



# BANNOCKBURN HIGH SCHOOL

# HANDBOOK 2025



**Stirling Council Education Services**

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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 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 2024

## Our 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 530 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 self-esteem, in order that we grow and develop as individuals and as a learning community. We are fully committed to delivering the very highest levels of **support**, both universal and targeted, taking a child-centred approach which promotes and supports wellbeing, inclusion, equality and fairness. We take great **pride** in our school, in ourselves, in each other and in the local community. Our young people are our greatest asset and we are exceptionally proud to be part of their journey. We are **inclusive** and welcome all who wish to be part of our school and aim to create a community of learning in which all barriers to education are removed. We recognise the increasing complexities of the world our young people are growing up in and the need to build **resilience**. Our approaches to health and wellbeing help to build and develop physical and mental health, as well as ensuring that our young people feel connected, both to their school community and to each other. Finally, as a school community, we strive to be the best we can be, and we know that to achieve our potential requires the very highest levels of **effort**: we work hard consistently, giving every situation and opportunity our best, even in the face of challenge. Together we embody our school values in everything that we do and in everything that we are. In Bannockburn High School, along with the Bannockburn Learning Community, we **ASPIRE to shape the brightest future for all**.



# Our Vision & Values



## Our School Values (refreshed in during session 2023/24)

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, Pupil Improvement Teams and our many varied partnerships. 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/ Positive Destinations 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/PT Pupil Support (Acting)

PE Probationer Teacher

PE Probationer Teacher

PE Teacher

PE Teacher/ Principal Teacher Pupil Support

Swimming Pool Supervisor

Mr David Oxburgh

Mr David Scott

Miss Amy Dawson

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

Modern Languages Teacher/Depute Head Teacher

English Teacher/Depute Head Teacher

Mrs Laura Hamilton

Mr Antony Togneri

Mrs Lisa Weir

Mrs Jeanette Mackay

Mrs Helen McAlister

Ms Adriana Jacobo Martos

Mrs Marisa MacVicar

Miss Anna Highmore

Mrs Vicki Sherry

Mr Chris Somerville

## MATHEMATICS, IT & NUMERACY

Curricular Leader/Maths Teacher

Maths Teacher

Maths Teacher/PT Pupil Support

Maths Teacher

Business Education Teacher

Business Education 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 & Modern Studies Teacher  
Social Subjects Probationer Teacher  
History Teacher/Employer Engagement Lead  
Modern Studies & Criminology Teacher  
Religious & Moral Education/Psychology Teacher  
Religious & Moral Education & English Teacher

Mrs Charlotte McQuade  
Miss Rhiannan Davis  
Mr Stuart Smith  
Mr Calum Renz  
Mrs September Dunsmore  
Mr Darren Watt  
Mrs Jeanette Mackay

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

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

Mrs Jayne Hamilton  
Mr David Borland  
Mr Paul Leitch  
Mrs Nicola White  
Ms Julie Young  
Mrs Lauren Saunders  
Mr Neil Watson  
Ms Nicole Beattie  
Mrs Kirsten Kane

## **ADDITIONAL SUPPORT NEEDS**

ASN Teacher  
ASN Teacher  
ASN Teacher  
PT Pupil Support  
PT Pupil Support

Miss Eva Forrest  
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

Mrs Margaret Anderson  
Mrs Lynne Caldwell  
Mrs Moira Mckay  
Ms Isobel Wylie  
Mrs Evelyn Duncan  
Mrs Laura St John  
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 Bob McMeekin

## **JANITORIAL STAFF**

Head Janitor  
Janitor  
Janitor

Mr Charles Inglis  
Mr Charles Hamilton  
Mr Brian Paterson

## **BLUEBELL HOUSE**

Principal Teacher  
ASN Teacher  
ASN Teacher  
ASN Teacher  
ASN Teacher  
ASN Teacher  
Support for Learning Assistant  
Support for Learning Assistant  
Support for Learning Assistant  
Support for Learning Assistant  
Support for Learning Assistant  
Support for Learning Assistant  
Admin Assistant

Miss Rachael McIlwraith  
Miss Charis Edward-Smith  
Miss Miya McDiarmid  
Mr Matt McAllister  
Miss Kimberley Campbell  
Mr Mark Baugh  
Mrs Claire Gillespie  
Mrs Susie Lee  
Ms Terri Newton  
Mr Martin McLennan  
Ms Nikki Hunter  
Miss Ashley Ireland  
Mrs Lisa Summers



## 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:

Emma Lindsay (Chair)

Jane Fletcher (Vice Chair)

Alison McInnes (Secretary)

Holly Todd

Linda Dawson

Aileen Brown

Ed Toner

Catriona Jack

Alison Fyfe

Karine Newlands

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 2024-25

	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, S6 Year Head & Pastoral	S1 Year Head & Pastoral	S2 & S4 Year Head & Pastoral	S3 & S5 Year Head & Pastoral	HR, Facilities & Assets, Janitors, Catering & Cleaning Services
<b>Core responsibilities</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 School Chaplain Link (with LS) Health & Safety (with SK) Pupil Improvement Teams Wider Achievement DYW	Support Co-ordinator Child Protection (with KH) Social Work / Partner Agencies Pathways Line Management Parent Council (with KH) Bluebell House P7 Transition Work Experience UCAS/College/SDS Pathways HWB Coordinator PSHE School Chaplain Link (with KH) Care Experienced YP  <b>Mrs Lorna Shepherd,                      Strategic Lead:</b>  Attendance & Late coming NME ASN/ASN Hub ASL Act & GIRFEC	SQA Co-ordinator Assessment Windows Monitoring, Tracking & Reporting Moderation School based examinations & SNSA Assessment, Moderation & Verification Literacy & Numeracy INSIGHT (with KH) Family Learning/Parental Engagement Awards Ceremony Wider Primary Liaison Parents' Evenings Arrangement & Analysis	School Timetable Curriculum Learning & Teaching S3 Profiling CLPL/PRD ICT Strategy (with SK) Staffing (with KH) Options SNC Probationers & Students, NQTs & RQTs School Website Absence Management & Cover	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 Facilities & Assets, Contractors, Janitorial, Catering Teams 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 twice per year 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, areas for development 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**



**S6TIE**



## 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 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.



# Conduct at Bannockburn High School



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 be READY, RESPECTFUL and SAFE:

- 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

The school day at Bannockburn High School is as follows:

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

# S1, S2 and S3 Broad General Education



Our S1 to S3 curriculum is designed to encompass the 4 contexts and the 7 principles of Curriculum for Excellence with young people undertaking a BGE across the eight curricular areas while building upon learning experiences from primary school. Throughout the BGE, our young people progress in their learning through the levels up to Level 4, where appropriate, and develop the key knowledge and skills to progress into the Senior Phase. We endeavour to provide a curriculum that is relevant, interesting and challenging to enable our young people to develop knowledge, skills and individual interests. The emphasis at Bannockburn High School is very much on learners as individuals.



## S1/2 Curriculum

Throughout S1 and S2, learners study all curricular areas (English & Literacy, Mathematics & Numeracy, Modern Languages, Social Subjects, Science, Expressive Arts, Technologies and core Physical Education and Religious Education). Pupils receive their entitlement to 1+2 Languages through French and an introduction to Spanish in S1 and S2. In addition, all learners engage in the SKILLS Academy and some young people participate in our 'Schools Of' programmes focusing on Football, Musical Theatre and Rugby. These opportunities allow young people to develop skills which will support learning across the curriculum as well as enable learners to experience a variety of outdoor learning opportunities.

## S3 Curriculum

In S3 learners have greater opportunities for personalisation and choice as they begin to choose subjects across the 8 curricular areas that are relevant to their learner journey and begin to study these in more depth. Prior to making option choices for S3, pupils engage in career planning sessions with our pupil support staff and our SDS partner. Parents are invited

to information sessions and a subject choice information booklet also details learning content and future pathways in each subject.

## S4, S5 & S6 Senior Phase



Our Senior Phase Curriculum is designed to ensure that every learner has a personalised pathway from school into a positive destination and to meet the needs and aspirations of individual learners. Our curriculum pathways have been constructed to articulate with destinations in Higher and Further Education as well as with local labour market intelligence. Our pathways through the Senior Phase aim to ensure that each young person leaves school with the highest possible level of qualifications and include a broad range of SQA courses and awards from SCQF Levels 3-7. Some of our courses are implemented in collaboration with our partners from Forth Valley College, third sector organisations and industry. We strongly believe that there is a parity of esteem across all of our pathways and we are guided by the desire to ensure that every young person achieves their full potential and that they are fit for a full, active and satisfying life in the world beyond school. At Bannockburn High School we offer pupils options including: National Qualifications SCQF Levels 4 - 7, National Progression Awards (Levels 4-6), Higher and Advanced Higher courses and college courses. These are all individual to the learner and help them achieve a positive and sustained destination. We also offer a number of routes that promote and develop employability skills in our pupils.

We continually review our Senior Phase curriculum and actively seek new courses and opportunities for our learners. As such, we have developed opportunities to include a variety of SCQF qualifications which support attainment, the Developing the Young Workforce agenda and positive destinations.

**THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK**

This Framework diagram has been produced to show the mainstream Scottish qualifications already credited by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk) to view the interactive version of the framework or search the database.

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	SVQs/MAs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degrees, Post Graduate Diploma, Post Graduate Certificate	Professional Apprenticeship SVQ 5
10			Honours Degree, Graduate Diploma, Graduate Certificate	Professional Apprenticeship
9		Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Technical Apprenticeship SVQ 4
8	Higher National Diploma		Diploma Of Higher Education	Technical Apprenticeship SVQ 4
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ 3
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship, Foundation Apprenticeship SVQ 3
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ 2
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ 1
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

### S4 Curriculum

All S4 students engage in the study of English and Maths as well as core Religious and Moral Education, PHSE and core PE.

In addition, almost all S4 students will choose another 5 courses leading to National Qualifications. The vast majority of our S4 learners will, therefore, will study 7 National 5 courses. All National 5 courses involve an external examination. Students whose progress suggests they will not be successful at National 5 (SCQF Level 5) may be presented for National 4 (SCQF Level 4) or National 3 (SCQF Level 3). National 4 and National 3 are internally assessed following SQA Moderation and do not involve students taking any external exams. Some students with Additional Support Needs (ASN) will follow a curriculum individually tailored to their needs.

### **S5/6 Curriculum**

At this stage of the Senior Phase learners have a 'free choice' in selecting their subjects which is a flexible means of providing as many pupils as possible with their desired programmes of study.

S5 learners will study 5 courses for 6 periods a week leading to SQA Highers, National Qualifications or SCQF qualifications. Some learners will embark upon college courses such as Foundation Apprenticeships in addition to their studies in school. Some students in S5 with ASN will follow a curriculum individually tailored to their needs.

Throughout S6 learners have some flexibility in their curriculum, however, they must take a minimum of 4 full courses leading to SQA National 4, National 5, Higher, Advanced Higher Qualifications or SCQF 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 which is part of the 'S6 Experience'.

Both in S5 and S6 all learners will engage in a period of PSHE and a period of Religious and Moral Education or Physical Education.

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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 Ambition, Support, Pride, Inclusion, Resilience and Effort 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)

Each Principal Teacher of Pupil Support 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.

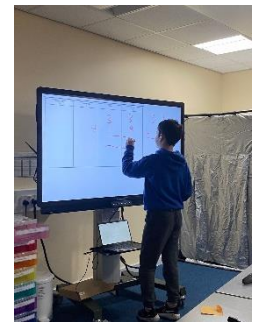
<b>Head Teacher   Mrs K Hook</b>						
	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>
<b>Depute Head Teacher (DHT)</b>	Mr Boyce	Mr Somerville	Mrs Sherry	Mr Somerville	Mrs Sherry	Mrs Hook
<b>Principal Teacher Pupil Support (PTPS)</b>	Mrs Del Valle	Mrs Shepherd	Mr Kirk	Mrs Weir/Mr Oxburgh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



Bluebell House is a part of Bannockburn High School where we deliver bespoke learning to pupils who are on Stage 4 of Stirling Council's Staged Intervention Process. The process of entry to Bluebell House is through Stirling Council's GIRFEC Resource Group and should be led by the Team Around the Child of each individual pupil. At present we have 16 pupils. These 16 pupils make up 3 classes, Rowan Class, Hazel Class and Oak Class. All young people follow a bespoke timetable, with access to mainstream facilities and classes, as appropriate. Bluebell House is currently within a mitigation space within our mainstream building; however, we are looking forward to a new building being built in the grounds directly in front of our main school building. It is estimated that we will have access to this new building in the Summer of 2025.



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. Pupil should have regular homework, 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.



# How our young people are assessed



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 assess our young people to:

- find out where their strengths are, to find out where their areas for development are and to take positive action to support improvement 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 they are 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.

## 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 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 UNCRC group working within the school. 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 school management team. When a child's attendance drops below 90%, parents will be notified by letter and asked to come in to talk to the headteacher about how best to support their child's progress.

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

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

## Child Protection and Safeguarding

All children in Scotland have the right to be protected from all forms of abuse.

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

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

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

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

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

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

## Clothing Grants

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

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

## Complaints

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

### Who can complain?

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

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

### What can't I complain about?

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

- A routine first time request for a service or action – e.g. informing the school that your child told you she is being bullied and asking them to resolve this.
- Requests for compensation from the Council.
- Things that are covered by a right of appeal, e.g. appeals against Exclusion from School, placing request appeals and where concerns are under consideration through an ASL dispute resolution process. In these cases we will give you information and advice to help you.

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

We have 2 stage complaints procedure.

### Stage One – frontline resolution

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

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

## Stage Two – investigation

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

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

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

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

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

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

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

## Care Inspectorate

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

You can raise a concern with Care Inspectorate by email at [concerns@careinspectorate.gov.scot](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 used while in school. For some processes involving digital tools, we will seek consent of parents/carers and the young people themselves when they are aged 12 and over.

## Equalities and Children's Rights

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

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

- education,
- 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, in consultation with wider communities, have 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 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 provides Scotland with a consistent framework and shared language for promoting, supporting, and safeguarding the wellbeing of children and young people.

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

### Key elements of GIRFEC are:

- Wellbeing
- Named Person
- Child's Plan

### Wellbeing

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

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

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

### Role of the Named Person

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

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

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

### Child's Plan

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

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

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

Stirling's educational establishments have long established staged intervention processes, which provide appropriate and proportionate assessment, planning and review to ensure children and young people have their individualised needs met. Your child's school or nursery can provide you with further information on the staged intervention process.

## Additional Support for Learning

### Additional Support Needs

Children and young people who need extra or additional support, than other children or young people their age, to help them access and make progress in their learning are considered to have '**additional support needs**'. They may only need support for a short time, or they may need support the whole time they are in education.

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

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 nursery or school, for example, differentiated materials, additional time, movement programmes, and support groups.

Some children with more complex needs may require input from support services within Stirling Council such as ASN Outreach or the Educational Psychology Service, whilst some 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 appropriate.

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

### Advice and Support services

#### **For children and young people:**

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

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

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

### **For parents and carers:**

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

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

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

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

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

### **Mediation**

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

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

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



# Insurance Information

## 1 Public Liability

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

### Pupils' Property

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

Parents should be aware of the following points:

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

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

## 2 Personal Accident/Travel Cover – Educational Excursions

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

A brief summary of the cover is as follows:

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

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

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

## 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 meal. The lunchtime experience plays a huge part in developing a child's relationship with food, understanding where food comes from, the health benefits to our bodies and the opportunity to experiment and taste new foods.

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

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

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

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

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

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

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

## Parent Pay

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

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

## Food for Life served here

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

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

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

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

## Breakfast Clubs

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

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

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

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

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

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

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

## School Health Service

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

### School Nursing Service

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

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

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

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

- School Nurses
- Family Support Workers

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

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.schoolnursesteamsecuremailbox@nhs.scot](mailto:fv.schoolnursesteamsecuremailbox@nhs.scot).



## School Transport

Stirling Council provide support with travelling to and from school to school age children who live more than two miles from their catchment school, or where there is no safe walking route available.

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

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

### Autumn term

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

### October holiday

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

### Christmas holiday

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

### Easter holiday

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

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

# School Holidays 2024-2025

## Autumn Term

<b>Autumn term starts</b>	Monday 12 August 2024	Staff Development Day
	Tuesday 13 August 2024	Staff Development Day
	Wednesday 14 August 2024	Pupils return
<b>Autumn term ends</b>	Friday 11 October 2024	

## October Holiday

<b>October holiday starts</b>	Monday 14 October 2024	
<b>October holiday ends</b>	Friday 25 October 2024	

## Winter Term

<b>Winter term starts</b>	Monday 28 October 2024	
<b>Winter term ends</b>	Friday 20 December 2024	

## Christmas Holiday

<b>Christmas holiday starts</b>	Monday 23 December 2024	
Christmas holiday ends	Friday 3 January 2025	

## Spring Term

<b>Spring term starts</b>	Monday 6 January 2025	
	Monday 10 February 2025	Staff Development Day
	Tuesday 11 February 2025	Staff Development Day
	Wednesday 12 February 2025	Local Holiday
	Thursday 13 February 2025	Local Holiday
	Friday 14 February 2025	Local Holiday
<b>Spring term ends</b>	Friday 4 April 2025	

## Spring Holiday

<b>Spring holiday starts</b>	Monday 7 April 2025	
<b>Spring holiday ends</b>	Monday 21 April 2025	Easter Monday

## Summer Term

<b>Summer term starts</b>	Tuesday 22 April 2025	
	Friday 2 May 2025	Staff Development Day
	Monday 5 May 2025	Local Holiday
<b>Summer term ends</b>	Friday 27 June 2025	

## Summer Holiday

<b>Summer holiday starts</b>	Monday 30 June 2025	
<b>Summer holiday ends</b>	Friday 8 August 2025	
To be confirmed	Monday 11 August 2025	Staff Development Day
To be confirmed	Tuesday 12 August 2025	Staff Development Day
To be confirmed	Wednesday 13 August 2025	Pupils return

## School Holidays 2025-2026

### Autumn Term

<b>Autumn term starts</b>	Monday 11 August 2025	Staff Development Day
	Tuesday 12 August 2025	Staff Development Day
	Wednesday 13 August 2025	Pupils return
<b>Autumn term ends</b>	Friday 10 October 2025	

### October Holiday

<b>October holiday starts</b>	Monday 13 October 2025
<b>October holiday ends</b>	Friday 24 October 2025

### Winter Term

<b>Winter term starts</b>	Monday 27 October 2025
<b>Winter term ends</b>	Friday 19 December 2025

### Christmas Holiday

<b>Christmas holiday starts</b>	Monday 22 December 2025
<b>Christmas holiday ends</b>	Friday 2 January 2026

### Spring Term

<b>Spring term starts</b>	Monday 5 January 2026	
	Monday 9 February 2026	Staff Development Day
	Tuesday 10 February 2026	Staff Development Day
	Wednesday 11 February 2026	Local Holiday
	Thursday 12 February 2026	Local Holiday
	Friday 13 February 2026	Local Holiday
<b>Spring term ends</b>	Thursday 2 April 2026	

### Spring Holiday

<b>Spring holiday starts</b>	Friday 3 April 2026	Good Friday
<b>Spring holiday ends</b>	Friday 17 April 2026	

### Summer Term

<b>Summer term starts</b>	Monday 20 April 2026	
	Friday 1 May 2026	Staff Development Day
	Monday 4 May 2026	Local Holiday
<b>Summer term ends</b>	Friday 26 June 2026	

### Summer Holiday

<b>Summer holiday starts</b>	Monday 29 June 2026	
<b>Summer holiday ends</b>	Friday 7 August 2026	
To be confirmed	Monday 10 August 2026	Staff Development Day
To be confirmed	Tuesday 11 August 2026	Staff Development Day
To be confirmed	Wednesday 12 August 2026	Pupils return



## **Stirling Council Schools, Learning and Education**

### **Enrolment Arrangements : Primary & Secondary School Education in 2025**

The 2025/2026 school year starts on 13 August 2025, this is the **only** date for beginning school education for that year.

All children who are five years old on or before 13 August 2025 are of school age and **must** start their primary school education on 13 August 2025. Children who are five years old between 14 August 2025 and 28 February 2026 **may** start their primary school education on 13 August 2025 or can defer entry to P1 until 2026.

If your child is starting their primary school education in August 2025, or if you are choosing to defer their entry into primary school to August 2026, you **must** enrol them at their catchment school **by 31 January 2024**. 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: [rvsdeps@stirling.gov.uk](mailto:rvsdeps@stirling.gov.uk). Any parent wishing to enrol their child in our Gaelic medium provision should contact the school for further information.

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

Children currently in P7 will transfer from primary to secondary education in August 2025. 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 2025/2026

In accordance with the Education (Scotland) Act 1980 as amended, and The Education (Additional Support for Learning) (Scotland) Act 2004, Stirling Council hereby informs parents or guardians who wish to make a placing request for the school session 2025/2026, to do so online **no later than 15 March 2025**. 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  
October 2024**