



# Bo'ness Public Primary School

## School Handbook 2016 - 2017



**Falkirk Council**  
*Children's Services*

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## A Foreword from the Director of Children's Services

Session 2016-17

This handbook contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.

Falkirk Council is keen to work with parents, not only to allow you a greater opportunity to contribute to your child's education, but also to encourage you to play a greater role in the life of the school as a whole. We offer a number of opportunities when you will be able to make your voice heard in relation to your own child's education, your local school, and Children's Services as a whole.

Throughout each school year there will be opportunities for you to discuss your child's progress with his/her teacher. There will also be Council-wide events for parents organised by Children's Services. These events are spread across the school year and each focuses on a particular theme. The events are open to all parents and they are also attended, wherever possible, by the Education Portfolio Holder as well as members of the Service's Management Team. Each session offers parents an opportunity to ask questions about aspects of their child's education. Dates for these events will be issued by your child's school and we hope you will be able to come along and hear about, and contribute to, our plans for Education in Falkirk.

Parental involvement in the decision making process and performance monitoring are now, more than ever, an integral part of school life and will continue to become even more transparent in future years. We look forward to developing that partnership with your support.

We are pleased to introduce this handbook for session 2016/17 and trust it will provide you with all the relevant information you may need concerning your child's school. If you have any queries regarding the contents of the handbook please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification required.

Robert Naylor  
Director of Children's Services  
Falkirk Council

**Footnote:** If you want a printed copy of this handbook, please ask the school.

It may be possible to offer some assistance in helping to translate all or part of this handbook to parents whose first language is not English. Enquiries should be directed in to the Communications Officer for Children's Services (tel: 01324 506602).

## **Curriculum for Excellence - Learning to Achieve**

### **Learning Entitlements**

**In addition to the entitlements of Curriculum for Excellence our education provision will reflect local needs and circumstances. Therefore, at different stages of their education, our learners will have opportunities to:**

- link aspects of their learning to the local environment and its heritage
- participate on a residential experience where possible
- participate in arts, sports and cultural events
- participate in environmental projects
- participate in a community project
- participate in outdoor learning experiences
- access appropriate technology
- be consulted on and contribute to the decision making process in school
- experience work based learning
- develop collaborative, social, leadership and other life skills
- access academic and vocational learning experiences
- access learning experiences designed and/or delivered by relevant partners
- reflect upon and be pro-active in planning and making choices about their own learning
- engage with learners in other countries and demonstrate knowledge of their culture

### **How can you help?**

By law, you must make sure your child receives education.

As a parent, you can help your child by:

- making sure your child goes to school regularly
- encouraging and supporting your child with any homework given
- showing that you are interested in how your child is getting on at school
- encouraging your child to respect the school and the whole school community
- being involved in the school

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carers or anyone else who has parental responsibility for the child.

## **Welcome to Bo'ness Public School**

This handbook offers an introduction to our school and a general overview of the education your child will be getting at school.

If you have any questions, or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact me.

To make our handbook easy to use I've divided the information into five different sections:-

### **Section One – Practical Information about the School**

This section provides you with some background information on our school (and our nursery). It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- travelling to and from school
- school meals and milk
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunchtime
- wet weather details
- how the school communicates with parents
- how to complain if you are not happy about something

As with any organisation, to ensure smooth running and appropriate maintenance of standards, a range of procedures and policies have to be implemented within our school. This section gives an overview of the policies the school has in place.

### **Section Two – Parental Involvement in the School**

Parental involvement is very important as we know it helps children do better in school.

This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership.

You can also find out more about the ethos of the school, what our values are and our aspirations for our pupils, including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on our Parent Teacher Association and Parent Council, how to contact them and how parents can get involved in the life and work of the school.

### **Section Three – School Curriculum**

This section describes how the curriculum is planned and delivered in the school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child.

This handbook also tells you how we will report on your child's progress and what written reports may be sent out to parents.

## **Section Four – Support for Pupils**

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school. This section also explains who to contact for more information if you think your child has additional support needs.

This section also gives information about transition – from primary school to secondary school – what the arrangements are and contact details of the catchment high school to which our pupils normally transfer. There are also details about making a placing request to another school.

## **Section Five – School Improvement**

The section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

Whilst Falkirk Council is happy to provide this information we do have some reservations that the publication of raw statistics, without any kind of informed qualification, can be misleading to the reader. In particular, they should not be construed as offering an indication of the quality of education provided in any of our schools.

We have also shown where you can get further information about our plans for the next three years to improve our performance and how the school will involve parents in that improvement.

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

Gillian Genoe, Headteacher,

*The information in this school handbook is considered to be correct at the time of publication (Dec 2015), however, it is possible that there may be some inaccuracy by the start of the school term in August 2016.*

## Section One – Practical Information about the School Contact Details

Name of Headteacher	Mrs. Gillian Genoe
Name of School	Bo'ness Public Primary School
Address	Stewart Avenue, Bo'ness, EH51 9NL
Telephone Number	01506 778300
Website	<a href="http://www.boness.falkirk.sch.uk">www.boness.falkirk.sch.uk</a>
E-mail Address	<a href="mailto:bonesspublicschool@falkirk.gov.uk">bonesspublicschool@falkirk.gov.uk</a>

### About the school

Stages of Education provided for	Nursery to Primary 7
Present Roll	335 (including Nursery classes)
Denominational Status of the School (if any)	We are a non-denominational school

### Organisation of the School Day

Primary 1 pupils attend school on a full-time basis after the first week.

Start Time	9.00 a.m.
Morning Break	10.30 – 10.45 a.m.
Lunch Time	12.15 – 1.00 p.m.
Home time	3.00 p.m.

#### **Nursery - Morning session** Flexible start: 8.45 am

Core hours start – 9.00 am (your child should be in nursery by this time)

Core hours end – 11.45 am (your child should not be collected before this time unless previously arranged) Flexible collection – 11.55 am (all children must be collected by this time)

**Afternoon Session** No Flexible start: 12.30 pm – 3.15 pm [Core hours end] (your child should not be collected before this time unless previously arranged)  
Flexible collection – 3.40 pm (all children must be collected by this time)

**Assemblies** are usually held on Monday morning

#### **Gym days for pupils are:**

Monday	Primary 2,2/1, 1, 5 and 6
Tuesday	Primary 2, 4, 6, 7B and 7D
Wednesday	Primary 2/1, 3, 4/3, 5 and 6/5
Thursday	Primary 1, 3, 4/3, 4 and 6/5
Friday	Primary 1, 2/1, 2, 7B, 7D and both Nursery Classes

## Agreed Term Dates for Session 2016-2017

<u>School Year</u>	<u>Term Dates</u>	<u>Days</u>	
		<u>Staff</u>	<u>Pupils</u>
Autumn Term Begins (Staff Only - Dev Day)	Monday 22 August 2016		
	Tuesday 23 August 2016		
Autumn Term Begins (Pupils)	Wednesday 24 August 2016		
Autumn Term Ends	Friday 7 October 2016	34	32
Winter Term Begins (Staff Only - Dev Day)	Monday 17 October 2016		
Winter Term Begins (Pupils)	Tuesday 18 October 2016		
Winter Term Ends	Wednesday 21 December 2016	48	47
Spring Term Begins	Thursday 5 January 2017		
Spring Term Ends	Friday 31 March 2017	60	59
Summer Term Begins	Tuesday 18 April 2017		
Summer Term Ends	Friday 30 June 2017	53	52
		<b><u>195</u></b>	<b><u>190</u></b>

### Term Time Public Holidays

Monday 12 September 2016  
 Friday 10 February 2017  
 Monday 13 February 2017  
 Monday 1 May 2017

### Staff Development Days

Monday 22 August 2016  
 Tuesday 23 August 2016  
 Monday 17 October 2016  
 Tuesday 14 February 2017  
 Thursday 4 May 2017

## **Registration and enrolment**

The date for registration of new school entrants is advertised in all local nurseries, the local press and on the council's website [www.falkirk.gov.uk](http://www.falkirk.gov.uk). It is normally in January each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

## **Attendance and absence**

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is recorded twice a day, morning and afternoon.

Absence from school is recorded as authorised, that is approved by Children's Services, or as unauthorised; that is unexplained by the parent (truancy).

Please let the school know by letter or phone if your child is likely to be absent. If there is no explanation from a child's parents/carers, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. In certain extreme situations, the head teacher can approve absence from school for a family holiday for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher may also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the head teacher on this basis is regarded as authorised absence.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved by the Headteacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However Children's Services has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

## School Uniform

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts. Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

- Trousers and skirts: Black or grey
- Shirts and blouses: White, grey or red
- Jerseys: Black, grey or red
- Tie: Plain red

Uniforms are now available online from Border Embroideries website, schools online ordering, at [www.beschoolwear.co.uk](http://www.beschoolwear.co.uk)

- School Sweatshirt: Red with school badge imprinted in black
- School T Shirt: Red with school badge imprinted in black
- School Polo Shirts: Black or Red with school badge
- School Fleece: Red with half zip and school badge
- School Jacket: Red, reversible with school badge
- School Ski Hat: Black or Red with school badge
- Schoolbag: Red with school badge

Order forms for uniform can still be obtained from school if needed; any uniform request for August should be returned to the school with payment by the second week in May, to allow for ordering and delivery in time for the end of the session. Cheques should be made payable to Bo'ness Public School. Orders for more than one family member can be put on the same form.

A school's reputation can be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment, which are often lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and Children's Services by making sure that pupils do not bring valuable or expensive items of clothing to school.

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories and technical workshops; this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings.

Offensive clothing such as T-shirts or other items featuring inappropriate language or illustrations is not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

If you have any queries regarding the school's dress code, please contact the Headteacher.

## **School Meals**

Primary and Secondary Menus offer healthy and tasty meal options whilst reflecting the Scottish Government food and drink legal requirements for School Lunches. Special diets and allergies are usually accommodated subject to consultation with the parent/guardian and the regional dietician. Primary School Menus provide 3 daily choices with High Schools providing a range of plated meals, pasta, meal deals and salad boxes. Meal prices are reviewed annually. Please contact the school to be advised of the current price.

Some families may be eligible to apply to Falkirk Council for provision of free school meals.

All P1-3 pupils are entitled to a free school meal. In the case of P4-P7 and secondary aged pupils, some families may be eligible to apply to Falkirk Council for provision of free school meals. Further details can be obtained from your child's school.

The price at August 2015 for a Primary Lunch is £1.95. Pupils may purchase a traditional two-course lunch or a pick 'n mix.

Lunch money should be brought to school on a Monday for the full week, or for the number of days required.

Pupils are able to pre-order their lunch, guaranteeing their choice, on a daily basis. A system has been devised to facilitate this and teachers will ensure pupils know what choice is available for Options 1, 2 and 3 every morning before making their choice.

You may wish to discuss the menu with your child the night before but only now need to send in the correct money on a Monday for the week on a dinner slip.

The school Breakfast Club is open every morning at 8.15am. Toast and a drink are available for £1.35.

There is a Milk and Biscuit scheme operating throughout the school with children choosing milk and a plain biscuit every morning for £1.20 per week or 20p for just the biscuit, drinking water being freely available.

## **Packed lunches**

The arrangements for packed lunches are as follows:

Primary 1-3 always eat their lunch in the dining hall. Primary 4-7 can choose to eat in the dining hall, but after consultation with the Pupil Council over complaints from pupils about the length of time it was taking for seats to be available for packed lunches and in agreement with class teachers, it was agreed that pupils could eat their packed lunch in classrooms.

Currently two classrooms are used Primary 7D and Primary 5, and pupils are supervised by members of support staff. The children are able to start eating their lunch at 12.15, and are asked to go down to the dining hall at 12.35 if they have not finished eating, allowing staff to do playground supervision duties.

Pupil safety is a priority and we would ask that children either have lunch in school or go home. Any pupil going into town over the lunch break must be collected and supervised by an adult.

## **Medically Prescribed Diets**

Parents/Carers with a child/ren on a medically prescribed diet should contact the Headteacher who will advise the procedure to ensure that the child/ren is catered for in the Schools Meals Service.

Because of cases of nut allergy in school and pupils who suffer from a severe reaction to this we request that as far as possible parents please avoid putting any items with nuts in packed lunches.

## **Free School Meals and Clothing Grants**

Some families may be eligible to apply to Falkirk Council for free school meals and/or a payment towards the cost of footwear and clothing.

**Application Forms for Clothing Grant and Free School Meals** including eligibility criteria are available from the school, Falkirk One Stop Shops, Registrars or can be downloaded from the Falkirk Council website – [www.falkirk.gov.uk](http://www.falkirk.gov.uk). The forms have to be completed by the parent/carer and evidence of income received may have to be provided. Please note that an application has to be made for each school year.

You can get help to fill out your form from any of the offices listed on the application form. General advice is also available from the Customer First Team on: 01324 590599

## **Travel to and from School**

Parents should remind their child(ren) that, in the interests of safety, good behaviour is expected from all pupils travelling on school transport.

Children should be reminded by parents that, wherever possible, they should only cross the road where there is a crossing patrol and should exercise care on walking to and from school.

Parents are requested that when dropping off/collecting children from school, they do not park near the pedestrian exit or in any location which causes an obstruction and they should take care not to restrict the view of the school crossing patrol.

## **Transport for Primary and Secondary School Children (Excluding Placing Requests)**

Free school transport is provided to and from your home address to your child's catchment school if they are distance entitled. Falkirk Council operate a more generous distance entitlement policy than required by law.

Distance entitled children are:

- All children under 8 years of age who live one mile or over from their catchment school by the nearest available safe walking route.
- All children over 8 years of age who live two miles or over from their catchment school by the nearest available safe walking route.

Concessions, details of times of operation, criteria and application forms are available from the Transport Planning Unit within Falkirk Council. Tel: 01324 504724/504966.

### **Pickup points**

Where home to school transport is provided, some pupils will require to walk a reasonable distance from home to the transport pick-up point but this should not exceed the authority's agreed limit of 1 mile.

It is the parent's responsibility to make sure that their child arrives at the pickup point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

### **General Supervision**

Before school begins supervision is very limited, with the Janitor, and a member of Support Staff, (resources allowing), in the playground from 8.45 a.m., therefore pupils should not arrive at school until as near to the school start time as possible.

During intervals school helpers supervise the children. In addition the Headteacher and Janitor are on call to cope with any difficulties which may arise. There is always access to the building and the children are made aware of this.

### **School security**

Falkirk Council has introduced procedures to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school, for any reason, will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.



## **Wet Weather Arrangements**

In wet weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour. Children having school lunches may remain in school during wet weather but, again supervision is limited.

## **Parents Meetings**

All of our schools offer opportunities for parents to discuss their child's progress with teachers through arranged meetings. Arrangements vary from school to school but all parents will be advised of when these meetings will take place. In addition to these set dates, parents are able to contact the school at any time to ask for information or for a meeting. Please see section two of this handbook for more details on home/school partnership.

## **Communication with Home**

From time to time your child will bring home important and routine communications from the school. Parents are encouraged to check their child's schoolbag for these communications. This session in response to parents requests to extend channels of communication to the use of social media and to ensure we continue to develop our practice in terms of Technology use and teaching internet safety we have set up class twitter accounts, as well as our school twitter, to share day to day news from the classroom. Enquiries of any kind should be addressed to the Headteacher in the first instance.

## **Unexpected Closures**

Most closures will be notified to you in writing, in advance, but there are occasions when the children may be dismissed early without warning, e.g. as a result of power cuts or severe weather. In the event of an early school closure please ensure that your child knows where to go if you are not usually at home during the day. To help us keep you informed it is important that you make sure we have the most up to date emergency contact information for your family. We will keep in touch using twitter, text messaging, via the Falkirk Council website or via information broadcast on Central FM.

## **Mobile devices**

Parents provide their children with mobile devices for a variety of reasons, including supporting learning and for personal safety. It is the right of parents to allow their child to have a personal mobile device in school. However, if devices are brought to school there must be a clear understanding that the individual pupil is responsible for the care and usage of their device(s).

Education establishments develop their own mobile device policies in consultation with pupils, parents and staff. For more information on this topic, please contact your child's school.

## **ICT Acceptable Use Policy**

Falkirk Council Children's Services recognises that access to Information and Communications Technology (ICT) equipment and services helps young people to

learn and develop skills that will prepare them for work, life and citizenship in the 21st Century.

To support this, we provide resources for pupils and staff to use. The Children's Services ICT Acceptable Use Policy (AUP) outlines the guidelines and behaviours that pupils are expected to follow when using school equipment or when using personally-owned mobile devices in Falkirk Council establishments. The purpose of this is to protect young people online and to protect the Council's network and equipment. The ICT Acceptable Use Policy (AUP) will be issued by the school for both parent(s) and pupil(s) to sign.

## **Equality**

The Council is required to work towards advancing equality of opportunity for all people and to foster good relations between people. The Council is committed to eliminating discrimination on the grounds of race, sex, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity.

Children's Services has a range of policies and procedures to address equalities issues specific to education to enable us to fulfil these duties. The Service also supports the MAHRS Strategy and all education establishments have a responsibility to report incidents of identity-based bullying.

## **English as an Additional Language**

The Council provides a support service of teachers of English as an additional language. The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills.

## **Compliments, Suggestions and Complaints Procedure**

Falkirk Council Children's Services are keen that you should be completely satisfied about your child's education and we encourage feedback on our services from parents, pupils and members of the public. We are interested in feedback of all kinds, whether it be compliments, suggestions or complaints. Compliments and suggestions can be given to schools by writing, by email, telephone or in person.

If you have a complaint about the school, please let us know. It is better that concerns are shared openly and resolved quickly, rather than being allowed to damage the relationship between home and school. We will deal with the issue confidentially and as quickly as possible. If we have made a mistake we will apologise and try to put things right.

There are some things which you should take note of in relation to making a complaint:

- Parents must first consult the school regarding their complaint. Although we try to respond as quickly as possible, issues can sometimes be complex and the school may need time to investigate them.

- The Council's complaints handling procedure sets a time limit for making a complaint of six months from when the customer first knew of the problem.
- If your complaint has not been satisfactorily resolved by the school, it may be eligible for consideration at the second stage (by Children's Services, Sealock House). Complaints will not be considered by Children's Services unless they have been thoroughly considered by the Headteacher.
- If you remain dissatisfied after this further investigation, you can raise the matter with the Scottish Public Services Ombudsman.
- You should also be aware that you have the right to raise concerns with your local Councillor, MSP or MP.

You can find out more about the Council's Complaint Procedure from the Falkirk Council website.

## **Other School Policies**

Falkirk Council Children's Services has a range of policies that we utilise and adapt for our own purposes in school. If you would like to see a full copy of these policies or to discuss them in more detail, please contact me. The school email address is [bonesspublicschool@falkirk.gov.uk](mailto:bonesspublicschool@falkirk.gov.uk).

## **School Health Service**

NHS Forth Valley has a statutory obligation to provide a health service for all school age children in Falkirk District. The aim of the service is to make sure that all children, throughout their school years, are in the best possible health to benefit from their education

The Public Health Nursing Team for Schools offer health assessments and reviews, health screening and deliver school based immunisation programmes. The team comprises of Public Health Nurses (Specialist Practitioner), Registered Nurses and Healthcare Assistants who are based in a local Health Centre and work over a number of schools in the area.

Pupils, parents/carers can request a health appointment at any time. Other health professionals and teaching staff can also request a health appointment for the child or young person with parental and or young person's consent.

Health reviews will take place as necessary involving a parent questionnaire, a check of health records and if required screening of growth and vision.

- Health screening – All children in primary one and at other selected stages will be seen to have their growth and vision checked
- Immunisations – Secondary school pupils are offered immunisations. At the appropriate time information booklets and consent forms will be issued.
- Health Education – The Public Health Nursing Team has an important role in encouraging health lifestyles, working closely with teaching staff, pupils, parents/carers and the community.

The School Doctor (Community Paediatrician) may also offer appointments to children who have a significant ongoing medical or developmental condition affecting

their education. School staff and parents can request a consultation with the School Doctor at any time.

The School Health Service can be contacted on – 01786 434059

The Public Dental Service carries out dental inspections in Primary 1 and Primary 7 and can help access dental services for those children who are not registered with a Dentist.

### **Infectious Diseases**

Colds, flu and gastroenteritis are the most common infections affecting children of school age. It is important that you keep your child off school in the early stages of flu and while they still have diarrhoea.

It is also important that your child understands how to prevent picking up and spreading such infections. You will be able to get further advice about good health from staff in your Health Centre or GP Practice.

For advice about early detection and treatment for other infectious diseases e.g. chickenpox and mumps, please consult your GP or Nurse.

### **Head Lice**

Head lice are spread through head to head contact at home, while playing or in school. Regular wet combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective.

One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely.

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Don't be shy about advising others of this possible problem because you would likely tell family and friends about other infections which might affect them.

Regular wet combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it speedily.

Further advice can be obtained from the Health Board head lice leaflet which is available in all schools and health centres. Children's Services leaflet 'Frequently Asked Questions', which is also available in schools.

If you would like to discuss your particular concerns, you could speak to:

Infection Control Service

Forth Valley Royal Hospital

Stirling Road, Larbert

FK5 4WR 01324 567490/01324 567679

### **Clinics**

From time to time some children are asked to attend clinics (eye clinics, dentist, doctor, etc). Please inform the school of these visits and arrange for your child to be collected if he/she must leave school to attend the clinic.

No child will be allowed away from school during school hours unless accompanied by a responsible adult or unless written permission to do so has been given by the parent.

### **Medicine administration**

The administration of medicines prescribed by a family doctor is undertaken at the discretion of the Headteacher but schools are generally happy to co-operate with parents in doing so. In order to safeguard the health and safety of children, procedures are drawn up by Falkirk Council Children's Services.

When a child is prescribed medication by a doctor or a dentist and parents require the school to administer this, the relevant request Form should be completed. The MED 1 Form requires parents to deliver the medication to schools for administration by school staff. MED 4 Form permits pupils to carry and administer medication themselves e.g. inhalers. Prescribed medication should be clearly marked with your child's name, the date prescribed, how often it has to be taken and for how long.

Falkirk Council liability insurance does not provide indemnity to employees for administering non- prescribed medicines.

For medical appointments during school hours, please notify the school by letter and collect your child from the school.



## **Insurance Cover for School Children**

### **Public Liability**

#### **Personal Injury**

Falkirk Council has in force a Public Liability policy which operates in respect of claims for injury to any school child whilst in the control of the Council or employees, but the onus is on the claimant to prove that the Council have been negligent.

#### **Pupil's Property**

Each session unfortunately, but inevitably, pupil's property is lost, damaged or stolen from school. Parents are therefore discouraged from allowing their children to carry expensive items of personal belongings to the school and are reminded that a standard household policy can be extended to provide a degree of cover for personal items taken away from the home.

Any claim made for loss or damage to the property left in the care of the school will have to be submitted, in the first instance to Children's Services, and the claim will only be settled if it is shown that the Council can be held legally liable for the loss.

#### **Personal Accident Cover – Educational Excursions**

The Council has in force personal accident cover for the school children under which the compensation is payable in the circumstances below, irrespective of legal liability.

<b>1. Death</b>	<b>£20,000</b>
<b>2. Permanent Total/Partial Disablement</b>	<b>up to £20,000</b>

The insurance applies to any activities involving a journey outside the premises of the School – both in the UK and overseas – organised by the school/Council.

## **Section Two – Parental Involvement in the School**

### **Parents Welcome**

All Falkirk Council schools welcome parental involvement. Research has shown that when parents are involved children do better in school.

### **Parent Councils**

Parents are welcome to:

- be involved with their child's education and learning
- be active participants in the life of the school, and
- express their views on school education generally and work in partnership with the school

All parents/carers are automatically members of the Parent Forum at this school. As a member of the Parent Forum all parents can expect to:

- receive information about the school and its activities
- hear about what partnership with parents means in our school
- be invited to be involved in ways and times that suit you
- identify issues you want the Parent Council to work on with the school
- be asked your opinion by the Parent Council on issues relating to the school and the education it provides
- work in partnership with staff, and
- enjoy taking part in the life of the school in whatever way possible

Parent Councils are the formal representative body for parents/carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents/carers locally.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents/carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The Chair of the Parent Council is Mr. Iain McKay and the Parent Council website is [boness-public-parent-council@googlegroups.com](mailto:boness-public-parent-council@googlegroups.com)

The main aims of the Parent Council are:

- to support the school in its work with pupils
- to represent the views of parents
- to promote contact between the school, parents, pupils, providers of nursery education and the community
- to report to the Parent Forum

- to be involved in the appointment of senior promoted staff
- to raise funds for the school for the benefit of pupils (in some schools the PTA fulfils this role)

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at <http://www.educationscotland.gov.uk/parentzone/>

## **Parent Teacher Association (PTA)**

The PTA is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the PTA if you want to join in. The Chairperson of the PTA is Mrs. Theresa Macphail.

The Scottish Parent Teacher Council is the national organisation for PTA's in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, or email on [sptc@sptc.info](mailto:sptc@sptc.info) or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.



## **Pupil Voice**

We have developed a range of opportunities for our pupils to contribute to the life of the school.

Our House system is run by our pupils. We have four houses: Cadzow, Dean, Dundas and Ritchie. Pupils are placed in houses in sibling groups on entry to Primary 1. Each year a ballot is held and new house captains and vice-captains are elected. They then take on the role of managing the class lines in the morning and at break times where points are awarded for good behaviour and good manners. House meetings are held weekly in the upper and infant area and a House Assembly is held on a monthly basis. These are again run by the captains and vice-captains. Within classes, individual pupils can earn house points and they are rewarded with certificates and trophies. House Captains set challenges and best work from each class is collected and displayed on the house boards.

This year we are extending pupil participation in the general life of the school through linking each of the houses to a priority in our school. The children in Cadzow will look at taking forward Nurturing Schools. The children in Ritchie will help take forward Rights Respecting Schools, the children in Dean will work with Fair Trade and Enterprise and Dundas will look at Eco issues. The children will put forward ideas during house meetings and can also contribute their ideas in suggestions boxes.

The Pupil Voice Steering Group comprises of elected children from each class from Primary 3 to Primary 7. These children will look at issues concerning taking forward rights and improvements in our school linked to UNICEF's Convention on the Rights of the Child. They will gather the views and ideas of pupils to help decide the best way forward in a variety of projects. The Eco-Group are children who have volunteered to take forward Eco schools initiatives in school aiming to regain and sustain our Green Flag status.

We have a prefect system in place where Primary 7 children undertake duties on a rota basis. We also have Primary 6 children working with the infants as playleaders. This year we have extended pupil participation in the playground to Primary 5 children. They are organising skipping and distributing resources in the playground. They have also undertaken training in den building and are facilitating the infant classes with this activity. Pupils also lead clubs in school including Glee and chess clubs.

There will be other groups forming to reflect differing initiatives and priorities within the school. This year we will have children contributing to a group linking our school with Strathcarron Hospice. Through all these approaches we hope to make our children effective contributors, responsible citizens and confident individuals.

## **School Ethos**

We are a UNICEF Rights Respecting School and our ethos reflects the Olympic and Paralympic Values of: Respect, Excellence, Friendship, Determination, Inspiration and Equality. We celebrate achievement and success at every opportunity and strive

to ensure all our pupils feel equally valued as Successful Learners, Effective Contributors, Confident Individuals and Responsible Citizens.

Our School chaplain is Pastor Frank Hartley from Craigmalen Church in Bo'ness. We celebrate key Christian Festivals within the church and also aim to broaden pupils' knowledge and understanding of the Christian Faith by visiting and maintaining links with other churches and faith groups in the town.

We have strong links within the local community and work with a number of partners. We have Fairtrade School Accreditation and have been promoting Fairtrade within Bo'ness and supporting its accreditation as a Fairtrade Town.

We have also attained accreditation as an International School and have made links with other schools in Britain, Europe and Africa.

As a UNICEF rights Respecting School we teach all our pupils the United Nations Convention on the Rights of the Child.

We are an Eco-School and have been awarded our first Green Flag. We support many local and national charities on a regular basis and have positive relationships with many local shops, businesses and organisations.

## **Development of Pupils' Spiritual, Moral, Cultural and Social Values**

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility
- Promoting social and moral learning through the way in which disciplinary issues are handled
- Ensuring that staff and adults within the school provide positive models for pupils
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development
- Providing opportunities within the curriculum to advance personal and social development
- Providing a programme of moral education
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life
- Taking every appropriate opportunity to acknowledge value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

- We work closely with Barnardo's Family Support Service and St. Andrew's Church Outreach Programme, using their resources to support our children and families, and in turn supporting their fund-raising activities.
- We run a 'Young Savers' bank through our local Credit Union offering the pupils a real life experience within an ethical banking environment.

## **Restorative Approach to Bullying Behaviour**

Whilst many believe that children who display bullying behaviour should be punished, it is widely accepted that this type of response can at times be ineffective, and make the situation worse.

The adoption of restorative approaches is a more effective response than traditional punishments. Pupils are given the opportunity to accept responsibility for their actions, recognise the harm done and are supported to find restorative responses to the harm they have caused.

There are times sanctions are appropriate; exclusion is seen as a last resort and carried out when incidents fall within the legislation criteria.

Falkirk Council has a responsibility to provide an education for all pupils and to challenge and address bullying behaviour. Whilst appropriate action will be taken by the school, it is also important that all parents involved work with the school to resolve any issues in the best interests of their child or young person.

## **Pupil Conduct**

A partnership between the school and parents is necessary in order to ensure the best possible standards of pupil conduct.

Pupils are expected to set themselves high standards in appearance and behaviour. School rules are devised to encourage the maximum amount of self-discipline. The rules make clear what is expected of pupils, and how they are required to behave. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property. A behavioural agreement is included in the School Enrolment Form that parents complete when enrolling their child(ren).

We promote positive behaviour through teaching Rights and Responsibilities at every stage in school. We have a 'traffic light system' in all classes and performance is reported on a daily basis through our Homelink Diaries. This offers two-way communication with parents and is very effective. Staff and pupils are aware of their own rights and are respectful of the rights of others. This has developed an ethos of trust within all relationships in school, and allows us to take a 'no blame' approach to any misdemeanours, focussing on restoration as opposed to punishment.

Parents' observations

"I feel the school understands my children and the support we receive is excellent."

"Our child is very happy, engaged and stimulated at school."

“The school is fabulous, always welcoming and friendly.”

“They seem to be well organised and keep us informed of what is happening in school.”

“I am always impressed with the good behaviour and manners of the children when working as a helper in the school.”

Pupil Comments

“Our school is fun. We get lots of exciting things to do like the ‘S’ Factor.”

“I like being House Captain and enjoy helping the younger children.”

“There is always someone to talk to if you are sad or don't feel safe.”

“Our school is really great, I like all my teachers.”

“I am in the Steering Group and the teachers really listen to our ideas.”



## Section Three – School Curriculum

### Curriculum for Excellence

Bringing **learning to life** and **life to learning**

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. Curriculum for excellence will be fully implemented by 2016.

Glow, Scotland's unique, world leading, online network supports learners and teachers and plans are already in place for parents across the country to have access to Glow. Parents should ask the school how to arrange access to Glow and a user name and password will be issued.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children 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 child is entitled to a **broad and deep** general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of **literacy and numeracy and health and wellbeing** from Early Level through to Senior Phase.

It develops **skills** for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of **assessing progress** and ensuring children achieve their potential. New qualifications at National 4 and 5 will be available from 2013/14. Our well regarded New Highers 2014-15 and New Highers 2015-16, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There is an entitlement to personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** wherever that's needed. There will be a new emphasis by all staff on looking after our children's **health and wellbeing** – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education. We teach the full primary curriculum across all stages in our nursery and school within the Curriculum for Excellence levels:

Early Level	Pre-school and Primary 1
First Level	Primary 2 – Primary 4
Second Level	Primary 5 – Primary 7

Some senior pupils will move on to work within Third Level before the end of their primary school years.

The Curricular areas are:

- Expressive Arts
- Language and Literacy
- Health and Wellbeing
- Mathematics and Numeracy
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Pupils extend their knowledge and understanding and skills as they work through the Experiences and Outcomes at each level. Literacy, Numeracy and Health and Wellbeing are the core focus and are integrated throughout other areas. Each class studies a Rights Respecting Schools topic at the beginning of each session. Other areas of the curriculum are taught through interdisciplinary projects that last for 6–8 weeks. We aim for a balance between Social Subjects and Science as the main focus of these projects. Each class also studies a topic about the town of Bo'ness; its history, geography and culture.

Art, Drama, R.E. Science Skills, Personal and Social Education and Music or Technology are taught for one term each. Modern languages are also taught: all classes learn French, at their own pace, and on Mondays, Primary 5 have instruction on Mandarin by a teacher from China. These lessons are delivered by teachers from the Modern Language Department at Bo'ness Academy.

Class information sheets are sent home on a termly basis outlining the work to be covered under subject headings and detailing how parents can support their child's learning at home.

Jotter work is sent home three times a year, (October, February and May) and parents and pupils are encouraged to comment on the work seen.

Please contact the Headteacher if you would like any further information about the curriculum within our school.

We have revised **Learning to Achieve**, our core educational policy. **Learning to Achieve** describes in detail how Curriculum for Excellence will be delivered in our educational establishments. We will use **Learning to Achieve** to monitor, develop and improve outcomes for children and young people.

## **Active Learning**

Curriculum for Excellence emphasises the value of an active learning approach. Active learning is engagement of the brain whilst participating in learning opportunities. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which give them ownership of their own learning, encourage co-operative working and utilise skills required for learning, life and work.

## **Facilities for Physical Education and Outdoor Activities**

Pupils from Primary 1 - 7 are allocated 2 hours a week for physical education. The gym hall has a variety of apparatus for physical education within the school. As part of the school's physical education programme, pupils may also use the facilities of the local sports complex, swimming pool or athletics stadium.

We have a MUGA (Multi-Use Games Area) in the north school playground that is used for planned P.E. lessons and for lunchtime and after school activities (weather permitting). There is also an Outdoor Class in the Douglas Park where Nursery pupils are able to take their learning into a different context.

## **Planning Children's and Young People's Learning**

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms. Pupils in primary schools negotiate with their teachers their aims for the next block of learning. At the end of the block progress against these aims is assessed by the teacher and pupil, and, new targets are set for the following block of learning.

In secondary schools, pupils review progress against targets and negotiate new ones with their pastoral teacher.

In order to encourage pupils to take responsibility for their learning, a growing number of primary schools use Learning Logs in which pupils plan their programme for completing homework assessments. In secondary schools, homework diaries serve a similar purpose. These diaries are also used for pupils to record their long-term targets.

## **Homework**

Our Homework Policy is currently under review.

Pupils are given homework to support their learning and to encourage them to become more organised and self-supporting in their learning.

Homework can arise from all curricular areas, and may include written, oral or practical activities. The tasks should be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class, and makes you aware of what your child is learning. Homework is also an integral part of school work. Parental interest and co-operation in ensuring homework is undertaken is appreciated. The school encourages parents to sign each homework task.

## **Care of Books/Materials**

To enable us to provide the best possible education for your child, every care should be taken to look after the school's resources and facilities. Parents are asked to remind their child(ren) that all school equipment and fittings should be used with care.

Books and learning resources which are lost or destroyed must be paid for, either wholly or in part, depending on the age of the book. Any loss of school or Council property should be reported immediately to the school.

## **Sensitive Aspects of Learning**

We use Falkirk Council's Sexual Health and Relationship 3-12 pack throughout the school. Parents are informed of the curriculum content in Primary 6 and 7 and given an opportunity to see materials should they wish. We also use a resource called 'Feel, Think, Do' in Primary 6 which is aimed at reducing risk-taking behaviour, and learning about personal safety.

There is a strong focus in school on internet safety and we issue booklets to new parents to the school.

## **Religious Instruction and Observance**

We follow local authority guidelines and policy on religious instruction and observance, but parents who wish to exercise their right to withdraw their child from religious instruction and/or observance should contact the Headteacher, in writing, and alternative arrangements will be made for your child.

## **Extra Curricular Activities**

Every school is encouraged to offer as wide a range of sporting and cultural activities as possible. In this context, the Authority provides a degree of financial and administrative support for leagues, competitions, festivals and similar events but it is recognised that, again, the help of parents and the community is irreplaceable. Quite separately, the Council and/or Falkirk Community Trust and other partner organisations also undertake to organise and administer certain events and many schools take part in these.

There is a range of extra curricular activities available for pupils during lunchtime and after school. Parents will be informed about these by the school. In addition to in-school activities, classes also make regular educational visits and field studies. Wherever possible, these visits are linked to pupils' class work.

All activities are supervised by members of staff, and many schools have a study support co-ordinator whose job it is to plan and oversee the extra curricular programme of activities. Where participation involves children having to travel or stay late after school, written permission for children taking part is required from parents.

## **Facilities for Physical Education and Outdoor Activities**

The gym hall has a variety of apparatus for physical education within the school. As part of the school's physical education programme, pupils may also use the facilities of the local sports complex, swimming pool or athletics stadium.

## **Active Schools**

Active Schools are now part of Falkirk Community Trust.

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community.

For further information contact the Active Schools Team on 01324 590952 or visit our website <http://www.falkirkcommunitytrust.org/sport/active-schools>

## **Assessment and Reporting**

In September of Primary 1 standardised testing gives a snapshot picture of where individual children have reached in their literacy and numeracy development at the end of their nursery career. This information helps Primary 1 teachers plan for learning at early stages of Primary 1.

An End of P1 Assessment is completed for all children by May of their Primary 1 year. This builds on information from Baseline Assessment and shows the progress that children have achieved in literacy, numeracy and phonics.

As pupils progress through school, teachers use a range of assessment strategies, including standardised testing in P3, P5, P7 and S2. Pupils are also involved in assessing their own progress and developing their next steps. Some schools also test at P2, P4 and P6. Primary 7 pupils also complete a profile, which is a snapshot of their achievements in primary school. These will be done online and forwarded to their secondary school. More information can be found on the Education Scotland website.

We recognise that pupils do not develop and progress at the same rate. We therefore use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

Parents have the opportunity to find out about their child's learning through a range of means –

- Parent Information Evenings
- Ongoing discussion with teachers and managers
- Open evenings / meet the teacher events
- Folios of work

Pupil Summary Reports are sent home to parents, who have an opportunity to comment on these. In addition, of course, parents are welcome to contact the school at any time to ask for information or for an appointment to consult with the Head Teacher or class teacher.

More information about what data is collected about your child is given in section five of this handbook.



## Section Four – Support for Pupils

### Getting It Right for Every Child (GIRFEC)

Taking care of our children's well-being and making sure they are alright - even before they are born - helps ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Getting it Right for Every Children (GIRFEC) is the Scottish Government's approach to improve children's services. The wellbeing of all children and young people is at the heart of GIRFEC. Services must work together with children, young people and their families to provide quick and effective support when it is needed

The children and Young People Act (Scotland) 2014 will mean key parts of GIRFEC become law in 2016

### Wellbeing

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take.

The eight well-being indicators are:

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



The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs.

## Named Person

Every child and young person will have a Named Person to make sure their wellbeing is promoted

The role of the Named Person in health or education, depending on the age of the child, is to act as the first point of contact for children and families. Through children and families knowing who to contact, their access to help is made easier

### Who is my named person?

Your named person can help if you are a child or young person worried about your wellbeing, or a parent worried about your children/young person's wellbeing

#### Stage of child/young person

From pre-birth – until starting school or 5 years old

Primary or Secondary aged

#### Named Person

Health Visitor

- Primary – Headteacher or Depute
- Secondary – Principal teacher (pastoral)/Pastoral Depute Headteacher

Other agencies may share information with the Named Person. For further information please see the GIRFEC web pages - <http://www.falkirk.gov.uk/services/children-families/policies-strategies/girfec.aspx> – which link you to many sources of information relevant to children, young people, parents, families and practitioners which we hope will allow you to find what you are looking for. Falkirk Council and its partners are currently working together to embed the role of the Named Person. You will be given the name of your child's Named Person in due course.

When the Named Person is not available, please speak to another member of staff who will be able to help. During school holidays an officer from Children's Services Headquarters will provide the advice and support you may require.

## Family Support Service

Across Falkirk there are a number of services who can support children, Young people and their families from early intervention to more intensive support. The main aim of these services is to increase the wellbeing of young people and their families.

Children, young people and their parents may require additional support at different times in their life e.g. following a bereavement, illness, transition, when experiencing anxiety, behaviour issues, during or after changes in family circumstances. Support is tailored to meet the individual needs of children & families, when they need it and as locally as possible.

Individual or group work can be delivered in school, home or in the community.

A request for support can be made through a member of school staff (named person) who will be able to talk with you, gather information & your family's views. This helps identify the most appropriate service.

Family Support services work in partnership with families, schools and other agencies to support young people's wellbeing.

## **Protecting Children and Young People**

All children have a right to be protected from harm, abuse and neglect. The vision of the Forth Valley Child Protection Committee is that "It's everyone's job to make sure that children in the Forth Valley are safe."

Children's Services have an important role in identifying children who have been abused or are at risk of being abused.

Falkirk Council has clear procedures for all staff to follow. Headteachers or designated member of staff are instructed to notify Children's Services when a member of staff has a suspicion that a child might have been abused or be at risk of abuse.

Children's Services will make a decision on whether or not an investigation is necessary and will advise accordingly. In every situation, the welfare of the child overrides other considerations.

## **Additional Support Needs**

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on the Falkirk Council website:

<http://www.falkirk.gov.uk/services/schools-education/additional-support-needs/>

These procedures have been strengthened through the Children and Young People Act (2104).

Working with other agencies and professionals – for example, Children's Services, Educational Psychology Service, National Health Service and parents – decisions are made jointly with parents, children and young people with regards to the best possible education to meet the needs of the child within the resources available.

## **Support for Pupils**

Pupils' additional support needs will be identified and addressed through the Getting It Right for Every Child processes. This involves close co-operation between the parent or carer, the child and the staff in school – they are the core part of the Team around the Child. Others involved in your child's education and well-being will also be part of the Team, and will help to complete a rounded picture of assessment where appropriate. The Team will also draw up and review plans to meet the needs identified. Their activities are co-ordinated by the Named Person, who is responsible for ensuring plans are implemented and has an overall picture of the pupil's progress. You will be told who the Named Person is for your child when they start school. If you believe your child may have unrecognised additional support needs,

your first point of contact should be the child's class teacher or form tutor.

The school makes provision for pupils with additional support needs throughout their education:

- each teacher differentiates the Curriculum for Excellence within their class to provide educational targets and objectives suited to their age and stage of development
- the school has an experienced Support for Learning Teacher to co-ordinate and organise support for children
- the school can call on the time of a Support for Learning Assistant for exceptional cases

In addition, the authority maintains other specialist provision to meet the needs of children experiencing severe and complex disabilities, sensory impairments, significant and those with complex social, emotional and behavioural difficulties. This includes some provisions based in mainstream schools, and there is also a specialist team supporting bilingual and travelling pupils, those with long-term illnesses, and other children with significant additional support needs.

If a child has long-term additional support needs requiring the significant support of agencies external to Children's Services (such as Speech and Language Therapy or Occupational Therapy), the support may require further co-ordination. At this point, the authority would issue a Co-ordinated Support Plan. Details of this process can be found on:

<http://www.falkirk.gov.uk/services/schools-education/additional-support-needs/>

### **Disputes and Resolution in Additional Support Needs**

Schools and Early Years facilities do their best to support pupils, and are responsive to the needs of parents, carers and pupils. Nevertheless, problems may arise, and it is important to deal with these as soon as possible.

In the first instance it is usually wise to contact the school or nursery directly, and if the matter cannot be satisfactorily resolved, they may call on the services of some of centrally-based staff – the Additional Support for Learning Adviser, the Educational Psychologist or the school's attached Team Manager. Children's Services also commission independent mediation through Children in Scotland. Their services, called Resolve, may be arranged by the Additional Support for Learning Adviser, or accessed directly by parents on 0131-222-2456. Parents, carers and children with additional support needs can also seek independent advice and support through:

- Enquire - the Scottish advice and information Service for additional support for learning: [www.enquire.org.uk](http://www.enquire.org.uk), 0845 123 2303
- Scottish Independent Advocacy Alliance - [www.siaa.org.uk](http://www.siaa.org.uk), 0131-260-5380

- Take Note: National Advocacy Service for Additional Support Needs (Barnardos in association with the Scottish Child Law Centre) - [www.sclc.org.uk](http://www.sclc.org.uk), 0131-667-6633.
- Let's Talk ASN, c/o Govan Law Centre, [letstalkasn@edlaw-org.uk](mailto:letstalkasn@edlaw-org.uk), 0141-445-1955.

## **Educational Psychology Service**

Educational Psychologists work in collaboration with teachers, parents and other professionals to support children and young people with their learning and general development, and to make the most of their lives, particularly in educational settings.

Every school and pre-five establishment has a link Educational Psychologist who provides consultation, assessment intervention, training and project work.

The school must obtain the agreement of parents and, where appropriate, the pupil before involving the Educational Psychology Service.

## **Pastoral Support**

We are highly committed to the GIRFEC agenda and are aware that any child can at some point in their life have some level of additional need. We have a number of sources of support and services available for pupils and their families and any requests for assistance will be considered.

We offer a high level of nurture and care to all our pupils on a daily basis and they report that they feel 'safe and well' in school. Senior pupils assist in the care of our younger children through the roles of Playleader and Prefect.

We work closely with partner agencies and other local groups and organisations to ensure the needs of all our pupils are being met.

## **Transitions**

We are very fortunate to have the Playaway Playgroup building in our school grounds and therefore we are able to offer a playgroup to nursery transition programme. Playgroup staff are also able to offer lunchtime care so children can attend playgroup in the morning and be brought to the nursery for an afternoon placement from 12.30-3.00 p.m.

We run a Nursery-Primary 1 transition programme from Easter to summer. Pupils are brought up to the infant area and have the opportunity to work with infant teachers and carry out activities and tasks specifically aimed at moving into Primary 1. They are also able to share playtimes with Primary 1 - 3 pupils.

Written information is given and meetings are held with parents and carers during this time period.

Our Primary 7 - S1 transition programme starts in the September of the Primary 7 year, when a meeting is held at Bo'ness Academy, our associated secondary school.

The pupils are invited up for a series of visits where they carry out an inter-disciplinary project on 'China' involving a number of subject areas in the School. Throughout this project pupils maintain a folder as a record of their experience. At least two primary schools attend each time and effort is made to alternate the groupings to allow all pupils to mix with each other at some point during this experience.

A Cluster Residential experience is offered to all Primary 7 pupils each March and again, pupils are in mixed activity groups during the day.

Information is gathered on pupils with additional support needs during the course of Primary 6 and 7, and transition meetings for specific pupils take place in November of the Primary 7 year to formulate a transition plan. There is also an enhanced transition programme run by Barnardo's every session in May, for targeted pupils.

A formal Induction Day is held in June with another meeting for parents during the same week. On this occasion pupils are given the experience of working a 'normal' school day in their assigned registration, sets and practical classes.

## Nursery Class Provision

The school's nursery class provides places for children aged 3-5 years.

Nursery class provision is non-denominational, which allows children of parents from all religions and beliefs to attend the nursery. Attendance at the nursery class does not however guarantee a place in the school.

## Admission to a Nursery Education in Falkirk

All Falkirk nursery classes are required to allocate places according to the Early Learning and Childcare Admission Policy. A funded pre-school education place is available for every child aged 3 to 5 years who lives in Falkirk. A place can be provided in either a Falkirk Council nursery or in a private nursery/playgroup which is in partnership with Falkirk Council.

Children become eligible for pre-school education the term after their third birthday.

<b>If your child is born between:</b>	<b>They will be eligible for a funded pre-school place from:</b>
1 March to 31 August	Autumn Term (August)
1 September to 31 December	Spring Term (January)
1 January to 28/29 February	Summer Term (April)

Application forms are available from all primary schools and nurseries and can also be downloaded from the Falkirk Council web-site at [www.falkirk.gov.uk](http://www.falkirk.gov.uk).

Only one application form should be completed. The application form asks for the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> choice of nursery, the form should be returned to the 1<sup>st</sup> choice where you will also be asked to show the child's birth certificate and proof of address.

On most occasions children are allocated a nursery place in the 1<sup>st</sup> choice nursery in their pre-school year, this may not always be possible in their ante pre-school year, however, an alternative place will be offered and the child's name will be placed on the waiting list of the 1<sup>st</sup> choice.

Nursery classes in primary schools only provide places for 3 to 5 year olds. Enrolment dates will set by each school and will be advertised locally.

### **Transition from Nursery to Primary**

Before leaving nursery, a transfer of information record for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary. All nurseries and primary schools have a variety of systems which support the transition process for children. This ensures that children's strengths and development needs are addressed.

### **Primary School Admissions**

Children's Services must set a date each year for the commencement of children's attendance at Primary school. This date is usually the 3<sup>rd</sup> or 4<sup>th</sup> week in August.

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from the Forward Planning Section – Tel. 01324 506608 Children's Services, or the relevant school.

Any movement between denominational and non-denominational schools at year stages other than Primary 1 will require a Placing Request Form to be completed. Enrolment dates will be set by each school and the enrolment should be completed in January prior to the start of term in August. The school may place adverts in the local press and nurseries advertising the date(s) for enrolment. Enrolment Forms should be completed on enrolment day at your catchment school. Parents are asked to bring the relevant birth certificate(s) and proof of residency when enrolling their child(ren).

You are still required to enrol your child(ren) at your catchment school even if you do not wish him/her to attend that school.

Enrolment timetables will also be available through the Falkirk Council website at [www.falkirk.gov.uk](http://www.falkirk.gov.uk)

Children eligible for enrolment are those whose 5<sup>th</sup> birthday falls between 1<sup>st</sup> March and the end of February the following year. Requests for enrolment will only be prioritised if Children's Services receive more requests for enrolment than places available at the school.

## **Primary to Secondary Transfer**

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. Most secondary schools have an open evening where parents can find out information about which subjects will be taught in S1, uniform policy, lunchtime arrangements, school clubs, etc.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen. This policy is subject to change so please check with the school.

## **Catchment Secondary School**

At the end of P7, pupils normally transfer to:

Bo'ness Academy  
Academy Road  
Bo'ness  
EH51 9QB  
Telephone No. 01506 822028  
<http://www.bonessacademy.com/>

## **Placing Requests**

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will only be accepted following the publication of an advert in the local press inviting applications in early December.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. A parent could, therefore, end up with children attending different schools.

Primary 1 children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request

Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by Children's Services.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. Children's Services will also reserve places in a class for future catchment pupils they expect to move into the area in the following school year. If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to Falkirk Council's Admissions Policy and requests accepted and refused accordingly.

If you wish to make a Placing Request, you should complete the appropriate application form (one for each child involved) and return it to Forward Planning Section, Children's Services, Sealock House, 2 Inchyra Road, Grangemouth, FK3 9XB. This Form must be completed by the child's Parent/carer.

Placing Requests for Primary 1 and Secondary 1, commencing in the next school session should be made by the 15<sup>th</sup> of March each year for consideration. Responses will be issued no later than 30<sup>th</sup> April.

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission.

Any Placing Requests received after the 15<sup>th</sup> March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents/Carers will be notified of the outcome of their request within 8 weeks of receipt.

As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

Placing Request Forms are available from the Forward Planning Section, Children's Services at Sealock House, all schools, Libraries, One-Stop Shops and on the Falkirk Council website.

## **Mid Session Transfers**

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Headteacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are surplus places available at the school.

## **Transport for Placing Requests**

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

## **Section Five – School Improvement**

### **Raising Attainment**

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Children's Services. Head Teachers regularly track pupils' progress at meetings with each teacher to ensure that progress is maintained and to identify effective strategies progress when necessary.

### **Standards and Quality Report**

Every year each school publishes a Standards and Quality report which highlights the school's major achievements; the report for 2014-2015 can be found on the school website [www.boness.falkirk.sch.uk/](http://www.boness.falkirk.sch.uk/)

### **School Improvement Plan**

A School Improvement Plan is produced yearly, and details school, local authority and government initiatives that require to be taken forward for continuous improvement. All school stakeholders are consulted in this process.

### **Transferring Educational Data about Pupils**

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

#### **What pupil data is collected and transferred?**

Data on each pupil is collected by schools, local authorities and the Scottish Government.

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on the ScotXed website will help you understand the importance of providing the data.

### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better

### **Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the use of pupil data can be found on the ScotXed website [www.gov.scot/topics/statistics/scotxed](http://www.gov.scot/topics/statistics/scotxed)

The Scottish Government works with a range of partners including Education Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith the Scottish Government.

### **Concerns**

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, [scotxed@scotland.gsi.gov.uk](mailto:scotxed@scotland.gsi.gov.uk) or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.



## Websites

You may find the following websites useful:

- <http://www.educationscotland.gov.uk/parentzone> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- <http://www.educationscotland.gov.uk/inspectionandreview> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.scottishschoolsonline.gov.uk> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- [www.falkirk.gov.uk](http://www.falkirk.gov.uk) - contains information for parents and information on Falkirk schools.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.educationscotland.gov.uk/index.asp> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com> - contains information for everyone on equality laws within the government and local authorities.



## Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLD – Community Learning and Development

DHT - Depute Headteacher

EMA – Education Maintenance Allowance

FFB - For Falkirk's Bairns - Integrated Children's Service Plan

FOI – Freedom of Information

FVNHS - Forth Valley National Health Service

GIRFEC – Getting it Right for Every Child

Glow - Scottish Schools National Intranet (Glow doesn't stand for anything)

HT - Headteacher

LIPs - Local Improvement Priorities

LTA - Learning to Achieve

MFiF - My Future's in Falkirk

NPFS - National Parent Forum of Scotland

PC - Parent Council

PLPs - Personal Learning Plans (personal learning planning)

PT - Principal Teacher

PTA/PA - Parent/Teacher Association/Parents Association

SEEMiS - Management Information Systems (SEEMiS is the pupil database)

SIP - School Improvement Plan

SPTC - Scottish Parent Teacher Council

SQA – Scottish Qualifications Authority