



Stirling Council
Schools, Learning & Education

Riverside Primary School
Handbook

2019/2020



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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 2018

Welcome from the Headteacher

Riverside Primary School is a non-denominational school serving the areas of Causewayhead, Blairlogie, Cambuskenneth, 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
Acting Headteacher

Description of the School

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

The school has recently undergone an extensive refurbishment programme to upgrade all our buildings.

School Information

School address	Riverside Primary School Forrest Road Stirling FK8 1UJ
Telephone number	01786 474128
E-mail address	rvsdeps@stirling.gov.uk
School roll	479
Nursery roll	32/32
Gaelic Medium roll	70
Autism Provision roll	24
Headteacher	Mrs Michelle MacPhee (Acting)
Depute Headteacher	Mrs Chrissie Gemmell
Depute Headteacher	Mrs Laura Quintin/Mrs Debbie McLeod (Acting)
Teaching Staff	
Miss J Ashurst	Miss L Middleton
Mrs B Bleackley	Mrs E Morgan/Mrs G Williams
Mrs E Boyle (Acting PT Literacy)	Miss M Murdoch (PT Nurture)
Ms M Brown	Mr D Poole
Mrs G Campbell	Mr M Ramsey (Acting PT H&W)
Miss S Campbell	Miss E Shaw
Miss S Ferguson (PT Gaelic)	Miss K Sinclair (Acting PT Early Years)
Mrs V Ferguson	Mrs H Spencer
Mrs J Gallagher (PT ASN)	Ms C Thomson
Mrs J Henry	Miss T Thomson
Miss B Livingstone	Miss J Torrance
Miss K Lockhart	Mrs C Wiik
Miss M MacDonald (Acting PT Literacy)	
Visiting Specialists	
Music	Mrs Sheena McLean
Senior Early Childhood Educators	
	Mrs L Godward
	Miss L McAllister
Early Childhood Educators	
Miss A Campbell	Mrs V Porter
Mrs N Drummond	Mrs H Vanner
School Administrator	Mrs A Bennie

Admin Support Officer

Mrs S Souter

Support Staff

Mrs R Allan
Mrs A Begley
Mrs I Burns
Mrs G Clark
Mrs M Cowie
Miss L Gerrard
Mr K Glaister
Mrs A Hyatt
Miss K Hunter
Mrs C Jaffray
Miss A Johnston

Mrs L MacRae
Mrs P McMeekin
Mrs H McQueen
Mrs C Monaghan
Mrs L Robb
Miss C Russell
Mrs C Ryan
Mrs S Prentice
Miss F Thomson
Mrs I Thomson
Mrs J Warren

Kitchen Staff

Mrs G Purdie (Catering Supervisor)
Mrs P Shaw

Mrs V Sharpe
Mrs L Stewart

Cleaning Staff

Ms Cowie (Chargehand Cleaner)
Ms R McNally
Ms M Leishman

Mrs M Docherty
Mrs C Watson

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 8.30 am – 11.40 am
Afternoon session 12.35 pm – 3.45 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-two children can be admitted on a daily basis. Thirty-two places are available in both the morning and afternoon sessions. We also have a limited number of extended day places. 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 dhìcheall)



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 operates a Positive Behaviour Policy 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 Management 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 manage behaviour/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 management 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 2018-2019:

- **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 when staffing is available. 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.

They are:

- Rev A Miller, Viewfield Church
- Rev R Halley, Logie Church
- Rev M Jason, Methodist 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 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.

Support for Learning

A learning support 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 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 learning support 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.

Homework

We value the important role homework 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.



Homework 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. Homework 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 homework 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:

- Homework 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.

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 Management 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'

This is a dedicated number (01786 476577) whereby parents/carers are asked to report all absences on the first day of absence between 8.45 am and 10.00 am. 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.

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.

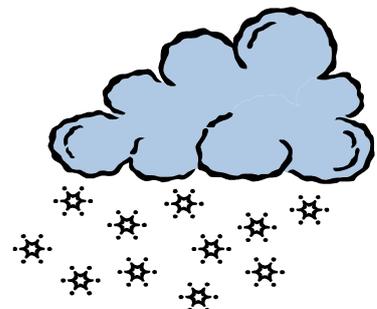
All information is transferred from school to school through Seemis a computer data base.

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 management 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.

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.

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

If you are concerned a child or young person is at risk of abuse or neglect, you can contact school, police or phone children's services on 01786 471177.

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 <https://my.stirling.gov.uk/services/education-and-learning/schools/school-grants>.

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 who is not the legal guardian needs authority from the child's parent or guardian. This would normally mean a note to show that the person responsible for the child has agreed.

What can't I complain about?

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

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

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

We have 2 stage complaints procedure.

Stage One – frontline resolution

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

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

Stage Two – investigation

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

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

When using Stage Two:

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

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



Stirling Council Schools, Learning and Education

Enrolment Arrangements : Primary & Secondary School Education in 2019

The 2019/2020 school year starts on 20 August 2019. This is the **only** date for beginning school education for that year.

All children who are five years old on or before 20 August 2019 are of school age and **must** start their primary school education on 20 August 2019, children who are five years old between 20 August 2019 and 29 February 2020 **may** start their primary school education on 20 August 2019.

If your child is starting their primary school education in August 2019 you **must** enrol him/her at their catchment school **by 25 January 2019**. 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 3 December 2018.

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 2019. 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 2019/2020

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 2019-2020, to do so in writing **by no later than 15 March 2019**. 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/cakeforms/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 2018**

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.

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

This is the national approach to supporting and working with all children and young people in Scotland. It puts the rights and wellbeing of children and young people at the heart of the services that support them. *Staged Intervention approach is in line with the principles of GIRFEC.*



Key elements of GIRFEC are:

- Wellbeing
- Child's Plan
- Named Person

Wellbeing

To help with 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.

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 that wasn't help and support for worries they have. For school age children, the named person will be a promoted member of staff. More information is available on the [Scottish Government website](#).

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](#).

Inclusion

Additional Support Needs

All children get help with their learning.

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

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

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

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

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

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

More information is available on the website or by contacting ASN and Wellbeing Team.

Independent Advice

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

Enquire also has two websites, one for [parents, carers and professionals](#) and one for [children and young people](#).

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

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

Insurance Information

1 Public Liability

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

Pupils' Property

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

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

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

2 Personal Accident/Travel Cover – Educational Excursions

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

A brief summary of the cover is as follows:

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

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

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

School Health Service

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>.

Medically prescribed diets can be catered for and parents should contact the head teacher 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:

<https://my.stirling.gov.uk/services/education-and-learning/schools/school-grants>.

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:

<https://my.stirling.gov.uk/services/education-and-learning/schools/schools-travel-and-trips>.

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.

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

STIRLING COUNCIL – EDUCATION

2019-2020 School Dates

Autumn Term Starts Ends	Monday 19 August 2019 Tuesday 20 August 2019 Friday 11 October 2019	Teachers return Pupils return
October Holiday Starts Ends	Monday 14 October 2019 Friday 18 October 2019	
Winter Term Starts	Monday 21 October 2019	
Staff Development Day Staff Development Day	Thursday 28 November 2019 Friday 29 November 2019	
Winter Term Ends	Friday 20 December 2019	
Christmas Holiday Starts Ends	Monday 23 December 2019 Friday 3 January 2020	
Spring Term Starts	Monday 6 January 2020	
Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday	Monday 17 February 2020 Tuesday 18 February 2020 Wednesday 19 February 2020 Thursday 20 February 2020 Friday 21 February 2020	
Spring Term Ends	Friday 3 April 2020	
Spring Holiday Starts Ends	Monday 6 April 2020 Friday 17 April 2020	
Summer Term Starts	Monday 20 April 2020	
Local Holiday	Monday 4 May 2020	
Summer Term Ends	Thursday 25 June 2020	
Summer Holiday Starts Ends	Friday 26 June 2020 Friday 14 August 2020	
	Monday 17 August 2020* Tuesday 18 August 2020*	Teachers return Pupils return

* To be confirmed

Digital Learning

Digital Tools for Learning and Teaching

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

Core Digital Services

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

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

Digital Services Requiring Consent

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

Privacy Notice for the Use of G Suite for Digital Learning and Teaching

What is personal data?

In schools and nurseries, we handle various kinds of **personal data**. "Personal data" relates to any information relating to an identifiable person. The processing of personal data is governed by the General Data Protection Regulation (GDPR) and the Data Protection Act (2018).

Who is the data controller?

Stirling Council is the data controller. This means that it is responsible for the safe and legal processing of your data.

Why are we processing your personal data?

Stirling Council complies with its obligations by keeping your personal data up to date; by storing and destroying it securely; by not collecting or retaining excessive amounts of data; by protecting personal data from loss, misuse, unauthorised access and disclosure and by ensuring that appropriate technical measures are in place to protect personal data.

We will collect the following data:

Names, Year group, School/Nursery, Email addresses, Information based on use of service, e.g. type of device and cookies.

We will use your personal data for the following purposes:

Enabling the use of digital learning and teaching tools.

What is the legal basis for processing your personal data?

Public Task

Sharing your personal data

Your personal data will be treated as strictly confidential. In order to fulfil the purpose of G Suite for learning and teaching, we may need to share your personal data with Google G Suite. Google may share data with third parties with users' or parent/carers' consent, or to meet legal requirements (as set out in their privacy policy: https://gsuite.google.com/terms/education_privacy.html).

How long do we keep your personal data?

Your data will be deleted after 1 year after the account is deactivated.

Your rights regarding your personal data

You have various rights with respect to your personal data, including:

- The right to be informed about how we will use your personal data.
- The right to access a copy of any personal data we hold about you.
- The right to have personal data rectified if it is inaccurate or incomplete.
- The right to request the deletion or removal of personal data.
- The rights to restrict and object to processing of personal data.
- The right to obtain and reuse your personal data for your own purposes.
- Rights in relation to automated decision making and profiling.
- The right to withdraw your consent for the processing of your personal data.
- The right to lodge a complaint with the school/nursery, Stirling Council, and/or the Information Commissioner's Office.

Further processing

If we wish to use your personal data for a new purpose that is not covered by this Privacy Notice, we will issue a new notice explaining this new use. Where necessary, we will seek your prior consent to the new processing.

Contact details

Stirling Council: Schools, Learning and Education

Stirling Council Data Protection Officer: Kevin O’Kane - dataprotection@stirling.gov.uk

Information Commissioner’s Office

Helpline - 0303 123 1113

Email - casework@ico.org.uk

Website (including contact form and live chat) - <https://ico.org.uk/global/contact-us/>

Privacy Notice for the Use of Services within Glow for Digital Learning and Teaching

What is personal data?

In schools and nurseries, we handle various kinds of **personal data**. “Personal data” relates to any information relating to an identifiable person. The processing of personal data is governed by the General Data Protection Regulation (GDPR) and the Data Protection Act (2018).

Who is the data controller?

Stirling Council is the data controller. This means that it is responsible for the safe and legal processing of your data.

Why are we processing your personal data?

Stirling Council complies with its obligations by keeping your personal data up to date; by storing and destroying it securely; by not collecting or retaining excessive amounts of data; by protecting personal data from loss, misuse, unauthorised access and disclosure and by ensuring that appropriate technical measures are in place to protect personal data.

We will collect the following data:

Names, Date of birth, Year group, School/Nursery, Email addresses, MIS identifier, pupil/teacher identifiers.

We will use your personal data for the following purposes:

To provide interactive, accessible and collaborative learning experiences for children and young people; to support teachers to work innovatively and collaboratively.

What is the legal basis for processing your personal data?

Public Task

Sharing your personal data

Your personal data will be treated as strictly confidential. Other Glow users will be able to see some data (not including home email addresses, dates of birth or MIS identifiers). Education Scotland will have access to all of the data provided.

How long do we keep your personal data?

Your data will be deleted after 9 months after the account is deactivated.

Your rights regarding your personal data

You have various rights with respect to your personal data, including:

- The right to be informed about how we will use your personal data.
- The right to access a copy of any personal data we hold about you.
- The right to have personal data rectified if it is inaccurate or incomplete.
- The right to request the deletion or removal of personal data.
- The rights to restrict and object to processing of personal data.
- The right to obtain and reuse your personal data for your own purposes.
- Rights in relation to automated decision making and profiling.
- The right to withdraw your consent for the processing of your personal data.
- The right to lodge a complaint with the school/nursery, Stirling Council, and/or the Information Commissioner's Office.

Further processing

If we wish to use your personal data for a new purpose that is not covered by this Privacy Notice, we will issue a new notice explaining this new use. Where necessary, we will seek your prior consent to the new processing.

Contact details

Stirling Council: Schools, Learning and Education

Stirling Council Data Protection Officer: Kevin O’Kane - dataprotection@stirling.gov.uk

Information Commissioner’s Office

Helpline - 0303 123 1113

Email - casework@ico.org.uk

Website (including contact form and live chat) - <https://ico.org.uk/global/contact-us/>

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 (2018). 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. Further information on Scottish Government's use of data can be found here (<https://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>).

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.

Parentzone

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

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

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



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

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SCOTLAND

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