



Stirling Council
Schools, Learning & Education

Riverside Primary School
Handbook

2022/2023



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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; promoting inclusion across all schools, nurseries and communities; and by delivering high quality services which we are continuously improving with the support of our 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 their transition to a new school and progresses through their education.

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

Bryony Monaghan
Interim Head of Education and Chief Education Officer
Stirling Council
November 2021

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-discipline and responsibility for their own learning.

We always welcome parents who wish to find out more about the school, the 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

Keeping Everyone Safe: Covid-19

This school handbook provides helpful information for parents/carers and outlines normal school practice and procedures. Due to Covid-19, and resulting national guidance for schools, protocols and procedures have been put in place for a controlled, safe and positive environment in our school with thorough risk assessments in place and the school team continuing to evaluate and review them.

This handbook details normal protocols and procedures, however, 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, Class Dojo, Google Classroom and school website. These differences may change throughout the session depending on national or local guidance around the procedures we need to continue to ensure everyone's safety.

During the pandemic our school has hygiene and physical distancing mitigations in place, with sanitiser stations installed and cleaning of communal areas and frequently touched surfaces taking place regularly throughout the day.

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

- Physical distancing between pupils and staff and movement around school.
- Break, 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.

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

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

In the event of school closures, contingency plans are in place for remote learning, including Stirling Council’s digital learning platform, SPEC ‘Stirling’s Platform for Education and Communities’.

Together, our pupils, families, community and staff, have shown flexibility, innovation, determination and resilience and we will continue to work together to ensure the best experiences possible for our young people.

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 | rvsdeps@stirling.gov.uk |
| School roll | 469 |
| Nursery roll | 32/32 |
| Gaelic Medium roll | 70 |

| | |
|---|---|
| Autism Provision roll | 28 |
| Headteacher | Mrs Michelle MacPhee |
| Depute Headteachers | Mrs C Gemmell Mrs Debbie McLeod (Acting) Mrs Laura Quintin |
| Teaching Staff Miss J Ashurst Mrs B Bleackley Mrs E Boyle Ms M Brown Mrs G Campbell Mrs J Cownie Mrs F Davison Mr D Eyre Miss S Ferguson (PT Gaelic) Mrs V Ferguson Mrs J Gallagher (PT ASN) Miss L Henderson Mrs J Henry Mr J I'Anson Miss B Livingstone (Acting PT Outdoor Learning, & Play) Miss K Lockhart Mrs A Maxwell Miss J McNicoll (Project Lead for Numeracy) | Miss L Middleton Miss J Minhas Miss E Mongan Mrs E Morgan Mrs M Murdoch (PT Nurture) Miss V Orr Mrs C Patterson Mrs R Plewes (Acting PT Digital and Assisted Technologies) Mr A Robertson Miss E Shaw Miss K Sinclair (Acting PT Literacy) Mrs H Spencer (Project Lead HWB) Mrs A Swain Ms C Thomson Miss T Thomson (Acting PT ASN) Mrs C Wiik Mrs G Williams |
| Visiting Specialists PE | Mrs E Ballatine |
| Principal Early Childhood Educator | Mrs G Smith |
| Senior Early Childhood Educators | Mrs L Godward Miss K Jalland |
| Early Childhood Educators | Miss E Binnie Miss J Holmes Miss C Milligan Mrs H Vanner |
| School Administrators | Mrs A Bennie Mrs S Souter |
| Nursery Administrator | Vacancy |
| Support Staff Mrs R Allan Mrs F Bell Mrs I Burns Miss R Burns | Mrs L MacRae Mrs P McMeekin Mrs H McQueen Mrs C Monaghan |

| | |
|--|--|
| Mrs G Clark Ms M Costa Mrs M Cowie Miss L Gerrard Mr K Glaister Mrs G Huras Mrs A Hyatt Mrs C Jaffray Miss A Johnston Miss G Kennedy Miss K Lyle | Mrs M Mudie Mrs S Prentice Mrs F Rayner Mrs L Robb Miss C Russell Mrs C Ryan Mrs L Stewart Miss F Thomson Mrs I Thomson Mrs C Wightman Mrs H Young |
| School Janitor | Mr D Mitchell |
| Kitchen Staff Mrs G Purdie (Catering Supervisor) Mrs L MacLeod | Mrs P Shaw |
| Cleaning Staff Ms C Woods (Chargehand Cleaner) Ms P Ingles Ms Z Johnstone Ms B Cummings Ms H McGuigan | Ms I Cummings Ms M McGuigan Ms R Montori Mr D Stevenson |

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 fifteen 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)

Be the Best You Can (Dèan do dhicheall)

Our vision is of a school in the heart of its community in a culture of 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 provided with 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)

- Respect (Urram)
- Fairness (Ceartas)
- Honesty (Onair)
- Kindness (Caoimhneas)

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.

'Golden Time' is awarded to children who have worked and behaved well and is a period in which children may choose to follow an activity of their own choice, which has been negotiated.

'The Studio' is a nurture room 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 2021-2022:

- **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, in particular mental health and building resilience.
- **NIF 4:** Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Curriculum

The curriculum must be 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 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 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 planned approaches. Developments have led to more involved 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 personalisation and choice in relation to their learning. Allowing our pupils to make informed choices about their learning 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 this year 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 in the classroom and lead our worship at various times 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 and over a weekend so children and families can manage the time to complete 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 tasks 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 (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.
- Homework activities and projects.
- Annual Standards and Quality Report.
- School Improvement Plan.
- The school website at www.riversideprimaryschool.co.uk.
- Twitter: @RPSinStirling.
- 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 Noticeboards in the playground. We use the services of a company called Apps Central 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 with Riverside Badge (obtainable through the school)
- Polo shirt (obtainable through the school)
- Navy jogging trousers

PE Kit

- Gym shoes
- Gym top/T-shirt
- Shorts and/or tracksuit bottoms
- Swimming costume (P5 only)

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 rule is designed to ensure the well-being of all children. Again all clothing must be marked clearly with the child's name.

Children in Primary 7 wear pale blue sweatshirts.

Secondary School

At the end of P7 pupils normally 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.

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 just 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.

If you decide to access funded and unfunded hours across more than one provider then the provider you choose to attend most of your hours with will be deemed the priority provider and will deliver the funded element.

Unfunded Sessions

A child can attend more than just the 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/nurseryholidays>.

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. They will be closed on the same days as the nurseries in model 1 with the exception of the summer holidays. Nurseries in model 2 will be closed for 2 weeks and 3 days over the summer (13 days). They will agree their closed periods together across the learning community and in consultation with families, to ensure they are not all closed at the same time. The closure period for each nursery in model 2 for summer 2021 will be advised to families no later than the end of term in December 2020.

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 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 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.

Meals and Snacks

All three and four year olds and eligible two year olds will be entitled to a free meal if they are in a setting for more than 4 hours. Your child is entitled to a free meal when attending a funded session with any funded provider. This includes local authority nurseries, and all other funded provider nurseries and childminders. A session is a full day or a half-day, morning or afternoon.

The National Standard guidance states a meal can be a light or main meal, a breakfast, lunch or an early evening meal. The meal need not be a hot meal but all meals and snacks must meet the most up to date nutritional guidance provided for ELC. Currently this is included in the NHS document called Setting the Table.

In local authority nurseries, meals and snacks will be provided as follows.

Free meal entitlement in a funded session

Lunch will be offered to children attending a funded full day session or a morning session. Children attending a funded afternoon session will be offered a light meal during the session.

Lunch costs in unfunded sessions

If your child is attending additional unfunded sessions, you can purchase a lunch from the nursery. The cost of a lunch in a local authority nursery is detailed on our website. The nursery can advise you about the process for paying for lunches.

You may still choose to provide a packed lunch if you prefer. You can do this during a funded or unfunded session.

Snacks

In addition to the free meal, all local authority nurseries will provide a morning snack and an afternoon snack. There will be no cost for this during a funded session. If you purchase additional unfunded sessions, the provision of snacks will be included in the session cost but you would still need to bring a packed lunch or purchase a lunch.

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 co-ordinator.

Clothing Grants

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

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

Complaints

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

Who can complain?

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

What can't I complain about?

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

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

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

We have 2 stage complaints procedure.

Stage One – frontline resolution

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

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

Stage Two – investigation

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

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

When using Stage Two:

- We will acknowledge your complaint within 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 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 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

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 2022

The 2022/2023 school year starts on 17 August 2022, this is the **only** date for beginning school education for that year.

All children who are five years old on or before 17 August 2022 are of school age and **must** start their primary school education on 17 August 2022, children who are five years old between 17 August 2022 and 28 February 2023 **may** start their primary school education on 17 August 2022.

If your child is starting their primary school education in August 2022, or if you are choosing to defer their entry into primary school to August 2023, you **must** enrol him/her at their catchment school **by 28 January 2022**. Details of school catchment areas and further information on our enrolment procedures can be found by visiting our website www.stirling.gov.uk or by contacting us on 01786 233185. Should you wish your child to attend a primary school other than their catchment school you are still required to enrol them in the catchment school and submit a placing request for the school of your choice. We have 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 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 or a recent council tax bill.

Gaelic Medium Provision

Gaelic Medium Provision is available at Riverside Primary School, Forrest Road, Stirling tel: 01786 237933 email: rvsdeps@stirling.gov.uk. Any parent wishing to enrol their child in our gaelic medium provision should contact the school for further information.

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

Children currently in P7 will transfer from primary to secondary education in August 2022. 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 2022/2023

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 2022-2023, to do so in writing **by no later than 15 March 2022**. Your right applies to a request that your child be placed in a school other than the school which normally serves the area in which you live. It applies to a primary school or, where appropriate, the transfer to a secondary school, including a school providing for children with additional support needs. You can apply online at <https://www.stirling.gov.uk/learning-education/schools/enrolling-your-child-at-school/placing-requests/placing-request-form>

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

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

Schools Information

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

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

Equalities and Children's Rights

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

The incorporation of the UNCRC into Scots Law means that the rights of children should be protected, promoted and defended 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.

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 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 require input from support services within Stirling Council such as ASN Outreach or the Educational Psychology Service, whilst some pupils may require input from other partner agencies, such as Speech and Language Therapy, 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 or nursery.

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 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 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 P4 pupil is entitled to a free meal. P5 pupils will be entitled to a free meal from January 2022. 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 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.

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

We operate a set pattern of school holidays which are agreed annually in consultation with trade unions and reflect our formula.

Autumn term

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

October holiday

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

Christmas holiday

Two full weeks to include two public holidays on 1st and 2nd January.

Easter holiday

Starts on the first Monday in April, for two weeks, regardless of when Easter weekend falls.

***Please note:** A full week is a week that commences on a Sunday.

School Holidays 2021/2022

| | | |
|------------------------------------|---|---|
| Autumn Term Starts | Monday 16 August 2021 Tuesday 17 August 2021 | Staff Development Day Staff Development Day |
| Ends | Wednesday 18 August 2021 Friday 8 October 2021 | Pupils return |
| October Holiday Starts | Monday 11 October 2021 | |
| Ends | Friday 15 October 2021 | |
| Winter Term Starts | Monday 18 October 2021 | |
| Winter Term Ends | Tuesday 21 December 2021 | |
| Christmas Holiday Starts | Wednesday 22 December 2021 | |
| Ends | Tuesday 4 January 2022 | |
| Spring Term Starts | Wednesday 5 January 2022 | |
| | Monday 14 February 2022 Tuesday 15 February 2022 Wednesday 16 February 2022 Thursday 17 February 2022 Friday 18 February 2022 | Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday |
| Spring Term Ends | Friday 1 April 2022 | |
| Spring Holiday Starts | Monday 4 April 2022 | |
| Ends | Friday 15 April 2022 Monday 18 April 2022 | Good Friday Easter Monday |
| Summer Term Starts | Tuesday 19 April 2022 | |
| | Friday 29 April 2022 Monday 2 May 2022 Friday 3 June 2022 | Staff Development Day Local Holiday Queen's Platinum Jubilee |
| Summer Term Ends | Friday 24 June 2022 | |
| Summer Holiday Starts | Monday 27 June 2022 | |

School Holidays 2022/2023

| | | |
|------------------------------------|---|---|
| Autumn Term Starts | Monday 15 August 2022 Tuesday 16 August 2022 | Staff Development Day Staff Development Day |
| Ends | Wednesday 17 August 2022 Friday 7 October 2022 | Pupils return |
| October Holiday Starts | Monday 10 October 2022 | |
| Ends | Friday 21 October 2022 | |
| Winter Term Starts | Monday 24 October 2022 | |
| Winter Term Ends | Thursday 22 December 2022 | |
| Christmas Holiday Starts | Friday 23 December 2022 | |
| Ends | Friday 6 January 2023 | |
| Spring Term Starts | Monday 9 January 2023 | |
| | Monday 13 February 2023 Tuesday 14 February 2023 Wednesday 15 February 2023 Thursday 16 February 2023 Friday 17 February 2023 | Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday |
| Spring Term Ends | Friday 31 March 2023 | |
| Spring Holiday Starts | Monday 3 April 2023 | |
| Ends | Friday 14 April 2023 | |
| Summer Term Starts | Monday 17 April 2023 | |
| | Friday 28 April 2023 Monday 1 May 2023 | Staff Development Day Local Holiday |
| Summer Term Ends | Friday 30 June 2023 | |
| Summer Holiday Starts | Monday 3 July 2023 | |
| Ends | Friday 11 August 2023 | |
| To Be Confirmed | Monday 14 August 2023 Tuesday 15 August 2023 Wednesday 16 August 2023 | Staff Development Day Staff Development Day Pupils return |

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.

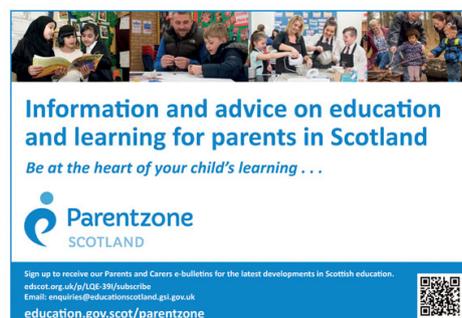
Privacy Notices are available on the Council website, <https://www.stirling.gov.uk/council-democracy/access-to-information/register-of-personal-data-processing-privacy-notice/>.

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>.

A banner for Parentzone Scotland. At the top, there is a photograph of a diverse group of children and adults in a classroom setting. Below the photo, the text reads: "Information and advice on education and learning for parents in Scotland" in bold blue font, followed by the tagline "Be at the heart of your child's learning . . ." in a smaller font. The Parentzone Scotland logo, which consists of a stylized 'P' and the text "Parentzone SCOTLAND", is positioned to the left. At the bottom, there is a blue bar containing the text: "Sign up to receive our Parents and Carers e-bulletins for the latest developments in Scottish education. edscot.org.uk/parentzone/subscribe Email: enquiries@education.scotland.gsi.gov.uk education.gov.scot/parentzone" and a QR code on the right side.

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/parentzone/subscribe
Email: enquiries@education.scotland.gsi.gov.uk
education.gov.scot/parentzone