

Respect – Integrity-Compassion

2026

Lornshill Academy

SCHOOL HANDBOOK







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Chief Education Officer's Foreword 2025/26

Clackmannanshire Council People Directorate

It is an exciting time in education across Scotland. Within the Clackmannanshire People Directorate, we provide a wide range of services for children, young people, families and communities and we are committed to lifelong learning, giving children the best possible start in life as they progress from nursery to school and beyond.

Our mission to educate, protect, support and promote the achievements, health and wellbeing of every child and young person has ensured our children continue to flourish. Much of our work is undertaken in partnership with other services, agencies, communities, children, young people and their families. Improvements and a relentless focus on wellbeing is delivered in collaboration across educational establishments, services and with other regional and national partners.



With the full support of our Headteachers, Elected Members, Chief Executive, our corporate colleagues and partners, we are committed to our values of Respect, Inclusion and Collaboration - raising attainment, tackling inequity and ensuring that high aspirations and positive outcomes are the expected norm for every child in Clackmannanshire. Health and wellbeing, safety of our pupils and staff and educational attainment continue to be at the forefront of our minds.

We are committed to ensuring that the views of our children, families, communities and partners are taken into account when planning and delivering our services. We are committed to UNCRC which has recently been incorporated into Scot's law. Shared ownership and awareness of the education values is key.

- Respect – we have due regard for the feelings, wishes and rights of others
- Inclusion – we make sure that everyone can enjoy the same experiences
- Collaboration – we work together to create and achieve

Parents and carers, who have always been the most important educators of their own children, supporting their children to continue learning in whatever way possible, whilst keeping them safe and well. I believe we now need to strengthen parental involvement in education and continue to provide flexible systems to enable parental engagement and representation.



I encourage you to get involved in whatever way you can, be that via social media, Class Dojo or other in school activities to help you support your child's learning. Read with your child every day! Ask them what they have learned that day and get them to show you! Look out for opportunities to learn together as a family!

We are all ambitious for our children and young people and together we can ensure the best possible future for all in Clackmannanshire.

A handwritten signature in black ink that reads 'Colin Bruce'.

Colin Bruce
Chief Education Officer
Clackmannanshire Council



Headteacher's Welcome

Dear Parent / Carer

I am delighted to introduce the Lornshill Academy Handbook.

On behalf of the school community, I extend a warm welcome to all our parents/carers and stakeholders, most particularly to those whose children will be joining us. I hope that the Handbook conveys the sense of Lornshill Academy as a school community with a rich and vibrant culture and a strong and very positive ethos of Respect, Integrity, and Compassion.

It is important to us that we achieve and sustain our aim of being a caring school, one which values personal choice and difference and which supports each pupil to attain and achieve at the highest possible level. We strive to be a school which recognises and celebrates success and which cultivates challenging and healthy attitudes to life, work, and learning.

The curriculum has been a major and substantial long-term framework for the education system in Scotland. Here in Lornshill Academy, we fully embrace the national aims of making learning relevant to the modern world and giving young people the skills, knowledge, and understanding they need to succeed in learning, life, and work. We are closely engaged with the current changes in Scottish education, including the ongoing review of qualifications and assessment, and enhancing the pupil experience. We remain committed to developing the capabilities of all our young people, ensuring they are equipped with the skills, confidence, and resilience to move on to positive destinations beyond school and prosper in an ever-changing modern society.

Continuing to develop strong, effective partnership working with pupils and parents/carers throughout the school career of each pupil is a key school priority. Our self-evaluation processes ensure that the pupils' voice is heard and heeded in learning and teaching matters, and in wider whole-school issues and operations. The Lornshill Parliament and Parent Council contribute directly to many aspects of the life and work of the school, playing a vital role in sustaining the strong and positive ethos within Lornshill Academy. We view our parents/carers as key partners in our school and we actively seek to involve them in as wide a range of aspects of the life and work of the school as is feasible.

We look forward to a continued and strengthened partnership in taking Lornshill Academy forward.

Mr Black
Headteacher



The School Week

Monday, Tuesday, Thursday & Friday		Wednesday
Period 1	9.00am-9.55am	8.55am-9.45am
Period 2	9.55am-10.45am	9.45am-10.35am
Interval	10.45am-11.00am	10.35am-10.50am
Period 3	11.00am-11.50am	10.50am-11.40am
Period 4	11.50am-12.40pm	11.40am-12.30pm
Lunch	12.40pm-1.15pm	12.30pm-1.00pm
Period 5	1.15pm-2.05pm	1.00pm-1.50pm
Period 6	2.05pm-2.55pm	1.50pm-2.40pm
Period 7 (Monday Only)	2.55pm-3.45pm	

***Friday is a 3.00pm finish**

School Information

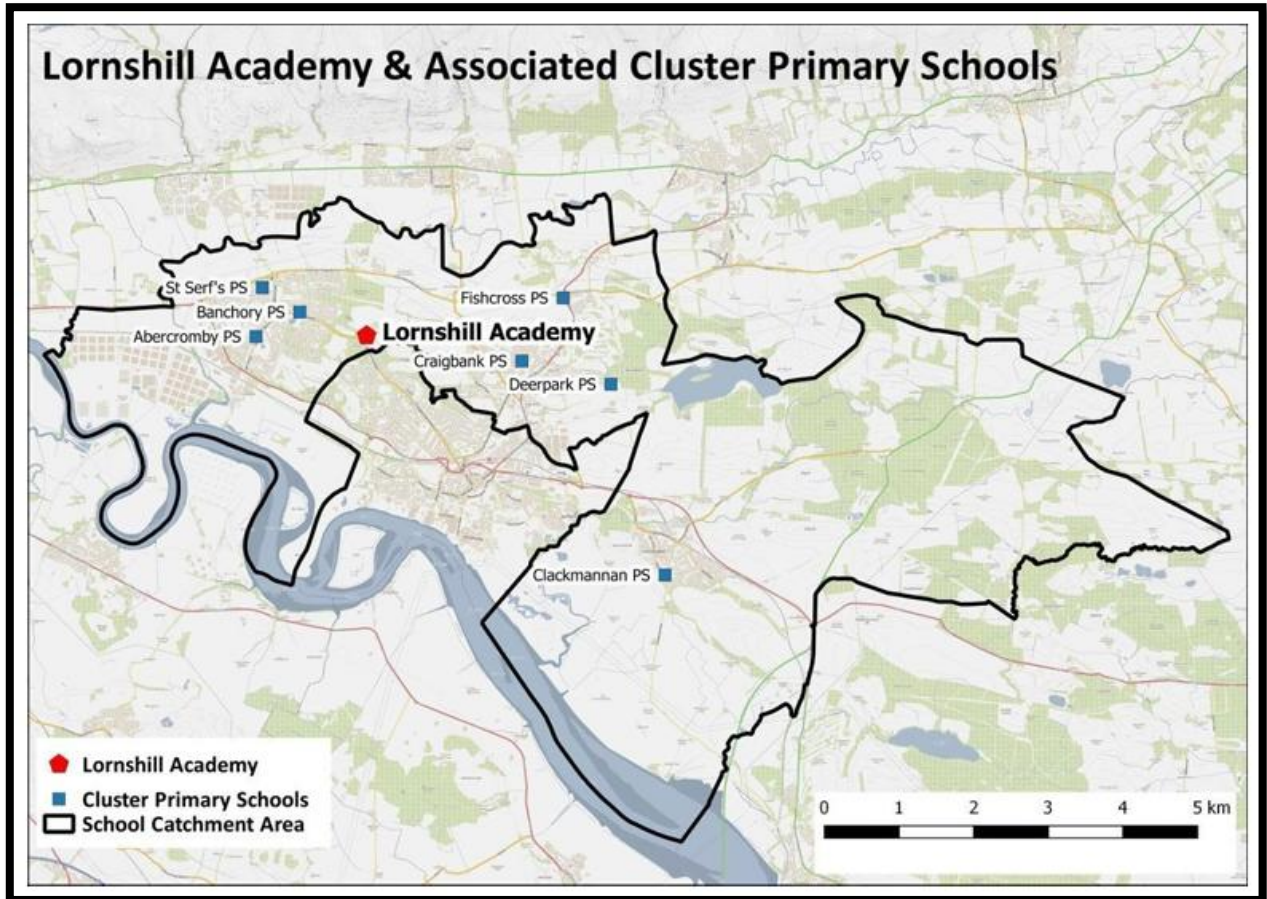
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Alloa
FK10 2ES

Telephone: 01259 452 333
Email: lornshill@edu.clacks.gov.uk
Instagram: [lornshillacademy](https://www.instagram.com/lornshillacademy)
Website: lornshillacademy.org.uk

Lornshill Academy is a non-denominational school with a roll of 1064 pupils.



School Catchment



There are 8 Primaries associated with Lornhill Academy from Tullibody, Sauchie, Clackmannan, Fishcross and the surrounding rural area:

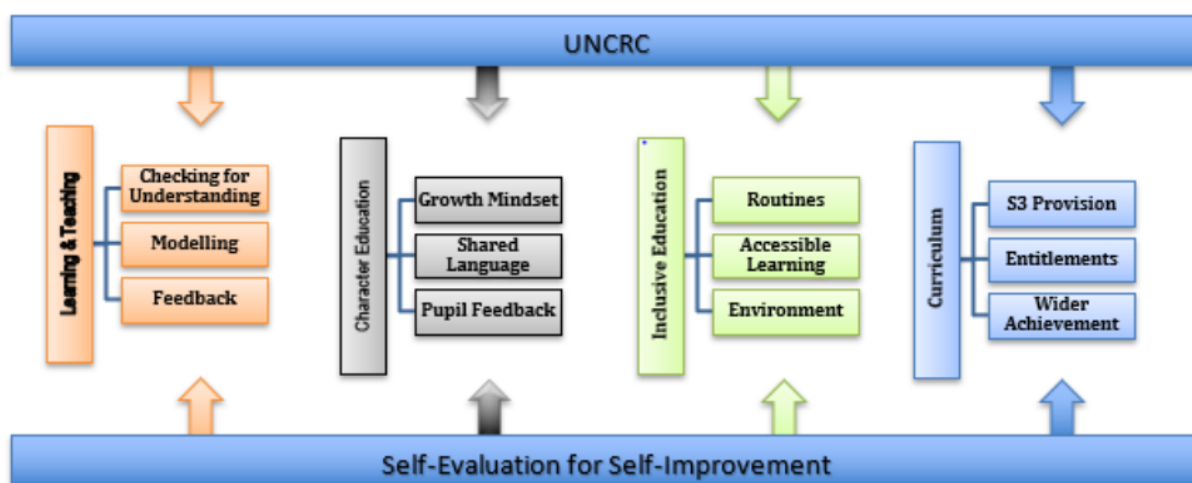
- Abercromby Primary School
- Banchory Primary School
- Clackmannan Primary School
- Craigbank Primary School
- Deerpark Primary School
- Fishcross Primary School
- St Bernadette's Primary School
- St Serf's Primary School

We have very strong cluster links and working arrangements with a Cluster plan to drive forward improvement priorities that support our young people and families throughout their 3-18 learning journey.



Improvement Priorities

We set our school targets every three years in consultation with staff, pupils and parents via the Parent Council. The whole school and faculty improvement plans are reviewed every six months through our own quality assurance procedures to ensure progression and development of activities to best support families in our school community. Part of this includes termly self-evaluation visits to faculties where we critically evaluate our improvement priorities alongside staff from across the school, pupil focus groups and parental feedback.



2025-2026 Priorities

Priority	Improvement Pillar	Focus
1	Curriculum	Develop wider course offer for S3-6
2	Learning & Teaching	Develop responsive teaching approaches
3	Inclusive Education	Improve the learning environment
4	Character Education	Developing a growth mindset



Parents & Carers as Partners

Lornshill Academy, we firmly believe that parents and carers are the child's primary educators.

While the school delivers a structured approach to the acquisition of essential skills, knowledge, and understanding, the fundamental values that shape a young person's approach to their future are first nurtured and sustained at home. These values are then actively supported through a collaborative partnership with the school.

Parental involvement and engagement are known to have a significant influence on a pupil's achievement and behaviour. The active participation of parents helps to cultivate a supportive learning community, enabling children and young people to engage positively with educators and their peers.

At Lornshill, we are committed to ensuring that parents and carers are welcomed to be actively and meaningfully engaged in their child's learning and the life of the Academy. We recognise that when schools and families work together effectively, the outcomes for children are invariably enhanced.

Please feel welcome to contact us at any time to discuss any aspect of your child's education.

Devon House: Mrs Kirsty Meiklejohn – clornshill-DevonHouse@glow.sch.uk

Forebraes House: Miss Laurie Dodds - clornshill-ForebraesHouse@glow.sch.uk

Grange House: Mr Steven Rennie - clornshill-GrangeHouse@glow.sch.uk

Ochil House: Mrs Lesley Dixon - clornshill-OchilHouse@glow.sch.uk

S5/6 Pupils: Mrs Tracey Elliot – clornshill-Seniorphase@glow.sch.uk



Communications

The school communicates information in the following ways;

- General school information: Email and posted on the school website.
- Learning Progress: Didbook (our online tracking system) which is available all year round.
- Events: Emails and texts.

Parent Council

The Parent Council is a voluntary body of parents who serve as representatives for the entire 'Parent Forum' and aim to articulate the views of all parents and carers at Lornshill Academy.

As a parent or carer of a pupil attending Lornshill Academy, you are automatically a member of the school's Parent Forum and are warmly encouraged to attend Parent Council meetings. Meetings are currently conducted online and typically take place every six weeks.

The primary role of the Parent Council is to support the school and the Headteacher in achieving the school's Improvement Priorities. Furthermore, the school actively seeks the perspective and opinions of the Parent Council regarding new ideas and significant developments before their full implementation across the Academy.

The current Chair of the Parent Council is: Helen McNaught.

If you would like to contact the Parent Council, you can do so in the following ways:

Email: lornshillpc@gmail.com

Facebook: @LornshillAcademyParentCouncil

Twitter: @LornshillPC

Permissions

Permissions for Activities

We will typically contact you to secure your permission for any event or activity that takes place off the school premises or extends beyond the standard school day.



Use of Photography and Video

In the digital age, photography and video capture are increasingly integrated into school life. Where such activity is part of the school curriculum, circulated solely within the school community, or posted on our official website, we generally do not seek individual consent for each instance. However, we will always respect the wishes of our pupils in these matters.

If photographic images are intended for publication outside the school community (e.g., in local press or external publications) with names attached, we will typically rely on pupils to inform us if they or their parents/carers have any concerns. Alternatively, parents who have specific concerns about their child's photograph appearing in external media should advise the school directly.

Enrolments

If a parent wishes to enrol a child who is not in the direct catchment area, they should contact the school seeking to meet with Mr Phil Arnold DHT Support. Mr Arnold will arrange a meeting and tour of the school and to discuss the process for enrolment.



Emergency Closure Arrangements

Planned Early Closure

Where an early closure is anticipated (e.g., for staff development or planned maintenance), written notice will be issued to pupils for delivery to parents/carers at least three days in advance.

Unforeseen Emergency Closure

Unexpected situations, such as severe weather conditions or heating failures, may necessitate pupils being sent home without prior warning.

In such instances, if parents/carers are not at home, pupils should proceed to the address of the friend or neighbour who has been nominated as the **emergency contact**. They should wait there until their parent/carer returns.

Action Required by Parents: The name and address of this designated emergency contact must be provided to the school office for inclusion in the pupil's personal record. Any subsequent changes to this contact must be notified to the school immediately.

Should the emergency contact not be available, the school will supervise pupils until the end of the normal school day or arrange alternative appropriate care in discussion with the pupil.

We ask that you ensure your child is fully aware of their designated safe place to go in the event of an emergency closure, as we will rely on their understanding that they have a secure location to await your return.

Supporting Your Child's Welfare

During the school day, your child may encounter various difficulties, ranging from a minor accident during Physical Education or falling ill, to issues concerning friendships or discipline.

Regardless of the situation, our priority is always your child's care and welfare. We will aim to contact you immediately to agree upon the most suitable arrangements and, where appropriate, to involve you in relevant discussions and decisions.



In the event we are unable to reach you or any of your nominated emergency contacts, we will act prudently and responsibly, guided by the principle: **'What would a careful parent wish for in this situation?'**

Mobile Technology Policy

Following discussions within the Lornshill Parliament, we have agreed upon a policy regarding the use of mobile technology.

We generally discourage pupils from bringing valuable items such as mobile phones to school and cannot accept responsibility for their security or safe keeping. However, we recognise that some parents wish their children to carry a mobile phone.

Therefore, pupils are permitted to carry mobile phones within the Academy, but their use is strictly limited to break and lunchtimes only, and exclusively within the designated social area or outside. Out-with these times all mobile devices must be switched off and stored within a school bag.

If a mobile device is used inappropriately in a classroom or corridor, it will be confiscated and will only be returned with parental involvement. Furthermore, it is never appropriate to take a photograph or make a recording of any individual without their explicit prior consent.



Curriculum: Broad General Education (BGE) and Senior Phase

In the Broad General Education stage (S1–S3), our core objective is to deliver a robust framework of skills that enables all students to successfully transition into the Senior Phase and achieve their full potential.

Curriculum for Excellence provides the guidelines that define the necessary areas of knowledge, the range of skills, and the opportunities pupils should experience throughout their school journey. These are designed to support pupils in becoming the four capacities:

- **Successful Learners**
- **Responsible Citizens**
- **Effective Contributors**
- **Confident Individuals**

This development takes place in every classroom lesson and extends across the school through lunchtime and after-school activities, contribution opportunities via the House system, and by promoting an awareness of the value pupils bring to the school community.

In S1 and S2, pupils follow a broad curriculum comprising various subjects that collectively contribute to the development of knowledge and skills across Language, Mathematics, Science, Social Science, Creative Technologies, Enterprise and Physical Education. All subjects across the Academy also contribute to the ongoing development of literacy, numeracy, and pupils' Health & Well-being.

Personalisation and Choice

At Lornhill Academy, we are committed to the principle that **every student has a unique learning trajectory**. Our focus is on empowering pupils to **tailor their curriculum** to directly align with their specific interests and identified strengths.

S1/S2 (Broad General Education)

During the first two years, students engage in a generalised course of study. This phase is crucial for establishing key foundational knowledge and developing essential, transferable skills across the entire range of subject areas.



S3 (Personalisation and Choice)

Students continue with a broad educational experience; however, a significant emphasis is placed on providing increased opportunities for personalisation and choice. This extends across various subject areas and includes the development of vital skills for learning, life, and work.

S4-S6 (Senior Phase and Qualifications)

In the Senior Phase, students' progress to certified courses that reflect their individual interests and ultimately form the basis of their official leaving qualifications. To ensure the maximisation of individual achievement and attainment, pupils are guided to study courses at the appropriate Scottish Credit and Qualifications Framework (SCQF) levels for each subject area.

At each of these crucial selection stages, the process remains consistent:

1. **Information Dissemination:** Comprehensive information regarding curricular options is made available to parents/carers.
2. **Individual Guidance:** All pupils receive a one-to-one interview to explore the best range of options that will maximise their attainment and support their future career path.
3. **Parent Consultation:** Parents/carers are offered an appointment to discuss the options and formally agree upon the final subject selection.



Support and Guidance for Transitions

Individualised Planning and Guidance

Our Senior Leadership Team and Pupil Support teams conduct dedicated one-to-one interviews with young people during key course choice points in S2, S4, and S5. These meetings are essential for developing and supporting individualised pupil progression plans.

In addition, we host several Parents' Information Evenings throughout the academic year. These events offer support, advice, and guidance to parents/carers, enabling them to effectively support their child through significant transition points, including progression from school to college, employment, UCAS university applications, and apprenticeships.

Careers and Destinations Support

Our Pupil Support team is readily available to provide individual advice and guidance to both pupils and parents. They discuss future destinations and careers through personal support, regular assemblies, and individual meetings.

This support is strengthened by the expertise of our Senior Phase Guidance Teacher, who ensures young people have access to assistance with college, apprenticeship, and university applications. This is facilitated through our excellent links with local businesses and external agencies, such as LEAPS and the Sutton Trust.

Skills Development Scotland (SDS)

A comprehensive range of support is available to pupils regarding course choices, careers information, College and University applications, and financial assistance.

Skills Development Scotland (SDS) provides a Careers Advisor who is based in the school library. This advisor supports young people with careers advice, beginning with their S2 course choices and continuing through to discussing post-school destinations as they prepare to leave. The SDS Careers Advisor is also available to contact at the SDS office located in Alloa town centre: 39-43 Bank Street, Alloa, FK10 1HP.



Responsibilities and Expectations for Behaviour

A community comprising approximately 1,200 individuals operating on a confined site for 190 days a year necessitates that everyone involved demonstrates responsibility and maintains orderly conduct in both behaviour and relationships. This expectation applies equally to our staff and our pupils.

Behavioural Expectations

A significant emphasis within the Academy is placed on encouraging pupils to take responsibility for themselves. We aim for pupils to internalise a sense of responsibility and respect for others, which should guide their daily conduct. This approach is reinforced by a system of "positive relationships" within the school, where rewarding good behaviour is prioritised.

In addition, the following specific matters require clear adherence:

- 1. Attendance** Pupils must arrive punctually, equipped with the necessary materials or kit for their lessons, and must maintain regular attendance. All absences must be explained by a prior telephone call or a note submitted by parents/carers. Where permission is sought for a planned absence—for example, a family wedding—a letter must be sent to the Head Teacher in advance of the proposed date. While we understand that unusual family circumstances may arise, every effort should be made to avoid disrupting a pupil's education.
- 2. Movement about the School** The expected standard of sensible behaviour across Lornshill Academy must be displayed in the way pupils move around the school building. Staff instructions concerning movement must be followed immediately and without question for the safety of all pupils. For safety reasons, the staff car park is strictly out of bounds to all pupils, with the exception of S6 students. Traffic safety in and around the school remains a particular concern. All pupils, staff, and parents/carers must "THINK SAFE", especially at the start and end of the day.
- 3. School Property** All equipment and buildings must be treated with care and respect. Pupils who cause loss or damage will be held financially responsible.
- 4. Personal Property** All personal items should be clearly labelled with the owner's name. Money or other valuables must not be left unattended in classrooms or changing rooms. The school is unable to accept responsibility for the loss of pupils' personal property. The Local Authority does not provide insurance cover in such circumstances, and schools are advised that any claims should be directed toward the parent's personal insurance policy.



5. **Smoking** (including vaping) is strictly forbidden on school premises, within the school grounds, and while travelling to or from the school. Action will be taken against any pupil found smoking, as this damages their health, sets a poor example for younger children, and tarnishes the image of the school. Parents will be informed of any instance, and the matter will be treated as a failure to adhere to school rules.



Pupil Attendance

We maintain high expectations for all pupils at Lornshill Academy and expect 100% attendance unless an absence is formally explained. It is well-documented that consistent poor attendance is a significant contributing factor to lower academic attainment; therefore, regular school attendance is crucial in providing all our young people with the best possible foundation for life.

By law, parents and guardians are required to ensure all children under the age of 16 receive full-time education. It is Clackmannanshire Council's policy that parents/carers must notify the school should their child be absent. Parents/carers are required to keep the school fully informed regarding all matters of attendance or absence.

If an absence is due to an unexpected illness, please contact the school as soon as possible to provide an explanation so that the child's attendance record can be updated accordingly. The preferred method is to telephone the dedicated absence line on **(01259 452296)** before 8:30 am on the first day of absence.

The school's new attendance and late-coming procedures require us to have accurate and up-to-date phone contact numbers and email addresses at all times.

The school has established procedures to ensure that, where pupils are absent during term time, every effort is made to support them in catching up on missed work. This remains the joint responsibility of the parent/carers and the pupil.

Attendance Procedures

- **Unexplained Absence Alert:** If the school has not received an explanation for a pupil's absence, the parent/carers will receive a Group-call text message to alert them of their child's absence and formally request an explanation.
- **Period-by-Period Notification:** Parents/carers will be alerted each period that a young person has been marked as absent from a scheduled class.
- **Internal Monitoring:** House Teams will remind pupils to provide a note to explain any absences. House Teams rigorously monitor pupils' attendance and are vigilant regarding patterns of non-attendance.
- **Investigation of Unexplained Absence:** The House Team will investigate all unexplained absences and attempt to contact the parent/carers, initially via telephone, or by sending a formal letter to request an explanation for the absence.
- **Termly Attendance Update:** Parents/carers will receive a termly update detailing their child's attendance percentage for information. Should the attendance rate fall



below **90%**, parents/carers will receive a phone call or be invited to a meeting to discuss supportive strategies.

- **Welfare Support:** A key member of the Support Team is our Attendance and Welfare Officer (AWO). The AWO may conduct a home visit where there are significant concerns regarding attendance to provide support to the family.
- **Persistent Unexplained Absence:** If unexplained absences persist or become a pattern, the House Team responsible will telephone or send a letter inviting the parent/carer to a formal meeting to discuss the child's attendance record.
- **Statutory Referral:** If no sustained improvement is observed in the child's attendance following internal interventions, a decision may be taken to refer the pupil's poor attendance record to the Reporter of the Children's Panel (SCRA).

Appointments and Meetings During the School Day

If a pupil must leave school for any reason during the school day, they must obtain a pass from the school office before leaving. An appointment must be confirmed by a note or phone call from the parent/carer. If a pupil leaves school without permission, the parent/carer will be contacted by a member of staff. If you suspect your child is truanting from school, please contact us immediately and we can investigate the issue.

Holidays During Term Time

Clackmannanshire Council actively discourages the removal of children from school during term-time for family holidays. This is due to the significant disruption it causes to the education of both the individual pupil and the wider class groups.

If a pupil is to be absent from school due to a family holiday, the parent/carer must notify the school by letter at least two weeks prior to the commencement of the holiday.

Subject teachers may provide work which the pupil is expected to complete during the holiday to ensure they do not fall behind in their coursework and maintain continuity in their learning.

Holidays will be treated as an absence in respect to pupil rewards days/excursions when reviewing pupil ABOUT standards.



School Uniform

Clackmannanshire Council fully supports the wearing of school uniform across all schools within the authority.

Lornshill Academy is committed to an inclusive ethos in all our practices, and our Uniform Policy enables all young people to feel integrated within and connected to our learning community. We believe there are significant benefits in requiring all pupils to wear the school uniform:

Benefits of Wearing School Uniform

- Promotes Equality and Reduces Pressure: School uniform effectively levels the playing field, mitigating peer pressure to wear expensive, fashionable clothing, which many families may struggle to afford. School uniform is typically a more cost-effective option when providing clothes for pupils to wear to school.
- Fosters Belonging and Pride: Wearing the school uniform, displaying the school logo, and wearing the school tie enhances pupils' self-esteem, feeling of belonging, and their sense of pride in their school.
- Prepares for Learning: The act of putting on the school uniform in the morning helps pupils adopt the correct mindset and prepares them mentally for the learning environment.
- Reduces Stress: School uniform removes the stress pupils might experience regarding 'what to wear to school' and helps parents avoid disagreements with their children regarding appropriate clothing for school.

Uniform Expectations

We are determined that our young people will maintain a high standard of uniform, and we rely heavily on the support of you, the parents and carers. Any parent/carers requiring further information or support should not hesitate to contact the school office and request to speak with their child's House Team.

Our agreed School Uniform for ALL year groups is:

- Black blazer (school badge available from the school office). (Senior Phase pupils – S4/5/6 – may have braiding on their blazer.)
- School tie – Junior tie (S1-S3) and Senior tie (S4-S6).
- White shirt (not polo shirts).



- Black jumper or cardigan (Plain).
- Black trousers or skirt (Plain).
- Black footwear – must be entirely black, with no white or coloured logos, etc.

Physical Education (PE) Uniform

- White polo shirt.
- Black/navy blue jogging bottoms or leggings.
- Suitable trainers for physical activity.
- No football colours are permitted.

Additional Uniform Guidance

- School uniform items can be ordered directly through the school office or are available at Scotcrest in Alva.
- All outside jackets should be removed immediately upon pupils entering the school building.
- School ties and badges are available from the school office. We have ensured our uniform is very straightforward and allows parents a choice of where to purchase their child's uniform to help reduce costs.
- Information regarding School Clothing Grants, which can assist families with meeting the costs of providing school uniform, is available from the school office.

School Cashless Catering System

System Overview

Cashless catering systems are now used extensively in schools throughout Scotland, and Lornhill Academy is pleased to offer this benefit to our pupils.

Essentially, the system allows parents/carers to pre-pay for school meals. Pupils then pay for their meal by using a biometric finger scan at the till point. This process significantly speeds up dinner queues and reduces the need for pupils to carry cash during the school day.

Biometric Identification

The primary method of identification is the biometric finger scan. This method is exceptionally fast, and crucially, it cannot be lost or forgotten like a physical card, eliminating the need to charge pupils for replacements.



The system functions by storing a unique numerical code based on the pupil's forefinger. When a pupil wishes to pay for a meal, they place their finger on the reader, which identifies them and deducts the appropriate amount from their account balance.

Data Security and Privacy

We understand that some parents/carers may have reservations regarding the use of biometric data. We wish to assure you that the scanner does not store a copy of your child's fingerprint.

Instead, the software turns the scan into an encrypted string of letters and numbers (a template), which is then stored securely on the till system. Importantly, this data cannot be reverse-engineered to create an image of the fingerprint.

Key Data Policy Points:

- The biometric data will be used only for the cashless catering system and for no other purpose.
- It will never be shared with any external party.
- The school is governed by the requirements of the Data Protection Act for the storage of this information, as it is for all other data held about pupils.

Free School Meals (FSM)

Pupils who are entitled to Free School Meals (FSM) use the exact same system as all other pupils. Credits are applied automatically to their account each morning for use that day, ensuring complete anonymity at the till point.



Support for your Child in Lornshill Academy

The Pupil Support structure at Lornshill Academy is designed to provide a comprehensive and holistic service for every pupil in the school. Our aim is to deliver appropriate and timely support for all pupils across their personal, social, curricular, and vocational development, ensuring every pupil achieves their highest possible level of attainment.

School House Teams

All pupils from S1 to S6 are assigned to one of the following House Teams: Devon, Forebraes, Grange, Ochil House, or the Senior School.

The Principal Teacher (PT) of Pupil Support for each House is as follows:

House Team	Principal Teacher (PT) Pupil Support
Devon	Miss K McKay
Forebraes	Miss L Dodds
Grange	Mr S Rennie
Ochil	Mrs Dixon
Senior School	Mrs Elliot

Pupil Services Desk

Our Pupil Services Desk, located in the heart of the school, serves as the initial point of contact for any pupil requiring assistance at any time during the school day. Staff at the Pupil Services Desk are available to support each young person directly or to contact the relevant member of staff if required.

This procedure ensures that support is consistently available throughout the school day and allows the Pupil Support team to target the right support, to the right people, at the right time.

If you wish to discuss your child's progress or raise any concerns with the Pupil Support team, please contact the school directly on (01259) 452333.



Personal Support Education (PSE) Curriculum

Personal Support Education classes are an integral part of our curriculum at Lornhill Academy. The Personal Support team delivers key lessons throughout the year, and we arrange for external speakers for all year groups to enrich the pupil experience and deepen their understanding of important issues.

The aims of the Personal Support Curriculum are to:

- Develop pupil confidence and self-esteem.
- Foster positive relationships within a supportive tutorial group environment.
- Provide an opportunity to research and investigate careers education, supported by Skills Development Scotland (SDS).
- Create an awareness of equal opportunity issues, addressing stereotypes, prejudice, inclusion, acceptance, and understanding of diversity.
- Encourage understanding and celebration of our community.
- Develop the knowledge and skills required to make responsible decisions regarding personal health and safety and to navigate the wider world.

Medical Matters

Please note that we do not have medically trained staff in the school; identified staff possess only 'first aid' level training. In any medical situation, we will act 'as if the child were our own' until we are able to contact you.

Office staff will make arrangements for a pupil to be sent home should this be considered advisable. Please be aware that if a child is unwell and needs to go home, they must be collected from school by a responsible adult. The school must have the name, address, and telephone number of an emergency contact at all times. We are only equipped to deal with problems that arise within the school day; all other matters should be referred to the family doctor as usual.

Parents/carers have a responsibility to alert the school to any serious illness or disability (e.g., asthma, diabetes, epilepsy, allergies) that may affect a pupil's performance in school, or where we may need to be aware of or take specific actions. We maintain a record of this information and will update it regularly with your assistance.

Council staff operate under strict policy guidelines regarding the administration of medicines in school. Full details are available from the School Office upon request.



Support for Learning (Learning Centre)

Commitment to Educational Access

At Lornshill Academy, we are deeply committed to ensuring that all our young people can access their education and achieve their full potential.

We recognise that some students may require additional support, whether on a short-term or long-term basis, to enable them to fully engage with the curriculum.

An Additional Support Need (ASN) arises when a young person is unable, for any reason, to access the school curriculum without the provision of this extra support.

Our Aims and Objectives for Additional Support Needs (ASN)

- Our approach to Additional Support Needs is driven by the following core objectives:
- Early Identification and Support: To identify and assess pupils with ASN as early as possible and provide timely, appropriate support.
- Meeting Individual Needs: To meet the diverse needs of all pupils with ASN by offering continuous and relevant educational provision through the most efficient use of all available resources.
- Clear Roles and Responsibilities: To clearly define and communicate the roles and responsibilities of teachers, all school staff, and specialist support services.
- Inclusion of Views: To ensure the views of pupils and parents/carers are listened to and fully considered when making decisions that affect the young person and their family.

The Learning Centre and Learning Hub

Within our dedicated Learning Centre, we operate the Learning Hub, which provides short-term, focused intervention strategies.

Young people who attend the Learning Hub remain in most of their mainstream timetabled classes. Their Hub time replaces a portion of their regular lessons, allowing them to concentrate on specific targets in literacy, numeracy, or health and wellbeing.



The Assessment and Support Process

Our Additional Support for Learning (ASL) staff collaborate closely with all Lornshill Academy staff, colleagues from partner agencies, pupils, and parents to meet the specific needs of our young people.

Initial Concerns and Assessment

Parents/carers who are concerned that their child may have additional support needs should contact their House Team or the PT Learning Centre. They will initiate the information-gathering process from class teachers. Staff may also carry out a contextual assessment of the young person's learning needs.

What this assessment looks like:

- Consultation: Talking and listening to the young person, the family, and the staff who teach or support the child.
- Observation: Observing the young person in a variety of learning situations.
- Review: Looking at examples of the young person's work and relevant previous assessments.

Developing a Support Profile

Based on the information gathered, staff may produce a Pen Profile, which clearly details the young person's learning needs. This profile highlights areas where specific, suggested support strategies are required in the classroom. Pen Profiles are then shared with all staff across Lornshill Academy.

Formal Assessment and Consultation

In some circumstances, the PT Learning Centre will discuss with the family the possibility of carrying out formal assessments, such as dyslexia screening, to gain a deeper understanding of the young person's learning needs. There may also be occasions when it is appropriate to consult with an Educational Psychologist.

At every stage of this process, the proposed interventions and procedures will be explained and discussed thoroughly with both the young person and their parents/carers.



Legal and Regulatory Framework

As with all local authority schools in Scotland, Lornhill Academy operates under the terms of the Additional Support for Learning (Scotland) Act 2004 (as amended 2009) and its accompanying Code of Practice. These procedures have been further strengthened through the Children and Young People (Scotland) Act 2014.



Child Protection and Safeguarding

Our Commitment to Welfare

Every child has the fundamental right to be cared for, to be protected from harm and abuse, and to grow up in a safe environment where their rights are respected and their needs are met. Children and young people should receive the help they require, precisely when they need it, with their welfare always being paramount.

The safety and wellbeing of children and young people are of utmost concern to all staff at Lornshill Academy.

Staff Vetting and Agency Collaboration

All staff and volunteers who work with children and young people (both within and outside the school premises) are subject to checks through the Protecting Vulnerable Groups (PVG) Scheme to ensure their suitability for this work. Furthermore, the school maintains close working relationships with a wide range of external services and partner agencies who provide essential support to children and young people in need.

Designated Safeguarding Lead

Each school operates with a named individual responsible for coordinating all matters relating to child protection. At Lornshill Academy, this person is Mr. Phil Arnold, Depute Head Teacher (DHT). Full details of the Council's official guidelines and procedures for child protection are available for viewing at the school upon request.

Training and Reporting Procedures

All members of staff receive annual Child Protection training. This is essential to ensure they are fully confident in their role in meeting children's needs, are alert to any concerns regarding a child's welfare, and know precisely who to report concerns to. This ensures that timely and effective action can be taken to protect children. Early intervention and support is vital to prevent a problem from escalating into a crisis and, ultimately, to secure positive outcomes for children.

The Council requires all staff to promptly inform the designated coordinator of any concerns or suspicious signs. Such information cannot be kept confidential. The coordinator must then immediately pass the matter to Social Services, who are responsible for ensuring that parents/carers are informed. Other members of school staff will only be informed if they have a direct and necessary role in supporting the child or young person. Social Services staff will then pursue the allegation, sometimes as part of a joint investigation team with the Police.



Promoting Personal Safety

The school actively supports children and young people in developing their knowledge and skills regarding personal safety and encourages them to be confident in expressing any anxieties they may have about their own wellbeing. This is promoted through Personal and Social Development (PSD) lessons and specific curriculum programmes.

The information contained within this handbook is accurate and correct at the time of its completion. However, given the dynamic nature of school operations and policy changes, there is a possibility that minor inaccuracies may occur by the time this document is distributed to parents.

Please be assured that the handbook information is comprehensively reviewed and updated on an annual basis to maintain its relevance.



Appendix 1

Attainment Performance

Literacy Level 5

Session	2022-2023	2023-2024	2024-2025
S4	64.95%	59.22%	64.36%
S5	92.31%	81.17%	80.75%
S6	98.75%	98.51%	97.44%

Numeracy Level 5

Session	2022-2023	2023-2024	2024-2025
S4	71.96%	68.93%	63.37%
S5	86.15%	83.77%	79.50%
S6	87.50%	92.54%	92.31%

Positive Destinations

Session	2022-2023	2023-2024	2024-2025
Positive	95.38%	96.75%	96.27%

S4 SQA Attainment (SCQF Level 5)

Session	2022-2023	2023-2024	2024-2025
5+Awards	57.94%	52.91%	52.97%
3+ Awards	71.96%	67.96%	67.82%
1+ Awards	85.05%	79.61%	87.13%



S5 SQA Attainment (SCQF Level 5 & 6)

Session	2022-2023	2023-2024	2024-2025
5+Awards	18.46%	21.43%	19.25%
3+ Awards	43.08%	42.21%	44.10%
1+ Awards	70.00%	66.23%	63.35%
5+@L5	74.62%	74.03%	70.81%

S6 SQA Attainment (SCQF Level 5, 6 & 7)

Session	2022-2023	2023-2024	2024-2025
5+Awards	57.94%	52.91%	62.82%
3+ Awards	71.96%	67.96%	83.33%
1+ Awards	85.05%	79.61%	96.15%
1+@L7	43.75%	44.78%	56.41%
5+@L5	92.50%	89.55%	100%



Appendix 2

Acceptable Use Policy: Internet and Digital Communication

Introduction and Rationale

The World Wide Web is an invaluable educational resource for research and information gathering. However, it is also an environment where pupils may inadvertently or deliberately encounter unsuitable material. This material may include content that is sexually explicit, aggressive, discriminatory (e.g., racist), or otherwise inappropriate. Furthermore, the use of school email and other digital communication methods carries an inherent risk of contact with external users whose intentions or motives are unknown.

Safeguarding Measures and School Responsibility

All Internet access provided to pupils is channelled exclusively through the school's servers. Robust filtering mechanisms are in place to automatically block known unsuitable websites and restrict access based on certain key search terms and phrases.

While the school maintains technical safeguards, all pupils must be made aware of their personal responsibility regarding safe, legal, and appropriate Internet use. This Acceptable Use Policy (AUP) is designed to clearly define expectations and minimise risks to pupils.

Pupil User Policy

The following rules govern the use of the Internet and digital communication facilities provided by the school:

1. **Purpose of Use:** Internet access is strictly for educational research purposes as explicitly approved by the supervising teacher.
2. **Reporting Unsuitable Content:** Pupils must immediately inform their teacher if they encounter any material that is sexually explicit, aggressive, discriminatory, or any other content that causes discomfort or concern.
3. **Personal Identification:** Pupils must never disclose their full name, telephone number, home address, or any other personally identifying information to external parties without the express permission of the supervising teacher.
4. **Email Use:** School email accounts are to be used exclusively for sending and receiving appropriate, education-related materials.



5. **Chat Rooms and Forums:** Access to online chat rooms, forums, or discussion groups is prohibited unless explicitly sanctioned and supervised by a teacher.
6. **Attachments:** Permission must be sought from the supervising teacher before opening any email attachments from external sources.
7. **Consequences:** Use of the school's Internet facilities is considered a privilege. Any inappropriate or unapproved use will result in the immediate withdrawal of this privilege.



Appendix 3

School Security and Safeguarding Procedures

The safety and security of all pupils, staff, and visitors at Lornshill Academy is a paramount priority for the entire school community. A comprehensive set of procedures is actively maintained to ensure the school remains a secure and protected environment for everyone within the premises.

All pupils, staff, and visitors must strictly adhere to the following information to uphold the highest level of security at Lornshill Academy.

Procedures for Pupils

To ensure accurate attendance records and building security, pupils must comply with the following:

- **Punctuality and Attendance:** Pupils are expected to arrive punctually in the morning, after the interval, and following lunchtime, proceeding directly to their classes for registration.
- **Sign-In/Out Procedures:** If a pupil arrives late or needs to leave the school premises early (e.g., for an appointment), they **must report to the school office** to formally sign in or out. This ensures an accurate and current record of all individuals present in the building.
- **Designated Access Points:** Pupils must use only the designated entrance and exit points. These doors are equipped to lock automatically after use, thereby maintaining the secure perimeter.
- **Door Security:** Pupils are strictly prohibited from opening locked external doors to allow access to anyone else. Any individual—pupil, staff, or visitor—arriving when external doors are locked must gain entry via the main reception door.
- **Reporting:** Pupils must immediately report any unauthorised visitors or strangers observed within the school building or on the school grounds to a member of staff.

Procedures for Staff

Staff play a critical role in maintaining security and must adhere to the following requirements:

- **Identification:** All members of staff must wear their official staff identification badges at all times while within the school building or on school grounds.



- **Visitor Notification:** Staff must notify the school office of any scheduled visitors or events for the upcoming week via the required weekly update. This ensures all personnel are aware of expected visitors.
- **Visitor Escort:** Staff members are responsible for escorting any visitors while they are present within the school building.
- **Reporting Security Incidents:** Staff must report any unauthorised visitors or strangers observed within the school building or on school grounds immediately to a member of the Senior Leadership Team (SLT).
- **Supervision Rota:** Members of the Extended Leadership Team (ELT), alongside other staff volunteers, will participate in a daily supervision rota to monitor the school and grounds throughout the morning, interval, lunchtime, and after school.

Procedures for Parents/Carers and Visitors

External parties accessing the school premises must comply with the following procedures:

- **Reception Check-In:** All parents/carers and visitors must report directly to the main reception desk to formally sign in and clearly state the reason for their presence in the school.
- **Visitor Pass:** All visitors are required to wear a **temporary security pass** while in the school building. This pass must be visible at all times.
- **Absence Reporting:** Parents/carers must inform the school office promptly if a pupil is absent from school, late, or needs to leave early. This essential communication enables the school to maintain an accurate and up-to-date record of all individuals on site.



Appendix 4

Getting It Right For Every Child (GIRFEC)

Getting It Right For Every Child (GIRFEC) is the national practice model in Scotland dedicated to improving outcomes and supporting the wellbeing of all our children and young people. Its core purpose is to ensure that every young person receives the right help, at the right time, from the right people.

Core Principles and Philosophy

The GIRFEC approach supports young people and their families to work in genuine partnership with the services and professionals who can provide assistance. We are committed to ensuring our young people are:

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

To realise these outcomes, the GIRFEC framework is founded on the principle of putting the child at the centre of all planning and provision. It enables a robust network of support to promote wellbeing, allowing pupils to access the assistance they require. This assistance may range from targeted, focused support delivered within Lornshill Academy to specialised support provided by external agencies, such as health services or social work.

The Child's Plan

The Child's Plan is an integral component of the GIRFEC approach, specifically designed to coordinate and safeguard the wellbeing of children and young people. A Child's Plan is typically developed when a young person is receiving support from multiple agencies.

This Plan serves as a formal, documented record, detailing:

- The young person's identified needs.
- The specific support that will be provided, and by which agency or professional.
- The desired outcomes of the support package.
- The agreed schedule for monitoring and review.



Staged Intervention and GIRFEC Procedures

Staged Intervention is the structured process utilised within Lornshill Academy to identify, assess, and support the learning, social, emotional, and behavioural needs of all pupils. This model, which is used across all schools within Clackmannanshire Council, is based on the GIRFEC intervention framework.

The overall goal of this process is to promote effective, integrated working across the areas of education, social work, and health. Lornshill Academy is fully committed to collaborative working with all partner agencies to effectively support pupils and their families. The combined GIRFEC and Staged Intervention procedures provide a clear structure for planning and meeting the needs of all young people with Additional Support Needs (ASN).

Staged Intervention Procedures Ensure:

- **Dedicated Contact:** Each young person is assigned a Principal Teacher of Pupil Support, who acts as the primary point of contact for parents and carers.
- **Comprehensive Recording:** All interventions, including academic and personal achievements, are meticulously recorded for each young person throughout their journey from S1 to S6.
- **Inclusive Practice:** Staged Intervention and GIRFEC promote an inclusive approach, actively involving parents/carers, young people, school staff, and partner agencies in the support process.
- **Support Documentation:** Agreed Learning Profiles and Support Plans are created to formally record the specific additional support needs and targets for individual pupils.
- **Solution-Focused Approach:** The methodology is solution-focused, aiming to resolve issues early and utilising the least intrusive level of intervention necessary.
- **Review Cycle:** A structured cycle for the monitoring and review of all support plans is consistently maintained.



Appendix 5

Financial Support for Families

School Clothing Grants/Free School Meals

Financial assistance is available for parents and carers to purchase school uniform and for their children to receive free school meals. Application forms can be obtained from the school.

Education Maintenance Allowance

Education Maintenance Allowances (EMAs) provide financial support to eligible pupils who are 16 - 19 years old and want to continue learning in full time education.

Pupils eligible for an Education Maintenance Allowance (EMA), must complete the following every academic year:

- an EMA application form
- a learning agreement

Cost of the School Day

Lornshill Academy is committed to ensuring all our pupils have equal opportunity to succeed at school, regardless of their financial situation. Therefore, it is important we understand all the costs associated with children attending school on a daily basis. School costs which are difficult to meet can mean young people miss out on the full range of opportunities available to them.

Areas we have identified for our action plan include;

- Uniform
- Learning at school
- Eating in school
- School trips



School Transport

Education Services holds the responsibility for establishing Clackmannanshire Council's policy concerning the provision of home-to-school transport for both mainstream pupils and those with Additional Support Needs (ASN). The Travel and Transport Team ensures that schools, parents, and pupils are appropriately informed of their respective responsibilities in maintaining an efficient and effective transport service.

Clackmannanshire Council Transport Policy

Clackmannanshire Council operates a comprehensive Home to School Transport Policy. While a full copy is available upon request from the Travel and Transport Team, the key entitlement criteria are summarised below.

Free home-to-school transport is typically provided in the following circumstances:

- When a child resides a substantial distance from their catchment area school.
- When a child has verified Additional Support Needs (ASN).

Lornshill Academy Entitlement (Secondary Pupils)

Entitlement for pupils attending Lornshill Academy is as follows:

Any pupil residing within the catchment area of Clackmannan Primary School, Craigbank Primary School, Fishcross Primary School, or Deerpark Primary School.

OR

Any pupil residing within the catchment areas of Abercromby Primary School, Banchory Primary School, or St. Serf's Primary School where their residence is over two miles from the school, or from the nearest designated transport pick-up point, when measured by the shortest suitable walking route.

Arrangements for Transferring Pupils

Each primary school provides the Travel and Transport Team with a list of P7 pupils who will be transferring to the secondary school in the new academic session. If a pupil is entitled to free home-to-school transport, the necessary arrangements will be made, and parents will be notified of the details before the start of the new session.



Conduct on School Transport

The vast majority of pupils using school transport demonstrate excellent behaviour. However, it is unacceptable for a child or young person to behave in a manner that endangers both themselves and others.

Please note that any misbehaviour likely to compromise the safety of any individual, or repeated instances of low-level misconduct, may result in the withdrawal of the transport provision.



Employment of Children

Clackmannanshire Council acknowledges the substantial benefits of workplace experience for young people, the potential for their earnings to support household income, and the positive contribution they can make to local businesses.

However, the restrictions enforced by the local byelaw are not intended to prevent young people from working, but rather to protect them from exploitation and danger and to ensure they are fully able to take advantage of the educational opportunities available to them.

The Clackmannanshire Byelaw

The Council has a byelaw in place governing the employment of children within Clackmannanshire. This byelaw was enacted on 19th November 2001, under the powers conferred by sections 28(2) and 30(2) of the Children and Young Persons (Scotland) Act 1937, and complies with all relevant EU legislation.

For the purpose of this byelaw, a "child" is defined as a young person below the statutory school leaving age.

Key Provisions

The byelaw specifies:

- **Prohibited Employment:** A list of employment types prohibited for children of any age. This includes, but is not limited to, delivering milk, working in a commercial kitchen, and door-to-door selling unless under adult supervision.
- **Permitted Employment:** Defines permitted employment for children aged 13, and separate categories for those aged 14 and over.
- **Hours:** Rules regarding employment before school.
- **Permits:** The requirement for official employment permits (separate legislation applies to licensed premises).

Employment Permit Requirements

Under the byelaw, employers of children under the statutory school leaving age are required to apply to the Council for an employment permit for each child they employ. The application must be made within one week of the employment commencing.

The Council may revoke a child's employment permit if it has reasonable grounds to believe that the child is being unlawfully employed, or that their health, welfare, or ability



to take advantage of their education are suffering or are likely to suffer as a result of the employment.

A child is obliged to produce their employment permit for inspection when requested by an authorised officer of the authority or a police officer.

Queries and Administration

The Council's Attendance and Welfare Officers administer the applications for Employment Permits.

Should you have any queries regarding the employment of children, please contact your school's Attendance and Welfare Officer on 01259 452000 or via the Clackmannanshire Council website at www.clacksweb.org.uk.



Appendix 8

Insurance Cover

Public Liability Coverage

Clackmannanshire Council maintains Public Liability Insurance to cover any third-party claims for injury or damage to property arising directly from the Council's operation.

It is important to note that this is a liability cover. Consequently, for a claim resulting in loss or injury to be successful, negligence on the part of the Local Authority or its employees must be legally established.

Full details of this policy, including its scope and limitations, can be obtained by contacting Clackmannanshire Council directly.

Personal Accident/Travel Cover – Educational Excursions

The Council provides dedicated insurance cover for all Educational Excursions officially organised by the Council.

Complete information regarding the specifics of this policy and what it covers is available upon request from Clackmannanshire Council.

Pupils' Personal Property

Regrettably, but inevitably, instances of pupils' property being lost, damaged, or stolen occur within the school environment each academic session.

The school is unable to accept responsibility for the loss or damage of pupils' personal property. The Authority does not hold insurance cover for these specific circumstances, and schools have been advised that any such claims should be directed through the parent's personal household or contents insurance policy.



Appendix 9

Complaints and Comments

Parent and Carer Feedback and Complaints

The school is keen to receive feedback from parents and carers regarding all aspects of the service we provide. We greatly value your support for our work and are committed to addressing any circumstances where you may feel dissatisfied.

Please refer to the school website for the full details of our official Concerns and Complaints Procedures.

Making a Complaint

We define a complaint as any expression of dissatisfaction about our action, our lack of action, or the standard of service provided by us or on our behalf.

You may submit a complaint in person, by telephone, via email, or by letter.

Who Can Complain?

A complaint can be lodged by the parent or legal guardian of a child, or by a person officially authorised to complain on the child's behalf. For instance, a child's grandparent who is not the legal guardian would typically require a written note confirming the parent/guardian's agreement.

What Cannot Be Dealt With?

The following issues are generally excluded from our formal procedure:

- **Routine First-Time Service Requests:** This includes simply asking the school to take action, e.g., informing the school that your child reported bullying and requesting they resolve the matter.
- **Requests for Compensation** from Clackmannanshire Council.
- **Matters Covered by a Statutory Right of Appeal:** For example, pupil exclusion from school, which is subject to its own separate legal process. In these cases, we will provide you with the necessary information and advice to pursue the correct course of action.



Our Two-Stage Complaints Procedure

We operate a formal two-stage complaints procedure:

Stage One: Frontline Resolution

1. **Submission:** In the first instance, please address your complaint directly to your child's school. Provide as much detail as possible, including what went wrong and what resolution you are seeking.
2. **Investigation:** A senior member of staff, either the Headteacher or a Depute Head, will be responsible for investigating the complaint. Headteachers are senior managers equipped to look into most issues regarding your child's learning and welfare.
3. **Referral:** The Headteacher may refer a Stage One complaint to Education Services centrally (e.g., if the complaint concerns the Headteacher's own conduct or is too complex for frontline resolution). If referred, the response will come from Education Services.
4. **Response Time:** We aim to provide you with our decision at Stage One within **5 working days or fewer**. If exceptional circumstances require more time, we will seek your agreement for an extension of up to 5 further working days.

Stage Two: Investigation

If you remain dissatisfied with the outcome of Stage One, you may progress to Stage Two. This stage handles complaints that were not resolved at Stage One, as well as those deemed inappropriate for Stage One resolution (such as complex matters or complaints concerning the Headteacher's conduct).

1. **Submission:** To initiate Stage Two, you should contact the Head of Education and request a formal investigation. You may also ask the Headteacher to move the complaint to Stage Two on your behalf.
2. **Investigation:** A formal investigation will be conducted.

Scottish Public Services Ombudsman (SPSO)

If, following the full investigation at Stage Two, you remain dissatisfied with our decision or the manner in which your complaint was handled, you have the right to ask the Scottish Public Services Ombudsman (SPSO) to review the case.



The SPSO is generally unable to consider complaints that:

- Have not fully completed our two-stage internal complaints procedure.
- Relate to events that occurred, or that you became aware of, more than one year ago.



Appendix 10

Links

Document Link	URL
School Priorities	https://www.lornshillacademy.org.uk/our_families/school_improvement_plan/school_improvement_plan.html
Parent Council Meeting Dates	https://lornshillacademy.org.uk/our_families/parent_forum/parent_council/meeting_dates_notes/meeting_dates.html
School Website	https://www.lornshillacademy.org.uk/
Parent Zone	http://www.parentzonescotland.gov.uk/
SAAS	https://www.saas.gov.uk/
Clackmannanshire Music Tuition Scheme	https://www.clacks.gov.uk/learning/musictuition/
Glow	https://glowconnect.org.uk/
Included Engaged Involved (Part 2)	(Part 2) https://www.gov.scot/publications/included-engaged-involved-part-2/positiveapproach-preventing-managing-school/
Absence through ill Health Guidance	https://www2.gov.scot/Resource/0047/00479700.pdf
School Clothing Grant	https://www.clacks.gov.uk/learning/schoolclothinggrants/
Enquire Scotland	http://www.enquire.org.uk/
Parent Pay	https://www.parentpay.com/
School Clothing Grant / Free School Meals	https://www.clacks.gov.uk/council/forms/schools/schoolclothinggrantfreeschoolmealsapplicationform/
Education Maintenance Allowance (EMA)	https://www.clacks.gov.uk/learning/emas/
School Transport	https://clacks.gov.uk/learning/hometoschooltransport/
Employment of Children Byelaw	https://www.clacks.gov.uk/regulation/byelaws/
Employment Children – A guide to children	https://www.gov.scot/publications/employment-children-guide-children/
Comments and Complaints guide	https://www.clacks.gov.uk/council/commentsandcomplaints/

