



Stirling Council Schools, Learning & Education

Newton Primary School Handbook

2021/2022



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Stirling Council

Schools, Learning and Education

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

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

Education is key to every child's future and enables us to create a fairer and more inclusive society, where our young people secure positive destinations when they leave school.

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

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

We will realise this ambition by putting children and young people first, promoting inclusion and delivering high quality services.

The needs of our children and young people will be best met by working effectively together with parents, carers and a range of partners. We want parents and carers to be involved in their children's learning.

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

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

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

Welcome from the Headteacher

I am delighted to wish you a very warm welcome to the Newton Primary School and Nursery Community. At Newton, we are very proud of our positive and inclusive ethos with a strong emphasis on building children's confidence and celebrating success. We take pride in being a friendly and welcoming school where we aim to create a climate for learning based on our shared values of kindness, fairness respect, responsibility and unity.

At Newton Primary we have high and attainable expectations for all the children in our care. We aspire to become a learning community capable of continuous improvement, ensuring we provide the highest quality learning and teaching experiences for all our children. We do this by offering exciting, relevant and challenging contexts for learning within a stimulating environment. Where possible, by allowing children to have choice in their learning, and relating learning to real life relevant experiences, children are more able to link and apply learning across the curricular areas. In doing so giving the children invaluable skills and a real sense of purpose to their learning and ensuring our children feel school is a dynamic, active, caring and happy place to learn and where parents feel confident to trust us with their child's education.

Children, parents and staff identify strongly and are proud to be associated with our school.

Opportunities for leadership are offered to children, staff, parents and carers. We value partnership working, and continue to find new ways to involve and serve our local, wider and global community. We invite all parents and members of our wider community to contribute to the rounded education we offer in Newton Primary School and Nursery. Our 'Newton Families Together' Parent Council offer very positive support to the school.

We encourage children to share wider and personal achievements as this encourages them to be proud of their efforts and helps to build motivation, resilience and confidence. We celebrate these through assemblies, class achievement displays and through social and local media.

Information regarding our school and nursery can be found on our website (<https://blogs.glowscotland.org.uk/st/newtonprimaryschool>) and via Twitter feeds you can follow (@NewtonPrimary01). 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
Head Teacher



Keeping Everyone Safe – Covid-19

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

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

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

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

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

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

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

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

Description of the School

The name of our 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.



Our modern purpose-built school is situated to the north east of Dunblane. Our school is non-denominational and opened in August 1996. The school provides attractive, bright and pleasant accommodation for over 450 children, has fifteen classrooms and communal open areas, a large refurbished library space and music room, a fully equipped gym, production kitchen and dining hall.

Outdoors, there is an extensive asphalt play area, with Trim Trail, an outdoor classroom and a large fenced playing field.

Both the nursery and school enjoy their own gardens where we plant for wildlife, grow our own vegetables and fruit trees. We make use of the immediate environment and local woods around the school and within Dunblane for outdoor learning.



Within the school building we also have a very welcoming nursery class. Our nursery offers a bright and attractive large playroom as well as an extensive garden for outdoor play. We provide morning and afternoon sessions as well as extended day provision for children. The provision has capacity for 32 children at any one time aged 3-5 years, from 8 am – 6 pm 46 weeks per year.

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	https://blogs.glowscotland.org.uk/st/newtonprimary/school/
School Roll	368
Nursery Roll	31
Headteacher	Mrs Linda Kane
Depute Headteachers	Miss Emma Alison Mrs Lyndsey-Anne Brown
Principal Teachers Miss Shona Ingram (Acting) P2 Teacher Mrs Kirsty Fitzgerald P7 Teacher (Part-time)	Miss Lynsey Russell (MLOA) Mrs Lynsey Campbell P7 Teacher (Part-time)
Class Teachers Miss Carrie Johnstone Miss Samantha Kemp Miss Hazel McDonald Miss Sian Kenny Miss Elizabeth MacEachern Miss Jess Duncan Mrs Jenny Whitehead Mr Alasdair Lunan	Mrs Louise Aitken (Part time) Mrs Kirsty Sharp (Part time) Mrs Clare Miller (Part time) Mrs Elinor Coombs (Part time) Mrs Joanne Spence Mr Andy Edwards (Part time) Miss Alex Guthrie (MLOA)
Support for Learning Teacher	Mrs Helen McNally
Music Specialist	Mrs Karen Moore
School Admin	Mrs Natalie Currie
School Janitor	Mr Tam Thomson

Support for Learning Assistants	Mrs Mhairi Stainton Mrs Mary Rennie Mrs Carol Cartner Mrs Pauline Cadden Mrs Fiona Grant Ms Lisa Nicholas Mrs Pamela Simpson
Kitchen Staff	Mrs Lorna Rayner Mrs Gail Penman Mrs Linda Bilsland Ms Kerry McBride Ms Alison Marshall
Cleaning Staff	Mrs Elizabeth Murdoch (Charge hand) Ms Heather Alexander Mrs Gail Penman Ms Kerry Gibson

The School Day

Morning session	9.00 am – 12.30 pm
Lunch	12.30 pm – 1.15 pm
Afternoon session	1.15 pm – 3.00 pm



School Contact Information

School Office hours are 8.30 am – 3.30 pm. By telephone please call 01786 237920. If the person you need to talk to is available, you will be put through to them by the school administrative assistant. Otherwise a message will be taken and forwarded to the appropriate person and they will get back to you as soon as possible.

If you prefer to come to the school in person, please make an appointment in advance where possible. If you arrive at school and don't have an appointment, a member of the Senior Leadership Team (SLT) will meet with you if we are free to do so, otherwise an appointment will be arranged for as soon as is possible.

How We Contact Parents/Carers

If we need to contact you, we will telephone using the home, mobile or work numbers you have given us. Please note, when the school or nursery calls you, the school number will not be displayed – this is due to the phone being linked to the IT system, not a telephone exchange – therefore if you do not answer, we will try again one more time to give the indication it is school calling. In an emergency, if there is no reply to these numbers, we will telephone your emergency contact. Please inform us of any changes to your contact numbers as soon as possible.

Parentmail: one way e-mail communication

Parentmail is used to contact parents with school & nursery based information either as a whole school, or individual classes or children. Parentmail allows quick easy communication and cuts down on costs of photocopying and ensures messages and information reach every parent. We would encourage all parents to sign up to this service.

Google Classroom: Two way communication

Google Classroom is an online system used in all classes that lets teachers and children share what they are learning in class with you at home, building links between home and school. Google Classroom has a two way communication feature within it, many staff use it to communicate with parents/carers, however not all staff will access this facility every day, it is by staff choice.

Nut Free Zone

We respectfully request and acknowledge the continued support from parents to endeavour to keep Newton Primary a nut-free zone as we have a number of children who have a potentially fatal anaphylactic allergy.

Nursery Information

Nursery Sessions

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



Nursery Class Staff Principal Early Childhood Educator Senior Early Childhood Educator Senior Early Childhood Educator Early Childhood Educator Early Childhood Educator Early Childhood Educator Early Childhood Educator	Ms Kirsteen Murray Miss Fiona Thomson Mrs Lisa Robertson Mrs Rachel Byrne Mrs Michelle Downes (part time) Mrs Lisa Newton (part time) Ms Roisin Slattery (part time)
Nursery Administrator	Mrs Hazel Welsh
Support Worker Early Childhood Educator	Miss Emma McLennan

Nursery Contact Information

Nursery Office administrative assistant hours are 8.00 am – 2.00 pm. To contact the nursery by telephone please call 01786 237925. The nursery administrative assistant will answer any queries or pass you onto the person you need to talk to. You can still contact the nursery between 8.00am and 6.00pm using the number above.

If you prefer to come into the nursery in person, please make an appointment in advance where possible. If a member of the Senior Leadership Team is available to meet with you, we will if not we will arrange a suitable time. Nursery staff are available at drop off and pick up times to speak to parents, however these times may be busy.

Learning Journals

The nursery use online Learning Journals to share children’s progress and interests with parents, building links between nursery and home. We encourage parents to add photographs and comments from home. All parents are given a log in and pin number.

Nut Free Zone

We respectfully request and acknowledge the continued support from parents to endeavour to keep Newton Nursery a nut-free zone as we have a number of children who have a potentially fatal anaphylactic allergy.

School Vision, Values and Aims

What is our vision for the school?

Our vision has been developed in consultation with our whole school community and puts our children at the centre:

To provide a happy, caring, achieving and inclusive school community where children are motivated to **play, learn, and grow together** to develop their potential and be ambitious to achieve success in all aspects of their life.

Play, Learn and Grow Together at Newton

Which values underpin our work?

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



What do we aim to achieve for our learners in Newton?

Newton PS aims to.....

Equip our children with transferable skills which will support them in becoming responsible resilient, lifelong learners who respect diversity and fairness.

Work closely with parents, families, professionals, and the wider community to support enriching experiences and outcomes for all.

Teach and facilitate learning about our local, national, and global issues and communities to promote sustainability and respect for diversity.

Offer high quality and engaging teaching and learning experiences that are motivating, challenging, relevant and meet the needs of all learners.

Nurture positive relationships and a supportive learning environment to ensure everyone feels valued and achievements are celebrated.

Prepare learners with skills to develop their potential, have high standards and ambitions to achieve success in all aspects of their life.

Support each other to ensure a safe, happy and successful school.

Ethos

At Newton Primary, children, staff and parents are very proud of our school. We work hard to create a nurturing and caring environment, which is built on nurturing, 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 Primary and Nursery we endeavour to recognise achievement in the widest sense. Class teachers provide opportunities for children to share achievements and success. These include Recognition Boards, Wider Achievement and Skills Development Wall, 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 headteachers.

How Do We Encourage Positive Relationships?

In Newton Primary and Nursery, 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. Our work is underpinned by our positive relationship policy, Nurturing Newton – Creating a Climate for Learning.

Staff expectations of children's attendance and behaviour and good manners 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-regulation, 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 problems arise, staff deal with them in a caring but firm manner so that disruption is minimised. We use restorative approaches 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.

We have agreed the areas for improvement within our establishment in consultation with parents through our Newton Families Together, Parent Council and parent questionnaires and opportunities to share their voice through voting for changes at parents evenings etc. We consult with pupils through our Leading and Learning pupil groups which every child is a member of. We also discuss priorities through our 'We Count' Pupil Council using 'How good is OUR school'. We consult with staff through self-evaluation, reflection and curriculum design discussions as well as agreed priorities within the Learning Community.

Specific Outcomes for Learners

School and Nursery Improvement Priority 1: *Raising Attainment and Achievement – Literacy and Languages, Numeracy and Maths, Health and Wellbeing*

School and Nursery Improvement Priority 2: *Creativity and Employability – Digital Literacy*

School and Nursery Improvement Priority 3: *Ensuring Wellbeing, Equality and Inclusion*

Curriculum

Curriculum for Excellence

Scotland's curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. They recognise the need for all children to know themselves as individuals and to develop their relationships with others, in families and in communities. They recognise the knowledge skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world and they enable children to be democratic citizens and active shapers of that world.

As part of their learner journey, all children in Scotland are entitled to experience a coherent curriculum from 3-18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world. Curriculum is defined as the totality of all that is planned for children from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across four contexts. These are interdisciplinary learning, opportunities for personal achievement, ethos and life of the school as a community and curriculum areas and subjects.

Curriculum for Excellence 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 Modern Languages. Children will learn French from Primary One and Spanish from P5-7.

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.

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

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.

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 February 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 14 classes from P1 – P7. There are times when the distribution of children over various stages of the school necessitates the formation of multi age/composite classes. This is where children from two stages of the school become one class. Primary teachers are trained to teach in differentiated groups. Consequently, composite classes, organised in flexible teaching and learning groups, operate in the same way as a single stage class allowing children to learn at their own level and pace. Parents should be aware that the formation of classes varies from year to year to reflect changing numbers within year groups. A composite class will not exceed 25 in number, unlike a single stage class which may contain 30 in P2 and P3 and 33 in P4 – P7. P1 classes have a maximum of 25 children. The quality of teaching and learning a child receives, rather than the organisation of classes into single stage or multi-stage year groups is the key factor and as a school we always strive to ensure the experiences we give our children are the best we can.

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.

Partnership with Parents

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 compulsory and optional tasks with suggestions for parents regarding how best to support their child. These are uploaded onto Google Classroom.

How Can Parents Support Their Child?

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 multiplication 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.

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.

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.

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.

Newton Families Together

We encourage our parents to work in close partnership with the school and all parents are part of our parent forum. We have a very active Parent Council known as 'Newton Families Together' and parents are able to join groups to support fundraising, school improvement, grounds development group etc. Every class has at least one Parent Rep who supports the school to share information, supports new families to the school and advises parents if needed. Some parents are also able to volunteer to help out in classes and on trips during the school day. 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. Our weekly school newsletter 'Newton Note' 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. All parents are automatically members of the Parent Forum who at the September AGM elect representatives to be the Parent Council.

Parent Council is:

Co-Chairs: Glenda Carruthers and Emma O'Halloran

Treasurer: Gisi Mehlsteisol

Secretary:

The headteacher and a staff member are invited to attend every meeting. All parents are welcome to any meeting.

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 (01786 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 their child's progress.

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

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

Child Protection and Safeguarding

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

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

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

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

Clothing Grants

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

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

Complaints

You can complain in person, by phone, email or by letter. We regard a complaint as any expression or dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.

Who can complain?

Anyone can complain who is the parent or legal guardian of a child or a person authorised to complain on his/her behalf. For example, a child's grandparent who is not the legal guardian needs authority from the child's parent or guardian. This would normally mean a note to show that the person responsible for the child has agreed.

What can't I complain about?

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

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

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

We have 2 stage complaints procedure.

Stage One – frontline resolution

In the first instance, please complain to your child's school or nursery, telling them as much as you can about the complaint, what has gone wrong and what you want them to do to resolve the matter. A senior member of staff, either the headteacher or depute head, will be responsible for looking into complaints. Heads are senior managers with a high level of responsibility for your child's learning and welfare and are able to look into most matters. However, the headteacher may refer the Stage One complaint to Schools, Learning and Education centrally, e.g. if it is about the conduct of the headteacher or too complex to be dealt with at front-line service level.

The school or nursery will give you our decision at Stage One within 5 working days or fewer unless there are exceptional circumstances. If we need further time, we will ask you to agree an extension of up to 5 further days. If the Stage One complaint has been referred to Schools, Learning and Education centrally your response will come from there.

Stage Two – investigation

If you are dissatisfied with your Stage One response you can move to Stage Two. Stage Two deals with 2 types of complaints: those not resolved at Stage One and those not appropriate for Stage One, for example the conduct of a headteacher or those too complex for a headteacher to deal with.

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

When using Stage Two:

- We will acknowledge your complaint within 3 working days.
- You will be contacted by the Investigating Officer for your complaint, who will usually meet you to confirm: the detail of your complaint, what you want to achieve, and if your expectations are achievable. In some cases, e.g. your complaint has been made in writing and is clear, there may be no need to meet. It is helpful if you present any evidence that you can offer in support of your complaint, e.g. contact details for witnesses, reports from other professionals, etc. if appropriate.
- We will write to you confirming the details of your complaint, what you want to achieve, and what the investigation can cover.
- We will give you a full, written response to the complaint as soon as possible and within 20 working days. If our investigation takes longer than 20 working days we will agree revised time limits with you and keep you updated on progress.

After we have fully investigated your Stage Two complaint, if you are still dissatisfied with our decision or the way we dealt with your complaint you can ask the Scottish Public Services Ombudsman (SPSO), <https://www.spsso.org.uk/> to look at it.

The SPSO cannot normally look at:

- A complaint that has not completed our complaints procedure.
- Events that happened or you became aware of, more than a year ago.

Digital Learning

Digital Tools for Learning and Teaching

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

Core Digital Services

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

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

Digital Services Requiring Consent

For other processes involving digital tools, we will seek consent of parents/carers and the young people themselves when they are aged 12 and over.



Stirling Council Schools, Learning and Education

Enrolment Arrangements : Primary & Secondary School Education in 2021

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

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

If your child is starting their primary school education in August 2021 you **must** enrol him/her at their catchment school **by 29 January 2021**. Details of school catchment areas and further information on our enrolment procedures can be found by visiting our website www.stirling.gov.uk or by contacting us on 01786 233185. Should you wish your child to attend a primary school other than their catchment school you are still required to enrol them in the catchment school and submit a placing request for the school of your choice. We have had to change our procedures this year due to Covid-19. In person enrolments will not be possible, instead we request that you complete the online enrolment form which can be found on our website, www.stirling.gov.uk. As part of the enrolment process we are required to check the residency of all parents wishing to enrol their child at their catchment school. You will be required to scan and upload a copy of your child's birth certificate, and two of the following - child benefit book/award letter; tax credit/universal credit award letter; two recent household utility bills; a recent council tax bill.

Gaelic Medium Provision

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

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

Children currently in P7 will transfer from primary to secondary education in August 2021. You will receive notification of transfer arrangements through your primary school and your child will be automatically enrolled in their catchment secondary school. Should you wish your child to attend a secondary school that is not their catchment school a placing request must be submitted.

Placing Requests for Session 2021/2022

In accordance with the Education (Scotland) Act 1980 as amended, Stirling Council hereby informs parents or guardians who wish to make a placing request for the school session 2021-2022, to do so in writing **by no later than 15 March 2021**. Your right applies to a request that your child be placed in a school other than the school which normally serves the area in which you live. It applies to a primary school or, where appropriate, the transfer to a secondary school, including a school providing for children with additional support needs. You can apply online at <https://www.stirling.gov.uk/learning-education/schools/enrolling-your-child-at-school/placing-requests/placing-request-form>

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

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

Schools Information

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

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

Equalities and Children's Rights

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

By signing the UNCRC, Scotland and the UK agree that the rights of children should be protected and promoted in all areas of their life, including their rights to:

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

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

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

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

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

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

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

Anti-bullying and Positive Relationships

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

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

Getting it Right for Every Child

Getting it right for every child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential.



Key elements of GIRFEC are:

- Wellbeing
- Named Person
- Child's Plan

Wellbeing

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

Every child and young person should be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included.

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

Named Person

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

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

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

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

Child's Plan

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

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

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

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

Inclusion

Additional Support Needs

All children get help with their learning.

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

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

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

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

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

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

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

Independent Advice

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

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

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

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

Insurance Information

1 Public Liability

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

Pupils' Property

Each session, unfortunately but inevitably, pupils' property is lost, damaged or stolen in school. Parents should be aware of the following points:

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

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

2 Personal Accident/Travel Cover – Educational Excursions

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

A brief summary of the cover is as follows:

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

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

If you require further information please contact the Council's Insurance Team on 01786 233437.

School Health Service

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

School Nursing Service

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

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

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

The School Nursing Team comprises of:

School Nurses
Registered Staff Nurses

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

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

School and Nursery Meals

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

Every P1 to P3 pupil is entitled to a free meal. We would encourage parents to access this meal as there are benefits to having a meal. The focus is on an enjoyable lunchtime experience for all children.

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

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

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

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

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

Transport

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

Further information is available on the Council website, <https://www.stirling.gov.uk/schooltransport>.

Unexpected Closures

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

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

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

School Holidays 2020/2021

Autumn Term Starts Ends	Monday 10 August 2020 Tuesday 11 August 2020 Wednesday 12 August 2020 Friday 9 October 2020	Staff Development Day Staff Development Day Pupils return
October Holiday Starts Ends	Monday 12 October 2020 Friday 23 October 2020	
Winter Term Starts	Monday 26 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

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

School Holidays 2021/2022

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

Register of Personal Data Processing

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

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

Privacy Notice

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

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

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

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

Privacy Notices are available on the Council website, <https://www.stirling.gov.uk/council-democracy/access-to-information/register-of-personal-data-processing-privacy-notice/>.

Parentzone

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science.

Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels.

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



Information and advice on education and learning for parents in Scotland

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



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

