



# BANNOCKBURN

## HIGH SCHOOL

# HANDBOOK

## 2023



**Stirling Council Education Services**

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# Contents

Page	Contents
<b>3</b>	Contents
<b>4</b>	Letter from Chief Education Officer
<b>5</b>	School Context and Aims
<b>6</b>	School Vision and Values
<b>7</b>	Our Staff
<b>10</b>	Parent, Families and Carers/ Parent Council
<b>11</b>	Senior Leadership Team
<b>12</b>	Moving from Primary to Secondary
<b>13</b>	Our School Uniform
<b>15</b>	Conduct at Bannockburn High School
<b>17</b>	Our School Day
<b>18</b>	Curriculum at Bannockburn High School
<b>20</b>	School of Football
<b>21</b>	School of Musical Theatre
<b>22</b>	School of Rugby
<b>23</b>	Pupil Support
<b>25</b>	Homework and Study
<b>26</b>	Assessment
<b>27</b>	Health & Safety Matters
<b>28</b>	Community Partnership Working
<b>29</b>	Statutory and Other Information



## **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 standard in our school and nurseries so that the children, young people and citizens of Stirling benefit fully from our services.

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

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

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

We will realise this ambition by listening to and learning from children and young people, putting them first; promoting inclusion across all schools, nurseries and communities; and by delivering high quality services.

The needs of our children and young people will be best met by working effectively together with parents, carers and a range of partners. We want parents and carers to be involved in their children's learning and believe that this partnership will be key to achieving success for all children and young people.

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

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

Bryony Monaghan  
Head of Education and Chief Education Officer  
Stirling Council  
November 2022

## School Context

Our school is a comprehensive secondary school situated in the village of Bannockburn, on the southern side of the historic city of Stirling. At present, our school community has around 500 pupils, with our catchment encompassing our associate primary schools of Bannockburn Primary School, Braehead Primary School, Cowie Primary School and East Plean Primary School. We also have pupils in our school community who join us from Borestone Primary School.

## Our School Aims

As a school community, we encourage each other to be **ambitious** and to aim high, to build resilience and self-esteem, in order that we grow and develop as individuals and as a learning community. We ensure our young people are fully prepared for **success** by equipping them with relevant skills for life, learning and work, achieving appropriate qualifications and entering a sustained positive destination. Our young people make **positive learning choices**, developing an understanding that learning is collective as well as an individual responsibility, and that all members of our school community are responsible for their own achievements and contribute to the achievements of others. We act with **integrity** at all times, doing whatever it takes to remove barriers our young people may face, and are committed to the education of the whole person – moral, intellectual, social and physical. As a school community, we treat each other with **respect**, placing values and the concept of the common good at the centre of everything we do. We welcome all who wish to be part of our school and we aim to create in our school a community of learning in which our values permeate everything we do. Finally, we strive for **excellence**, working together with all members of our school community – young people, teachers, support staff, parents, our partner primaries and the wider community – to ensure our school is a community of hope and optimism, a dynamic, vibrant place, brimming full of confidence and where our young people, our hope for the future, flourish.





# Our Vision & Values



We are committed to the education of the whole person – moral, intellectual, social and physical. We welcome all who wish to be part of our school and we aim to create in our school a community of learning in which our ASPIRE values permeate everything we do.



We are extremely proud of our school and our positive ethos which promotes community engagement. This is reflected in our Parent Council and Pupil Improvement Teams.

At Bannockburn High School we place values and the concept of the common good at the centre of our school's aims and the formation of character, at the heart of our school's endeavours.



## SENIOR LEADERSHIP TEAM

Head Teacher

Depute Head Teacher

Depute Head Teacher

Depute Head Teacher

Mrs Karen Hook

Mr Chris Somerville

Mr Graham Boyce

Mrs Vicki Sherry

## EXPRESSIVE ARTS

Curricular Leader/ Music Teacher

Music Teacher

Music Teacher/ DYW Lead

Music Teacher/ Depute Head Teacher

Art Teacher

Art Teacher

Art Teacher

Mrs Vicki McKinlay

Miss Shona Collin

Mrs Kirsten Gunning

Mr Graham Boyce

Mr Alan McCluskey

Ms Catherine Robertson

Mrs Claire Graham

PE Teacher

PE Probationer Teacher

PE Teacher

PE Teacher/ Principal Teacher Pupil Support

Swimming Pool Supervisor

Mr David Oxburgh

Miss Natasha Seymour

Miss Helen Barrett

Mr Gareth Kirk

Mrs Janice Stirling

## LANGUAGES & LITERACY

Curricular Leader/ English Teacher

English Teacher

English Teacher/ PT Pupil Support

English & RMPS Teacher

English Teacher

Modern Languages Teacher

Modern Languages Teacher

Modern Languages Teacher/Depute Head Teacher

Mrs Laura Hamilton

Mrs Sandra Mackinnon

Mrs Lisa Weir

Mrs Jeanette Mackay

Mrs Helen McAlister

Miss Rachael Prior

Mr Derek Monaghan

Mrs Vicki Sherry

## MATHEMATICS, IT & NUMERACY

Curricular Leader/Maths Teacher

Maths & Geography Teacher

Maths Teacher/PT Pupil Support

Maths Teacher

Business Education Teacher/Project Lead Employer Engagement

Business Education Probationer Teacher

Computing Studies Teacher

Mrs Suzanne Harris

Miss Reshma Esmail

Mrs Elaine Del Valle

Mrs Laura Pickavance

Mrs Elaine McPhee

Miss Lauren Piggott

Mr Damien Johnstone

## **SOCIAL SUBJECTS & RME**

Curricular Leader/History Teacher  
Geography & Maths Teacher  
Geography & Modern Studies Teacher  
History Teacher  
Modern Studies Teacher  
Religious & Moral Education/Psychology Teacher  
Religious & Moral Education & English Teacher

Ms Charlotte Carlin  
Miss Reshma Esmail  
Miss Rhiannan Davis  
Mr Calum Renz  
Mrs September Dunsmore  
Mr Darren Watt  
Mrs Jeanette Mackay

## **SCIENCE, TECHNOLOGIES & H&W**

Curricular Leader/ Physics & Science Teacher  
Biology & Science Teacher  
Chemistry & Science Teacher  
Chemistry & Science Teacher  
Biology & Science Teacher  
Biology & Science Teacher/ PT Pupil Support  
Technological Studies Teacher  
Technological Studies Teacher

Mr Jim Timmons  
Mrs Jayne Hamilton  
Mr Paul Leitch  
Mrs Nicola White  
Ms Julie Young  
Mrs Lauren Saunders  
Mr Neil Watson  
Miss Erin McShane

## **ADDITIONAL SUPPORT NEEDS**

ASN Teacher  
ASN Teacher  
ASN Teacher  
ASN Teacher  
PT Pupil Support  
PT Pupil Support/Project Lead Inclusion

Mrs May Campbell  
Mrs Nicole Beattie  
Mrs Pam McClune  
Mrs Emma Fergus  
Mr Gary Shepherd  
Mrs Lorna Shepherd

Health & Wellbeing Officer  
Health & Wellbeing Officer

Mrs Sheonagh Harris  
Mrs Caroline Moore

Police Liaison Officer

PC Paul McCafferty

Skills Development Scotland

Mrs Rosanna Ciccu

Support for Learning Assistant  
Support for Learning Assistant  
Support for Learning Assistant  
Support for Learning Assistant  
Support for Learning Assistant  
Support for Learning Assistant  
Support for Learning Assistant  
Support for Learning Assistant  
Support for Learning Assistant

Mrs Margaret Anderson  
Mrs Lynne Caldwell  
Mrs Rosalia Gentles  
Mrs Barbara Duckenfield  
Mrs Moira Mckay  
Ms Isobel Wyllie  
Ms Donna Graham  
Mrs Evelyn Duncan  
Ms Jo Carruthers



Support for Learning Assistant

Mrs Linda Wilson

## **ADMINISTRATIVE STAFF**

School Resources Officer

School Administrator

Admin Assistant

Admin Assistant

Admin Assistant

Admin Assistant

Miss Sharon Kelly

Mrs Lynne Cameron

Mrs Yvonne Nicol

Mrs Glenda Smeaton

Miss Lyndsay Ramsay

Mrs Teresa Bruce

## **TECHNICIAN SUPPORT STAFF**

Technician

Technician

Mr Chris Terrell

Mr Liam Bell

## **JANITORIAL STAFF**

Head Janitor

Janitor

Janitor

Mr Charles Inglis

Mr Charles Hamilton

Mr Brian Paterson



## How Parent Councils can make the difference

Learning begins (and continues) at home parents and families are children's first teachers and continue to make a difference to children's learning as they grow older.

### Parents and Schools as Partners

There are lots of ways in which the school, parents, families and the community can work together to give our young people the best possible education. Schools are most effective when they develop positive relationships with parents and the community they serve.

### Giving parents a voice

The Scottish Schools (Parental Involvement) Act 2006 gives parents the right to receive information about their children's education and to be represented and have their views expressed through the Parent Council.

More information can also be found on the Parentzone website at  
[www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk).

## Bannockburn High School Parent Council

Our Parent Council meet regularly and support the work of the school in a variety of ways.

The current members of the Parent Council are:

Ed Toner (Chair)

Emma Lindsay (Vice Chair)

Linda Gillespie

Laura Conroy

Catriona Jack

Fiona McFarlane

Jane Fletcher

Elaine Lewis

If you would like more information about the Parent Council or wish to contact them, please e-mail [BannockburnHighParentCouncil@gmail.com](mailto:BannockburnHighParentCouncil@gmail.com)

# Bannockburn High School | SLT Remits Session 2022-23



	Head Teacher ~ Mrs K Hook	Depute Head Teacher ~ Mr G Boyce	Depute Head Teacher ~ Mr C Somerville	Depute Head Teacher ~ Mrs V Sherry	School Resource Officer ~ Mrs S Kelly
<b>Contact</b>	Parent Council, LA & Elected Members	S1 & S6 Year Head & Pastoral	S2 & S4 Year Head & Pastoral	S3 & S5 Year Head & Pastoral	HR, Facilities & Assets, Janitors, Catering & Cleaning Services
<b>Core responsibilities in BBHS</b>	Strategic Planning INSET Days INSIGHT (with CS) Policies – National & Local Pupil Equity Fund Child Protection (with GB) Community Liaison School Staffing (with VS) SNC & School Calendar Parent Council Press Link Self-Evaluation – Whole School School Publications & Communication Standards & Quality Report School Handbook School Improvement/Recovery Planning School Chaplain Link (with GB) Health & Safety (with SK) Pupil Improvement Teams Wider Achievement DYW	Support Co-ordinator PSHE ASL Act & GIRFEC Child Protection (with KH) Social Work / Partner Agencies School Chaplain Link (with KH) Attendance Pathways ASN/ASN Hub Care Experienced YP HWB Coordinator Work Experience UCAS/College/SDS Parent Council (with KH) ASPIRE House P7 Transition	SQA Co-ordinator Assessment Windows Monitoring, Tracking & Reporting School based examinations & SNSA Assessment, Moderation & Verification Literacy & Numeracy INSIGHT (with KH) Probationers & Students, NQTs & RQTs Family Learning Pivotal Lead Awards Ceremony Absence Management & Cover Wider Primary Liaison	School Timetable Curriculum Pathways Curriculum Development Learning & Teaching Parents' Evenings Arrangement & Analysis S3 Profiling CLPL/PRD ICT Strategy (with SK) School Website Staffing (with KH) Options SNC	Management of Information Systems HR& Absence Management Financial Management (incl School Fund) Facilities & Resources Management Health and Safety Excursions Coordination of whole school events Management of Support Staff (excluding SLAs) PRD – Support Staff Statistical Returns Liaison with SNC ICT Strategy (with VS) School Website

With our partner primaries we aim to develop a strong partnership in three main groups:

## 1. Young People

The move from primary to secondary school is an important event for our pupils. We at Bannockburn High School wish to make the move as untroubled and smooth as we can. Young people regularly visit Bannockburn High School throughout their final year in primary school as part of an ambitious liaison programme which includes a variety of events. The transition programme is led by the Depute Head Teacher responsible for Pupil Support who regularly visits each primary school to meet with pupils and staff to coordinate the programme. As well as this, staff from Bannockburn High School deliver curricular experiences, either within the primary schools or during pupil visits to Bannockburn High School. The experiences have included aspects of Technical, Home Economics, PE, and Music education, to name but a few.

In May/June of Primary 7, pupils attend the school for three days and get a real insight into what their secondary school experience will be like.

Young people who require an enhanced level of support for the transition from primary to secondary are invited to join the Enhanced Transition Group which meets regularly at the High School with learning support specialist staff.

## 2. Parents

Parents/carers are also invited to attend events run by the school from P5 through to P7, firstly, for the Open Evening – Belonging to Bannockburn. During this event young people and parents/carers can meet with teachers and take part in several lessons. Also, parents of P5, P6 and P7 pupils are warmly invited to attend special Parents' Information Evenings which take place in October/ November in our partner primary schools. Alternative arrangements can be made by appointment for P7 parents who cannot make the Information Evenings. In addition to these, there is another Information Evening for P7 parents in June to share practical information just prior to the children transferring. The Bannockburn High School Newsletter which is published once a term is available on our website and sent to parents/carers of pupils in P5 to P7 in our partner primary schools so that parents/carers of our P7 pupils can keep up to date with life in Bannockburn High School. Following the transition to secondary school, parents/carers are invited to attend the S1 Parents' Evening to gain more detailed information as to how each pupil is progressing across subject areas

## 3. Teachers

The Head Teachers in our learning community meet regularly to discuss transition arrangements and the setting up of projects involving Primary and Secondary. Teachers from both sectors regularly exchange information with the Principal Teacher Pupil Support and the Learning Support Teacher. Background information and details of courses taught and materials used are discussed including any relevant data on for example, attainment information in Maths and English, in order to ensure a smooth transfer from primary to secondary. Information about the particular strengths and weaknesses and any additional support needs are also exchanged. We thus try to ensure that we have a clear picture of each pupil's individual strengths, aptitudes, special talents or difficulties prior to them joining Bannockburn High. In this way we hope to be well prepared to help each young person to settle and to provide continuity with the work done in primary school.

# Our School Uniform



The benefits of a formal school uniform are recognised. Wearing the school uniform:

- plays a vital role in the safety of all our young people by allowing staff to identify visitors to the school.
- indicates a sense of pride and identification with the school;
- helps pupils form or enhance positive attitudes to school and school work;
- protects our young people from the damaging impact of social distinction and 'competitive' dressing;
- promotes the school's identity in the community;
- assists staff in the task of supervising pupils.

## Uniform for S1-S3

Black BBHS badged blazer; white school shirt; BBHS junior striped tie; black school trousers or skirt, black shoes and our **BLUE BBHS JUMPER/CARDIGAN**.



**KNITTED  
JUMPER**



**KNITTED  
CARDIGAN**



**S1-S3 TIE**



## Uniform for S4

Black BBHS badged blazer; white school shirt; black BBHS senior tie; black school trousers or skirt, black shoes and our **BLUE BBHS JUMPER/CARDIGAN**.



**KNITTED  
JUMPER**



**KNITTED  
CARDIGAN**



**S4-S5 TIE**



## Uniform for S5

Black BBHS badged blazer **WITH BRAIDING**; white school shirt; black BBHS senior tie; black school trousers or skirt, black shoes and our **BLUE BBHS JUMPER/CARDIGAN**.



**KNITTED  
JUMPER**



**KNITTED  
CARDIGAN**



**S4-S5 TIE**



## Uniform for S6

Black BBHS badged blazer **WITH BRAIDING**; white school shirt; our **BLUE BBHS S6 TIE**; black school trousers or skirt, black shoes and our **BLUE BBHS JUMPER/CARDIGAN**.



**KNITTED  
JUMPER**



**KNITTED  
CARDIGAN**



**S6 TIE**



## Dress Code for PE S1-S6

**OUR SCHOOL BLUE SPORTS TOP** with embroidered school logo for boys and girls, black sports shorts/joggers/Capri pants. We now also have a PE hoody available to purchase **to be worn strictly for PE only**.



Only formal school shirts (with top buttons) should be purchased for school. Adapting the uniform to reflect current 'trends' is strongly discouraged: eg fashion t-shirts, belts and scarves, leggings, trainers, jeans/'jean like' trousers with studs, shorts, culottes,  $\frac{3}{4}$  length trousers, blouses, gloves or hats (worn indoors), hooded, leather, denim, parka or 'zipped' jackets, inappropriate fashion footwear such as Converse boots or shoes, Doc Martins, Uggs etc.

## Unacceptable Dress

There are forms of dress which are unacceptable in school, such as items of clothing which:

- potentially encourage faction or division (eg football colours, Goth, Emo, Biker, Heavy Metal or other music related identities)
- could cause offence (such as items which display anti-religious symbolism/political slogans/sexual innuendo)
- advertise fashion chains, designer logos or sports' emblems
- could cause health/safety difficulties (such as piercings/large items of jewellery etc)
- display advertising, particularly for alcohol or tobacco
- display inappropriate lapel badges

## Textbooks and Other School Equipment

Pupils should be provided with a strong school bag of suitable size and shape to carry large books, preferably with a separate waterproof compartment for games clothes, in order that books are given maximum protection. Books should also be covered. All jotters should be covered. All pupils will need to be equipped with, as a minimum, a pen, pencil and ruler. A pencil bag with pencil, eraser, colour pencils, protractor is useful, as are pocket English and French/Spanish dictionaries and a calculator. Care of school equipment is the individual pupil's responsibility and compensation would be required for loss or wilful damage to school property. Personal electrical appliances belonging to pupils – for example, hair straighteners, must not be used in school due to health and safety reasons.

Each pupil is provided with a Chromebook and a range of e-learning tools and resources to assist and enhance their learning at school and at home. All parties involved must agree with all of the terms and conditions prior to the Chromebook being issued.





Bannockburn High School strongly believes in the need for positive behaviour and trusts that all parents will co-operate with the school to achieve this. Our pupils are required to behave well, to show a proper regard for their own safety and for the safety of others. Only when this has been achieved can we create an environment in which pupils learn and teachers teach. Our policy on positive behaviour includes several important elements:

- good teaching and effective class management – pupil-teacher relationships based on mutual respect
- our effective school rules based on the needs of our school as a community - the use of praise where appropriate
- the quality of Pupil Support in the school - the support of our parents
- the clear communication of our expectations to young people, teachers and parents (*Expectations & Consequences below*)

Teachers are responsible for the positive behaviour in their own classrooms. They deal with breaches of positive behaviour in a number of ways: in many cases a quiet reprimand is sufficient though some cases may require a more serious and formal reprimand. If a pattern of misconduct is seen then parents are called to discuss the situation. In certain cases pupils may be requested to make up lost work because of misconduct - this may be during interval or part of a lunch time. It is not our policy to detain pupils at the end of the school day. Serious or persistent breaches of school rules will result in exclusion from our school in accordance with local authority guidelines. This is a very rare occurrence at Bannockburn High School.

Our Pupil Support staff are responsible for monitoring the conduct of all of our young people. Teachers may make referrals to Pupil Support staff for information purposes. The Senior Leadership Team keep the behaviour of individual pupils, classes and year groups under review and become directly involved in matters of serious or persistent indiscipline.

Wherever appropriate we work closely with parents and supporting agencies - Psychological Services, Social Work and Police in order to promote positive behaviour and to support our young people. At Bannockburn High School we have the greatest confidence in the goodness of the young people in our charge, and in their desire to contribute positively to the school.

## **Expectations**

In Bannockburn High, young people are expected to:

- attend school regularly
- take care of their own health and safety and not jeopardise the health and safety of others
- show respect for teachers, other members of staff, other pupils & visitors
- come to school on time
- keep the school clean and tidy and take proper care of books, jotters and materials
- behave reasonably at all times in and around school and on the way to / from school
- accept the authority of all staff
- stay in the school grounds at morning interval
- walk at all times inside the school building
- wear the school uniform
- do their very best at all times

## **Consequences**

Breaking any of the school rules may have a number of consequences depending on the gravity and/or frequency of the action. Some examples are:

- verbal reprimand
- re-rooming
- time sanction
- withdrawal of privileges (eg from disco / trips /shows)
- referral to a Curriculum Leader
- parent(s) being contacted
- referral to a Depute Head
- referral to the Head Teacher
- parents being asked to attend a meeting at school
- exclusion from school

Period	Start	Finish
Period 1	9.00am	9.50am
Period 2	9.50am	10.40am
Interval	10.40am	10.55am
Period 3	10.55am	11.45am
Period 4	11.45am	12.35pm
Lunch	12.35pm	1.25pm
Period 5	1.25pm	2.15pm
Period 6	2.15pm	3.05pm
Period 7 (Mon, Tue only)	3.05pm	3.55pm



## S1, S2 and S3 Broad General Education



As part of the Broad General Education the following subjects continue to be covered:

Art & Design  
English  
French  
Home Economics  
Mathematics  
Music  
Physical Education  
Religious and Moral Education  
Science  
Social Subjects  
Technologies

In S1-3 we develop and build on the work done in the later stages of primary school. The emphasis at Bannockburn High School is very much on pupils as individuals - each moving at a suitable pace to master content and skills. Pupils are taught in a combination of mixed ability and ability class groups.

A separate section of this handbook describes our policy for helping those with additional support needs.

## Senior Phase Courses



### Fourth Year

All S4 students take courses leading to the National Qualifications in English and Maths as well as core Religious and Moral Education (RME) and core PE. In addition, almost all S4 will take another 5 courses leading to National Qualifications.

The vast majority of our S4 therefore, will take 7 National 5 courses (SCQF Level 5 – equivalent to the old Standard Grade (SG) 'Credit' level). All National 5 courses involve an external examination. Students whose progress suggests they will not be successful at National 5 may be presented for National 4 (SCQF Level 4 – equivalent to the old Standard Grade 'General' level) or National 3 (SCQF Level 3 – equivalent to the old Standard Grade 'Foundation' level). National 4 and National 3 are internally assessed following SQA Moderation and do not involve students taking any external exams. S4 students with additional support needs will follow a curriculum individually tailored to their needs. Examples of a typical curriculum for a fourth year student taking 7 courses at National 5 might be:

English, Maths, Biology, Music, Business Education, History, French

A major difference between the old Standard Grade curriculum and the new curriculum is that in the past, all students were presented for 2 levels (SG Credit + SG General or SG General + SG Foundation) which meant that if they failed the higher level assessment, they

could still be awarded the lower level. There is no such automatic 'safety net' in the new system. Thus students who are unsuccessful at National 5 will only be awarded National 4 if they have met the specific assessment requirements of National 4. In most (but not all) subjects, success in National 5 'Unit' assessments completed in school in the course of S4, are accepted as evidence of a pass at National 4. However, in some cases (depending on the course) students may be required to complete National 4 assessments after they have sat the National 5 SQA exam.

## Fifth Year

All S5 students take 5 courses leading to SQA Highers or National Qualifications. All pupils will study these courses at NAT 4, NAT 5 or Higher Level. In some subjects, a pass at National 5 is a pre-requisite before embarking on a Higher course. S5 students with additional support needs will follow a curriculum individually tailored to their needs.

## Sixth Year

All S6 students must take a minimum of 4 full courses leading to SQA National 4, National 5, Higher or Advanced Higher Qualifications. The vast majority of our S6 will also choose from a range of 'Elective' courses and activities designed to provide them with opportunities for personal development (including leadership skills) and service to the school and wider community. In recent years these electives have proved popular and highly successful.

Scottish Credit & Qualifications Framework			
SCQF Level	School	College/University	Workplace
12		Doctorates	SVQ 5
11		Masters	
10		Honours Degree Graduate Diploma/Certificate*	
9		Ordinary Degree Graduate Diploma/Certificate*	
8		Higher National Diploma Diploma in Higher Education	SVQ 4
7	Advanced Higher	Higher National Certificate Certificate of Higher Education	
6	Higher		SVQ 3
5	National 5 Intermediate 2 Standard Grade CREDIT		SVQ 2
4	National 4 Intermediate 1 Standard Grade GENERAL		SVQ 1
3	National 3 Access 3 Standard Grade FOUNDATION		
2	Access 2		
1	Access 1		



At Bannockburn High School we run a School of Football for pupils in S1-S3. The aim of School of Football is to increase confidence, learn new skills and help pupils become ready to learn in curricular classes. **All sessions are led by a qualified football coach.**

This model is based upon a vision that PEPAS (Physical Education, Physical Activity and Sport) can be the vehicle to inspire, engage and develop the cognitive and practical abilities of our school community. It is designed to promote inclusion and participation and offer an opportunity to develop a high level of performance skill and excellence.

Pupils will require a baseline practical ability to access School of Football, however it is important to note that the programme is not solely a performance based model. The main purpose of the model is to develop the social, emotional and cognitive skills of pupils. Pupils involved in the programme will have their academic progress closely monitored throughout the year and a weekly study club will ensure that work missed due to participation in the programme can be caught up with to make sure learning in other curricular areas is completed to the highest standards.

We believe that participation in the School of Football will instil a discipline and commitment to study that will have a positive impact on achievement. Such participation can only be positive for the physical, mental and emotional health and wellbeing and wider success of the young people in our community.







At Bannockburn High School we run a School of Musical Theatre for pupils from S1 to S3. From building confidence to learning new skills, getting involved in the performing arts can open up a whole new world of opportunity for young people.

This model is based upon a vision that performing arts can be the vehicle to inspire, engage and develop the cognitive and practical abilities of our school community. It is designed to promote inclusion and participation and offer an opportunity to develop a high level of performance skill and excellence.

The course is designed to nurture skills in singing, drama and dance and develop individual skills and potential in a group setting. No previous experience is necessary, only enthusiasm is required. Throughout the session pupils will have a number of opportunities to perform their work including our annual Christmas Concert and our Summer School Show which is a full-scale musical production.

Pupils involved in the programme will have their academic progress closely monitored throughout the year and a weekly study club will ensure that work missed due to participation in the programme can be caught up with to make sure learning in other curricular areas is completed to the highest standards.

We believe that participation in the School of Musical Theatre will instil a discipline and commitment to study that will have a positive impact on achievement. Such participation can only be positive for the physical, mental and emotional health and wellbeing and wider success of the young people in our community.





## **School of Rugby**

School of Rugby continues to be a focus for Scottish Rugby. This programme offers pupils the opportunity to engage in rugby activity during school time with the aim of not only developing young players, but also aiding them in their physical, social, emotional and academic development in their Secondary school.

We here at Bannockburn High School join 43 Schools of Rugby operating across the country. It is hoped over the duration of the strategy the number of Schools of Rugby will increase.

This well-established programme has been a catalyst for developing strong links between clubs and schools, and this will continue to be a driver for the programme moving forward. We are linked to Bannockburn Rugby Club.

This model is based upon a vision that PEPAS (Physical Education, Physical Activity and Sport) can be the vehicle to inspire, engage and develop the cognitive and practical abilities of our school community. It is designed to promote inclusion and participation and offer an opportunity to develop a high level of performance skill and excellence. All sessions are led by a qualified Rugby coach.

Pupils will require a baseline practical ability to access School of Rugby, however it is important to note that the programme is not solely a performance-based model. The main purpose of the model is to develop the social, emotional and cognitive skills of pupils. Pupils involved in the programme will have their academic progress closely monitored throughout the year and a weekly study club will ensure that work missed due to participation in the programme can be caught up with to make sure learning in other curricular areas is completed to the highest standards.

We believe that participation in the School of Rugby will instil a discipline and commitment to study that will have a positive impact on achievement. Such participation can only be positive for the physical, mental and emotional health and wellbeing and wider success of the young people in our community.

In Bannockburn High School we are committed to the education of the whole child and recognise that each child has intellectual, moral, physical and social needs. In order to meet these needs we believe that we must provide the best possible conditions for learning for all our pupils. A school ethos based on values such as respect, love, trust, compassion, justice and integrity is central to our approach to Pupil Support. We believe that learning is a collective as well as an individual responsibility and that all members of our school community are responsible for their own achievements and contribute to the achievement of others. It is essential to have Pupil Support structures which exemplify and embody our philosophy of valuing all pupils as individuals and as members of the community of Bannockburn High School.

## Year Group Structure

Our Pupil Support structures are year group based since the key experiences of young people at secondary school – their curriculum and their assessment – are year-group based. Our system integrates pastoral care and support for learning in an attempt to provide a holistic approach to supporting individual pupils. Peer group issues which can impact on the progress of pupils are addressed by teams of Pupil Support Teachers within our year-group horizontal system. With a strong emphasis on pro-active methods which anticipate the support our pupils will require, the approaches adopted by our Pupil Support team acknowledge the fact that all young people need support some, if not all of the time, during their school career. The year group teams are comprised of the Depute Head Teacher (DHT), Principal Teacher Pupil Support (PT PS), Additional Support Needs (ASN) Teacher and Support for Learning Assistant(s) (SLA). As each year group moves up the school, the year group teams move up with them.

## Principal Teachers of Pupil Support (PTPS)

We have increased our PTPS from three to six and each has responsibility for one year group. They work with the relevant DHT Year Head in relation to routine pupil support issues for their year group and with the DHT with overall responsibility for Pupil Support particularly in relation to pupils on stage 2-4 of staged intervention and interagency support. The PTPS has responsibility for the pastoral care and development of the pupils in his/her year group, ensuring that appropriate support for learning is available as required and where necessary identifying pupils for whom additional assessment arrangements may be necessary. One PTPS in the team has overall responsibility for liaising with Learning Support and for ensuring that support for pupils with learning needs is in place.

## Support for Learning Assistants (SLAs)

A Support for Learning Assistant (SLA) is allocated to each year group team as resources permit.

SLAs are deployed to support pupils with identified needs. Pupil Support teams also may include other staff with specialist qualifications in Support for Learning.

## Additional Support Needs

Within our Pupil Support Faculty, we have specialists and other staff with additional qualifications in this area. Pupils of all abilities may experience learning difficulties at one time or another in their school careers so support for learning is available for all who may need it. This support is provided in a variety of ways e.g. a Learning Support specialist teacher from the Pupil Support team may go into a subject class to support pupils alongside the subject teacher; two subject teachers may work together with the one class to support pupils; individual/small groups of pupils may be extracted for specialist help with particular learning difficulties. Pupils with a Child's Plan will have specific provision tailored to their needs. These are specifically monitored in relation to the agreed targets included in their respective plans. This includes regular meetings with parents and support agencies as well as contact with subject teachers. Special curricular provision is made for specific pupils according to individual need. This might include specially modified curriculum within school or arrangements with colleges and/or employers or with ASN Outreach or indeed a combination of any of these elements.

Head Teacher   Mrs K Hook						
	S1	S2	S3	S4	S5	S6
Depute Head Teacher (DHT)	Mr Boyce	Mr Somerville	Mrs Sherry	Mr Somerville	Mrs Sherry	Mr Boyce
Principal Teacher Pupil Support (PTPS)	Mr Kirk	Mrs Weir	Mrs Saunders	Mrs Del Valle	Mrs Shepherd	Mr Shepherd

## Who to contact

Please do not hesitate to get in touch if there is something causing concern. Our Pupil Support Team meets frequently to monitor progress, attendance and timekeeping - they in turn will contact you to discuss both matters for concern and praise. Principal Teachers Pupil Support should be the first and main point of contact when parents are contacting the school.

Bannockburn High School believes that regular, effective homework is an important part of our school day. Parents are asked to discuss formal and informal homework regularly. As a general rule, pupils from every year group should have homework every night, either prescribed written work or reading and revision.

The main purposes of homework:

- to reinforce work done in the class
- to develop good study habits and a sense of personal discipline
- to develop areas of interest which can be followed up in later life and become a leisure pursuit it allows parents to see, help and become involved in the young people's work.

## **Broad General Education | S1-3**

The amount of homework varies in length, nature and frequency depending on the subject. Parents who feel that their child is receiving too much or too little homework should contact the relevant PTPS.

## **Senior Phase | S4**

The amount of homework increases in S4. The amount of homework / study time per subject per week will be in proportion to the number of periods the subject has on the timetable and will be issued where meaningful.

## **Senior Phase | S5 & S6**

The amount of homework increases in S5/6 once more. Parents should note that we expect pupils, especially in S4-6, to take personal responsibility for their own learning by reading / reviewing / re-writing material covered in class. They should do this whether or not the teacher directs them each day.



In recent years, assessment has seen major changes in Scottish schools. In the past young people were assessed, then ranked from first to last in their class, given percentage marks, and compared with each other. Today the emphasis is not on comparing young people with each other but on the young person as an individual.

## We now assess our young people to:

- find out where their strengths are to find out where their weaknesses are and to take positive action to remedy any weakness to find out if our teaching methods and materials are sound
- provide pupils, parents and teachers with accurate information for decision making e.g. option choices
- find out if each pupil is making the progress he or she is capable of.

In Bannockburn High School we use a range of measures to assess our pupils: a series of small tests, usually at the end of a unit of work; assessment of class work - jotters, notebooks, models in Technical, dishes prepared in Home Economics, line drawings produced in Art and Design etc. In S1-S3 the focus in the Broad General Education is on Formative Assessment.

## What is formative assessment?

Formative assessment involves a range of strategies designed to give both pupil and teacher feedback about pupils' understanding of elements of their learning in courses. Formative assessment builds understanding of small segments of the course, as opposed to summative assessment and the assignment of grades which checks the amount and quality of the learning that has taken place. Formative assessment monitors and supports progress and provides feedback on pupil strengths and weaknesses.

The four keys to formative assessment are:

1. *pupils understanding the outcome they are to achieve*
2. *pupils knowing what they have to produce as evidence of success criteria*
3. *using good quality questions and other engagement strategies to probe and promote more thinking*
4. *specific feedback that allows students to correct conceptual errors and allows teachers to modify their instructional activities*

Formative assessment is designed to guide learning and is not used to obtain grades, though research evidence indicates that using formative assessment improves performance and enhances grades.

## Assessment for Excellence

The Scottish Government have introduced standardised assessment across all primary and secondary schools. This will provide the authority with data that can be used for statistical analysis. The assessments measure both developed ability and curriculum attainment, but are not to be used for reporting purposes.

## Our Internal Examinations

Formal practice of the rigour required for SQA Exam success is part of the Bannockburn High School formula for success. Our young people in S4, 5 and 6 follow an exam timetable and sit a diet of internal exams. We feel that this gives our young people experience of exams in a formal setting and an opportunity to pace their work and study. The results of these exams give parents, young people and teachers an indication of the likelihood of success in SQA courses. Our formal exams take place in January.



The school takes positive steps to help our young people protect themselves through the PSHE (Personal, Social and Health Education) programme and through regular assemblies. Issues such as Road Safety, Substance Abuse, Bullying, School Security, Smoking, Risks of Abuse and Exploitation are all addressed by the SLT, Pupil Support Teachers and certain subject teachers.

Stirling Council's policies on **Pupil Support, Child Protection and Young People and Substance Abuse** are firmly endorsed by the school.

We do not have a full time nurse but we do have a number of qualified First Aiders. For pupils who are ill during the day, there are understandable restrictions on the first-aid we are allowed to render. In cases of serious illness, arrangements are made to contact the parents as soon as possible and to have the pupil taken to hospital.

In cases where the pupil is so distressed that it is unwise for him/her to remain in school, contact is made with the parents with a view to having the pupil taken home. Fortunately, most cases are straightforward, and the issue of a plaster for a cut finger allows pupils to return to class almost immediately. When a pupil is involved in an accident, arrangements are, if necessary, made to have him/her taken, or sent by ambulance, to hospital. Every effort is then made to contact the parents.

On no account may a pupil leave the school without permission during school hours. It is in the interests of pupils that we ask parents to inform us of any medical problem or condition affecting their children. Such information is helpful, for example, to teachers of Physical Education, and enables us to take prompt and appropriate action if a pupil is suddenly taken ill. Details of this nature are of course handled with sensitivity and in confidence.

## Health Care Appointments

Parents/carers of pupils with medical/dental appointments during the school day should notify the school office. This ensures the pupil is marked accurately. Pupils must sign out at the main office.

## Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, dislocation of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or reopening. We shall keep you in touch by using our normal methods of communication such as the School App and email. When there is a planned early closure, parents are informed in advance. In cases where the school must be closed at short notice (e.g., heavy snow or power failure), some staff remain until all pupils have embarked on buses. If in doubt, parents should telephone the school.

# Community Partnership Working

## Strathcarron Hospice Business Partnership

In November 2015, we signed an official business partnership with Strathcarron Hospice. This is a partnership that we are immensely proud of and we look forward to working and supporting the hospice in many ways over the coming years. The Strathcarron Hospice group raised funds throughout the festive season through the sale of Christmas cards and also through their stall at our Christmas Concert.

## Bannockburn Learning Community

Our Learning Community is a vibrant one and we meet together as a group to discuss common issues and to plan for future improvements across our Learning Community. This facilitates the transition programme and the work of the support coordinators, who ensure that robust planning is in place to effectively meet the needs of all learners throughout transitions. We are very fortunate to benefit significantly from the support we receive from our Learning Community colleagues.



## School Improvement Partnership

Bannockburn High School is currently involved a School Improvement Partnership with Dunblane High School, St Modan's High School, Stirling High School and with Wallace High School. Once again, we are delighted to be involved in the partnership and enjoying the benefits of joint working.

## Rights Respecting School

Bannockburn High School is a Rights Respecting School with an active group working within the school. The Rights Respecting Group meet throughout the academic session and contribute to the school by ensuring that we continue to focus on the articles included in the United Nations Convention on the Rights of the Child. We were delighted to be the first secondary school in Stirling to attain the Rights Respecting Silver award!



## Attendance at School and Nursery

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

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

### Information for those with School Age Children Only

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

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

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

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

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

## Child Protection and Safeguarding

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

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

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

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

## Clothing Grants

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

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

# Complaints

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

## Who can complain?

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

## What can't I complain about?

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

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

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

We have 2 stage complaints procedure.

## Stage One – frontline resolution

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

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

**Stage Two – investigation**

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

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

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

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

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

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

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

### **Care Inspectorate**

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

You can raise a concern with Care Inspectorate by email at [concerns@careinspectorate.gov.scot](mailto:concerns@careinspectorate.gov.scot)

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



# Digital Learning

## Digital Tools for Learning and Teaching

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

## Core Digital Services

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

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

## Digital Services Requiring Consent

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

## Equalities and Children's Rights

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

The planned incorporation of the UNCRC into Scots Law means that the rights of children should be protected, promoted and defended in all areas of their life, including their rights to:

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

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



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

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

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

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

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

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

### Anti-bullying and Positive Relationships

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

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

# Getting it Right for Every Child



Getting it right for every child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential. Most children and young people get all the help and support they need from their parent(s) or carers, wider family and community but sometimes, perhaps unexpectedly, they may need a bit of extra help.

GIRFEC is a way for families to work in partnership with people who can support them, such as teachers, doctors and nurses.

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

GIRFEC also respects parents and carers rights under the [European Convention on Human Rights \(ECHR\)](#).

## Key elements of GIRFEC are:

- Wellbeing
- Named Person
- Child's Plan

### Wellbeing

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

Every child and young person should be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included at home, in education and in the wider community.

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

### Named Person

The named person ensures there is someone who is responsible for helping parents and carers get the support they need, when they need it. The named person will be a clear point of contact if a child, young person or their parents/carers want information or advice, or if they want to talk about any worries and seek support.

This contact will be someone whose existing role already involves providing advice and support to families. As children grow up, their contact will change, with support usually provided by a:

- health visitor from birth to school age,
- headteacher or depute headteacher during primary school years,
- headteacher, depute headteacher or pastoral care teacher during secondary school years.

Children from birth to 18, or beyond if still in school, and their parents and carers, will have access to a named person to help them get the support they need.

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

More information is available on the Scottish Government website:

<https://www.gov.scot/policies/girfec/>.

### Child's Plan

A personalised child's plan will be available when a child or young person needs a range of extra support planned, delivered and co-ordinated. The plan outlines what should improve for the child and the actions to be implemented and reviewed.

The child's plan is managed by a 'lead professional' i.e. someone with the right skills and experience to make sure the plan is managed and reviewed regularly. Depending on the situation and the child's needs, the lead professional may also be the named person.

The child and parent/s and carer/s will know what information is being shared, with whom and for what purpose, and their views will be taken into account. This may not happen in exceptional cases, such as where there is a concern for the safety of a child, young person or someone else.

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

## Inclusion

### Additional Support Needs

All children get help with their learning.

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

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

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

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

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

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

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

### Independent Advice

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

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

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

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

# Insurance Information

## 1 Public Liability

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

### Pupils' Property

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

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

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

## 2 Personal Accident/Travel Cover – Educational Excursions

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

A brief summary of the cover is as follows:

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

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

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



## Parentzone Scotland

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>.

## Register of Personal Data Processing

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

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

### Privacy Notice

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

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

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

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

Privacy Notices are available on the Council website, <https://www.stirling.gov.uk/council-and-committees/managing-information/register-of-personal-data-processing/>.

## School and Nursery Meals

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

Every P1 to P4 pupil is entitled to a free meal. P5 pupils will be entitled to a free meal from January 2022. We would encourage parents to access this meal as there are benefits to having a meal. The focus is on an enjoyable lunchtime experience for all children.

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

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

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

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

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

## School Health Service

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

### School Nursing Service

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

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

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

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

School Nurses  
Family Support Workers

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

Referral to the School Nursing Service can be made by Education, Social Work, GP or any other health care professional using the appropriate Getting it Right for Every Child (GIRFEC) documentation and submitting the referral to [fv.fvschoolnurseteamsecuremailbox@nhs.scot](mailto:fv.fvschoolnurseteamsecuremailbox@nhs.scot).

## School Transport

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

Further information is available on the Council website, <https://www.stirling.gov.uk/schools-and-learning/schools/school-transport/>.

## Unexpected Closures

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

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

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

## School Holidays

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

### Autumn term

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

### October holiday

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

### Christmas holiday

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

### Easter holiday

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

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

## School Holidays 2022-2023

### Autumn Term

<b>Autumn term starts</b>	Monday 15 August 2022	Staff Development Day
	Tuesday 16 August 2022	Staff Development Day
	Wednesday 17 August 2022	Pupils return
<b>Autumn term ends</b>	Friday 7 October 2022	

### October Holiday

<b>October holiday starts</b>	Monday 10 October 2022
<b>October holiday ends</b>	Friday 21 October 2022

### Winter Term

<b>Winter term starts</b>	Monday 24 October 2022
<b>Winter term ends</b>	Thursday 22 December 2022

### Christmas Holiday

<b>Christmas holiday starts</b>	Friday 23 December 2022
Christmas holiday ends	Friday 6 January 2023

### Spring Term

<b>Spring term starts</b>	Monday 9 January 2023	
	Monday 13 February 2023	Staff Development Day
	Tuesday 14 February 2023	Staff Development Day
	Wednesday 15 February 2023	Local Holiday
	Thursday 16 February 2023	Local Holiday
	Friday 17 February 2023	Local Holiday
<b>Spring term ends</b>	Friday 31 March 2023	

### Spring Holiday

<b>Spring holiday starts</b>	Monday 3 April 2023
<b>Spring holiday ends</b>	Friday 14 April 2023

### Summer Term

<b>Summer term starts</b>	Monday 17 April 2023	
	Friday 28 April 2023	Staff Development Day
	Monday 1 May 2023	Local Holiday
<b>Summer term ends</b>	Friday 30 June 2023	

### Summer Holiday

<b>Summer holiday starts</b>	Monday 3 July 2023
<b>Summer holiday ends</b>	Friday 11 August 2023



# School Holidays 2023-2024

## Autumn Term

Autumn term starts	Monday 14 August 2023	Staff Development Day
	Tuesday 15 August 2023	Staff Development Day
	Wednesday 16 August 2023	Pupils return
Autumn term ends	Friday 6 October 2023	

## October Holiday

October holiday starts	Monday 9 October 2023
October holiday ends	Friday 20 October 2023

## Winter Term

Winter term starts	Monday 23 October 2023
Winter term ends	Friday 22 December 2023

## Christmas Holiday

Christmas holiday starts	Monday 25 December 2023
Christmas holiday ends	Friday 5 January 2024

## Spring Term

Spring term starts	Monday 8 January 2024	
	Monday 12 February 2024	Staff Development Day
	Tuesday 13 February 2024	Staff Development Day
	Wednesday 14 February 2024	Local Holiday
	Thursday 15 February 2024	Local Holiday
	Friday 16 February 2024	Local Holiday
Spring term ends	Thursday 28 March 2024	

## Spring Holiday

Spring holiday starts	Friday 29 March 2024	Good Friday
Spring holiday ends	Friday 12 April 2024	

## Summer Term

Summer term starts	Monday 15 April 2024	
	Friday 3 May 2024	Staff Development Day
	Monday 6 May 2024	Local Holiday
Summer term ends	Friday 28 June 2024	

## Summer Holiday

Summer holiday starts	Monday 1 July 2024	
Summer holiday ends	Friday 9 August 2024	
To be confirmed	Monday 12 August 2024	Staff Development Day
To be confirmed	Tuesday 13 August 2024	Staff Development Day
To be confirmed	Wednesday 14 August 2024	Pupils return



## **Stirling Council**

### **Schools, Learning and Education**

#### **Enrolment Arrangements : Primary & Secondary School Education in 2023**

The 2023/2024 school year starts on 16 August 2023, this is the **only** date for beginning school education for that year.

All children who are five years old on or before 16 August 2023 are of school age and **must** start their primary school education on 16 August 2023, children who are five years old between 17 August 2023 and 29 February 2024 **may** start their primary school education on 16 August 2023.

If your child is starting their primary school education in August 2023, or if you are choosing to defer their entry into primary school to August 2024, you **must** enrol them at their catchment school **by 27 January 2023**. Details of school catchment areas and further information on our enrolment procedures can be found by visiting our website [www.stirling.gov.uk](http://www.stirling.gov.uk) or by contacting us on 01786 233185. Should you wish your child to attend a primary school other than their catchment school you are still required to enrol them in the catchment school and submit a placing request for the school of your choice. We have now moved to online enrolments and request that you complete the online enrolment form which can be found on our website [www.stirling.gov.uk](http://www.stirling.gov.uk). As part of the enrolment process we are required to check the residency of all parents wishing to enrol their child at their catchment school, you will be required to scan and upload a copy of your child's birth certificate, and two of the following - child benefit book/award letter, tax credit/universal credit award letter, two recent household utility bills or a recent council tax bill. If you are unable to use our online enrolment form or scan and upload the necessary documents please contact the school who will be able to assist.

#### **Gaelic Medium Provision**

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

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

Children currently in P7 will transfer from primary to secondary education in August 2023. 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 2023/2024

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 2023-2024, to do so online **no later than 15 March 2023**. Your right applies to a request that your child be placed in a school other than the school which normally serves the area in which you live. It applies to a primary school or, where appropriate, the transfer to a secondary school, including a school providing for children with additional support needs. You can apply online at <https://www.stirling.gov.uk/schools-and-learning/schools/placing-requests/make-a-placing-request/>

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

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

### Schools Information

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

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

**Stirling Council  
Schools, Learning and Education  
November 2022**