



# Stirling Council Schools, Learning & Education



## St Mary's Episcopal Primary School Handbook

2021/2022



# Contents

Foreword by the Chief Operating Officer (People) & Chief Education Officer	<b>3</b>
Welcome from the Headteacher	<b>4</b>
Keeping Everyone Safe: Covid-19	<b>5</b>
Description of the School	<b>6</b>
School Information	<b>7</b>
Our School Vision, Motto, Values and Aims	<b>10</b>
Ethos	<b>11</b>
School Improvement Plan	<b>14</b>
Curriculum	<b>15</b>
Learning and Teaching	<b>19</b>
Partnership with Parents	<b>21</b>
Uniform	<b>24</b>
Secondary School	<b>24</b>
Attendance	<b>25</b>
Child Protection and Safeguarding	<b>26</b>
Clothing Grants	<b>26</b>
Complaints	<b>27</b>
Digital Learning	<b>29</b>
Enrolment	<b>30</b>
Equalities and Children's Rights	<b>31</b>
GIRFEC	<b>32</b>
Inclusion	<b>33</b>
Insurance	<b>35</b>
School Health Service	<b>36</b>
School and Nursery Meals	<b>36</b>
Transport	<b>37</b>
Unexpected Closures	<b>37</b>
School Holidays	<b>38</b>
Register of Personal Data Processing	<b>40</b>
Parentzone	<b>41</b>



# 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

A very warm welcome to St Mary's Episcopal Primary and Nursery School. We hope you enjoy reading our school handbook and find it helpful.

At St Mary's we aim to build a strong community where everyone is encouraged and supported to achieve their academic and personal potential. We do this through encouraging everyone in the community to live by our school REACH values of **Respect, Enthusiasm, Aspiration, Compassion and Honesty**.

We ensure all our pupils have access to a lively, stimulating curriculum which reflects our local context and meets their needs. Through this we support every child to become a Successful Learner, Confident Individual, Responsible Citizen and Effective Contributor.

St Mary's is proud to be recognised as a Rights Respecting School. The philosophy and ethos of a Rights Respecting School is reflected in all aspects of our life and work here, with the children's voice central in all that we strive to achieve at St Mary's. All children in our school are members of one of our responsibility groups, as we work together to develop our learning environment and achieve some key Global Goals set out by the UN.



We aim to get it right for every child and in order to support our children. We work in partnership with a range of services including Speech and Language Therapists, Educational Psychologists, Social Workers and Health Professionals. We are proud of our community links with Dunblane Library, Dunblane Centre, St Mary's Episcopal Rector and Central Scotland Police. We also collaborate with volunteers who work with our children to enrich their learning and widen their horizons; these include; Active Schools, Outdoor Learning and Forest Schools (Nursery), supporting the Dementia Friendly Café and linking with the Friends of Holmehill.

St Mary's Episcopal Primary recognises its unique status in the community that surrounds the school. Local residents are very much an integral part of life at St Mary's and take pleasure being part of the children's learning journey as well as celebrating children's successes. We continue to build valuable partnerships with parents and the community in order to provide the best possible educational experience we can for all children in our care.

Further information about the school is available on the school website, [www.stmarysepsdunblane.org.uk](http://www.stmarysepsdunblane.org.uk).

We are always happy to show prospective parents around our school and nursery. Should you wish to visit St Mary's Episcopal Primary School and Nursery please telephone 01786 822740 to arrange a suitable time.

Siobhan Hewitt  
Headteacher

# Keeping Everyone Safe: Covid-19

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

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

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

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

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

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

- Residential and local excursions.
- Community events and Parent Council events e.g. Christmas Fairs.
- Lunchtime 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

St Mary's Episcopal Primary and Nursery school sits in the very heart of Dunblane behind St Mary's Episcopal Church at the Four-ways roundabout. Our Episcopalian foundation underpins our values however the school is **open to all** through a placing request process.

The school has four classrooms, Nursery and a library area. The school is surrounded by a tarmac play area with mud kitchen, Acorn Cottage and technology shed. Pupils access Holme Hill regularly for outdoor learning opportunities. In addition we have access to church grounds and the Church Hall which is used for lunch, assemblies, concerts and PE.

Our Nursery has recently undergone refurbishment as part of the Early Year's expansion. As a result we are able to offer 16 places for 3 – 5 years old from 9am to 3pm five days a week during term time.

St Mary's was the first ever school in Dunblane being established in the nineteenth century and originally stood in Mill Row and was known as 'Auld Licht' or 'old light'. The school has been on its present site since 1850 after the Kippendavie Estate gifted the land. It was extended in 1997 to incorporate additional classrooms and the nursery.

Our families are very proud of our school's heritage and place in the community, believing that *small is beautiful* when it comes to the education of their child. Recent fundraising means all classrooms have modern interactive smart boards and local residents support our STEM, art and chess clubs.

The school badge incorporates our motto of "Where great oaks from little acorns grow" which summarises the potential for growth all children have at St Mary's. Our REACH values of *Respect, Enthusiasm, Aspiration, Compassion and Honesty* guide all we do and encourage our mission of "Learning for a Better World."

# School Information

<b>School address</b>	St Mary's Episcopal Primary School Smithy Loan Dunblane FK15 0HQ
<b>Telephone number</b>	01786 822740
<b>E-mail address</b>	<a href="mailto:stmaryeps@stirling.gov.uk">stmaryeps@stirling.gov.uk</a>
<b>School Roll</b>	55
<b>Nursery Roll</b>	12
<b>Headteacher</b>	Siobhan Hewitt
<b>Deputising Class Teacher</b>	Natalie Goldie
<b>Teaching Staff</b>	Melanie Hughes Mary Johnston-Kehoe Dee Gall
<b>Support for Learning Teacher</b>	Esther Laing
<b>Nursery Staff</b>	Alyson Pearson (Senior ECE) Joanne Polatajko (ECE)
<b>Modern Apprentice (Nursery)</b>	Laura-Anne Kirkwood
<b>School Support Staff</b>	Pamela Holmes Helena Robertson Gill Wisher Susan McCreath Fiona Fitzpatrick
<b>Visiting Specialists</b> Music Teacher Brass Instrumental Teacher Piping Instrumental Teacher Strings Instrumental Teacher Physical Education	Karen Moore Alastair Orr Chris Gibb Christine Swift Ali Shearer
<b>School Administrative Assistant</b>	Sarah McMaster
<b>Nursery Administrative Assistant</b>	Susan McCreath
<b>Catering Assistant</b>	Julie McDade
<b>School Cleaner</b>	Laura Morrison Jenny Hasel Lisa Young
<b>St Mary's Episcopal Church</b>	Rev Nerys Brown

## The School Day

<b>Morning session</b>	9.00 am – 12.15 pm
<b>Lunchtime</b>	12.15 pm – 1.15 pm
<b>Afternoon session</b>	1.15 pm – 3.15 pm
<b>Nursery session</b>	9.00 am – 3.00 pm

## Stages of the School

### Nursery Class

Within St Mary's Episcopal Primary School we currently have a nursery class with capacity for 16 children, offering a full day session from 9.00 am to 3.00 pm, five days a week during term time. Our nursery aims to provide a secure and happy environment which meets the needs of all children. It offers a wide variety of child led learning activities and makes full use of the school, school grounds and the wider community.

Our nursery aims to provide spontaneous and planned purposeful play opportunities for our children allowing them to build upon previous knowledge to strengthen and deepen their understanding of the world around them. This will enable children to build the necessary skills required to succeed in our rapidly changing world.

Both members of staff are Forest School trained and effectively use the local resource of Holmehill to develop physical, technological, mathematical and literacy play. Outdoor learning plays an integral part of how children develop skills for life and plays a considerable part in St. Mary's Episcopal Nursery.

Parents are actively encouraged to become involved in the life of the nursery. Further information regarding the nursery is available in the nursery handbook.

### Classes

Parents should be aware that the formation of classes in the school may vary from year to year reflecting changing numbers within year groups. **We currently have spaces available across all classes.** Due to the size of the school and the accommodation available to us all children within the school will be taught in composite classes. A composite class will not exceed 25 in number. Learning is organised in flexible teaching and learning groups and the classes operate in a manner that allows children to learn at their own level and pace.

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

### Currently our school and class structure involves:

- Nursery (maximum 16 children)
- Primary 1/2/3 class (maximum class size 25)
- Primary 4/5 class (maximum class size 25)
- Primary 6/7 class (maximum class size 25)

There is a fourth classroom in which the school can expand as numbers dictate.



## Contact with the School

### By telephone

Please telephone 01786 822740. 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.

### In person

- If you prefer to come into the school in person, please make an appointment in advance.
- If you don't have an appointment, we will meet with you if we are free to do so, otherwise you will be given an appointment.

### Parent Mail

You may contact the school using the school email [stmaryeps@stirling.gov.uk](mailto:stmaryeps@stirling.gov.uk).

## 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.
- 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. If you would prefer us to contact your emergency contact before trying your work number, please let us know.

### Text Messaging

We have set up a text messaging service for parents/carers. We use it to advise of emergency school closures.

### School App

We have a School App to keep you updates of school events. You can download the App by typing 'St Mary's Episcopal Primary School' in the search function.

### Class Dojo

Our teachers use Class Dojo to communicate with parents regarding class events and information.

# Our School Vision, Motto, Values and Aims

These are influenced by the priorities identified by the Scottish Government, the National Improvement Framework, Stirling Council, our Episcopalian foundation and those established by our learning community.

## Our Vision

“Learning for a Better World”

## Our School Motto

“Where Great Oaks from Little Acorns Grow.”

## Our Values

Our school is a small community. We believe that certain qualities are essential if it is to function smoothly, efficiently and, most important of all, happily.

**The values have been agreed by pupils, staff and parents and are:**

- Respect
- Enthusiasm
- Aspiration
- Compassion
- Honesty

Together the first letter from these words spell REACH.

**As a learning community we all attempt to live and learn by these values. We do this by:**

- Delivering the best quality learning experiences we can through a learner centred curriculum encouraging breadth and depth to learning.
- Ensuring the holistic development of all of our children; ensuring academic achievement and recognising the importance of creativity and aesthetic, physical, moral and spiritual development.
- Promoting partnership with parents, carers and the local community.
- Building on the strong tradition of St Mary’s as an Episcopalian School whilst welcoming people of all beliefs.
- Enhancing pupils’ self-esteem, encouraging self-respect and respect for others.
- Supporting pupils to develop independence and citizenship through becoming responsible for their own behaviour and contributing to the whole school community.
- Developing inter-personal skills which facilitate conflict resolution and negotiation.
- Supporting children as they develop resilience in themselves and encourage them to bounce back from challenging situations.
- Adopting Respect Me guidelines and work in partnership with Dunblane Learning Community to update policies and procedures in this area.
- Creating an ethos where everyone is welcomed, treated fairly and with respect.

- Providing a nurturing environment that ensures equality, equity and fairness.
- Encouraging resilience and learner independence through the development of a growth mindset.
- Welcoming individuality and diversity whilst ensuring that we promote equality of opportunity.
- Ensuring that these aims and values are underpinned by a whole school commitment to self-evaluation, quality assurance and accountability.

These values permeate all of the learning at St Mary's and form the foundation of our Rights Respecting School ethos.

## Curriculum Rationale

### What make us Unique?

Health and Wellbeing is the foundation of our curriculum. We believe that if children feel valued, safe, secure and nurtured then they are able to learn.

We build on this foundation through core literacy and numeracy curriculum. Children apply these core skills through a wide range of rich learning contexts and learning experiences, providing children with a breadth and depth to their knowledge and understanding.

Children's achievements are celebrated during house meetings and assemblies and all children contribute to the Ethos and life of our school through their membership of a responsibility group. At the heart of all we do is our learning community with our core REACH values of Respect, Enthusiasm, Aspiration, Compassion and Honesty permeating all that we do.

Through this we truly believe we will allow our children to be lifelong learners; "Learning for a Better World".

## Ethos

### Episcopalian Foundation

We have strong links with the local church of St Mary's. We have regular assemblies with the Rector, Nerys Brown, in the Church Hall and have services in the Church for specific Christian festivals and at the end of term which the children prepare and deliver jointly with Nerys.

The Christian principles of love, peace, forgiveness and hope permeate through the REACH values. There is a regular Messy Church which meets in the Church Hall and all families are welcome to attend.

### Pupil Council

The Pupil Council is a key decision making part of the school. Representatives are elected from Primaries 1-7 and meet on a regular basis. Amongst other things the Pupil Council is responsible for developing our school behaviour policy and looking at how we promote attainment and achievement. The Pupil Council are involved in the review and update of school policies. The senior members of this committee are also invited to attend some of our Parent Council meetings.

## Positive Behaviour

In St Mary's 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

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 to minimise disruption. 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.

## Responsibility Time

All our children have a role to play in shaping the ethos and life of our school. Every child is a member of one of our responsibility groups that meet regularly. These committees can and do change to meet the needs of our school. As a whole school our focus is on Eco schools and our environment. All children work towards making our world a better place by focusing on Global Goals such as; sustainable cities and communities, zero hunger, peace and justice, climate action and gender equality.

## House Captains

There are four houses at St Mary's: Kilbryde, Kippenross, Keir and Cromlix. Children are placed in a house when they enter the school. Each House is led by two senior pupils who are responsible for organising and co-ordinating house meetings in addition to leading one of our responsibility groups. These weekly responsibility group meetings promote a sense of belonging and teamwork amongst all members of the house. Pupils earn House Points for many reasons, for example, achievements, effort and behaviour and a points rubric has been designed by our Pupil Council to ensure that these are awarded fairly.

## Eco Committee

This group is responsible for co-ordinating our Green Flag status and organise many events and awareness raising sessions to help develop children's understanding of our environment and sustainability. They help select the charities that the school will support each session and plan events to help raise the profile of these organisations. We embark on each new school year with our healthy start, reinforcing the crucial role that children's health and wellbeing plays in their learning.

## Peer Supporters

### **Buddies**

As part of the transition arrangements each P1 is allocated a buddy from P7 to help them settle into school. The buddy system has proved very successful with a positive response from all those involved. Buddies are also used at the start of each session to help children moving to a new teacher to settle into class routines.

As we are a small school our children have many friends from all ages groups, pupils have a good sense of community and helping each other.

### **Problem Pals**

Operating anonymously within our school these children provide a written response to concerns or problems that others share with them.

# School Improvement Plan

Each session the head teacher, in consultation with staff, parents and pupils is responsible for identifying where and how the school needs to develop and improve. The school improvement plan is published in August and is available on the school website. Paper copies are available on request from the school office.

**Session 2020-2021 focuses on three main priorities to improve attainment:**

**St Mary's Episcopal Primary and Nursery School  
School Improvement Plan  
2020 - 2021**

**Learning for a Better World**

**Values**

Communication, Resilience, Leadership, Creativity, Teamwork, Responsibility, Honesty, Integrity, Respect, Kindness, Empathy, Compassion, Curiosity, Innovation, Sustainability, Health and Wellbeing

**Health and Wellbeing**

**Raising Attainment and Achievement**


**Priority 1**  
All children will demonstrate improved application of numeracy and literacy skills from early to second level

**Employability and Creativity**

**Priority 2**  
Develop further opportunities for play-based learning and outdoor learning across the whole school.

**Health and Wellbeing**

**Priority 3**  
All children from Nursery to Primary 7 will build on existing strategies to support their social and emotional wellbeing.



## Annual Report

Our annual standards and quality report is available on our school website and from our school office. This report evaluates the work of the school including the impact of changes and is produced each year.

# Curriculum

## Curriculum for Excellence

The curriculum aims to offer seamless progression for all our young people 3-18. The curriculum is no longer only defined by what goes on in the classroom but is now everything that is planned in school and out of school to allow young people to learn. There is an increased focus on cross curricular learning as well as incorporating more opportunities for personalisation and choice in learning. The curriculum should reflect the needs of our young people as we prepare them for life and work in the 21st Century. The process of Designing our Learning at St Mary's is an on-going one and responds to the needs of our pupils ensuring that we offer breadth, challenge and opportunities to all learners as they strive to develop their skills for learning, life and work.

Class teachers plan and deliver a curriculum suited to the needs of the young people in their class. Following the principles of Design for Learning, teachers develop teaching and learning practices that ensure children are active participants in their learning.

## The Curriculum

Curriculum outcomes are organised into eight areas. As part of our school improvement plan we are developing our curriculum in Numeracy, literacy, digital literacy and employability and creativity. At the start of each term each teacher provides parents with a context for learning letter that provides parents with a summary of the work planned for that term.

## Literacy

The Literacy programme aims to develop skills in reading, writing, listening and talking. Core skills such as handwriting, spelling and grammar are also taught regularly through a variety of interactive techniques. We are developing our collaborative approaches to our literacy curriculum, promoting the use of reciprocal reading strategies. Children are encouraged to apply their skills learned through their talking, listening and learning sessions in all areas of the curriculum ensuring that every child's voice is heard.

## Reading

Throughout the school we have developed a reading diet which develops skills, knowledge and understanding of text in its widest sense. This programme has been updated to take account of the Curriculum for Excellence depiction of text and gives pupils the opportunity to study a wide range of text including novels, non-fiction text, Scottish texts, films, poetry, plays and web based text and to respond to what they see and hear.

In Primary One we aim to develop sight vocabulary using the look and say method. In addition to this phonic skills are developed through Read, Write, Inc. The programmes for reading in the early stages are Read Write Inc and Rigby Star. Children in Primary One and Two also have the opportunity to borrow book bags to take home on loan. As the children's reading confidence grows we aim to widen their reading experience and they have the opportunity to read novels and a range of non-fiction books. Through this collaborative guided reading approach a wide range of reading skills are taught.

## Writing

We have a whole school approach to the teaching of writing. There is a progressive programme in place. Writing is taught as a core subject and within the context of other curricular areas. The basis of writing improvement is through the use of four key principles, the development of vocabulary, connectors, openers and punctuation. Children refer to this as VCOP and use their VCOP pyramids to help support their writing improvement.

## Listening and Talking

As well as promoting good listening and talking skills by modelling and expecting high standards of interaction between all members of our school community we also develop these skills in a progressive way from nursery onwards. Our talking, listening and learning gestures and skills, taught in the early years, we feel are essential in providing an effective foundation for successful group work. These skills are developed as the children move up through the school. We use learning partners from Primary One to Primary Seven to encourage reflection and discussion. Learning Profiles are used from nursery onwards.

## Modern Languages

French is introduced in nursery and is taught from primary 1-7. The emphasis at first is on listening and talking. Key vocabulary is introduced and children are soon able to say simple phrases with confidence. We introduce our children to Spanish and work alongside Dunblane High School and their Language Ambassadors.

## 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.

### **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.

## Health and Wellbeing

Health and Wellbeing is the foundation of our curriculum.

Our school is a UNICEF Rights Respecting School and this programme provides the firm basis on which our school's positive behaviour programme is established. Our health and wellbeing curriculum was recently revised to encompass all health issues from physical health to social and emotional health. We have achieved the Government target of 2 hours of PE per week, with our visiting P.E specialist delivering a portion of this fortnightly. We have a Fresh Air 15 every day during which pupils and staff participate in our various activities. The Active Sports Co-ordinators also provide all children in the school with opportunities to engage in various sporting activities. Primary 5 children have the opportunity to participate in swimming classes at The Peak for a block of lessons during the school session.

## Social Subjects

Learning for Sustainability is the overarching theme for our interdisciplinary learning curriculum and allows us to provide engaging learning experiences in social subjects. Learning in social subjects is very much embedded into the daily learning experiences of every child. We have an overview of suggested contexts for learning in Social Subjects. Through this overview we aim to ensure that there is appropriate pace, challenge and progression in our curriculum. Through our approaches to planning and delivery of the curriculum we ensure that account is taken of children's prior learning and interests. This three year cyclical plan has built in flexibility to take account of prior learning, particularly in the early years where the flexibility and responsiveness of nursery experiences influences learning.

## 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.

Our curriculum promotes an interest in and enthusiasm for learning about science as a dynamic area for investigation. Through problem based and experiential learning we hope our children develop a range of enquiry skills that they can apply and transfer to a range of learning situations and life experiences.

## 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. The curriculum is supported by regular visits from specialist teachers of music.

## Religious and Moral Education

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.

Assembly is a valuable time for the school to come together as a community. We hold weekly Thursday assemblies led by either the headteacher or the rector of St Mary's Episcopal Church. During assembly we recognise individual, group, class and school achievements.

At the end of each term we have a whole school service in St Mary's Episcopal Church shared with our school community.

## Technologies

The school has a wide range of equipment including Chromebooks, iPad and laptops which are shared between classrooms. The system is fully networked and there is a colour photocopier in the office. All classrooms have an Interactive Whiteboards, Active Expression Devices and cameras. The wirelessly enabled technology, plays a vital role in supporting children with Additional Support Needs and encouraging our children to populate their online profile.

Teaching of skills in ICT is done through the context of other curricular areas. The skills of searching and researching on the internet, for example, would be developed in the context of science or social subjects. Word processing skills or publisher are used to present work that has been covered in other curricular areas.

We have invested in programmable technology and are delighted with the progression of skills and experiences that our children now have within this area of technology.

## Enterprise Education

We firmly believe in integrating enterprise education throughout the curriculum, as we feel this approach encourages responsibility, creativity, citizenship, co-operation as well as personal and social skills. Individual needs and learning styles are taken into account in the planning and delivery of the curriculum.

# Learning and Teaching

## Building Learning Power

Life-long learning and the development of children's capacity to learn in new and challenging circumstances throughout their lives is their right. Research suggests that there are several broad dispositions that we need to develop in order to become successful life-long learners; Resilience, Resourcefulness, Reflectiveness and Relationships. Here at St Mary's we like to think of these learning dispositions as being like groups of learning muscles. The design of our learning and teaching incorporates all of the above, allowing our children to exercise and develop these learning muscles, ensuring a good level of learning fitness in our pupils.

## The Design of our Learning and Teaching

Learning and teaching in the school is based on the 5 key principles of Design for Learning; Community Learning, Reflective Learning, Experiential Learning, Quality Learning, and Problem Based Learning.

Learning is more effective when **unmanageable** stress is removed. By purposefully developing supportive, collaborative learning communities, we create conditions which enable learners to take risks and make new connections. If learners feel that they are in a 'safe' and 'fair' environment, they are more willing to engage 'fully' with their learning. Community building activities give an opportunity to explore and develop skills and attitudes which underpin a successful collaborative culture by making them 'visible'. Learners are encouraged to reflect upon and transfer their learning from one activity to another – whether these are 'games' or curriculum-focused tasks.



**Community Learning**

Learners are encouraged to accept diversity in values, beliefs and learning preferences, so that they can assist each other in exploring potential, in order to enhance the learning of the whole community.

Learners are more likely to take the risks needed to fully engage in reflection, innovation and problem-solving if they feel they are in a supportive, collaborative learning environment. A safe and fair environment needs to be purposefully built, nurtured and maintained by all learners. The well-being of individuals becomes the responsibility of all members of a community.



**Experiential Learning**

We can learn about the world through remote secondary sources such as books and lectures. However, learning becomes deep and embedded when practitioners design engaging experiences, which require learners to directly apply or discover desired knowledge, skills and attitudes. Learning is more powerful and memorable when learners are engaged in active, immediate and authentic experiences from which they can make personal sense of their world.

Practitioners design experiences which require learners to find and solve a problem. These could be 'scenarios' or 'real-life' problems. They may range from 'puzzles' (with only one solution) to 'open-ended' problems (whose solutions are limited only by the creativity of the problem-solvers). Learners are encouraged to use a variety of process tools and strategies which enable them to collaborate and generate solutions effectively.



**Problem-Based Learning**

Learning becomes engaging when it involves finding and solving problems that are meaningful and relevant to the learner, thus motivating them to explore, innovate and be enterprising.



**Quality Learning**

People do not learn from experience, they learn from reflecting upon an experience. Practitioners encourage the use of a variety of tools and strategies which develop purposeful reflection upon experiences. Learners identify their strengths and areas for improvement both in their problem-solving processes and also their final products/solutions. Learners are also encouraged to make wider connections and transfer their learning beyond the task at hand.

Purposeful reflection is vital in order to make connections to prior knowledge and understanding, transfer and apply learning to new situations and explore creative solutions. It is engaging the learner with their learning. Reflection takes time and must be specifically planned for when designing high quality learning opportunities. This is how we design for and implement progression and improvement.

We cannot and should not get away from standards. Practitioners design problem-based experiences which contain quality success criteria with reference to both the process of problem-solving and the solution/final product. During reflection, learners consider the criteria and identify areas where they have met or surpassed the required standards and areas which require improvement. Learners are engaged in developing strategies for growth and encouraged to take ownership of their learning.



**Reflective Learning**

High quality learning is standards-focused and provides opportunities for learners to utilise higher order thinking skills, in an environment which encourages appropriate challenge and risk-taking. Negotiated and agreed success criteria are essential for the effective acquisition of knowledge, skills and attitudes, which are necessary for high quality learning. Formative assessment strategies are embedded throughout quality learning experiences. Developing an 'internal sense of quality' increases motivation and self-direction.

## Assessment

Assessment is an integral part of daily teaching, with teachers, peers and individuals assessing what children know, understand and are able to do. Staff and pupils assess progress made and plan next steps in learning accordingly. This aims to improve standards of achievement, developing skills for learning, life and work.

Children in Primaries 1, 4 and 7 will undertake the new Scottish National Standardised Assessment (SNSA), which will allow us to track children's progress and achievements in literacy and numeracy.

Evidence of children's progress and achievements will come from day to day learning and through the things they may write, say, make or do. For example evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance or practical investigation. Evidence could also be a drawing, report, or piece of art work that they have produced. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience. In the nursery this evidence is captured in the children's learning logs and through the children's profiles. This model is built upon throughout the school, with pupils taking ownership over the creation of their own Learning Logs and portfolios.

The school has a Quality Assurance Policy in place which aims to ensure that the educational experience provided at St Mary's is the very best it can be.

All key policies can be accessed via the school website and further information about Curriculum for Excellence can be found at <http://www.educationscotland.gov.uk/parentzone/index.asp>.

## 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

St Mary's has always benefited from a high degree of parental support. At present there is an active Parent Council with a fundraising group. The Parent Council meets regularly throughout the year and appoints new volunteers at the Annual General Meeting in September. All parents of the nursery and school are welcome to attend meetings.

## Parent Council

### **The objectives of the St Mary's Parent Council are:**

- To work together to create a welcoming school which is inclusive for all.
- To actively promote partnership between the school and nursery, its young people, parents, the church and wider community, so as to:
- recognise and record achievements

- support activities that aim to develop the children’s fullest potential
- identify and represent the views of parents on the education provided by the School and other matters affecting the education, welfare and emotional wellbeing of the pupils.

The parent forum is notified of meetings for the Parent Council and any member of the parent forum is welcome to attend even if not a member of the parent council. Any member of the parent forum can raise items for the parent council meeting agenda.

## Parent Council Committee Members

### Key post holders are:

- Liz Owen (Chair)
- Karen Derrington (Vice)
- Ros Walker (Secretary)
- Eric Weber (Treasurer)
- Klara Kynaston (Fundraising)
- Margaret Slater (Church Representative)

## Fundraising Group

The Fundraising Group organise several fundraising and social events throughout the school year with the purpose of raising monies which can be used to enhance the education and experience of the children at the school and nursery. Parents are encouraged to support and volunteer for the various events through the year where possible.

## Homework

The purpose of homework is to give extra practise and reinforcement of skills taught in class. It also provides a valuable link between school and home. The result of regular homework should be of benefit to the child concerned, not a burden. At all stages we reinforce class work through our Learning Logs and Google Classrooms. We also have homework grids which are created by the children and is linked to the current learning contexts within your child’s class and is expected to be completed in a given time period. We work in partnership with our parents and are flexible to the needs of our families. Should you wish to discuss homework please do so with our class teachers in the first instance.

## Newsletters

A newsletter is issued at least once a month. This is available on our school app, website, e-mail or paper copy.

## School Website, Twitter and School App

Our school website is an information page for our school, <http://www.stmarysepsdunblane.org.uk>.

We have a school app which parents can view through a link on our school website.

You can find us on Twitter [@stmaryseps](#).

We also encourage parents to communicate with us through surveys on individual issues, annual questionnaires on quality of provision and impact of school improvements.

## Open Days

We have a regular programme of open afternoons and mornings as well as curriculum information evenings.

## Meet the Teacher Evenings

At the start of each session there is an opportunity to come to school in the evening and meet your child's teacher and socialise with other parents. There are then two other more formal opportunities to meet with your child's teacher in November and February, however our staff are more than happy to make appointments with parents throughout the year should there be any information they wish to share or concerns they would like to discuss.

## Parent Volunteers

Parent volunteers are an essential part of St Mary's Episcopal Primary School. We welcome parental involvement in many forms: Help in class, on trips, to organise the loan and return of materials and to provide information and expertise connected to learning contexts. Parents are also involved in development work wherever possible and we enjoy parental representation on each of our pupil committees.

## Car Parking

We do not have an actual car park for our school however we have an agreement with India Gate Restaurant that our parents can park there at pick up and drop off time to ensure safer routes to school. There are 2 disabled parking bays in Smithy Loan for blue badge holders to access.

## Sharing our Learning and Special Occasions

In the course of each session we invite parents to school to share in special occasions, learning events and shows. We endeavour to offer these events at a wide variety of times and dates to ensure that as many families as possible are able to attend. In January our whole school celebrates Robert Burns and our children present their talents through literacy and expressive arts. At Christmas, our younger children present a Nativity Play and our older children lead a carol service at the end of term. There is also an upper school performance in June.

# School Uniform

We strongly encourage the wearing of school uniform. It promotes a sense of unity and inclusiveness. Children should wear the green school sweatshirt. This should be worn with a blue polo top/shirt and grey trousers/skirt/pinafore.

Sweatshirts and polo tops/shirts can be ordered through the school. All children's clothing should be clearly marked with the child's name.

## Physical Education Clothing and Footwear

- White polo shirt/tee shirt
- Blue or black shorts
- White socks
- Gym shoes

For health and safety reasons pupils should wear these for PE lessons. All jewellery and hair slides should be removed and long hair tied up during PE.

# Secondary School

At the end of P7 pupils transfer to their catchment secondary school. Pupils who live in the catchment area for Dunblane High School will be offered a place there. Pupils who live out with the Dunblane High School catchment and wish to attend Dunblane High School will be required to submit a placing request.

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

**Headteacher:** Mr Stuart Mackay



# Attendance

It is important that the school and parents work together to achieve good attendance as there is a strong link between good attendance and achievement. The school aims to encourage attendance by creating a welcoming and supporting ethos. If there are difficulties with your child's attendance, the school will contact you to discuss ways of resolving this.

If your child is unable to attend school due to illness or for any other reason, we ask that parents should notify the school as early as possible in the school day.

Parents should also give careful consideration to the impact on a child's education of taking holidays during term time. All schools are required to record attendance and absence of pupils and report on these figures to parents, the Council and the Scottish Government.

The Scottish Government's guidance – Included, Engaged and Involved: Attendance in Scottish Schools - issued to all local authorities in December 2007 provides guidance on how attendance and absence at school is recorded. This document clarifies that the majority of family holidays taken during term time will be categorised as unauthorised absence and that schools may only authorise a family holiday during term time under very exceptional circumstances.

Regular attendance scans are undertaken by the management team. When a child's attendance drops below 90%, parents will be notified by letter and asked to come in to talk to the headteacher about how best to support their child's progress.

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

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

# Child Protection and Safeguarding

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

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

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

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

## Clothing Grants

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

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

# Complaints

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

## Who can complain?

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

## What can't I complain about?

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

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

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

We have 2 stage complaints procedure.

## Stage One – frontline resolution

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

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

## Stage Two – investigation

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

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

### **When using Stage Two:**

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

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

### **The SPSO cannot normally look at:**

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

# Digital Learning

## Digital Tools for Learning and Teaching

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

## Core Digital Services

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

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

## Digital Services Requiring Consent

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



## Stirling Council Schools, Learning and Education

### Enrolment Arrangements : Primary & Secondary School Education in 2021

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

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

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

#### Gaelic Medium Provision

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

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

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

#### Placing Requests for Session 2021/2022

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

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

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

#### Schools Information

Information on local authority schools in Stirling Council is available on our website [www.stirling.gov.uk](http://www.stirling.gov.uk) or by contacting us on 01786 233185.

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

# Equalities and Children's Rights

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

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

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

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

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

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

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

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

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

## Anti-bullying and Positive Relationships

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

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

# Getting it Right for Every Child

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



## Key elements of GIRFEC are:

- Wellbeing
- Named Person
- Child's Plan

## Wellbeing

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

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

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

## Named Person

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

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

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

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



## Child's Plan

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

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

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

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

## Inclusion

### Additional Support Needs

All children get help with their learning.

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

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

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

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

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

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

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

## Independent Advice

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

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

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

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

# Insurance Information

## 1 Public Liability

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

### Pupils' Property

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

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

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

## 2 Personal Accident/Travel Cover – Educational Excursions

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

**A brief summary of the cover is as follows:**

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

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

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

# School Health Service

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

## School Nursing Service

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

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

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

### **The School Nursing Team comprises of:**

School Nurses  
Registered Staff Nurses

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

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

# School and Nursery Meals

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

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

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

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

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

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

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

## Transport

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

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

## Unexpected Closures

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

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

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

# School Holidays 2020/2021

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

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

# School Holidays 2021/2022

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

# Register of Personal Data Processing

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

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

### Privacy Notice

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

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

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

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

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




# Parentzone

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


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

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



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

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

 **Parentzone**  
SCOTLAND

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

