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Stirling Council Schools, Learning and Education

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

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

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

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

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

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

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

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

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

Kevin Kelman
Chief Education Officer
Stirling Council
November 2017

WELCOME FROM THE HEADTEACHER

It gives me great pleasure to welcome you and your child on behalf of everyone here in the Cornton Primary School learning community. We pride ourselves on being a vibrant and welcoming learning community where staff, learners and families work together and where everyone is valued.

We have high expectations and aspirations for of all learners within our school and aim to provide the best possible opportunities for them to achieve in an active, innovative, and stimulating learning environment. We are a community which values lifelong learning and where every learner is motivated and challenged to be all they can be. Our highly experienced and dedicated staff team are committed to ensuring learning is relevant, engaging, exciting and purposeful.

We share with you in wanting the very best for your child and we firmly believe that education is most effective when there are strong, effective partnerships between home and school. We invite parents and carers to come into our school and share learning at various events throughout the school year. We also actively encourage parents and friends in the community to share their skills and expertise with our learners and to play an active role in the life of the school. We look forward to working in partnership with you to support and further enhance the learning experiences in our school community.

If you have any questions or concerns regarding any aspect of your child's education or would like to know more about life here in Cornton Primary School, please do not hesitate to contact me at school where an appointment will be made as soon as possible.

If you are considering sending your child to our school we would be delighted for you to come for a visit. Please contact the school office to arrange a tour.

This brochure is designed to provide you with useful and helpful information about our school and so support your child in settling into Cornton Primary School.

We look forward to working with you to help your child achieve success.

Gail MacLean
Headteacher

DESCRIPTION OF THE SCHOOL

Cornton Primary School was originally opened in 1958 for children from Primary 1 to Primary 4. The school was extended to Primary 7 some twenty years later with the addition of mobile classrooms.

In 2000 the school building was extended and refurbished, principally due to new houses being built in the Westhaugh area. The school's catchment area covers both the Cornton and Westhaugh areas of Stirling. The school was extended again in the summer of 2014 when Cornton Nursery moved from an annex in the school grounds to a purpose built building in Lomond Crescent, Cornton, thus providing space for two further classrooms currently housing our Primary 6 and Primary 7 classes.

There are eleven modern classrooms, eight in the main building and two in the newly extended annex housing approximately 224 children in total. A temporary unit in the school grounds is used as our community/nurture room. This room is used by staff working with small groups or individual children and by our newly appointed Home-School Link worker when working with families and children. We continue to work with Cornton Nursery and the local community to develop the community aspect of this space.

The school also has a main hall which is used for P.E., drama and assemblies in addition to doubling up as our lunch hall. Our library area is housed in the open space inside the main entrance to the school.

Each classroom has modern computing facilities including interactive whiteboards and access to a number of iPads and Chromebooks which facilitate and enhance learners' experience.

Outdoor facilities include several playground areas alongside a large grassed playing area. We also have a basketball/football pitch, a shelter, climbing frame, bike shed and many planted seating areas for quiet times. The school is owned and maintained by Stirling Council. Security systems are in place governing access to the building. CCTV is also in operation.

The school offers a high standard of learning and teaching. The staff are highly skilled practitioners and are committed to providing the very best educational experience for our pupils in an effective learning environment.

The most recent HMIE inspection of the school was carried out in October 2017. The inspection report can be found at <http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

SCHOOL INFORMATION

These notes are intended to help you to understand school policy and procedure. Please read them carefully and keep them for future reference.

School Address	Cornton Primary School Cornton Road Stirling FK9 5DZ
Telephone Number	01786 237911
E-mail address	corntps@stirling.gov.uk
Website	www.cornton.stirling.sch.uk
Twitter	@CorntonPrimary1
Roll of the School	224
Associated Secondary School	Wallace High School, 01786 462166
Headteacher (HT)	Mrs Gail MacLean
Depute Headteacher (DHT)	Mrs Stephanie Brown (currently on secondment)
Acting Depute Headteacher (DHT)	Mrs Lynne Goodwin
Principal Teachers	Mrs Christina McGuigan Mrs Fiona Beaton (0.5) Mrs Nicola Wilson (0.5)
Teachers	P7 Mrs Fiona Beaton/Mr John Gemmill P6W Mrs Nicola Wilson/ Mrs Nicola Watt P6T Mrs Lynneke Thomson (Probationer) P5 Miss Sally Paterson/ Mrs Nicola Watt P4/5 Mrs Catriona Ranson (Chartered Teacher) P3/4 Miss Emma Shaw P3 Mrs Paula Whyte P2 Mrs Louise Wright P1A Mrs AnnMarie McInally P1C Mrs Christina McGuigan RCCT Mr Graham Letham
Visiting Specialists PE	Ms Jill McLaughlin
Support for Learning Teacher	Mrs Jackie Edmiston (0.8 FTE- Mon - Thurs)
School Support Staff Admin Assistants	Mrs Michelle McMillan

Early Years Educator

Mrs Rae Morris

SLAs

Mrs Betty Wighton
Mrs Lynn Mackie
Mrs Lynne Drysdale
Mrs Carol Matheson
Mrs Jill Brown

Kitchen Staff

Maggie Pleutherer
June Malfray

Cleaners

Mrs Hazel McGuigan
Mrs Patricia Paterson

Janitor

Mr Tony Goldie

Parent Council
Chairperson

Mrs Gwen Wells
corntonparentcouncil@gmail.com

Chaplain

Rev. Hamish Wishart – Cornton Baptist Church

Nursery Provision

There is a separate nursery situated in Lomond Crescent, Cornton. For more details please contact 01786 831582.

The School Day

Morning session	9.00 am – 12.30 pm
Morning interval	10.45 am – 11.00 am
Lunch	12.30 pm – 1.30 pm
Afternoon session	1.30 pm – 3.15 pm

SCHOOL VISION, VALUES AND AIMS

Vision

In Cornton primary School community we strive for continuous improvement in providing a safe, caring and motivating learning environment where high quality learning and teaching experiences, alongside effective partnership working, supports learners in achieving the best they can be and ensures a culture where the successes and achievements of all learners are celebrated.

In all aspects of our work we will always:

- Conduct our business with integrity, fairness, tolerance and mutual respect.
- Value diversity and promote social inclusion in an environment where everyone is welcome.
- Seek to enhance and improve the experiences of learners through effective partnership working.
- Ensure equality and fairness for all regardless of ability, race, religion or lifestyle choices.

The aims of Cornton Primary School are:

- To provide a high quality education designed to encourage all children to achieve the highest possible level of achievement and attainment.
- To provide a safe, stimulating environment where learners, staff and families feel valued.
- To maintain an effective partnership with parents and outside agencies.
- To boost self-esteem and confidence of children and in doing so to encourage good citizenship.
- To support and facilitate the continuous lifelong professional learning of staff, developing their knowledge and skill to ensure a high quality learning experience for all learners.

Our School Values underpin every aspect of school life. These are:

- Honesty
- Equality
- Respect
- Ambition

ETHOS

Our school is a thriving community. Within that community we aim to promote the ability of all pupils to achieve their potential and aspire to be the best they can be.

At Cornton Primary School we aim to create a positive, stimulating and safe learning environment for all. In order to achieve this we expect the whole of our school community to consistently show and promote our agreed school values of Respect, Honesty, Ambition and Equality at all times.

Every fortnight children from all classes come together in their chosen Citizenship groups. These are groups children have opted into and led by staff and children to contribute to the life of the school and the wider community. They ensure that every child in the school has a meaningful role and that each and every voice is heard. Feedback from both staff and children shows that the children enjoy working with a wide variety of different children and they do feel they are making a difference.

As part of our regular communication with parents, we utilise Class Dojo. Parents are able to keep up to date with 'Dojo marks' awarded to their child by either downloading the smartphone application or by receiving weekly emails. In addition, parents and class teacher can communicate effectively using the Class Dojo messaging service. This has proved to be an excellent method of communication between home and school (and is eco – friendly too!) All teachers also make use of a new feature called 'Class Story'. Teachers can upload photographs and text of children's learning, sharing this with parents and carers instantly. The feedback on the use of this has been very positive.

In recognition of the wider achievements of our pupils, we encourage children to promote their successes outside of school by sharing them during our Achievement Assemblies. These achievements are then recorded and displayed on our 'Cornton Primary School Tree Of Achievement' display. These achievements can take the form of medals, certificates for sport, Brownies, Scouts etc. but may also be the acquisition of a new skill e.g. riding a bike.

Although the work done in promoting and highlighting behaviours related to our school values should encourage community spirit and promote positive behaviour there are times when unacceptable behaviour is displayed in school. There will, therefore, be sanctions put in place for those pupils whose behaviour falls short of the expected high standard. Their class teacher will report incidents to the Senior Leadership Team who will speak to parents/carers to enlist their support.

SCHOOL IMPROVEMENT PLAN

Context

The School Community

Cornton Primary School serves the areas of Westhaugh and Cornton. The school is well supported by our Parent Council.

The Headteacher and Depute Headteacher are well supported by the Principal Teachers in their remits of Technologies and Involving Children in their Learning; Citizenship, Wider Achievement and Developing The Young Workforce and Health and Wellbeing.

The priorities within our School Improvement Plan were identified following robust self-evaluation involving learners, staff and parents. They were then developed by our School Improvement Planning Team consisting of school staff and members of the Parent Council. The National Improvement Framework sets out the key areas for improvement in our schools and Cornton Primary School improvement priorities are guided by this. The National Improvement Framework Priorities are:

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

Our School Improvement Priorities for 2017-18 can be seen on our school website or a paper copy obtained from the school office.

CURRICULUM

Our curriculum is based on Curriculum for Excellence. The aims of the curriculum are to support and help develop children in becoming confident individuals, successful learners, effective contributors and responsible citizens. Curriculum for Excellence guidance is structured under eight curricular areas:

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

Many of the outcomes will be taught in a cross curricular way. This ensures that learning is relevant, shows breadth and depth, is challenging and enjoyable and offers choice for children, shows progression, depth and breadth and is coherent. In addition it should also provide opportunities for the children to apply skills and learning in a variety of contexts.

Expressive Arts

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

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

Health and Wellbeing

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

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

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

Sciences

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

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

Languages

The development of literacy skills plays an important role in all learning. Learners develop and extend literacy skills when they have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages
- explore the richness and diversity of language, how it can affect me, and the wide range of ways in which I and others can be creative
- extend and enrich my vocabulary through listening, talking, watching and reading.

In developing my English language skills:

- I engage with a wide range of texts and am developing an appreciation of the richness and breadth of Scotland's literary and linguistic heritage
- I enjoy exploring and discussing word patterns and text structures.

Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture. Through my learning of a new language:

- I gain a deeper understanding of my first language and appreciate the richness and interconnected nature of languages
- I enhance my understanding and enjoyment of other cultures and of my own and gain insights into other ways of thinking and other views of the world
- I develop skills that I can use and enjoy in work and leisure throughout my life.

Social Studies

Learning in the social studies will enable me to:

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

Mathematics

My learning in mathematics enables me to:

- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- engage with more abstract mathematical concepts and develop important new kinds of thinking
- understand the application of mathematics, its impact on our society past and present, and its potential for the future
- develop essential numeracy skills which will allow me to participate fully in society
- establish firm foundations for further specialist learning
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.

Technologies

The technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work. It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

Learning in the technologies enables me to:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve my life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services

- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- broaden my understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden my awareness of how ideas in mathematics and science are used in engineering and the technologies
- experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.

It is important to remember that as children and young people play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred.

Further information about the curriculum is available on Education Scotland, www.educationscotland.gov.uk.

LEARNING AND TEACHING

Within our school we use a variety of learning and teaching approaches. These include direct class teaching, direct group teaching, discussion, team and individual challenges, activity based learning and a multitude of others. Teachers are skilled at offering a variety of learning opportunities to meet the needs of the varying learning styles within their classroom. Tasks are differentiated to meet the needs of all learners within a classroom setting.

In order to be effective learners children must have a good understanding of what they are learning, its relevance to real life and have opportunities to use it in different contexts. Children need to know how they can be successful and are encouraged to develop their metacognitive thinking skills. Emphasis is put on children acquiring these skills in order to become lifelong learners and successful in the wider world.

Learning tasks and activities should reflect the design principles of a Curriculum for Excellence- challenge and enjoyment, personalisation and choice, progression, depth, breadth, relevance and coherence. Teachers plan carefully to make tasks and activities motivating, stimulating and relevant for children.

Support for Learning

Stirling Council Staged Intervention process provides a framework whereby pupils may be supported in their learning in a variety of ways. We have the services of Support for Learning assistants (SLAs), a Support for Learning teacher and access to many other other agencies in order to support children effectively. It is underpinned by GIRFEC. (Getting it Right for Every Child).

The process includes:

- an inclusive approach which involves parents, children, relevant staff and support services
- an agreed action plan for individual children
- a structured monitoring and review cycle
- a record of intervention and achievement as individual children progress through the school

ASSESSMENT

Effective assessment underpins all learning and helps children, staff and parents to understand how much and how well the children are learning, where their strengths and development needs lie and how to plan the next steps in their learning.

Assessment is continuous and carried out in many formal and informal ways. All learners are encouraged to take responsibility for their own learning and are encouraged to make evaluative comments on their work and ways that they could improve. Comments on work from themselves, teachers, peer group and from parents ensure that there is evidence of learning and progress.

Evidence can take many forms. It may be a photograph, video, a drawing, a model etc. The possibilities are endless.

Assessment as part of learning relies on staff making sound judgements. In order to do this staff should:

- gather a range of evidence of progress and achievement
- share observations and standards through dialogue and discussion
- reflect on the implications for learning, teaching and reporting
- staff should make use of formal assessments to track and benchmark progress

Parents can find more information on approaches to assessment at www.educationscotland.gov.uk and access the Parentzone icon on the left hand side at the bottom of the homepage. Parents receive information on progress in a number of ways, through 'Sharing Our Learning' events in school, class story posts, learning logs, parent consultation meetings and a written report. Parent consultation meetings take place in November and March of each year and a final written report is issued to parents in June.

Ready to Learn

It is very helpful if children come to school with some basic equipment.

- A pencil case containing 2 sharp pencils, a rubber and pencil sharpener.
- Coloured pencils

Teachers always appreciate donations of boxes of tissues, especially in the winter months!

Children should also bring a water bottle. Research shows that children learn better when they are rehydrated. Therefore, we encourage children to drink water throughout the day. Please note water bottles should contain plain water only – juice should be saved for lunchtime.

As we have a morning break, children can bring a snack to eat. We encourage healthy eating and so healthy snacks such as a piece of fruit, some crackers or a packet of crisps should be brought.

PARTNERSHIP WITH PARENTS

Parent Forum

The parent forum has elected a Parent Council. The Chairperson is currently Gwen Wells and she can be contacted at corntonparentcouncil@gmail.com. All parents are welcome to attend meetings. The dates for these can be found on our annual school calendar on the school website.

Homework

Homework is an integral part of the planned learning that children do in school. Homework should reinforce and/or extend the work covered in class. Our homework policy is currently being evaluated by staff, learners and parents and an updated 'protocol' regarding homework will be issued to parents when complete. Homework is generally given to children on Monday to be returned on Friday and should take no more than one hour for the week. Older pupils are expected to organise their homework tasks for the week. Homework is often in the form of a list of activities related to the context within which the class are working that term. Pupils are usually expected to complete a small number of identified tasks then they can choose from the remaining optional tasks. Most of these tasks are designed to encourage family participation.

Parent Helpers

We encourage (and actively seek) parents to share their expertise and experience with our pupils. Offers of help with school trips, paired reading, book banding etc. are always welcome. The Credit Union savings scheme, called 'The Hamster Club', operates in school every Tuesday and this is run by Mrs Curley.

We always require help in keeping our school garden and grounds maintained and are grateful for any volunteers!

Absence from School

If your child is absent from school, please call on 01786 237911 to inform us of the reason for the absence. If we do not receive a call from you on the morning of the first day of absence, we shall send you a text alert message, provided you have informed us of your mobile telephone number. If your child becomes unwell in school, we shall inform you by telephone. Please ensure the office is kept up to date if you change your telephone number. If there are any special instructions for contacting you on one particular day, please put these details in writing to the class teacher or to the school office.

Latecoming

Latecoming impacts on your child's learning and the learning of others so it is important that your child is on time for school each day. If your child is going to be late, please contact the school to let us know. Latecomers should enter the school via the main entrance as the rest of the doors will be closed and alarmed. Latecoming is monitored and if this is persistent, school will contact parents to identify any supports required to improve this.

Parental Concerns

If you have any concerns about your child's progress at school, please contact the class teacher in the first instance. This could be by phone, Class Dojo or by e-mail to the school. If appropriate a meeting will be arranged to discuss the concerns further and any required supports or actions identified.

Extra-Curricular Opportunities

We encourage a range of after-school and lunchtime clubs and welcome the help of parents in running these. At present we have both girls and boys in Football, Basketball, Hockey, Cross Country and Super – Club. A Homework Club runs at lunchtime on Tuesday to support children who have been unable to complete their homework for a variety of reasons.

Communications with Home

The school will communicate with parents/carers using a variety of different methods. These include:

- Letters sent home with pupils
- Letters sent home in the post
- Newsletters
- Website
- Twitter
- SMS from the school office regarding absence
- Information boards
- Class Dojo

As a school we take seriously the responsibility to communicate with parents/carers in a variety of ways, however, it is also the responsibility of parents/carers to engage with this communication process.

Exclusion Procedures

We follow the guidelines set out by Stirling Council.

SCHOOL UNIFORM

At Cornton Primary we encourage the wearing of school uniform. New items of uniform can be Logo Express in Stirling.

Maroon sweatshirt with logo	£8
Maroon sweatshirt with logo	£8
Cardigans	£10
Blue polo shirt with logo	£6.50

Trousers, skirts etc. are also available from the same supplier. Order forms are available in school.

No football logos will be allowed on any item of clothing.

Physical Education Clothing and Footwear

T-shirt (not football strips)
Shorts
Gym shoes

For health and in the interests of safety, pupils must wear these for PE and are expected to bring them to school on the days on which they are required. No jewellery should be worn. If earrings cannot be removed we would ask parents to supply micropore tape to cover them on PE days.

SECONDARY SCHOOL

At the end of P7 our pupils normally transfer to:

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

ATTENDANCE

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

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

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

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

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

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

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

CHILD PROTECTION AND SAFEGUARDING

All children in Scotland have the right to be protected from abuse or neglect.

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

Effective safeguarding and child protection procedures are in place in school and all staff are aware of their responsibilities to pass on information relevant to child protection concerns.

CLOTHING GRANTS

Some families may be eligible for clothing grants. Application forms can be obtained from Stirling Council, telephone 01786 233210 or downloaded from the Council website at <http://my.stirling.gov.uk/services/education-and-learning/childcare,-school-and-educational-grants/schools-clothing-grants-and-vouchers>

Please take your completed application form, along with the documents requested, to your nearest local office, or Customer First, Port Street, Stirling or post to Stirling Council, Teith House, Kerse Road, Stirling, FK7 7QA.

COMPLAINTS

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

Who can complain?

Anyone can complain who is the parent or legal guardian of a child or a person authorised to complain on his/her behalf, for example, a child's grandparent. 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 a 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 head of establishment or depute head, will be responsible for looking into the complaint. On occasion, the head of establishment may refer the complaint to the Schools, Learning and Education team centrally e.g. if it is about the conduct of the head of establishment.

The school or nursery will provide a response to the Stage One complaint within 5 working 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 the Schools, Learning and Education team, 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 head of establishment or complaints which are too complex for a head of establishment to deal with.

To move to Stage Two, you should e-mail (info@stirling.gov.uk) or you can ask the head of establishment of the school or nursery to move the complaint to Stage Two on your behalf.

When using Stage Two:

- We will acknowledge your complaint within 3 workings days.
- You will be contacted by the Investigating Officer for your complaint, who will usually meet you to confirm: the detail of your complaint, what you want to achieve, and if your expectations are achievable. In some cases, e.g. if 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 Obudsman](#) (SPSO) to look at it.

The SPSO cannot normally look at:

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



Stirling Council Schools, Learning and Education

Enrolment Arrangements : Primary & Secondary School Education in 2018

The 2018/2019 school year starts on 20 August 2018. This is the **only** date for beginning school education for that year.

All children who are five years old on or before 20 August 2018 are of school age and **must** start their primary school education on 20 August 2018, children who are five years old between 20 August 2018 and 28 February 2019 **may** start their primary school education on 20 August 2018.

If your child is starting their primary school education in August 2018 you **must** enrol him/her at their catchment school **by 26 January 2018**. Details of school catchment areas and further information on our enrolment procedures can be found by visiting our website www.stirling.gov.uk or by contacting us on 01786 233185. As part of the enrolment process we check the residency of all parents wishing to enrol their child at their catchment school, please bring your child's birth certificate, child benefit book/award letter, tax credit award letter, two recent household utility bills and a recent council tax bill with you when you enrol your child.

The list of dates when schools are enrolling pupils will be available on our website www.stirling.gov.uk from 4 December 2017.

Gaelic Medium Provision

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

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

Children currently in P7 will transfer from primary to secondary education in August 2018. 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 2018/2019

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 2018-2019, to do so in writing **by no later than 15 March 2018**. Your right applies to a request that your child be placed in a school other than the school which normally serves the area in which you live. It applies to a primary school or, where appropriate, the transfer to a secondary school, including a school providing for children with additional support needs. You can apply online at <http://my.stirling.gov.uk/akeforms/view/placingrequestapplicationform> or, alternatively, application forms and guidelines are available from Schools, Learning and Education, Wolfcraig, Dumbarton Road, Stirling on 01786 233185.

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

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

Schools Information

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

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

**Stirling Council
Schools, Learning and Education
October 2017**

EQUALITIES

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

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

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

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

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

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

Following any prejudice based incident, schools are required to report their investigations and outcomes to the local authority for monitoring purposes.

INCLUSION

The 2009 Act strengthens the duties placed on Stirling Council Education to identify and meet the additional support needs of children and young people. We continue to do this through the Staged Intervention process.

The 2009 Act clarifies the definition of additional support needs and increases the rights of parents and young people in respect of requesting assessments, making placing requests as well as access to the Additional Support Needs Tribunal for Scotland (ASNTS). The Act also places a duty on Stirling Council to provide access to mediation and dispute resolution services free of charge to parents in certain circumstances. A leaflet - A Guide to Getting Help and Resolving Disagreements, is available on the council website.

The Act deems all Looked After children to have additional support needs unless the education authority determines otherwise. Stirling Council have procedures in place to assess these needs through the Staged Intervention process, as with all children and young people who may require additional support.

We have produced a series of leaflets for parents, carers and young people and these are available from school and other council establishments. The series includes guides to:

- Additional Support for Learning in Stirling
- Co-ordinated Support Plans (CSPs)
- Enhanced Transition for Leaving School
- Getting Help and Resolving Disagreements
- Going to Meetings
- Individualised Educational Programmes (IEPs)
- Pre-school Children with Additional Support Needs
- Psychological Services
- Staged Intervention

More information on The Education (Additional Support for Learning) (Scotland) Act 2009 is provided by Enquire – the Scottish advice service for additional support for learning.

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

- A telephone helpline – 0345 123 2303
- An email enquiry service – info@enquire.org.uk
- Two websites - www.enquire.org.uk (for parents/carers and practitioners)
www.reach.scot (for children and young people)

Enquire also provide a range of clear and easy to read guides and factsheets explaining everything from ‘additional support in the early years’ to ‘what planning should take place for moving on from school’.

The Scottish Government have a duty to provide an advocacy service to parents and young people following a reference being made to the Additional Support Needs Tribunal for Scotland (ASNTS). Ministers have also agreed that the advocacy service should also provide support for parents and young people from the time they have grounds to make a reference to the ASNTS. It will be a national service and available to parents and young people on request and free of charge.

This is a partnership between Kindred Advocacy Service and the Govan Law Centre referred to as “Let’s Talk ASN”. The two organisations will work together to deliver lay and legal advocacy for parents and young people. The service will focus on non-legal representation, but where appropriate in complex cases legal representation will be available. For further information on this advocacy service please contact the Govan Centre on:

- Telephone: 0141 445 1955
- E-mail: letstalkasn@edlaw.org.uk

Stirling Council Education is committed to working in partnership with all parents and carers of children and young people with additional support needs and seeking their views on all aspects of the support provided in educational establishments. We encourage parents to contact the school/establishment in the first instance if there are any queries or concerns, and we will always try to resolve any difficulties as soon as possible.

Further information on how support for learning is organised in Stirling is available by contacting either the school, or the ASN & Wellbeing team at Wolfcraig: telephone 01786 233179 or e-mail additionalsupportneeds@stirling.gov.uk.

GETTING IT RIGHT FOR EVERY CHILD

Getting It Right for Every Child is the national approach in Scotland to improving outcomes and supporting the wellbeing and rights of children and young people by offering the right help at the right time from the right people. The approach has been developed over the last ten years and is based on key principles including:



- *child-focused* – ensuring the child or young person, and their family, is at the centre of decision-making
- *tackling needs early* – identifying needs as early as possible to avoid bigger concerns or problems developing.
- *joined-up working* – ensuring services work together with families in a coordinated way.

Wellbeing

A child or young person's wellbeing is influenced by everything around them and the different experiences and needs they have at different times in their lives.

Every child or young person should be safe, healthy, achieving, nurtured, active, respected, responsible and included.

These eight indicators help make sure everyone – children, parents, and the people who work with them have a common understanding of wellbeing.

Named Person

Most children and young people get all the help and support they need from their parent(s), wider family and community. Sometimes, families may need a bit of extra help; the Named Person is available to listen, advise and provide information or help access other services.

Children and young people from birth to 18, or beyond if still in school, and their parents will have access to a Named Person, normally the health visitor for pre-school children and the head or depute head teacher for school age children.

A Named Person will only offer advice or support in response to a request from a child or parent, or when a wellbeing need is identified and there is no obligation to accept the offer of advice or support from a Named Person. Where a child may be at risk of harm, Child Protection procedures will be followed.

Child's Plan

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

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

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

INSURANCE INFORMATION

1 Public Liability

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

Pupils' Property

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

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

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

2 Personal Accident/Travel Cover – Educational Excursions

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

A brief summary of the cover is as follows:

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

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

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

SCHOOL HEALTH SERVICE

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

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

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

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

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

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

The School Health Service can be contacted at:

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

Infectious Diseases

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

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

Head Lice

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

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

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

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

SCHOOL MEALS

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

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

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

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

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

Special diets can be catered for and parents should contact the headteacher to discuss any special dietary requirements.

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

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

<http://www.stirling.gov.uk/services/education-and-learning/parental-support/parental-support-schools-and-education/free-school-meals>.

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

TRANSPORT

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

Further information is available on the Stirling Council website at:

<http://www.stirling.gov.uk/services/education-and-learning/schools/schools-travel-and-trips/schools-transport>.

UNEXPECTED CLOSURES

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

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

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

EDUCATION STATISTICS PRIVACY NOTICE

Annual Data Check

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

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

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

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

Transferring Educational Data About Pupils

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

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland.

Data policy

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

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

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

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

Concerns

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

STIRLING COUNCIL – EDUCATION

2017-18 School Dates

Autumn Term Starts Ends	Monday 21st August 2017 Tuesday 22nd August 2017 Friday 6th October 2017	Teachers return Pupils return
October Holiday Starts Ends	Monday 9th October 2017 Friday 13th October 2017	
Winter Term Starts	Monday 16th October 2017	
Staff Development Day Staff Development Day	Thursday, 23rd November 2017 Friday 24th November 2017	
Winter Term Ends	Friday 22nd December 2017	
Christmas Holiday Starts Ends	Monday 25th December 2017 Friday 5th January 2018	
Spring Term Starts	Monday 8th January 2018	
Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday	Monday 12th February 2018 Tuesday 13th February 2018 Wednesday 14th February 2018 Thursday 15th February 2018 Friday 16th February 2018	
Spring Term Ends	Thursday 29th March 2018	
Spring Holiday Starts Ends	Friday 30th March 2018 Friday 13th April 2018	
Summer Term Starts	Monday 16th April 2018	
Local Holiday	Monday 7th May 2018	
Summer Term Ends	Friday 29th June 2018	
Summer Holiday Starts Ends	Monday 2nd July 2018 Friday 17th August 2018	
	Monday 20th August 2018 * Tuesday 21st August 2018 *	Teachers return Pupils return

* To be confirmed

STIRLING COUNCIL – EDUCATION

2018-19 School Dates

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

* To be confirmed