

Formation of Classes

Our school currently has fourteen classes from P.1–P.7 and both a morning, afternoon and extended day nursery sessions.

There are times when the distribution of children over the various stages of the school necessitates the formation of composite classes. This is where children from two stages of the school compose one class. Primary teachers are trained to teach in differentiated groups. Consequently, composite classes, organised in flexible teaching and learning groups, operate in the same way as a single stage class, allowing children to study at their own level.

A composite class will not exceed 25 in number, unlike single stage classes that may contain 30 in P.2 and P.3 (capacity to expand to 33) and 33 in P.4–P.7. Since August 2007 Primary 1 classes should have a maximum of 25 children at the start of the session, with the capacity to expand to 30.

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

Support for Learning

Curriculum support is mainly provided by the class teacher. We also have the assistance of a Support for Learning teacher who works in close liaison with class teachers to provide a suitable programme of study for children in the school. Support provision is organised on a flexible basis to be responsive to changing pupil needs.

Our Support for Learning Assistants work alongside class teachers focusing on numeracy, literacy and health and wellbeing. Support for Learning is provided within Stirling Council's Policy of Staged Intervention which, as the name suggests, regards support as a staged process, ranging from the normal everyday assistance provided in the classroom by teachers to the more planned and specialised input where particular learning needs have been identified. Such needs may justify a Child's Plan. The school works in close co-operation with teachers, parents, support staff, Educational Psychologist and Additional Support Needs Outreach Services at all levels of Staged Intervention. Children's progress is reviewed regularly with parents and children.

Home Learning

We believe that homework provides a way of enabling parents to see examples of the kind of work being tackled during the school day, and it offers opportunities for parents to support and encourage their child's learning; this is important in encouraging a sense of partnership between the school and parents. Teachers issue termly sharing learning leaflets and weekly home learning overviews, with suggestions for parents regarding how best to support their child. Our website also provides ideas for home.

It is necessary to insist that great care is taken of all school materials which are sent home e.g. reading books, homework diaries. Due to budget constraints, we may ask parents to replace any books which are lost or damaged.

How Can Parents Support Their Child?

We encourage our parents to work in close partnership with the school. Some parents are able to help out in classes and on trips during the school day, some are able to join parent groups e.g. the Parent Council or ad hoc groups e.g. a School Improvement Group, Grounds Group. We do organise regular opportunities for parents to see the work of the school and to get involved with their children's learning. Home Learning tasks (homework) are sent home to enable parents to share their children's learning. School newsletters suggest areas where parents may be able to help in school and share their own expertise, interests and skills. We have a strong group of parent helpers and retired volunteers.

Sharing Learning/Family Learning

Throughout the year we have various Sharing Learning or Family Learning Events (different days/times) to enable parents to see different approaches we are trying in school and to give the children further opportunities to share their current learning. Our Sharing Learning events also include an open morning when parents can come in to school, with their child, from 8.30 am.

Partnership with Parents

Passing on Messages/Arranging to see a Teacher

Parents are very welcome to visit, e-mail or telephone to the school. Parents are also welcome to send a note to class teachers via their child's home learning diary. If parents wish to discuss their child's progress, with either the teacher, depute headteachers or the headteacher, we ask that parents make an appointment. A telephone message can be left for the headteacher at any time between 8.30 am and 4.30 pm. Your call will be returned as soon as possible. Visits to class teachers can be arranged after 3.00 pm. In an emergency, messages for children should be given to the office staff/janitor who will pass on a message to your child.

We ask parents to always enter the school by our main door, sign the Visitors' Book, take a Visitors' Badge and report to office staff or our janitor. Thank you.

Communication with Parents

Parents are kept informed of school events through regular letters, newsletters and the school website <https://blogs.glowscotland.org.uk/st/newtonprimaryschool/>. We also encourage parents to follow us on Twitter: <https://twitter.com/NewtonPrimary01>.

Newton Primary makes use of Parent Mail as a means of quickly communicating by e-mail with parents. Parents who do not wish to use Parent Mail will have paper copies of correspondence sent home via their child. Eldest children are asked to be responsible for delivering letters and other correspondence to home.

Car Parking

To keep our children safe we ask that:

- School car park is only for staff and visiting staff/parent helpers to the school during the school day.
- There are two designated disabled spaces.
- The car park can be used by parents after 3.15 pm e.g. to collect children from after school or evening activities.

To ensure everyone's safety parents should never drive cars on to the school playground nor monoblock, including in the evening when dropping off or collecting children for After School activities or school events:

- Speed is 5mph in grounds of school.
- A temporary Visitor Pass can be requested from the School Office e.g. child or adult has physical impairment.
- We welcome cyclists and ask them to dismount before entering school grounds and walking their scooter/bicycle along the fenced path at main school entrance or walking bike from nursery entrance.
- Children should never be allowed to play in the car park, nor in bushes adjacent to parking spaces.
- Children should exit and enter main school entrance via the pavement, never on the road, as vehicles, including delivery lorries and buses, are also using the road.

Ochiltree Cul-de-Sac

Parents of nursery and school children are requested not to use in the cul-de-sac, which continues from Ochiltree to the gate of the school and nursery entrance, as a parking or turning area as it is very busy with residents' cars and children walking/scooting and cycling to school. We ask all parents to speak with any drivers who may be collecting their child from school or nursery to not use this area. Thank you for your support.

Parent Council/Newton Fundraising Group

All parents are automatically members of the Parent Forum who at the September AGM elect representatives to be the Parent Council.

Parent Council for 2018 - 2019 is:

Chair: Ann Richardson

Vice Chair: Nik Arestis

The headteacher and a staff member are invited to attend every meeting. A representative of the Newton Fundraising Group is also invited to attend. All parents are welcome to any meeting.

Newton Fundraising Group for 2018 - 2019 is:

Chair: Gillian Oldham

Vice Chair: Stacey Spence

Treasurer: Kirsty Crockett

Secretary: Lesley Clinkenbeard

We encourage parents, carers and grandparents to become involved in the life of the school. Some parents are able to help in school on a regular basis e.g. maintaining the children's library, helping in classrooms, helping on Gardening/Eco days. In addition we keep a list of Parent Helpers who are able to help on educational visits or help in classrooms with a one off activity e.g. baking. Please contact the School Office if you are interested. We issue an updated letter of invitation every year. Thank you.

School Uniform

In Newton Primary School we believe school uniform contributes to the ethos of our school and provides a sense of identity and belonging for all children. We encourage the wearing of school uniform at all stages within the school, the children look very smart and feel very proud.

The uniform consists of:

- Grey or navy skirt/dress/pinafore or formal navy/grey shorts or trousers
- White Polo shirt – with or without Newton badge
- Royal blue Newton sweatshirt or cardigan (P.1-P.6)
- P7 pupils wear a navy Newton sweatshirt or cardigan
- Traditional black school shoes (no trainers)

Newton Primary School sweatshirts, outdoor fleeces and polo shirts can be ordered from the school office by completing an order form towards the end of each term – the date will be given in the newsletter, and also directly from Logoxpres (447454).

There are also sweatshirts and polo shirts for nursery children bearing the Newton Nursery logo. We discourage the wearing of jewellery for safety reasons, with the exception of watches. We also discourage football colours, baseball caps and sports trainers for school shoes.

Summer Uniform

- White polo shirt with or without the Newton school badge
- Checked short sleeved dresses
- Grey/black shorts

PE Kit

Indoor:

- Gym Kit (P1 – P7) – gym kit required in school every day
- T-shirt
- Slip on gym shoes or similar (non-marking soles)
- Trainers for older children

Outdoor:

- jogging bottoms
- outdoor trainers
- waterproof jacket
- Jumper

Jewellery/ear-rings should not be worn for PE for safety reasons. If ear-rings cannot be removed parents should provide tape to place over them.

Secondary School

We enjoy very good working relationships with Dunblane High School. At the end of Primary 7 children automatically transfer to:

Dunblane High School
Old Doune Road
Dunblane
Tel: 01786 823823
Headteacher: Mr Stuart MacKay

Arrangements are in place to ensure a smooth transition to high school for all children.

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 your 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 or 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 abuse or neglect.

Schools and nurseries play an important role in the prevention of abuse and neglect through creating and maintaining safe learning environments and teaching children and young people about staying safe from harm and how to speak up if they have worries or concerns.

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 at <https://my.stirling.gov.uk/services/education-and-learning/schools/school-grants>.

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) 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.



Stirling Council Schools, Learning and Education

Enrolment Arrangements : Primary & Secondary School Education in 2019

The 2019/2020 school year starts on 20 August 2019. This is the **only** date for beginning school education for that year.

All children who are five years old on or before 20 August 2019 are of school age and **must** start their primary school education on 20 August 2019, children who are five years old between 20 August 2019 and 29 February 2020 **may** start their primary school education on 20 August 2019.

If your child is starting their primary school education in August 2019 you **must** enrol him/her at their catchment school **by 25 January 2019**. 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 3 December 2018.

Gaelic Medium Provision

Gaelic Medium Provision is available at Riverside Primary School, Forrest Road, Stirling tel: 01786 474128 email: rvrsdeps@stirling.gov.uk. Any parent wishing to enrol their child in our gaelic medium provision should contact the school for further information.

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

Children currently in P7 will transfer from primary to secondary education in August 2019. 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 2019/2020

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 2019-2020, to do so in writing **by no later than 15 March 2019**. 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 2018**

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

This is the national approach to supporting and working with all 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. *Staged Intervention approach is in line with the principles of GIRFEC.*



Key elements of GIRFEC are:

- Wellbeing
- Child's Plan
- Named Person

Wellbeing

To help with 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.

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](#).

Child's Plan

The Children and Young People (Scotland) Act 2014 ensures a single planning framework, Child's Plan, will be available for children who require extra support that is not generally available to address a child or young person's needs and improve their wellbeing.

The Child's Plan is part of the GIRFEC approach to promote, support and safeguard the wellbeing of children and young people. The Scottish Government is working with Parliament to agree a timetable to enable commencement in 2018.

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](#) and one for [children and young people](#).

[Let's Talk](#) 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

The Forth Valley NHS has a statutory obligation to provide a health service for all school-age children in the Stirling Council area. The aim of the service is to make sure that all children are in the best possible health to benefit from their education and to provide the education service with advice and support about the spread of infections and the promotion of good health.

Parents/carers will be given the opportunity to meet the named nurse for the school when their child starts school in Primary 1. This will involve parents completing a health questionnaire for their child. The nurse may make contact with parents/carers based on the information provided by them. Teachers and parents/carers are encouraged to report any concern about hearing, especially in primary one pupils. Hearing is no longer part of the routine checks done in school.

If you have any concerns with your child's health which may affect their education, an appointment can be arranged with your named nurse (contact details below). School staff, with parents' permission, can request an appointment with the named nurse at any time. The named nurse will also liaise closely with the Team Leader who has overall responsibility for primary school children.

The community paediatric doctor will see children at their clinic who have additional support needs or who have any significant ongoing medical or developmental conditions affecting their education.

School staff and parents can contact the named nurse if they have any health concerns regarding children which may affect their educational needs. The nurse will then offer a Health assessment in school or in the child's home.

All children within P1 will receive a toothbrush, toothpaste and leaflet- "Make your smile count". A dentist from the Salaried Dental Service will carry out a dental inspection of your child in P1 and again in P7. Dental treatment can be offered to those children unable to register with a general dental practitioner through the Salaried Dental Service.

The School Health Service can be contacted at:

Area Community Child Health Department
Stirling Royal Infirmary
Livilands
Stirling FK8 2AU
Telephone: 01786 434150

Infectious Diseases

Colds, flu and gastro-enteritis are the most common infections affecting children of school age. It is important that you keep your child off school in the early stages of flu and while they still have diarrhoea. Children who have had diarrhoea should stay off school for 48hrs after the last episode of diarrhoea. It is also important that your child understands how to prevent picking up and spreading such infections. You will be able to get further advice about good health from your named school nurse or staff in your Health Centre or GP Practice.

For advice about early detection and treatment for other infectious diseases e.g. chickenpox and mumps please consult your GP or School Nurse.

Head Lice

Head lice are spread through head to head contact. This can happen at home, in the community, or in school. Regular combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, you need to get the correct lotion from your doctor, health visitor or pharmacist. The instructions need to be followed carefully. If this is not done then re-infection is likely.

If lice are found, all family members and close friends of your child should be checked. Treatment should only be applied if live lice are found. Products used for treating head lice must be ones that can be left in the hair for 12 hrs, this treatment requires to be repeated after 7 days. You should advise others of this possible problem in the same way as you would tell family and friends about other infections which might affect them.

Further advice can be obtained from the Health Board. A head lice leaflet is available in all schools and health centres.

School Meals

Lunches are provided every day for children and young people in all schools. All food and drink provided meets national requirements for nutritional standards as well as guidance aimed at encouraging uptake and removing the stigma attached to free school meals.

Meals are provided by the Council's catering service. Menus are seasonal and are changed twice a year, spring/summer and autumn/winter. All recipes are analysed to make sure that they provide a healthy and well-balanced meal. The catering service tries to suit the majority of tastes by offering choices which include a daily vegetarian option as well as a range of packed lunches. Children having packed lunches are supervised. We encourage parents to ensure home packed lunches are healthy and do not contain fizzy drinks, sweets and nuts.

Pupils and their parents have opportunities to provide feedback and have a say about the content of future menus and the catering service is committed to introducing new products and to promoting healthy food choices.

Stirling Council achieved the Silver Food for Life Catering Mark in March 2014. This guarantees that all menus are prepared using non GM ingredients, are 75% freshly prepared, use only free range eggs, avoid additives and trans fats with meat and poultry sourced in a way that ensures animal welfare is taken care of. All milk provided to the children to drink or within their meals is organic. More information about the standard can be found at <http://www.sacert.org/catering>.

Menus and current prices can be viewed on the Council's website at <http://my.stirling.gov.uk/services/education-and-learning/schools/schools-catering>.

Medically prescribed diets can be catered for and parents should contact the head teacher to discuss any special dietary requirements.

The Catering Service can also provide a healthy packed lunch for school trips.

Some families may be eligible for free school meals. An application form is available from the school or can be printed from the Council's website at:

<https://my.stirling.gov.uk/services/education-and-learning/schools/school-grants>.

This form should be completed and returned to Customer First, Port Street, Stirling or post to Stirling Council, Teith House, Kerse Road, Stirling FK7 7QA.

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 Stirling Council website at:

<https://my.stirling.gov.uk/services/education-and-learning/schools/schools-travel-and-trips>.

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.

STIRLING COUNCIL – EDUCATION

2018-19 School Dates

Autumn Term Starts Ends	Friday 17 August 2018 Monday 20 August 2018 Friday 12 October 2018	Teachers return Pupils return
October Holiday Starts Ends	Monday 15 October 2018 Friday 19 October 2018	
Winter Term Starts	Monday 22 October 2018	
Staff Development Day Staff Development Day	Thursday, 29 November 2018 Friday 30 November 2018	
Winter Term Ends	Friday 21 December 2018	
Christmas Holiday Starts Ends	Monday 24 December 2018 Friday 4 January 2019	
Spring Term Starts	Monday 7 January 2019	
Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday	Monday 11 February 2019 Tuesday 12 February 2019 Wednesday 13 February 2019 Thursday 14 February 2019 Friday 15 February 2019	
Spring Term Ends	Friday 29th March 2019	
Spring Holiday Starts Ends	Monday 1 April 2019 Friday 12 April 2019	
Summer Term Starts	Monday 15 April 2019	
Good Friday Easter Monday	Friday 19 April Monday 22 April	
Local Holiday	Monday 6 May 2019	
Summer Term Ends	Friday 28 June 2019	
Summer Holiday Starts Ends	Monday 1 July 2019 Friday 16 August 2019	
	Monday 19 August 2019 * Tuesday 20 August 2019 *	Teachers return Pupils return

* To be confirmed

STIRLING COUNCIL – EDUCATION

2019-2020 School Dates

Autumn Term Starts Ends	Monday 19 August 2019 Tuesday 20 August 2019 Friday 11 October 2019	Teachers return Pupils return
October Holiday Starts Ends	Monday 14 October 2019 Friday 18 October 2019	
Winter Term Starts	Monday 21 October 2019	
Staff Development Day Staff Development Day	Thursday 28 November 2019 Friday 29 November 2019	
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	
Staff Development Day Staff Development Day 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	
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	Monday 4 May 2020	
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*	Teachers return Pupils return

* To be confirmed

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.

Privacy Notice for the Use of G Suite for Digital Learning and Teaching

What is personal data?

In schools and nurseries, we handle various kinds of **personal data**. "Personal data" relates to any information relating to an identifiable person. The processing of personal data is governed by the General Data Protection Regulation (GDPR) and the Data Protection Act (2018).

Who is the data controller?

Stirling Council is the data controller. This means that it is responsible for the safe and legal processing of your data.

Why are we processing your personal data?

Stirling Council complies with its obligations by keeping your personal data up to date; by storing and destroying it securely; by not collecting or retaining excessive amounts of data; by protecting personal data from loss, misuse, unauthorised access and disclosure and by ensuring that appropriate technical measures are in place to protect personal data.

We will collect the following data:

Names, Year group, School/Nursery, Email addresses, Information based on use of service, e.g. type of device and cookies.

We will use your personal data for the following purposes:

Enabling the use of digital learning and teaching tools.

What is the legal basis for processing your personal data?

Public Task

Sharing your personal data

Your personal data will be treated as strictly confidential. In order to fulfil the purpose of G Suite for learning and teaching, we may need to share your personal data with Google G Suite. Google may share data with third parties with users' or parent/carers' consent, or to meet legal requirements (as set out in their privacy policy: https://gsuite.google.com/terms/education_privacy.html).

How long do we keep your personal data?

Your data will be deleted after 1 year after the account is deactivated.

Your rights regarding your personal data

You have various rights with respect to your personal data, including:

- The right to be informed about how we will use your personal data.
- The right to access a copy of any personal data we hold about you.
- The right to have personal data rectified if it is inaccurate or incomplete.
- The right to request the deletion or removal of personal data.
- The rights to restrict and object to processing of personal data.
- The right to obtain and reuse your personal data for your own purposes.
- Rights in relation to automated decision making and profiling.
- The right to withdraw your consent for the processing of your personal data.
- The right to lodge a complaint with the school/nursery, Stirling Council, and/or the Information Commissioner's Office.

Further processing

If we wish to use your personal data for a new purpose that is not covered by this Privacy Notice, we will issue a new notice explaining this new use. Where necessary, we will seek your prior consent to the new processing.

Contact details

Stirling Council: Schools, Learning and Education

Stirling Council Data Protection Officer: Kevin O’Kane - dataprotection@stirling.gov.uk

Information Commissioner’s Office

Helpline - 0303 123 1113

Email - casework@ico.org.uk

Website (including contact form and live chat) - <https://ico.org.uk/global/contact-us/>

Privacy Notice for the Use of Services within Glow for Digital Learning and Teaching

What is personal data?

In schools and nurseries, we handle various kinds of **personal data**. “Personal data” relates to any information relating to an identifiable person. The processing of personal data is governed by the General Data Protection Regulation (GDPR) and the Data Protection Act (2018).

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We will collect the following data:

Names, Date of birth, Year group, School/Nursery, Email addresses, MIS identifier, pupil/teacher identifiers.

We will use your personal data for the following purposes:

To provide interactive, accessible and collaborative learning experiences for children and young people; to support teachers to work innovatively and collaboratively.

What is the legal basis for processing your personal data?

Public Task

Sharing your personal data

Your personal data will be treated as strictly confidential. Other Glow users will be able to see some data (not including home email addresses, dates of birth or MIS identifiers). Education Scotland will have access to all of the data provided.

How long do we keep your personal data?

Your data will be deleted after 9 months after the account is deactivated.

Your rights regarding your personal data

You have various rights with respect to your personal data, including:

- The right to be informed about how we will use your personal data.
- The right to access a copy of any personal data we hold about you.
- The right to have personal data rectified if it is inaccurate or incomplete.
- The right to request the deletion or removal of personal data.
- The rights to restrict and object to processing of personal data.
- The right to obtain and reuse your personal data for your own purposes.
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Education Statistics Privacy Notice

Annual Data Check

On an annual basis schools request that parents and carers update the information that they hold for administrative purposes. It is important that this information contains up to date details as the school may use it in the event of an emergency. This information is also used to submit secondary school pupils for SQA examinations.

When you receive an Annual Data Check you should make any corrections or additions in pen and return to your child's school.

If you move address or change your mobile phone number please remember to notify the school.

Pupil record information is used in accordance with the Council's Data Protection Notification.

Transferring Educational Data about Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why Do We Need Your Data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results.

Accurate and up-to-date data allows us to:

- Plan and deliver better policies for the benefit of all pupils.
- Plan and deliver better policies for the benefit of specific groups of pupils.
- Better understand some of the factors which influence pupil attainment and achievement.
- Share good practice.
- Target resources better.
- Enhance the quality of research to improve the lives of young people in Scotland.

Data Policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

Your Data Protection Rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources. Further information on Scottish Government's use of data can be found here (<https://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>).

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

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

