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A Foreword from the Director of Children’s Services

Session 2020-21

This handbook contains a range of information about your child’s school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child’s education.

Falkirk Council is keen to work with parents, not only to allow you a greater opportunity to contribute to your child’s education, but also to encourage you to play a greater role in the life of the school as a whole. We offer a number of opportunities when you will be able to make your voice heard in relation to your own child’s education, your local school, and Children’s Services as a whole.

Throughout each school year there will be opportunities for you to discuss your child’s progress with his/her teacher. There will also be Council-wide events for parents organised by Children’s Services. These events are spread across the school year and each focuses on a particular theme. The events are open to all parents and they are also attended, wherever possible, by the Education Portfolio Holder as well as members of the Service’s Management Team. Each session offers parents an opportunity to ask questions about aspects of their child’s education. Dates for these events will be issued by your child’s school and we hope you will be able to come along and hear about, and contribute to, our plans for Education in Falkirk.

We are pleased to introduce this handbook for session 2020/21 and trust it will provide you with all the relevant information you may need concerning your child’s school. If you have any queries regarding the contents of the handbook please contact the Head Teacher of your child’s school in the first instance who will be happy to offer any clarification required.

Robert Naylor
Directors of Children’s Services
Falkirk Council

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

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

Disclaimer
The information in this school handbook is considered to be correct at the time of publication (Dec 2019), however, it is possible that there may be some inaccuracy by the start of the school term in August 2020.
Curriculum for Excellence - Learning to Achieve

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

- Link aspects of their learning to the local environment and its heritage
- Participate on a residential experience where possible
- Participate in arts, sports and cultural events
- Participate in environmental projects
- Participate in a community project
- Participate in outdoor learning experiences
- Access appropriate technology
- Be consulted on and contribute to the decision making process in school
- Experience work based learning
- Develop collaborative, social, leadership and other life skills
- Access academic and vocational learning experiences
- Access learning experiences designed and/or delivered by relevant partners
- Reflect upon and be proactive 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.
Dear Parents / Carers,

Welcome to Wallacestone Primary School. I am very pleased to welcome you as a parent at Wallacestone Primary. This is our handbook for session 2018/19. It provides you with essential information about our school and everything it is about – quality learning and teaching, curriculum, policies and procedures, parental involvement, support for our pupils and leadership and management.

We are in the middle of very exciting times in education. The impact of Curriculum for Excellence is having a far reaching effect on schools and communities. Wallacestone Primary School is a dynamic learning community. We are very interested in involving parents in their children’s learning. Children are involved in peer and self-assessment as well as in school and national assessments. Our staff are dedicated and caring professionals, committed to delivering a wide, varied and exciting curriculum, getting it right for every child.

Staff and parents are actively involved in extra-curricular activities, designed to cater for the wide interests of our pupils at all stages. These include various sports such as football, basketball, cross country, netball, computer, craft, cheerleading, country dancing, Rota Kids, Quest (Scripture Union), Library, and Fairtrade clubs. Falkirk Football Club also runs in the school. An active schools co-ordinator, Johnny Bannerman, actively encourages interest in other physical activities such as Tae Kwan Do, American flag football, fun cycling, basketball and general games.

Children are actively involved in decision making through Pupil Council which organises charity events and is involved in evaluating school policy and practice through the School Improvement Plan. School captains are full members of the Parent Council.

Our Parent Council and Parents’ Association are extremely involved in supporting the full school community.

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

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

To make our handbook easy to use I’ve divided the information into five different sections: -
Section One – Practical Information about the School
This section provides you with some background information on our school and our 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 drinks
- 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. Some policies are available on the school website – www.wallacestone.falkirk.sch.uk

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

Section Two – Parental Involvement in the School
Parental involvement is very important as we know it helps children thrive 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 Parents’ Association (PAWS) and Parent Council, how to contact them and how parents can get involved in the life and work of the school.
Section Three – School Curriculum
This section describes how the curriculum is planned and delivered in the school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

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

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious 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.
We would encourage you to be a full member of our school community and look forward to working with you.

Yours truly,

Mrs Evelyn Macdonald
Headteacher
Wallacestone Primary School
Dear Parents,

The Wallacestone Primary School Parent Council is a body of parents which represents all parents and provides a forum for them to put forward their views to the head teacher, education department and local Council regarding our children’s school and their education.

We are able to:
• Provide a route through which parents as a group advise and consult the school leadership.
• Enable parents to get involved in the life of the school.

This letter is a reminder as well as an invitation for all parents to consider engaging with and supporting the school through the regular parent council meetings (approx. 4 per year).

The Wallacestone Primary School Parent Council is enthusiastically supported by the Head Teacher, the teaching staff, the pupil council, the education department, our local community Police Officers and our elected Councillors from Falkirk Council.

If you would like to find out more about the Parent Council then please do not hesitate to contact any member of the Wallacestone Parent Council. There is a communications box in the school foyer which can be used to contact us or, alternatively, you can contact us directly by email at wallacestoneprimaryschool@falkirk.gov.uk (subject: ‘FAO the Parent Council’).

Kind regards,

Wallacestone Primary School Parent Council
Section One – Practical Information about the School

Contact Details

Name of Head Teacher: Mrs Evelyn MacDonald
Name of School: Wallacestone Primary School
Address: Braemar Gardens, Brightons, Falkirk, FK2 0JB
Telephone Number: 01324 506760
Website: www.wallacestone.falkirk.sch.uk
E-mail Address: wallacestoneprimaryschool@falkirk.gov.uk

About the school

Stages of Education provided for: Ante-pre-school to Primary 7
Present Roll: 550
Non-denominational school

Organisation of the School Day

Primary 1 pupils attend school on a full-time basis after the first week.

Start Time: 9.00 a.m.
Morning Break: 10.30 – 10.45 a.m.
Lunch Time: 12.15 - 1.00 p.m.

There is no afternoon Break

Finish Time: 3 p.m.

Gym days for pupils are given out by class teachers at the start of the session.

On Friday mornings, a school assembly is held.
## Agreed Term Dates for Session 2020-2021

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<th>Term Dates</th>
<th>Days</th>
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<td>Monday 17 August 2020</td>
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<td>(Staff Only - Dev Day)</td>
<td>Tuesday 18 August 2020</td>
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<tr>
<td>Autumn Term Begins (Pupils)</td>
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<td>Friday 12 February 2021</td>
<td>Tuesday 18 August 2020</td>
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<td>Monday 15 February 2021</td>
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<td>Monday 03 May 2021</td>
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<td>Thursday 06 May 2021</td>
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</table>
Registration and enrolment

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

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

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

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

Attendance and absence

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

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

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

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

Parents from minority ethnic and/or religious communities may request that their children be permitted to be absent from school to celebrate recognised religious and/or cultural events. Absence approved by the head teacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.
A supportive approach is taken to unexplained absence. However the education authority has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children’s Panel.

**School Dress Code**

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

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

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

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

The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. The current uniform is as follows:

Blazer or school anorak  
Grey/royal blue pullover  
Grey trousers/skirt or pinafore  
White shirt  
School tie

All school uniform can be ordered on-line from Border Embroideries (BE Schoolwear) [http://www.border-embroideries.co.uk/](http://www.border-embroideries.co.uk/). Ties can still be purchased from the school office.

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 cooperation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment, which are often lost. A protective apron or an old shirt should be worn for art and craft activities. 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 can be obtained from your child’s school.

• School meals are ordered and paid for using the online iPayimpact system. The iPayimpact website allows you to make a week of Meal selection choices for up to 4 weeks in advance.
• Pupils in primaries 1-2 eat packed lunches in the dining hall while pupils in primaries 3 - 7 have theirs, seated at tables, on the school stage.
• Pupils are not allowed fizzy drinks in cans or bottles. Because of the allergies of some children, there should be no nuts, pulses or kiwi fruits in school.
• Children are able to play in the playground, either before or after having their lunch.

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.

School Clothing Grant
Falkirk Council can also provide assistance with the cost of school clothing and footwear.
Clothing grants are available for children who live in the Falkirk Council area and who are in compulsory education at any of our primary, special or secondary schools. Pupils attending some special schools outside the area may also be eligible for this grant.

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

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

- In receipt of Income Support, or
- In receipt of Income-based Job Seekers Allowance, or
- In receipt of Income-related Employment and Support Allowance, or
- In receipt of Child Tax Credit only with a gross annual income below £16,105, or
- In receipt of Child Tax Credit and Working Tax Credit with a gross annual income below £16,105

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

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

More information or help with completion of the form can be obtained from the Council’s Advice and Information helpline on 01324 590599.

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

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

Parents are requested, when dropping off/collection children from school, not to park near the pedestrian exit or in any location which causes an obstruction.

**Transport for Primary and Secondary School Children (Excluding Placing Requests)**
Free school transport is provided to and from your home address to your child’s catchment school if they are distance entitled. Falkirk Council operate a more generous distance entitlement policy than required by law.
Distance entitled children are:

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

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

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

**Pickup points**

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

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

**General Supervision**

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

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

**School security**

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

**Wet Weather Arrangements**

In wet weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour. Children having school lunches may remain in school during wet weather but, again, supervision is limited.
Parents Meetings
All of our schools offer opportunities for parents to discuss their child's progress with teachers through arranged meetings. Arrangements vary from school to school but all parents will be advised of when these meetings will take place. In addition to these set dates, parents are able to contact the school at any time to ask for information or for a meeting. Please see section two of this handbook for more details on home/school partnership.

Communication with Home
From time to time you will receive important and routine communications from the school via a 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. No child would be allowed to leave the school without an appropriate adult.

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

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

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

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

The council is required to work towards advancing equality of opportunity for all people and to foster good relations between people. The council is committed to eliminating discrimination on the grounds of race, sex, disability, sexual orientation, religion2/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.spso.org.uk/complain/form/start/](https://www.spso.org.uk/complain/form/start/)

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

**What else do I need to know?**
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/](http://www.falkirk.gov.uk/contact-us/complaints/)

**Other School Policies**
School policies are all on display outside the school office and can be copied for any parent wishing a copy. The anti-bullying policy is available on the school website: [www.wallacestone.falkirk.sch.uk](http://www.wallacestone.falkirk.sch.uk)

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

The Public Health Nursing Team for Schools offer health assessments and reviews, health screening and deliver school based immunisation programmes. The team comprises of Public Health Nurses (Specialist Practitioner), Registered Nurses and Healthcare Assistants who are based in a local Health Centre and work over a number of schools in the area.
Pupils, parents/carers can request a health appointment at any time. Other health professionals and teaching staff can also request a health appointment for the child or young person with parental and or young person’s consent.
Health reviews will take place as necessary involving a parent questionnaire, a check of health records and if required screening of growth and vision.

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

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

The School Health Service can be contacted on – 01786 434059

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

**Infectious Diseases**
Colds, flu and gastroenteritis are the most common infections affecting children of school age. It is important that you keep your child off school in the early stages of flu and while they still have diarrhoea.

It is also important that your child understands how to prevent picking up and spreading such infections. You will be able to get further advice about good health from staff in your Health Centre or GP Practice.

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

**Head Lice**
Head lice are spread through head to head contact at home, while playing or in school. Regular wet combing of your child’s hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

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

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

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

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

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

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

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

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

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

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

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

For medical appointments during school hours, please notify the school by letter and collect your child from the school.
Insurance Cover for School Children

Public Liability

Personal Injury

Falkirk Council has in place a Public Liability policy which operates in respect of claims for injury to any school child whilst under the care of the Council or employees, however the onus is on the claimant to prove that the Council has been legally negligent.

Pupil’s Property

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

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

Travel and Personal Accident Cover – Educational Excursions

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

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.

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.
**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

The two school captains represent the pupil voice on the Parent Council.

The Parent Council can be contacted through the school email,
For more information on parental involvement and engagement or to find out about parents as partners in their children’s learning, please contact the school or visit the Parentzone website at https://www.education.gov.scot/parentzone/

Parents Association of Wallacestone School (PAWS)
PAWS are mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact PAWS if you want to join in where all parents will be made welcome.

PAWS can be contacted through the Parents' Association page on the school website, www.wallacestone.falkirk.sch.uk. This session, the Chairperson of PAWS is still to be appointed.

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

Parental Involvement
Wallacestone School is committed to parental involvement. At the beginning of each session, a paper copy of the school's annual calendar is provided for each parent. This calendar is also posted on the school website: www.wallacestone.falkirk.sch.uk

Parents are invited to a Meet the Teacher evening early in the session.

During this time the staff will share the improvement priorities for that year. Parents have opportunity to attend an Open Afternoon. Every class leads a school assembly each session and parents of that class are invited to the 9.30 a.m. performance. Each child will take part in a concert or Expressive Arts showcase event for which parents and carers can purchase tickets to make up an audience.

The annual Parents’ Evening occurs in November each session with parents having a 10 minute appointment with their child's class teacher to discuss progress. Another Learning Surgery is available for parents' wishing a further appointment in February/March. A further sharing the learning event is held in February.

Parents are kept informed of what is happening in school through the termly newsletter, text messages, class blogs, class and school Twitter and the website. Registering on the website means that parents will be alerted to anything new going on to the website.

Lots of informal opportunities are provided for parents to express their views and hear more about their child's learning through HT focus group meetings, questionnaires, Primary 1 and Nursery transition workshops and developmental and curriculum workshops for both nursery and primary parents, nursery and primary parents' forums, monthly newsletters, curriculum workshops, letters and phone calls as appropriate.
School staff will respond to any queries parents raise as quickly as possible. There are many ways parents can be involved in their child’s progress and development at school. We ask that parents sign homework. Evaluation sheets are issued following all concerts, assemblies and events children take part in to showcase the work undertaken in school. Parents are invited to respond to evaluations / questionnaires sent out by the school to ascertain their views and ideas for improvement.

Each session, the school develops an Improvement Plan which is taken forward in working groups led by teaching staff. Each of these groups have teaching and non-teaching staff, making up the personnel taking forward the initiative.

Parents are regularly invited to share their views regarding the school via questionnaires, graffiti wall, fact finding surveys and formal and informal discussions with the Headteacher at coffee mornings and afternoon teas, support for learning, nursery and primary forums.

Parents are welcome at curriculum, transition and update workshops when they will be given an idea of how teaching and learning is undertaken in school and given opportunity to share their views.

Pupil Council
The pupil council is made up of one elected member from each class in the primary school plus the two school captains. Nursery children attend from January on a rota basis with a member of the nursery staff. Discussion gives children opportunity to share their ideas as to how they are learning and how this could improve. They are also able to bring the issues pupils have to the Headteacher. Representatives from this group also attend Braes Cluster Pupil Council meetings. The pupil council is only one of the many bodies which represent pupil's views within the school. Pupils also take a lead in school as Play Leaders and Buddies.

School Ethos
The school adheres to the following values which have been set by the children:

Respect and Honesty, Fairness, Friendship, Caring and Kindness and Motivation.

These values set the baseline for everything that happens in school. We aspire to all our pupils reaching their full potential, making them confident individuals, successful learners, responsible citizens and effective contributors, set for lifelong learning. We celebrate achievement in and out of school in a variety of ways including Success Assemblies, Good Work certificates, Class awards, notes home, phone calls home, mention in school newsletter and other awards.

Our school is supported by the minister of Brightons Parish Church Rev. Scott Burton. The school is also visited by ministers from the Methodist Church, Salvation Army, Maddiston Evangelical Church as well as an Islamic leader for assemblies. The chaplain visits classes three times a year to give a Christian perspective on some class topic in line with Curriculum for Excellence.
The school is at the heart of the local community. It has links with a number of local OAP groups, entertaining residents and members with carol concerts and Burns renditions. The local care home for adults is entertained at Christmas and holidays by groups of children. Salvation Army Food Kitchen benefits from the Harvest Assembly. Local shops and businesses link with the school to provide children with information about their products and to aid learning. The local Rotary Club also provides a number of events and learning information for our pupils.

Children have opportunity to take part in many sports through Active Schools and some local sports clubs including Laurieston Tennis Club and Falkirk Football Club

It is used by various clubs and groups in the evening.

The school has been accredited as a digital school. We have recently received the silver Sports Scotland award. The school has been an eco-school since 2005, flying the fourth green flag awarded in 2012. Ongoing accreditation has continued and further session is planned for January 2020. Level 2 Health Promoting Schools has been gained and, this session, we continue to work towards level 3. The school has level one accreditation Rights Respecting Schools, and aims to be a Fairtrade School in the near future.

**Development of pupils’ mental, social and emotional wellbeing**

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

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

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an environment which is both caring and challenging and which provides opportunities for exercising rights and responsibility.

- Ensuring that staff and adults in the school act as positive role models for pupils.

- Providing opportunities for members of the school community to come together reinforcing shared values.

- Providing rich opportunities across all areas of the curriculum to develop mental, social and emotional wellbeing.

- Taking every opportunity within the curriculum and across the wider work of the school to celebrate diversity and promote equality.
Pupil Conduct
A partnership between the school and family is necessary to ensure the best possible standards of pupil conduct.

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

Effective education comes from a partnership of school, child and parents and this partnership is fundamental in laying the foundations for providing the best learning environment in school. The school is a community in which we try to provide a safe secure and stable environment with opportunities for positive educational and social experiences for each member of the community.

Falkirk Council endorses a restorative approach to behaviour in school. All staff continued to be trained in restorative approaches.

Effective discipline involves all pupils, staff and parents in providing a structure which gives each pupil the security of knowing the rules, knowing what to do in any situation likely to present itself and eliminating, as far as possible, any uncertainties of rules or procedures.

Effective discipline is necessary for our school community to function efficiently as it creates an environment which enables the children to have positive educational and social experiences and permits staff to practise and develop their professional role. The following discipline policy is based on the partnership of teacher, child and parent.

POLICY

Aims
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To develop in pupils a sense of respect for others and their property.
- To create the conditions for a stable school community in which effective learning can take place, in which there is mutual respect between members and where there is proper concern for the environment.
- To assist pupils in developing an awareness of their responsibilities towards the whole community and to encourage a willingness to contribute in a positive manner.
- To provide support for all staff, pupils and parents by ensuring appropriate standards of respect for all aspects of school life.
- To create a secure, stable and caring environment for all pupils.
Policy: The Role of Staff
The role of the school staff (all categories) is fundamental.

- It is the responsibility of the class teacher, supported by promoted staff and appropriate resources, to provide an interesting and relevant curriculum, suitably differentiated to take account of the varying abilities of the pupils. Good classroom management and organisation are required to provide a relaxed and industrious atmosphere in which pupils are able to function to the best of their ability.
- Teachers should ensure appropriate methods are used to motivate the pupil to become fully involved in his/her own learning.
- Teachers determine the learning environment and care should always be taken to ensure that this environment is as pleasant and secure for each child as is possible.
- Teachers should endeavour to create an environment which encourages mutual respect between pupil/teacher.
- Staff should be aware at all times that the relationship which he/she has with each pupil can be of lifetime importance and that he/she, by personal example, provides a role model for pupils.
- All staff should also be aware of the support of Principal teachers, Depute Headteacher and Headteacher at all times.
- Teachers in conjunction with parents, should promote the acceptance of responsibility, the development of self-discipline and self-awareness and a respect for others and their property, by creating an appropriate discipline structure in the classroom for which children should take ownership through participation in its make-up. They should foster an environment which is in keeping with social policy.

The Role of Pupils

- It is important for pupils to realise that the well-being and smooth functioning of any community is dependent upon mutually agreed rules.
- Every child should be a participant in the making up of the classroom rules, should be aware of the standards of behaviour expected of him/her and should understand the consequences of breaking the rules.
- Pupils should be encouraged through experiences in the home and in school to develop a sense of responsibility and self-discipline.
- Respect and considerate behaviour should be shown towards all members of school staff, parent helpers, visitors and other pupils.

The Role of Parents

- Mutual understanding, tolerance and support between home and school will be of benefit to every child and will pave the way towards providing a positive learning environment for all children in our school.
- Parents have a legal responsibility for the behaviour of their children and, consequently, a role in supporting good discipline in the school.
- Parents should encourage respect for others and their property, the acceptance of responsibility and the development of self-discipline and self-awareness.
• Families should understand the ethos and rules of the school community and conversely, the school should endeavour to have an awareness of the child’s family circumstances which will lead to a better understanding of the child’s performance and behaviour.

• Children are expected to conform to an agreed set of rules in order that an effective learning environment can be provided in the classroom, and a safe environment can be established in the playground. We trust that parents will understand the importance of this and provide support where necessary. Parents should ensure that their child is aware of the standard expected of him/her in school and should understand the importance of this and provide support where necessary.

• The Individual Behaviour Plans are issued to parents on an annual basis to ensure that there is clear understanding of the expectations of the classroom rules and sanctions to be put in place if these are not adhered to.

Playground Positive Behaviour Procedures
Pupils are expected to show care and consideration towards others in the playground at all times. Undesirable playground behaviour includes pushing, fighting, bullying, vandalism, misuse of playground facilities, etc. We use the language of rights and responsibilities when dealing with playground issues.

Sanctions Procedure
a) Verbal response.
b) Expectations:
• Children should apologise for their actions and a restorative conversation should take place with a plan to move things forward.
• Children may be given time out in the playground where they are asked to move to a designated area for five minutes.
• Children may be returned to classroom by playground attendant and teacher is informed.
• Persistent or serious misbehaviour in the playground is referred to promoted staff through the Red Card system. Promoted staff will then speak with the child(ren), and inform parents.
• Continued misbehaviour will be referred to the depute headteacher or headteacher for further action.

Playground Areas
In order to further the safety of the children in the playground and to give them the option of different types of play, the playground is divided in two: to the east Primaries 4 to 7 and to the front Primaries 1 to 3. Both playgrounds are further sectioned to provide climbing opportunities, running, skipping, pre-drawn street games etc. for different types of play. Children are encouraged to be courteous to each other. Children should not run through areas designated for another purpose but should, if necessary, use the drawn walkway to move from one area to another. Support for Learning Assistants and Primary 6 Play Leaders will ensure the areas are correctly used.

There are Primary 7 Buddies in the playgrounds who operate at the junction between the two playgrounds to offer assistance when children feel the need for it.
Positive Behaviour Policy
The school operates a positive behaviour policy with Falkirk Council’s anti-bullying policy as part of it. The school follows council procedures and will always work to achieve reconciliation for children. It is vital that all pupils and staff feel safe in school and that they know bullying will not be tolerated. When necessary the Senior Leaders will record bullying incidents as a record and aid to monitor any trends and ongoing actions required relating to bullying incidents.

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).

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

Parent comments:
“*My son says he is so happy in his new school because he has been welcomed by everybody.*”

“*My child copes well in the playground because the other children support him so well.*”

Children’s comments
“*The Play Leader shows us new games to play.*”

“*My Buddy helped me find a new friend.*”
Wallacestone Primary School – Positive Behaviour Route

All staff will promote a positive ethos in and around the school by offering verbal and written praise and recognise and celebrate success. In order to maintain a balance of positive behaviour, the pupils at Wallacestone Primary School should be encouraged to follow class and school rules and understand there are consequences /sanctions if these are broken.

These sanctions are:

1) A Verbal Warning
   The pupil should be reminded to follow the class/school rules.

2) Issue a ‘positive choices’ card

3) Take Teacher will speak to pupil at a quiet moment.

4) Move the child within the classroom
   If the child continues to break the class rules move them to another seat/table in the classroom. Children should not be sent out of the classroom unsupervised.

b) Move the child to another classroom (previously agreed with colleague)

5) If behaviours are ongoing, pupil should come to reflection time to discuss choices and how to move forward with leadership team.

6) Communication with home
   Phone call to parent to have informal discussion. Let your PT (in first instance) or HT DHT know prior to making call.

7) Class teacher to invite parents into school to discuss issue

8) Speak/send the child to the principal teacher
   After following points 1-6 the next course of action is for PT to speak to the child.

9) Speak/send the child to the depute head teacher/ head teacher
   After following points 1-7 the next course of action is for the depute head teacher/ head teacher to speak to the child.

Playground supervisors should be encouraged to curtail low level behaviour quickly in the playground by using sanctions 1) verbal warning 2) time out from the playground games e.g. football for five minutes. If behaviours are persistent they should speak to the class teacher/PT.

Any racial, sexual or violent behaviour must be reported immediately to the Principal teachers and they will inform the Depute Head and the Head Teacher.

If a child persistently breaks the class/school rules, the class teacher may want to keep a positive behaviour diary/log book.
Section Three – School Curriculum

Curriculum For Excellence – Learning to Achieve

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

- **Curriculum for Excellence** – Bringing **learning to life** and **life to learning**. Curriculum for Excellence is the vehicle by which we deliver a Quality Education across the **4 Contexts of Learning**. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence balances the importance of **knowledge** and **skills**. Every child is entitled to a **broad and deep** general education, whatever their level and ability. It develops **skills** for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

- **Responsibility of all**

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

Teachers and practitioners will share information to plan a child’s learning journey from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They’ll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

There is an entitlement to personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** wherever that’s needed. There is an emphasis by all staff on looking after our children’s **health and well-being**; to ensure that the school is a place where children feel safe and secure.

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

- **Developing the Young Workforce**

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

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

Teaching and learning at Wallacestone Primary is planned and delivered in line with Curriculum for Excellence experiences and outcomes to give a balanced and cohesive curriculum, enabling all pupils to develop to the best of their ability. Teachers plan for progression across the school in all curricular areas. Teachers take into account the various ways children learn and ensure the approach best suited to their pupils is provided. An annual overview of teaching and learning and inter-disciplinary planning for long and short term projects, developed and extended by pupils, are drawn up by each class teacher and scrutinised by Principal teachers. Teachers plan together to provide continuity across stages. They use learning outcomes to plan their daily timetable and ensure these are met. They evaluate the core subjects on a weekly basis and provide evidence of their targets being met and further support being given to individual pupils to the headteacher, depute headteacher and principal teacher for their area.

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

A huge variety of learning opportunities are provided for children from visits from theatre groups, authors, local businesses and industry, community groups, sportmen and women, artists of many descriptions, parents with particular skills, to day trips out to the local area, further afield to various landmarks and tourist attractions. In primary 6 an overnight stay is planned fairly locally. In primary 7, children get the opportunity to attend a 4 day residential experience with other Braes High School cluster primary schools which is part of the P7 – S1 transition programme.

A range of outdoor and sports activities are organised through the school and the Active Schools Co-ordinator. There are many opportunities for children to develop their interest in music through instrument tuition in chanter, piano, cello, violin, clarinet and brass. Please contact the school if you wish more information about private music lessons. Various forms of dance are taught and children take part in concerts and assemblies, performing for parents and others. Children have varied and extensive learning opportunities to develop their skills, talents and abilities, as they progress through the school.

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

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](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.

Teachers in our school share the purpose of learning with pupils during daily learning activities.

Teachers also plan over a longer term so that pupils experience a broad, balanced curriculum.

Pupils are aware of personal learning targets and these are renewed and assessed on a regular basis throughout blocks of learning.

Learning at Home
The school’s home learning policy can be found here www.wallacestone.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. A variety of supports are on the website to help parents and pupils with home learning activities.

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

Books and learning resources which are lost or destroyed must be paid for, either wholly or in part, depending on the age of the resource. Any loss of school or Council property should be reported immediately to the school.
Sensitive Aspects of Learning
Health and wellbeing sets the scene for all aspects of learning which are of a more sensitive nature. Drugs awareness is part of health education, with children undertaking this learning at particular times during their primary schooling. Sexual health is delivered during primary 6 and 7 by class teachers. The programme is available for any parent who wishes to see it before delivery in the classroom.

Religious Instruction and Observance

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

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

Ultimately, pupils in the upper secondary school can gain a qualification through the study of Religious, Moral and Philosophical Studies at Higher and Advanced Higher Levels. These courses further develop young people’s skills in logical thinking, methodical enquiry and ways of expressing ideas effectively.

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

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

Extra-Curricular Activities
Every school is encouraged to offer as wide a range of sporting and cultural activities as possible. In this context, the Authority provides a degree of financial and administrative support for leagues, competitions, festivals and similar events but it is recognised that, again, the help of parents and the community is irreplaceable. Quite separately, the Council and / or Falkirk Community Trust and other partner organisations also
undertake to organise and administer certain events and many schools take part in these.

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

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

**Facilities for Physical Education and Outdoor Activities**

The gym hall has a variety of apparatus for physical education within the school. As part of the school's physical education programme, pupils may also use the facilities of the local sports complex, swimming pool or athletics stadium.

All indoor and outdoor PE areas are timetabled. Class teachers will inform parents of gym times at the start of each new session in August.

**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

Follow us on @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:

<table>
<thead>
<tr>
<th>Level</th>
<th>Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early</td>
<td>Pre-school and P1 however may be later for some</td>
</tr>
<tr>
<td>First</td>
<td>To the end of P4 however may be earlier or later for some</td>
</tr>
<tr>
<td>Second</td>
<td>To the end of P7 however may be earlier or later for some</td>
</tr>
<tr>
<td>Third &amp; Fourth</td>
<td>S1 – S3 however this may be earlier for some</td>
</tr>
<tr>
<td>Senior Phase</td>
<td>S4-S6 and college or other means of study</td>
</tr>
</tbody>
</table>

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.
Assessment takes place informally all the time, and more formally at key points in the year.

**Day-to-day assessment**

Ongoing informal assessments take place each day through teachers noting each learner’s progress and any areas of concern. These are used to help the teacher and child/young person to agree ways forward in learning.

**Longer-term assessment**

At certain points in the year, agreed by the head teacher and staff, the school takes stock of children’s and young people’s progress over time. The teacher (or teachers) review(s) marked work (possibly including tests). From this and other available evidence, including Scottish National Survey of Achievement tests (see below) an overview of progress is gained. Next steps in learning are also identified.

**Finding out about your child’s progress**

Parents and carers can find out about their child’s learning through:

- attending parents’ information evenings
- discussing progress with teachers and school managers by appointment
- attending open evenings and/or afternoons including ‘meet-the-teacher’ events
- snap shot jotters termly
- social media updates from the teacher and/or school
- pupil summary reports

Pupil Summary Reports are sent home to parents enabling them to return comments to the school.

**Scottish National Standardised Assessments**

As well as day-to-day assessments, from session 2017-18 onwards, schools test pupils in Primary 1, 4 and 7, and in Secondary 2 using Scottish National Standardised Assessments (SNSA).

SNSA tests are carried out online by all pupils in the child’s year stage, the first round of testing taking place in Summer Term, 2018. Test results will be used by the school as part of their evidence-gathering about the child’s progress.

The assessments will help the child and the teacher to identify specific strengths and areas for development.

Schools will provide parents with the results of these tests for their own child(ren) on request (i.e. results for other children will not be shared).
Section Four – Support for Pupils

Getting It Right For Every Child (GIRFEC)

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

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

Wellbeing

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

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

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

Named Person

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

We are currently awaiting guidance from the Scottish Government on the timescales for repeal and what the likely impact will be as a result. Every child and young person will still have a main contact to make sure their wellbeing is promoted.
The role of the main contact is to act as the first point of contact for children and families. Through children and families knowing who to contact, their access to help is made easier.

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

**Family Support Service**

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

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

Individual or group work can be delivered in school, home or in the community. A request for support can be made through a member of school staff (named person) who will be able to talk with you, gather information & your family’s views. This helps identify the most appropriate service.

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

**Protecting Children and Young People**

All children have a right to be protected from harm, abuse and neglect. The vision of the Forth Valley Child Protection Committee is that “It’s everyone’s job to make sure that children in the Forth Valley are safe.”

Children’s Services have an important role in identifying children who have been abused or are at risk of being abused.

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

Children’s Services will make a decision on whether or not an investigation is necessary and will advise accordingly. In every situation, the welfare of the child overrides other considerations.
Additional Support Needs
As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on the Falkirk Council website: http://www.falkirk.gov.uk/services/schools-education/additional-support-needs/. These procedures have been strengthened through the Children and Young People Act (2014).

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

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

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

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

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

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

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

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

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

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

The school must obtain the agreement of parents and, where appropriate, the pupil
before involving the Educational Psychology Service. Further information is on the
website [https://blogs.glowscotland.org.uk/fa/epservice](https://blogs.glowscotland.org.uk/fa/epservice)

Pastoral Support
A range of support from teachers, support staff and peers, tailored to meet the needs of
each individual child, will be put in place.

Transitions
At every transition point, be it children entering nursery from playgroup or home, nursery
to primary one, stage to stage throughout the school, a change to another primary or from
primary to secondary, everything possible is done to help our more vulnerable pupils make the change. Meetings between all staff involved and parents are held and agreed targets laid out. Children can have buddies, peer support, support staff involvement, personalised targets set and teaching staff trained to meet the individual needs.

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

**Admission to Early Learning & Childcare (ELC) Establishments in Falkirk**
All ELC places are allocated according to the Early Learning and Childcare Admission Policy. A funded pre-school education place is available for every child aged 3 to 5 years who lives in Falkirk. A place can be provided in either a Falkirk Council ELC Centre or in a private nursery which is in partnership with Falkirk Council.

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

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

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

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

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


**Transfer from Nursery to Primary**
Before leaving nursery, a transfer of information record for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary. 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. Enrolment is now done online and processed centrally.

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.

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

Generally, visits take place in the summer term, with a programme of activities for pupils in classroom relating to their secondary subjects. Sporting and social activities may also be planned. Pupils, therefore, become familiar with the new school, their new teachers and their new classmates.
Clusters also arrange for secondary school subject teachers to visit Primary 7 classes from time to time, with the cluster agreeing each year which subject areas should be the focus for these. Secondary teachers of PE and Music regularly visit primary schools to support the teaching of these subjects.

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

**Pupils with Additional Support Needs**

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

**Moving to the denominational secondary school**

*Children who are baptized Catholic*

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

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

*Children who are non-Catholic*

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

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

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

**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.

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Children who are non-Catholic

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Moving between denominational and non-denominational schools

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

Catchment Secondary School

Pupils from Wallacestone Primary School normally transfer to the catchment secondary school which is:

Braes High School
Newlands Road
Reddingmuirhead
Falkirk FK2 ODA
Tel (01324) 719551

Mr Iain Livingston is the headteacher of the school.

Both schools work within the cluster of schools feeding Braes High School, to plan a number of curricular and pastoral transition events including Science Week when pupils visit the High School to work in the science labs and visits to the primary school by members of the English and Maths departments. Teachers from other faculties work with primary colleagues to plan for a transition project to encourage pupils to work on something which will be used as the pupil starts the secondary school. Pupils who are identified as needing extra support in making the transition are identified early by primary staff. Support for Learning staff visit the primary school to collect data and have a discussion about ways to make transition as easy as possible. Very early on in the primary 7 year, parents and primary 7 pupils are invited to an open night at Braes High where
they can see the facilities the school has to offer and meet a number of staff. Our pupils spend a week on a residential trip with pupils from the other five feeder primaries when they work with those pupils who will be their peers at secondary school. Towards the end of primary 7, pupils have a two day induction at Braes High School when they follow a timetable and get a flavour of what secondary education will be like.

Children with support needs are identified early and work is begun to support their transition. Review meetings to update Care Plans/Individual Education Plans will see secondary support for learning staff join parents and particular staff from the primary school to draw up next steps and ensure children are well supported. They take part in an intensive transition programme, spending extra time in the secondary school in the support for learning base, meeting staff who will be a support to them and attending a summer school run in the secondary school.

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 Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are surplus places available at the school.

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

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**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.

**HMIE Report**

Our latest HMIE report (February 2010) can be found on the Education Scotland website under primary reports and also on our school website. We continue to strive towards maintaining and developing our three "very good" grades and two "excellent" in the primary school and the four "very good" and one "excellent" in the nursery class.

**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**
This full document is available on the school website: [www.wallacestone.falkirk.sch.uk](http://www.wallacestone.falkirk.sch.uk).

Priorities being taken forward this session are detailed below:

**Collaborative cluster working**

Schools across Braes Cluster continue to work together to ensure the best possible outcomes for all of our “Braes Children” We continue to strive to ensure our children have the best quality learning experiences in our schools.

Following a three year period of working together on aspects of teaching and assessment of key curricular areas and in light of self-evaluation, this session all staff will be involved in collaborated professional learning in order to develop expertise, knowledge and understanding of research and impact on education.

**Accredited Awards**
We are very proud of the school's success in accredited awards - Digital award, Sports Scotland accreditation Green Flag (4th) since 2005, Health Promoting Schools Level 2, Healthy Working Lives, Silver Award, RSPB Award, International Award Level 2 and Enterprise Award - Platinum.

**Successes**
We have enjoyed a good number of sporting successes this past session, particularly from very promising cross country runners, skiers, footballers and tennis players as well
as those pupils achieving musical success. Our thanks go to the teachers and parents who train children and run clubs, giving children these opportunities.

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

You may find the following websites useful.

- [https://education.gov.scot/parentzone/](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](https://education.gov.scot/inspection-reports) - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.

- [www.falkirk.gov.uk](http://www.falkirk.gov.uk) - contains information for parents and information on Falkirk schools.

- [https://www.childline.org.uk/info-advice/bullying-abuse-safety/](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.


- [https://education.gov.scot/](https://education.gov.scot/) - provides information and advice for parents as well as support and resources for education in Scotland.

Glossary

AfL - Assessment for Learning
ASL – Additional Support for Learning
ASN – Additional Support Needs
CFE - Curriculum for Excellence
CLD – Community Learning and Development
DHT - Depute Headteacher
EMA – Education Maintenance Allowance
FFB - For Falkirk's Bairns - Integrated Children's Service Plan
FOI – Freedom of Information
FVNHS - Forth Valley National Health Service
GIRFEC – Getting it Right for Every Child
Glow - Scottish Schools National Intranet (Glow doesn’t stand for anything)
HT - Headteacher
LIPs - Local Improvement Priorities
LTA - Learning to Achieve
MFIF - My Future's in Falkirk
NPFS - National Parent Forum of Scotland
PC - Parent Council
PLPs - Personal Learning Plans (personal learning planning)
PT - Principal teacher
PTA/PA - Parent/Teacher Association/Parents Association
SEEMiS - Management Information Systems (SEEMiS is the pupil database)
SIP - School Improvement Plan
SPTC - Scottish Parent Teacher Council
SQA – Scottish Qualifications Authority