

Beancross Primary School



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Ambition – Motivation – Nurture – Respect



Falkirk Council
Children's Services



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A Foreword from the Director of Children's Services

Session 2018-19

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 2018/19 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 Acting Communications Officer for Children's Services (tel: 01324 506657).

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;
and
- 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, carer or anyone else who has parental responsibility for the child.

Welcome to the Beancross Primary School Handbook

Our Vision

At Beancross and Bothkennar Primary Schools we are a Learning Community committed to creating a safe, happy, caring and vibrant environment, where all children are motivated to learn and achieve, to become independent, ambitious and responsible future citizens.

To achieve this we will:

- *Actively promote an holistic approach to developing every child.
- *Positively engage with our parents in a spirit of mutual partnership.
- *Foster strong reciprocal relationships with our partners and the local community.

Our Core Values

Ambition – **Motivation** – **Nurture** – **Respect**

Dear Parents,

On behalf of all the staff at Beancross Primary School and Bothkennar Primary School, I extend a warm welcome to you and your child/children as part of the Beancross/Bothkennar learning community.

Beancross and Bothkennar Primary Schools share one leadership and staff team across two school buildings, catering for approximately 500 children. At Bothkennar, we currently have 11 children from primary 1 to primary 7 and at Beancross we currently have 489 children from nursery to primary 7. As a learning community, our staff and pupils have opportunities to work across both schools allowing us to enhance learning experiences and share resources.

Our schools are part of the wider 'Learning Community of Grangemouth', which includes Bowhouse Primary School, Moray Primary School, Grangemouth High School and Rannoch Nursery.

Our schools follow Curriculum for Excellence and teachers plan in partnership with the children, relevant and purposeful learning contexts that link different areas of the primary curriculum. We ensure differentiated experiences and progression in the curricular areas with consideration being given to the local, Scottish, national and international dimensions to the programmes of work being undertaken.

The school policy is based on the principal that every pupil will be able to access the entire curriculum and be encouraged to participate in the work being undertaken by the class. Parents, who have been the main influence on the child's development prior to coming to school, will continue to have a major influence. Helping children to grasp a range of competencies will take place in and through the school, in partnership with the home and community.

This handbook offers an introduction to our school and a general overview of the education we provide in partnership with you.

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

- Section One Practical Information about the School
- Section Two Parental Involvement in the School
- Section Three School Curriculum
- Section Four Support for Pupils
- Section Five School Improvement

Section One – Practical Information about the School

This section provides you with some background information on our school and 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. If you would like to see a full copy of these policies or to discuss them in more detail, please contact me.

- Homework Policy
- Clothing or uniform (PE Clothing)
- Health Statement / medicines

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.

The section concludes with information on our Parent Council – Friends of Beancross (FOBs), 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 handbook 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

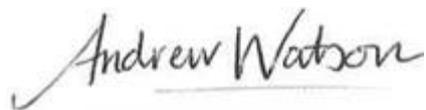
This section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

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.

Welcome to Beancross and Bothkennar Primary Schools!

A handwritten signature in black ink that reads "Andrew Watson". The signature is written in a cursive style with a long, sweeping underline.

Andrew Watson

Headteacher

Beancross and Bothkennar Primary Schools

Disclaimer

The information in this school handbook is considered to be correct at the time of publication (Dec 2017), however, it is possible that there may be some inaccuracy by the start of the school term in August 2018.

Section One – Practical Information about the School – Contact Details

Name of Headteacher	Andrew Watson
Name of School	Beancross Primary School
Address	Kenilworth Street, Grangemouth, FK3 8QS
Telephone Number	01324 508720
Fax Number	01324 508727
Website	www.beancross.falkirk.sch.uk
E-mail Address	beancrossprimaryschool@falkirk.gov.uk

About the school

Stages of Education provided for: Nursery – P7

Present Roll: 489

Denominational Status of the School: Non – Denominational School

Organisation of the School Day

Nursery Classes

Morning Session: 8.40am – 11.50am

Afternoon Session: 12.30pm – 3.40pm

Classes: Primary 1 to Primary 7

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

Start Time: 9.00am

Morning Break: 10.45am – 11.00am

Lunch time 12.15pm – 1.15pm

Finish Time: 3.15pm

Shared Management (Learning Community) Protocol

Protocol	Examples in Practice
Shared Vision, Values, Aims - School Identity	
<ul style="list-style-type: none"> • Each shared management school within that Learning Community will retain its own identity • Shared management schools may have a shared vision, values and aims • Staff can be flexibly deployed across the Learning Community to support schools in meeting needs of pupils 	<ul style="list-style-type: none"> • Each school keeps its own name, uniform and badge • School Handbooks may contain the same vision, values and aims • School staff may be asked to work at the other school to meet service needs
Planning Mechanisms	
<ul style="list-style-type: none"> • Head Teacher should maintain overall responsibility for quality assurance, ensuring systems for tracking and monitoring are maintained throughout the Learning Community. • Plan collegiate opportunities for staff to work together, sharing ideas on curricular planning and programmes of study with the aim to merge programmes of study. • To assist in planning, Head Teachers should work towards the sharing of resources. • Aim to merge both School Improvement Plans to a single document. • Aim to develop one Standards and Quality Report for the Learning Community, where appropriate, which also recognises the individual identity of each establishment. 	<ul style="list-style-type: none"> • Integrated systems for planning, assessment and tracking would be beneficial when working between shared management schools. • Curricular planning and merging of programmes of study can be completed over a period of time. Different approaches to planning may be considered and some compromise may be necessary. • A shared management team may choose to share resources e.g. expertise, toys, materials, etc. • Where possible, Learning Communities should work together towards a single School Improvement Plan (SIP). • Head teacher would discuss the SIP priorities / responsibilities / timelines with all staff, parents and pupils to ensure everyone is aware of developments across the Learning Community. • A shared Standards and Quality report which outlines improvements/developments across the Learning Community which includes a section for each establishment which outlines achievements etc.
Joint Working	
<ul style="list-style-type: none"> • Opportunities should be provided for the leadership team, teaching staff and support staff to work across all shared management schools. 	<ul style="list-style-type: none"> • Children will come together when there are relevant opportunities for this to happen e.g. to take part in a specialist lessons, not available in one school, to benefit from outside partners providing

<ul style="list-style-type: none"> • Joint working and activities across the school community will become common practice. • Training will include staff across all shared management schools. • Reflect on progress within the partnership with colleagues from both/all establishments. • The Management Team will foster a climate of sharing, trust and empowerment to allow staff, pupils, parents and the wider community to work together and initiate that work. • Opportunities should be created to promote activities across the Learning Community. 	<p>learning opportunities and to share transport.</p> <ul style="list-style-type: none"> • Collegiate activities will involve all members of staff in the Learning Community. • In the early stages of partnership, termly collegiate meetings focussing on self-evaluation would be beneficial in reviewing partnership progress/ alleviating staff concerns/ making improvements/ building on early successes of the partnership. • Joint ventures, sports day, enterprise, curricular workshops, extra-curricular activities can be shared. • Joint partnership working, promoting collaborative working amongst stage partners (e.g. P4 Teachers, 1st Level Teachers) across the shared management schools, sharing good practice
<p>Communication with parents – Contacting the HT, DHT and PT</p>	
<ul style="list-style-type: none"> • Effective communication is essential when working between shared management schools within a Learning Community. This should be a two way process and the responsibility of all staff and parents in the school. • Senior management must implement effective and accessible systems to allow all staff to make contact with the head teacher as necessary. • Senior management must implement effective and accessible systems to allow all parents to make contact with the head teacher as necessary. • The Head Teacher and Senior Management team will have allocated times within each establishment. The timetable will remain flexible to allow them to respond to specific circumstances in each establishment and also to fulfil their corporate role within the authority. • A member of the management team will try to attend school events. • To enable parents to select the appropriate person to speak to, schools 	<ul style="list-style-type: none"> • Staff and parents should make themselves familiar with the communication systems. • Practical examples include whiteboards, diaries, Outlook, class dookit, staff trays, use of mobile phone, emergency management plan and briefing meetings. • Parent's wishing to contact the Head Teacher may make an appointment through the school office, speak to another appropriate member of staff e.g. DHT/PT telephone or e-mail the Head Teacher at either school. • The senior management team in schools will develop a timetable to meet the needs of all establishments. • Admin staff will ascertain if enquiry is urgent and needs immediate contact with the HT / DHT • Admin staff will make an appointment if appropriate • School will let parents know how SMT can be contacted and / or put the call through

<p>should share contact details and appropriate person to contact, depending on the topic, with parents.</p> <ul style="list-style-type: none"> Admin staff will normally be the first point of contact for parents, who will follow the agreed procedures for communicating with the SMT. 	<ul style="list-style-type: none"> School staff will use email to keep SMT updated on any issues arising
<p>The role of the Head Teacher as principal adviser to the Parent Council The Head Teacher (HT) has both a right and a duty to attend, or to be represented at, meetings of the Parent Council (PC). The presumption is that the HT will normally attend. On occasion, another member of the school staff may attend if the HT is unavailable, or if they have more knowledge of, or expertise in, the subject being discussed. The HT will be expected to take part in PC discussions and offer advice to the PC on what is being done within the school to promote parental involvement. The HT, if requested to do so, must give advice and information to the PC on any matter falling within the HT's area of responsibility. This can cover all aspects of the work of the school, such as matters relating to the school curriculum, policies on uniform or discipline, etc.” Scottish Schools (Parental Involvement) act 2006 Guidance Section E</p> <p>Joint Parent Council meetings <i>“The act makes provision for the establishment of a combined PC covering two or more schools where this has the requisite consent of the majority of parents in each of the schools” - Scottish Schools (Parental Involvement) act 2006 Guidance Section E</i></p>	
<ul style="list-style-type: none"> Head Teachers will attend a maximum of 4 formal meetings every year with each Parent Council. Any additional, formal meetings will be attended by the Depute Head Teacher who will represent the Head Teacher. Out with the formal meetings Parent Councils can hold other meetings and set up sub groups (e.g. to organise fund raising and functions, consultation responses etc.), which will not generally include the Head Teacher, but the sub groups will report back to the next formal Parent Council meeting. Preferably, formal PC meetings should generally last no longer than 1.5 hours and finish no later than 9pm (the end of the school let is 9pm). Preferably, meetings will be held Monday to Thursday and must be during term time. Head Teachers in shared management schools will encourage and support Parent Councils to work together 	<ul style="list-style-type: none"> Meeting dates should be agreed at the beginning of the year between Parent Councils and head teacher to avoid any clashes. Parent Council meetings can be flexible and do not need to be held at the same time e.g. some meetings could be at the beginning or end of the school day. Agenda needs to be focused and discussed with the head teacher at least five working days in advance of the meeting. It is recommended that AOB should be not be included as this does not give the Head Teacher a chance to prepare his advice. As an alternative, an agenda item could be topics for the next meeting. This would allow for time to prepare a response or for a speaker to be invited. Head Teachers cannot be expected to respond to any items that are raised at short notice. It is suggested that, minutes should be shared with the Head Teacher before they are distributed to avoid any inaccurate information being sent out.

	<ul style="list-style-type: none"> • Head Teachers should consider holding a meeting with the office bearers of the PCs of shared management schools to discuss sharing expectations and joint working. • Develop partnership working between Parent Councils if appropriate – they may choose to remain separate Parent Councils. • Consider the possibility of joint meetings for common issues e.g. formal meetings together (or regular contact between chairs of both PCs). • Consider whether to hold Parent Council meetings at alternate or neutral venues. • Parent Council constitutions may need to be reviewed depending on the decisions taken regarding Parent Councils working together.
<p>Parent Teacher meetings</p>	
<p>Where a HT is responsible for 2 or more schools, this should be managed within the 35 hour working week.</p> <p>Head Teacher will be responsible for organising parents evenings but are not always required to be present.</p>	<ul style="list-style-type: none"> • At least one senior manager must be present at parents evenings in order to support staff and parents • Parents' evenings will be planned well in advance as part of schools sharing agreement • Parents' evenings will be held Monday to Thursday during term time
<p>Accessibility - Managing expectations of parents and staff within shared management schools</p>	
<p>Head Teachers should have a regular presence in all shared management schools. This will be determined by the HT subject to local circumstances and the needs of pupils and staff.</p> <p>Head Teachers should be available by arrangement for the parents of shared management schools e.g. planned drop in sessions.</p> <p>Head Teachers must agree with staff, procedures that they will follow in different situations when the HT or DHT is not present e.g. pupil behaviour, meeting parents etc. Staff are empowered to make decisions and take action in line with the <i>Teaching Profession for the 21st Century</i> (TP21) agreement.</p>	<ul style="list-style-type: none"> • Parents need to be aware of the change to availability of access to Senior Staff. Parents need to contact the school office to make appointments. • The Depute Head Teacher / Principal Teacher must be empowered to act in situations without constantly referring to the HT. • Parents should be made aware that they can contact the HT or DHT at the other partner school if necessary.

<p>Events / Meetings / Engaging with community - Managing events / meetings within the working week</p>	
<p>There can be no expectation that Head Teachers (or other staff) will attend events/meetings not organised by the school.</p> <p>HT / DHT or representative will normally attend events/meetings organised by the school e.g. concerts, parent meetings, review meetings, other events etc.</p> <p>Where possible, a single meeting will be held with shared partners such as Educational Psychologist / Support for Learning Teacher</p> <p>Meetings/events to cover issues from all shared management schools. These should be planned well in advance to avoid clashes with other commitments.</p>	<ul style="list-style-type: none"> • Head Teachers should clarify what their role is re community events, be clear about the added value which their attendance will bring and look at alternative ways of engaging with groups such as <ul style="list-style-type: none"> ○ events/social functions organised by Parent Council ○ events organised by the community council ○ other community events ○ weekend (Friday-Sunday) and holiday events ○ Evening meetings – examine and decide if the meeting really needs to be in the evening and consider alternatives. ○ Consider meetings during and at the end of the school day (3.30pm).

Agreed Term Dates for Session 2018-2019

<u>School Year</u>	<u>Term Dates</u>	<u>Days</u>	
		<u>Staff</u>	<u>Pupils</u>
Autumn Term Begins (Staff Only - Dev Day)	Friday 17 August 2018		
(Staff Only - Dev Day)	Monday 20 August 2018		
Autumn Term Begins (Pupils)	Tuesday 21 August 2018		
Autumn Term Ends	Friday 12 October 2018	40	38
Winter Term Begins (Staff Only - Dev Day)	Monday 22 October 2018		
Winter Term Begins (Pupils)	Tuesday 23 October 2018		
Winter Term Ends	Friday 21 December 2018	45	44
Spring Term Begins	Monday 07 January 2019		
Spring Term Ends	Friday 29 March 2019	58	57
Summer Term Begins	Monday 15 April 2019		
Summer Term Ends	Friday 28 June 2019	52	51
		<u>195</u>	<u>190</u>

Term Time Public Holidays

Monday 10 September 2018
 Friday 08 February 2019
 Monday 11 February 2019
 Monday 06 May 2019
 Friday 19 April 2019 (Good Friday)
 Monday 22 April 2019 (Easter Monday)

Staff Development Days

Friday 17 August 2018
 Monday 20 August 2018
 Monday 22 October 2018
 Tuesday 12 February 2019
 Thursday 02 May 2019

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). 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' 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.

School Dress Code

Parents are asked to co-operate with the school in encouraging their child to follow the school's dress code.

All schools have a dress code, which includes the school's policy on uniform. The wearing of uniform is encouraged as it helps to:

- develop a school community spirit
- improves school security by making non-pupils more easily identifiable
- allows pupils to be easily identified when out of the school, e.g. on trips
- enhances the school's reputation within the community; and
- minimises rivalry and bullying amongst pupils that can arise from, for example, the wearing of designer clothing.

The school's dress code has been agreed in consultation with parents, pupils, staff and the Parent Council. This consultation has ensured that the dress code meets the needs of the school community, allows pupils to participate in all aspects of school life and is age appropriate.

School sweatshirts, polo shirts, gym t-shirts, gym bags, ties and badges can be bought from <https://www.border-embroideries.co.uk/store-falkirk> or at their shop in Vicar Street, Falkirk.

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 the education authority 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 schools' 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.

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.

Our school dining area caters for school lunch, snack lunch and packed lunch for our pupils. They have a choice of a hot meal or snack which they choose at the beginning of each day. A coloured band system is in operation to ensure our pupils receive the meal that they have ordered. School milk is available to pupils who consume school lunches or snack lunches.

Pupils bring lunch or snack money each day and it is given to the catering staff on admission to the dining area. We advise that pupils keep their money in a purse or wallet for safekeeping.

If a pupil forgets or loses lunch or snack money he/she can borrow the money from a support for learning assistant and he/she is given a note for you advising you of what has happened. You are asked to send the outstanding amount to the school the following day. Payment is expected and if a pupil does not pay for 5 meals then you will be asked to provide a packed lunch until the outstanding amount has been settled in full.

In order that a steady flow of pupils taking lunch can be maintained, the following arrangements are in operation.

12.15pm – School Lunch/ Snacks/ Packed Lunch pupils commencing with Primary 1 and following through each year group to P7.

Pupils may wish to bring their own packed lunch to school. Facilities for packed lunches are made available in the school hall or dining area. We recommend that pupils bring a healthy packed lunch and they should not bring cans or glass bottles to school in their packed lunch boxes. We recommend a healthy option of water, milk or fresh juice to drink.

Members of staff supervise pupils within the dining area. Pupils who stay for lunch are not allowed to leave the school premises.

Our Breakfast Club provides breakfasts to children every morning from 8.15 am until 8.45am. Children can enjoy toast, a piece of fruit and a choice of either a hot or cold drink.

Breakfast Club prices are £1.30 per child. Pupils entitled to free school meals will still be entitled to a free breakfast. The Breakfast Club gives children a chance to meet new friends. Entry to the club is via the dining hall doors in the infant playground.

Medically Prescribed Diets

Parents/Carers with a child/ren on a medically prescribed diet should contact the 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.

Free Meals Provision

With the exception of certain local arrangements, eligibility for Free School Meals in Scotland is set nationally by the Scottish Government on an annual basis, and is means tested.

Eligibility for Free School Meals

As of January 2015, all Primary 1 - 3 pupils are entitled to a free school meal.

In addition, we can provide free school meals to children who live in the Falkirk Council area, are attending a [Falkirk Council school](#) and whose parents or carers get one of the following:

- Income Support*
- Income Based Job Seekers Allowance*
- Employment and Support Allowance (Income Related)*
- Child Tax Credit, but not Working Tax Credit, where the award letter from Her Majesty's Revenue and Customs (HMRC) states that the annual income is not greater than £16,105
- Child Tax Credit and Working Tax Credit, where the award letter from Her Majesty's Revenue Customs (HMRC) states that the annual income is below £6,420
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £610

* Pupils are eligible to apply for free school meals in their own right if they are aged 16 to 18, and receive one of these benefits.

School Clothing Grant

Falkirk Council can also provide assistance with the cost of school clothing and footwear.

Clothing grants are available for children who live in the Falkirk Council area and who are in compulsory education at any of our [primary](#), [special](#) or [secondary](#) schools. Pupils attending some special schools outside the area may also be eligible for this grant.

School clothing grants are not available to children attending [nursery schools](#), nursery classes or other pre-5 centres.

The School Clothing Grant is means tested. To be eligible, parents or guardians must meet one of the following criteria:

- In receipt of Income Support, or
- In receipt of Income-based Job Seekers Allowance, or
- In receipt of Income-related Employment and Support Allowance, or
- In receipt of Child Tax Credit only with a gross annual income below £16,105, or
- In receipt of Child Tax Credit and Working Tax Credit with a gross annual income below £16,105

Payments are paid directly into the parent or guardian's bank account.

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. 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.

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, when dropping off/collecting children from school that they do not park near the pedestrian exit or in any location which causes an obstruction and they 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*.

*Note – a “safe walking route” assumes that the pupil is accompanied by a responsible adult.

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.

Our pupils are picked up from Kenilworth Street at 3.10pm for P1-7. They are supervised walking from the school and boarding by a member of staff. There is no supervision on the bus.

General Supervision

Before 9am, there is limited supervision in our playgrounds by school staff. We therefore ask that pupils do not arrive at school until as near to the school start time as possible.

During intervals school staff supervise the children. In addition the Headteacher, Depute Headteacher or Principal Teacher is 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

Children are encouraged to play outdoors and appropriate clothing for wet and cold weather should be provided by parents. At times, school staff may keep children in the school building during play or lunch breaks due to adverse weather and as supervision during these periods is limited, it is important that all children exercise good behaviour.

Parents Meetings

All of our schools offer opportunities for parents to discuss their child's progress with teachers through arranged meetings. Although arrangements vary from school to school, all parents will be advised of at least once per session when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview. 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. Enquiries of any kind should be addressed to the Head Teacher 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 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, 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. In addition to this all education establishments have a responsibility to report incidents of identity-based bullying.

Compliments, Enquiries and 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/>

Other School Policies

We have a number of school policies which have been produced in consultation with staff, pupils and parents. We continue to review our policies and amend where appropriate.

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 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 claimants parent / guardian that Falkirk Council have been negligent in law.

Pupil's Property

It is an unfortunate fact that each session pupils 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 |

Section Two – Parental Involvement in the School

Parents Welcome

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

Parental Involvement

Partnership with Parents

At Beancross and Bothkennar Primary Schools we actively encourage parents to support school-based activities throughout the year. Parental support is welcomed at all stages within the school and nursery and at present we are assisted by parents who help with, dinner orders, library duties, support for school concerts, school trips, displays, resources and after school clubs. We also actively encourage parents/carers who have a particular interest or skill to share their expertise with our

pupils. Parents/carers who work with small groups of pupils in school require to be police checked through the revised legislation known as Protecting Vulnerable Group (PVG).

Parents are invited to our Open Day each session which has a specific curricular focus. They are given the opportunity to visit classes to observe their child/children working on a variety of activities. They are also encouraged to discuss and participate in their learning. At the end of the Open Day we ask parents to write comments on a graffiti board which helps us to improve our work for the future.

All of our classes, including the nursery, have an opportunity to contribute to the school's website via their Twitter accounts.

We have two parents' evenings in November where it gives parents/carers the opportunity to discuss their child's/children's progress with the class teachers. It's also an ideal time for parents/carers to discuss how they can support their child/children at home. We are always looking for ways to improve our parents'/carers' evenings and at the end of the consultation we ask for feedback in the form of a short questionnaire. We also have a parents'/carers' surgery in May/June. Parents are given the opportunity to discuss their child's/children's report with the class teachers and any concerns that they may have regarding it. Our school uses story sacks with our P1 pupils on a regular basis. It gives our parents/carers an opportunity to work with their child/children at home. We include parent prompts in the sacks to support learning at home.

Communication with Parents

Every class within our school has a Twitter account where they share their learning regularly. Parents are encouraged to subscribe to their child's teachers account in order that they can keep up to date with classroom learning. In addition to Twitter, our school shares learning via Facebook. Our social media accounts can all be accessed via the school website.

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. Enquiries of any kind should be addressed to the Headteacher in the first instance.

Parent Councils

Parents are welcomed 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 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

The Parent Council Chairperson:	Mrs Leanne Stewart
The Parent Council Vice-Chairperson:	Mrs Mary Woods
The Parent Council Treasurer:	Ms Emma Craig
The Parent Council Clerk:	Mrs Julie Innes

<i>Please insert contact details for the Parent Council, including the name of the Chair, contact e-mail address and details of website (if any).</i>

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

Pupil Voice

The views of pupils are of particular importance when decisions require to be made within school. In order to ensure that learners are consulted and so as to maintain a strong pupil voice throughout the school, all learners have the opportunity to elect representatives to serve on the pupil council, eco group and the respect me team. Representatives meet on a regular basis and are active in generating ideas and initiatives.

Pupils also have the opportunity to be playground friends and buddies. Our older pupils become captains, vice-captains and dining hall monitors. They perform a wide range of responsibilities. All of these pupils develop as effective contributors and confident individuals. Children throughout the school write articles for the monthly school newsletter.

Pupil Council

Our Pupil Council represents all classes. They have agreed a constitution about the operation of our council. Our Pupil Council produces a Pupil Improvement Plan (PIP) annually after consultation with all of the classes. Members of The Pupil Council are responsible for bringing their classmates' ideas to meetings as well as sharing the outcome of these meetings with their class. Their ideas help our school move developments and improvements forward.

Eco Group

Our Eco Group continues to be very active each year. The group plans a whole school programme of duties to ensure everyone is actively engaged in contributing to our efforts. Our outdoor area continues to be used as a teaching and learning space. We will be further developing our outdoor learning throughout this year.

School Ethos

Our Shared Vision from Staff, Pupils and Parents/Carers

At Beancross and Bothkennar Primary Schools we are a Learning Community committed to creating a safe, happy, caring and vibrant environment, where all children are motivated to learn and achieve, to become independent, ambitious and responsible future citizens.

To achieve this we will:

- *Actively promote a holistic approach to developing every child.
- *Positively engage with our parents in a spirit of mutual partnership.
- *Foster strong reciprocal relationships with our partners and the local community.

Our Core Values

Ambition – Motivation – Nurture – Respect

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 and 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.

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.

Children should at all times behave with courtesy and consideration to all members of staff, teachers, clerical assistants, support for learning assistants, janitor, kitchen staff and others as well as towards their fellow pupils.

No child should run in the school, as it is always better to walk in single file in the corridors or stairways.

Children should take care not to leave money or valuables lying unattended in coat pockets. Personal purses for wrist, waist or neck are advised.

While in the playground or playing field area children are reminded to dispose of litter in the bins provided.

Children must not leave the school between 9.00am and 3.15pm, except at lunchtime. Children taking school lunch may not leave the school during the lunch hour.

During wet weather children should refrain from playing on grass areas. At certain times of the year it may be necessary to have the grass areas out of bounds – children will be notified well in advance of this happening.

A behavioural agreement is included in the School Enrolment Form that parents complete when enrolling their child(ren).

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.

DISCIPLINE AND PERSONAL AND SOCIAL DEVELOPMENT

Our school is a small community. Certain qualities are essential if the school is to function smoothly, efficiently and happily. These qualities are politeness, tolerance, good manners and respect for others and they are positively encouraged at all times. Class teachers deal with any minor discipline problems. More serious problems and persistent offenders are referred to the Headteacher. At this stage the parents may be called in. It may also be necessary in certain cases to refer a child to the Psychological Services.

The aims of the school policy on discipline are as follows: -

- That the promotion of positive behaviour is necessary in order that each child's potential can be realised in an environment that is conducive to learning taking place.
- That disruptive behaviour does not become a major source of stress for pupils and teachers alike
- That each child's self-esteem can be raised
- That each child will develop self-discipline

In order that we achieve these aims a whole school approach towards the establishment of good behaviour throughout has been adopted. This means that in addition to teachers and pupils, non-teaching staff, parent council members and parents are encouraged to feel part of the policy of the school.

This whole-school approach hinges on the acceptance that everyone has collective responsibility for promoting positive behaviour in pupils. Staff, teaching and non-teaching, call upon the support and advice of colleagues and in particular, management staff, when difficulties arise.

Pupils and families experiencing difficulty are given support to ensure that pupil learning takes place both inside and outside of class. On the rare occasion when incidents of continuous inappropriate behaviour occur, strenuous efforts are made by staff, in consultation with parents to ensure that unacceptable behaviour is not repeated.

By understanding the aims of the school parents feel that they are partners in the collective well-being of pupils and they are encouraged to play a major part in the whole-school strategy.

Members of staff and pupils follow the school's Anti-Bullying Policy.

We ask for your co-operation and support in continuing to maintain a caring atmosphere in the school and also your continuing help in sustaining our code of discipline and behaviour.

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, New Highers, 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 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.

English Language

Our aim is to teach our children to use language effectively in a wide range of contexts. Our programme helps the children develop skills in using language in its many forms by talking, listening, reading and writing. Throughout the school we use a structured approach to the teaching of reading. The core resource is Storyworlds in the early years and Literacy World at later stages in the school. We also use Wolfhill for our support for learning pupils as a reading resource. We encourage reading from the earliest years - reading for pleasure as well as for study and information.

Modern Languages - French

Primary 6 and Primary 7 pupils are given the opportunity to learn a modern language in our school. It allows our pupils to develop skills in reading, writing, listening and talking.

Mathematics

Mathematics provides pupils with knowledge and procedures for working with patterns and relationships in number and shape. Pupils are provided with clear purposeful ways of handling and communicating information and a means by which aspects of the world can be explained and predicted.

The emphasis is on mathematics as a problem-solving activity, supported by a body of knowledge involving pupils in discovery, discussion, hypothesising, ordering, classifying, generalising and measuring. This form of working will enable pupils to learn the concepts, facts and techniques required to apply and use mathematics in its many different contexts.

Number facts and computational skills are taught and reinforced at appropriate times throughout the school. Our Cluster has adopted “Big Maths” as an approach to numeracy including mental agility which we are currently implementing in our school. We are introducing new “Heinemann Active Maths” resources including online material to support our pupils. Heinemann Active Maths is an actively led maths programme which allows pupils to build a deep understanding of mathematical concepts with Curriculum for Excellence and Active Learning at its heart.

Health and Wellbeing

Within Health and Wellbeing we aim to provide:

- A foundation for the development of concepts and skills necessary for participation in physical activity
- A foundation for participation in a number of active sports in later life-thereby leading a healthy and fulfilling lifestyle.
- An understanding of the relationship between food , health and wellbeing
- An understanding of what constitutes a healthy balanced diet

- Knowledge, skills and understanding in relation to substance use and misuse and sexual health and parenthood
- An understanding of the impact of risk taking behaviour on life choices
- Making informed personal choices which will keep them safe and healthy
- An understanding of the importance of family relationships to help nurture health and wellbeing

We continue to have a visiting specialist teacher in P.E. to support the delivery of quality P.E. lessons across our primary school classes.

Expressive Arts

The Expressive Arts curriculum encourages pupils to shape, make sense of and express personal experience to develop aesthetic awareness and communication skills.

It promotes physical, mental and emotional well-being. Many group activities such as preparing and presenting exhibitions, shows, plays, concerts and participation in team games and competitions have an important part of play in developing qualities of co-operation, responsibility for self and others, loyalty, leadership and enterprise. Our curriculum develops the pupils' understanding of their own and others' cultures.

Where possible we try to integrate the Expressive Arts subjects with our topic work and develop the skills that the children require to carry out their work with confidence. Our instrumental tutors in violin and clarinet also visit the school.

Social Studies

Through Social Studies pupils develop their understanding of the world. They learn about other people and their values, in different times, places and circumstances. They also learn about the environment and of how it has been shaped. Pupils' experiences will be broadened using Scottish, British, European and wider contexts for learning. Learning and Teaching will focus on the historical, geographic, economic and political changes that have shaped Scotland. Pupils learn about human achievement and about how to make sense of changes in society, conflicts and environmental issues. Developing this understanding will support pupils to become informed and responsible citizens. We continue to use "Storyline Approach" for our topics which allows us to take an interdisciplinary approach to our work.

Religious and Moral Education

The Religious and Moral Education programme includes teaching and learning about the Christian religion and other world religions. This provides the context for a personal search with regard to the Natural World, Relationships and Moral Values and the Ultimate Questions.

There are moral values in all religions and by following programmes of study which consider celebrations, customs, festivals, ceremonies, sacred writing, key figures, stories, beliefs, sacred places, worship and symbols from all world religions we better understand the moral values and attitude of others.

Throughout the school we have, within our wide range of books, many “Religious” stories, which can develop critical skills and promote discussion about belief and values.

The school aims to help all pupils understand the ideas of justice, peace and human rights in order that they can build stronger relationships within our community regardless of creed, colour, sex or appearance. We encourage pupils to value themselves and others.

We regularly invite guest speakers and visitors to our school assemblies. We also have each class in turn leading a school assembly, which can be about any theme the class has been studying or special activity in which it has been involved. Prayers, hymns and choruses mostly from a Christian background are said and sung. The Christian festivals of Christmas and Easter are celebrated.

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 their child.

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 also undertakes to organise and administer certain events and many schools take part in these.

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

Sciences

Science is an important part of our heritage and its applications are part of our everyday lives at work, at leisure or in the home. Science and the appliance of science are central to our economic future, to our health and wellbeing as individuals and as a society.

Through the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They can engage in a wide range of collaborative investigative tasks, which allow them to develop important skills to become creating and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

Technologies

Within Curriculum for Excellence, the technologies curriculum provides scope for developing skills, knowledge and understanding through creative, practical and work-related activities. Learning in the technologies enables children to be informed, skilled, thoughtful, adaptable and enterprising citizens. Technologies provide opportunities for active learning in creative work. ICT skills are ideal for shared learning between children.

Visits and Outings

It is the policy of the school to visit places of historical and geographical interest whenever possible. Such educational excursions reinforce class work by extending the experiences enjoyed by pupils and in many instances bring to life the studies undertaken by them.

Educational visits are organised for pupils of all ages.

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.

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 periodically 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.

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.

Homework

The school has a clearly defined policy on homework, a copy of which can be obtained from the Head Teacher or from the school website –

<http://www.beancross.falkirk.sch.uk/>

Homework is designed to encourage pupils to practise new learning and reinforce taught skills.

Homework tasks will encourage a broad range of skills: written, oral and practical.

Parents are encouraged to share in the completion of homework tasks, this will support a sound understanding of pupils learning in school.

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 resource. Any loss of school or Council property should be reported immediately to the school.

Sensitive Aspects of Learning

Our Health and Wellbeing programme is delivered in line with authority guidance which engages the pupils and takes account of their views and experiences especially where decisions are to be made that may impact on their life choices now and in the future. The programme includes teaching and learning about substance misuse and sexual health. The Authority's sexual health and relationships programme is delivered by the class teacher supported by the school nurse and parents are informed in advance, giving them the choice to withdraw their child from the lessons should they wish to do so.

Should parents not wish their child to take part in the specific sexual health study unit they must inform the Headteacher in writing. Arrangements will then be made for their children to be supervised with an alternative task.

Religious Instruction and Observance

Religious Instruction

Schools have a statutory duty to provide Religious Instruction in the timetable. This aims to promote a knowledge of the Christian and other faiths, and encourage

children and young people to develop enquiring minds through investigating spiritual, moral and philosophical issues.

Religious Instruction may include visits to local places of worship, and/or visits from representatives of places of worship. This helps children and young people to develop knowledge and understanding of faiths, especially those with which they are less familiar.

Ultimately, pupils in the upper secondary school can gain a qualification through the study of Religious, Moral and Philosophical Studies at Higher and Advanced Higher Levels. These courses further develop young people's skills in logical thinking, methodical enquiry and ways of expressing ideas effectively.

Religious Observance/Time for Reflection

Religious Observance, which may take the form of a Time for Reflection, is held at least six times a year, in addition to traditional celebrations central to the life of the school community. Religious Observance will often (but not necessarily) take the form of an assembly.

Withdrawal from Religious Instruction and Religious Observance/Time for Reflection

Parents who wish to exercise their right to withdraw their child from religious instruction and/or observance are encouraged to discuss initially their intention with the Headteacher to enable them to make a fully informed decision. Parents who wish to proceed thereafter to withdraw their child(ren) should notify the Headteacher in writing. This is so that alternative educational activities can be planned for their child(ren) during times of religious Instruction and/or Observance.

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. This session these activities are being enjoyed;

Football Netball Basketball Legacy Leaders Activities

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 travelling or staying 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. Active Schools aims to provide more and higher quality opportunities to take part in sport and physical activity before school, during lunchtime and after school, and to develop effective pathways between schools and sports clubs in the local community.

Active School co-ordinators work with primary, secondary and additional support needs schools to increase the number and diversity of children and young people participating in Active Schools activities. In Falkirk there are 8 cluster schools that co-ordinators work with to provide clubs, events and coach education training, For further information please contact 01324 590952.

www.falkirkcommunitytrust.org/sport/active-schools

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
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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.

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 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

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 plan with the child and family is meeting all the child's needs).

Role of 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 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 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 (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 a Support for Learning Assistant on a basis of need 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-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

Class teachers support children's learning and development. In addition to the pastoral support provided by class teachers, a member of the Senior Leadership and Management Team has a pastoral remit.

Mr Watson, Headteacher	Nursery – Primary 7
Mrs Williamson, Depute Headteacher	Nursery – Primary 1
Miss Gibb, Principal Teacher	Primary 2 – 4
Mrs Hunter, Principal Teacher	Primary 5 – 6
Miss Burns, Principal Teacher	Primary 7

Transitions

Comprehensive transition programmes have been well established to ensure a smooth transition from Nursery to P1 and P7 to S1.

In the summer term a planned Nursery- P1 transition project is delivered to all children in the cluster nurseries giving them the opportunity to have a shared learning experience which they bring to the primary school. In June each year we have an induction day and the children visit and spend some time in our P1 classrooms. Parents/carers meet together in the main school hall with the Headteacher and other members of staff and pupils. A presentation about P1 is given followed by the opportunity for parents/carers to ask questions or raise concerns.

P7 pupils preparing to transfer to high school meet with other P7 pupils as part of the cluster transition residential experience in March. They also meet with the high school staff and former pupils in March/ April when a Roadshow is presented by the high school to all pupils informing them of their day, curriculum subjects and procedures for lunch and breaks etc. This road show has been established over the last few years and is very successful with pupils and staff alike. In May the pupils have a 2 day visit to the school, experiencing the routines and becoming familiar with the school building. Parents/carers are also invited to a parents` evening, one in Beancross Primary School and one in Grangemouth High School at the start of June. This is followed with 2 additional days in June, when the children follow an S1 timetable. Children with additional support needs have an enhanced transition with additional visits to the high school and parents have the opportunity to meet with school staff to discuss their child's individual needs.

Children transferring to another high school, nursery school/ class or primary school are supported similarly with a transition programme agreed between schools.

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 Early Learning & Childcare (ELC) Establishments in Falkirk

All ELC places are allocated 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 ELC Centre or in a private nursery which is in partnership with Falkirk Council.

From August 2018, children become eligible for pre-school education as follows:

- For children who reach 3 years of age between 1st March and 31st July the start date will be the beginning of the Autumn Term (August)
- For children reaching 3 years of age between 1st August and 29th February of the following year the start date will be a month after the child's 3rd birthday.

Application forms are available from all primary schools and ELC Centres and can also be downloaded from the Falkirk Council web-site at www.falkirk.gov.uk.

Only one application form should be completed. The application form asks for the 1st, 2nd and 3rd choice of ELC Centre, the form should be returned to any school, ELC Centre, One Stop Shop or can be sent directly to ELC Admissions Team, Sealock House, 2 Inchyra Road, Grangemouth, FK3 9XB.

You will also be asked to provide the child's birth certificate and proof of address.

Applications are then allocated according to the criteria detailed in the Admissions Policy - <https://www.falkirk.gov.uk/services/children-families/early-learning-childcare/docs/nursery-admission-policy/Early%20Learning%20and%20Childcare%20Admission%20Policy.pdf?v=201507271206>

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 3rd or 4th week in August.

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school 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 506619/506608 in the Children's Services, on the website - www.falkirk.gov.uk or the relevant school.

Pupils who are baptised Roman Catholic and who live within the catchment area of a denominational school are automatically entitled to enrol at the school. All other pupils will require a placing request (see below).

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. Adverts will be placed 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) proof of residency when enrolling their child(ren).

Parents of pupils enrolling at a denominational school must also present their child's RC baptismal certificate. Parents of pupils that are not RC baptised will be required to submit a placing request (see below).

You are still required to enrol your child(ren) at your catchment denominational school (if RC baptised) or catchment non-denominational school (if not RC baptised) 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.

Children eligible for enrolment are those whose 5th birthday falls between 1st 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

Children are taken to visit their secondary school in preparation for the move from Primary 7 to First Year.

Each cluster of schools (i.e. the secondary school and its associated primary schools) makes its own transition arrangements.

Generally, visits take place in the summer term, with a programme of activities for pupils in classroom relating to their secondary subjects. Sporting and social activities may also be planned. Pupils, therefore, become familiar with the new school, their new teachers and their new classmates.

Clusters also arrange for secondary school subject teachers to visit Primary 7 classes from time to time, with the cluster agreeing each year which subject areas should be the focus for these. Secondary teachers of PE and Music regularly visit primary schools to support the teaching of these subjects.

Most secondary schools also have an information evening for parents of Primary 7 children at which they can gain information about uniform, lunchtime arrangements, school clubs, etc.

Pupils with Additional Support Needs

Secondary school Pastoral and Support for Learning teachers make visits to the Primary 7 class to get to know the children and their needs, including any Additional Support for Learning Needs. Visits by Support for Learning staff sometimes take place as early as Primary 6 to help with additional arrangements for those children for whom the move to secondary school may present particular challenges.

Summer holiday arrangements

Sporting activity programmes are also arranged for the summer holidays for children who would particularly benefit from the additional opportunity to socialise with other young people.

Moving to the denominational secondary school

Children who are baptized Catholic

With the exception of some pupils at St Patrick's PS pupils who are in Primary 7 in denominational primary schools (Sacred Heart PS, St Andrew's PS, St Mary's PS, St Francis Xavier's PS and St Joseph's PS) move to St Mungo's HS.

Pupils in Primary 7 at St Patrick's PS and who live in Banknock or Dennyloanhead are generally expected to attend St Mungo's HS while those living in Denny are expected to attend St Modan's HS in Stirling. Parents who are uncertain as to which of the two secondary schools their child will attend should contact St Patrick's PS. Alternatively, they can consult Falkirk Council's website at <http://www.falkirk.gov.uk/maps-local/schools-education/primary-school-catchments.aspx> where they can insert their home postcode to identify the catchment school.

Children who are non-Catholic

Parents of non-RC baptised pupils who were enrolled through a Placing Request at a denominational primary school must submit a further Placing Request if they wish them to transfer to St Mungo's High School. These pupils are, otherwise, automatically entitled to transfer to their catchment non-denomination secondary school.

Moving between denominational and non-denominational schools

Parents who intend to send their children to St Mungo's HS from a non-denominational primary school or from a Catholic primary school to their catchment non-denominational high school should make known their intentions both to the primary school and the secondary school as soon as possible. This enables the necessary transfer arrangements to be made.

Catchment Secondary School

At the end of P7 pupils from Beancross Primary School normally transfer to Grangemouth High School.

Throughout the school session members of staff from our local secondary school work with our P7 pupils to ensure a smooth transition from primary to secondary school. A comprehensive transition programme begins early in P7 with direct links between the support for learning staff at both schools. Visits are arranged for secondary members of staff to meet the P7 pupils in their own classrooms. They are able to observe pupils, to communicate with them and to examine work produced by them. Transition meetings for parents of children with additional support needs are organised early in the session to ensure that the children have a successful transition. P7 pupils participate in various activities throughout the session with other primary schools in the cluster. Transition material with useful information is also provided by both primary and secondary schools. P7 pupils visit their secondary school on two different occasions. With all these very positive experiences in place, our pupils will be able to attend their local secondary school confident about the move to secondary education.

Further information about Grangemouth High School can be obtained by contacting:-

Mr Paul Dunn

Grangemouth High School

Tinto Drive

Grangemouth

FK3 OHW

Telephone: 01324 660210

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 from the first Thursday in 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. 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 catchment pupils they expect to move into the area during the 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 Inchrya 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 15th of March each year for consideration. Responses will be issued no later than 30th 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 15th 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 Head Teacher 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 from the previous session. It also highlights the planned improvements for the current session. It can be accessed from the school website or parents can request a paper copy.

School Improvement Plan

The School Improvement Plan outlines the planned work for the current session and for the next 3 years. A copy of our SIP is available from the school website or parents can request a paper copy.

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 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, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by 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 Scottish Government.

The individual data about pupils in schools collected by 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 (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 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 (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

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 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 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.

Websites

You may find the following websites useful.

- <https://education.gov.scot> - 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.
- <https://education.gov.scot/parentzone/> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <https://education.gov.scot> - 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- 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.ltscotland.org.uk/> - 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