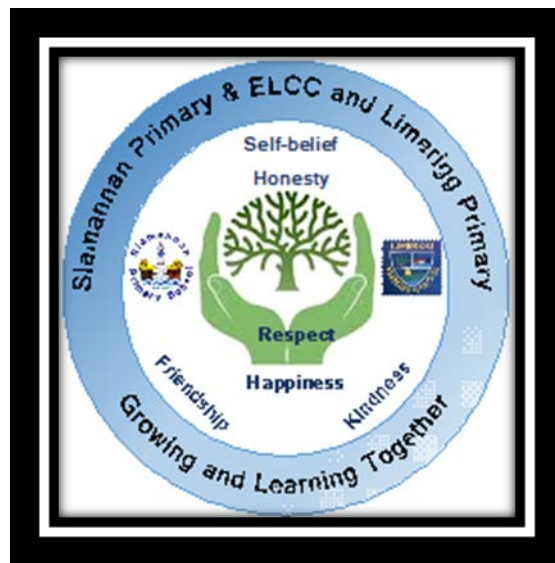


# Slamannan Primary School & ELCC



## School Brochure 2020 - 2021

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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 from the Head teacher

It is my pleasure to welcome you to Slamannan Primary School.

This is our handbook for session 2019/20. It provides you with essential information about our school and everything about it– quality learning and teaching, curriculum, policies and procedures, parental involvement, support for our pupils and leadership and management.

Slamannan Primary School is a dynamic learning community. We are very interested in involving parents in their children’s learning.

Our staff are dedicated and caring professionals, committed to delivering a wide, varied and exciting curriculum, getting it right for every child.

Staff and parents are actively involved in extra-curricular activities, designed to cater for the wide interests of our pupils at all stages. These include various sports such as basketball across the year.

Innes Patterson our Active Schools Coordinator, actively encourages interest in other physical activities within school and after school.

Children are actively involved in decision making through Pupil Council which is involved in evaluating school policy and practice through the School Improvement Plan and the HgiOURs document. School captains and house captains also take responsibility across the school.

Our Parent Council are extremely involved in supporting the full school community.

This handbook offers an introduction to Slamannan Primary and provides a general overview of the education your child will be getting at school.

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

### SCHOOL VISION, VALUES AND AIMS

**“Our vision for Slamannan Primary School is to create a school where the pupils are respected as individuals and encouraged to reach their full potential through high quality learning and teaching. We will give our pupils every chance to develop self-belief, resilience and the skills to participate in a rapidly changing world. Our school is a safe and nurturing environment which encourages happiness, honesty, kindness and friendship and our staff and pupils are proud of who they are. Our children are at the heart of everything we do. We will work in partnership with our community to set high expectations, creating a culture of lifelong learning and achievement.”**

Our living values are –

**Friendship**

**Happiness**

**Honesty**

**Kindness**

**Respect**

**Self-Belief**

### Our Aims

- To create an inclusive school where we have happy, safe and respected children.
- To challenge the pupils to 'Be the best they can Be' and develop the skills for lifelong learning.
- To provide a balanced and varied curriculum with a range of learning experiences for all.
- To nurture all pupils to become aspirational, lifelong learners.
- To create a positive environment where the pupils are happy to learn and share their knowledge and experiences with each other.
- To discover and fulfil the potential within each child.
- To encourage honesty and self-belief allowing our pupils to take pride in themselves, school, environment and community.
- To continue to develop and foster good working relationships with our families and wider community.
- To foster an ethos of achievement which values effort and celebrates success.

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

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

This section provides you with some background information on our school. 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.slamannan.falkirk.sch.uk](http://www.slamannan.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 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 instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child.

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

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

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

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

## **Section Five – School Improvement**

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

Whilst Falkirk Council is happy to provide this information we do have some reservations that the publication of raw statistics, without any kind of informed qualification, can be misleading to the reader. In particular, they should not be construed as offering an indication of the quality of education provided in any of our schools.

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

Miss Lorna Hart  
Head Teacher  
Slamannan Primary School



## Section One – Practical Information about the School

### Contact Details

Name of School: Slamannan Primary School

Address: Bank Street, Slamannan FK1 3EZ

Telephone Number: 01324-851239

Website: [www.slamannan.falkirk.sch.uk](http://www.slamannan.falkirk.sch.uk)

E-mail Address: [slamannanprimaryschool@falkirk.gov.uk](mailto:slamannanprimaryschool@falkirk.gov.uk)

### Stages of Education provided for:

Stages of Education provided for: Primary 1 to Primary 7

Present Roll: 135

Denominational Status of the School (if any): Non-denominational

### Organisation of the School Day

Family link workers are in school from 8am every day

Breakfast club starts at 8.15

Start Time: 9.00am

Morning Break: 10.30-10.45 am

Lunch Time: 12.15 – 1.00 pm

Finish Time: 3.00pm

Gym days for pupils are:

- Specialist : Monday and Wednesday
- Class teachers will issue notes of times for their class
- Assembly day for pupils is a Friday morning.



Slamannan Primary School is a non-denominational school situated in the village of Slamannan, 6 miles south east of Falkirk. It enjoys an open outlook over farmland and is served by a mixture of local authority and private housing. The school is held in high regard by the local community and benefits greatly from their support.

The current roll is 135 with pupils split across 7 classes. The school also has a local authority Enhanced Provision for pupils with additional support needs who meet the criteria for placement. The school building, comprises an original building dating from 1876 and a 1970's two-story extension.

In October 2018 our Early Learning and Childcare Class opened. It boasts a baby room for under 3s and a huge playroom for 3-5 year olds. The class offers nursery provision from 8am to 6pm term time with two outdoor areas.

**No Smoking or Vaping**

No smoking or vaping is permitted on school premises, including school grounds.

**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 if your child is likely to be absent. A letter is required on their return. 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. Holidays are recorded as unauthorised absences.

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 headteacher on this basis is regarded as authorised absence.

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

## School Dress Code

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

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

- develop a school community spirit
- improves school security by making non-pupils more easily identifiable
- allows pupils to be easily identified when out of the school, e.g. on trips

- enhances the school's reputation within the community; and
- minimises rivalry and bullying amongst pupils that can arise from, for example, the wearing of designer clothing.

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

The uniform comprises:

- Royal Blue Sweatshirts or cardigan  
Polo Shirts (White or Royal Blue)  
Dark trousers or skirt

School uniform can be purchased by requesting a uniform order form from the school office where up to date prices will be available. New entrants to our school will be informed when parents and children have their transition and induction visit from Nursery to Primary One in June

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. Pupils may have a weekly Outdoor PE session regardless of the weather, for this they require joggers, sweatshirt, trainers and waterproof jacket as advised by the teachers  
. Earrings and other jewellery should be removed for PE.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment, which are often lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

Offensive clothing such as T-shirts or other items featuring inappropriate language or illustrations is not permitted. Football colours are also not permitted.

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

## **School Meals**

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

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

**Payment for lunches is preferred through Ipay Impact.**

**To use the iPayImpact school payment service you will need to register for a Mygovscot account.**

**To register for a Mygovscot account in advance of the iPayimpact service going live, please visit <https://my.falkirk.gov.uk/> and click on “Register for an account”**

Pupils taking a school meal will select their menu option at home to allow parents help their child choose their lunches for the week.

The school meals are cooked in the school kitchen. All children eat within the school's dining room, including those who bring a pack lunch to school.

We have a supervised Breakfast Club which runs from 8.15am -8.55am. **Children are not permitted to bring nuts to school as some pupils suffer from nut allergies.** Glass bottles and canned drinks are also not permitted.

Children are encouraged to bring a healthy playtime snack and a bottle of water (with sports-type top) for use in the classroom throughout the day.

## **Medically Prescribed Diets**

Parents/Carers with a child/ren on a medically prescribed diet should contact the Headteacher in order to obtain and complete a prescribed diet referral and declaration form. The Schools Meals Service will only accommodate a child/ren with a medical referral diagnosed by a medical professional.

## **Free School Meals and Clothing Grants**

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.

## **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 when leaving the car park area.

Storage facilities for children coming to school by scooter or bicycle are available in playground. Children should wear cycle helmets and bring an appropriate padlock to secure their bicycle. They should dismount on arrival at the playground gates. Please note that the school cannot accept any responsibility for any loss or damage to bicycles, scooters etc.

## **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 Support for Learning Assistants supervise the children. 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. Staff then make the necessary arrangements for the visit.

CCTV cameras are in operation at all times around the school grounds

## **Wet Weather Arrangements**

Children should be dressed appropriately for the weather as they will be outside at breaks even when it is raining. Only in adverse weather will pupils stay in school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that the children act responsibly. Home lunch children should not return until 12.55pm

## **Progress Meetings**

We offer opportunities for pupils, parents and teachers to discuss progress in learning through arranged meetings in November and June each year. Over and above these meetings, parents are welcome 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.

## **Communication with Home**

From time to time you will receive important and routine communications from the school via variety of methods (email, group call, social media etc.). Parents are also encouraged to check their child's schoolbag for these communications. These will be minimal as we are essentially paper free in our communication. Enquiries of any kind should be addressed to the Headteacher 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. 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. However, if devices are brought to school there must be a clear understanding that the individual pupil is responsible for the care of their device and they must remain switched off during the school day.

## **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 equality 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/>

## School Health Service

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

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

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

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

- Health screening – All children in primary one and at other selected stages will be seen to have their growth and vision checked
- Immunisations – Secondary school pupils are offered immunisations. At the appropriate time information booklets and consent forms will be issued.
- Health Education – The Public Health Nursing Team has an important role in encouraging health lifestyles, working closely with teaching staff, pupils, parents/carers and the community.

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

The School Health Service can be contacted on – 01786 434059

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

## Infectious Diseases



Colds, flu and gastroenteritis are the most common infections affecting children of school age. It is important that you keep your child off school in the early stages of flu and while they still have diarrhoea. Children should not return to school for 48 hours after the symptoms (vomiting and diarrhoea) have stopped.

It is also important that your child understands how to prevent picking up and spreading such infections. You will be able to get further advice about good health

from staff in your Health Centre or GP Practice.

For advice about early detection and treatment for other infectious diseases e.g. chickenpox and mumps, please consult your GP or Nurse.

### **Head Lice**

Head lice are spread through head to head contact at home, while playing or in school.

Regular wet combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective.

One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely.

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

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

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

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

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

### **Clinics**

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

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

### **Medicine administration**

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



When a child is prescribed medication by a doctor or a dentist and parents require the school to administer this, the relevant request Form should be completed. The MED 1 Form requires parents to deliver the medication to schools for administration by school staff.

Prescribed medication should be clearly marked with your child's name, the date prescribed, how often it has to be taken and for how long.

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

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

## **Insurance Cover for School Children**

### **Public Liability**

#### **Personal Injury**

Falkirk Council has in 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.



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)



### **Parental Engagement**

Slamannan School is committed to parental involvement. At the beginning of each session, a paper copy of the school's annual calendar is provided for each parent. Parents are invited to a Meet the Teacher evening early in the session.

A number of opportunities are given throughout the session for parents to visit the school. There are 2 opportunities during the session when parents are able to meet with class teachers to be informed of their child's progress.

Appointments with the Headteacher, Depute Headteacher or one of the Principal Teachers can be made either by telephone, letter or by visiting the school. In cases of urgency, when the Headteacher is away from the school on official business, the Depute Headteacher will be available for consultation and advice. We would always aim to get back to you within 3 working days if not sooner.

An 'Open Door' policy is operated in Slamannan Primary and parent meetings can be arranged with either a member of the Senior Leadership Team or the class teacher depending on the nature of the concern. Where the school has concerns regarding a child's progress or behaviour, parents will be contacted so that together we can support the child.

### **Class Assemblies**

Every class leads a school assembly each session and parents of that class are invited to the 9.30 a.m. performance.



### **Parental Engagement Information Sessions**

There are a variety of information sessions organised throughout the year when parents can access more information about curriculum areas and new policies.

### **Family Time**

A time for parents to join their child's class to inform them about various areas of the curriculum in hands on sessions. Parents are informed of these via newsletters/calendar.

### **Home School Links**

A school consists of pupils, parents and staff. Only a high degree of co-operation between parents and staff will ensure that the pupils gain maximum benefit from their school experience. Parents are therefore always welcome to visit the school and to take an active part in the life of the school.

Parents are invited to meet with relevant members of staff each session to discuss pupil progress. Also parents will receive a full written report in June

### **Curriculum Leaflets**

Sent home termly to inform parents of the curricular work in class and across the school.

### **Homework**

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

Parents are kept informed of what is happening in school through the termly newsletter, text messages, e mails and class and school Twitter.

Lots of informal opportunities are provided for parents to express their views and hear more about their child's learning through HT focus group meetings, questionnaires, Primary 1 and Nursery transition workshops and developmental and curriculum workshops for both nursery and primary parents, nursery and primary parents' forums, monthly newsletters, curriculum workshops, letters and phone calls as appropriate.

### **Parent Helpers**

Parents are invited to assist in supervising children on educational excursions and also in working with staff and children on a regular basis in class. Parent Helpers are invaluable. Anyone who can offer assistance should give their name to our Clerical Assistant, in the school office.

### **Our Parent Council**

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 in partnership with the school

- be involved in fundraising for school and nursery

All parents/ carers are automatically members of the Parent Council at this school. As a member of the Parent Council all parents can expect to –

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

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

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

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils

## **Curriculum**

We use information evenings, workshop events and leaflets to share information about our approaches to learning and teaching and the curriculum with parents. We involve other agencies to enhance this information when appropriate e.g. Police co-presenting with teachers to deliver internet-safety advice for parents.

## **Additional support**

We are responsive to the individual needs of pupils and family circumstances. The additional support needs of a child may necessitate more frequent meetings with parents and, in some cases, daily contact e.g. via home/school diary, telephone. We actively encourage this being a two-way process where both the home and school initiate the information sharing.

### **Parent helpers**

We strongly encourage partnership with parents. Any parent wishing to become involved in any aspect of school life should contact the office.

### **School Improvement**

We invite parents to be part of working groups taking forward specific aspects of development in line with our School Improvement Plan.

You can read what parents say about our school in our Standards and Quality Report on our school web-site [www.slamannan.falkirk.sch.uk](http://www.slamannan.falkirk.sch.uk)

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/>

The chair of our Parent Council is Mrs Beverley Kane. She can be contacted in writing by marking the envelope for her attention and leaving it at the school office.

All parents are welcome to attend Parent Council meetings. Meeting dates are publicised in the school newsletter, by e mail and on the Parent Council Facebook page.

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.

### **School Ethos**

In Slamannan Primary School we strive to create a positive ethos where visitors are warmly welcomed and where pupils and staff feel safe, secure and valued in an inclusive learning environment, based on the values embedded within Curriculum for Excellence; wisdom, justice, compassion and integrity.

We place importance on healthy and happy relationships between all pupils and adults. We value the health and wellbeing of our children and ensure that our curriculum embeds continuous opportunities to support and enrich the wellbeing of our children. We take a holistic approach to meeting children's needs and use the wellbeing indicators – Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and included to assess pupil's wellbeing.

Relationships are at the heart of our work in Slamannan and Limerigg as a school and a community. Positive relationships in school are central to the wellbeing of both pupils, parents and teachers and underpin an effective learning environment.

In Slamannan Primary and ELCC we promote an ethos of kindness and demonstrate consistency in adult behaviour across the school.

#### **This is how we do it here!**

Effective relationships are built on our shared core values of:

***Kindness, respect, friendship, honesty, happiness and self-belief.***

Our school rules of '**Ready, Respectful and Safe**' are referred to daily to ensure these are promoted and understood by all pupils.

### **Key Messages**

- The foundation of our school is excellent behaviour
- We have a culture of calm, kind consistent behaviour amongst all adults and children
- Building relationships is central to all we do e.g. daily acts of care, showing an interest in their life
- Visible consistency is demonstrated by everyone in school
- We do not have an emotionally led response to behaviour - 'parent on the shoulder'
- We recognise all children for the positive behaviours they demonstrate every day

### **Our Pillars of Good Practice**

- Calm, consistent adult behaviour
- First attention to best conduct
- Relentless classroom and school routines
- Scripted conversations to support good choices#
- Restorative follow up

### **Procedures in School**

- 'Welcome Everybody' – all staff welcome children in to school with a smile and a warm greeting every day.
- Wonderful Walking – in our calm corridors, we all walk at a safe pace and respect others in the school by being quiet and safe as we move through school.
- Legendary lines – lines must be single file, straight, silent and sensible. Line points are awarded for the most legendary lines in school.
- No naming and shaming – Praise in public, reprimand in private. Children will **not** be openly reprimanded. Praise will be given openly and regularly for good choices.
- Fantastic Friday (Hot choc with the HT) – we value kindness and celebrate this weekly. We use the philosophy – No act of kindness, however small, is ever wasted.
- Golden Awards – recognising children who go 'over and above' or demonstrate our values
- Golden work
- Playground Positives Raffle
- Recognition boards – used in classes as appropriate, other positive praise methods such as Class Dojo will be used to suit the needs of the children in that class.

### **Consistent Scripts (used by all adults)**

- ❖ I noticed you...
- ❖ I need you to...
- ❖ Thank you for...
- ❖ I need to see you...
- ❖ I know you will...

- ❖ I expect...
- ❖ I have heard what you have said, now you must...

### **Small but Certain Consequences**

We are a restorative school NOT a punitive one.

Research shows that punishments undermine relationships and have little or no effect on changing negative behaviours.

### **This is how we do it here!**

We have small but certain consequences, delivered by all staff to support our children.

- ❖ Reminder – a reminder of our 3 rules, delivered as privately as possible. Reminders may be repeated if reasonable adjustments are necessary.
- ❖ Caution – a clear, verbal caution delivered privately, making the pupil aware of their behaviour and outlining the consequences if they continue. Remind the pupil to ‘think carefully about your next step.’
- ❖ Last Chance – this is the final opportunity to engage. Use a scripted conversation to support the dialogue and refer to examples of good behaviours previously recognised. It may be appropriate to ask a pupil to stay behind for 2 minutes to talk about this before leaving the room.
- ❖ Time out – this may include a short time outside the room if safe to do so or on a thinking chair/spot, somewhere out of the way. This is a few minutes to calm down and think. A timer may support this.
- ❖ Repair/reconciliation – this may be a quick chat or a longer meeting depending on the requirements.

The senior leadership team in school may support with the restorative conversation by covering the class to allow this to happen. The conversation may also be led by a member of the senior leadership team on some occasions.

“Passing students up the hierarchy for them to be dealt with by someone else, works against the certainty you are trying to create. “ Paul Dix Pg 60

### **Parental Involvement and Engagement**

Parents are best placed to support their child to be the best they can be.

We would not contact parents about every incident in school, but we do value parental engagement with our relationship policy and would contact you should we feel it will make a difference for your child.

We would like Slamannan parents to ensure that their child attends school every day and comes to school ready to learn. In order to get the very best for every child, parents and staff need to work together. It is a shared responsibility between home and school to ensure children in Slamannan Primary follow our relationship policy.

### **Roles and Responsibilities**

#### **The Role of the Senior Leadership Team**

Overall responsibility for maintaining positive discipline throughout the school lies with the Head

Teacher and Senior Leadership Team. This includes:

- Promoting and upholding the Relationships Policy
- Establishing a culture of positive reward and monitoring the consistent application of this policy
- Celebrating consistently positive behaviour amongst all pupils and instilling a sense of pride in those pupils achieving this behaviour
- Supporting staff at all levels in managing challenging behaviour through the communication of clear policy and procedures, monitoring incidences of behaviour and supporting staff, pupils and families in resolving consistently negative behaviour
- Managing pastoral record keeping and clear chronologies as appropriate
- Embedding the 6 nurture principles across all aspects of school life

### The Role of the Class Teacher

Relationships and communication between all adults and children should show respect, cooperation, tolerance, encouragement and praise. They should reflect the underlying principles of nurture and restorative practice. Each teacher has responsibility for the maintenance of positive relationships within their own class. They will:

- Work to promote and uphold the Relationships Policy
- Have high expectations of all children
- Follow restorative approaches to ensure a consistent and fair approach
- Consider the 6 nurture principles within their everyday practice
- Provide a rich, stimulating, varied and challenging curriculum which fosters high levels of pupil engagement
- Ensure that there is a high level of collaboration and reflection in classroom practice which fosters the development of young people who are mutually supportive, empathetic, encouraging, challenging and tolerant
- Encourage, praise and listen to children
- Contribute to a pastoral record keeping if required and ensure that the SLT is informed of any significant incidents within that same day.

### The Role of the Support Team

- Promote and uphold the Relationships Policy
- Have high expectations of all children
- Encourage, praise and listen to children
- Follow restorative procedures to ensure a consistent and fair approach
- Consider the 6 nurture principles
- Evaluate the factors which can contribute to negative behaviours and seek to provide high levels of engagement in the playground
- Seek the advice of the Class Teacher or SLT should the situation not be resolved
- Contribute to pastoral records if required and ensure that the SLT is informed of any such incidents within that same day

### The Role of the Parent

- To promote and uphold the Relationships Policy
- To respect the privacy of other families – we can only talk about your child with you

- To ensure school staff are aware of any additional needs or personal circumstances which may result in their child displaying behaviours which are not typical of them
- To attend meetings with the Head Teacher or other staff to discuss their child's behaviour
- To address issues to the Class Teacher in the appropriate manner
- To work with the school to support their child.

#### The Role of the Child

- To uphold the Relationships Policy
- To be Ready, Respectful and Safe
- To demonstrate our Visible Consistencies
- To show respect for people and property
- To take responsibility for their own actions
- To be polite, considerate and caring

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school with the ability to grow into compassionate young people who care and have an impact in their world.

## **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)

## **Partnership Working**

### **Falkirk Cluster**

Slamannan Primary is a member of the Falkirk Cluster. The Falkirk cluster consists of 7 primary schools and Windsor Park School whose pupils transfer to Falkirk High School.

Our Primary 7 pupils and teachers work very closely with our

cluster secondary school and take part in shared projects and cluster showcase events on a variety of topics.

## **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.

## **The Right to Feel Safe (in School)**

Every child has the right to feel safe and in school we have adopted restorative approaches which are 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.



## Section Three – School Curriculum - Curriculum for Excellence

### Curriculum For Excellence – Learning to Achieve

- **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.

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

## The Learners' Journey

At Slamannan Primary we aim to ensure that all pupils are successful learners, confident individuals, effective contributors, and responsible citizens by looking at the totality of their experiences in the following contexts:

- Curriculum areas and subjects
- Inter-disciplinary learning i.e. learning through more than one curricular area
- Ethos and life of the school
- Opportunities for personal achievement

There are eight curricular areas:

Curricular Area	Aspects Included
Expressive Arts	Music, Drama, Dance and Art
Health and Wellbeing	Personal and Social Development, Emotional Health, Health Education, Physical Education
Language (including Modern Language)	Talking, Listening, Reading Writing French is taught in nursery and across the school this session Spanish is taught P5-7
Mathematics	Number, Money, Measurement, Shape, Position and Movement, Problem Solving, mental Maths, Information handling, Data Handling
Religious and Moral Education	Christianity, Other World Religions and Personal Search
Science	Sciences, Environmental Education, Technology, ECO Schools
Social Subjects	History, Geography and Modern Studies
Technologies	Craft and Design, Graphics, Information Communication Technology

The entire staff has responsibility for the development of literacy, numeracy and health and wellbeing as these are overarching subjects which impact on every area of the curriculum and school life e.g. the art teacher may use an extract from the novel being studied in class as the stimulus for a piece of art work, the PE teacher may teach aspects of mathematics in an

athletics session, a support assistant may support a child making healthy eating choices in the school dining room.

We utilise a range of approaches to support our pupils in the development of a range of skills for learning, life and work. Pupils will experience enterprising learning opportunities, active learning and co-operative learning approaches throughout the school.

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned, 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 are engaging and give them ownership of their own learning.

If you wish to learn more about Curriculum for Excellence on Education Scotland's website [https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence)

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

## **Active Learning**

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

Teaching and learning at Slamannan Primary is planned and delivered in line with Curriculum for Excellence experiences and outcomes to give a balanced and cohesive curriculum, enabling all pupils to develop to the best of their ability. Teachers plan for progression across the school in all curricular areas. Teachers take into account the various ways children learn and ensure the approach best suited to their pupils is provided. Teachers plan individually and together in levels to provide continuity across stages. They use learning outcomes to plan their daily timetable and ensure these are met. They evaluate the core subjects on a weekly basis and provide evidence of their targets being met and further support being given to individual pupils to the

Headteacher, Depute Headteacher or Principal Teacher for their area.

Specialist teachers provide support for primaries 1 to 7 across the session in music and PE. French is taught by class teachers from nursery to primary 7.

A huge variety of learning opportunities are provided for children from visits from theatre groups, authors, local businesses and industry, community groups, sportsmen and women, artists of many descriptions, parents with particular skills, to day trips out to the local area, further afield to various landmarks and tourist attractions. In primary 7, children get the opportunity to attend a 5 day residential experience.

Throughout all of the teaching and learning going on at Slamannan, the aim is for our children to achieve skills for life to make them successful learners, responsible citizens, effective contributors and confident individuals.

## **Care of Books / Materials**

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

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

## **Sensitive Aspects of Learning**

As part of our Health and wellbeing curriculum sensitive topic areas such as:

- Growth and Development
- Sexual Health
- Relationships
- Parenthood
- Personal Safety
- Drug Awareness

These topics are well supported by our school nurse and parents/carers can attend a workshop where materials and resources are shared and discussed and any concerns addressed. We plan through such topics to develop skills and knowledge to enable our pupils to make informed decisions that will have a positive effect on their sexual health and well-being that are right for them in the future.

## **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.

## **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.

## 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.

We benefit from Falkirk Council's provision of a specialist teacher of P.E., Mr Scot Simon

Skills are developed in a range of areas including: gymnastics, team games and fitness.

## 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)

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

## 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.

## **Section Four – Support for Pupils Getting It Right For Every Child**

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 is the Scottish Government's approach to improve children's services. The wellbeing of all children and young people is at its heart. 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.

## **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.

## **Additional Support Needs**

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

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

### **Support for Pupils**

Pupils' additional support needs will be identified and addressed through the Getting It Right For Every Child processes. This involves close co-operation between the parent or carer, the child and the staff in school – they are the core part of the Team around the Child. Others involved in your child's education and well-being will also be part of the Team, and will help to complete a rounded picture of assessment where appropriate. The Team will also draw up and review plans to meet the needs identified. Their activities are co-ordinated by the Named Person, who is responsible for ensuring plans are implemented and has an overall picture of the pupil's progress. You will be told who the Named Person is for your child when they start school. If you believe your child may have unrecognised additional support needs, your first point of contact should be the child's EYO class teacher or guidance teacher.

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

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

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

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

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

accessed directly by parents on 0131-222-2456.

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

- Enquire – the Scottish advice and information Service for additional support for learning: [www.enquire.org.uk](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

## **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>

## **Pastoral Support**

Our pupils are made aware that their teachers will always set aside time to listen to them if anything is troubling them. They are also told that staff are available if they want to sit quietly and share how they are feeling too at times when they are struggling emotionally. As a staff we aim to model and foster positive relationships and have a clear understanding of mental well-being which enables us to maximise support for our children.

## **Transitions**

Any transition that a child experiences, whether it is from home to nursery, nursery to primary or from stage to stage within the school, it is treated with care and sensitivity to the needs of all. Teachers prepare pupils for transitions and give them the opportunity to discuss how they feel and answer any questions they may have to allay any concerns or fears. Early or timely planning takes place to ensure continuity and progression and as smooth a transition as possible.

## **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 in the Admissions Policy - <https://www.falkirk.gov.uk/services/children-families/early-learning-childcare/docs/nursery-admission-policy/Early%20Learning%20and%20Childcare%20Admission%20Policy.pdf>

## **Transfer 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.

## **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**

Contact Details:

Falkirk High

School

Westburn Avenue,

Falkirk

FK1 5BZ

Telephone: 01324 679010

Fax: 01324 679011

Rector: Mr Keith Webster

A comprehensive programme is arranged to support pupils, parents and carers through the process of transition from primary to secondary school. We believe very strongly in ensuring our pupils feel supported at this exciting and equally anxious

and uncertain time. This programme includes:

- Primary 7 Open Evening, offering pupils, parents and carers the opportunity to tour the secondary school building, meet the teachers and learn about the different subjects and courses on offer.
- Pupil Support – The principal teacher of Pupil Support in Falkirk High School arranges regular visits from the Pupil Support Team to Slamannan Primary School. These visits allow FHS Staff to get to know the Primary 7 pupils and to share information with primary school teachers about the progress of the pupils.
- Primary 7 Parent/Carer Curriculum Evening- This event will allow parents and carers an opportunity to meet the members of Falkirk High school Senior Management Team.
- FHS Experience –Slamannan Primary school Primary 7 pupils are invited to attend FHS with their teacher and given the opportunity to attend lessons taught by FHS teachers

For those children who would benefit from some extra support in making the transition from primary to secondary there is an opportunity to take part in a three day Summer Transition Programme. This programme provide children with the opportunity to familiarise themselves with FHS and Family Support Service, meet other pupils ask questions and for staff to allay any fears or concerns, identify any further support that may be needed and share with FHS staff, celebrate success and build partnerships with parents and other agencies

## **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.



## **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**

A copy of the School Improvement Plan can be viewed on our school website also at

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

In this plan you can read our evaluative comments with regard to improved standards in relation to literacy, numeracy and health and well-being.

HMIE Follow Up Report 2019

The follow through inspection report for Slamannan Primary can be found here:

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=4373>

## **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.

### **DISCLAIMER:**

**Whilst information provided within this handbook is considered to be correct at the time of printing, it is possible that there may be some inaccuracy by the time this document reaches parents.**

## **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

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