



Stirling Council
Schools, Learning & Education

Riverside Primary School &
Nursery Class Handbook

2026/2027

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Stirling Council

Schools, Learning and Education

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

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

Education is key to every child's future and enables us to create a fairer and more inclusive society, where our young people have the skills and confidence to contribute successfully when they leave school.

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

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

We will realise this ambition by listening to and learning from children and young people, putting them first; promoting inclusion across all schools, nurseries and communities; and by 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 and believe that this partnership will be key to achieving success for all children and young people.

We look forward to working with you as your child embarks on, and progresses through their education.

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

Bryony Monaghan
Head of Education and Chief Education Officer
Stirling Council
September 2025

Welcome from the Headteacher

Riverside Primary School is a non-denominational school serving the areas of Causewayhead, Blairlogie, Cambuskenneth, some areas of Top of the Town and Riverside. The school is situated in Forrest Road within the Riverside area of Stirling.



We strive to maintain high standards and to be welcoming to all parents and carers, prospective parents and to the children who form our community. At all times we seek to establish a compassionate, caring and fair environment within which all pupils are valued and are given the opportunity to develop a positive image of themselves. At the same time, our pupils are expected to be polite, kind, to work hard and develop a growing sense of self-regulation within an ethos of enrichment and responsibility for their own learning.

We always welcome parents who wish to find out more about the school, the creative curriculum it offers, the available resources and the facilities that are available to the children.

We hope that all parents will find the information in this brochure useful and that it provides the starting point from which to make informed decisions regarding the most appropriate school for your child.

Michelle MacPhee
Headteacher

Description of the School

Riverside Primary School was built in 1926 as a secondary school with a primary department. In 1972 the secondary pupils transferred to a new purpose built school in Causewayhead. With closure of the Territorial School and Craigs School, the primary department expanded and it is housed now within the two buildings on the campus in Forrest Road.

School Information

School address	Riverside Primary School Forrest Road Stirling FK8 1UJ
Telephone number	01786 237933
E-mail address	rvrsdeps@stirling.gov.uk
School roll	421
Nursery roll	32/32
Gaelic Medium roll	61
Autism Provision roll	34
Headteacher	Mrs Michelle MacPhee
Depute Headteachers Mrs C Gemmell Mrs R Plewes	Mrs L Quintin
Teaching Staff Miss J Ashurst Mrs B Bleackley Mrs E Boyle Ms M Brown Miss S Carroll Mrs J Cownie Mrs F Davison Miss R Dodds Miss S Ferguson (PT Gaelic) Mrs V Ferguson Miss E Forsyth Mrs K Forsyth (PT Literacy) Mrs J Gallagher (PT ASN) Mr P Gardiner Mrs J Henry Mrs C Ledingham Miss K Lockhart Miss C Mackenzie	Miss C McDonald Mrs A Meadows Miss L Middleton Miss C Miller Miss E Mongan Mrs E Morgan Mrs M Murdoch (PT Nurture) Mrs C Patterson Mrs R Plewes (PT Digital & Assisted Technologies) Miss E Shaw Miss L Smith Mrs H Spencer (Project Lead HWB) Mrs A Swain Ms C Thomson Miss T Thomson Mrs Van der Zwet Mrs E Whitehead Mrs G Williams

Principal Early Childhood Educator	Mrs K Dodds
Senior Early Childhood Educators Mrs L Godward Miss S McAuslan	Mrs K Campbell
Early Childhood Educators Mr G Hawthorn Miss C Milligan	Miss C Leneghan Mrs N Spowart
School Administrators Mrs S Anderson	Mrs S Souter
Nursery Administrator	Ms J Jump
Support Staff Miss K Aitken Mrs F Bell Miss M Bergin Mrs E Burke Miss R Burns Mrs S Campbell Mrs G Clark Ms N Colonna Mrs M Cowie Miss A Dornan Mr N Evans Miss L Gerrard Mr K Glaister Mrs R Hadley Miss L Henderson Mrs A Higgins Mrs A Hyatt Miss A Johnston Miss R Kennedy	Mrs L MacRae Mrs H McKay Mrs H McQueen Mrs C Monaghan Mrs G Purdie Mrs F Rayner Mrs C Ryan Mrs M Sharkey Miss H Smith Mrs N Spowart Mrs L Stewart Miss F Thomson Mrs I Thomson Ms J Thomson Miss L Tominey Mr D Topliff Miss A Williams Mrs H Young
School Janitor	Mr D Mitchell
Kitchen Staff Mrs J MacLeod (Catering Supervisor) Mrs H Feeney Mrs L Miller	Miss S Murad Mrs P Shaw
Cleaning Staff Ms C Woods (Chargehand Cleaner) Ms P Ingles Ms T Jones	Ms M McGuigan Ms A Medahunsi

The School Day

Morning session	9.00 am – 12.30 pm
Afternoon session	1.30 pm – 3.15 pm

Autism Provision

Morning session	9.00 am – 12.30 pm
Afternoon session	1.30 pm – 3.15 pm

Nursery Classes

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

There is a short break at 10.45 am each day for the children of P1 to P7. During this time all pupils are expected to play outside, making use of the toilets on the way out.

Stages of the School

Within the main school there are fourteen classes catering for the needs of Primary 1 to Primary 7 pupils.

There are also presently three classes in the Gaelic Medium provision, which is available to children entering Primary One. The children are taught solely in Gaelic. The children are not necessarily expected to come from Gaelic speaking families.

We have a Nursery Class where sixty four children can be admitted on a daily basis. Thirty-two places are available in both the morning and afternoon sessions. We also offer Gaelic input for children whose parents express an interest in this. The Nursery is staffed by 6 Early Childhood Educators, one has the responsibility for delivering Gaelic input. Children are eligible for a nursery place the term after their third birthday. A visiting Nursery teacher also spends a block of 5 weeks in the Nursery every year.

We have an Autism Provision (AP) for children who have a language and communication disorder and are on the autistic spectrum. Whenever possible the children are included in mainstream classes and can be supported by teaching staff and our support for learning assistants.

School Vision, Values and Aims

Vision (Gaelic translation in brackets)

Bring YOUR best (Dèan DO dhìcheall)

Our vision is of a school in the heart of its community in a culture of creativity, initiative and collegiality in which learning is always the prime focus, ensuring a rich, motivating learning experience for all. Our greatest contribution is to be sure that in every classroom there is a teacher who cares that every day each child learns, grows and develops to the best of their ability in an ethos of enrichment.

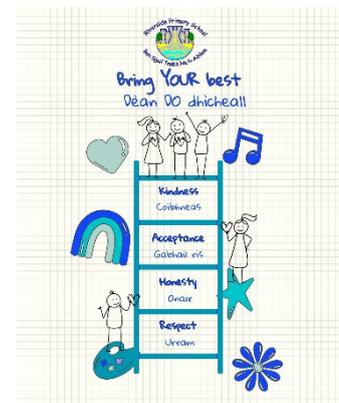
To achieve this vision it is essential that we develop a curriculum which ensures that all children are partners in learning opportunities that recognise and celebrate their uniqueness, develop their full potential, allow them to fulfil their aspirations within and beyond the school gates and prepare them to meet the challenges of the 21st century, including skills for life, learning and work.

Values (Gaelic translation in brackets)

- Kindness (Coibhneas)
- Acceptance (Gabhail ris)
- Honesty (Onair)
- Respect (Urram)

Aims

- To create positive ethos whereby everyone in our school community is valued.
- To enable each child to develop their potential as successful learners, confident individuals, responsible citizens and effective contributors in a high quality learning environment.
- To promote our children's health and wellbeing, encouraging self-esteem and a respect for diversity and fairness in life.
- To consult with children and build on partnerships with families, the community and other agencies to provide support for all.
- To respond to educational, social and environmental changes and support the development of a learning community.



Ethos

The school promotes positive relationships and behaviour where the emphasis is on rewarding good behaviour. Children are encouraged to behave well and show respect for others, be they other children or adults.

We encourage children to take responsibility for their behaviour, consider the choices they make and think about the consequences of their actions. Serious incidents are referred to the Senior Leadership Team and appropriate action taken. We encourage the children not to retaliate in any situation but seek adult help immediately.

Through our House System points are awarded and good work and good behaviour is recognised. Opportunities exist for children to achieve as the top scorer in each class or be selected as the class Star Pupil every fortnight. Success is shared and celebrated at the fortnightly house meeting and the winning house is announced at our whole school assembly.

At the beginning of each school year the children in each class, supported by the teacher, decide their class charter and their rights and responsibilities in class. In this way they can discuss issues relevant to them and agree and have ownership of acceptable guidelines for behaviour.

By developing and supporting positive attitudes in our pupils we hope to discourage bullying. Any acts of bullying are taken seriously and dealt with in a firm manner. Through regular Health and Wellbeing education children are made aware of the consequences and effects of anti-social behaviour; formally through their work in the curriculum and informally through the expectations and ethos of the school.

'The Studio' is a therapeutic space which is available for children who need individual or small group support to help self-regulate emotions.

Should behaviour continue to give cause for concern, parents will be invited to meet with the class teacher and/or a member of the leadership team to discuss the ways in which parents, staff and the pupil can work together to improve behaviour. In cases of a serious incident or concern a child may be excluded for a short period of time.

School Improvement Plan

Each year, the school examines its successes and determines its priorities 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.

The Framework sets out our key priorities for improvement for session 2025-2026:

- **NIF 1:** Improvement in attainment, particularly in literacy and numeracy.
- **NIF 2:** Closing the attainment gap between the most and least disadvantaged children.
- **NIF 3:** Improvement in children and young people's health and wellbeing.
- **NIF 4:** Improvement in employability skills and sustained, positive destinations.

Curriculum

The curriculum must be creative, broad, balanced and progressive, always driving forward. The curriculum we describe recognises that there are many kinds of talents and personalities and many ways of expressing, feeling and knowing. We aim to ensure that the curriculum reaches out and touches every child in a way that makes sense to each child, motivates and enlightens each child. An education for all – accessible to all.

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 child as a learner, and allows for creativity, 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.

Curriculum for Excellence identifies key values for life, four contexts in which learning takes place, six entitlements for learners, seven principles for curriculum design and eight curriculum areas in which learning is organised. These values, contexts, entitlements, principles and curriculum areas are at the heart of decision making regarding our Curriculum Structures rationale (see Curriculum structure on our website).

There is an emphasis on literacy, numeracy and health and wellbeing across the curriculum. The learning in the curricular areas is described through a comprehensive set of outcomes and experiences which describe the children's expected progress.

These are available to view at:

<http://www.ltscotland.org.uk/curriculumforexcellence/experiencesandoutcomes/>.

Stages of Development

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to SCQF level 4.
Senior Phase	S4 to S6, and college or other means of study.

Learning and Teaching

The success of our curriculum is through the delivery of high-quality learning and teaching. This is at the heart of our work and the use of a variety of teaching approaches is an essential feature of our curriculum. A wide range of teaching strategies are implemented by all staff, where approaches to learning and assessment are varied and pupil-centred. Assessment is for Learning techniques, direct teaching, self and peer assessment, individual and group work, text-based work and practical work, the use of ICT to support learning, outdoor learning, educational visits and visiting speakers are examples of approaches and methodologies designed to actively engage our pupils in their learning.

Inter-disciplinary Learning (IDL)

Inter-disciplinary learning (IDL) is a key feature of Curriculum for Excellence, which enhances the curriculum and is reflected in our child centred contextualised planning. We believe that this approach towards delivering the curriculum brings about rich rewards, allowing for increased and improved collaboration across subject areas and leads to exciting and challenging opportunities for our pupils to make connections across learning within the context of Broad General Education. IDL opportunities exist across two or more subject areas to support and enhance learning e.g. the teaching of Scottish Wars of Independence in Social Studies, Scottish Food in Food Technology, and Scots Poetry in Language. Links are increasingly being incorporated into retrospectively planned approaches. Developments have led to more involved child centred experiences such as Health Promotion, Anti-bullying, Eco Schools Work and promoting our annual Focus Week.

Personalisation and Choice

As our pupils progress through their levels there will be opportunities for creativity, personalisation and choice in relation to their learning. Allowing our pupils to lead the learning making informed choices about their learning which encourages and motivates them to become successful learners. Personalisation and choice takes many forms including what pupils will learn from and within lessons as well as to approaches to learning and assessment opportunities. It also relates to how pupils will learn through active learning, through different activities offered within lessons and to the challenge relating to a learning outcome.

There will also be opportunities for choice as to how pupils will demonstrate learning through make, say, write or do, offering a range of assessment approaches.

Opportunities for Personal Achievement

The children's Learning Logs, classroom achievement walls, the school website and twitter demonstrate to the Whole School Community the high value we put on our pupils' personal achievements. Pupils, parents and staff are encouraged to recognise and support wider achievement, personal target setting and the need for reflection and evaluation time in all aspects of learning.

Our Charity Work involves the whole school and develops the concept of giving. Our Eco Schools' Work, our recently established links and partnerships with groups such as Young Carers and Strathcarron Hospice promote social responsibility. The wide and varied programme of extra-curricular activities and clubs offer tremendous opportunities for all our pupils.

Other Languages

In school all children are given the opportunity to learn French and Gaelic from Primary 5 onwards. The teaching is mainly done orally and children are given frequent opportunities to practise the language through games, songs, poems and other enjoyable activities.

Religious Observance

Within the curriculum the children are taught about different religions and explore moral issues in Religious and Moral Education. The school also has a responsibility to provide the opportunity for religious observance at least six times each school year. We also make arrangements to provide children and young people from religions other than Christianity with opportunities to observe the conditions of religious festivals e.g. Ramadan.

School chaplains work with the children and lead our worship at twice during the year:

- Rev A Miller, Viewfield Church

Parents have the right to withdraw their child from religious observance. You will be asked whether or not you wish to exercise this right when you enrol your child.

Health and Wellbeing

Health and Wellbeing is an important part of our pupils' personal and social development.

As part of taking responsibility for health, pupils study:

- Physical Health
- Emotional Health
- Social Health
- Sexual Health and Relationships

Health and Wellbeing is regarded as a crucial aspect of the daily education of every child who attends Riverside. Its purpose is to assist the individual child to develop appropriate skills to enable him/her to function within the class, school and society at large.

We promote the development of Positive Relationships and Behaviour in a variety of ways including:

- Health and Wellbeing curriculum
- The House System
- Pupils setting targets
- Nurture support
- Our positive whole school ethos
- Senior Sevens
- Peer mediators

At Riverside we endorse Stirling Council's Sexual Health and Relationships Education Policy, which includes guidelines and protocols for partnership working with parents and external agencies. Details of the whole school programme are available on request and parents are informed through the 'beginning of topic' letters when this area of the curriculum is to be covered. Parents are invited to view any resources and discuss the programme in advance should there be any concerns. They may exercise their right to withdraw their child from this area of the curriculum.

Critical skills: Children learn and develop skills such as problem solving, communication and co-operation which will equip them for life and the work place.

Planning

Within the school, teaching staff plan the children's work both on a daily basis in response to the children's needs and for a block of time as a means of planning out the programme of work, taking account of all curricular areas. We strive to include the children in planning, in particular for IDL topics.

Accelerated Learning

An accelerated learning teacher works co-operatively in many classrooms to assist with the overall teaching process. All children can benefit from this involvement. Children who need extra help or careful monitoring are identified through Staged Assessment and Intervention procedures. Extra help can be offered in a variety of ways for all children, either in or out of the classroom. This is a phased approach and we, in consultation with parents, will seek the best way to support the child. In some cases extra help for individuals or small groups from the accelerated learning teacher may also be appropriate.

Occasionally advice may be sought from other agencies, such as the psychological services, speech and language therapists or social work, who assist us in meeting the individual needs of the child.

Assessment

Assessment is the means of obtaining information, which allows teachers, pupils and parents to make judgements about and targets to develop pupil progress. Assessment measures the success of learning, teaching and achievement as well as guide the next steps to be achieved.

Aims

At Riverside Primary we strive to meet the needs of all pupils. Assessment is an integral part of the learning and teaching process and will:

For pupils:

- Motivate them through success.
- Inform them about their achievements and progress to date.
- Identify areas of strength and development needs.
- Inform them of areas they can improve on by encouraging them to consider their own work.
- Inform them of ways in which to improve.
- Actively involve them in the feedback process.
- Actively involve them in setting targets for improvement and development.
- Improve self-esteem.
- Build resilience.

For teachers:

- Inform their evaluations of specific areas taught.
- Enable them to evaluate their own practice.
- Indicate next steps in the learning and teaching programme.
- Identify areas in which the learning and teaching could be enhanced through a variety of approaches.
- Identify pupils requiring further support or extension.
- Identify a more appropriate pace of learning.
- Help to monitor the appropriate use of resources.
- Provide information on class/group organisation.
- Actively involve them in the feedback process.

For parents:

- Inform them of their child's progress and achievements on a regular basis.
- Inform them of areas of strength and development needs.
- Provide evidence of achievements and attainment.
- Actively involve them in the feedback process.
- Encourage them to be actively involved in setting the next steps in learning and targets.

Assessment information may be gained through:

- Formative strategies to indicate the effectiveness of teaching and learning.
- Summative for recording and reporting processes.
- Diagnostic to indicate strengths and specific difficulties.

Reporting

The results of children's achievements are discussed with them regularly so that they are involved in taking responsibility for their own learning. This may take the form of oral discussion and/or written comment. In this way, it is hoped to assist the pupil identify what has been learned and the next steps to their learning.

Children regularly set targets in their work. Parents will be informed of progress:

- Through Snapshot in Time books.
- Through parent consultation evenings and other meetings.
- By the annual school report.
- Staged Intervention paperwork.
- Individual Education Plans.
- Learning Logs.

Home Learning

We value the important role home learning plays in providing a 'learning bridge' between home and school. It also provides children with the means to practice and extend their school learning and begin developing study skills for the future.

Home learning is given on a weekly basis through Learner Reflections so children and families can manage the time to complete any tasks to suit their family circumstances. These arrangements are shared with parents at the beginning of each session, along with other important information for the year, through a 'Meet the teacher' meeting and a welcome letter issued to all parents.

Usually there will be reflections in Language, Maths and another activity. Home learning grids are also used at times. This allows children to select activities, relating to their topic, that they wish to complete over a period of several weeks. From P3, children may also be given a personal project to undertake, again over several weeks.

We actively encourage parents to be involved in their child's learning and see home learning as a significant part in this process. Parents are invited to comment weekly, to ask questions and to use the system to communicate directly with the class teacher on any matter.

Partnership with Parents

The school seeks to work in partnership with parents as a means of enhancing the educational opportunity available to the children.

Throughout the session there are various opportunities to find out about your individual child.

These include:

- Home learning comments in Home/School Link Packs.
- Individual appointment to discuss your child with the class teacher (September/October and March).
- Sharing our Learning Events.
- Parent workshops.
- A written report.

General information about the school and its curriculum is also available through:

- Meet the Teacher events.
- Parent workshops.
- 'Beginning of Topic' letters.
- Class assemblies.
- Induction meetings for nursery and primary 1.
- Regular newsletters.
- Home learning reflections and projects.
- Annual Standards and Quality Report.
- School Improvement Plan.
- The school website at www.riversideprimaryschool.co.uk.
- Big SIP Meeting.
- Wee Blether.

Parents are welcome to contact the school at any time to make arrangements for visits to school or discussions. An appointment should be made to ensure that appropriate staff are free to talk to you.

Communication

We try to keep parents well informed about the day to day life of the school through letters, regular Newsletters and the weekly digital noticeboard. We use the services of a company called SeeSaw to send general correspondence and newsletters to you, although anything of a confidential nature or those requiring a signature are sent via 'pupil post'. If you would like to know more about this, please contact the school office. If you have any general queries please contact the school office or use our school website, www.riversideprimaryschool.co.uk where you will find lots of useful information.

If you have any concerns about your child please contact the class teacher by note or ask for an appointment. You can also contact any member of the Senior Leadership Team by phoning the school office and leaving a message or arranging an appointment. We try to get back to you as soon as possible.

Remember staff are also regularly in the playground for any quick chats or information sharing.

Absence Hotline

Parents/carers are asked to report all absences on the first day of absence between 8.45 am and 10.00 am on 01786 237933. You will be asked to give your child's name, class, reason for absence and likely day of return (if possible). We aim to follow up any unexplained absences by phoning contact numbers.

The 'Absence Hotline' is not a perfect system but in this way we hope to support parents in working with them for the safety of their children. It does depend on parents contacting us and on telephone numbers being up to date.

Any unexplained absences will be followed up by a member of senior leadership team.

School Uniform

The wearing of school uniform is expected at all stages. We ask that all parents support us by encouraging their son or daughter to wear school uniform for the duration of their time at Riverside. All clothing must be labelled clearly with your child's name.

- Grey/black skirt/trousers (no jeans)
- Navy sweatshirt or hoodie with Riverside Badge (P1 to P6)
- Sky blue sweatshirt or hoodie with Riverside Badge (P7)
- White polo shirt
- Navy jogging trousers

PE Kit

- Gym shoes
- Gym top/T-shirt
- Shorts and/or tracksuit bottoms

At times PE takes place outside so children are advised to bring suitable clothing. PE is an important part of the curriculum and all children are expected to have PE kit in school every day. Football strips or colours are not allowed. Any child without PE kit is in a situation where they may not be allowed to take part – this is left to the teacher's discretion, according to safety issues and individual circumstances. No jewellery should be worn by any child during the course of physical education activities, including swimming. This guidance is designed to ensure the well-being of all children. Again all clothing must be marked clearly with the child's name.

Secondary School

At the end of P7 pupils within Wallace High School catchment transfer to:

Wallace High School
Airthrey Road
Causewayhead
Stirling
FK9 5HW
Tel: 01786 462166/7

Throughout the year secondary school staff visit the P7 children. There are numerous opportunities to work with high school teachers through participation in competitions, attending concerts and exhibitions as well as receiving a block of sporting activities.

Induction days are organised in May. There is also the possibility of enhanced provision for those children who require it. The programme for this is determined by the additional needs which a child may have.

All information is transferred from school to school through Seemis a computer data base.

Supervision

There is adult supervision in the playground at interval and lunchtime. Should your child have difficulties during this time they should tell an adult in the playground who will help them.

Wet Weather Arrangements

Children are permitted to stay in the classrooms during inclement weather. They are supervised by Support for Learning Assistants with the help of Primary 7 pupils. However, the success of the system depends upon the active co-operation of all pupils.

Early Closures

A printed notice of planned early closures will be sent in advance to parents/carers via the children. However, sometimes it is necessary to close the school early because of weather conditions, which affect travel, particularly for children travelling by bus in snow. Information in such instances may be given out on radio. Parents are requested to make contingency arrangements for their children to be received and looked after in case they have to be sent home early. It is important that parents ensure their children are aware of these contingency arrangements.

In the case of an emergency whole day school closure, for example due to inclement weather, information will be available on the school website, Stirling Council's website and Central FM (103.1). The school website address is www.riversideprimaryschool.co.uk.

Crisis Management

The school follows guidance from Stirling Council regarding crisis management and we have devised our own plan for dealing with any emergency situations.

Policies

The school maintains a set of policy statements and guidelines. Copies of these are available on request from the school office.

Extra-Curricular Activities/Clubs

These activities/clubs are organised and run by staff, parents and others who give freely of their time. Thanks to their commitment, we were able to offer a varied programme last session including, Craft Club, Tennis, Football, Netball, Outdoor Learning, Cooking/Baking, Gaelic Music Club, ICT and Dance. The programme is usually organised in 5 week blocks with different activities offered to different stages.

As part of the extra-curricular programme the children may sometimes take part in inter-school competitions and tournaments. Parents are always asked to give permission for their child to participate in these activities/clubs, and also to provide emergency contact information and 'going home arrangements'.

Multicultural and Anti-Racist Education

Race Equality

The authority has a race equality scheme. There is a general duty to promote racial equality including:

- To eliminate unlawful discrimination.
- To promote equality of opportunity.
- Promote good race relations between people of different racial groups.

The MAHR strategy is a procedure in place which requires headteachers to report racist incidents and to demonstrate how any incidents were dealt with. Any information can be translated into other languages as required.

At Riverside, we fully endorse the Council's policy and guidelines and support the principles of Multicultural and Anti-Racist Education. The school seeks to combat the existence of racism in society through the curriculum and life of the school. We are committed to celebrating diversity.

The curriculum reflects the diversity within our society to prepare pupils to be part of a multi-ethnic world. By exploring the multicultural aspects in the curriculum pupils will gain a better understanding of patterns of living, social customs, language and religions which are part of the community in which they live and learn to respect and value views and beliefs which are different to their own. This positive attitude will be encouraged as they explore and learn about other countries. The forces and conditions which shape the lifestyle of different peoples can be explored and compared with life in their own community and its history.

Through the school's ethos, group discussion and learning within the curriculum we seek to challenge stereotypes and misrepresentation. Pupils have the opportunity to express their ideas, listen to others and develop a more assertive attitude, which increases pupil's awareness of their own rights and feelings and those of others. Resources used in all subjects will present a multi-ethnic society, depicting a variety of ethnic groups in a variety of occupations and performing a variety of tasks within and outwith the home.

We aim to provide learning support for bilingual, traveller children and those from diverse cultural backgrounds, according to their needs. The Bilingual and Traveller Support Team who offer curriculum and assessment advice, individual tutoring, team teaching and pastoral care assist us in this. All staff are aware of the need to combat racism.

Any incidents of anti-racist behaviour, are investigated by a member of the Senior Leadership Team and appropriate action taken. We record all incidents following RAHMAS procedures and notification of incidents are passed on to Stirling Council.

Healthy Tuck Shop

Our Healthy Tuck Shop operates on a Friday at break time and is run by RAPP Health Promotion Group supported by parent/carer helpers. Please let us know if you are interested in joining the rota of parent helpers.

Mobile Phones/Bicycles/Valuables

Although we recognise that some children may need to bring mobile phones to school, we do discourage this, particularly those with camera facilities. Please be aware that we cannot be responsible for any 'phones, bicycles or indeed any other valuable belongings brought in to school. Mobile 'phones should never be used by the children during the school day. Any necessary or emergency 'phone calls will be made by the school office. Please be aware, we will contact the parent/carer of any child who uses a mobile 'phone inappropriately in school. The safety and security of the children is of the utmost importance, and we appreciate your support in this matter.

Appendices

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Appendix 8	Additional Support for Learning
Appendix 9	Equalities and Children's Rights
Appendix 10	Getting it Right for Every Child
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Appendix 14	Nursery and School Holidays
Appendix 15	School Travel
Appendix 16	Unexpected Closures
Appendix 17	Register of Personal Data Processing

Funded Early Learning and Childcare

Stirling Council will provide 1140 hours of funded ELC a year for children aged 3-5 and eligible 2 year olds.

There is a wide choice of providers offering funded hours. This includes local authority nurseries, private, voluntary and independent nurseries and childminders.

You will be entitled to 25 free hours a week or 30 free hours a week depending on the number of weeks the setting is open over the year.

You can choose to take this in different ways, full days or half days or a combination of both.

There is no payment to access funded hours. All providers must offer funded places in line with the National Standard. This means you can choose to take only your funded hours and you do not have to buy any additional sessions, hours or weeks. This applies in all funded provider settings.

Please note, the minimum attendance at any local authority nursery will be one full day or 2 half days.

Unfunded Sessions

A child can attend more than their funded sessions in a local authority nursery, subject to availability of places. We need to prioritise children accessing their funded hours first. Once admissions for the new academic year, starting in August, have been finalised in the preceding February/March, we will confirm your unfunded sessions with you and provide them until the end of your contract period. You would also need to agree to our contract terms for funded and unfunded sessions. The nursery can advise you further on this.

Fees for unfunded sessions are available on Stirling Council's website. Fees for other funded provider nursery or with a childminder will vary and you should contact the provider directly for information.

Opening Dates

The open and closed dates for the next academic session for all nurseries in each model can be found on our website, <https://www.stirling.gov.uk/schools-and-learning/nursery-and-childcare/nursery-terms-and-holidays/>.

Model 1: 48.2 weeks

Settings in model 1 will be open 48.2 weeks a year, including over the summer.

Model 2: 45.6 weeks

Settings in model 2 will be open 45.6 weeks a year

Model 3 and 4: 38 weeks

Settings open 38 weeks a year will be closed out with term time in line with our primary school holiday closures.

Settling In

Our early years staff are very experienced and skilled in helping children to settle. However, during the settling in period it is a requirement that you, or another nominated adult, aged 16 years or over, is available to collect your child earlier than the agreed settling-in end time on the rare occasion this may be necessary.

Your funded hours will start from the first day of the term your child becomes eligible. For children who are eligible for funding in term 1 (August), settling-in will, where possible, be arranged with you to take place over the summer before term starts. Children who are eligible in term 2 (January) and term 3 (April) will, where possible, be settled in at the end of the term before they start.

We have a few local authority nurseries, funded provider nurseries and childminders that are open term-time only. As they are closed over the summer they will not be able to settle children in during the summer months before the new term starts in August.

Attendance at School and Nursery

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

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

Information for those with School Age Children Only

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 and updated in 2019, 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 school 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 late coming 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 all forms of abuse.

Child abuse is when a child is harmed by an adult or another child – it can be over a period of time but can also be a one-off action. It can be physical, sexual or emotional and it can happen in person or online.

Child abuse and neglect have significant effects on children's emotional and physical health, social development and lifelong outcomes.

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.

[NSPCC](#) have a range of helpful resources for parents/carers.

If you are concerned a child or young person is at immediate 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 school/nursery child protection co-ordinator.

Clothing Grants

Some families may be eligible for clothing grants. Applications can be made by visiting <https://www.stirling.gov.uk/schools-and-learning/schools/free-school-meals-and-clothing-grant/> 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.

Closing date for Clothing Grants is 31 December each year.

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.

When a complaint is submitted on behalf of a young person, Schools, Learning, and Education should establish who is the primary complainant. If the child is not the complainant, regardless of their age (e.g., a child reporting bullying), the Investigating Officer must confirm that the child consents to the complaint being investigated. If the child does not consent, the service must assess whether investigating the complaint is in the child's best interests, and this decision should be clearly documented in the records.

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.. appeals against Exclusion from School, placing request appeals and where concerns are under consideration through an ASL dispute resolution process. In these cases we will give you information and advice to help you.

You have six months to raise a complaint from the event that you wish to complain about – or from the point when you become aware of a matter about which you wish to complain. In exceptional circumstances, a complaint can be accepted after this timescale.

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 educ-comments@stirling.gov.uk, or you can ask the headteacher of the school or nursery to move the complaint to Stage Two on your behalf.

When using Stage Two:

- We will acknowledge your complaint within 24 hours.
- You will be contacted by the Investigating Officer for your complaint, who will usually meet you to confirm: the detail of your complaint, what you want to achieve, and if your expectations are achievable. In some cases, e.g. your complaint has been made in writing and is clear, there may be no need to meet. It is helpful if you present any evidence that you can offer in support of your complaint, e.g. contact details for witnesses, reports from other professionals, etc. if appropriate.
- We will write to you confirming the details of your complaint, what you want to achieve, and what the investigation can cover.
- We will give you a full, written response to the complaint as soon as possible and within 20 working days. If our investigation takes longer than 20 working days we will agree revised time limits with you and keep you updated on progress.

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

Care Inspectorate

If you have a concern about a care service, in the first instance please raise this with the manager of the service.

You can raise a concern with Care Inspectorate by email at concerns@careinspectorate.gov.scot.

If you are unable to email or use the online complaints form, please call 0345 600 9527 between 9 am and 4 pm Monday to Friday. This information is regularly updated and available at <https://www.careinspectorate.com/index.php/complaints>.

Digital Learning

Digital Tools for Learning and Teaching

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

Core Digital Services

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

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

Digital Services Requiring Consent

Data Protection Impact Assessment procedures are followed for digital tools used while in school. For some processes involving digital tools, we will seek consent of parents/carers and the young people themselves when they are aged 12 and over.

Enrolment Arrangements

Primary and Secondary School Education in 2026

The 2026/2027 school year starts on 12 August 2026, this is the **only** date for beginning school education for that year.

All children who are five years old on or before 12 August 2026 are of school age and **must** start their primary school education on 12 August 2026. Children who are five years old between 13 August 2026 and 28 February 2027 **may** start their primary school education on 12 August 2026 or can defer entry to P1 until 2027.

If your child is starting their primary school education in August 2026, or if you are choosing to defer their entry into primary school to August 2027, you **must** enrol them at their catchment school **by 31 January 2026**. 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 233220. Should you wish your child to attend a primary school other than their catchment school you are still required to enrol them in the catchment school and submit a placing request for the school of your choice. We have now moved to online enrolments and request that you complete the online enrolment form which can be found on our website www.stirling.gov.uk. As part of the enrolment process we are required to check the residency of all parents wishing to enrol their child at their catchment school. You will be required to upload a copy of your child's birth certificate, and two of the following – child benefit book/award letter, tax credit/universal credit award letter, two recent household utility bills or a recent council tax bill. If you are unable to use our online enrolment form or upload the necessary documents please contact the school who will be able to assist.

Gaelic Medium Provision

Gaelic Medium education is available at Riverside Primary School, Forrest Road, Stirling tel: 01786 237933, 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 2026. 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 2026/2027

In accordance with the Education (Scotland) Act 1980 as amended, and The Education (Additional Support for Learning) (Scotland) Act 2004, Stirling Council hereby informs parents or carers who wish to make a placing request for the school session 2026/2027, to do so online **no later than 15 March 2026**. 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/schools-and-learning/schools/placing-requests/make-a-placing-request/>.

It is essential that you enrol your child at their catchment school even if you are making a placing request for another school, this ensures that should the placing request be unsuccessful they still have a place at their catchment school.

Please note that school transport is not provided for children and young people attending a school on a placing request.

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 233220.

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.

**Stirling Council
Schools, Learning and Education
October 2025**

Additional Support for Learning

Additional Support Needs

Children and young people who need extra or additional support to help them access and make progress in their learning are considered to have '**additional support needs**'. Children and young people may only need support for a short time, or they may need support the whole time they are in education. Their needs may also change over time. A child or young person does not need to have a diagnosed condition to have additional support needs. If your child is struggling at school or nursery and needs extra help for any reason, they have a right to receive the help they need.

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

- a difficulty, or a disability, related to a health, physical or learning need
- being bullied
- family circumstances such as being a young carer or on the child protection register
- long-term illness
- bereavement
- English as an additional language

Staged Intervention

Staged Intervention is the process used in Stirling Council to identify, assess and plan to meet a child's or young person's needs.

Every school and nursery has a member of staff often called a named person, with responsibility for ensuring appropriate support for a child or young person with additional support needs. For most children or young people, the support they require is provided from nursery or school, for example, high quality learning and teaching, differentiated materials, additional time, movement programmes, or group work.

Some children and young people may require more targeted support from education's support services within Stirling Council such as the ASL Inclusion team or the Educational Psychology Service, whilst some may require enhanced support from other partner agencies, such as Speech and Language Therapy, to provide more enhanced interventions.

Agreed outcomes and actions are recorded and reviewed during staged intervention meetings in collaboration with the child, young person, family and staff, as well as other professionals where appropriate. Where there is more than one agency supporting a child and the level of coordinated support is significant and long lasting, a Coordinated Support Plan may be explored.

If you have concerns about your child, or you would like to find out more about staged intervention, please contact your school or nursery.

There is further information on Additional Support for Learning on Stirling Council's website [here](#).

Advice and support services

For children and young people:

All children and young people have the right to be involved in decisions about the support they receive. The following services provide further information about understanding rights and expressing personal views:

[My Rights My Say](#) – a children's service supporting children aged 12-15 to use their rights. They provide advice and information, advocacy support, legal representation and a service to independently seek children's views about the support they receive with their learning.

[Reach](#) – a website dedicated to children and young people aiming to help them feel supported, included, listened to and involved in decisions at school. It has information and advice for pupils about their rights to additional support for learning; practical tips for all sorts of school problems; young people's real life stories; and positive examples of pupil participation

For parents and carers:

Parents and carers have the right to be involved in discussions about the additional support for learning options available to their children.

There are a number of services for parents and carers to access advice, information and support. These include:

[Parentzone](#) – Education Scotland's website to find out more about specific support needs, what you can do to support your child, and where you can get further information.

[Enquire](#) – the national advice and information service on additional support for learning for families, teachers, education authorities and others caring for or working with children and young people with additional support needs.

[Let's Talk ASN](#) – national advocacy and legal representation service supporting parents, carers and young people (16+) with a right of reference to the Additional Support Needs Tribunal in exercising their rights

Mediation

Mediation support services are available to families with children who have additional learning needs. Good communication among parents and carers, school and Stirling Council Education Services is the key to positive relationships and partnerships.

The Education (Additional Support for Learning) (Scotland) Act 2004 includes a requirement for education authorities to have in place arrangements for mediation, involving independent mediators, to aim to resolve disputes between parents and carers and the authority and/or school, regarding a child or young person who has additional support needs.

Stirling Council's independent mediation provider is Resolve Mediation Service. You can find out more about the service and mediation here <https://resolvemediation.org.uk/>.

Equalities and Children's Rights

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

The UNCRC (Incorporation) (Scotland) Act 2024 means that the rights of all children from birth to 18 years of age are protected by Scots Law and must be promoted and defended in all areas of a child's life. This includes their rights to:

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

When a child feels their rights have been infringed, their views will always be taken seriously.

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

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

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

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

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

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

Anti-bullying and Positive Relationships

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

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

Getting it Right for Every Child

[Getting it right for every child](#) (GIRFEC) is Scotland's long standing, national commitment to provide all children, young people and their families with the right support at the right time, so that every child and young person can reach their full potential.



GIRFEC is both an approach and framework used by services across Scotland to improve and uphold the wellbeing of children and their families. It supports shared understanding and consistent language for promoting, supporting, and safeguarding the wellbeing of children and young people

GIRFEC is based on children's rights and its principles reflect the [United Nations Convention on the Rights of the Child](#) (UNCRC).

Key elements of GIRFEC are:

- Wellbeing
- Named Person
- Child's Plan

Wellbeing

Using the GIRFEC approach helps to achieve a common understanding of what wellbeing means through the 8 wellbeing indicators. This approach to wellbeing focuses on the child or young person's rights and strengths, looking at their whole life, and adapting the support to fit their age and unique situation.

The 8 wellbeing indicators are:

- Safe
- Healthy
- Active
- Nurtured
- Achieving
- Respected
- Responsible
- Included

In practice, the eight indicators can be interconnected and overlapping. When considered together, they give a holistic view of each child or young person. They enable the child or young person, and the adults supporting them, to consider strengths, as well as any obstacles they may face to growth and development.

Role of the Named Person

Children, young people and families need to know who they can contact when they need access to relevant support for their own, or their child or young person's wellbeing.

Within the GIRFEC approach, the role of a named person is to provide a clear point of contact within universal services, if a child, young person or family want information, advice or help.

The support of a named person is available to all children, young people and their families. A named person will predominantly be based within health or education services, usually in the form of a Depute or Head Teacher, Principal Teacher of Pupil Support or a Health Visitor. However, there is no obligation on children, young people and families to accept the offer of advice or support from a named person.

Child's Plan

A personalised child's plan is a non-statutory plan which should be considered when those working with a child or young person and their family, identify that they need extra support beyond universal provision to be planned, delivered or co-ordinated.

The child's plan should offer a simple planning, assessment and decision-making process which leads to the right help, at the right time.

The child's plan should reflect the voice of the child or young person at every stage and include a clear explanation of why the plan has been created, the personalised actions to be taken and the expected improvement for the child or young person.

Stirling's educational establishments have long established staged intervention processes, which provide appropriate and proportionate assessment, planning and review to ensure children and young people have their individualised needs met. Your child's school or nursery can provide you with further information on the staged intervention process. More information can also be accessed here: [Stirling Council Staged Intervention: What families need to know](#).

Insurance Information

1 Public Liability

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

Pupils' Property

Each session, unfortunately but inevitably, pupils' property is lost, damaged or stolen in school or nursery.

Parents should be aware of the following points:

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

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

2 Personal Accident/Travel Cover – Educational Excursions

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

A brief summary of the cover is as follows:

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

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

If you require further information please contact the Council's Insurance Team on 07387 243095 or at insurance@stirling.gov.uk.

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.

Parents/Carers of Primary 1 pupils will receive a P1 Health Questionnaire to complete. A member of the School Nursing team will follow up any Parent/Carer concerns highlighted on this form. All Primary 1 children have their height and weight measured in school by a Health Care/Family Support Worker. If you do not wish you to have your child's growth measured, please contact the number listed on the P1 questionnaire form.

The School Nursing Team comprises of:

- School Nurses
- Family Support Workers

Children/young people, parents/carers may request support/advice from the School Nursing service by contacting the School Nursing Team on 01786 428270.

Alternatively, self referrals can be made via the School Nursing website, [NHS Forth Valley – School Nursing Service](#).

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 and submitting the referral to fv.fvschoolnursesteamsecuremailbox@nhs.scot.

School and Nursery Meals

School and nursery lunches are an important part of the day, encouraging our children to eat a nutritious meal. 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.

The Scottish Government introduced changes to the Nutritional Standards for Food and Drinks Regulations within Schools in April 2021. The changes to the regulations are based on the most up to date scientific evidence on diet and are designed to support the health of children and young people within our education settings. The food and drink provided across the day is designed to support the Scottish Dietary Goals. This will ensure all children and young people receiving a meal have access to nutritionally balanced lunches. We are committed to provide healthy, nutritious and good value for money meal options in all our Nurseries, Primaries and Secondary Schools.

Every P1 to P5 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.

All 3 and 4-year-old children and eligible 2-year-olds are entitled to a free meal if they are in nursery for more than 4 hours accessing a funded session. Parents may still choose to provide a packed meal if preferred. During unfunded sessions, parents can purchase a meal if they choose to do so.

In addition to meals, all nurseries will provide a morning snack and afternoon snack. There will be no cost for this during funded or unfunded sessions. Snacks will include Scottish Government funding milk and a portion of fruit/vegetables.

Our Nurseries and Primary schools offer a three-course lunch menu with a choice of soup main meal, and fruit. The menu runs on a three-week cycle and has plenty of healthy and popular meals on offer for pupils. Menus and current prices can be viewed on the Council's website, <https://www.stirling.gov.uk/schools-and-learning/schools/school-menus/>.

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.

Where a child or young person has an allergy or requires a specific diet, this can be catered for in most circumstances however, this must be communicated clearly to the Catering Supervisor, discussed and a clear plan agreed. Full allergen assessment information will be available in every school kitchen. The Medically prescribed diet policy must be followed at all times and documentation completed by parents.

Parent Pay

Parent pay is a web-based application that provides a facility for parents to pay online for school and nursery meals, trips, music tuition etc.

Parents will benefit from being able to make on line payments for meals using a secure website at any time that is convenient. Parents can view all transactions online and see their running balances. Parents can also pre order pupil lunches via the website. This makes it a safer method of payment, instead of children taking cash into schools and nurseries. For more information, please go to [ParentPay website](#).

Food for Life Served Here

Stirling Council has been a member of the FFL accreditation scheme since 2012. The FFL accreditation providers must achieve the thirteen standards of the Bronze Food Life which include 75% of all dishes on the menu to be freshly prepared on site.

The Food for Life Catering Mark is an endorsement from the Soil Association Scotland that as caterers we have taken steps to ensure that the food that we serve uses fresh ingredients which are free from undesirable additives and trans fats, are better for animal welfare and comply with national nutrition standards:

- Our meals do not contain any undesirable food additives, hydrogenated fats or GM ingredients.
- Over 75% of our dishes are freshly prepared every day by our cooks.
- All of the meat we use is traceable and from farms which satisfy UK welfare standards.
- All of the eggs we use are free range from cage free hens.
- We offer a seasonal menu.
- We provide ongoing training for our dedicated team of catering staff.
- We ensure our meals comply with the national nutritional standards set out by the Scottish Government.
- We provide information for children about where their food comes from.
- Poultry, eggs and pork are produced in line with the standards set for the Freedom Food Scheme, a welfare minimum or 10% of ingredients are organic. All of the milk we use in our recipes and the children drink is certified local organic milk.
- A range of locally sourced items are on the menu.
- No fish is served from the Marine Conservation Society “fish to avoid list”.

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/>.

Breakfast Clubs

There are currently 13 breakfast clubs being run by Stirling Council and 1 by a Parents group. They operate for 1 hour per day, 5 days per week during term time. On average, 343 pupils attend the breakfast clubs per day. Facilities Management provide a Catering member of staff and schools provide a Support for Learning Assistant (SLA) to set up and deliver the service each morning. FM are currently operating two soft start models which offers pupils hot toast, milk and a piece of fruit in their classrooms every morning (9am – 9.30). Pupils can choose to take anything from the trolley, Pupils can choose to take as much as they like as this is unlimited.

Check out your school website to see if your school is providing a breakfast club service.

In order to ensure a compliant Breakfast service, in line with all relevant guidance on food provision and in line with national and local guidance for schools we are now operating a different menu which consist of:

Day	Options Available
Monday	1 slice of bread toasted, spread with Summer County margarine. Milk to drink
Tuesday	Kellogg's Cornflakes or Kellogg's Multigrain shapes with milk/Porridge or Readybrek Honey to sweeten Tinned Fruit Milk to drink
Wednesday	1 slice of bread or ½ a bagel toasted, spread with Summer County margarine Fresh prepared fruit Milk to drink
Thursday	Kellogg's Cornflakes or Kellogg's Multigrain shapes with milk/Porridge or Readybrek Honey to sweeten Tinned Fruit Milk to drink
Friday	A full Kara roll toasted, spread with Summer County margarine. Fresh prepared fruit Milk to drink

All our Catering staff receive regular training in Food Hygiene, Health and safety, Cross Contamination, Allergen and Special diets policy. Each member of staff holds individual training certificates with all Catering Supervisors trained to Rehis accredited Intermediate Food Hygiene standard.

All kitchens follow our BSI accredited Management system (ISO 9001:2015) along with Cooksafe and HACCP guidance complying with all Environmental Health Guidance.

We constantly strive to improve our service and welcome feedback to develop our menu and other services we provide.

Nursery and School Holidays

School holidays are set on an annual basis and reflect the agreed formula by Stirling Council which operates a set pattern.

Autumn term

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

October holiday

Two full weeks starting on the Monday of the second full week in October.

Christmas holiday

Two full weeks to include four public holidays on 25th, 26th December and 1st, 2nd January.

Easter holiday

The first Monday in April, for two weeks, regardless of when Easter weekend falls.

A full week is a week that commences on a Sunday.

2025-2026 Nursery Term Dates (45.6 weeks)

Autumn term

- Term starts Monday 11 August 2025
- Children return Wednesday 13 August 2025

Staff development days

- Monday 11 August 2025
- Tuesday 12 August 2025

October holiday

- Nursery open

Winter term

- Term ends Tuesday 23 December 2025

Festive holidays

- Wednesday 24 December 2025
- Friday 2 January 2026

Spring term

- Term starts Monday 5 January 2026
- Term ends Thursday 2 April 2026

Staff development days and local holidays

- Monday 9 February 2026 (Staff development)
- Tuesday 10 February 2026 (Staff development)
- Children return 11 February 2026

Spring holiday

- Starts Friday 3 April 2026
- Ends Friday 10 April 2026

Summer term

- Term starts Monday 13 April 2026
- Term end - please contact individual nursery for term end date

Staff development days and local holidays

- Friday 1 May 2026
- Monday 4 May 2026

Summer holiday

- Please contact individual nursery for summer closure weeks (2 weeks and 2 days within school summer holiday)
- Monday 10 August 2026 (Staff development)
- Tuesday 11 August 2026 (Staff development)
- Wednesday 12 August 2026 (Children return)

2026-2027 Nursery Term Dates (45.6 weeks)

Autumn term

- Term starts Monday 10 August 2026
- Pupils return Wednesday 12 August 2026

Staff development days

- Monday 10 August 2026
- Tuesday 11 August 2026

October holiday

- Nursery open

Winter term

- Term ends Wednesday 23 December 2026

Festive holidays

- Thursday 24 December 2026
- Tuesday 5 January 2027

Spring term

- Term starts Tuesday 5 January 2027

Staff development days and local holidays

- Monday 8 February 2027
- Tuesday 9 February 2027
- Children return Wednesday 10 February 2027
- Friday 12 February 2027
- Friday 26 March 2027 (Good Friday)
- Monday 29 March 2027 (Easter Monday)

Spring holiday

- Starts Monday 12 April 2027
- Ends Friday 16 April 2027

Summer term

- Term starts Monday 19 April 2027
- Term ends Friday 25 June 2027

Staff development days and local holidays

- Friday 30 April 2027
- Monday 3 May 2027

Summer holiday

- Starts Monday 28 June 2027 – please contact your individual nursery for 2 week 2 day summer closure period
- Ends Friday 6 August 2027
- Monday 9 August 2027 (in-service day)
- Tuesday 10 August 2027 (in-service day)
- Wednesday 11 August 2027 – children return

2025-2026 School Holidays

Autumn Term Starts Ends	Monday 11 August 2025 Tuesday 12 August 2025 Wednesday 13 August 2025 Friday 10 October 2025	Staff Development Day Staff Development Day Pupils return
October Holiday Starts Ends	Monday 13 October 2025 Friday 24 October 2025	
Winter Term Starts	Monday 27 October 2025	
Winter Term Ends	Friday 19 December 2025	
Christmas Holiday Starts Ends	Monday 22 December 2025 Friday 2 January 2026	
Spring Term Starts	Monday 5 January 2026	
	Monday 9 February 2026 Tuesday 10 February 2026 Wednesday 11 February 2026 Thursday 12 February 2026 Friday 13 February 2026	Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday
Spring Term Ends	Thursday 2 April 2026	
Spring Holiday Starts Ends	Friday 3 April 2026 Friday 17 April 2026	Good Friday
Summer Term Starts	Monday 20 April 2026	
	Friday 1 May 2026 Monday 4 May 2026	Staff Development Day Local Holiday
Summer Term Ends	Friday 26 June 2026	
Summer Holiday Starts Ends	Monday 29 June 2026 Friday 7 August 2026	
To Be Confirmed	Monday 10 August 2026 Tuesday 11 August 2026 Wednesday 12 August 2026	Staff Development Day Staff Development Day Pupils return

2026-2027 School Holidays

Autumn Term		
Starts	Monday 10 August 2026	Staff Development Day
	Tuesday 11 August 2026	Staff Development Day
	Wednesday 12 August 2026	Pupils Return
Ends	Friday 9 October 2026	
October Holiday		
Start	Monday 12 October 2026	
Ends	Friday 23 October 2026	
Winter Term		
Starts	Monday 26 October 2026	
Ends	Tuesday 22 December 2026	
Christmas Holiday		
Starts	Wednesday 23 December 2026	
Ends	Monday 4 January 2027	
Spring Term		
Starts	Tuesday 5 January 2027	
	Monday 8 February 2027	Staff Development Day
	Tuesday 9 February 2027	Staff Development Day
	Wednesday 10 February 2027	Local Holiday
	Thursday 11 February 2027	Local Holiday
	Friday 12 February 2027	Local Holiday
	Friday 26 March 2027	Good Friday
	Monday 29 March 2027	Easter Monday
Ends	Friday 2 April 2027	
Spring Holiday		
Starts	Monday 5 April 2027	
Ends	Friday 16 April 2027	
Summer Term		
Starts	Monday 19 April 2027	
	Friday 30 April 2027	Staff Development Day
	Monday 3 May 2027	Local Holiday
Ends	Friday 25 June 2027	

School Travel

Stirling Council provide support with travelling to and from school to school age 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/schools-and-learning/schools/school-travel/>.

Unexpected Closures

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

We must ensure school records are up to date so parents/carers can be contacted in the event of an unexpected closure. Please make sure we have an emergency contact telephone number and address. Schools will check the accuracy of contact details and other information held by them with parents/carers on an annual basis.

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

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-and-committees/access-to-information/register-of-personal-data-processing/>.