

Oxgang School and Support Services



Handbook 2019-2020



Falkirk Council
Children's Services



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Please note that while information provided is considered to be correct at the time of printing, it is possible that there may be some inaccuracy by the time it reaches parents and carers.

A FOREWORD FROM THE DIRECTOR OF CHILDREN'S SERVICES

Session 2019-20

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.

We are pleased to introduce this handbook for session 2019/20 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
Directors 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 506657).

INSURANCE COVER FOR SCHOOL CHILDREN

Public Liability

Personal Injury

Falkirk Council has in force a Public Liability Insurance Policy, which operates in respect of claims for injury to any school child whilst in the custody/control of the local authority or its employees. There requires to be proof supplied by the claimant’s parent/guardian that Falkirk Council have been negligent in law.

Pupil’s Property

It is an unfortunate fact that each session pupil’s property may be lost, damaged or stolen. Please note that all items brought onto school premises/on excursions are at your own risk. You should investigate if your own Household policy extends to cover personal belongings whilst outside the home and you are discouraged from allowing pupils to carry expensive personal belongings to school.

Personal Accident – Educational Excursions

The Council has in force a Personal Accident Insurance Policy for school children whilst on an organised trip (both UK and Overseas), under which compensation is payable as follows:

- | | |
|-----------------------------------|----------------------------------|
| 1. Death | £10,000 Under 18 years of age |
| 2. Death | £30,000 18 Years of age and over |
| 3. Permanent / Partial Disability | Up to £30,000 |

THE STAFF

LEADERSHIP TEAM

Head Teacher: David McKellar

Depute Head: Sandra Craig

Principal Teacher: Yvonne Fulton

Principal Teacher: Hayley Addy

Principal Teacher: Pamela Haddifon

CLERICAL SUPPORT

Carole Turner

Early Years Officers

Carol Cruise

Kirsty Speirs

Lauren Wright

VISITING SPECIALISTS

Pat Fagan

TEACHING STAFF

Jenifer Haston

Ewan Shanks

Debra Smith

Leigh Kiernan

INCLUSION WORKER

Catherine Maclean

Stephanie Kerr

Stacey Harrison

Support for Learning Assistants

Harjinder Kaur

Lindsay McIntyre

Suzanne Fitzpatrick

ABOUT OXGANG SCHOOL AND SUPPORT SERVICES

Oxgang School and Support Services is part of Falkirk Council's Inclusion and Wellbeing Service 3-18 which supports children, young people aged 3-18 years old as well as their families. Oxgang School and Support Services is a Falkirk based, education provision, which provides small group education, family support and outreach supports to mainstream schools for pupils of primary age who are experiencing levels of social and emotional distress which affects their ability to access mainstream provision.

Referrals to Oxgang School and Support Services come through the Inclusion and Wellbeing Forum. Pupils are referred through their mainstream school. If you feel that your child would benefit from Oxgang School and Support Services support, please contact your mainstream school.

Vision:

The service is committed to being reflective and responsive to meet the changing needs of the children and young people in Falkirk Council. Our aim is to become a centre of excellence, working with all our partners to plan for and achieve positive outcomes for all of our children, young people and their families.

Our Values

Compassion

Happiness

Inclusion

Love

Diversity

“Learning Communities across early years, primary, secondary and special sectors – which focus on social and emotional wellbeing and creating a positive school ethos based on mutual respect and trust are having the most positive impact” better relationships, better learning, better behaviour

Scottish Government 2013

Strategy:

The Inclusion and Wellbeing Service fully endorses the view of the inextricable link between positive relationships, behaviour and the provision of high quality learning and teaching experiences. We believe it is essential to value each child and young person as an individual with their own strengths and development needs. We recognise that children and young people bring with them different abilities, experiences, family circumstances and that creating a safe, secure environment with a positive ethos will foster good relationships and positive engagement within our community.

The Service aims to:

- Develop trusting relationships to build a warm, welcoming and purposeful atmosphere to meet the needs of all our young people.
- Develop a community where everyone is valued and respected.
- Provide a positive learning environment.
- Ensure that all our learners have access to opportunities to develop the four capacities.
- Develop skills for learning, life and work whilst raising attainment.
- Promote social inclusion.
- Celebrate success through a variety of channels, such as communication home, publication on the school and council websites, parents and carers' visits, displays and assemblies.

School Uniform

We are seeking to create a positive working environment for our children, where they feel comfortable. We encourage children to wear school attire such as school trousers, shirts and jumper. However, as there is no formal uniform attached to Oxgang School we promote children wearing their mainstream school uniform. 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 such items are worn, the young person would be offered a t-Shirt or similar to wear or alternatively would be supported to return home to change into more appropriate clothes. Parental support and co-operation in encouraging the wearing of suitable clothing is requested.

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, outdoor education or work experience; this extends to the wearing of suitable footwear.

When a child is participating in a part time placement within a mainstream school, their uniform policy must be followed.

There is an active Pupil Council in Oxgang School and Support Services. Pupils are encouraged to volunteer for membership on the council.

Parental Involvement in Oxgang School and Support Services

Oxgang School and Support Services values and welcomes involvement from parents and carers in the life of the school. Parental support is vital for your child's educational progress. Parents and carers can do this in a variety of ways:

- Supporting learning at home
- Ensuring pupils attend regularly
- Coming into Oxgang School and Support Services for review and progress meetings
- Making your views heard when Oxgang School and Support Services is asking for feedback, advice or consultation
- Becoming involved in the parents and carers group
- Keeping the school informed of any change in circumstances that might affect the pupil's ability to cope with school, e.g. family bereavements or crises, illnesses, community issues or anything else that might impact on their education.

Oxgang School and Support Services does not currently have a Parent Council. However, Oxgang School and Support Services does actively encourage parents to be part of the school community and continues to attempt to form a Parent Council. Parents and carers are encouraged to phone or visit if they have any issues they would like to discuss with staff. Due to the nature of the school day, it may be advisable to contact the school first before visiting to ensure the member of staff you wish to see is available at a suitable time.

Parents and carers are welcomed within the school, and are encouraged to drop in regularly. Oxgang School and Support Service uses a variety of methods to communicate with parents and carers, including parents' afternoons, regular open days and events, newsletters, phone calls and the school blog and twitter feed. We also hold regular review meetings and celebrations with parents and carers throughout the year.

SCHOOL MEALS

The school meals service at Oxgang School and Support Services is operated by Falkirk Council. All our meals are prepared under the direction of a Cook Supervisor within Moray Primary School. All pupils attending Oxgang School and Support Services have their lunches provided free of charge.

We do request that any family entitled to claim for free school meals continue to do so. Application forms can be obtained from the District Office or on request at our main office and there is an online application process for those able to access the internet.

Medically Prescribed Diets

Parents/Carers with a child/ren on a medically prescribed diet should contact the Depute Headteacher or Headteacher in order to obtain and complete a prescribed diet referral form. The Schools Meals Service will only accommodate a child/ren with a medical referral supplied by their G.P.

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 Falkirk One Stop Shops or can be downloaded from the Falkirk Council website – 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.

More information or help with completion of the form can be obtained from the Council's Advice and Information helpline on 01324 590599.

COMMUNITY LINKS

Oxgang School and Support Services has links with a wide variety of organisations, including Falkirk Community Trust, Barnardos, Scottish Fire and Rescue Service, Violence Reduction Unit Scotland, BikeAbility Scotland, Dollarbeg Farm and many others. These organisations contribute to different areas of our curriculum, giving pupils a wide variety of learning experiences.

TRANSPORT

Transport to the base will be discussed as part of the transition planning meeting. All pupils currently travel to the base by taxi or transported by parents who are entitled to a parental contract.

Please note that in the event of a planned early closure, parents will be informed and transport arranged. In an emergency (e.g. heating failure, heavy snow etc.), it may be impossible to give parents any warning but our chief concern will be the safe return home of pupils.

HEALTH CARE

INTERNAL ARRANGEMENTS

The school's emergency first aiders are located with Moray Primary school. They will deal with first-aid and minor ailments which arise in the course of the day. If a pupil becomes too ill to remain in school, a parent or the emergency contact will be called to collect the pupil.

In an emergency, a pupil may be taken directly to hospital. In such an event the school will make every effort to contact the parents.

Please ensure we always have up-to-date contact details for you and your emergency contact.

SESSION 2019 – 2020

<u>School Year</u>	<u>Term Dates</u>	<u>Days</u>	
		<u>Staff</u>	<u>Pupils</u>
Autumn Term Begins (Staff Only - Dev Day) (Staff Only - Dev Day)	Monday 19 August 2019 Tuesday 20 August 2019		
Autumn Term Begins (Pupils)	Wednesday 21 August 2019		
Autumn Term Ends	Friday 11 October 2019		
Winter Term Begins (Staff Only - Dev Day)	Monday 21 October 2019		
Winter Term Begins (Pupils)	Tuesday 22 October 2019		
Winter Term Ends	Friday 20 December 2019		
Spring Term Begins (Staff Only - Dev Day)	Monday 06 January 2020		
Spring Term Ends	Friday 03 April 2020		
Summer Term Begins	Monday 20 April 2020		
Summer Term Ends	Thursday 25 June 2020		
		<u>195</u>	<u>190</u>

Term Time Public Holidays

Monday 9 September 2019
 Friday 14 February 2020
 Monday 17 February 2019
 Monday 04 May 2019

Staff Development Days

Friday 19 August 2019
 Monday 20 August 2019
 Monday 21 October 2019
 Monday 6 January 2020
 Tuesday 18 February 2020
 Thursday 30 April 2020
 Friday 01 May 2020

THE SCHOOL DAY – Monday to Thursday

Start of day, Breakfast and Welcome	09.00
Break	10.30
Lunch	12.30
End of Day	15:00

THE SCHOOL DAY – Friday

Start of day, Breakfast and Welcome	09.00
Break	10.30
Lunch	12.30
End of Day	14:00

CONTACTING THE SERVICE

Name of Head Teacher

David M^cKellar

Oxgang School and Support Services

Moray Place, Grangemouth, FK3 9DL

Telephone Number 01324 501311

Websites:

<https://blogs.glowscotland.org.uk/fa/oxgangschool/>

<https://blogs.glowscotland.org.uk/fa/inclusion/>

E-mail Address: oxgangschool@falkirk.gov.uk

Twitter:

@oxgangschool

@IWBSFalkirk

Pastoral Contact Details

If you need to speak to someone about your child, telephone 01324 501311 and ask to speak to the Principal Teacher, Depute Headteacher or Head Teacher.

Key Staff within the service ensure that they know each pupil in their care and are able to give help, counselling, support and guidance on a personal basis, to enable each pupil to achieve as much as possible while attending Oxgang School and Support Services.

Denomination

Oxgang School and Support Services is non-denominational

Gaelic Medium

No

ATTENDANCE

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' i.e. it has been approved by the education authority, or as 'unauthorised' i.e. the absence remaining 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 and/or religious communities may request that their children be permitted to be absent from school to celebrate recognised religious and/or cultural events. Absence approved by the head teacher 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 the education authority has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel.

IRREGULAR ATTENDANCE

Irregular attendance is detrimental to the education of your child and others in the class whose work is interrupted. When working with pupils and parents to change patterns of persistent or irregular absence, we take the following steps:-

1. A phone call to parent/carer to discuss the situation.
 2. A letter sent by the school on the third day of any absence.
 3. A letter sent by Key Worker if there is continued concern over a number of unexplained absences or pattern of absences.
 4. An invitation to school to discuss these concerns in person.
 5. Support from the services Family Support Workers to encourage attendance.
 6. A referral to Falkirk Council's Attendance Panel.
 7. A referral to the reporter to the Children's Panel.
 8. A referral to Falkirk Council's Attendance Committee.
-

SCHOOL RULES

Oxgang School and Support Services is a non-denominational educational resource.

The Service's rules are few and as simple as we can make them.

They are based on common-sense, consideration for the rights and safety of others and respect for property.

Pupils Should:

- Behave responsibly
- Follow classroom and service expectations
- Behave respectfully to all others
- Follow Health & Safety instructions at all times
- Always obtain permission before leaving the building during the working day

PERSONAL ELECTRONIC EQUIPMENT

We recommend that pupils do not bring phones, tablets or other expensive items to school. If mobile phones are brought for use before or after school they must be kept switched off and out of sight within the school premises. Pupils using mobile phones on the premises will have their phone taken from them. If this is the first instance, it can be collected from the office at the end of the day. If it is the second offence, parents will be contacted to collect the phone.

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, pregnancy/maternity or poverty. 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 Multi Agency Hate Response Strategy and all education establishments have a responsibility to report incidents of identity-based bullying.

The Timetable and Curriculum

Pupils will experience a range of subjects, with particular focus on Literacy, Numeracy and Health and Wellbeing across all subject areas. The school works to ensure that all children accessing a full time placement will experience a Broad General Education (Curriculum for Excellence) with learning across Expressive Arts, Health and Wellbeing, Languages, Mathematics, RME, Science, Social Studies, Technologies, and Outdoor Learning.

A specific focus remains on improving social, emotional and/or behavioural needs and is an integral part of the school's curriculum. This will include sensitive areas such as relationships, parenthood, health awareness and trauma informed practice. If you have any anxieties about your child being informed about these areas, please contact Oxgang School and Support Services to discuss your concerns. Similarly, although Oxgang School and Support Services is non-denominational, RME is embedded in the curriculum. If you have particular concerns regarding your child being involved in the discussion of religious issues, please contact us. Parents who wish to exercise their right to withdraw their child from religious instruction and/or observance should contact the head teacher, in writing, and alternative arrangements will be made for your child.

The School Improvement Plan, School Newsletters and the annual Standards & Quality Report can be accessed via the school and local authority website.

If you wish further information about the curriculum within Oxgang School and Support Services, please contact the school. Alternatively, you can find information on the following websites:

<https://education.gov.scot/>

<http://www.falkirk.gov.uk/services/schools-education/school-life/school-curriculum/>

Assessment and Reporting

Assessment helps pupils to:

- know their strengths
- Identify next steps in learning

Assessment helps teachers to:

- plan next steps for individual pupils, pupil groups and the whole class

Assessment helps parents to:

- know how well their child is progressing
- know what they can do to help with the child's learning

Assessment takes place informally all the time, and more formally at key points in the year.

Day-to-day assessment

Ongoing informal assessments take place each day through teachers noting each learner's progress and any areas of concern. These are used to help the teacher and child/young person to agree ways forward in learning.

Longer-term assessment

At certain points in the year, agreed by the head teacher and staff, the school takes stock of children's and young people's progress over time. The teacher (or teachers) review(s) marked work (possibly including tests). From this and other available evidence, including Scottish National Survey of Achievement tests (see below) an overview of progress is gained. Next steps in learning are also identified.

Finding out about your child's progress

Parents and carers can find out about their child's learning through:

- attending parents' information evenings
- discussing progress with teachers and school managers by appointment
- attending open evenings and/or afternoons including 'meet-the-teacher' events
- reading their child's learning logs or diaries (which also usually invite parents to comment)
- social media updates from the teacher and/or school
- pupil summary reports

Pupil Summary Reports are sent home to parents enabling them to return comments to the school.

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

Curriculum for Excellence Levels

Teachers are increasingly making use of Curriculum for Excellence Levels to sum up learners’ progress.

These Levels are as follows:

Level	Stage
Early	the pre-school years and P1 or later for some
First	to the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third and Fourth	S1 to S3, but earlier for some The fourth level broadly equates to SCQF level 4
Senior phase	S4 - S6 and college or other means of study

Scottish National Standardised Assessments

As well as day-to-day assessments, from session 2017-18 onwards, schools test pupils in Primary 1, 4 and 7, and in Secondary 2 using Scottish National Standardised Assessments (SNSA).

SNSA tests are carried out online by all pupils in the child’s year stage, the first round of testing taking place in Summer Term, 2018. Test results will be used by the school as part of their evidence-gathering about the child’s progress.

As well as giving Curriculum for Excellence Levels for Reading, Writing, Listening and Talking, and Numeracy, the tests will help the child and the teacher to identify specific strengths and areas for development.

Schools will provide parents with the results of these tests for their own child(ren) on request (i.e. results for other children will not be shared).

Schools will report annually their overall attainment by Curriculum for Excellence Level as part of their Standards and Quality Reports.

Planning Children's and Young People's Learning

Teachers in nursery, primary and secondary schools share the purpose of learning with pupils during daily learning activities.

Teachers also plan over a longer term so that pupils experience a broad, balanced curriculum.

Pupils are aware of personal learning targets and these are renewed and assessed on a regular basis throughout blocks of learning.

It is common for pupils to have their learning documented in a personal learning log. This will include learning from across the whole curriculum and learning from beyond the classroom.

Additional Support

Pupils who attend Oxgang School and Support Services are already identified as having additional support needs. These are addressed through small group or 1-1 provision, an individualised curriculum structure and a highly supportive pastoral system.

Further support needs may be identified through class observation and testing, or through assessment by specialists from other agencies, e.g. Speech and Language Therapy, Child and Adolescent Mental Health Service, Educational Psychology etc.

If you wish to discuss your child's support needs, please initially contact their Key Teacher at the school.

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 (2014).

Working with other agencies and professionals – for example, Social Work 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 EYO class teacher or guidance teacher.

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 a Support for Learning Teacher to co-ordinate and organise support for children
- the school can allocate Support for Learning Assistants on a basis of need in exceptional cases

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 instant 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, 0345 123 2303
- Scottish Independent Advocacy Alliance; www.siaa.org.uk, 0131-260-5380
- Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131-667-6633.
- Let's Talk ASN, c/o Govan Law Centre, letstalkasn@edlaw-arg.org.uk, 0141-445-1955.

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:-

- 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 personal and social learning through the way in which relationship issues are handled.
- Ensuring adults in the school are positive models for pupils.
- Bringing pupils and staff together as a community to reinforce the values of the school.
- Enriching the curriculum to emphasise spiritual, moral, social and cultural development.
- Providing a programme of religious and moral education to consider the meaning, value and purpose of human life.
- Promoting equality and celebrating diversity of heritage and culture of 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 us 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.

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

All children and young people are entitled to access help or support from the Named Person no matter where they live or how old they are (up to eighteen years). It ensures they have the confidence to know that information, advice or support is there if and when they need it. The Named Person is therefore the identified point of contact.

The role is generally carried out by a Health Visitor for pre-school children or a promoted teacher for children and young people enrolled at school. It is an integral part of existing roles and responsibilities, working within universal services.

The Named Person is also available to other practitioners who may have concerns about the wellbeing of a child or young person which cannot be addressed within their own services. Consent to share information, whether being shared with or by the Named Person, will always be obtained and meaningful discussion will take place with families to ensure the right support is offered. The exception to this would be if a child protection concern is identified and there is a risk to the child or young person.

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

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 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.

Mariner Support Service has its own Family Support Workers who provide support to pupils, parents and carers. This is in addition to the central Family Support Service.

Compliments, Suggestions & Complaints Procedure

Falkirk Council Children's Services would like you to be completely satisfied with your child's education. 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, enquiries or complaints.

Sometimes, customers may feel that the services provided are not what they wished for and they may wish to complain. If you have a complaint about the service provided by the school, please let us know.

How do I complain?

Complaints can be made to schools in writing, by email, on the telephone, in person or by using the Falkirk Council online complaints form on the website.

Who do I complain to?

Parents must first consult the school regarding their complaint.

What happens with my complaint?

All complaints will now be logged confidentially on our Customer First online complaints handling system. They will be monitored exclusively by each school and Children's Services staff at Sealock House to ensure any response is within the timescales. This new monitoring system will enable us to learn from complaints to prevent similar issues arising in future. We will deal with your complaint confidentially and as quickly as possible. If we have made a mistake we will apologise and try to put things right.

How long will it take until I get a reply?

Our aim is to respond within 5 working days to front line complaints, although issues can sometimes be complex and the school may need time to investigate them.

What happens next?

If your complaint has not been satisfactorily resolved by the school, it may be eligible for consideration at the second, investigation stage by Children's Services headquarters at Sealock House. Complaints will not be considered by Children's Services unless they have been first reported to the school – unless there are exceptional circumstances. Our aim is to respond to second stage complaints within 20 working days.

Who else can help?

If you remain dissatisfied after the second, investigation stage, you can raise the matter with the Scottish Public Services Ombudsman <https://www.spsso.org.uk/complain/form/start/>

You should also be aware that you have the right to raise concerns with your local Councillor, MSP or MP.

What else do I need to know?

Please note that schools can only respond to complaints about a service that they or Falkirk Council provides or a service we have contracted from a third party.

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

You can find out more about the Council's Complaint Procedure from the Falkirk Council website - <http://www.falkirk.gov.uk/contact-us/complaints/>

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.

For more information about Curriculum for Excellence, you can visit the Education Scotland Website at

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/Policy-drivers/CfE-\(building-from-the-statement-appendix-incl-btc1-5\)](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/Policy-drivers/CfE-(building-from-the-statement-appendix-incl-btc1-5))

LEARNING TO ACHIEVE

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.

We want all learners in our schools to have enjoyable, challenging experiences allowing them to work to their full potential. For economic and social reasons we must enable all young people to be pro-active and independent within their own learning experiences. Our service must support young people to develop resilience of character and the creativity and flexibility necessary to function in our rapidly changing society. Learners will then develop the skills and attributes which will allow them to make a positive contribution to society and to their own health and well-being. We must inspire young people to become enthusiastic lifelong learners.

We aim to ensure that all our learners have access to:

- **Positive learning environments**
- **Opportunities to fully develop the four capacities**
- **Opportunities for play, sport, creativity and cultural activities**
- **Opportunities to contribute to decision making**
- **Opportunities to develop skills for life and skills for work**
- **Support that will enable them to make positive transitions at all stages of their learning**

We recognise that learning experiences will take place in and beyond school. It is vital that all adults, including parents and carers, contribute to the educational experiences of our learners and are key players in making this vision a reality. The **Learning to Achieve** document is designed to enable all adults involved in the education of our young people to raise the bar and ensure the best possible educational outcomes.

Transferring Educational Data about Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA 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
- enhance the quality of research to improve the lives of young people in Scotland

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within the Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, the Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by the Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by the Scottish Government.

The individual data about pupils in schools collected by the Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). 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 note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<https://www2.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

The Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of the Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This 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 or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith the Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.
