inclusion and

wellbeing service

**watch us grow**

**School Handbook**

Inclusion & Wellbeing Service 2024-2025

Contents

[A Foreword from the Director of Children’s Services 3](#_Toc118896769)

[Insurance Cover for School Children 4](#_Toc118896770)

[Pupil’s Property 4](#_Toc118896771)

[Travel and Personal Accident Cover – Educational Excursions 4](#_Toc118896772)

[The Staff 5](#_Toc118896773)

[About the Inclusion and Wellbeing Service 6](#_Toc118896774)

[Strategy: 8](#_Toc118896775)

[School Uniform 8](#_Toc118896776)

[Parental Involvement in IWBS 8](#_Toc118896777)

[Community Links 10](#_Toc118896778)

[School Meals 10](#_Toc118896779)

[Education Maintenance Allowance (EMA) 11](#_Toc118896780)

[Planning Children’s and Young People’s Learning 12](#_Toc118896781)

[Transport 12](#_Toc118896782)

[Health Care 13](#_Toc118896783)

[Session 2023-2024 14](#_Toc118896784)

[The School Day 15](#_Toc118896785)

[Contacting the Service 16](#_Toc118896786)

[Attendance and Absence 17](#_Toc118896787)

[School Rules 17](#_Toc118896788)

[The Timetable and Curriculum 18](#_Toc118896789)

[Standards and Quality Report 19](#_Toc118896790)

[Assessment and Reporting 20](#_Toc118896791)

[Development of Pupils’ mental, social and emotional wellbeing 22](#_Toc118896792)

[Restorative Approach To Bullying Behaviour 25](#_Toc118896793)

[English as an Additional Language (EAL Team, ASN Service) 25](#_Toc118896794)

[Educational Psychology Service 25](#_Toc118896795)

[Protecting Children and Young People 25](#_Toc118896796)

[Curriculum For Excellence 26](#_Toc118896797)

[Learning to Achieve 27](#_Toc118896798)

[Transferring Educational Data About Pupils 27](#_Toc118896799)

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

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

**Session 2023-24**

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 2023/24 and trust it will provide you with all the relevant information you may need concerning your child’s school. If you have any queries regarding the contents of the handbook please contact the Head Teacher of your child’s school in the first instance who will be happy to offer any clarification required.

Robert Naylor

Directors of Children’s Services

Falkirk Council

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

It may be possible to offer some assistance in helping to translate all or part of this handbook to parents whose first language is not English. Enquiries should be directed in to the Communications Officer for Children’s Services (tel: 01324 506657).

**DISCLAIMER**

The information in this school handbook is considered to be correct at the time of publication (December 2022), however, it is possible, particularly as the result of the COVID19 pandemic, that there may be some changes/inaccuracy by the start of the school term in August 2023

### Insurance Cover for School Children

Public Liability

**Personal Injury**

Falkirk Council has in place a Public Liability policy which operates in respect of claims for injury to any third party which includes a pupil whilst under the care of the Council or their employees. In order for liability to be accepted there is an onus to evidence the council was negligible in their acts and was responsible or partially responsible for the injury sustained.

**Pupil’s Property**

It is inevitable that during each session, pupil’s property is lost, damaged or stolen from school. Parents are therefore discouraged from allowing their children to carry expensive items of personal belongings to the school and are reminded that a standard household policy can be extended to provide a degree of cover for personal items taken away from the home. Falkirk Council are not legally responsible for pupils property which is subsequently lost, damaged or stolen, unless specifically entrusted with a member of staff.

Any claim made for loss or damage to the property left in the care of the school or its employees will have to be submitted, in the first instance to Children’s Services. Following a thorough review of the claim, settlement will only be made if it can be shown that Falkirk Council are legally liable for the loss.

**Travel and Personal Accident Cover – Educational Excursions**

In order to provide necessary cover for educational excursions Falkirk Council has in place an insurance policy for travel and personal accident which specifically covers any pupil enrolled at a participating establishment. The policy provides compensation for each insured pupil should an incident occur, irrespective of legal liability. There are varying degrees of benefits within the policy, but the key compensation values are noted below.

 **1. Death £30,000**

 **2. Permanent Total/Partial Disablement up to £30,000**

The insurance policy provides accidental bodily injury cover whilst any insured person is undertaking an organised trip (including exchange visits and work experience placement) as long as it is with the authorisation of the school or council and the activities involve a journey outside the premises of the school. The policy also extends to cover overseas travel cover.

###

### The Staff

**Leadership Team**

**Head Teacher (Acting)**

Paul Stones

**Depute Head Teachers:**

Sandra Craig

Hayley Addy

**Principal Teachers**

Sharon Hutchinson

Craig Hutchinson

Emma Hedges (Acting STEM/PEF)

**Teaching Staff**

**Secondary**

Annabelle Collins

Karen Edwards

Lyndsey Henderson

Barbara McLean

Jil Dickens

Darren Raphael

Amanda-Jane Reilly

**Primary**

Lynn Andrew

Debra Smith

Jen Haston

Tracy Minto

**Outreach**

Adam Farndon

Tina Fraser

**Clerical Support**

Carole Turner

Laura Walker

**Early Years Officers**

Emily Curran

Nicole McLintock

Lauren Wright

**Inclusion Workers**

Catherine McLean

Carol Cruse

Julie Gardiner

Natalie Gemmill

Stephanie Kerr

Catherine Maclean

Lindsey McIntyre

John Ross

Lianne Murray

Kate Adamiak

**Support for Learning Assistants**

Shari Anderson

Ben Buglass

Elaine Cameron

Harji Kaur

Lorraine McGuckin

Ashton Osborne

Erin Penn

Lesley Ramsay

**Family Support Workers**

Gail Millar

**Catering and Cleaning Staff**

Gail Marshall

Michelle Winn

**Visiting Specialists**

Pat Fagan (Music)

###

### About the Inclusion and Wellbeing Service

The Inclusion and Wellbeing Service is a Falkirk based, multi-professional education provision, which provides small group education, family support and community based learning for pupils of primary & secondary age who are experiencing levels of social and emotional distress which affects their ability to access mainstream provision. Inclusion and Wellbeing Service is part of Falkirk Council’s Additional Support Needs Service which supports children and young people aged 3-18years old as well as their families.

Referrals to Inclusion and Wellbeing Service come though the Inclusion and Wellbeing Placement Change Panel. Pupils are referred through their mainstream school.

Vision:

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



### Strategy:

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

 The Service aims to:

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

### School Uniform

**General Information**

Offensive clothing such as T-shirts or other items featuring inappropriate language or illustrations is not permitted in school. Football colours are also inappropriate as they can lead to incidents of rivalry. If such items are worn, the young person would be supported to return home to change into more appropriate clothes. In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, outdoor education or work experience; this extends to the wearing of suitable footwear. Parental support and co-operation in encouraging the wearing of suitable clothing is requested.

**Secondary specific**

In secondary white shirt, black jumper, trousers or skirt should be worn. Footwear should also be black and appropriate for school environment. Leggings are not considered to be part of uniform. We also have school ties for Senior & Junior pupils which will be provided by the school.

**Primary specific**

We actively encourage children to wear school uniform attire such as school trousers, shirts and jumper.

### Parental Involvement in IWBS

The Inclusion and Wellbeing Service values and welcomes involvement from parents and carers in the life of the school. Parental support is vital for your child’s educational progress. Parents and carers can do this in a variety of ways:

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

IWBS does not currently have a Parent Council. However, IWBS does have an active Parent’s Group that contributes to the school environment, has regular events and focusses on wellbeing. Parents and carers are encouraged to phone or visit if they have any issues they would like to discuss with staff. Due to the nature of the school day, it may be advisable to contact the school first before visiting to ensure the member of staff you wish to see is available at a suitable time.

**Parents Welcome**

As with all Falkirk Council schools, parents and carers are welcomed within the school, and are encouraged to drop in regularly. IWBS uses a variety of methods to communicate with parents and carers, including parents’ afternoons, regular open days and events, newsletters, phone calls, emails and the school website. We also hold regular review meetings with parents and carers throughout the year.

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

Falkirk Council Children’s Services recently updated our Parental Involvement and Engagement Strategy in consultation with parents. This details a series of actions which we plan to take over a three year period to improve parental engagement with schools and the service and help to break down barriers which many parents experiencing when trying to become involved in the life and work of the school.

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school.  The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children’s learning at home in literacy, numeracy, health and wellbeing and science.  Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child’s school and education.  Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels.  Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.



### Community Links

IWBS has links with a wide variety of organisations.These organisations contribute to different areas of our curriculum, giving pupils a wide variety of learning experiences.

### 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 2 portions of veg and 1 portion of fruit included with every meal choice with High Schools providing a range of plated meals, pasta, meal deals and salad boxes. 2 portions of veg and 1 portion of fruit are included with every meal choice within the balanced core High School menu Meal prices are reviewed annually.

Currently, all pupils who attend IWBS are entitled to free school lunches.

**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 and declaration form. The Schools Meals Service will only accommodate a child/ren with a medical referral diagnosed by a medical professional.

**Free School Meals and Clothing Grants**

Falkirk Council provide Free School Meals, and financial support towards the cost of School Clothing and Footwear for families that meet certain eligibility criteria.

**Do I qualify for an award?**

* To be eligible, you should normally be resident in the Falkirk Council area and your child(ren) must attend any [primary, special or secondary school](https://www.falkirk.gov.uk/places/schools-nurseries/default.aspx) managed by Falkirk Council.

**What is the Current Value of Clothing Grants?**

* For 2024/25 the Clothing Grant is £125.00 per child/per year for primary school aged children and £155.00 per child/per year for secondary school aged children.

**Do I Need to Apply if My Children are in Primary 1 to Primary 5 and receive Universal Free School Meals?**

* Free School Meals – No you do not need to apply for Free School Meals if your child is in Primary 1-5.
* Clothing Grants – Yes, you still need to apply for Clothing Grant for these pupils.

**How is Eligibility Assessed?**

* Assessment of eligibility is generally based on your household income/circumstances.
* There are different qualifying thresholds for Free School Meals and Clothing Grant awards.
* The qualifying criteria can be found on our website here: [www.falkirk.gov.uk/fsm](http://www.falkirk.gov.uk/fsm).

**Will I need to submit an application form?**

* No - If you received an award during the 2023/2024 school year and you have already been contacted to advise you do not need to re-apply.
* Yes - If you have never applied before or if you did not receive an award during the 2023/2024 school year.

**How Do I Apply?**

* You should apply online: [www.falkirk.gov.uk/fsm](http://www.falkirk.gov.uk/fsm)

 **When will I receive my award?**

* We aim to assess applications within 28 days of receiving them. Please make sure that you provide all of the necessary evidence with your application form in order for us to complete our assessment, otherwise any entitlement and awards may be delayed.

**Further Information**

* More information regarding Free School Meals and Clothing Grant can be found on our website and FAQ’s at [www.falkirk.gov.uk/fsm](http://www.falkirk.gov.uk/fsm).

**Other Support**

There are other sources of support which may be available to families, depending on your circumstances.

* [Best Start Grant: Pregnancy and Baby Payment](https://www.mygov.scot/best-start-grant/) – Payments for parents of new-borns, or those currently expecting.
* [Best Start Foods](https://www.mygov.scot/best-start-grant-best-start-foods/) – Payments for parents of children up to 3 years old.
* [Best Start Grant: Early Learning Payment](https://www.mygov.scot/best-start-grant/) – Payment for parents with children aged between 2 and 3 and half years old.
* [Best Start Grant: School Age Payment](https://www.mygov.scot/best-start-grant-new/) – Payment for parents of children starting Primary School.
* [Education Maintenance Allowance (EMA)](http://www.falkirk.gov.uk/ema) – Financial support for 16 -19 year olds continuing at high school.
* [Young Scot](https://young.scot/the-young-scot-card/) – The Young Scot National Entitlement Card is available free of charge to everyone aged 11-25 living in Scotland.   It can be used to receive discounts, for rewards, and also as proof of age.
* [Young Persons' Free Bus Travel Scheme](https://www.falkirk.gov.uk/services/roads-parking-transport/transport/young-person-travel.aspx) - Young people aged between 5 and 21 years old are eligible for free bus travel from 31 January 2022.
* [Help with Welfare Benefits](https://www.falkirk.gov.uk/services/benefits-support/help-with-welfare-benefits.aspx) – Find out if you are claiming all of the support you are entitled to and speak to an adviser for further advice.
* [Other support for families](https://www.falkirk.gov.uk/covid19/support-for-people.aspx) - Any family facing financial insecurity can also contact our Support for people team for assistance or sign posting to other support. The team can be contacted on 0808 100 3161.

### Education Maintenance Allowance (EMA)

EMA is a weekly allowance of £30 which you may be able to get if you are:

* aged 16 to 19
* attend a Falkirk school (or attend Home Education)

You'll need to meet the terms of your Learning Agreement, and will usually only get EMA for a week where you have 100% attendance.

Check if you are eligible by visiting the [**EMA Scotland website**](https://www.mygov.scot/ema/can-i-get-an-ema/).

## How to apply

You can apply online at [Education Maintenance Allowance | Falkirk Council](https://www.falkirk.gov.uk/services/schools-education/education-benefits-support/education-maintenance-allowance/).

Make sure you read the guidance carefully and provide all the information that is asked, including any supporting evidence.

**Please Note**: You will need to complete the application with your parent/carer present as some of the questions relate to their circumstances, and they need to sign the declaration.

Make sure you submit your application even if you don't have all the information. The date that we receive your application can make a huge difference to the date we can pay you from (eg you miss the 30 September or 28 February deadlines).

## Deadlines

|  |  |  |
| --- | --- | --- |
| **Your age** | **Application date** | **Payment start date** |
| **16-19 on or before 30 September** | **Apply on or before 30 September** | **Payments start from beginning of August term** |
| **Apply after 30 September** | **Payments start the week we receive your application** |
| **Turn 16 between 01 October and 28 February** | **Apply on or before 28 February** | **Payments start from beginning of January term** |
| **Apply after 28 February** | **Payments start the week we receive your application** |

### Planning Children’s and Young People’s Learning

Practitioners use a variety of approaches to ensure that pupils understand the purpose of their learning and are clear about how to be successful. A variety of planning approaches are used to ensure that experiences are progressive, skills – focused and meet pupils’ learning needs. Often individualised targets help pupils to assess their own learning.

### Transport

Transport to the base will be discussed as part of the transition planning meeting. All pupils currently travel to the base by taxi, walking, bike or local bus (bus pass provided). In some instances pupils may be transported by parents who are entitled to a parental contract.

**Replacement Passes**

If a bus pass is lost contact the Transport Planning Unit on code 01324 504753 who will advise how a replacement can be issued. Normally there is a cost is incurred.

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

### Health Care

We have emergency first aiders based across our campus who will deal with first-aid and minor ailments which arise in the course of the day.

If a pupil becomes too ill to remain in school, a parent or the emergency contact will be called to collect the pupil.

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

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

**School Health Service**

NHS Forth valley has a statutory obligation to provide health services for all school age children. The aim is to make sure that all children and young people, throughout their school years, are in the best possible health to benefit from their education

**School Nursing Service**

School Nurses are available **8.30am-4.30pm** all year round, excluding Public Holidays. School Nurses are not based in schools and are part of an integrated community team working from local health centres/clinics. The School Nurse Team offer health screening, health assessments and health reviews.

A health review is offered to all children in primary 1. This involves a parent questionnaire and the opportunity of an appointment with the school nurse to discuss any parental concerns and a review of the child’s growth.

The Falkirk School Nursing team comprises of

* Registered School Nurses
* Health care support staff

Children/young people, parents/carers can request a health appointment at any time by contacting the service on 01324 679129.

Referral to the School Nursing Service can be made by Education, Social Work, GP or other Health Care Professionals.

The School Doctor may also offer appointments to children with a significant medical or developmental condition which affects their education. School staff and parents can request a child be seen.

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

**Infectious diseases**

Colds and tummy upsets are the most common infections affecting children at school. It is important to keep your child at home in the early stages of a cold or until at least 48 hours after an episode of diarrhoea/vomiting to prevent infecting others. For treatment of diseases such as chickenpox or mumps, please consult your GP practice or nurse.

**Head Lice**

Head lice are spread through head to head contact at home, whilst playing or in school. Regular wet combing of your child’s hair using a special comb is the best way to catch this problem early. Specific treatment lotions are available as shampoos are not effective. Two applications should be administered seven days apart. If this is not followed, re-infection is likely.

Further advice is available from leaflets about head lice which are available in all schools and health centres

**Clinics**

Some children are asked to attend clinics (eye clinics, dentist, doctor etc) Please let the school know and arrange for your child to be collected if they must leave school to attend. No child will be allowed away from school without a responsible adult or unless written permission has been received from a parent or carer.

**Immunisations**

Primary Schools

Flu vaccines are given every year from Primary 1 onwards by an immunisation team visiting the school. Any child who misses a session can be vaccinated by their GP. Pupils with chronic illnesses such as asthma can visit their GP at any time to receive the vaccine

.

Secondary Schools

Pupils are offered several vaccinations such as Meningitis ACWY, a catch-up for the MMR vaccine and a booster for diphtheria, polio and tetanus. From 2019 HPV vaccine will be offered to both boys and girls.

For more information: <https://www.nhsinform.scot/>

**Medicines Administration**

Administration of medicines prescribed by a doctor or dentist is at the discretion of the head teacher but most schools are happy to co-operate. Parents who wish school staff to give medicines should take the medication to school and fill in the appropriate form (MED1). It is also possible to complete another form (MED4) which allows pupils to carry and administer medication themselves, for example inhalers. Prescribed medication should be clearly marked with your child’s name, date prescribed, how often it has to be taken and for how long.

**Pharmacies**

Community pharmacies are trained in providing advice on coughs and colds, high temperature, fever, nasal congestion, minor eye infections, constipation, stomach upsets, fungal infections such as athlete’s foot, and skin problems such as impetigo.

For more information: nhsforthvalley.com

###

**FALKIRK COUNCIL: CHILDREN’S SERVICES**

**Agreed Term Dates for Session 2024-2025**

**School year**

Autumn Term begins (for pupils) Wednesday 14 August 2024

Autumn Term ends Friday 11 October 2024

Winter Term begins Monday 28 October 2024

Winter Term ends Friday 20 December 2024

Spring Term begins Monday 06 January 2025

Spring Term ends Friday 04 April 2025

Summer Term begins Tuesday 22 April 2025

Summer Term ends Friday 27 June 2025

**Term Time Public Holidays**

* Monday 9 September 2024
* Friday 14 February 2025
* Monday 17 February 2025
* Monday 05 May 2025

**Staff Development Days**

* Monday 12 August 2024
* Tuesday 13 August 2024
* Friday 29 November 2024
* Tuesday 18 February 2025
* Friday 4th April 2025

### The School Day

**Secondary**

**Monday to Thursday**

Breakfast 09.00 - 09.20

Skills 09.20 – 09.45

Period 1 09.45 – 10.20

Activity Break 10.20 – 10.40

Period 2 10.40 – 11.15

Period 3 11.15 - 11.50

Period 4 11.50 – 12.25

Lunch & Activity Break 12.25 – 12.50

Period 5 12.50 - 13.25

Period 6 13.25 - 14.00

Activity Break 14.00 - 14.20

Period 7 14.20 - 14.55

Period 8 14.55 - 15.30

**Friday**

Breakfast 09.00 - 09.20

Skills 09.20 – 09.45

Period 1 09.45 – 10.20

Activity Break 10.20 – 10.40

Period 2 10.40 – 11.15

Period 3 11.15 - 11.50

Period 4 11.50 – 12.25

Lunch & Activity Break 12.25 – 12.50

**Primary**

**Monday to Thursday**

Start of day, Breakfast and Welcome 09.00 - 10.15

Activity Break 10.15 - 10.30

Morning session 10.30 - 12.30

Lunch & Activity Break 12.30 - 13.00

Afternoon 13.00 - 15:00

**Friday**

Start of day, Breakfast and Welcome 09.00 - 10.15

Activity Break 10.15 - 10.30

Morning session 10.30 - 12.00

Lunch 12.00

### Contacting the Service

**Inclusion and Wellbeing Service**

Laurieston Campus,

Bog Road,

Falkirk,

FK2 9PB

Telephone: (01324) 501090

Email: inclusionandwellbeing@falkirk.gov.uk

Twitter: [@IWBSFalkirk](https://twitter.com/iwbsfalkirk?lang=en)

**Pastoral Contact Details**

If you need to speak to someone about your child telephone 01324 501090 and ask to speak to their Key Teacher.

Key Teachers ensure that they know each pupil in their care and are able to give help, counselling, support and guidance on a personal basis, to enable each pupil to achieve as much as possible while attending the Inclusion and Wellbeing Service.

**Denomination** IWBS is non-denominational

**Gaelic Medium** No

### 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.

|  |  |  |
| --- | --- | --- |
| **Percentage** | **Number of School Days Annually** | **Number of days missed** |
| 100% | 190 | 0 |
| 95% | 180.5 | 10 days (2 weeks) |
| 90% | 171 days | 19 days (3 weeks, 4 days) |
| 85% | 161 days | 28 days (5 weeks, 3 days) |

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.

Please let the school know by letter, email to the school’s generic address 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 exceptional 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 Rules

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

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

Pupils Should:

• Behave responsibly

• Follow classroom and service expectations

• Behave respectfully to all others

• Follow Health & Safety instructions at all times

• Always obtain permission before leaving the building during the working day

**Personal Electronic Equipment**

We do not encourage pupils to bring phones, tablets or other expensive items to school.

If mobile phones are brought to school for use before or after the school day these will be kept securely by a member of staff. Pupils using mobile phones on the premises will have their phone taken from them & returned at the end of the day.

**ICT Acceptable Use**

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 have 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 prejudice-based bullying in line with our Anti-Bullying Policy: ‘Promoting Positive Relationships in Falkirk’s Educational Establishments’.

### The Timetable and Curriculum

**Secondary (11-18)**

The week’s timetable for pupils is made up of 36 periods each week of approximately 35 minutes in length. There are 8 periods every day – 4 in the morning and 4 in the afternoon (except on Fridays when the day is shorter). There are breaks throughout the day. This provides an opportunity for our young people to address any difficulties before moving on to the next class.

Pupils will study a range of subjects, with particular focus on Literacy, Numeracy and Health and Wellbeing across all subject areas. Other areas covered include Social Subjects, Science, Art, Music, RME, Scottish Studies, Home Economics, Employment Skills, PE and Outdoor Education. Older pupils are given opportunities for college study, work experience and community-based programs. All pupils have some opportunity for choice within their individual curriculum.

Pupils who are approaching the end of their school careers will be given guidance and support from Skills Development Scotland officers. This includes advice on job-seeking skills, 16+ learning choices and financial advice.

PSE is an integral part of the school’s curriculum and is embedded in the Health and Wellbeing focus. This will include sensitive areas such as relationships, parenthood, sexual health and drug awareness. If you have any anxieties about your child being informed about these areas, please contact IWBS to discuss your concerns. Similarly, although IWBS is non-denominational, RME is embedded in the curriculum. If you have particular concerns regarding your child being involved in the discussion of religious issues, please contact IWBS. Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the head teacher, in writing, and alternative arrangements will be made for your child.

**Primary**

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

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

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

If you wish further information about the curriculum within Inclusion and Wellbeing Service- Primary, please contact the school. Alternatively, you can find information on the following websites:

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

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

<https://www.skillsdevelopmentscotland.co.uk/>

###

### Standards and Quality Report

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.

|  |  |  |
| --- | --- | --- |
| **Percentage** | **Number of School Days Annually** | **Number of days missed** |
| 100% | 190 | 0 |
| 95% | 180.5 | 10 days (2 weeks) |
| 90% | 171 days | 19 days (3 weeks, 4 days) |
| 85% | 161 days | 28 days (5 weeks, 3 days) |

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.

Please let the school know by letter, email to the school’s generic address 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 exceptional 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.

### Assessment and Reporting

There are a variety of ways to assess progress and ensure that children and young people achieve their potential. Effective assessment practice within schools and establishments include:

* Learner involvement in setting personal targets and next steps
* On-going self-evaluation by learners, staff and school leaders
* Identification of strengths and next steps
* A range of approaches to assessment
* A variety of evidence gathered informally on a day-to-day basis or formally at certain points throughout the year (not exclusively - Teachers’ professional judgement, Scottish National Standardised Assessments, National Qualifications)
* Moderation of standards using Education Scotland Benchmarks
* Consideration of data analysis and performance information

Achievement of a Level & Scottish National Standardised Assessments (SNSA):

Learner’s progress is defined within the following levels:

|  |  |
| --- | --- |
| Level | Stage |
| Early | Pre-school and P1 however may be later for some |
| First | To the end of P4 however may be earlier or later for some |
| Second | To the end of P7 however may be earlier or later for some |
| Third & Fourth | S1 – S3 however this may be earlier for some |
| Senior Phase | S4-S6 and college or other means of study |

Achievement of a level means that the learner has achieved a breadth of learning across the curriculum area and has met the appropriate benchmarks; that they have responded consistently well to the level of challenge in their learning and can apply what they have learned in new and unfamiliar situation.

From August 2017, National standardised assessments have been introduced to all schools across Scotland in aspects of reading, writing and numeracy, for all learners in P1, P4, P7 and S3.

These assessments sit alongside a wide range of other evidence including ongoing classroom assessment of all aspects of literacy and numeracy. They cannot be used alone to confirm judgements of achievement of a level.

* Within schools and establishments, finding out about your child’s progress includes:
	+ Attending parents’ information evenings
	+ Discussing progress with teacher staff and school leaders by appointment
	+ Attend open evenings/afternoons including “meet the teacher” events
	+ Reading learning logs or diaries (which usually invite parents/carers to comment)
	+ Summary Reports (sent home to parents/carers including an invite to make comments)
	+ Social media updates from staff and/or the school

Further information about what data is collected about your child is given in section 5 of this handbook.

|  |
| --- |
| *Schools should include information about any additional ongoing and end of year reporting to parents on pupil progress in curriculum, achievement and future learning. What are the opportunities to discuss pupil progress, what written reports will be sent out etc? What will the written report cover? What are pupil profiles and when will they be available?* |

**Additional Support**

**As with all local authority schools in Scotland, this school operates under the terms of the Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009) and its accompanying Code of Practice. This has been strengthened through the Children and Young People (Scotland) Act 2014.**

**Further details of the policies and procedures can be found on the Falkirk Council website:**

[www.falkirk.gov.uk/services/schools-education/additional-support-needs/](http://www.falkirk.gov.uk/services/schools-education/additional-support-needs/)

**Children, young people, and families will work together with this school, other agencies and professionals to provide the best possible educational provision to meet their needs within the resources available. This may include working with Social Work Services, Educational Psychology Service, and the National Health Service.**

## Support for Pupils

**The school makes provision for pupils with additional support needs throughout their education (UNCRC Articles 23, 28 and 29)**

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

**For the children and young people who require further support, the GIRFEC wellbeing indicators, and other assessments, may be used to identify their additional support needs. Those involved in helping to complete a rounded picture of assessment are referred to as the Team Around the Child (TAC) (UNCRC Article 3).**

**Members of the TAC may include the following. Depending on the circumstances, others may be involved.**

* the child or young person (UNCRC Article 12)
* parents or carers
* others responsible for the care of the child or young person
* school staff
* social work
* Children’s Rights Officer
* ASN Advisor

**The Team will also draw up and review plans to meet the identified needs. Their activities are co-ordinated by the Lead Professional, who is responsible for ensuring plans are implemented and has an overall picture of the child or young person’s progress.**

**If you believe your child may have unrecognised additional support needs, your first point of contact should be the child’s class teacher (primary) or their Guidance teacher/Pastoral Head (secondary).**

## Disputes and Resolution in Additional Support Needs

**Schools and Early Learning Centres (ELC) do their best to support and respond to the needs of their children and young people. It is important for good communication between home and school so that should a problem arise, it can be identified and discussed as soon as possible.**

In the first instance, the school or ELC should be contacted directly. If the matter cannot be satisfactorily resolved, services from centrally based staff may be called upon: 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. This is a free service to parents, carers, and young people. It offers an independent mediation service by fully trained, experienced mediators in neutral venues and operates with a child- centred approach. Their services, called Resolve, may be arranged by the Additional Support for Learning Adviser, or accessed directly by parents and carers.

**Parents, carers and children or young people with additional support needs can also seek independent advice and support through:**

* **Enquire** – the Scottish advice and information Service for additional support for learning managed by Children in Scotland: [www.enquire.org.uk](http://www.enquire.org.uk), info@enquire.org.uk 0345 123 2303
* **Resolve: ASL** - to contact the service, or to find out more: [www.childreninscotland.org.uk](http://www.childreninscotland.org.uk), info@childreninscotland.org.uk Sandra Mitchell, Mediation Manager smitchell@childreninscotland.org.uk Children in Scotland, Thorn House, 5 Rose Street, Edinburgh EH2 2PR
* **Scottish Independent Advocacy Alliance** - [www.siaa.org.uk](http://www.siaa.org.uk), enquiry@siaa.org.uk 0131 510 9410
* **Let’s Talk ASN Scotland** - is a Scottish Government funded service for the parents of children with additional support needs and run in partnership with Barnardo’s. The service provides legal representation in appropriate education law cases to parents or pupils. It also provides advocacy support for families with a right of reference to the ASN Tribunal for Scotland., c/o Govan Law Centre, letstalkasn@edlaw-org.uk 0141 445 1955
* **Children and Young People’s Commissioner Scotland** - [www.cypcs.org.uk/about/](http://www.cypcs.org.uk/about/)

More detailed information about Falkirk Council’s ASN service can be found here:

[Falkirk Council Additional Support Needs | Supporting Children & Young People with Additional Support Needs Across Falkirk Council (glowscotland.org.uk)](https://blogs.glowscotland.org.uk/fa/asnfalkirk/)

### Development of Pupils’ mental, social and emotional wellbeing

The school is committed to supporting the development of the whole child and as a result, wishes to encourage their holistic wellbeing.

Mental, social and emotional wellbeing is supported in the following ways;

* Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an environment which is both caring and challenging and which provides opportunities for exercising rights and responsibility.
* Ensuring that staff and adults in the school act as positive role models for pupils.
* Providing opportunities for members of the school community to come together reinforcing shared values.
* Providing rich opportunities across all areas of the curriculum to develop mental, social and emotional wellbeing.
* Taking every opportunity within the curriculum and across the wider work of the school to celebrate diversity and promote equality.

**Getting It Right For Every Child (GIRFEC)**

**Getting It Right For Every Child (GIRFEC)**

Getting it Right for Every Child (GIRFEC) is underpinned by the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC was produced in 1989 and contains 54 Articles specifically for children, recognising the special care and protection they need throughout childhood to experience the full range of human rights: civil, cultural, economic, political, and social rights.

The Scottish Government is committed to recognising, respecting, and promoting children’s rights as part of its wider commitment to improving life chances for all children and young people. The UNCRC lies at the heart of the Scottish Government’s policy and practice.

[UNCRC: the foundation of Getting it right for every child - gov.scot (www.gov.scot)](https://www.gov.scot/publications/uncrc-the-foundation-of-getting-it-right-for-every-child/)

Getting it Right for Every Child (GIRFEC) is the Scottish Government’s approach to improving 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, their families, and those responsible for their care, to provide quick and effective support. To support the GIRFEC approach, the Children and Young People (Scotland) Act 2014 ensures key parts of GIRFEC are within law.

**Wellbeing**

The GIRFEC approach looks at eight areas of wellbeing. These are recognised as required areas which children and young people need to flourish both now and in the future.

|  |
| --- |
| The eight wellbeing indicators are:  |
| * Safe
 | * Active
 |
| * Healthy
 | * Responsible
 |
| * Achieving
 | * Respected
 |
| * Nurtured
 | * Included
 |

These enable the adults responsible for the care and wellbeing of children and young people to provide them with support. These areas help children and young people, families, those responsible for their care, and services, to identify any needs. Through a collaborative approach children and young people, families, those responsible for their care, and services will use these eight wellbeing indicators to identify any need and respond with appropriate planned solutions and supports.

This approach provides a common language and areas to focus on when gathering information about a child and young person’s world, to ensure they are growing and developing (UNCRC Article 6).

[Policies & strategies - Getting it Right for Every Child (GIRFEC) | Falkirk Council](https://www.falkirk.gov.uk/services/children-families/policies-strategies/girfec.aspx#:~:text=Getting%20it%20Right%20for%20Every%20Child%20(GIRFEC)%20is%20the%20Scottish,support%20when%20it%20is%20needed.)

**Main Contact**

In 2019, the Scottish Government repealed the relevant sections of the Children and Young People (Scotland) Act 2014 relating to the Named Person service. A named person was defined as a central point of contact for children, young people, and parents. This person had the responsibility for providing families with information for getting the support if, and when, they needed it. As a result of the Scottish Government’s decision, education authorities are no longer legally required to provide this service.

Every child and young person will still have a main contact within a school establishment to support and promote their wellbeing. The role of the main contact is to act as the first point of contact for children, young people, those responsible for their care, and families.

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

## Family Support Services

Family Support services work in partnership with families, schools, and other agencies to support young people’s wellbeing from early intervention to more intensive support.

Children, young people, and families may require additional support at different times in their life due to changing circumstances, such as: following a bereavement, trauma, illness, increased anxiety, and transition points in life. Support can be tailored to meet the individual needs of children, young people, and families, when they need it most and as locally as possible.

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

Support can be delivered in school, at home or in the community, on an individual or group basis.

**Protecting Children and Young People**

Article 19 of the UNCRC states that all children and young people have a right to be protected from violence, abuse and neglect. Children’s Services have an important role in identifying children and young people who are at risk of abuse or are being abused.

Falkirk Council has clear procedures for all staff to follow. Headteachers or designated members of staff are instructed to notify Falkirk Council and Children’s Services when a member of staff has a suspicion that a child might have been abused, are at risk of abuse or are likely to be exposed to significant harm due to neglect.

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.

To support children and young people, Falkirk Council has a Child Protection Lead Officer and child protection guidelines, training, and policy guidance.

**Active Schools**

The goal of Active Schools is to provide more high quality opportunities to participate in sport within schools. We also aim to ensure that these opportunities are well connected to and supported by other local, regional and national partners.

We work with Physical Education (PE) professionals to ensure better coordination between PE and school sports, and also to encourage the development of more physically active children and young people.

While our focus is sport, our activities connect to the wider landscapes of play, dance, exercise and active living – we know that a joint effort is required to deliver the health and performance related fitness our children and young people deserve.

Within Falkirk Council we have an Active Schools Manager, nine Active Schools Coordinators (Primary) and nine Active Schools Coordinators (Secondary). The Coordinators work within their respective Primary and High Schools clusters to provide further opportunities for physical activity, sport and play. We also have a coordinator designated to inclusion and equality.

[Active Schools Falkirk | Falkirk Council (falkirkleisureandculture.org)](https://www.falkirkleisureandculture.org/sport/active-schools/)

Follow us on @falkirksport

**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 (main school contact) 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.

**Compliments, Enquiries and Complaints Procedure**

Falkirk Council Children’s Services would like you to be completely satisfied with your child's education. As a Council of the Future, we are encouraged to view complaints positively as they help us to continually improve the service we provide. We welcome/encourage feedback on our services from parents, pupils, and members of the public whether it be compliments, enquiries, or complaints.

Please let your school know if you have a compliment, enquiry or a complaint about the service provided so they can investigate and resolve any issues you or your child are experiencing as quickly as possible.

**How do I complain?**

Complaints can be made to schools in writing, by email, on the telephone, or in person.

**Who do I complain to?**

Parents must contact the school in the first instance. Any complaints received by Education Headquarters that have not been initially referred to the school will be redirected back to school to respond.

**What happens with my complaint?**

Complaints are logged on our online complaints handling database (Customer First). Only Children’s Services staff responsible for logging, monitoring progress or responding to complaints have access to this part of the database.

Our complaints procedure has two stages:

* Stage 1 – Frontline Resolution
* Stage 2 – Investigation

Stage 1 of our complaint’s procedure allows immediate action to be taken to resolve the problem with an on-the-spot apology or be given to a Principal Teacher or Deputy Headteacher to investigate and respond. If we can’t resolve your complaint at this stage, the next steps will be explained to you.

Complaints that have not been resolved at Stage 1 or are complex and require detailed investigation are investigated at stage 2 of our complaint’s procedure. If a complaint is escalated to Stage 2, it will be allocated to the Head Teacher or another senior member of staff to investigate and respond. Stage 2 is our final opportunity to address your complaint.

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?**

We aim to resolve stage 1 complaints within 5 working days and stage 2 complaints within 20 working days. Occasionally the school may need extra time to investigate when the complaint is complex.

If your stage 1 complaint is received in the final week of term or during a school holiday period, you will be advised that your complaint will resume when staff return.

If your stage 2 complaint is received within the last 2 weeks pf term or during a holiday period, you will be advised that your complaint will resume when staff return.

**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.spso.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?**

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/>

### 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 evidenced to be a more effective response than traditional methods. 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 where sanctions are appropriate; exclusion is seen as a last resort and carried out when incidents fall within the legislative 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 parent/carers, work with the school to resolve any issues in the best interests of their child or young person.

Parents can access Falkirk Council’s Anti-Bullying Policy, ‘Promoting Positive Relationships in Falkirk’s Educational Establishments; on the Council website: [www.falkirk.gov.uk/services/schools-education/policies-strategies/anti-bullying-policy.aspx](http://www.falkirk.gov.uk/services/schools-education/policies-strategies/anti-bullying-policy.aspx)

### English as an Additional Language (EAL Team, ASN Service)

As part of the Additional Support Needs Service, the Council provides a support service for children who have English as an additional language.  The service supports enrolment and provides staff training and visits to schools to work with those children and young people who require assistance in developing English language skills.

This service can be contacted via email: EAL@falkirk.gov.uk

### Educational Psychology Service

The Educational Psychology Service is a statutory service with a role to provide advice to both the school and parents. Educational Psychologists work in collaboration with teachers, parents and other professionals to support children and young people with their learning and development, and to make the most of their lives.

Every school and pre-five establishment has a link Educational Psychologist who provides consultation, assessment, intervention, training and project work. The Service works within the Staged Intervention Approach of Children’s Services.

The school must obtain the agreement of parents and, where appropriate, the pupil before involving the Educational Psychology Service.  Further information is on the website <https://blogs.glowscotland.org.uk/fa/epservice> where there is helpful information for parents.

Parents can contact the service directly on Educational Psychology Service educationalpsychologyservice@falkirk.gov.uk or 01324 506600. Please ask for the link psychologist for your child’s school or the Principal Educational Psychologist.

### 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 Falkirk Council and 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.

### Curriculum For Excellence

Curriculum for Excellence is the vehicle by which we deliver a Quality Education across the 4 Contexts of Learning. 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 balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. 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.

**Responsibility of all**

Every single teacher and practitioner will be responsible for the development of literacy and numeracy and health & well-being from Early Level through to Senior Phase.

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.

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 is an emphasis by all staff on looking after our children’s health and well-being; to ensure that the school is a place where children feel safe and secure.

GLOW, Scotland’s unique, world leading, online network supports learners and teachers. Learners have individual access to GLOW through a username and password issued by school.

**Developing the Young Workforce**

Developing the Young Workforce (DYW) is a seven-year programme that aims to better prepare children and young people from 3–18 for the world of work. This programme builds on the foundations already in place as part of Curriculum for Excellence.

Collaborative working between primary and secondary alongside partnership working builds on your child’s experiences in primary school through secondary school. Curriculum planning and structures in schools have continued to evolve progressively as new qualifications have been introduced alongside traditional subjects. There is now on offer a wide range of opportunities for young people to develop their employability skills, gain experiences of the world of work and incorporate work-based learning elements together with employers to explore direct pathways into employment.

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

For further information on Learning in Scotland please access the following link: <https://education.gov.scot/parentzone/learning-in-scotland>

### Learning to Achieve

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

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

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

• Positive learning environments

• Opportunities to fully develop the four capacities

• Opportunities for play, sport, creativity and cultural activities

• Opportunities to contribute to decision making

• Opportunities to develop skills for life and skills for work

• Support that will enable them to make positive transitions at all stages of their learning

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

### Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland.

Information on how this data is used and what the Scottish Government and its partners do to protect the information supplied to them can be found via the link below:

<https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

For more information on why we transfer educational data to the Scottish Government and third parties, please see the Primary page on the Falkirk Council website: [www.falkirk.gov.uk/privacy](http://www.falkirk.gov.uk/privacy)

**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.ukor write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.