

# **Bo'ness Public School**



## **School Brochure 2010 - 2011**



**Falkirk Council  
Education Services**



## A FOREWORD BY THE DIRECTOR OF EDUCATION

### Session 2010-11

This brochure 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 of the school and also offers advice and assistance which you may find helpful in supporting your child's education.

Falkirk Council is keen to engage parents in the education process, 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. Therefore, we offer a number of other opportunities when you will be able to make your voice heard in relation to your own child's education, your local school, and indeed the education authority 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 four annual events for parents organised by the Education Authority. These evening sessions are spread across the school year and each focuses on a particular theme. The sessions are open to all parents to attend and they are also attended, wherever possible, by the Convener of the Council's Education Committee as well as myself and members of the Service's Management Team. Each of the sessions offers parents an opportunity to ask questions of Councillors and the Service's senior managers on aspects of their child's education.

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

I am pleased to commend this brochure for session 2010/11 and hope that 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 brochure please contact the Headteacher of the school who will be happy to offer any clarification you may need.

Julia Swan  
Director of Education  
Falkirk Council

**Footnote:** It may be possible to offer some assistance in helping to translate all or part of this brochure to parents whose first language is not English. Any enquiries in this regard should be directed in the first instance to the Communications Officer for Education Services (tel: 01324 506602).

Welcome to Bo'ness Public School.

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

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

To make our brochure easier to read I've divided the information into five different sections:-

### **SECTION ONE – SCHOOL INFORMATION**

This section provides you with some background information on our school (and our nursery). It tells you the names of all our staff and how our school day and school year are made up. Our school's educational aims and objectives are also detailed within this section.

Lastly, it includes information on our PTA/PA and Parent Council and how parents can get involved in the life and work of the school.

### **SECTION TWO – CURRICULUM INFORMATION**

This section describes the range of subjects and subject areas your child will be learning at school. It also explains about additional support needs and the types of specialist services provided within our school.

The section gives you an insight into how your child's progress will be assessed while at school and how we will keep you informed about his/her progress.

As well as giving you information about the statutory curriculum requirements we have included details of the extra curricular activities which are available at our school together with information on sports and outdoor activities available to pupils and the range of facilities available within the school.

Further information for parents is available in Education Services Parenting Handbooks.

### **SECTION THREE – SCHOOL POLICIES**

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. If you would like to see a full copy of these policies or to discuss them in more detail, please contact me.

### **SECTION FOUR – ARRANGEMENTS FOR PUPIL WELFARE**

This sections 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
- general supervision available for your child in the morning and at lunchtime
- wet weather details

## **SECTION FIVE – STATISTICAL INFORMATION**

Education Services are legally required to provide the undernoted statistical information

- Attendance rates
- Authorised/Unauthorised rates of absence
- School Attainment Levels
- School costs

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.

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 brochure, or indeed about any aspect of our school, please do not hesitate to contact me.

Gillian Genoe  
Headteacher  
Bo'ness Public School

# **School Brochure**

## **Section One**

### **School Information**

## **BO'NESS PUBLIC SCHOOL**

### **Handbook for Parents**

These notes are intended to help you to understand school policy and procedure. Please read them carefully and keep them for future reference.

<b>School Address:</b>	Stewart Avenue BO'NESS EH51 9NL
<b>Telephone Number:</b>	01506 778300
<b>Fax Number:</b>	01506 778301
<b>Headteacher:</b>	Mrs Gillian Genoe
<b>Depute Headteacher:</b>	Mrs Elaine Reid
<b>Principal Teacher:</b>	Mrs Liz Love
<b>Roll of the School:</b>	207
<b>Roll of the Nursery:</b>	60
<b>Number of Staff:</b>	10 1 S.E.Y.O. + 2 E.Y.O. + 1 Nursery Teacher (0.3) 1 Teacher of Learning Support for 3 days
<b>Visiting Specialist Teachers:</b>	PE - 1.5 days per week Craft - 1.5 days per week German - lessons weekly French - lessons weekly Tuition in Violin and Brass - lessons weekly
<b>Stages of School:</b>	P1 to P7 Nursery attached to school 30 children (a.m.) and 30 children (p.m.)

### **THE SCHOOL DAY**

Morning Session (P1 & P2)	9.00am - 12.00 noon
“ “ (P3 – P7)	9.00am - 12.15pm
Lunchtime (P1 & P2)	12.00 noon – 1.00pm
“ (P3 – P7)	12.15pm – 1.00pm
Afternoon Session (P1 & P2)	1.00pm - 2.15pm + 2.30pm – 3.00pm
Afternoon Session (P3 – P7)	1.00pm - 3.00pm

# WELCOME TO BO'NESS PUBLIC PRIMARY SCHOOL

## GENERAL AIMS OF THE SCHOOL



### **Bo'ness Public aims to:**

Fully develop in all pupils the four capacities of 'A Curriculum for Excellence':

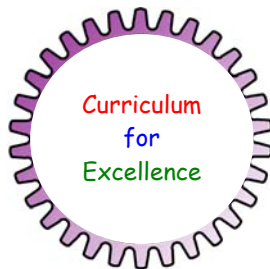
**Successful Learners**  
**Confident Individuals**  
**Effective Contributors**  
**Responsible Citizens**

We aim to:

1. Ensure the delivery of high quality teaching and learning across the curriculum through staff development and distributed leadership.
2. Meet the individual learning needs of all pupils and provide additional support at all levels where necessary.
3. Continually improve attainment in literacy and numeracy.
4. Foster positive relationships with parents and other stakeholders in our school community and engage with them in decision making on key areas of school life.
5. Give our pupils a meaningful 'voice' on all issues that affect them in school.
6. Take a holistic approach in our care and welfare of all pupils and intervene early and appropriately to ensure their needs are being met and their welfare is the concern of all.
7. Ensure 'Success for All' in celebrating and promoting achievement within and outwith school.
8. Maintain and further develop our status as a 'Health Promoting School' taking into account all stakeholders in the school community.

(School aims devised in consultation with the Pupil and Parent Councils)

These aims should be achieved through the formal and informal curriculum.



## **MANAGEMENT STRUCTURE**

Certain management structures are necessary for the smooth running and well-being of Primary schools. These features have been identified and set out below as a guide to parents on the type of management, which will normally be encountered within a Falkirk Council Primary school.



Each Primary school is staffed according to national recommendations and is managed by a Headteacher supported, in the larger schools, by a Depute Headteacher or one or more Principal Teachers. The Headteacher is responsible to the Director of Education for the efficient management, administration and leadership of the school and for the quality of education provided in the school.

## **PARENTAL INVOLVEMENT / PARENT COUNCILS**

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.

All parents / carers are automatically members of the Parent Forum at their child's school. 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 raise funds for the school for the benefit of pupils (in some schools the PTA / PA fulfils this role).

Please contact the Headteacher or Chair of the Parent Council, Mr Keith Aitken, via the school for details on how you can get involved.

## **PARENT TEACHER ASSOCIATION (PTA)**

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

The Chairperson of the PTA is Theresa McPhail.  
The PTA may be contacted by contacting the school.

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 226 4378, fax 0870 706 5814 or email on [sptc@sptc.info](mailto:sptc@sptc.info) or write to SPTC, 53 George Street, Edinburgh, EH2 2HT.



## COMMUNICATION WITH THE 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 school bag for these communications. Enquiries of any kind should be addressed to the Headteacher in the first instance.

## COMPLAINTS PROCEDURE

Falkirk Council Education Service is keen that you should be completely satisfied about your child's education. Should you have any concerns about your child's education, or indeed any reason to complain about the service provided by your child's school, please report this to the Headteacher in the first instance. In most cases problems can be dealt with quickly. However, should you feel that the matter has not been resolved satisfactorily by the Headteacher you can make your complaint in person, by phone or in writing to the Parents Officer for Education Services – Tel. 01324 506694 or email [complaints.educ@falkirk.gov.uk](mailto:complaints.educ@falkirk.gov.uk)



## TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

The Scottish Government and its partners collect and use information about pupils 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 Careers 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.

### **Data policy**

Information about pupils' education is collected 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 collected by Scottish Government is used for statistical and research purposes only.**

### **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 ([www.scotxed.net](http://www.scotxed.net)).

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

### **Concerns**

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

## **SECONDARY SCHOOL**

At the end of P7, pupils normally transfer to:

Bo'ness Academy  
Academy Road  
BO'NESS  
EH51 9QB  
Telephone No. 01506 822028



**FALKIRK COUNCIL : EDUCATION SERVICES**  
**Agreed Term Dates for Session 2010-2011**

<b>School Year</b>	<b><u>Term Dates</u></b>	<b><u>Days</u></b>	
		<b><u>Staff</u></b>	<b><u>Pupils</u></b>
Autumn Term Begins (Staff Only - Dev Day)	Monday 16 August 2010	2	-
(Staff Only – Dev Day)	Tuesday 17 August 2010		
Autumn Term Begins (Pupils)	Wednesday 18 August 2010		
Autumn Term Ends	Friday 8 October 2010	38	38
Winter Term Begins	Monday 18 October 2010		
Winter Term Ends	Thursday 23 December 2010	49	49
Spring Term Begins	Thursday 6 January 2011		
Spring Term Ends	Friday 1 April 2011	62	62
Summer Term Begins	Monday 18 April 2011		
Summer Term Ends	Friday 24 June 2011	<u>50</u>	<u>50</u>
		201	199
<b>Less Term Time Public Holidays</b>		6	6
<b>Less Staff Development Days</b>		<u>        </u>	<u>    4</u>
		<b><u>195</u></b>	<b><u>189</u></b>

**Term Time Public Holidays**

Monday 13 September 2010  
Friday 18 February 2011  
Monday 21 February 2011  
Friday 22 April 2011  
Monday 25 April 2011  
Monday 2 May 2011

**Staff Development Days**

Monday 15 November 2010  
Tuesday 16 November 2010  
Wednesday 16 February 2011  
Thursday 17 February 2011

# **School Brochure**

## **Section Two**

### **School Curriculum**

## CURRICULUM FOR EXCELLENCE

### BRINGING LEARNING TO LIFE AND LIFE TO LEARNING

Curriculum for Excellence is now being 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 enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

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 the change 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 **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping children understand the world and make connections. It develops skills so that children can 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. There will be new **qualifications** for literacy and numeracy from 2012/13. New qualifications at National 4 and 5 will be available from 2013/14. Our well regarded Access, 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 is 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 flagship policy. This new **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



- Reading – Fiction and Non-fiction
- Talking and Listening
- Writing – Expressive and Functional
- Spelling, Structure and Usage

The aim is to develop pupils' skills and knowledge so that they can understand and use English to the best of their ability. It is important that we develop their capacity to communicate, think and feel through language.

## MATHEMATICS



- Number
- Shape
- Information Handling
- Measure
- Problem Solving

The aim is to develop mathematics in a controlled progression as an important part of communication in everyday life. Pupils should develop pleasure, satisfaction, imagination, confidence and flexibility in using mathematics.

## ENVIRONMENTAL STUDIES



- Social Studies (People in Place, People in the Past, People in Society)
- Science and Technology

The aim of the Social Studies programme is to develop in pupils a knowledge of their own society and culture and their own place within that society. There is a programme of Scottish Studies developed throughout the school. Pupils will also study other societies and cultures and be able to describe the main features of those societies. Through practical investigation and experiments, pupils will study the applications of science and technology in today's society. They should also appreciate its impact and significance in the development of societies throughout history.

### Information and Communication Technology

All children at Bo'ness Public School will have access to all areas of Information and Communications Technology.



### Health Education

The Health Education programme seeks to be an active one, encouraging pupils to have a proper respect and care for self, and promoting the correct choices for a safe and healthy lifestyle.

## EXPRESSIVE ARTS

- Art and Design
- Music
- Drama



- Physical Education and Dance

The school recognises and values the important contribution of these areas in the personal and social development of pupils. They are also important in promoting an awareness of cultural heritage, values and diversity.

We would aim to promote effective development by encouraging freedom of personal expression and communication involving imagination, aesthetic awareness and critical appreciation.

## **RELIGIOUS AND MORAL EDUCATION**

- Christianity
- Other World Religions
- Personal / Spiritual Development



In developing knowledge and understanding of Christianity and other world religions we would aim to help pupils recognise religion as an important expression of human experience and to nurture their own beliefs. Throughout the RE programme and through all aspects of the curriculum it is important that children appreciate common moral values such as honesty, liberty, justice, fairness and concern for others.

## **CROSS-CURRICULAR ISSUES**

- Media Education
- Equal Opportunities
- Information Technology
- Multicultural Education
- Personal and Social Development
- Education for Work and Enterprise



These issues are of particular significance in the educational development of pupils in today's society and we aim to seize opportunities for discussion and exploration of issues when an appropriate context is presented in any area of the curriculum.

Children's needs are catered for using class, group, and individual teaching methods as appropriate. As pupils move through the school there should be increased emphasis on self motivation and responsibility.

All children have access to the full curriculum regardless of sex, race, colour, creed or disability.

## **PUPIL ENTITLEMENT**



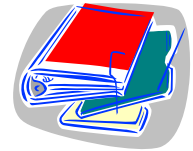
We aim to ensure that, as well as sound educational experience, all pupils have the following experimental entitlement over the course of P1 – P7.

- use of local environment for Learning Experience
- out of school cultural visits
- participation in community events and competitions
- have the opportunity of a residential excursion



## **LEARNING SUPPORT**

We aim for early intervention in recognising and offering additional support to pupils experiencing difficulty, particularly in reading, writing and mathematics. The Learning Support Teacher works co-operatively with Class Teachers and is also available in a consultative capacity for all teachers and will assist in the development of special programmes of study for individuals or groups of pupils who are experiencing difficulties. Challenging work is also set for more able pupils.



## **LEARNING TO ACHIEVE**

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

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

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

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

## **ASSESSMENT**

Baseline Assessment is completed in May for all children in their pre-school year as part of the summative reporting process informing transition to primary 1. Baseline Assessment allows a snapshot picture of where individual children have reached in their literacy and numeracy development at the end of their nursery career. This information helps Primary 1 teachers plan for learning at early stages of Primary 1.

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

As pupils progress through primary school, teachers use a range of assessment strategies, including observation, discussion, setting special tasks and making judgements about performance, and setting tests. Pupils are also involved in assessing their own progress and choose examples of their best work to be kept as a record.

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

Parents have the opportunity to discuss their child's progress with class teachers on Parents' Evenings. Pupil Summary Reports are sent home to parents twice a year and parents have an opportunity to comment on these. In addition, of course, parents are welcome to contact the school at any time to ask for information or for an appointment to consult with the Headteacher or class teacher.

## **ACTIVE LEARNING**



Curriculum for Excellence emphasises the value of an active learning approach.

At the start of P1 there will be similarities to the nursery experiences which are aimed to support children in transition into Primary School. In P1 and P2, 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.

## **PERSONAL LEARNING PLANNING**

Teachers in nursery, primary and secondary schools are increasingly sharing their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, for instance, when 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 period of time, usually a six month period, with progress against these aims being assessed by the teacher and pupil. At the same time, new targets are set for the following period of time.

In secondary schools, the pupil will review progress against targets and negotiate new ones with his or her pastoral teacher.

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

## **HOMEWORK**

The school has a clearly defined policy on homework, a copy of which can be obtained from the Headteacher.

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it. The homework will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

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

**Aims**



In this school we give homework to:

- involve parents more closely in the education programme of their child
- encourage pupils to make use of and appreciate the many sources of information and support within their home, family and community.
- develop in children the idea of preparation for the day ahead.
- allow some additional practising of newly learned skills.

Homework should be an interesting and valuable activity in which children and parents can participate. It is important therefore that as a child progresses through school that tasks are varied. It is also important that these tasks are both manageable at home and school and do not impose a burden of correction for the teacher which would detract from the classroom work. Homework should never demand excessive time input as it is equally important that there is leisure time to enjoy family life.

Homework time will be most constructive and pleasurable if parents can participate in a relaxed, happy manner. If children experience problems when undertaking homework activities then encouragement should be given rather than any negative response. If a major ongoing problem is identified by parents or teacher, then it is important that this is discussed.

These are the kind of activities, which could be undertaken as homework.

<b><u>Tasks Selected from</u></b>				
<b>Primary 1 and 2</b>	-	Shared reading		
	-	Sound books		
	-	Number facts		
<b>Primary 3 and 4</b>	-	Shared reading		
	-	Spelling patterns		
	-	Tables – games and puzzles		
	-	General knowledge: Sources	-	asking family
			-	library book
			-	school book



<b><u>Tasks Selected from</u></b>			
<b>Primary 5 to 7</b>	-	Spelling rules	
	-	Building vocabulary	
	-	Researching project work	
	-	Using a dictionary	
	-	Problem solving	
	-	Study reading	
	-	Personal topic	
	-	General knowledge: Sources	
			- asking questions
			- use reference books
			- newspapers
			- television



## **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, including covering books and jotters and exercising care in the use of all school materials.

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

Parents are asked to remind their child (ren) that all school equipment and fittings should be used with care. Also, areas within the school such as cloakrooms and toilets should be used appropriately and kept as clean as possible.

Litter bins are provided in the classrooms and playground. These should be used to keep the school and its surroundings tidy.



## **EXTRA-CURRICULAR ACTIVITIES**

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

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

- Boys and Girls Football

- Scottish Country Dancing
- Recorder group
- Chess club



If your child is involved in activities outwith school hours then you will be asked to sign a consent form. The safety of your child returning home after attending activities is the responsibility of parents.

Playground facilities are limited but we have the use of the nearby Douglas Park and we use the facilities of the Recreation Centre

## **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**

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information, contact the Active Schools Team on 01324 501656.

# **School Brochure**

## **Section Three**

### **School Policies**

## **CURRICULAR POLICIES**

Every school has a range of curricular policies in written format. These policies are the subject of regular discussion, consultation and review with school staff and all can be made available for perusal on request. The various policies are summarised below:-

### **DEVELOPMENT OF PUPILS' SPIRITUAL, MORAL, CULTURAL AND SOCIAL VALUES**

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

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

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

### **MULTICULTURAL AND ANTI-RACIST POLICY**

The Authority has a multicultural and anti-racist policy. All schools have a copy of the policy, are expected to follow the policy and guidelines and fully support the Racist Attacks and Harassment Multi-Agency Strategy. All educational establishments have a responsibility to report racist incidents by completing a Racist Incident Monitoring Form.

## **EQUAL OPPORTUNITIES POLICIES**

Falkirk Council has published an Equality Opportunities Policy and an Equality Scheme, which can be viewed on the council's website. These outline the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, faith/belief or age.

Education Services has policies and statements to address equalities issues specific to education to enable us to fulfil these duties. All schools have copies of these policies. The Service also supports the Racist Attacks and Harassment Multi-Agency Strategy and all education establishments have a responsibility to report racist incidents.

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

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

## **GENDER EQUALITY**

Falkirk Council Education Services has a Gender Equality statement that commits the Service to eliminating sexism and gender discrimination and to actively promoting equality of opportunity, regardless of gender.

## **SCHOOL DRESS CODE**

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

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

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

### **PLEASE LABEL ALL ARTICLES OF CLOTHING**

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

The following items may be ordered direct from the school:

- School Sweatshirt: Red with school badge imprinted in black
- School T Shirt: Red with school badge imprinted in black
- School Polo Shirts: Black or Red with school badge
- School Fleece: Red with half zip and school badge

- School Jacket: Red, reversible with school badge
- School Ski Hat: Black or Red with school badge
- Schoolbag: Red with school badge

## **PE CLOTHING AND FOOTWEAR**

- School T-Shirt, or self-coloured T-shirt in school colours
- Shorts and gym shoes (these must not be worn outside)

Primary 5 pupils will require swimwear.

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.

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories, 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 painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

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

## INSURANCE COVER FOR SCHOOL CHILDREN

### **1. Public Liability**

Falkirk Council have in force a Public Liability policy which operates in respect of claims for injury to any school child or loss of his/her property whilst in the control of the Council or employees. In the event of any claim the Council will have to be deemed negligent in order for compensation to be payable.

### **2. Pupils' Property**

Each session, unfortunately but inevitably, pupils' property is lost, damaged or stolen in school. The Council would advise that the following should be brought to the attention of parents:-

- (a) Falkirk Council's insurance policy does not provide cover for property left in the care, custody or control of the Council.
- (b) The Council has no insurance to cover loss or theft of articles left in the possession of teachers.
- (c) A standard household policy gives some measure of cover for personal effects of the policy holder and their family.
- (d) It is suggested that parents extend their existing household policy to provide additional cover for personal possessions.

### **3. Personal Accident Cover - Educational Excursions**

The Council has in force a personal accident cover for school children under which the compensation is payable in the circumstances stated, irrespective of legal liability. The details are as follows:-

Persons Covered: Any school child who is a minor.

When Covered: Whilst attending any activities involving a journey outside the premises of the school organised by or on behalf of the school/Council under the supervision of a responsible adult appointed thereby.

<u>Compensation:</u>	1. Death	£ 3,500
	2. Loss of one or more limb(s) or eye(s)	£20,000
	3. Permanent total disablement (continental scale of benefits)	£20,000

The above information is given in summary form only and is subject to the insurer's standard policy, terms and conditions.

Travel

Medical Expenses (outwith UK)	Unlimited
Rescue Services	Unlimited
Cancellation	£10,000
Personal Property	£5,000
Money	£5,000
Personal Liability	£5,000,000

**DISCLAIMER**

Please note that while the information in this brochure is correct at the time of printing, some minor changes may occur by the time it reaches parents.

# **School Brochure**

## **Section Four**

### **Pupil Welfare**

## **ATTENDANCE**

It is a duty of parents, by law, to make sure that their children attend school regularly and punctually.

If your child is late for school on occasion, please send a note of explanation with your child.

Whenever your child is absent from school, you should contact the school as soon as possible (preferably before 9.45am in primary schools and before 10am in secondary schools/additional support needs schools) on the first day of absence to let them know.

If the absence in three days or longer parents are required to notify the school, either by note or telephone, reporting the reason for absence.

When a child has an afternoon absence, having been present in the morning, parents must inform the school immediately for safety purposes.

Please note that family holidays should be taken during the recognised school holidays and not during term time. Other than in exceptional circumstances, which should always be discussed and agreed in advance with the Head Teacher, all family holidays taken during term time will be recorded as 'unauthorised absence' on the part of the pupil(s) concerned. Furthermore, if family holidays are arranged during term time, parents should be aware that the school is not obliged to make special arrangements to help pupils catch up with any missed school work.

Schools are obliged to report persistent pupil absences to Education Services. Attendance panels will then consider the attendance and where there is not improvement after an Attendance Panel Hearing, the matter will then be referred on to the Attendance Committee.

## **PUPIL SAFETY**

We expect children to either be in school at lunchtime or under the supervision of a responsible adult. For that reason therefore unaccompanied children are not allowed to go into the town during lunch break.

There may be times when a child will have an appointment to visit the 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.

## **PRIMARY SCHOOL ADMISSIONS**

Education Services must set a date each year for the commencement of children's attendance at Primary school. This date is usually the 2<sup>nd</sup> or 3<sup>rd</sup> week in August.

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from the Forward Planning Section – tel. 01324 506619/506608 Education Services, or the relevant school.

Any movement between denominational and non-denominational schools at year stages other than Primary 1 will require a Placing Request Form to be completed.

Enrolment dates will be set by each school and the enrolment should be completed in January prior to the start of term in August. The school will place adverts in the local press and nurseries advertising the date(s) for enrolment. Enrolment Forms should be completed on enrolment day at your catchment school. Parents are asked to bring the relevant birth certificate(s) and proof of residency when enrolling their child(ren). Enrolment timetables will also be available through the Falkirk Council website at [www.falkirk.gov.uk](http://www.falkirk.gov.uk).

## **PLACING REQUESTS**

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

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at 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 Education 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. Education Services can also reserve places in a class for future catchment pupils they expect to move into the area in the following school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to Falkirk Council's Admissions Policy and requests accepted and refused accordingly.

If you wish to make a Placing Request, you should complete the appropriate application form (one for each child involved) and return it to Forward Planning Section, Education Services, McLaren House, Polmont, Falkirk, FK2 0NZ. This Form must be completed by the child's Parent/carer. Placing Requests for primary 1 and secondary commencing in the next school session must be made by the 15<sup>th</sup> of March each year for consideration and response no later than the 30<sup>th</sup> April.

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

Any Placing Requests received after the 15<sup>th</sup> March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents / Legal Guardians 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 Forward Planning Section, Education Services at McLaren House, all schools, Libraries, One-Stop Shops and on the Falkirk Council website.

## **ADDITIONAL SUPPORT FOR LEARNING**

Education Services have both special schools and integrated mainstream provision available for children with additional support needs.

Working with other services and professionals – Social Work Services, Educational Psychology Service, NHS and parents – decisions are made with regards to the best possible education to meet the needs of the child.

## **EDUCATIONAL PSYCHOLOGY SERVICE**

The Educational Psychology Service is part of Education Services. Every school has a link educational psychologist, providing consultation, advice, assessment, intervention, staff development and project work.

**Educational psychologists can be consulted by schools and others about questions or concerns they have about pupils and how best to support them. The school must obtain the agreement of parents and, where appropriate, the pupil before involving the educational psychologist.**

## **PRIMARY TO SECONDARY TRANSFER**

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers.

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

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

## **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 PLACINT 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. Further information can be obtained from the Transport planning Unit, Tel: 01324 504966 / 504724.

## **PUPIL CONDUCT**

A partnership between the School and parents is required 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 have been devised to encourage the maximum amount of self-discipline. The rules themselves are relatively simple and few in number to allow for the smooth running of the school. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property. A behavioural agreement is included in the School Enrolment Form that parents complete when enrolling their child (ren).

## **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 supported by Behaviour Co-ordinators. 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.

All staff 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. There is basic code of conduct, which must be adhered to if school is to function smoothly and happily.

Pupil behaviour will allow teacher to teach

Pupil behaviour will allow pupils to learn

Pupil behaviour not in the best interest of the pupil will be stopped

Pupil behaviour which is **APPROPRIATE** will be recognised and re-enforced by teachers and other staff members.

Parents are expected to appreciate the needs for such basic standards of behaviour and to be fully supportive of the school in ensuring that their child does not participate in bullying, use bad language, speak disrespectfully to any adult and conduct himself/herself to and from school in an exemplary fashion. Any breach of the above code of conduct will result in disciplinary action.

We would aim to:

- develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions.
- create the conditions for an orderly relaxed school community in which effective learning can take place, in which there is mutual respect between all members and where there is proper concern for the environment.
- develop in pupils a sense of responsibility for their community and encourage them to make positive contributions.
- work in partnership with parents by seeking co-operation and support in establishing and maintaining appropriate standards of behaviour.
- highlight throughout the school community that bullying in any form is totally unacceptable behaviour and cannot be tolerated.
- emphasise prevention of bullying by delivering an appropriate social education programme.

If you feel your child is the victim of bullying then please contact the Headteacher immediately.

### **SCHOOL GUIDELINES FOR POSITIVE BEHAVIOUR**

- do be gentle
- do be kind and helpful
- do work hard
- do look after property
- do listen to people
- do be honest
- 

These are exemplified in the following code of conduct expected from our pupils:

- speak politely and quietly and never use bad language
- show good manners to each other, the adults in the school and to all the visitors
- walk inside school to keep ourselves and others safe
- play together and help each other without threats or fights
- line up quickly and quietly when the bell rings
- tell a teacher or our parents if anyone is bullying
- play safely in the correct playground
- stay in our seats during a wet interval
- stay within the playground at playtime and lunchtime
- keep the playground and school tidy
- leave toys at home
- work hard in class
- look after school books and equipment
- care for our community
- follow the rules for best behaviour when we are coming to school or walking home
- follow the rules for best behaviour on school trips
- demonstrate good social manners in the Dining Hall.

## **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 will be:

- ✓ All children under 8 years of age who live one mile or over from their catchment school.
- ✓ All children over 8 years of age who live two miles or over from their catchment school.

Concessions, details of times of operation, criteria and application forms are available from the Transport Planning Unit within Falkirk Council. Tel: 01324 504724 / 504753.

## **BEHAVIOUR ON SCHOOL TRANSPORT**

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 and they take care not to restrict the view of the school crossing patrol.

## **SCHOOL MEALS**

The Hungry for Success initiative ensures that all food in schools is healthy, and encourages all pupils to make school meals their first choice at every lunch time. Through consultation with pupils and school staff, catering menus now offer a wide variety of choices from traditional meals, meal deals, salad boxes, pasta and deli bars.

From April 2010 the price of school meals ranges from £1.55 for a meal tray option in Primary Schools to £2.05 for a traditional 2 course meal in Secondary School. The prices of meals are reviewed annually. Pupils may purchase a traditional two-course lunch or a pick 'n mix for £1.55. Lunch money should be brought to school on a Monday for the full week, or for the number of days required.

The school Breakfast Club is open every morning at 8.15am. Toast and a drink are available for £1.20.

There is a Milk and Biscuit scheme operating throughout the school with children choosing milk and a plain biscuit every morning for £1 per week or 20p for just the biscuit; drinking water being freely available.

## **Packed lunches**

Children may eat packed lunches in the dining hall. Glass bottles are **not** permitted in school.

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

## **FREE SCHOOL MEALS / GRANTS FOR CLOTHING**

Some families may be eligible for free school meals. Application forms are available from the School or the District Registrar, 15a Seaview Place, Bo'ness EH51 0AP, telephone number 01506 778990. The forms have to be completed by the parent or guardian and returned to the Registrar. An application is required for every school session. Help with filling out the form, and more information on school meals and grants can be obtained from the Registrar's Office or from your local One Stop Shop.

## **HEALTH PROMOTING SCHOOLS**

A Health Promoting School is one in which all member of the school community work together to provide pupils with positive experiences and structures which promote and protect their health.

This includes both formal and informal curriculum, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and the wider community in efforts to promote health.

Falkirk Council and partner agencies will continue to develop and support opportunities for children, young people and families to make healthier lifestyle choices.

In our schools and communities we will promote services targeting all areas of health.

## **Healthy eating, physical activities, emotional wellbeing, oral & sexual health**

Falkirk Council is committed to the health and wellbeing of all pupils and has supported all schools to achieve Health Promoting School status.

## **WET WEATHER ARRANGEMENTS**

Children having school lunches may remain in school during wet weather but again, supervision is limited. We ask that parents of children who go home for lunch, keep them there until 12.50pm or whichever time gives them time to walk to school *for* 1.00pm, as the school cannot cope with large numbers of children during the lunch break. Children are **not** allowed on to grass areas during and after wet weather.

The children are not allowed out during playtimes if it is raining; they are supervised in school.

## **GENERAL SUPERVISION**

During intervals, supervision is adequate and effective. There is always an adult supervising the children in the playground. The children know to go to the supervisor if there is anything wrong. There is always access into the building and the children are aware of this.

## **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 inclement 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.

For this reason it is important that emergency contacts are kept up-to-date on our records.

## **SCHOOL HEALTH SERVICE**

Forth Valley NHS Board 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 are in the best possible health to benefit from their education and to provide the Education Authority with advice about the spread of infections and the promotion of good health. This service is provided by staff from Forth Valley Primary Care NHS Trust.

Parents will be given the opportunity to meet the named nurse for the school when their child starts in Primary 1. This will involve the parents completing a health questionnaire for the child and requesting an appointment if required. All children in primary 1 and at other selected stages will be seen to have their height, weight and vision checked. High school pupils are also offered immunisation and at the appropriate time will be issued with a form for information and consent. If you have any concerns with your child's health, which may affect their education, then an appointment can be arranged with your named nurse by contacting the department at the telephone number below. School staff with parental permission can request an appointment with the named nurse at any time. Hearing is no longer being tested in school and teachers and parents are encouraged to report any concern about hearing especially in Primary children. The named nurse will also offer health promotion sessions within the school setting at agreed times with the school. If you wish further details about the content of these sessions then this is available by either speaking to the teacher or contacting the named nurse at the telephone number below.

The school doctor (Community Paediatrician) sees children with Additional Support Needs or with any significant ongoing medical or developmental conditions affecting their education. School staff and parents can request a consultation with the school doctor at any time.

The school dentist carries out dental inspections in Primary 1 and 7, and offers full treatment facilities for those children not registered with a general dental practitioner.

With parental consent, the school health team can refer a child to other specialists such as speech and language therapy, chiropody, occupational therapy, physiotherapy etc.

The School Health Service can be contacted at:-

Area Community Child Health Department,  
Stirling Royal Infirmary,  
Livilands,  
Stirling, FK8 2AU.  
Tel (01786) 434059  
Fax no. (01786) 434479

## **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 then treat it speedily.

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

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

Ms. Sybil Solomon  
Infection Control Lead Nurse  
Primary Care Operating Division  
Room 1  
Microbiology Lab  
Falkirk District Royal Infirmary  
Westburn Avenue  
Falkirk  
FK1 5QE  
Tel: 01324 614687  
E-mail: [sybil.solomon@fvpc.scot.nhs.uk](mailto:sybil.solomon@fvpc.scot.nhs.uk)

## **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.

## **Protecting Children and Young People**

Education 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 Falkirk Council and Social Work Services when a member of staff has a suspicion that a child might have been abused or at risk of abuse.

Social Work Services will make a decision on whether or not an investigation is necessary and will advise accordingly.

## **MEDICINE ADMINISTRATION**

The administration of medicines prescribed by a family doctor is undertaken at the discretion of the Head Teacher 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 Education Services.

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

# **School Brochure**

## **Section Five**

### **School Statistics**

## **RAISING ATTAINMENT**

Monitoring performance and using the resulting information to secure improvement is an important part of the work of headteachers, school staff and officers within Education Services.

Details of the school attainment in the areas of reading, writing and mathematics, along with attendance information, can be found in the following pages.

**INFORMATION FOR PARENTS 2009  
PRIMARY SCHOOLS**

<b>School:</b> Bo'ness Public School	<b>Id No.:</b> 240 - 5758122
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***Budgeted Running Costs For Financial Year 2009-2010***

<b>School Roll at September 2008</b>	211
<b>Total School Running Costs at April 2008 (£)</b>	787,985
<b>Cost per Pupil (£)</b>	3,735

***Attendance And Absence For School Year 2007/2008***

	<b>Stage</b>							
	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>	<b>P1-7</b>
<b>Total Number of Possible Attendances(Pupil Half Days)</b>	11,932	10,818	11,968	11,988	9,076	12,150	12,038	79,970
<b>Percentage Authorised Absences</b>	4.7	2.9	1.9	4.5	1.5	2.5	3.5	3.1
<b>Percentage Unauthorised Absences</b>	0.5	0.9	0.4	0.6	1	1.8	1.1	0.9

**INFORMATION FOR PARENTS 2009  
PRIMARY SCHOOLS**

<b>School:</b> Bo'ness Public School	<b>Id No.:</b> 240 - 5758122
--------------------------------------	------------------------------

***5-14 Attainment***

	<b>Previous level of performance (June 2007) % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage</b>	<b>Present level of performance (June 2008) % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage</b>
<b>Reading</b>	86	87
<b>Writing</b>	79.8	87
<b>Mathematics</b>	86	91

***Minimising Overall Absence***

	<b>Absence recorded (2007/2008) Average number of half days absence per pupil</b>	<b>Absence recorded (2008/20098) Average number of half days absence per pupil</b>
<b>Absence</b>	17	15.4