



MCLAREN HIGH SCHOOL

PROSPECTUS

2026/2027



INCLUSIVITY | COMMUNITY | KINDNESS | GROWTH



Stirling Council

Schools, Learning and Education

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

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

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

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

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

We will realise this ambition by listening to and learning from children and young people, 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
September 2025

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Belonging to McLaren

Dear Parent/Guardian,

A very warm welcome to McLaren High School, recognised as the Scottish Secondary School of the Year 2024 by the Sunday Times Parent Power List. Our school's proud history dates back to our founder and benefactor, Donald McLaren, a banker from the Strathearn area, the traditional lands of Clan MacLaren. Donald McLaren endowed the Free Church School in Callander in the 1840s, laying the foundation for The McLaren High School, which officially opened in 1892. After Donald's passing in 1854, his daughter, Mary McLaren, carried on his legacy, using the McLaren Educational Trust to support children across West Perthshire, regardless of background.

Our school badge and motto, "Ab Origine Fides" ("Faith from the Beginning"), draw from the Clan Labhran coat of arms. This motto encapsulates the core values upon which our school was founded, including trust, loyalty, and the Christian principles that shaped our community.

McLaren High is located on the southern edge of Callander, with the grandeur of Ben Ledi as its backdrop and the River Teith nearby. Following extensive refurbishment, we are proud to offer exceptional facilities for both learning and teaching in the heart of Loch Lomond and Trossachs National Park.

We serve 680 pupils from eleven primary schools in our cluster, as well as those joining through placing requests. With a highly professional teaching and support staff, McLaren High is committed to nurturing confident, successful young adults through high standards and close collaboration with parents.

Katrine House: Supporting Unique Needs

Katrine House, our specialist ASN provision, serves young people with complex additional support needs and opened in August 2023 as part of Stirling Council's ASN expansion project. Staffed by skilled teachers and support assistants, Katrine House fosters a communication-friendly environment focused on developing confidence, independence, and skills for life and work. Through partnerships with local organizations, we provide inclusive opportunities and help our young people explore interests they can pursue beyond school.

Looking to the Future

At McLaren High School, we are dedicated to cultivating a caring, inclusive community where every student has the chance to thrive. We envision McLaren as a place where young people feel inspired, develop a love for learning, and gain the skills they need for future success.

McLaren High School's Vision and Values

At McLaren High School, our core purpose is to nurture, inspire, and empower every member of our community. In June 2024 a short-life working group was established to review and update our vision and values. We took 6 months to complete a comprehensive survey to students, staff and parents which would inform our next steps. We wanted to ensure they resonated with our community's aspirations while aligning with Scotland's Curriculum for Excellence and HGios 4 standards of highly effective practice. These will guide our decisions, shape our relationships, and ensure that every pupil has the opportunity to thrive.

We engaged with staff, students, and parents to gather their perspectives, and identify recurring themes. Across all groups, key principles emerged, rooted in our collective experience and aspirations for the future.

Our Values

1. Inclusivity: The Foundation of Our School

Inclusivity is our top priority because it ensures every pupil feels valued and supported, regardless of background, ability, or circumstance. By fostering inclusivity, we create a school environment where no one is left behind, laying the groundwork for all other values to thrive.

2. Community: Building Strong Connections

When everyone feels included, we can work together as a cohesive and supportive school family. Community is about fostering collaboration, trust, and shared purpose among pupils, staff, and parents. It is the collective strength that helps us face challenges and celebrate successes together.

3. Kindness: Nurturing Compassion

Kindness is the glue that binds inclusivity and community. Through compassion, empathy, and mutual respect, kindness ensures positive and constructive relationships. It teaches pupils to value others and resolve conflicts peacefully, creating a nurturing atmosphere for all.

4. Growth: Achieving Our Potential

Growth is the natural outcome of living by our values. With inclusivity, community, and kindness in place, pupils are empowered to achieve personal and academic success. Growth is not just about academics—it encompasses emotional, social, and character development, and preparing young people for life beyond the classroom.

Our prioritisation of these values helps us focus on what matters most: creating a safe, welcoming, and supportive environment where every pupil has the opportunity to succeed. Inclusivity lays the foundation, community brings us together, kindness sustains our relationships, and growth is the result of these combined efforts.

By embracing these values, McLaren High School remains a place where everyone can belong, contribute, and excel. Together, we are building a brighter future for all our pupils.

Our Revised School Motto

In essence, the motto weaves together our school's location, its ethos of collaboration, and its focus on personal and collective growth, making it a powerful and fitting representation of our school.

'Rooted in Nature, United in Community, Growing in Kindness'

Our New Vision Statement

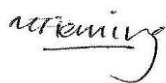
'In the heart of the Loch Lomond and Trossachs National Park, we strive to create an inclusive and caring community where every individual grows in knowledge, character, and kindness. Rooted in nature and united in community, we prepare our pupils to thrive in a changing world while fostering respect for one another and our environment.'

We are proud of this refreshed vision, which honours our heritage while looking forward to an exciting future. It sets a clear and inspiring direction for all of us—students, staff, parents, and the community—to grow and thrive together. When meeting with new or prospective parents, many express their desire for a 'well-rounded' education for their children. We share that vision, understanding that the world needs young people who are not only knowledgeable but also resilient, cooperative, and socially responsible.

Our alumni often share a lasting sense of belonging to McLaren, and we hope every student will one day look back on their time here with pride and fond memories.

We look forward to welcoming your child to McLaren High School.

Warm regards,



Marc Fleming
Head Teacher
November 2025

McLaren High School – Senior Leadership Team Remits 2025/26

HT – Mr M Fleming

1.3 LEADERSHIP OF CHANGE

NIF Priority

Placing the human rights and needs of every child and young person at the centre of education

- Strategic Planning and Staffing
- School Improvement Plan
- Standards and Quality Report
- School Negotiating Committee
- McLaren Learning Community Link
- National Improvement Framework and HGIOS 4 Overview
- School Calendar
- Continuous Improvement and Self Evaluation
- Professional Association Liaison

PRD: DHTs/SRO

DHT1 – Mrs P Heel

2.3 LEARNING, TEACHING AND ASSESSMENT

NIF Priority

Improvement in attainment, particularly in literacy and numeracy

- P7 Transition
- Tracking, Monitoring and Reporting
- Digital Technologies and Communication
- Transport Coordinator
- Health and Safety Coordinator
- BGE Overview
- Self-Evaluation & Quality Assurance
- Probationers/Students
- Awards Ceremonies – BGE & SP
- Enrolments to S1, S3 and S5

Link Faculties: Creative, Numeracy & ICT, Science & Technology

Year Groups: S1 & S2

PRD: Link CLs

Link House: Dochart

DHT2 – Mr A Campbell

3.1 ENSURING WELLBEING, EQUALITY AND INCLUSION

NIF Priorities

Improvement in children and young people's health and wellbeing
Closing the attainment gap between the most and least disadvantaged children and young people

- Katrine House (Alt Educational Provision)
- GIRFEC/Child Protection
- Pupil Equity Fund/Cost of the School Day
- Additional Support Needs and Inclusion
- Health and Wellbeing/Nurture
- External Support Agencies and Partners
- Pupil Voice/Learner Participation
- Community Action Planning
- PTA
- Pupil Leadership Team
- Staff Development/Practitioner Enquiry

Link Faculties: Pupil Support

Year Groups: S5 & S6

PRD: PSLs

Link House: Bracklinn

DHT3 – Mr M MacMillan

3.2 RAISING ATTAINMENT AND ACHIEVEMENT

NIF Priority

Improvement in employability skills and sustained, positive school-leaver destinations for all young people

- Timetable
- Options Overview
- Data Analysis
- Senior Phase Overview
- STEM
- SQA Coordinator
- SEEMIS
- Developing Young Workforce
- Forth Valley College Link
- Enrolments to S2, S4 and S6

Link Faculties: Humanities, Literacy & Communication

Year Groups: S2 & S3

PRD: Link CLs

Link House: Leny

Staffing List 2025/26

Senior Leadership Team

Mr Marc Fleming Headteacher		
Mr Alistair Campbell Depute Headteacher	Mrs Paula Heel Depute Headteacher	Mr Martin Macmillan Depute Headteacher

Creative and Aesthetic Faculty – Mairead MacFadyen & Ashley Montgomery – Curriculum Leader

Art & Design	Music	Home Economics	Physical Education
Ms Mairead MacFadyen Ms Dawn Harrison Ms Jessica Ward #	Mr Ryan Webber Mr Allan Carberry (0.6)	Mrs Veronica Kerrigan (0.6) Mr Marc Fleming Miss Jenna Lochhead #	Ms Ashley Montgomery ()0.6 Mr Allan Robertson Mrs Shona Dunn* Miss Emma Walker+ Mr Chris Hunter Miss Ciorstaidh Ainsworth # Mr David Scott (0.6 - supply)

Literacy and Communication Faculty – Gill Head – Curriculum Leader

English	Modern Languages
Ms Gill Head Ms Fiona Casey Mrs Nicki Sleight Mrs Karen Whyte* (0.8)	Mrs Lola Wilson Mrs Emma Jackson (0.6) Ms Caitlin MacColl (0.6) Miss Nadia Tomlinson # Mr Howard Ashworth* Mr Alastair Brown (0.6) Mrs Mel Spriggs Mr David Waugh (0.4 - supply)

Science and Technology Faculty – Helen Gorman – Curriculum Leader

Biology	Chemistry	Physics	Technical
Dr Helen Gorman Miss Louise Rolfe (0.8) Mrs Carol McPeake (0.6) Miss Jan Duncan (Temp) Miss Evie Clarke #	Mrs Lucy Oman (0.6) Dr Neil Thomson Mrs Carol McPeake (0.6)	Miss Tracey Allan Mr James Power	Mr Iain Anderson Mr Mathew Atkinson

Humanities Faculty – Stefan Wyroslawski – Curriculum Leader

Geography	History	Modern Studies	Religious & Moral Education
Mrs Rachael Underwood* Mr Niall Williamson Mrs Gillian Reilly (0.6)	Miss Fiona Cruickshanks* Ms Laura McCormick Ms Fiona Casey Mr Dominic Lawson #	Ms Laura McCormick Mrs Gillian Reilly 0.6 Mr Cameron Archibald #	Mr Stefan Wyroslawski Miss Rachael Close
Sociology			
Mr Stefan Wyroslawski			

Numeracy and ICT Faculty – Leah Payne – Curriculum Leader

Mathematics	ICT
Mrs Leah Payne Mrs Lynsey Watson (0.6) Mrs Jackie Hamilton (0.4) Miss Ami McGrandles Miss Laura Miller Mr Mark Richardson (0.6) Mr John Lynch	Mr Martin MacMillan Mr Alistair Campbell Mr Ken Milligan Ms Abbe Burrell+ Miss Alex Harris

* Pupil Support Leader ** Continuing Principal Teacher # Probationer + DYW Lead

Support for Learning

Additional Support Needs – Karen Whyte, Principal Teacher

Teachers of Additional Support Needs
Mrs Heather McIsaac-Hall (Tues to Thurs) Chris Jenkins (Mon to Wed) Gemma Mitchell (Wed to Fri)

School Counsellor	Support for Learning Assistants (Classroom)
Mrs Monika Graham-Rolwegan (0.6)	Mrs Louise Norris Mrs Kay Fraser <i>Mrs Tracy Paterson (seconded to Centre)</i> Mrs Lara Rawson
Pupil & Family Support Worker	Ms Nicola Kennedy Ms Leigh Atchison
Mrs Jen Heslin	Mrs Helen McAlister (<i>Temp to April 2026</i>) Mrs Gillian Bruce (<i>Temp to April 2026</i>) Mr Karl Beswick (<i>Temp to April 2026</i>) Mr Peter Rowley
Family Support Worker	
Mrs Kay Fraser	

Katrine House - ASN Provision

Sarah Ghattas, Principal Teacher

Teaching Staff	Support for Learning Assistants
Mrs Sam McCallum Miss Mari Ann Ganson Mr Matthew Brooks (0.4 – Tues & Wed)	Mrs Jan Ferguson (Mon to Thurs) Miss Caitlin Murray Ms Lucy Brown (Mon to Wed) Mrs Joanna Page (Wed to Fri) Miss Elin Fleet

School Support Staff

School Resource Officer - Emma Archibald

Admin Staff	Support Support Assistants	Technicians
Mrs Fiona Gallagher Mrs Deborah Inglis Mrs Helen Mathieson Ms Lesley Robertson Ms Sylwia Zaparucha	Ms Angela Davidson – HE	Mr Roland Worbey – ICT Mrs Lucy Gordon – Science

Pupil Support Form Class Leads

Bracklinn	Dochart	Leny	Mixed
Rachael Underwood	Shona Dunn	Fiona Cruickshanks	Howard Ashworth

Student Leadership Team – Session 2025/2026

School Captains & School Vice Captains



Left to right: Tabitha Mackenzie (School Vice Captain); Anya Shapovalova (School Captain); Adah East (School Captain); Libby Houston (School Vice Captain)

During our time at McLaren, we each feel we have grasped every opportunity that has been presented to us, especially within our last year at school with being elected for our roles as School Captains and Vice Captains. The variety of avenues to explore our interests and passions, both academic and extra-curricular have been endless here at McLaren. Many of these range from school trips, sporting opportunities and international STEM competitions, to music concerts and art exhibitions. Each of us have been heavily involved in many of these activities which is a positive aspect to our Top Team as we each have something different to bring to the table and we feel that is why we can work efficiently and well together.

McLaren, with its wide catchment and rural location, faces a unique set of challenges, but these challenges bring opportunity, and we are well equipped to bring people together and create a strong school community spanning far beyond the school building. So far, this year, we have successfully managed to initiate a Pupil Parliament within our school. This includes students from every year group throughout the school and allows time for pupils at McLaren to come together, share ideas, connect and find purpose

by being able to contribute to decision making and the development of new initiatives for McLaren and its positive set of values it is known for. We have had the privilege of representing the school at numerous events. We have also organised a comprehensive itinerary of inter-house events, charity fundraisers, revision support and Christmas events - with the great help of our s6 Pupil Leadership Team.

The skills we have learned over our time at McLaren have set us up for life - we are supported and encouraged to be committed, respectful, and determined. Our teachers have worked tirelessly with us to ensure we are well prepared and eager, ensuring a smooth transition to our next destination. Wherever you want to be by the time you leave school, we have all experienced first-hand the individualised support available to make school work for us. So lastly, being a valuable member of McLaren High School to us, isn't about league tables or sporting success, it's about experiencing going down the street for the first time with your friends, whilst being mindful of how McLaren High School is represented. It's about being talented and enjoying what you're good at whether it be in STEM, sports, dance or orchestra. It's about making it cool to be yourself and express your own individuality and meet your goals while learning and growing as a person. A school is a huge, complex network of people working together to meet common goals, and McLaren is a perfect example of a school that has got this exactly right. The Sunday Times thought so too, after naming us "Scottish Secondary School of the year 2024". As we go into our future, we will always look back to McLaren with fond memories and take the lessons we've learned with us.

Curriculum for Excellence

The diagram below shows what we are aiming to deliver through our curriculum and how we seek to achieve this. Our Curriculum for Excellence is underpinned by our values and by our commitment to our vision of an inclusive learning community.

In order to provide a totality of experience for all learners through the:							
Ethos and life of the school		Curriculum areas and subjects		Interdisciplinary learning		Opportunities for personal achievement	
Our curriculum will provide the following for all learners :							
Well-planned experiences & outcomes		A broad general education S1-S3	A range of senior phase with study for qualifications		Personal choice	Progression	Challenge and enjoyment
through a set of learning experiences based on:							
Expressive Arts	Health and wellbeing	Languages	Maths	Religious and moral education	Sciences	Social studies	Technologies
which develop skills for learning, life, and work :							
Literacy		Numeracy		Health and wellbeing	Confidence and resilience		ICT
and support learners through active approaches which promote:							
Quality learning and teaching		High expectations		Planning for individual needs	Timely and useful feedback		Recognition of achievement
working in partnership with:							
Staff		Pupils		Parents		Other agencies and organisations	The wider community
So that all learners can be:							
Successful learners		Effective contributors		Responsible citizens		Confident individuals	

Curriculum for Excellence (CfE) was introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our young people for a future they do not yet know and equip them for jobs in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools and to share best practice and explore learning together.

Teachers will share information to plan a young person's 'learning journey' from primary to secondary and beyond, ensuring the change is smooth. They will enable young people continue to work at a pace they can cope with and with challenge they can thrive on. Curriculum for Excellence balances the importance of knowledge and skills. Every young person will experience a broad general education from S1 to S3.

Every teacher is responsible for literacy and numeracy – the language and number skills that are vital to everyday life. There is also an emphasis by all staff on looking after our young people's health and wellbeing.

CfE is helping to develop skills for learning, life and work to help young people go on to further study, secure jobs and prepare for life after school. It is making learning more relevant and helping young people apply lessons to their life beyond the classroom. It will link knowledge in one subject area to another, helping young people understand the world and make connections. It aims to develop skills so that young people can think for themselves, make sound judgements, challenge, enquire and find solutions.

Our Curriculum

At McLaren High School we have fully embraced Curriculum for Excellence with a diverse, personalised Broad General Education (S1-3) followed by a rich, challenging Senior Phase (S4-6).

First to Third Year – "A Broad General Education"

During First, Second and Third Year, pupils' learning experiences are drawn from all eight areas of Curriculum for Excellence and pupils study courses in the following areas:

Expressive Arts	Health & Wellbeing	Languages
Mathematics	Religious & Moral	Sciences
Social Studies	Technologies	

There is progressive challenge and rigorous formative and summative assessment as pupils move through S1-S2 and into S3, with increased subject specialist input as they prepare for the Nationals. Pupils can expect to develop core skills and depth of knowledge that is increasingly taught in real contexts and with an emphasis on interdisciplinary learning and transferrable skills. Literacy, Numeracy and Health and Wellbeing remain key over-arching areas.

The range of subjects available during third year helps to ensure that our pupils will continue to follow a broad general education but with a degree of choice so that they can start to focus on subjects for which they have more interest or which will support particular career intentions.

S3 pupils have the opportunity to attend a residential course at the Outward Bound centre at Loch Eil, near Fort William. The course offers pupils different challenges to stimulate their learning and development. Through a variety of exciting activities, pupils develop their self-confidence, communication skills and teamwork abilities as well as increasing their awareness of personal responsibility and the skills necessary for personal goal setting.

The Senior Phase (S4)

S4 remains the first stage where pupils will sit key SQA examinations and endeavour to achieve core qualifications. Pupils will have the opportunity to gain certification in up to 7 National Qualifications (largely from levels 3-5), with all qualifications up to National 4 internally assessed and all qualifications at National 5 and above including a final examination. Pupils will have a choice of what they study with English and Mathematics being compulsory plus five additional subjects. This allows for continued breadth or real focus (for example, on Numeracy, Science and Technology subjects).

In S4, pupils choose the courses they wish to study for qualifications. In making course choices, pupils are encouraged to check carefully the entry requirements of any career they may be interested in. It is wise to check the entry requirements at this stage as it can be hard to fix this in S5/S6.

The subjects on offer during fourth year are:

Administration & IT	Engineering Science	Physical Education
Art & Design	English	Physics
Biology	French	Practical Cookery
Business Management	Geography	Practical Woodworking
Chemistry	History	Religious, Moral and Philosophical Studies
Computing Science	Mathematics	Skills Academy
Criminology	Modern Studies	Spanish
Cyber Security	Music	Sport & Recreation

Pupil subject choices, along with their involvement in the wider life of the school and their own community, provide a wide range of experiences. This breadth of choice is important in helping pupils to have an understanding of the world around them and also in letting them fully enjoy life.

The Senior Phase (S5 & S6)

In S5 and S6 pupils will progress onto the next level of National study or onto Higher and Advanced Higher courses that have been specially revised in light of Curriculum for Excellence. Pupils normally study up to five subjects per year, with increased vocational and college options to support transition beyond school.

This means that pupils will need to prioritise subjects from S4. For some students this is an easy choice, for others it can be much harder. Pupils are encouraged to think carefully about their future career aspirations when making subject choices.

The curriculum for S6 students is more flexible and reflects the additional responsibility given to S6 pupils. Pupils may select one private study period which can include community volunteering. It is expected that S6 pupils will study four subjects.

Subjects available in fifth and sixth year are:

Administration	English	Physical Education
Art & Design	Exercise and Fitness	Physics
Biology	French	Practical Cookery
Business Management	Furniture Making	Practical Woodworking
Chemistry	Geography	Religious, Moral and Philosophical Studies
Classical Studies	History	RMPS
Computing Science	Mathematics	Sociology
Criminology	Modern Studies	Spanish
Cyber Security	Music	Sports Coaching
Engineering Science	Photography	Sports Leaders

Advice and Information

Pupils and parents are given advice and information from the School in a variety of ways to help with subject choices, including:

1. Course Choice Website – we have a course choice website that can be accessed from the school website. It contains information on all options available to young people.
2. Subject Teachers – can provide information about their subject and give pupils some idea of how well they are likely to do in it.
3. Pupil Support Leaders – can provide advice to pupils on the suitability of their choice and will try to make sure pupils choose a course of study that is well balanced and within their capabilities. They will also check that the course will give pupils the qualifications necessary to pursue a particular career or job.
4. Developing the Young Workforce (DYW) lead – pupils can also seek advice.
5. Health and Wellbeing Classes
6. Careers Advisor – appointments are available with the School's Careers Advisor

McLaren High School SQA Results 2024/2025

We continue to have a strong emphasis on excellent learning and teaching. We delivered excellent results at all levels, as this summer's SQA results demonstrate:

- In S4, an impressive 68% of our pupils gained 5 or more awards at SCQF Level 5 (National 5).
- In S5, 35% of our pupils achieved 5 awards at SCQF Level 6 (Higher)
- In S6, 79% of our pupils achieved at least 5 awards at SCQF Level 6 (Higher) and 89% gained at least 3 awards at SCQF Level 6 (Higher), resulting in excellent positive destinations for our young people.

SCQF (Scottish Credit and Qualifications Framework) identifies the level a learner has studied in a particular subject. The following qualifications correspond with the following levels:

Qualification SCQF Level

National 3	3
National 4	4
National 5	5
Higher	6
Advanced Higher	7

Secondary 4

	2021	2022	2023	2024	2025
5+ @ SCQF 5	66%	68%	61%	68%	59%
5+ @ SCQF 4	89%	88%	86%	83%	85%
5 + @ SCQF 3	91%	89%	86%	85%	85%

	2021	2022	2023	2024	2025
SCQF Lv 4	98%	94%	91%	89%	93%
SCQF Lv 5	64%	70%	71%	69%	70%

Secondary 5

	2021	2022	2023	2024	2025
5 @ SCQF 6	42%	35%	37%	38%	35%
3+ @ SCQF 6	68%	60%	62%	59%	59%
1+ @SCQF 6	78%	75%	78%	74%	77%
5+ @SCQF 5	78%	79%	79%	74%	74%

Secondary 6

	2021	2022	2023	2024	2025
1+ @ SCQF 7	40%	57%	59%	46%	52%
5+ @ SCQF 6	59%	79%	70%	66%	71%
3+ @ SCQF 6	81%	89%	78%	77%	81%
1+ @ SCQF 6	91%	94%	91%	90%	90%

Pupil Support

All pupils need support to help them learn and develop. Pupil Support exists in McLaren High School to deliver quality support to all pupils according to their individual needs. Pupil Support Staff are the first point of contact for young people and parents in matters relating to personal, vocational and curricular areas.

Each house group is allocated a Pupil Support Leader:

- Bracklinn – Mrs Rachael Underwood
- Dochart – Mrs Shona Dunn
- Leny – Ms Fiona Cruikshanks/Mr Howard Ashworth

Additional Support Needs

GIRFEC (Getting it Right for Every Child) is the Scottish Government's approach to promoting the wellbeing of young people. All young people get help with their learning, and there are many ways on which a young person can receive additional support.

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

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

- A specific diagnosis which impacts on their learning
- A physical disability
- Being a young carer
- Having a communication difficulty
- Being care experienced
- Having a long term illness

Mrs Karen Whyte is pupil support leader for young people with additional support needs.

Learning Development 1 & Learning Development 2 (LD1 & LD2)

LD1 and LD2 are McLaren High School's Nurture Rooms. These are safe, supervised spaces which provide a safe predictable environment where the individual development needs of each young person are catered for.

Staged Intervention Process

Staged Intervention is the process used to identify, assess and plan to meet a child's needs. For most young people the support they require is provided from school, for example, differentiated materials, additional time, and support groups. Some pupils with more complex needs may be referred to ASN Outreach or other partner agencies to provide more enhanced interventions. Agreed actions will be recorded and reviewed during team around the child meetings in collaboration with the young person, family and staff. Where there are more than one agency supporting a child and this is significant and long lasting, a Coordinated Support Plan may be developed.

If you have concerns about your child, in the first instance, contact the relevant Pupil Support Leader.

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

Health and Wellbeing Education

Following discussions with staff and pupils the Health & Wellbeing (HWB) Programme has been developed to take account of many of the key principles of promoting Health & Wellbeing with a particular focus on developing the knowledge and understanding, skills, capabilities and attributes which pupils need for mental, emotional, social and physical wellbeing now and in the future.

Through a weekly period of HWB in S1 – S4, and termly inserts for S5 and S6, the young people of McLaren High School will be better able to:

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

Health and wellbeing education is of the eight curriculum areas outlined in the Curriculum for Excellence. The Scottish government states that the curriculum; ‘emphasises the importance of nurturing learners to help them develop the knowledge and skills they need for positive mental, emotional, social and physical wellbeing at school, in their everyday lives which will be sustained into adult life.’

Independent Advice

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

Enquire also has two websites, one for parents, carers and professionals and one for children and young people.

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

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

Working with our Associated Primary Schools

We work closely with the Head Teachers and staff of our eleven associated primary schools to ensure a smooth transition from P7 to S1.

Mr Howard Ashworth is our pupil support leader responsible for overseeing transitions. Any questions regarding P7/S1 transition may be directed towards him. He would be pleased to offer her support. They can be contacted by email at ashworth04s@glow.sch.uk

The programme for the current session includes the following:

- MHS staff visits to all primary schools
- Common curricular experience within P7
- Induction Days in May/June
- P7 Parents' Evening
- Enhanced transition programme in the Spring Term
- Attendance at Staged Intervention review meetings
- Online meetings have already taken place. In person visits are scheduled for January 2025.

Our Associated Primary Schools are:

- Aberfoyle Primary School
- Callander Primary School
- Crianlarich Primary School
- Deanston Primary School
- Doune Primary School
- Gartmore Primary School
- Killin Primary School
- Kincardine-in-Menteith Primary School
- Port of Menteith Primary School
- Strathyre Primary School
- Thornhill Primary School

Parental Involvement

McLaren High School enjoys a high level of support from parents.

The Scottish Schools (Parental Involvement Act) 2006 encourages and supports parents and carers to become involved in their child's education.

Parents and carers have a vital role to play in their children's learning and have a responsibility to support their school and their children's education.

The Act outlines three areas where parents should be supported and encouraged to be more involved in their child's learning:

- At home – providing information on what their children are learning at school and how this can best be supported at home
- Through school – providing opportunities to contribute to the life of the school, for example by helping out at school events
- In a more formal way – deciding what kind of parent representation the school should have

As a parent of a child attending McLaren High School, you are automatically part of the Parent Forum for the School. The term used for parent representation in the Act is Parent Council. This is a group of parents who work in partnership with staff to represent the views of all the parents at the School.

Parent Council

We have a very supportive Parent Council which meets regularly online. Any member of the School community is welcome to attend Parent Council meetings. Contact with the Parent Council can be made via their email address – mclarenpc465@gmail.com.

Chair - Barclay Milne

Vice Chair - Kieran Brennan

Treasurer - Pauline East

Secretary - Collette Ashworth

Parent Teachers' Association

Our PTA actively promotes the partnership of school and community. Membership is open to parents, staff, former pupils and friends of the School. An annual programme of social and fund raising events is organised for the benefit of the pupils and is highly valued. The PTA donates the annual War Memorial prize.

Communication with Parents

Our Facebook page can be accessed at the following link:

<https://www.facebook.com/McLaren-High-School-1128605163875931/>

'Like' our page to receive updates and see what's going on in the school.



Our Instagram feed can be accessed at the following link:

<https://www.instagram.com/mclarenhs/?hl=en>

News and information for pupils is posted on the school Instagram account.



Our website is updated regularly and can be accessed at www.mclarenhigh.co.uk

Every Friday, Mr. Fleming shares his **Head Teacher Blog** with parents and carers. This blog serves as an important communication tool, keeping you updated on key dates such as when reports are sent home and upcoming Parents' Evenings. In addition to these updates, Mr. Fleming highlights the school's current priorities, celebrates pupil achievements both inside and outside the classroom, and provides 'shout-outs' to acknowledge their successes. The blog also offers guidance on how best to communicate with the school and signposts key school policies that may be helpful for you to know.

We encourage you to check the blog each week to stay informed and engaged with life at McLaren High School.

We have an automatic communication (text messaging) system which may be used to contact parents/carers with up-to-date information on events in School such as emergency closure because of adverse weather.

One of the quickest and most ecologically friendly ways of communicating with parents/carers is by e-mail – mclarenhs@stirling.gov.uk. Please advise the School if you have no e-mail access and we will ensure that paper copies of any information issued is posted to you or handed to your son/daughter.

Parents Evenings are scheduled annually and additional Information Evenings are arranged when appropriate.

Parents are welcome to visit the School by contacting the School Office for an appointment.

Parents are encouraged to provide feedback to the School regularly, for example, through the completion of parental questionnaires. We also welcome informal feedback from parents throughout the year.

Community Links

McLaren High School is at the heart of the local community. Many parents of the present School population are former pupils and retain strong links with the School. Apart from this personal link, many local organisations and services support our young people in a variety of ways:

The McLaren High School Former Pupils' Association has members all over the world. We are delighted to host their annual reunion in the School.

Callander Youth Project offers a number of projects in partnership with the school where young people can access flexible learning packages such as "Cooking with CYP" and the Community Gardening Project.

The Police and Fire Services contribute to PSHE classes and provide advice and support on a whole range of matters concerning the School. PC Ros Barclay is our School Based Police Officer.

The Duke of Edinburgh Award Scheme operates through The Callander Duke of Edinburgh Awards Group. In the current session around 70 S3 to S6 pupils are involved in the scheme.

We are working closely with the Loch Lomond and the Trossachs National Park on a number of areas including enterprise and the environment.

We have effective partnership agreements with Skills Development Scotland and Forth Valley College.

Forth Valley Health Board support our health and wellbeing initiatives.

Many local businesses support our School either financially or by providing support for functions or activities organised by the PTA. We are grateful for their support and goodwill.

Our young people take part in a wide range of community based events.

Representatives of the local community, former pupils and teachers, friends of the School and representatives of the charities we support are all welcome visitors to the School. We are proud of our present generation of young people and are delighted to arrange opportunities for visitors to meet them.

Promoting a Positive Ethos

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the School community, including pupils, teachers and parents.

Our expectations at McLaren High School:

be **Prepared**

- By arriving on time and attending all classes.
- By having your Chromebook, school books, equipment and homework with you.
- By having your mobile phone turned off and out of sight.

be **Ambitious**

- By putting maximum effort into all that you do.
- By completing work to the very best of your ability.
- By challenging yourself to continually improve.

be **Respectful**

- By displaying the highest standards of behaviour at all times.
- By focusing on our learning and helping others to focus on theirs.
- By taking care of yourself, others and the school environment.

Merits

If a pupil displays **high levels of behaviour and attitude** they may be rewarded with a merit. A merit may be awarded for:

- Consistent good effort
- Consistent positive attitude
- Consistently producing high standards of work

Pupils will be informed by their teacher if they are receiving a merit and termly notifications of merits will be delivered to pupils and parents via email.

Demerits

If, however, a pupil does not display high levels of behaviour and attitude they may be issued with a demerit. Pupils will **normally** be given two warnings before a demerit is issued. However, a more serious matter of indiscipline may not warrant a warning. **Pupils will be informed when a demerit has been issued and parents will be informed via email on a weekly basis.**

A demerit may be issued for the following reasons:

- Not following instructions
- Non engagement in class
- Non engagement out with class
- Leaving class without permission
- Inappropriate use of mobile phone

Any demerit issued will also be accompanied by a sanction such as:

- moved within the class
- temporarily removed from the learning environment
- 'Good Neighbourhood' to another class in the Faculty
- lunchtime detention

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, young people need learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination.

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

We encourage the involvement of parents in promoting good behaviour both within School and in the surrounding community.

McLaren High School has an Anti-Bullying Policy which is contained in Appendix 1.

Mobile Phones

The school has a mobile phone policy. Pupil phones should be switched off during the school day, except at morning interval and lunchtime. A class teacher may ask for a pupil whose phone is on view or which rings in class to place their phone at the front of the room for the remainder of the period – or longer. Pupils must not use their mobile phone to take photographs of others, either in School grounds or while on School buses. Contact will be made with home if this is a continued issue for any young people.

Citizenship

Our pupils are expected to translate the School values into action in the way they interact with each other on a daily basis. Senior pupils, in particular, have a responsibility towards other pupils and are expected to set an example to the younger members of our School community.

Prefects are S6 pupils who agree to accept certain responsibilities including, welcoming parents/carers to meetings, attending social events for younger pupils, and supervision of cafeteria during lunchtime and intervals. Prefects carry out their responsibilities in teams which are led by the School Captains, School Vice captains and House Captains.

The Charities Committee runs a series of very successful money raising events including non-school uniform days. These activities raise the profile of chosen charities as well as encouraging a sense of local and global citizenship.

Pupil Council

The role of the Pupil Council is very important in McLaren High School. The Council is consulted on a range of School matters and represents pupil interests in regular meetings with the Pupil Leadership Team. At the beginning of the school year pupils from S1 – S5 are invited to join the Pupil Council so they can represent their views and have a pupil voice in School improvement. These representatives are expected to talk to their year group at assemblies and during registration to find out their views and report back on the activities of the Council. All members of the Council are expected to meet certain criteria including high standards of behaviour, dress and work rate.

House System – Captains

Our three houses, Bracklinn, Dochart and Leny, are each led by two House Captains. Throughout the year we offer many opportunities to gain house points; sporting, debating, quizzes, fancy dress, bake-offs and many more. The house with the most points at the end of the year is awarded the McLaren Association Cup.

School Uniform

One of the ways in which we foster a sense of belonging to our School is by encouraging the wearing of school uniform. We are proud of our School uniform and especially our School badge which bears the School's coat of arms granted by the Lord Lyon, King of Arms, in 1965. Our School uniform demonstrates the high standards and expectations we have for all pupils. Our parents strongly support our policy on school uniform.

School uniforms are an economic and practical solution and take away the debate about what to wear to school. A high standard of uniform can:

- contribute to School security and personal safety
- instil pride in McLaren High and contribute to our values
- promote a positive and professional work ethic
- help pupils to see this as a place of learning
- support positive behaviour and discipline
- encourage identity with, and support for, our positive ethos
- promote equality of opportunity and social justice
- protect children and young people from social pressures to dress in a particular, fashionable or expensive way
- nurture cohesion and promote good relations between different groups of pupils
- foster a spirit of partnership among pupils and staff, between home and School, and across the McLaren community

What can parents do?

- Make sure you are aware of the benefits of wearing school uniform and discuss these with your child.
- Stay committed to it – sometimes the road may be rocky, but it is worth showing resolve!
- Keep in contact with the School and other parents; a united approach will reinforce the messages to young people.
- If you are contacted by us to inform you that your child has not worn the agreed uniform, discuss it with him/her, set out your expectations and revisit the benefits.
- Praise your child for wearing the full school uniform. Tell your child how smart he/she is.

During very cold or wet weather pupils are, of course, able to wear an outer coat but this must be of a material designed to keep out rain. Hoodies are not allowed to be worn.

For PE, all pupils should bring a complete change of clothing and appropriate footwear. The PE uniform consists of shorts, leggings or tracksuit bottoms and a t-shirt, jumper or hoodie - all tops must have short or long sleeves. For swimming, pupils should wear trunks/shorts or a one-piece – bikinis are not permitted. Pupils may also wear a t-shirt while swimming.

Parents are asked to ensure that all items of clothing have their child's name on them. No items of clothing which bear designer logos or football colours are allowed.



Our school uniform consists of:

- White school blouse or shirt
- Black jumper or cardigan
- Black school tie with school badge and house colour stripe
- Tartan school tie for S6
- Black skirt or trousers
- Black shoes
- Blazer with school badge (preferred but optional)
- Blazer with school badge and appropriate braiding for all S6 pupils

Homework

Homework is a very important part of our work in McLaren High School. It allows pupils opportunities to develop the skills for life-long learning and enhances their ability to effectively contribute to the work of their class.

At McLaren High School, homework should:

- allow pupils to develop skills and knowledge taught in class; and/or
- provide extended, challenging tasks; and/or
- encourage good study habits and the enjoyment of learning

Homework tasks will be posted on Google Classroom and parents can review tasks through Google Guardian.

Assessment of Progress

Assessment is an everyday part of the learning and teaching process in the classroom. Teachers assess what pupils say, write, do and make in learning situations and keep records of each pupil's progress. The range of methods of assessment includes:

- Assessment of classwork – jotters, notebooks, practical work
- Oral work e.g. English, Modern Languages
- End of unit tests
- Research tasks and projects
- Assignments/personal study
- Homework exercises
- End of term/year examinations
- Prelim examinations in preparation for SQA examinations

Reporting to Parents

Parents receive reports on their child's progress in several ways:

- S1 – S3 receive three tracking reports each year
- S4 – S6 pupils receive a tracking report four times a year highlighting their progress within different subjects
- At least one parents' meeting per session is held for each year group
- Information evenings are held about specific matters e.g. support for National Qualifications
- Parents can ask for a report on their child's progress/work rate/behaviour at any time by contacting the appropriate member of the Pupil Support team

Reports are e-mailed to parents/carers and pupils wherever possible. Tracking reports indicate how well pupils are progressing in senior courses. The full reports provide more detail on progress achieved in each subject. Parents are encouraged to attend the parents' meetings in order to discuss their child's progress with the class teacher. The dates for the parents' meetings are included in parents' newsletters. Appointments are made via an online booking system. Parents are e-mailed once the booking system is available.

Monitoring & Tracking

Monitoring and Tracking is one of the key ways in which pupils are supported and encouraged to achieve their personal best in an academic and wider achievement sense. All pupils are encouraged to set personal targets, with the support of their class teacher and/or Pupil Support Leader. A rigorous monitoring and tracking process with the focus on attainment takes place in the Senior Phase. Pupil progress is reviewed by class teachers in discussion with the young people themselves at several points during the year. Pupils are supported to achieve their best through meetings with Curriculum Leaders, Pupil Support Leaders or the DHT with responsibility for that year group, where practical measures are put in place to ensure pupils attain the best possible results.

School Activities

A wide range of activities is on offer to pupils to provide them with opportunities for personal development and involvement in the wider life of the school. Examples include:

- School Clubs, as set out below
- Providing peer support in the classroom
- Membership of the Pupil Council
- Carrying out Prefect duties
- Community Volunteers (S5/S6)

Sporting Activities

Lunchtime and after school sports are very much a part of life at McLaren High School. The following activities are regularly on offer to pupils:

Basketball	Climbing	Gym Club	Netball
Bike Club	Dance	Hockey	Rugby
Canoe Club	Football	Indoor Football	Volleyball

Non-Sporting Activities

The activities set out below are also regularly on offer to pupils at lunchtime and after school:

Art Club	Homework Club	Orchestra	The Point
Debating	Jazz Band	Rights Respecting Schools	Trad Band
Electronics MakerSpace	Lego Robotics	School Choir	War Games
Enterprise/Events Club	LGBTQ+ and Allies	Science Club	Wind Band
Gardening			

Excursions

A range of day and residential study visits and excursions are features of the School year. McLaren High has always encouraged participation in these events because of the contribution which this important part of the curriculum makes to pupils' social and personal development. Contact with new people, places and situations acts as a stimulus for learning, bringing ideas and shared experiences back to the classroom whilst at the same time helping to develop good relationships between staff and pupils.

Our Musical and Drama Tradition

McLaren High School has a long established reputation for music performance. We have a full size orchestra, choirs, swing band, violin ensemble, guitar ensemble, woodwind ensemble, brass group, traditional music group and pipe band. Pupils are given opportunities to display their talent and hard work in the School Music Festival, the Christmas Concert, School Show and Awards Ceremonies. Tuition is available from visiting music instructors for various musical instruments. Tuition is provided within the guidelines set by Stirling Council.

National Improvement Framework Key Priorities

Everyone in Scottish education should be working towards:

- Placing the Human rights and needs of every child and young person at the centre of education
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in skills and sustained, positive school leaver destination for all young people

The quality indicators from HGIOS4 are an integral part of the reporting arrangements for the NIF through self-evaluation and school inspection. These are:

1.3 Leadership of change

2.3 Learning, teaching and assessment

3.2 Raising attainment and achievement

As a school we have used *How good is our school? 4th edition (HGIOS 4)* to focus our self-evaluation work around specific areas. We paid particular attention to the quality indicators, features of highly-effective practice and challenge questions to ensure that we can demonstrate effective self-evaluation around all of these over a three to five year period.

By using a cyclical approach, we aim to 'bundle' quality indicators and themes together to show that we understand our strengths and what we need to do to improve.

In taking on board key messages from pupil, parent and staff self-evaluation we felt that it is important within our subject teams that they were fully involved in setting out our priorities for the next session and this has been facilitated through departmental meetings and an extended management team meetings. It is important that our priorities are manageable and achievable within the working week.

As a school we will focus on 5 QIs to form the 'backbone' of our priorities for next session, 3 QIs based around the NIF; 1.1 Self-evaluation as it enables the school to look inwards, so we know ourselves well; look outwards so we can learn what happens elsewhere; look forwards so we can make continuous improvements and plan how we get there. QI 2.2 Curriculum has been identified as this allows us to re-design courses in the BGE and Senior Phase to improve outcomes for all learners.

McLaren High School - Improvement Priorities 2025/26

At McLaren High School, our improvement planning process for session 2025/26 has been a collaborative and reflective journey, involving staff, pupils, and parents. The process began during our INSET day on Friday 2 May, where staff were presented with the key challenges facing the school within the context of the National Improvement Framework (NIF) and insights gained from our recent thematic inspection of Literacy and English.

Staff engaged in self-evaluation using HGIOS4 Quality Indicator 1.1 – Self-Evaluation for Self-Improvement, helping to identify both our current strengths and the areas we want to develop further. This was followed by a session with the Extended Leadership Team, including Curriculum Leaders and Pupil Support Leaders, who worked together to distil key themes and focus areas emerging from staff reflections.

Importantly, pupil and parental voices have also been central to this process. We are grateful to all families who contributed to our Parental Survey. The feedback from this will help inform the final version of our School Improvement Plan. While this plan focuses on broader strategic priorities, it is worth noting that smaller operational improvements may also be implemented throughout the year and may not always appear in the formal document.

Throughout the process, a shared understanding of the school's strengths has emerged — as noted by HMIE during our inspection, McLaren is recognised for its 'hugely impressive ethos, culturally very impressive' and is rightly seen as 'a values-rich and rights-based school.' These strengths provide a firm foundation for the next phase of our improvement journey.

Our School Improvement Priorities for 2025/26:

Leadership of Change (QI 1.3)

We will continue to build on our strong culture by making leadership more visible, strengthening pupil voice, and fully embedding our refreshed Vision, Values and Aims (VVA) across school life. A key focus will also be developing a culture of professional enquiry and reflective practice across all departments.

Learning, Teaching & Curriculum (QI 2.3 & 2.2)

We are committed to raising the standard of learning and teaching by improving pace and challenge, especially in the Broad General Education (BGE). We will support staff in developing confidence in assessment and moderation, and enhance how we use data to plan learning more responsively and effectively.

Attendance & Inclusion (QI 3.1)

Improving attendance and engagement remains a priority. This includes embedding the CIRCLE framework to support inclusive practices in the classroom and improving P7–S1 transitions by working more closely with our associated primaries in planning for continuity in learning.

Health & Wellbeing (QI 3.1)

We will co-create a staff wellbeing strategy to support colleagues throughout the school year. In parallel, we are embedding a revised Health and Wellbeing curriculum and using the Glasgow Motivation and Wellbeing Profile to monitor and support pupil wellbeing. A new Cyber Resilience and Internet Safety (CRIS) strategy is also being developed for the whole school.

Raising Attainment (QI 3.2)

We aim to strengthen the effective use of attainment data to support progress for all learners and target interventions where needed. In particular, we will continue to focus on raising attainment for our most disengaged learners and those in the lowest 20%.

This improvement plan reflects our shared ambition to deliver high-quality experiences for all learners at McLaren High School, rooted in strong values, inclusive practice, and a commitment to excellence. We look forward to working together as a school community to bring these priorities to life.

Useful Information

Our School Day is:

Monday & Tuesday		Wednesday, Thursday & Friday	
Registration	8:45am	Registration	9:00am
Period 1	8.55am	Period 1	9.10am
Period 2	9:45am	Period 2	10:00am
Interval	10:35am (15mins)	Interval	10:50am (20mins)
Period 3	10:50am	Period 3	11:10am
Period 4	11:40am	Period 4	12:00pm
Period 5	12:30pm	Lunch	12:50pm (50mins)
Lunch	1:20pm (50mins)	Period 5	1:40pm
Period 6	2:10pm	Period 6	2:30pm
Period 7	3:00pm	School Finishes	3:20pm
School Finishes	3:50pm		

Absence Notification

McLaren High School has an automatic communication system which contacts parents/carers directly if their child is marked absent at the start of the school day. This will inform you if your child is not in School when they should be. If your child will be absent from School, please contact the School Office in advance on 01877 330156 or email mclarenhs@stirling.gov.uk. Parents/carers will not be contacted by the automatic system if this is done before 9.30 am on the day of the absence.

Administration of Medicines

From time to time there may be a need for your child to receive medicine during the school day. All prescribed medication should be brought to School by the parent/carer and given to the designated member of staff in the School Office. The parent/carer must complete a Care Plan and Request for Administration of Prescribed Medication forms. Where there is any change to the medication then updated instructions should be given to the School.

Educational Maintenance Allowance (EMA)

An Educational Maintenance Allowance (EMA) is an allowance of up to £30 per week which can be paid to eligible young people who stay on in education after their official school leaving date. The weekly payment is dependent on the required attendance levels being achieved. Current application forms can be accessed on the Stirling Council website.

Data Protection Law (GDPR)

The 'General Data Protection Regulation' (GDPR) governs how we can use your personal data and keep it safe, it also strengthens your rights over your own data. The point of this is to make sure sensitive or private information about yourself and your child stays safe.

During the school session, a large number of activities take place and we seek your consent to be able to record these on digital images. These images might include your child and may be displayed on the school website, Twitter feed, Facebook, printed and displayed in newsletters, in the school news within the Stirling Observer or on public noticeboards within the school. We see this is a key part of celebrating wider achievement.

As part of our work to comply with the GDPR, we also seek consent for using your contact details (eg sending a text to your mobile phone) to inform you about school and parental council (ie Parent Teacher Network) events, such as school social events, trips or excursions, fund raising events, etc. (NB We do not require consent to contact you about our statutory functions such as personal support issues about your child for instance, academic progress, attendance monitoring, etc).

Please be aware that you may withdraw your consent at any time by contacting the school.

Lockers

Lockers are available for rental for a three year period (S1 to S3 and S4 to S6). Rental costs £15 for each 3 year rental period. Lost keys are charged at £5 per key for a replacement.

Getting it Right for Every Child

[Getting it right for every child](#) (GIRFEC) is Scotland's long standing, national commitment to provide all children, young people and their families with the right support at the right time, so that every child and young person can reach their full potential.



GIRFEC is both an approach and framework used by services across Scotland to improve and uphold the wellbeing of children and their families. It supports shared understanding and consistent 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

Using the GIRFEC approach helps to achieve a common understanding of what wellbeing means through the 8 wellbeing indicators. This approach to wellbeing focuses on the child or young person's rights and strengths, looking at their whole life, and adapting the support to fit their age and unique situation.

The 8 wellbeing indicators are:

- 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, Principal Teacher of Pupil Support 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 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. More information can also be accessed here: [Stirling Council Staged Intervention: What families need to know](#).

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.

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.

Alternatively, self referrals can be made via the School Nursing website, [NHS Forth Valley – School Nursing Service](#).

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

School and Nursery Meals

School 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 group. 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:

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

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.

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/access-to-information/register-of-personal-data-processing/>.

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 and updated in 2019, 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 finances@stirling.gov.uk or posted to Stirling Council, Teith House, Kerse Road, Stirling, FK7 7QA.

Closing date for Clothing Grants is 31 December each year.

Additional Support for Learning

Additional Support Needs

Children and young people who need extra or additional support to help them access and make progress in their learning are considered to have '**additional support needs**'. Children and young people may only need support for a short time, or they may need support the whole time they are in education. Their needs may also change over time. A child or young person does not need to have a diagnosed condition to have additional support needs. If your child is struggling at school or nursery and needs extra help for any reason, they have a right to receive the help they need.

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

- a difficulty, or a disability, related to a health, physical or learning need
- being bullied
- family circumstances such as being a young carer or on the child protection register
- long-term illness
- bereavement
- English as an additional language

Staged Intervention

Staged Intervention is the process used in Stirling Council to identify, assess and plan to meet a child's or young person's needs.

Every school and nursery has a member of staff often called a named person, with responsibility for ensuring appropriate support for a child or young person with additional support needs. For most children or young people, the support they require is provided from nursery or school, for example, high quality learning and teaching, differentiated materials, additional time, movement programmes, or group work.

Some children and young people may require more targeted support from education's support services within Stirling Council such as the ASL Inclusion team or the Educational Psychology Service, whilst some may require enhanced support from other partner agencies, such as Speech and Language Therapy, to provide more enhanced interventions.

Agreed outcomes and actions are recorded and reviewed during staged intervention meetings in collaboration with the child, young person, family and staff, as well as other professionals where appropriate. Where there is more than one agency supporting a child and the level of coordinated support is significant and long lasting, a Coordinated Support Plan may be explored.

If you have concerns about your child, or you would like to find out more about staged intervention, please contact your school or nursery.

There is further information on Additional Support for Learning on Stirling Council's website [here](#).

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/>.

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,
- protection 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.

School Travel

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-travel/>.

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.

We must ensure school records are up to date so parents/carers can be contacted in the event of an unexpected closure. Please make sure we have an emergency contact telephone number and address. Schools will check the accuracy of contact details and other information held by them with parents/carers on an annual basis.

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

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 age (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 deputy 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, or you can ask the headteacher of the school or nursery to move the complaint to Stage Two on your behalf.

When using Stage Two:

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

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

The SPSO cannot normally look at:

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

Care Inspectorate

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

You can raise a concern with Care Inspectorate by email at concerns@careinspectorate.gov.scot.

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

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 25th, 26th December and 1st, 2nd January.

Easter holiday

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

Please note, a full week is a week that commences on a Sunday.

2025/2026 School Holidays

Autumn Term		
Term starts	Mon 11 Aug 2025 Tues 12 Aug 2025 Wed 13 Aug 2025	Staff Development Staff Development Pupils return
Term ends	Fri 10 Oct 2025	
October Holiday		
Starts	Mon 13 Oct 2025	
Ends	Fri 24 Oct 2024	
Winter Term		
Term starts	Mon 27 Oct 2025	
Term ends	Fri 19 Dec 2025	
Christmas Holiday		
Starts	Mon 22 Dec 2025	
Ends	Fri 2 Jan 2026	
Spring Term		
Term starts	Mon 5 Jan 2026 Mon 9 Feb 2026 Tues 10 Feb 2026 Wed 11 Feb 2026 Thurs 12 Feb 2026 Fri 13 Feb 2026	Staff Development Staff Development Local Holiday Local Holiday Local Holiday
Term ends	Thurs 2 April 2026	
Spring Holiday		
Starts	Fri 3 Apr 2026	Good Friday
Ends	Fri 17 Apr 2026	
Summer Term		
Term starts	Mon 20 Apr 2026 Fri 1 May 2026 Mon 4 May 2026	Staff Development Local Holiday
Term Ends	Fri 26 June 2026	
Summer Holiday		
Starts	Mon 29 Jun 2025	
Ends	Fri 7 Aug 2026	
To Be Confirmed		
	Mon 10 Aug 2026 Tues 11 Aug 2026 Wed 12 Aug 2023	Staff Development Staff Development Pupils return

2026/2027 School Holidays

Autumn Term		
Term starts	Mon 10 Aug 2026 Tues 11 Aug 2026 Wed 12 Aug 2026	Staff Development Staff Development Pupils return
Term ends	Fri 9 Oct 2026	
October Holiday		
Starts	Mon 12 Oct 2026	
Ends	Fri 23 Oct 2026	
Winter Term		
Term starts	Mon 26 Oct 2026	
Term ends	Tues 22 Dec 2026	
Christmas Holiday		
Starts	Wed 23 Dec 2026	
Ends	Mon 4 Jan 2027	
Spring Term		
Term starts	Tues 5 Jan 2027 Mon 8 Feb 2027 Tues 9 Feb 2027 Wed 10 Feb 2027 Thurs 11 Feb 2027 Fri 12 Feb 2027 Fri 26 March 2027 Mon 29 March 2027	Staff Development Staff Development Local Holiday Local Holiday Local Holiday Good Friday Easter Monday
Term ends	Fri 2 April 2027	
Spring Holiday		
Starts	Mon 5 Apr 2027	
Ends	Fri 16 Apr 2027	
Summer Term		
Term starts	Mon 19 Apr 2027 Fri 30 April 2027 Mon 3 May 2027	Staff Development Local Holiday
Term Ends	Fri 25 June 2027	

Enrolment Arrangements

Primary and Secondary School Education in 2026

The 2026/2027 school year starts on 12 August 2026, this is the **only** date for beginning school education for that year.

All children who are five years old on or before 12 August 2026 are of school age and **must** start their primary school education on 12 August 2026. Children who are five years old between 13 August 2026 and 28 February 2027 **may** start their primary school education on 12 August 2026 or can defer entry to P1 until 2027.

If your child is starting their primary school education in August 2026, or if you are choosing to defer their entry into primary school to August 2027, you **must** enrol them at their catchment school **by 31 January 2026**. Details of school catchment areas and further information on our enrolment procedures can be found by visiting our website www.stirling.gov.uk or by contacting us on 01786 233220. Should you wish your child to attend a primary school other than their catchment school you are still required to enrol them in the catchment school and submit a placing request for the school of your choice. We have now moved to online enrolments and request that you complete the online enrolment form which can be found on our website www.stirling.gov.uk. As part of the enrolment process we are required to check the residency of all parents wishing to enrol their child at their catchment school. You will be required to 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 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. 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 2026. 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 2026/2027

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 carers who wish to make a placing request for the school session 2026/2027, to do so online **no later than 15 March 2026**. 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 or by contacting us on 01786 233220.

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.

**Stirling Council
Schools, Learning and Education
October 2025**

Appendix 1

McLaren High School's Approach to Respect for All Preventing and Challenging Bullying Behaviours

Introduction

'Bullying has a detrimental impact on children and young people's wellbeing. Children and young people have the right to be safe and secure with strong, positive relationships with peers and with adults, in order to thrive and to achieve their full potential.'

Respectme, 2015

Through the vision *'to be somewhere everyone can thrive'*, Stirling Council endorses the principles:

- every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults
- children and young people and their parents/carers, will have the skills and resilience to prevent and/or respond to bullying appropriately
- every child and young person who requires help will know who can help them and what support is available
- adults working with children and young people will follow a consistent and coherent approach in dealing with and preventing bullying from early learning and child care onwards.

What do we mean by Bullying Behaviours?

A Definition

'Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.'

Respectme, 2015

Bullying behaviour has a detrimental impact on children and young people physically and emotionally. **An incident may only happen once** but if the **impact** is that it leaves a child/young person fearful, threatened and/or where it causes perceived loss of control or worthlessness, this is bullying behaviour.

Bullying behaviour can include (amongst others):

- Being called names, teased, put down or threatened face to face/online.
- Being hit, tripped, pushed or kicked.
- Having belongings taken or damaged.
- Being ignored, left out/having rumours spread about you (face to face and/or online).
- Abusive messages/pictures/images on social media/gaming platforms/phone.
- Controlling behaviours which make people feel like they are not in control of themselves or their lives (face to face and/or online), e.g. intimidation, playing on someone's self-esteem, coercion, etc.
- Labelling, e.g. name calling, etc.

- Targeting because of who you are or who you are perceived to be (face to face and/or online), e.g. homophobia, sexism, racism, etc.

Sometimes, bullying behaviour has no observable or actual impact on a child/young person. Indeed, the intended recipient may be completely unaffected by the behaviour. However, where the intention is to bully, the behaviour is not ignored, and will be challenged and recorded appropriately. For example, the use of homophobic or other derogatory language may have no impact on the child/young person it is aimed at, but will still be challenged as the language itself is unacceptable and could impact on other people.

Prejudice-based Bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest in different ways. In the Scottish legal system, these are referred to as 'hate incidents' and if a crime is then committed, 'hate crimes'. Schools are responsible for ensuring that curricula are designed to include education about all protected characteristics, ensuring that children and young people have the language, understanding and confidence to respond to prejudice-based bullying effectively. For older children/young people, schools actively facilitate young people's understanding of responsible citizenship and ensure that they are aware of the seriousness and consequences of hate crime.

Prejudice-based bullying includes incidents which have been motivated by one or more of the *protected characteristics* (below), as well as including other prejudices which are not listed in the Equality Act 2010.

The protected characteristics in the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Other prejudices not listed in the Equality Act 2010:

- Additional Support Needs
- Asylum Seekers and Refugees
- Body Image and Physical Appearance
- Gender Identity
- Gypsy/Travellers
- Intersectionality
- Looked After/Care Experienced Children and Young People
- Sectarianism
- Socio-Economic Prejudice
- Young Carers

In McLaren High School, in addition to recording and monitoring incidents of bullying behaviour on the Bullying and Equalities module on SEEMiS, any incidents of prejudiced-based bullying must be recorded on the Corporate Incident Form and forwarded to the ASN and Wellbeing team.

For a young person experiencing **online bullying**, given that it can happen wherever they are, at any time of day or night, they may feel that there is no escape. Online bullying behaviour is treated with the same gravity as any other bullying behaviour. Online bullying and the promotion of safe and responsible use of mobile devices is more effectively addressed when it is part of a cohesive anti-bullying approach, not as a separate area of work or policy.

When it is not bullying behaviour?

Children and young people fall out and disagree with each other as a normal part of growing up. Providing children and young people opportunities to discuss how they feel, helps them develop resilience in managing their relationships. As adults, we have a responsibility to support children and young people to talk about their experiences and challenges, without us leading their thinking and potentially mis-labelling the behaviour. This could escalate a simple fall out to something perceived to be a bullying incident, and adults use a common-sense approach to manage such conversations supportively and sensibly.

Protecting our Children and Young People from Bullying Behaviours

'Children and young people have a right to be protected from bullying behaviour – a protection that all adults in their lives, regardless of their roles, share a responsibility to provide.'

Respectme, 2018

What a child/young person can expect from McLaren High School:

- That they be treated with respect and that their rights are protected and fulfilled.
- To be listened to, and to have concerns taken seriously.
- McLaren High School subscribe to a culture and practice where bullying does not thrive and is not tolerated.
- To be included and involved in developing/refreshing guidelines and approaches to preventing and responding to bullying in McLaren High School
- That all staff know how to prevent, respond and report bullying behaviours.
- To be confident that staff can help/signpost appropriate help (including concerns around any individual or protected characteristic).

Additional Support Needs

Children and young people are a diverse population with a wide range of very different needs. This includes children and young people with complex health needs; learning disabilities; sensory impairments and social and behavioural needs. Children and young people with additional support needs have the same right to be safe and protected from bullying behaviours.

Children and young people with additional support needs may:

- be adversely affected by negative attitudes to disability and perceptions of difference
- be more isolated, not have many friends
- not understand that what is happening is bullying
- have difficulties telling people about bullying.

The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) provides a comprehensive legal framework for the provision of additional, targeted support for children and young people who face barriers to learning. Children and young people with additional support needs may experience bullying differently and may be targeted because of their additional support need. In addition, social emotional or behavioural needs which can arise from bullying, may be considered an additional support need if the bullying is having an impact on the child or young person's learning, including those children and young people who are demonstrating bullying behaviour.

What parents and carers can expect from McLaren High School:

- That their child will be treated with respect and their rights are protected and fulfilled.
- To be listened to and have concerns taken seriously and to be treated with respect.
- To be included and involved in developing guidelines and approaches to preventing and responding to bullying.
- To be confident that professionals are knowledgeable of and can help/signpost appropriate supports (including concerns around any individual or protected characteristic).
- Where appropriate, be made aware of how to make a complaint, and to be supported to do so if necessary.

What young people and their families can expect from McLaren High School:

- A proactive, nurturing culture and ethos where bullying behaviours are not tolerated.
- That young people can talk in confidence about any concerns they have.
- That incidents of bullying behaviour will be resolved proactively, using a respectful approach that takes into account the wellbeing needs of both the person experiencing the bullying behaviour and those demonstrating bullying behaviour.
- That reported incidents of bullying behaviour will be recorded responsibly and accurately to help identify recurring patterns thereby encouraging early intervention and support for young people.

McLaren High School Contact Details

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Head Teacher: Marc Fleming

Curriculum Leaders:

Creative & Aesthetic - Ms A Montgomery & Mrs M MacFadyen

Humanities – Mr S Wyroslawski

Literacy & Communication – Mrs G Head

Numeracy & ICT – Mrs L Payne

Science & Technology – Dr H Gorman

If you have any enquiries about your child, please contact one of the following:

Bracklinn

Pupil Support Leader - Mrs R Underwood

Depute Head Teacher - Mr A Campbell

Dochart

Pupil Support Leader - Mrs S Dunn

Depute Head Teacher - Mrs P Heel

Leny

Pupil Support Leader - Ms F Cruickshanks & Mr H Ashworth

Depute Head Teacher – Mr M MacMillan

