

St Francis Xavier's Primary School



School Handbook

2020 - 2021



Falkirk Council
Children's Services



Contents

Foreword from the Director of Children's Services

Service Pledges

Welcome from the Headteacher

- 1. Practical Information about the School**
School Contact Details
Communicating with the School
School Policies

- 2. Parental Involvement in the School**
School Ethos

- 3. School Curriculum**
Assessment and Reporting your Child's Progress

- 4. Support for Pupils**
Transitions – Moving to a New School or Leaving School

- 5. School Improvement**

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



Our Mission

As a community of faith and learning, in St Francis Xavier's we will foster and form God's people with

- **a thirst for learning**
- **self-belief and ambition**
- **a deep sense of wonder**
- **hope, justice and faith**
- **resilience**

We will do this in an atmosphere where all are safe, respected and loved; where friendships are strong, creativity is encouraged and diversity is celebrated.

So that when our children leave, they are excited to embrace their future and are ready for the ever changing world

Welcome from the Headteacher

On behalf of the staff and pupils, I extend a warm welcome to all families as you join our community of faith and learning.

Here in St Francis Xavier's we aim to provide a safe and loving environment where every child feels secure and happy. As a community, we strive to reflect Christ in all we do, basing our work and daily practice on Christian values. I think our Mission Statement, co-created by children, parents and staff, captures the vision we have for all learners very well.

Our fantastic team of dedicated staff endeavor to give the best learning opportunities to children, allowing them to learn about themselves, others and the world we live in.

We hope parents and careers feel supported and invited to join our mission so that our vision becomes a reality for every child.

Thank you.

E O'Neill

Curriculum for Excellence - Learning to Achieve

Learning Entitlements

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

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

How can you help?

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

As a parent, you can help your child by:

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

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

Welcome to St Francis Xavier's Primary School Handbook.

This handbook offers an introduction to our school and a general overview of the education your child will experience at school.

To make our handbook easy to use the information is divided into five different Sections:-

Section One – Practical Information about the School

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

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

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

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

This section gives an overview of the policies the school has in place. If you would like to see a full copy of these policies or to discuss them in more detail, please contact me.

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.

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



Tina O'Neill
Headteacher

Section One – Practical Information about the School

Contact Details

Name of Headteacher:	Mrs Tina O'Neill
Name of School:	St Francis Xavier's Primary School
Address:	Merchiston Avenue, Falkirk FK2 7JS
Telephone Number:	01324 508570
Website:	http://www.st-francis.falkirk.sch.uk/
E-mail Address:	stfrancisprimaryschool@falkirk.gov.uk
Twitter:	@Francis_Xaviers

About the school

Stages of Education provided for: Nursery - P7
Present Roll: 420 with a 40/40 nursery
Denominational Status of the School: Roman Catholic
Gaelic Medium Education: Yes
Single sex school: No

Organisation of the School Day

Primary 1 pupils attend school on a full-time basis from the first day.	
Nursery In August 2020 we will be moving to the 1140 Model 3. Our nursery class placements will be from 9am -3pm.	<u>School</u> Start Time: 09.00 Morning Break: 10.30 - 10.45 Lunch Time: 12.15 - 13.00 Finish Time: 15.00

FALKIRK COUNCIL: CHILDREN'S SERVICES

Agreed Term Dates for Session 2020-2021

<u>School Year</u>	<u>Term Dates</u>	<u>Days</u>	
		<u>Staff</u>	<u>Pupils</u>
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
		<u>195</u>	<u>190</u>

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 Primary 1 school entrants is advertised in all local nurseries, the local press and on Falkirk Council's website www.falkirk.gov.uk. Pupils should be registered in only one school for their catchment area.

You can enrol your child for Primary 1 online at www.falkirk.gov.uk/schoolenrolmentform

What you need to know:

- You will be required to register for a 'My Falkirk' account.
- Your address will be checked against Council Tax records for verification.
- A copy of your child's RC Baptism certificate is required to support enrolment at a RC school.

If your child does not already attend a Falkirk Council or Partner nursery you will be asked to submit their birth certificate or passport as proof of identification.

You **MUST** enrol your child at the catchment school for your address in addition to any placing request you may choose to submit.

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

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

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

Attendance and absence

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

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

Please let the school know by letter, email to the school's generic address or phone if your child is likely to be absent. If there is no explanation from a child's parents / carers, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. In certain extreme situations, the head teacher can approve absence from school for a family holiday for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher may also exercise discretion when a parent can prove that work commitments make a family holiday

impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the head teacher on this basis is regarded as authorised absence.

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

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

School Dress Code

Parents are asked to co-operate with the school in encouraging their child to follow the school's dress code. All schools have a dress code, which includes the school's policy on uniform. The wearing of uniform is encouraged as it helps to:

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

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

**School uniform can be purchased at Trutex , Vicar Street Falkirk
or online at www.border-embroideries.co.uk**

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment, which are often lost. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

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

Offensive clothing such as T-shirts or other items featuring inappropriate language or illustrations is not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry. If you have any queries regarding the school's dress

code, please contact the Headteacher.

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 are below.

Falkirk Council has introduced a new secure online payment system, iPayImpact, that allows you to pay for your child's school meals. We are encouraging you to register for an account to let you pay, manage and track all school payments. However, we recognise that not everyone will wish to pay this way, so we will still continue to take cash if necessary, if that's what you prefer.

All money due to the school for school lunches should be paid each Monday for the week ahead. The large hall which serves as a dining area during the lunch break where all can meet socially during that time. The hall is supervised by adults. After lunch there is the opportunity for the children to meet their friends outside and have fun together.

We encourage each child to provide a water bottle from which they can drink during class time. There are two water fountains available within the school building.

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. You can also contact 01324 506999, or visit our One Stop Shops or the Advice and Support Hub.

Travel to and from School

Parents should remind their child(ren) that, in the interests of safety, a high standard of 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.

Drivers 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 or a risk to pupil safety. Drivers must take care not to restrict the view of the school crossing patrol and not park in areas marked for residents only.

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.

There are a number of school buses which are provided to bring pupils to the school each morning. The starting points are as follows: The Inches, Larbert Cross, Dobbie Hall, Alexander Avenue and Ochiltree Terrace. Buses bring children to the drop-off point within St Mungo's High School. Our school patrol crossing officer will then escort them across the road to our own building.

At the end of the day the children travelling by bus are gathered together by school staff and escorted to the buses. Staff make sure that the children are seated safely before they embark on their journey home.

Further details about routes, timings and fares can be provided by the school or Falkirk Council's School Transport Helpline on 01324 504966/504724.

General Supervision

Before school begins supervision is very limited, therefore pupils should arrive at school as near to the school start time as possible.

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

School security

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

Wet Weather Arrangements

In very wet weather pupils will be supervised in classrooms.

Parents' Meetings

We invite parents into school in October and February to discuss pupil progress. Over and above these set 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. Enquiries of any kind should be addressed to the Head Teacher in the first instance.

Unexpected Closures

Most closures will be notified to you in writing, in advance, but there are occasions when the children may be dismissed early without warning, e.g. as a result of power cuts or severe weather.

In the event of an early school closure, please ensure that your child knows where to go if you are not usually at home during the day. To help us keep you informed it is important that you make sure we have the most up to date emergency contact information for your family. We will keep in touch using text messaging, via the Falkirk Council website or via information broadcast on Central FM.

Mobile devices

Parents provide their children with mobile devices for a variety of reasons, including supporting learning and for personal safety. It is the right of parents to allow their child to have a personal mobile device in school. Pupils must be responsible for the safe-keeping of their phones and personal belongings. Phones should be switched off when pupils enter the school grounds in the morning and remain in school bags throughout the school day. Mobile devices are not permitted on residential trips.

ICT Acceptable Use Policy

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

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

Equality

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

Children's Services have a range of policies and procedures to address equalities issues specific to education to enable us to fulfil these duties. In addition to this all education establishments have a responsibility to report incidents of prejudice-based bullying in line with our recently updated Anti-Bullying Policy: 'Promoting Positive Relationships in Falkirk's Educational Establishments'.

English as an Additional Language

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

Compliments, Enquiries and Complaints Procedure

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

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

How do I complain?

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

Who do I complain to?

Parents must first consult the school regarding their complaint.

What happens with my complaint?

All complaints are logged confidentially on our Customer First online complaints handling system. They will be monitored exclusively by each school and Children's Services staff

at Sealock House to ensure any response is within the timescales. This system will enable us to learn from complaints to prevent similar issues arising in future. We will deal with your complaint confidentially and as quickly as possible. If we have made a mistake we will apologise and try to put things right.

How long will it take until I get a reply?

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

What happens next?

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

Who else can help?

If you remain dissatisfied after the second, investigation stage, you can raise the matter with the Scottish Public Services Ombudsman

<https://www.spsso.org.uk/complain/form/start/>

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

What else do I need to know?

Please note that schools can only respond to complaints about a service that they or Falkirk Council provides or a service we have contracted from a third party.

The Council's complaints handling procedure sets a time limit for making a complaint of six months from when the customer first knew of the problem

You can find out more about the Council's Complaint Procedure from the Falkirk Council website - <http://www.falkirk.gov.uk/contact-us/complaints/>

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 delivers school based immunisation programmes. The team comprises of Public Health Nurses (Specialist Practitioners), 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 – Primary pupils are offered the flu immunisation. Secondary school pupils are offered immunisations too. 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, sickness and while they still have diarrhoea. In order to ensure the wellbeing of pupils and staff, your child should be 48 hours clear of sickness or diarrhoea before returning to school.

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. 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 centers. 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 medical care forms should be completed. The MED 1 Form requires parents to deliver the medication to schools for administration by school staff. MED 4 Form permits pupils to carry and administer medication themselves e.g. inhalers. Prescribed medication should be clearly marked with your child's name, the date prescribed, how often it has to be taken and for how long. Falkirk Council liability insurance does not provide indemnity to employees for administering non-prescribed medicines.

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.

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

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.

There are a variety of formal and informal means of communication with our parents including opportunities to *Lean alongside your Child* or attend workshops across all curricular areas to engage fully with your child's learning in school. We seek volunteers to help with our gardening, school library and the Credit Union. If you have anything to offer in terms of supporting learning, we'd love to hear from you. Please contact the school if you have any concerns and look out for emails and school and class messages on Twitter.

Our website is regularly updated with information you should hopefully find accessible and useful. Newsletters are shared on *SWAY* each term and saved on your website.

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 . . .

 **Parentzone**
SCOTLAND

Sign up to receive our Parents and Carers e-bulletins for the latest developments in Scottish education.
edscot.org.uk/p/LQE-39I/subscribe
Email: enquiries@educationscotland.gsi.gov.uk
education.gov.scot/parentzone



Parental Involvement

Parents play a vital part in the learning journey of each child. We are always seeking ways to engage with the parents, allowing them to see and help the child with their learning. Each child has a homework diary which helps them record and plan the activities they need to undertake in that week. We would encourage parents to get involved with these tasks and talk to their child about the importance of education.

We will seek parent's views and advice in regard of a child who may be experiencing difficulty with their learning. We regularly depend on parent volunteers coming forward to help with classroom activities and school excursions.

Parent Councils

Parents are welcomed to be:

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

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

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

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

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

The main aims of the Parent Council are:

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

Our active Parent Council can be contacted through our website:
<https://www.st-francis.falkirk.sch.uk/parent-information/parent-council/parent-council.html>

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/>

Pupil Council

The views of the pupils are represented by the pupil council. Each class, from P3 upwards, elects a representative to meet with the Principal Teacher. It is the duty of all of these children to seek the views of those they represent, be constructive in their meetings and report back to their peers on decisions and actions.

School Ethos

In June 2016 the community agreed a new mission statement.

As a community of faith and learning, in St Francis Xavier's we will foster and form God's people with:

- a thirst for learning
- self-belief and ambition
- a deep sense of wonder
- hope, justice and faith
- resilience

We will do this in a fun atmosphere where all are safe, respected and loved; where friendships are strong, creativity is encouraged and diversity is celebrated.

So that when our children leave, they are inspired and excited to embrace their future and are ready for the ever changing world.

June 2016

First and foremost we want the children to be happy, secure and successful during their time in St Francis Xavier's Primary School. The adults who work with the children have a duty of care for their well-being. We have an established set of structures to help children in their social relationships and in their learning routines.

As a school we are keen to hear about and celebrate success and achievements arising from the children's interests outside of the school environment so please share important celebrations with your child's class teacher. A Religious Education HMIE visit in March 2013 stated that:

- The assemblies were creating confident children, recognising their worth and value and celebrating successes both in and out of school.
- The ethos of the school was tangible and was built on a strong faith foundation.
- The children were well behaved and engaged in their learning.

As a Roman Catholic school we have close links with the parish of St Francis Xavier. The school chaplain is Father William, a welcome and regular visitor to school and classes, who is actively involved in the life and work of the school. Over the year we have a number of class and whole school masses.

We try hard in promoting sustainable and environmentally friendly ecological ways of working. Our efforts have been recognised with the achievement of a GreenEco Flag in October 2016. We work closely with Falkirk Council Active Schools which promotes and encourages children to get involved in the range of sports. During the year we are happy to support both a local and national charity organisations in raising funds to help others.

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.

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.

Pupil Conduct

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

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

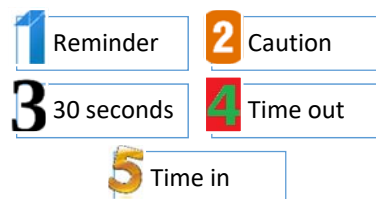
We promote positive behaviour, good relationships and opportunities for children to develop to show responsibility and resilience. With an emphasis on health and wellbeing our approaches reflect our Gospel values. This is evident in all classes, threaded through all curricular learning and celebrated at times of worship and assemblies.

In December 2018 we revised our policy promoting excellence in our behavior and in our relationships. Hard copies are available from the school office or can be viewed on line:

https://www.stfrancis.falkirk.sch.uk/documents_and_policies/our_behaviour_policy/our_behaviour_policy.html

In school children are asked to be Ready, Respectful and Safe and a scaled support procedure is in place to support behavior across the school and playground.

READY
ready
SAFE
respect
safe
RESPECT



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

Our cluster schools developed an Anti-bullying policy and this can be accessed on the link below:

https://www.stfrancis.falkirk.sch.uk/documents_and_policies/anti_bullying/anti_bullying.htmlSection

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.

Please visit our website to see our Curriculum rationale.

- **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.

We are delighted to have strong partnership agreements to support these opportunities and excellent support from our parents from a variety of work related projects offered in school.

Please contact the Headteacher if you would like any further information about the

curriculum within our school.

For further information on Learning in Scotland please access the following link:

<https://education.gov.scot/parentzone/learning-in-scotland>

Active Learning

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

Planning Children's and Young People's Learning

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

Learning at Home

The school's homework policy can be found here <https://www.st-francis.falkirk.sch.uk/> Practitioners provide home learning activities to support reinforcement of learning or to encourage pupils to apply learning in different ways, often in real life situations.

Parents are encouraged to get involved in home learning tasks. This helps parents keep up-to-date about learning in class and promote positive learning partnerships. The school encourages parents to sign their child's diary and each homework task.

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, furniture 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 book. Any loss of school or Council property should be reported immediately to the school.

Sensitive Aspects of Learning

Working through the curricular areas of Health and Wellbeing and Religious and Moral education we have a program of learning on relationships, sexuality and moral education. This program, God's Loving Plan, teaches about how life begins, about our hopes and aspirations, about our relationships with others and about our ultimate destiny. In P6 and P7 we talk with the children about physical and emotional changes in puberty and how life begins.

At the start of this set of lessons we write to the parents thus giving them the opportunity for further discussion and additional parental support in the development of their child.

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 St Mungo's High School. Our school also has extensive grounds which are used for outdoor physical education and outdoor learning

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

[@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.

Reporting to Parents

The following are standard activities across the year for all pupils:

- Meet the teacher night in September
- Two formal parents' evenings in October and February
- Snapshot jotter three times a year
- End of Year Report in June

Section Four – Support for Pupils

Getting It Right For Every Child (GIRFEC)

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

Getting it Right for Every Children (GIRFEC) is the Scottish Government's approach to improve children's services. The wellbeing of all children and young people is at the heart of GIRFEC. Services must work together with children, young people and their families to provide quick and effective support when it is needed. The children and Young People Act (Scotland) 2014 will mean key parts of GIRFEC become law in 2016.

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 improvement plan with the child and family was 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 and 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 and 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 class 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 pupils' age and stage of development
- the school has an experienced Support for Learning Teacher to co-ordinate and organise support for children
- the school can call on the time of a Support for Learning Assistant

In addition, the authority maintains other specialist provision to meet the needs of children experiencing severe and complex disabilities, sensory impairments, significant and those with complex social, emotional and behavioural difficulties. This includes some provisions based in mainstream schools, and there is also a specialist team supporting bilingual and travelling pupils, those with long-term illnesses, and other children with "significant additional support needs."

If a child has long-term additional support needs requiring the significant support of agencies external to Children's Services (such as Speech and Language Therapy or

Occupational Therapy), the support may require further co-ordination. At this point, the authority would issue a Co-ordinated Support Plan. Details of this process can be found on:

<http://www.falkirk.gov.uk/services/schools-education/additional-support-needs/>

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 instance, 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 Team Manager. Children's Services also commission independent mediation through Children in Scotland. Their services, called Resolve, may be arranged by the Additional Support for Learning Adviser, or accessed directly by parents on 0131-222-2456.

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

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

Educational Psychology Service

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

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

Within St Francis Xavier's Primary School one of our main responsibilities is the social and emotional well-being of the pupils. Every adult is vigilant in checking

and safeguarding these important aspects of the child's development. Any issues can usually be supported and resolved through simple dialogue.

However, in some cases, a member of the senior staff may be able to add additional help that will be of assistance to the child. If necessary we can help a child identify an adult in whom they would have confidence and who would be available to help at short notice.

The school also has contact with external agencies and on a child's or families request we can make a referral to the appropriate support group.

Transitions

Curriculum for Excellence is a program that runs from 3–18 years of age. To reflect this continuity of education we have built in a set of robust procedures as children move stage or from nursery to primary and in turn, from primary to secondary. There is professional dialogue, meetings for parents, exchange of written records, visits arranged for the children and a clear indication of the strengths and development needs of each child as they move onto the next part of their learning journey.

Nursery Class Provision

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

Admission to a Nursery Education in Falkirk

All Falkirk nursery classes are required to allocate places 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 nursery or in a private nursery/playgroup which is in partnership with Falkirk Council.

Children become eligible for pre-school education the term after their third birthday.

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

Only one application form should be completed. The application form asks for the 1st, 2nd and 3rd choice of nursery, the form should be returned to the 1st choice where you will also be asked to show the child's birth certificate and proof of address.

On most occasions children are allocated a nursery place in the 1st choice nursery in their pre-school year, this may not always be possible in their ante pre-school year, however, an alternative place will be offered and the child's name will be placed on the waiting list of the 1st choice. Nursery classes in primary schools only provide

places for 3 to 5 year olds. Enrolment dates will set by each school and will be advertised locally.

Transition from Nursery to Primary

Before leaving nursery, information records for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary one. Opportunities to meet school staff and visit their new classroom are planned and provided. All nurseries and primary schools have a variety of systems which support the transition process for children. This ensures that children's strengths and development needs are addressed.

Primary School Admissions

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

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from the Forward Planning Section – Tel. 01324 506621/506608 in the Children's Services, on the website - www.falkirk.gov.uk or the relevant school.

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

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

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.

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

available at the school.

Primary to Secondary Transfer

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

All most all of our pupils transfer to St Mungo's High School. For those choosing to go elsewhere arrangements are made to ensure they are include in the receiving school's transition programme and meetings are held with relevant staff and families to support the transition.

Transition is a standing item on Cluster Head teachers' meetings.

Our pupils visit our high school through participating in after school clubs from Primary One. Transition Clubs are in place, targeting needs, from P5-7 in partnership with Active Schools.

In Primary 6 pupils on Staged Intervention TAC meetings include the high school in June. They then are invited to all TAC meetings in Primary 7.

Primary Seven pupils

- learn alongside Young Leaders within PE
- attend high school in for 1 day November and for 2 days in the final term.
- capture all their learning in Literacy and Numeracy in the final term in high school jotters
- complete P7 profiles

St Francis Xavier's

- meet with high school staff to discuss each pupil
- share standardised testing, Teacher Judgements, final reports and tracking data on attainment with the high school
- take part in moderation of a level activities in Literacy and Numeracy
- share information on ASN, Boxall profiles and GIRFEC

St Mungo's

- meet pupils in class (HT and DHT) early in the session
- teach literacy and numeracy lessons in P7 classes

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.

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. 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 15th March each year. Responses will be issued no later than 30th April.

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

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

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

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 Headteacher 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. If your child is due to transfer to St Francis Xavier's Primary School, a member of the management team will make arrangements for your child to visit the school prior to their start date.

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? 4th 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

St Francis Xavier's Primary School, in partnership with our cluster school have agreed a cluster improvement plan following developing our cluster rationale based on our shared values and vision.

St Mungo's High School Cluster Improvements 2019 2020:

Priority 1: Creativity

By June 2019 100% of P2 learners will have the opportunity to engage in high quality rich learning experiences within literacy and numeracy to support curiosity, inquiry and creativity, leading to improved attainment.

Priority 2: Health and Well Being

100% of targeted pupils will show an increase in self-regulation and emotional literacy by May 2020

Priority 3: Numeracy

100% of identified pupils across the cluster at P4 stage, will show an increase in Numeracy Pressure Point assessments for Number and Number Processes by May 2020

Priority 4: STEM

100% of learners will have opportunities to engage in high quality STEM experiences across and through the curriculum.

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

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.

Communications

You can also keep up to date with school news via our renewed web site and Twitter account.

Website

<http://www.st-francis.falkirk.sch.uk/>

Twitter

https://twitter.com/Francis_Xaviers @Francis_Xaviers

You may also 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.
- <https://education.gov.scot/> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- www.falkirk.gov.uk - contains information for parents and information on Falkirk schools.
- <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
- <http://www.ltscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLD – Community Learning and Development

DHT - Depute Headteacher

EMA – Education Maintenance Allowance

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

FOI – Freedom of Information

FVNHS - Forth Valley National Health Service

GIRFEC – Getting it Right for Every Child

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

HT - Headteacher

LIPs - Local Improvement Priorities

LTA - Learning to Achieve

MFIF - My Future's in Falkirk

NIF – National Improvement Framework

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