

# Bowhouse Primary School



## School Brochure 2020-2021



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

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

Session 2020-21

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 2020/21 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 (Dec 2019), however, it is possible that there may be some inaccuracy by the start of the school term in August 2020.

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

### **Learning Entitlements**

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

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

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

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

As a parent, you can help your child by:

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

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

## **Welcome to the Bowhouse Primary School Handbook**

Dear Parent/Carer,

On behalf of the staff, parents and children, I extend a warm welcome to you and your child as part of our school community at Bowhouse Primary School.

Bowhouse Primary School is part of Children Services working together to serve children and families in our local community and across Falkirk.

Whilst education continues to undergo many changes to prepare children for the demands of a rapidly changing world, the central aim of our primary school remains the same; to provide the best possible education for each child in our school, challenging and supporting them to achieve their potential.

From Nursery Class to P7, staff seek to involve and work in partnership with families to establish positive home \ school links to ensure the best possible progress for each child.

I hope this brochure, which is divided into 5 different sections, provides a helpful introduction to Bowhouse Primary School and outlines our Vision and Values and how we plan the curriculum in an ever changing society. A summary brochure is also available on request and at time of enrolment.

If you would like any further information please do not hesitate to contact the school.

Yours faithfully,

Elaine Harley, Acting Headteacher

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

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

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

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

As with any organisation, to ensure smooth running and appropriate maintenance of standards, a range of procedures and policies have to be implemented within our school.

This section gives an overview of the policies the school has in place. If you would like to see a full copy of these policies or to discuss them in more detail, please contact me. Most of these policies are available on the school website – [www.bowhouse.falkirk.sch.uk](http://www.bowhouse.falkirk.sch.uk)

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

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

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

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

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

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

## **Section Three – School Curriculum**

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

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

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

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

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

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

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

## **Section Five – School Improvement**

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

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

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

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

<b>Name of Head Teacher:</b>	<b>Elaine Harley (Acting)</b>
<b>Name of School:</b>	<b>Bowhouse Primary School</b>
<b>Address:</b>	<b>Tinto Drive Grangemouth FK3 0DZ</b>
<b>Telephone Number:</b>	<b>01324 508710</b>
<b>Website :</b>	<b><a href="http://www.bowhouse.falkirk.sch.uk">www.bowhouse.falkirk.sch.uk</a></b>
<b>E-mail Address :</b>	<b>bowhouseprimaryschool@falkirk.gov.uk</b>

### About the school

<b>Stages of Education provided for:</b>	<b>Nursery – Primary 7</b>
<b>Present Roll :</b>	<b>337</b>
<b>Bowhouse Primary School is a non- denominational school</b>	

### Organisation of the School Day

All Primary 1 pupils attend school on a full-time basis.

**Start Time: 9.00am - 10.45pm**

**Morning Break: 10.45am - 11.00am**

**Lunch Time: 12.15pm - 1.00pm**

**Finish Time P1 - P7 finish school at 3.00pm**

#### Nursery

**Our Nursery is open term time from 8.45am – 2.45pm**

**FALKIRK COUNCIL: CHILDREN'S SERVICES****Agreed Term Dates for Session 2020-2021**

<b><u>School Year</u></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 17 August 2020		
(Staff Only - Dev Day)	Tuesday 18 August 2020		
Autumn Term Begins (Pupils)	Wednesday 19 August 2020		
Autumn Term Ends	Friday 09 October 2020	39	37
Winter Term Begins (Staff Only - Dev Day)	Monday 19 October 2020		
Winter Term Begins (Pupils)	Tuesday 20 October 2020		
Winter Term Ends	Wednesday 23 December 2020	48	47
Spring Term Begins	Thursday 07 January 2021		
Spring Term Ends	Thursday 01 April 2021	59	58
Summer Term Begins	Monday 19 April 2021		
Summer Term Ends	Friday 25 June 2021	49	48
		<b><u>195</u></b>	<b><u>190</u></b>

**Term Time Public Holidays**

Monday 07 September 2020  
 Friday 12 February 2021  
 Monday 15 February 2021  
 Monday 03 May 2021

**Staff Development Days**

Monday 17 August 2020  
 Tuesday 18 August 2020  
 Monday 19 October 2020  
 Tuesday 16 February 2021  
 Thursday 06 May 2021

## **Registration and enrolment**

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

Pupils who are baptised Roman Catholic are automatically entitled to enrol at the denominational catchment school. All other pupils must make a placing request to attend a denominational school.

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

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

## **Attendance and absence**

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

Absence from school is recorded as 'authorised' i.e. it has been approved by the education authority, or as 'unauthorised' i.e. the absence remaining unexplained by the parent.

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 traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher may also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the head teacher on this basis is regarded as authorised absence.

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

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

## **School Meals**

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

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

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

### **School Meal Procedures**

Pupils in Bowhouse Primary have a choice of a hot meal or a snack known as option 3 and the children have the opportunity to see what is on offer for lunch at the start of each day when they are making their choices. A coloured band system is in operation to ensure the children have the meal they have ordered.

All pupils are issued with unique log-in details for the I-Pay System, allowing parents to pay for meals at home, see what their child has ordered for lunch and make lunch selections with them.

We strongly recommend using this system, however, will accept lunch money for the week brought in a sealed envelope on the first day of each week.

Children can also bring a packed lunch and provision is made in the dining hall. As we are striving to improve our practice in line with our Eco Code and Health Promoting Policy we ask that children bring a healthy packed lunch in re-useable containers wherever possible.

Please do not send glass containers to school as these are dangerous. Also any form of gum is prohibited in school.

As we have a number of people with allergies in the school we ask that no-one brings food containing nuts into school.

Children who remain at school for lunch are not allowed to leave the school grounds during lunchtime.

## 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.

## School Dress Code

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

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

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

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

### **BOWHOUSE PRIMARY SCHOOL UNIFORM CONSISTS OF:-**

Nursery (optional)

Pale blue sweatshirt with a white polo shirt

P1-P6

Red sweatshirt with school badge or red cardigan/ jumper with school tie

White polo-shirt with school badge

Dark trousers, skirt or pinafore

P7

Red sweatshirt with school badge - senior pupil embroidered below badge or red/ black jumper/ cardigan with school tie

Dark trousers, skirt or pinafore

A traditional uniform i.e. white shirt and school tie is also acceptable. The uniform can be purchased from Trutex in Vicar Street, Falkirk or through the school. We hold a stock of sweatshirts in school which you can buy throughout the year. Please ensure your child's clothing is clearly labelled and that you regularly check it is still visible.

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

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 may be worn for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

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

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

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

## Free School Meals and Clothing Grants

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

You can get more information, and apply online at [www.falkirk.gov.uk/fsm](http://www.falkirk.gov.uk/fsm). You can also contact 01324 506999, or visit our One Stop Shops or the Advice and Support Hub.

## School Clothing Grant

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

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

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

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

- In receipt of Income Support, or
- In receipt of Income-based Job Seekers Allowance, or
- In receipt of Income-related Employment and Support Allowance, or

- In receipt of Child Tax Credit only with a gross annual income below £16,105, or
- In receipt of Child Tax Credit and Working Tax Credit with a gross annual income below £16,105

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

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

More information or help with completion of the form can be obtained from the Council's Advice and Information helpline on 01324 506999.

## Parents Meetings

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

## Travel to and from School

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

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

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

Parents are also instructed not to pick up or drop off their child in the staff car park and are encouraged to use the designated Park and Stride at Grangemouth Stadium.

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

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

Distance entitled children are:

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

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

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

### **Pickup points**

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

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

### **General Supervision**

Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible.

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

### **School Security**

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

### **Wet Weather Arrangements**

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

## **Communication with Home**

From time to time you will receive important and routine communications from the school via variety of methods (email, the school app, group call, social media etc.). Parents are also encouraged to check their child's schoolbag for these communications. Enquiries of any kind should be addressed to the Head Teacher in the first instance.

## **Unexpected Closures**

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

## **Mobile devices**

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

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

## **ICT Acceptable Use Policy**

Falkirk Council Children's Services recognises that access to Information and Communications Technology (ICT) equipment and services helps young people to learn and develop skills that will prepare them for work, life and citizenship in the 21st Century.

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

## **Equality**

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

Children's Services 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 recently updated Anti-Bullying Policy: 'Promoting Positive Relationships in Falkirk's Educational Establishments'.

## **English as an Additional Language**

As part of the Additional Needs Service, the Council provides a support service for children who have English as an additional language. The service visits schools to work with those bilingual pupils who require assistance in developing English language skills.

## **Compliments, Enquiries and Complaints Procedure**

Falkirk Council Children's Services would like you to be completely satisfied with your child's education. We encourage feedback on our services from parents, pupils and members of the public. We are interested in feedback of all kinds, whether it be compliments, enquiries or complaints.

Sometimes, parents/carers may feel that the services provided are not what they wished for and they may wish to complain. As a Council of the Future, we are encouraged to view complaints positively. If you have a complaint about the service provided by the school, please let us know as this enables us to resolve any issues you or your child are experiencing and helps us to make any improvements to service delivery.

### **How do I complain?**

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

### **Who do I complain to?**

Parents must first consult the school regarding their complaint.

### **What happens with my complaint?**

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

### **How long will it take until I get a reply?**

Our aim is to respond within 5 working days to front line complaints, (Stage 1) although issues can sometimes be complex and the school may need time to investigate them.

### **What happens next?**

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

### **Who else can help?**

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

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

### **What else do I need to know?**

Please note that schools can only respond to complaints about a service that they or Falkirk Council provides or a service we have contracted from a third party. The Council's complaints handling procedure sets a time limit for making a complaint of six months from when the customer first knew of the problem. You can find out more about the Council's Complaint Procedure from the Falkirk Council website - <http://www.falkirk.gov.uk/contact-us/complaints/>

## **Care of Books / Materials**

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

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

## **Nursery Class Provision**

The school's nursery class provides places for children aged 3-5 years. Nursery class provision is non-denominational, which allows children of parents from all religions and beliefs to attend the nursery. Attendance at the nursery class does not however guarantee a place in the school.

## **Admission to Early Learning & Childcare (ELC) Establishments in Falkirk**

All ELC places are allocated according to the Early Learning and Childcare Admission Policy. A funded pre-school education place is available for every child aged 3 to 5 years who lives in Falkirk. A place can be provided in either a Falkirk

Council ELC Centre or in a private nursery which is in partnership with Falkirk Council.

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

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

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

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

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

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

## **Transition from Nursery to Primary**

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

## **Primary School Admissions**

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

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school 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 506621/506608 in the Children's Services, on the website - [www.falkirk.gov.uk](http://www.falkirk.gov.uk) or the relevant school.

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

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

The authority will place adverts in the local press and nurseries advertising the date(s) for enrolment.

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

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

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

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

## **Primary to Secondary Transfer**

Children visit their secondary school in preparation for the move from Primary 7 to 1st Year.

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

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

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

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

### Pupils with Additional Support Needs

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

### Moving to the denominational secondary school

#### *Children who are baptized Catholic*

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

Pupils in Primary 7 at St Patrick's PS attend St Modan's HS in Stirling.

#### *Children who are non-Catholic*

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

#### *Moving between denominational and non-denominational schools*

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

## **Catchment Secondary School**

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

Work with secondary school staff is ongoing throughout the school session to ensure each P7 child's learning and welfare is fully supported during the transition from primary to secondary school and a comprehensive transition programme begins early in P7 with direct links between the Support for Learning staff at both schools.

In addition, visits to various departments within Grangemouth High are arranged

throughout the year.

Enhanced transition will be arranged for those children requiring additional support.

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

Mr Paul Dunn

Grangemouth High School

Tinto Drive

Grangemouth

FK3 OHW

Telephone: 01324 660210

## Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will only be accepted 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. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. A parent could, therefore, end up with children attending different schools.

Primary 1 children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by Children's Services.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. Children's Services will also reserve places in a class for catchment pupils they expect to move into the area during the school year.

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

Online placing request applications can be made via the Council's website [www.falkirk.gov.uk/placingrequests](http://www.falkirk.gov.uk/placingrequests). Written application forms are available from all schools and from Children's Services. Written applications must be returned to the Director of Children's Services, Sealock House, 2 Inchyra Road, Grangemouth, FK3 9XB. Placing request for Primary 1 and Secondary 1, commencing in the next school

session, should be made by the 15<sup>th</sup> March each year. Responses will be issued no later than 30<sup>th</sup> April.

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

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

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

## **Mid Session Transfers**

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

## **Transport for Placing Requests**

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

## **School Health Service**

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

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

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

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

- Health screening – All children in primary one and at other selected stages will be seen to have their growth and vision checked

- Immunisations – Secondary school pupils are offered immunisations. At the appropriate time information booklets and consent forms will be issued.
- Health Education – The Public Health Nursing Team has an important role in encouraging health lifestyles, working closely with teaching staff, pupils, parents/carers and the community.

The School Doctor (Community Paediatrician) may also offer appointments to children who have a significant ongoing medical or developmental condition affecting their education. School staff and parents can request a consultation with the School Doctor at any time.

The School Health Service can be contacted on – 01786 434059

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

### **Infectious Diseases**

Colds, flu and gastroenteritis are the most common infections affecting children of school age. It is important that you keep your child off school in the early stages of flu and while they still have sickness and diarrhoea and for 48 hours after the last bout of ill health.

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 extremely likely.

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

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

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

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

Infection Control Service  
Forth Valley Royal Hospital  
Stirling Road  
Larbert  
FK5 4WR  
01324 567490 / 01324 567679

### **Clinics**

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

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

### **Medicine Administration**

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

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

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

## **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 school child whilst under the care of the Council or employees, however the onus is on the claimant to prove that the Council has been legally negligent.

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

Each session, unfortunately but inevitably, pupil's property is lost, damaged or stolen from school. Parents are therefore discouraged from allowing their children to carry expensive items of personal belongings to the school and are reminded that a standard household policy can be extended to provide a degree of cover for personal items taken away from the home. Falkirk Council are not legally responsible for lost, damaged or stolen items unless specifically entrusted to a staff member.

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

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

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

<b>1. Death</b>	<b>£30,000</b>
<b>2. Permanent Total/Partial Disablement</b>	<b>up to £30,000</b>

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

## Section Two – Parental Involvement in the School

### Parents Welcome

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

Falkirk Council Children's Services and all of our schools work and collaborative with parents in the spirit of the recently published national action plan - "**Learning together**": **Scotland's national action plan on parental involvement, parental engagement, family learning and learning at home 2018 – 2021**'. The plan can be accessed here: <https://www.gov.scot/publications/learning-together-scotlands-national-action-plan-parental-involvement-parental-engagement/>. In light of this new plan, Falkirk Council Children's Services are currently updating our Parental Involvement and Engagement Strategy in consultation with parents. This will detail 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.

#### **Partnership with Parents**

In Bowhouse Primary School it is our aim to continually build on our partnership with parents and families and we actively encourage engagement for all parents in the education of their child/ren including the wider life of the school.

Families are invited to attend various open afternoons in the session which have a specific focus. The first open afternoon gives parents the opportunity to meet their child's teacher, visit the class and find out about the class routines.

Subsequent open afternoons give families the opportunity to visit their child's class to celebrate their learning across the curriculum. We share learning and successes through our individual class Twitter feeds and our school Twitter feed @BowhousePS.

Parent's Evenings take place over 2 evenings in November.

This session we are trialing the use of e-portfolios to be shared with parents Children, parents and teachers will have the opportunity to discuss these on dates in March and May.

We have a number of Volunteers supporting learning in school and we are always happy to add to that number. If you are able to offer some time to the school contact the school office in the first instance.

Upcoming events and dates are shared using the Primary School App which can be downloaded free from app stores. Information is shared with families using e-mail. Anything requiring a response from parents will be sent home in paper format.

We as a school operate an open door policy. We will endeavour to respond to any query or concern within 2 days. In the first instance your enquiry will be directed to the member of the senior leadership team who has pastoral responsibility for your child's year group.



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>.



## Information and advice on education and learning for parents in Scotland

*Be at the heart of your child's learning . . .*



Sign up to receive our Parents and Carers e-bulletins for the latest developments in Scottish education.

[edscot.org.uk/p/LQE-391/subscribe](https://edscot.org.uk/p/LQE-391/subscribe)

Email: [enquiries@educationscotland.gsi.gov.uk](mailto:enquiries@educationscotland.gsi.gov.uk)

[education.gov.scot/parentzone](https://education.gov.scot/parentzone)



## **Parent Councils - (Friends of Bowhouse)**

Parents are welcomed to be:

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

All parents / carers are automatically members of the Parent Forum at this school. As a member of the Parent Forum all parents should –

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

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

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

The main aims of the Parent Council are:

- To support and work collaboratively with the school in its work with pupils
- To seek and represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff in the school.
- To raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).
- To be included in School Improvement Planning

For matters regarding the Parent Council please contact Mrs Lorna Graham (Chair) <a href="mailto:lm_paxton@yahoo.co.uk">lm_paxton@yahoo.co.uk</a>
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For more information on parental involvement and engagement or to find out about

parents as partners in their children's learning, please contact the school or visit the Parentzone website at <https://www.education.gov.scot/parentzone/>

## Parents Association (PA)

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

### Parents` Association

Chairperson	Lorna Graham
Treasurer	Susie Skinner
Secretary	Jennifer O'Donnell

Connect (formerly the SPTC) the national organisation for PTAs and PAs in Scotland, Parent Councils are members too, and it runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, via website <https://connect.scot/>, email on [info@connect.scot](mailto:info@connect.scot) or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

## Pupil Councils

Throughout the school year several pupil groups operate ensuring that children from P5 to 7 have a voice on the work of the school. These councils cover the following areas: Charities, Community, ECO/Enterprise, Health and Our World. The children choose which council they wish to be part of, agree areas of development for their council and take that work forward. Each council is supported by school staff.

## School Ethos

Our school is a community where all children, staff and parents know they are valued and respected. Our school vision and values create the back drop for the ethos of the school as we try to create a warm, caring and inclusive learning environment thereby increasing each child's learning potential, self-awareness and giving them confidence and high self-esteem.

### Our vision:

- Our team of caring, reflective and enquiring professionals aim to
- provide high quality learning and teaching to achieve excellence and equity for all
  - ensure a nurturing, healthy and safe environment where children can enjoy

learning; work to their potential and make a positive contribution to our community.

### **Our values**

- respect
- responsibility
- honesty
- encouragement
- friendship

The school values are embedded in the daily life of the school and children are regularly rewarded for demonstrating these values by receiving certificates at assemblies.

All teachers, Support for Learning Assistants and Early Years staff undertake continuing professional development to ensure that staff are kept up to date with research and professional learning and can facilitate high quality learning experiences for your children.

Working in partnership with the local library, sports complex and other schools and nurseries in Grangemouth, we ensure the children have maximum opportunities to share learning and learning experiences including the residential excursion offered to all P7 pupils.

Pupil achievement outwith school is important and children are encouraged to take part in a wide variety of after school activities offered by teaching staff and Active schools. Children's personal achievements are celebrated at assemblies.

Comprehensive transition programmes are also in place for pupils transferring from nursery to P1 and P7- S1.

In order to meet the needs of all children and families, we work in partnership with a range of services.

### **What do Visitors and Parents say about the school?**

#### **Parents:**

- Great teachers and polite pupils.
- Friendly, caring and approachable staff.
- Like the daily pictures on twitter.
- Adaptable approach to teaching.
- Very caring, lovely staff.
- Fantastic teachers, very friendly.
- Helpful and friendly staff who take the time to get to know the children..
- Good school community.
- Good communication, approachable staff.
- Play based activities.

- After school activities.
- Good playground.
- The level of communication is great, Understand the importance of happy children. Relevant and up-to-date learning experiences shared with parents.
- Kept up-to-date with progress with jotters coming home. Encourages all to be involved.

**Partners & visitors:**

- I am happy to say that I have always enjoyed visiting your school. The staff are very friendly and welcoming and your children always very polite and well behaved. As you can imagine this makes my job very pleasurable! (Visual Impairment teacher)
- A great school to work in. We have worked together for years now and I always feel welcome in the school. The children are a great group to work with. (Go Youth Trust)
- We work closely together to support the needs of the whole child. (family Support Service)
- Staff in Bowhouse are very welcoming and supportive and the children are well mannered and active, eager leaders in their learning. (supply teacher)
- We have a good partnership with Bowhouse, working together to meet children's needs (social work services)

## **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.

## **Pupil Conduct**

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

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

### **School Rules**

- Be kind and considerate towards each other
- Be truthful and honest
- Try your best in all you do
- Act safely at all times
- Care for our school

## **Other School Policies**

We have a number of written curricular policies which are the subject of ongoing discussion and consultation and consequent amendment. These policies can be made available for perusal on request or accessed on the school website.

- Child Protection
- Health and Safety
- Sex Education
- Anti-Bullying
- Positive Relationships

## **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 legislation criteria.

Falkirk Council has a responsibility to provide an education for all pupils and to challenge and address bullying behaviour. Whilst appropriate action will be taken by the school, it is also important that all 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)

## Section Three – School Curriculum

### Curriculum for Excellence

- **Learning to Achieve** - Our core educational policy.

This describes in detail how **Curriculum for Excellence** will be delivered in our educational establishments. We use **Learning to Achieve** along with the national guidance to monitor, develop and improve outcomes for children and young people.

- **Curriculum for Excellence** – Bringing **learning to life** and **life to learning**.

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>

Through the delivery of interdisciplinary learning, engagement with local businesses and the involvement of pupils in pupil councils, as well as World of Work day for P6 pupils, the school ensures the pupils in Bowhouse Primary School develop the skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

All pupils have the opportunity to develop skills in Science, Technologies, Engineering and Maths (STEM) using problem based learning approaches and the school has achieved a Digital Schools Award and is working towards a STEM Nation Award.

Children's Services' Learning to Achieve document explains how we use Curriculum for Excellence in Bowhouse Primary School and outlines our aspirations for the children in school as they embark upon their learning journey.

In line with Falkirk Council Children's Services we aim to ensure that all our learners have:

- A positive learning environment
- 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 want all learners in school to have enjoyable, challenging experiences, allowing them to work to their full potential and be pro-active and independent within their own learning experiences. We also recognise that learning experiences will take place in and beyond school. It is vital that all adults, including parents, contribute to the educational experiences of our learners and are key players in making this vision a reality.

## **English Language**

Our aim is to teach our children to use language effectively in a wide range of contexts. Our curriculum programme supports the children to develop skills in language across in its many forms, by talking, listening, reading and writing.

Throughout the school we use a structured approach to the teaching of reading and writing. The core resource for reading is Bug Club (books and online resource) with a variety of resources including group novels sourced from library services as

children progress.

Throughout the school we have adopted the strategies of Big Writing to raise attainment in Writing whilst also encouraging "the reading habit" from the earliest years - reading for pleasure as well as for study and information. Active literacy is the teaching approach implemented across the school to raise attainment in literacy with a focus on phonics, spelling and reading.

## **Mathematics**

Our aim is to give each child a good foundation in all aspects of mathematics: Number, Money, Measure, Shape Position and Movement, Information Handling and Problem Solving, with a focus on developing an understanding of numerical concepts to deepen understanding. We place an emphasis on the practical application of these skills so that the child can apply them to meaningful experiences across the curriculum.

## **Social Studies**

Social Studies includes the component areas of Science, History and Geography. Technology, including Information Communication Technology is taught generally through a social subject topic and an inter-disciplinary approach.

Our aim is to help the child/ren to develop:

- knowledge and understanding of the world in which he/she lives
- a wide range of skills to enable him/her to investigate and understand the environment
- informed attitudes and values towards the care and conservation of the environment

Each classroom has networked desktop computers and sets of i-pads are used by children from P1, building on their skills as they progress through school. Digital Leaders from P5-7 support learning in ICT.

## **Expressive Arts**

In, art and design, music and drama, we aim to extend the children's ideas and horizons, promote their physical, personal and social development and raise an awareness of cultural heritage. Above all we hope they will take pleasure from these subjects and may continue some of them in their own time.

Where possible we try to integrate the Expressive Arts subjects with our topic work and develop the skills that the children require to carry out their work with confidence. At the time of writing we have visiting specialist teachers in PE, Music, and instrumental tutors in brass, violin and ukulele also visit the school.

## **Outdoor Learning**

Children at Bowhouse Primary School are encouraged to achieve success through a variety of different activities and some of these include formal accreditation.

## **Health and Wellbeing**

Within Health and Wellbeing we aim to provide:

- the foundation for the development of concepts and skills necessary for participation in physical activity
- a foundation for participation in a number of active sports in later life- thereby leading a healthy and fulfilling lifestyle.
- an understanding of the relationship between food, health and wellbeing
- an understanding of what constitutes a healthy balanced diet
- knowledge, skills and understanding in relation to substance use and misuse and sexual health and parenthood
- understand the impact of risk taking behaviour on life choices
- make informed personal choices which will keep them safe and healthy
- understand the importance of family relationships to help nurture health and wellbeing
- raise children`s awareness of Sexual Health and Relationships through the delivery of the authority programme which focuses on Growth and Development from infancy to puberty and the importance of relationships.

## **Sensitive Aspects of Learning**

Our Health and Wellbeing programme is delivered in line with authority guidance which engages the children and takes account of their views and experiences especially where decisions are to be made that may impact on their life choices now and in the future- this programme includes teaching and learning about substance misuse and sexual health . The Authority`s Sexual Health and Relationships programme is delivered by the class teacher and supported by the school nurse.

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

## **Religious Instruction and Observance**

### **Religious Instruction**

Schools have a statutory duty to provide Religious Instruction in the timetable. This aims to promote a knowledge of the Christian and other faiths, and encourage children and young people to develop enquiring minds through investigating spiritual, moral and philosophical issues.

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

Ultimately, pupils in the upper secondary school can gain a qualification through the study of Religious, Moral and Philosophical Studies at Higher and Advanced

Higher Levels. These courses further develop young people's skills in logical thinking, methodical enquiry and ways of expressing ideas effectively.

**Religious Observance/Time for Reflection**

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

**Withdrawal from Religious Instruction and Religious Observance/Time for Reflection**

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

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

## Health Promotion

### 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.

At Bowhouse Primary School we aim to be a Health Promoting School - one in which all members of the school community work together to provide pupils with positive experiences and structures which promote and protect their health. This includes the delivery of a formal and informal health 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 our efforts to promote health. Pupils from P5-7 also have the opportunity to lead in health promotion through the Health Council. In all of the above we are supported by Falkirk Council and partner agencies which target all areas of health, as we develop and support opportunities for our children and families to make healthier lifestyle choices.

## 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 and activities and events are planned in the year at these venues. **Classes are informed of their PE day at the start of the session by the class teacher and all pupils are expected to bring to school their PE kit.**

## Active Schools

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

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

[www.falkirkcommunitytrust.org/sport/active-schools](http://www.falkirkcommunitytrust.org/sport/active-schools)

[@falkirkSPORT](https://twitter.com/falkirkSPORT)

## Extra Curricular Activities

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

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

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

Where participation involves children travelling or staying late after school, written permission for children taking part is required from parents.

## **Active Learning**

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

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

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.

Pupils and teachers plan interdisciplinary learning experiences together using experiences and outcomes from Curriculum for Excellence along with pupil interest.

Pupils are supported to identify their next steps in learning in Literacy and Numeracy.

Pupils from P4-7 have the opportunity to participate in the Pupil Forum. The forum is involved in identifying development needs as part of the school improvement planning process.

All P5-7 pupils choose which council they wish to be part of and each council decides, plans and implements what they will take forward across the school.

## **Learning at Home**

Parents are encouraged to get involved in home learning tasks. This helps parents keep up-to-date about learning in class and promote positive learning partnerships.

Class teachers share information about learning each week and indicate ways in which pupils can be supported with this at home.

## 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.

Parent’s Evenings and Open Afternoons provide opportunities for parents to share their child’s progress.  
A written report is issued in June detailing progress in line with national standards. Teachers and pupils are developing methods of sharing ongoing progress using e-portfolios.

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

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

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

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

### **Wellbeing**

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

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

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

### **Named Person**

The Scottish Government have recently stated that the relevant sections of the Children and Young People (Scotland) Act 2014 relating to the Named Person will be repealed. As a result of this decision, education authorities will no longer be legally required to provide this service.

We are currently awaiting guidance from the Scottish Government on the timescales for repeal and what the likely impact will be as a result. Every child and young person will still have a main contact to make sure their wellbeing is promoted.

The role of the main contact is to act as the first point of contact for children and families. Through children and families knowing who to contact, their access to help is made easier.

When 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 Service**

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

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

Individual or group work can be delivered in school, home or in the community. A request for support can be made through a member of school staff (named person) who will be able to talk with you, gather information & your family's views. This helps identify the most appropriate service. Family Support services work in partnership with families, schools and other agencies to support young people's wellbeing.

### **Additional Support Needs**

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on the Falkirk Council website: <http://www.falkirk.gov.uk/services/schools-education/additional-support-needs/> These procedures have been strengthened through the Children and Young People Act (2014).

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

### **Support for Pupils**

Pupils' additional support needs will be identified and addressed through the Getting It Right For Every Child processes. This involves close co-operation between the parent or carer, the child and the staff in school – they are the core part of the Team Around the Child. Others involved in your child's education and well-being will also be part of the Team, and will help to complete a rounded picture of assessment

where appropriate. The Team will also draw up and review plans to meet the needs identified. Their activities are co-ordinated by the Named Person, who is responsible for ensuring plans are implemented and has an overall picture of the pupil's progress. You will be told who the Named Person is for your child when they start school. If you believe your child may have unrecognised additional support needs, your first point of contact should be the child's EYO class teacher or guidance teacher.

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

- each teacher differentiates the Curriculum for Excellence within their class to provide educational targets and objectives suited to their age and stage of development
- the school has a Support for Learning Teacher to co-ordinate and organise support for children
- the school can allocate Support for Learning Assistants on a basis of need

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

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

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

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

- Enquire – the Scottish advice and information Service for additional support for learning: [www.enquire.org.uk](http://www.enquire.org.uk), 0345 123 2303
- Scottish Independent Advocacy Alliance; [www.siaa.org.uk](http://www.siaa.org.uk), 0131-260-5380
- Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) [www.sclc.org.uk](http://www.sclc.org.uk), 0131-667-6633.
- Let's Talk ASN, c/o Govan Law Centre, [letstalkasn@edlaw-org.uk](mailto:letstalkasn@edlaw-org.uk), 0141-445-1955.

## 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.

### Support for Pupils

At Bowhouse Primary School we aim to provide a relevant and appropriate curriculum which is accessible to pupils of all abilities throughout the school. The support and challenge co-ordinator, class teacher and headteacher meet to track progress and identify areas of need throughout the school, and plan an appropriate programme for pupils. The co-ordinator works co-operatively with class teachers in supporting pupils in an identified area of the curriculum and this will include specific assessment to identify gaps in learning or learning needs. The support and challenge co-ordinator will also liaise with parents and support agencies. Should it be considered that any further help is required -after discussion with parents and following parental permission, a referral would be made to the Educational Psychologist or other partner agency in order to try to ascertain the nature of the child's difficulties and plan appropriate support.

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

The named person for children in Bowhouse Primary School is the Headteacher.

If you believe your child may have unrecognised additional support needs, your first point of contact should be the child's class teacher or the member of the senior leadership team with responsibility for your child's class.

## Disputes and Resolution

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

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

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

- Enquire – the Scottish advice and information Service for additional support for learning: [www.enquire.org.uk](http://www.enquire.org.uk), 0845 123 2303
- Scottish Independent Advocacy Alliance; [www.siaa.org.uk](http://www.siaa.org.uk), 0131-260-5380
- Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) [www.sclc.org.uk](http://www.sclc.org.uk), 0131-667-6633.

## Educational Psychology Service

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

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

## Transitions

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

In the summer term a planned Nursery- P1 transition project is delivered to all children in the cluster nurseries giving them the opportunity to have a shared learning experience which they bring to the primary school. In June each year we have an induction afternoon and the children have the opportunity to meet their P1 teacher in their classroom and parents and carers meet collectively in the school hall with the Headteacher and Deputy Headteacher, where a presentation about P1 is presented followed by the opportunity to ask questions or raise concerns.

The School Handbook summary is issued to all parents at this time which gives easy access to key information about the school.

In September of the first term parents are invited to an Open Afternoon, Meet The Teacher and any questions / concerns can be addressed at this time.

P7 pupils preparing to transfer to High School meet with other P7 pupils as part of the residential experience in March, meet with the High School staff and former pupils in March/ April when a Roadshow is presented by the High School to all pupils informing them of their day, curriculum subjects, and procedures for lunch and breaks etc. This road show has been established over the last few years and is very successful with pupils and staff alike.

In June the pupils have a 2 day visit to the school, experiencing the routines and becoming familiar with the school building. Parents are also invited to a parents` evening, Children with additional support needs have an enhanced transition with additional visits to the High School and parents have the opportunity to meet with school staff to discuss their child`s individual needs.

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

## Section Five – School Improvement

### Raising Attainment

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

### Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements.

#### Standards and Quality Reports – Operational Guidance

Schools and centres must provide an annual Standards and Quality Report (SQR) as a record of the progress made with the annual improvement plan. The SQR should be based on the results of on-going self-evaluation which is rigorous, effective and based on consideration of impact. This self-evaluation should be informed by How good is our school? 4<sup>th</sup> edition (HGIOS?4) and/or How good is our early learning and childcare? (HGIOELC?) and How good is OUR school? It should give a clear indication of where the school is now in relation to its process of continuous improvement.

It should state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and Children's Services NIF Improvement Plan priorities. The report should be written using evaluative language.

#### The National Improvement Framework's 4 key priorities are:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children's and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

#### The 6 key drivers of improvement identified in the NIF are:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

### School Improvement Plan

To help develop our school aims there is a School Improvement Plan which outlines in detail the planned work of the school in the current and future 3 years. A copy of our current Improvement Plan is available to parents on request or on the website.

## 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.uk](mailto:mick.wilson@scotland.gsi.gov.uk) or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

## Websites

You may find the following websites useful.

- <https://education.gov.scot/parentzone/> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- <https://education.gov.scot/inspection-reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- [www.falkirk.gov.uk](http://www.falkirk.gov.uk)- contains information for parents and information on Falkirk schools.
- <https://www.childline.org.uk/info-advice/bullying-abuse-safety/> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <https://www.equalityhumanrights.com/en/commission-scotland> - contains information for everyone on equality laws within the government and local authorities.

## Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLD – Community Learning and Development

DHT - Depute Headteacher

EMA – Education Maintenance Allowance

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

FOI – Freedom of Information

FVNHS - Forth Valley National Health Service

GIRFEC – Getting it Right for Every Child

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

HT - Headteacher

LIPs - Local Improvement Priorities

LTA - Learning to Achieve

MFiF - My Future's in Falkirk

NPFS - National Parent Forum of Scotland

PC - Parent Council

PLPs - Personal Learning Plans (personal learning planning)

PT - Principal Teacher

PTA/PA - Parent/Teacher Association/Parents Association

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

SIP - School Improvement Plan

SPTC - Scottish Parent Teacher Council

SQA – Scottish Qualifications Authority