

Dunipace

Primary School

School Brochure

2024-2025







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

Session 2024-2025

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 several 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 will focus 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 2024/25 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 2023), however, it is possible that there may be some inaccuracy by the start of the school term in August 2024

# 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 in 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 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, carers or anyone else who has parental responsibility for the child.

# Welcome from the Head Teacher

Welcome to the Dunipace Primary School Handbook.

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

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

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

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

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

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

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

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

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

# Section Three – School Curriculum

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

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

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious 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.

Miss Stacey Collier-West

Headteacher

Dunipace Primary School

# Section One – Practical Information about the School

Contact Details

Name of Head Teacher: Miss Stacey Collier-West

Name of School: Dunipace Primary School

Address: Thistle Avenue

 Dunipace

 Denny

 FK6 6LS

Telephone Number: (01324) 508820

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

E-mail Address: dunipaceprimaryschool@falkirk.gov.uk

About the school

Stages of Education provided for Primary 1 – Primary 7

 Nursery Class: 32

Present Roll: 201

Denominational Status of the School: non-denominational school

Gaelic Medium Education: no Gaelic provision

Single-sex school: No

## The organisation of the School Day

**Primary 1 pupils now attend school on a full-time basis from their first day.**

**Start Time: 9.00am**

**Morning Break: 10.30 am**

**Lunch Time: 12.15pm – 1.00pm**

**Afternoon Break: There is no afternoon break**

**Finish Time: for Primaries 1 - 7 is 3.00pm**

**FALKIRK COUNCIL: CHILDREN’S SERVICES**

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

**School year**

Autumn Term begins (for pupils) Wednesday 14 August 2024

Autumn Term ends Friday 11 October 2024

Winter Term begins Monday 28 October 2024

Winter Term ends Friday 20 December 2024

Spring Term begins Monday 06 January 2025

Spring Term ends Friday 04 April 2025

Summer Term begins Tuesday 22 April 2025

Summer Term ends Friday 27 June 2025

**Term Time Public Holidays**

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

**Staff Development Days**

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

**Registration and enrolment**

The date for registration of new P1 school entrants is advertised in all local nurseries, schools, the local press and on the council’s website [www.falkirk.gov.uk](http://www.falkirk.gov.uk). Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

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

Parents who want to send their child to a school other than the catchment school must make a placing request in addition to enrolling their child at their catchment school. 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.

Parents can also make a formal request for their child to attend Gaelic Medium Education. Falkirk does not currently have a school with Gaelic Medium Education, however if there is a request for 5 or more preschool children to attend Gaelic Medium Education the following year, we would do our upmost to accommodate this. Otherwise we can support parents in applying to a Gaelic Medium School in a neighbouring authority.

## Attendance and absence

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

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

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

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

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

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

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

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

Please ensure that all items of clothing are clearly labelled, particularly ties, sweatshirts 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.

|  |
| --- |
| **Our School Dress code can be viewed on our school website, in the School Policies section at** [**www.dunipace.falkirk.sch.uk**](http://www.dunipace.falkirk.sch.uk)**Our school uniform can be purchased from the local shops in Falkirk at any time throughout the year.****Our school colours are primarily black and white thus permitting particular items to be purchased from a range of retailers.** |

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. Children can leave a PE kit in school and we will send them home from time to time for washing.

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

All P1-5 pupils are entitled to a free school meal. In the case of P6-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.

Security

School lunches are served every day at 12.15pm.

You can pay and pre-order you child's lunch using the ipay system.

<https://www.falkirk.gov.uk/do-it-today/pay/schools/>

School lunches are £2.35 each unless you have free school meal entitlement.

All children in Primary 1 to Primary 5 are entitled to a free meal.

You can find out how to apply for free meals at the following Falkirk Council web page

<http://www.falkirk.gov.uk/services/schools-education/education-benefits-support/free-school-meals.aspx>

**Medically Prescribed Diets**

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

**Free School Meals and Clothing Grants**

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

**Do I qualify for an award?**

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

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

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

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

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

**How is Eligibility Assessed?**

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

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

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

**How Do I Apply?**

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

 **When will I receive my award?**

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

**Further Information**

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

**Other Support**

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

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

# Travel to and from School

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

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

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

**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. 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 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 variety of methods (email, group call, social media etc.). Parents are also encouraged to check their child’s schoolbag for these communications. Enquiries of any kind should be addressed to the Head Teacher in the first instance.

# Unexpected Closures

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

## Mobile devices

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

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

**ICT Acceptable Use Policy**

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

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

**Equality**

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

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

**English as an Additional Language**

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

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

Compliments, Enquiries and Complaints Procedure

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

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

**How do I complain?**

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

**Who do I complain to?**

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

**What happens with my complaint?**

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

Our complaints procedure has two stages:

* Stage 1 – Frontline Resolution
* Stage 2 – Investigation

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

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

We will deal with your complaint confidentially and as quickly as possible. If we have made a mistake we will apologise and try to put things right.

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

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

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

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

**Who else can help?**

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

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

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

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

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

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

**Other School Policies**

**We have a range of curricular policies in written format. These policies are subject of regular discussion, consultation and review with school staff and other school stakeholders. These can be made available for perusal on request.**

**Some policies are available on our website at** [**www.dunipace.falkirk.sch.uk**](http://www.dunipace.falkirk.sch.uk)

**School Health Service**

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

**School Nursing Service**

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

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

The Falkirk School Nursing team comprises of

* **Registered** School Nurses
* Health care support staff

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

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

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

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

**Infectious diseases**

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

**Head Lice**

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

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

**Clinics**

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

**Immunisation**

**Primary Schools**

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

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**Secondary Schools**

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

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

**Medicines Administration**

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

**Pharmacies**

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

For more information: nhsforthvalley.com

Insurance Cover for School Children

Public Liability

Personal Injury

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

Pupil’s Property

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

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

Travel and Personal Accident Cover – Educational Excursions

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

 1. Death £30,000

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

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

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

**In Dunipace Primary School we offer an open door policy in school. Please leave some details of your query so that a decision can be taken on the best person to get back to you and if further investigation would be helpful so we can answer your questions fully.**

**There are regular open events throughout the year and these dates will be shared in our regular newsletters. Some are for particular classes and some are whole school. Some are class based and some are performances.**

**Parents are welcomed as parent helpers by arrangement and on completion of the PVG checks. We are always grateful to families who can support school events and trips.**

**We hold parents evenings in September/October and again in February/March and a written report will come to summarise your child’s year in June. We are happy to arrange further meetings to discuss your child’s progress where necessary. Some pupils move into a more formal arrangement of Team around the Child meetings in order to support their learning.**

**Letters and information flyers mainly come by email direct to the main carer’s email address. We find this system is very efficient because letters cannot get lost on the way home. It is also more sustainable, having had a positive effect on reducing our paper use. We also use Twitter @DunipacePS to Tweet information. Class teachers all tweet pictures to share the learning and they will make parents aware of their Twitter account name through Homework.**

**Homework and online learning will be shared online through MS Teams. Your child will be given a login and password to access their personal account. This is another platform where parents/carers can view their child’s progress and learning at 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>.





**Parental Involvement**

**Parents are our partners in learning. We will always look for ways for you to be involved and included as well as informed about the life and work of the school.**

**We try to convey to parents that by becoming involved in the life of the school that they show their child that education is important. At the same time the school community benefits greatly as they share their knowledge, experience and skills which help to make Dunipace Primary an even more successful, welcoming place supported by, and well connected with, the local community.**

**We recognise that not all parents are available during the school day to volunteer to help in school, and we attempt to explain a range of ways parents can become involved in supporting the school. This document can be viewed on our website at** [**www.dunipace.falkirk.sch.uk**](http://www.dunipace.falkirk.sch.uk)

**We employ a variety of ways to gather parents’ opinions and encourage them to share their views. Some of these approaches include the following, although this is not an exhaustive list:**

* **Parents’ Meetings with teachers (formal and informal)**
* **Pupil Review Meetings**
* **Parent Focus Groups**
* **Parent Induction Meetings**
* **Surveys**

**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

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/>

Parent Teacher Association (PTA) / Parents Association (PA)

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

Our Parents’ Association is the formal representative body of the school, assuming the responsibilities of both Parent Council and Parents’ Association.

Chair: Mrs Bithell

Office Bearers can be contacted by email to: Dunipace Parents Association dunipacepspa@gmail.com

The Parents Association has information displayed on their page of the school website. This can be viewed at [www.dunipace.falkirk.sch.uk](http://www.dunipace.falkirk.sch.uk)The Parent Association can also be found on Twitter @DunipacePta and on Facebook at Dunipace Primary Parents’ Association.

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.

**Pupil Council**

**Our Pupil Council**

* **Comprises pupils from P2 – P7. Representatives from the Pupil Council consult with and feedback to pupils in Primaries 1.**
* **Representatives are elected by their peers from Primary 2 to 6.**

**Purpose**

**The Pupil Council**

* **initiate and make improvements to the school and playground**
* **support school improvement by engaging with the HGIOURS document** [https://education.gov.scot/improvement/Documents/**HGIOURS**-Part1.pdf](https://education.gov.scot/improvement/Documents/HGIOURS-Part1.pdf%C2%A0)
* **represent the pupil voice in matters relating to the pupils’ experience within Dunipace School**

**Agenda**

* **The pupils agree an agenda for the meeting, although parents and teachers can make suggestions too. The Pupil councillors are expected to gather the ideas, views and suggestions of their classmates and the younger pupils to help set the agenda. They make use of class suggestion boxes to gather ideas is set up a survey/vote.**

**Minutes**

* **The minutes are written up and distributed to each class. A copy is also posted on the Pupil Council Notice Board.**

**The benefits of the Pupil Council**

1. **We become more confident.**
2. **We learn to take part in discussions.**
3. **We learn to solve problems fairly.**
4. **We become better listeners.**
5. **We learn to talk about things that affect us.**
6. **We improve the school environment.**
7. **We represent the school at events.**
8. **The school listens to and acts on our views.**

**School Ethos**

DUNIPACE PRIMARY SCHOOL and NURSERY

**OUR SHARED VISION**

A school community where everyone feels happy, motivated and nurtured; where our young people have the opportunity to develop skills for life and be proud of their creativity and unique attitude towards their learning and new experiences.

**Our School Values: Aspirational, Confident and Engaged**

We will put the learner at the heart of everything we do, raise expectations and work together with mutual trust and respect and seek to:

* ensure that learning and teaching reflect the Falkirk Council’s “Learning to Achieve” strategy
* ensure that school policies and practice are regularly reviewed and development areas are included in the school’s Improvement Plan
* ensure that procedures are in place to track the achievement of pupils and identify their next steps and future potential
* allow staff to share good practice and further develop a cooperative approach to learning and teaching
* work in partnership with families, other professionals and specialists to enhance provision and meet the needs of all pupils
* We believe that education empowers the individual and benefits our entire community and seek to:
* develop in our pupils respect for self and for others, positive self- awareness and self-esteem, the ability to cooperate and the motivation to succeed
* ensure our pupils are equipped with the skills and attitudes to develop healthy lifestyles and work as responsible citizens
* We have a vision of high quality, lifelong learning which is accessible to all and seek to:
* ensure our pupils have the skills, knowledge and attitudes which allow them to be healthy, creative and ambitious in life and contribute positively to society.
* promote a holistic approach for each of our learners which takes account of their individual needs and prior learning experiences and allows them to realise their full potential
* support and develop the skills of all staff by offering opportunities for continuous professional development.

Our Aims

The values of aspirational, confident and engaged underpin our work in Dunipace Primary School and Nursery Class and we recognise:

* the right to be part of a safe, caring and stimulating environment in which each individual feels welcome, valued and included
* the entitlements of the United Nations Convention on the Rights of the Child
* the importance of self-esteem, self-reliance and self-motivation of the individuals involved in the school community
* the importance of a sense of individual responsibility to contribute positively, develop a strong work ethic and live healthily
* the need to have respect for self and others as we work together as a learning community
* the pursuit of excellence, through the promotion of creativity, enterprising thinking and perseverance
* the need for positive and cooperative partnerships amongst pupils, staff, parents and the wider community
* the importance of equal opportunities and an inclusive approach to allow each individual to achieve their full potential
* the need to provide a wide range of experiences and training opportunities for all to develop essential skills, knowledge and attitudes required in our ever changing world
* a recognition and appreciation of the different ways in which people live and learn

We aim to:

**1. Create a positive ethos by:**

* providing a secure, stimulating and purposeful environment within which effective teaching can take place
* promoting the values and ethos of the United Nations Convention on the Rights of the Child
* valuing the contributions of staff, pupils and parents
* creating a welcoming atmosphere for visitors
* providing opportunities for everyone in the school to achieve their full potential
* promoting a sense of care and respect for oneself, for others and for the school
* **2. Provide an appropriate curriculum for all pupils by:**
* ensuring challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance in learning and teaching
* effective forward planning and evaluation which reflects children’s views and ideas
* using appropriate teaching and learning methodologies
* ensuring differentiation of tasks which match the needs, aptitudes and prior knowledge of the pupils
* providing a range of stimulating and appropriate resources for different learning experiences
* planning for and undertaking assessment FOR learning ( next steps in learning)

3. **Maintain and extend positive partnerships with parents, the local community and other agencies by:**

* informing parents about their children’s progress through Pupil Reports and Learning Logs
* being actively involved in local events and activities and linking learning to the local environment and its heritage
* establishing effective communication amongst all groups within the school community
* listening to and valuing the views of parents
* promoting co- operative working with other agencies which benefit the whole school community
* being an integral participant in the Denny Locality to ensure suitable support is available to young people and families and by implementing the principles of GIRFEC (Getting it Right for Every Child)

**4. Promote personal and social development of our pupils by:**

* providing opportunities which enhance children’s self-esteem and self-awareness through arts, sports and cultural activities
* developing tolerance and respect for others through our HWB, RME and Enterprise programmes
* equipping pupils with the basic skills, attitudes and knowledge required in an ever changing society and allowing them to be pro-active in making choices about their own learning
* promoting equality and inclusion through which all pupils can achieve their full potential and involve pupils in the decision making process of the school
* teaching them the duties and responsibilities of citizenship in a democratic society
* providing effective learning opportunities for children to gain understanding of ‘good health’ and to make healthy options in their lives
* engaging with learners in other countries and sharing cultural and linguistic knowledge
* providing opportunities to participate in outdoor learning, environmental and community projects
* providing the opportunity to take part in a residential experience in P6/7

**5. Respond to the challenges of educational change by:**

* develop enterprising initiatives which provide opportunities for all pupils to achieve
* raising attainment by promoting achievement in its widest sense
* participating in the ERD process which ensures staff are given opportunities and support to develop personally and professionally
* using improvement planning effectively to carry forward school, local authority and national priorities
* harnessing the potential of ICT in learning and teaching and giving pupils access to appropriate technology
* managing the implementation of Curriculum for Excellence through discussion and consultation with staff, parents and pupils

**Pupil achievement is celebrated in a number of ways including:**

* **in class**

**Pupil achievement is celebrated in a number of ways including:**

* **in class**
* **communication with home**
* **whole school assemblies/House Assemblies and Meetings**
* **school website/newsletters/newspaper articles/Twitter - @Dunipace PS**
* **school display boards**

**The school is part of a wider community where we are well supported, and aim to support others. We have established strong partnerships with:**

* **The Denny Cross Burns Club**
* **Dunipace Parish Church**
* **Tygetshaugh Sheltered Housing Complex**
* **Community Green Group**
* **Strathcarron Hospice**

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).

**Be Ready, Be Respectful, Be Safe**

**We foster a relationships based approach to behaviour management. Children learn best and do their best for adults they feel a connection with.**

**Restorative Approach to Bullying Behaviour**

Whilst many believe that children who display bullying behaviour should be punished, it is widely accepted that this type of response can at times be ineffective, and make the situation worse.

The adoption of restorative approaches is evidenced to be a more effective response than traditional methods. Pupils are given the opportunity to accept responsibility for their actions, recognise the harm done and are supported to find restorative responses to the harm they have caused.

There are times where sanctions are appropriate; exclusion is seen as a last resort and carried out when incidents fall within the legislative criteria.

Falkirk Council has a responsibility to provide an education for all pupils and to challenge and address bullying behaviour. Whilst appropriate action will be taken by the school, it is also important that all parent/carers, work with the school to resolve any issues in the best interests of their child or young person.

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

# *“Adults listen to me and help me with my work!”*

# *“My teacher makes learning fun!”*

*“We have an Emotions Board in class and when I am sad, I change my picture and the teacher talks to me. I always feel better after I speak to the teacher.”*

*“I love to learn at school with my friends and play together at lunchtime.”*

**WHAT IS IT?**

Restorative Practice is the school-wide use of strategies that aim to restore relationships that have broken down. This approach is being used across all Falkirk Council Schools. Restorative Practice will most commonly be use by staff in the form of a restorative conversation. This will be the first step that staff use when dealing with challenging behaviour.

* A restorative conversation is a means of diffusing a situation
* All involved have their say and accept and understand their role in the incident
* A restorative conversation aims to look fairly at the impact and outcome of an incident or minor breach of our school rules.
* It will normally take place between a member of staff and a pupil within a short time

# The school employs a range of approaches to promote responsible behaviour, relationships and positive attitudes amongst our community. There is an emphasis on the roles and responsibilities of all individuals, staff and pupils. Integral to this is promoting distributed leadership, where our youngsters play key and leading roles within the school community.

# Key elements include:

# Rights Respecting School

# Golden Time

# Circle Time

# House System

# Creating Confident Kids

# Restorative Practice

# Pupil self-regulation – Big Deal/Little Deal

# When the Adults Change Everything Changes

# Emotion Works

# Within our ‘House System’ each child belongs to one of 3 ‘Houses’: Bankend,

# Denovan and Herbertshire. Senior pupils take on key roles, and are positive role models for younger children in the school. Our young leaders, the Captains and Vice Captains lead regular ‘House Meetings’ for the children in their ‘House’ discussing and praising how the children have been successful both individually and collectively, and setting targets to motivate and promote ongoing improvement. The Captains also present certificates to reward effort and achievement. They also organise competitions and events, and usually adopt a charity, local, national or international, over an academic session. This encourages our youngsters to contribute to their wider community, recognising their important place in the world and ultimately promotes good citizenship.

* A restorative conversation does not take the place of other discipline sanctions outlined in our ‘Positive Behaviour’ Policy, it is simply the first step.
* Another strategy used to repair relationships is a restorative meeting. A restorative meeting can take place between two or more pupils or between pupils and staff. In exactly the same way as a restorative conversation, these meetings allow all parties to have their say and address/repair the harm that has been caused.

**WHAT IS THE POINT OF A RESTORATIVE CONVERSATION**

* A restorative conversation aims to explore the reasons behind challenging/inappropriate behaviour
* The impact of this behaviour is discussed with a view to ensuring that the child involved understands and takes responsibility for their behaviour
* A restorative conversation will explore ways in which the children involved might avoid the same scenarios in future and therefore avoid further disciplinary sanctions being implemented
* A restorative conversation aims to have a positive outcome for all and resolve the issue
* If a restorative conversation is not successful, the member of staff would then move on through the other discipline sanctions set out in our ‘Positive Behaviour’ Policy. These sanctions have not been replaced or taken away.

**WHAT DOES THIS MEAN FOR DUNIPACE PRIMARY SCHOOL**

We have always aimed for a positive and harmonious learning environment within our school community. As a school we wish to continue to move forward – staff and pupils – working together to create and sustain positive learning conditions where low level, disruptive behaviour is eradicated.

With the launch of restorative practice in Falkirk schools, staff will be engaging pupils in restorative conversations as an initial step when dealing with minor disruption within the classroom and around the school.

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Pupils will be encouraged to use these conversations to think about the impact of their behaviour on themselves, their classmates and other pupils of the school.

Ultimately, we expect these conversations will help improve respect and relationships across the school. This will mean a better learning and working environment for everyone.

# Section Three – School Curriculum

**Curriculum for Excellence**

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

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

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

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

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

* **Responsibility of all**

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

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

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

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

* **Developing the Young Workforce**

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

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

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

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

**PRINCIPLES, PRACTICE, EXPERIENCES AND OUTCOMES**

### LanguageS – LITERACY AND ENGLISH

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays foundations for lifelong learning and work, contributes strongly to the development of all four capacities of Curriculum for Excellence.

Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development. Every teacher in each area of the curriculum needs to find opportunities to encourage young people to explain their thinking, debate their ideas and read and write at a level which will help them to develop their language skills further.

Building the Curriculum 1

The literacy experiences and outcomes promote the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work.

The main reading programme used in school is ‘Oxford Reading Tree.’ Project X is also used across all stages. In the upper school ‘Tree Tops’ and sets of novels are used to develop and expand reading skills.

**MATHEMATICS**

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests.

Because mathematics is rich and stimulating, it engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols which allows us to communicate ideas in a concise, unambiguous and rigorous way.

The mathematics experiences and outcomes are structured within three main organisers, each of which contains a number of subdivisions: number, money and measure, shape, position and movement, information handling.

Teejay Mathematics and New Scottish Heinemann Maths are the main resources used in school. We also use a variety of software packages, including Sumdog.

**HEALTH AND WELLBEING**

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

* Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
* Experience challenge and enjoyment
* Experience positive aspects of healthy living and activity for themselves
* Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
* Make a successful move to the next stage of education or work
* Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

Experiences and outcomes are structured into the following organisers:

* Mental, emotional, social and physical wellbeing
* Planning for choices and changes
* Physical education, physical activity and sport
* Food and health
* Substance misuse
* Relationships, sexual health and parenthood

**Pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom context. Skills for learning are embedded within the Experiences and Outcomes for Curriculum for Excellence. In the early years the development of skills happens through a range of learning contexts including:**

* **spontaneous play**
* **planned purposeful play**
* **investigating and exploring**
* **events and life experiences**
* **focused learning and teaching.**

**At Dunipace Primary we ensure a continuous focus on skills development within Literacy, Numeracy and Health and Wellbeing which are essential skills promoting access to other learning opportunities. These skills are considered to be cross cutting skills which are transferable across the whole range of curricular areas, contexts and settings.**

**Learning to Achieve** – is our core educational policy. Itdescribes 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.

**Planning is undertaken on a long term basis for some curriculum areas i.e. Social Subjects, Science, Expressive Arts, Religious and Moral Education, Health and Wellbeing and interdisciplinary learning topics where teachers can select the optimum times of the academic year for access to outdoors, planning visits, working with partners e.g. in the NHS, to deliver aspects of Health etc. Long term planners are then developed in more detail in consultation with the children and this process produces Medium Term Plans which detail the experiences and outcomes, learning intentions, assessment approaches and resources to be employed.**

**Weekly Planning is a teacher’s professional interpretation of Medium Term planning. In this form of planning teachers show a clear matching between the selected experiences and outcomes detailed in Medium Term Planning and the learning intentions for various lessons to be delivered and expanded in Weekly Plans. Teachers ensure that learning intentions are smart and focused, take account of prior learning and progression, and where appropriate encourage depth of learning. Learning intentions relate directly to Curriculum for Excellence experiences and outcomes.**

**Success criteria for the children directly relate to the learning intentions. Both learning intentions and linked success criteria are shared and discussed with the children at the beginning of each lesson and this allows progress to be assessed by the teacher and by the children, thus allowing next steps and new targets to be agreed.**

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

# The School Improvement Plan is our main approach to planning, implementing and reviewing school improvement. We target a maximum of 3 key priorities over a session. We prioritise these areas through a process of reviewing (identifying strengths and areas requiring further development and improvement), and consultation across our school community as well as considering local and national priorities. Other factors can also influence the areas to be addressed e.g. achievement and attainment within the school.

# The School Improvement Plan is central to promoting pupil achievement and attainment to ensure our youngsters reach their potential.

# The Parents’ Association is regularly consulted about the content of the School Improvement Plan and their comments, suggestions and feedback is always welcome. Our parent community can support school improvement by responding to surveys and questionnaires and sharing their views and ideas.

# Our current School Improvement Plan for 2023/24 is published on our school website: [www.dunipace.falkirk.sch.uk](http://www.dunipace.falkirk.sch.uk)

# Our Standards and Quality Report which gives information about our achievements, pupils’ views and our progress with School Improvement Plan priorities can also be found on our website.

# Parents wishing to find out more about Curriculum for Excellence may find the website Parentzone very useful. This site provides information and resources for parents and Parent Councils and also hyperlinks to other sites. The web address is: <https://education.gov.scot/parentzone/>

**Play Pedagogy and Active Learning**

Curriculum for Excellence emphasises the value of an active learning approach. Active learning is engagement of the brain whilst participating in learning experiences.

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.

**Children in Dunipace are encouraged to engage in their own learning and are regularly consulted about key questions relating to a theme or topic to be studied in Social Subjects, Science, Health and Wellbeing as well as other curricular areas, or within an interdisciplinary topic comprising various curricular areas.**

**Teachers also ensure that pre- assessment is integral to learning across the curriculum to ensure learning activities are suitable, and link with learning intentions and success criteria.**

**We encourage the children to reflect on their learning, to recognise their strengths and areas where they need more support, to explain what they have achieved and what their ‘next steps’ in learning should be.**

**Regular communication with parents takes place through the home/school link books, via class Twitter accounts within particular classes, and attendance at events where we survey parental feedback. Parents are encouraged to comment on our website and appointments can be made to speak to class teachers or a member of the school leadership team if required.**

# Learning at Home

The school’s homework policy can be found here [www.dunipace.falkirk.sch.uk](http://www.dunipace.falkirk.sch.uk)

Practitioners provide home learning activities to support reinforcement of learning or to encourage pupils to apply learning in different ways, often in real life situations.

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

**Care of Books / Materials**

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

**School staff have an important role in advancing our children’s health and wellbeing, promoting our school as a safe and secure place where children can thrive and learn, and experience success.**

**Children will also experience some aspects of learning which are of a sensitive nature e.g. Sexual Health and Parenthood, Substance Misuse. We want our children’s learning experience to be both positive and supported, enabling them to develop as informed and confident individuals.**

**To ensure a partnership with parents to permit us to effectively engage children in this important learning we often arrange parent workshops to preview curricular approaches and content in advanced. We also issue parent leaflets accessed from Health Promotions to ensure parents feel equipped to participate in discussions with their child or to help with questions children might ask at home.**

**Parental feedback regarding this approach has been positive with parents who explained that they felt informed and able to support their children.**

**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. It provides opportunities to reflect on schools as communities of learners often from different cultural and social backgrounds with a wide range of beliefs. It recognises that individual, personal development is founded on respect for oneself and for everyone else.

Qualifications from National 3 to Advanced Higher are available to secondary school pupils in the study of Religious, Moral and Philosophical Studies.

**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.

Roman Catholic schools follow the customs and practices of the Roman Catholic Church in order to nourish spirituality and faith and religious education is governed by separate church guidance.

**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 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.

**Active Schools**

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

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

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

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

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

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

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

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

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

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

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

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

# Section Four – Support for Pupils

# Section Four – Support for Pupils

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

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

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

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

Getting it Right for Every Child (GIRFEC) is the Scottish Government’s approach to improving children’s services. The wellbeing of all children and young people is at the heart of GIRFEC. Services must work together with children, young people, their families, and those responsible for their care, to provide quick and effective support. To support the GIRFEC approach, the Children and Young People (Scotland) Act 2014 ensures key parts of GIRFEC are within law.

**Wellbeing**

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

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

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

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

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

**Main Contact**

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

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

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

## Family Support Services

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

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

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

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

**Protecting Children and Young People**

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

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

Children’s Services will make a decision on whether or not an investigation is necessary and will advise accordingly. In every situation, the welfare of the child overrides other considerations.

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

**Additional Support Needs**

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

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

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

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

**Educational Psychology Service**

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

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

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

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

## Support for Pupils

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

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

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

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

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

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

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

## Disputes and Resolution in Additional Support Needs

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

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

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

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

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

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

**Pastoral Support**

**The Health and Wellbeing of our youngsters is very important to us.**

**When children are unwell in school we monitor them very closely and ensure parents are contacted.**

**Where children suffer from particular medical conditions we ensure robust health protocols, developed in consultation with parents and partners from Child Health, are in place and strictly adhered to. We ensure appropriate recording takes place.**

**Identified staff have undergone training for asthma, use of Epipens for nut allergies, diabetes, and for Epilepsy. Staff engage in refresher courses as necessary.**

**Transitions**

**We recognise the importance of all the transitions our youngsters experience at Dunipace Primary, and want them to experience a smooth transition throughout their learning, so that the quality and pace of learning is maintained to ensure that they continue to make the very best progress.**

**From nursery to P1 transitions take place during the session.**

**There are good links with Denny High School for P7-S1 transition and again, regular visits are made throughout the year to help pupils prepare for the move. These are supplemented by visit days, open events and an enhanced transition process tailored to meet the needs of pupils who may need more support to move from primary to secondary. Denny High School has been able to offer a summer school in recent years and if available these dates will be shared in the summer term.**

**Our catchment high school is Denny High School. If you would like your child to attend another high school, you will need to complete a placing request. Please see below for further details on Primary-Secondary Transfer.**

**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, private nursery or childminder which is in partnership with Falkirk Council.

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.

Applications for the forthcoming academic session are accepted from 1st December to 28th February and can be submitted online through the Falkirk Council website at <https://www.falkirk.gov.uk/services/children-families/early-learning-childcare/elc-admissions.aspx>

Only one application form should be completed. The application form asks for the 1st, 2nd and 3rd choice of ELC Class or Centre, the form should be submitted along with the child’s birth certificate and proof of address. Please note you will need to create a MyFalkirk account before applying.

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

**Transition from Nursery to Primary**

Each establishment has a detailed approach to ensure a smooth transition for children to primary school. This involves nursery and primary staff working together to share information about children’s progress and achievements which will inform future planning.

There is an excellent transition programme to support children moving from Nursery into P1.
The nursery shares the same building as the school so the children are already familiar with the school building before they transfer to Primary 1.

Each pre-school child in our nursery is allocated a P6 buddy. During the summer term the buddy visits the nursery regularly to establish a positive relationship with the nursery child. They play games together and get to know each other.

In primary 1 the buddies (who are now in P7) help the children:

* at breaktimes
* with coats
* lining up at bell times
* in the lunch hall
* to build confidence in the playground
* change for PE

The support is gradually withdrawn and the children are encouraged to be independent.

Before leaving nursery, the Primary 1 teacher and the nursery keyworker meet to share information about the child, ensuring a smooth transition and continuity of education for the child transferring to primary.

These systems support the transition process for children and ensure that their strengths and development needs are continually 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 506608 in the Children’s Services, on the website - [www.falkirk.gov.uk](http://www.falkirk.gov.uk) or the relevant school.

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

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

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

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

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

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

Children eligible for enrolment are those whose 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**

There are a range of activities that take place to ensure that all children are well supported as they move from Primary 7 to 1st year, and these are all decided by each secondary school and its associated primary schools.

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. Opportunities for senior pupils from secondary schools to visit classes in their associated primaries offer further reassurance and can help supportive peer relationships to be developed before S1 begins.

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 challenges.

Moving to the denominational secondary school

*Children who are baptized Catholic*

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

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

 *Children who are non-Catholic*

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

*Moving between denominational and non-denominational schools*

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

###### Catchment Secondary School

At the end of Primary 7 pupils normally transfer to:

Denny High School

Herbertshire Park

Denny

FK6 6EE

Tel No.: 01324 827440

# Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will only be accepted following the publication of an advert in the local press inviting applications in early December.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. A parent could, therefore, end up with children attending different schools.

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

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

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

Online placing request applications can be made via the Council’s website [www.falkirk.gov.uk/placingrequests](http://www.falkirk.gov.uk/placingrequests). Written application forms are available from all schools and from Children’s Services. Written applications must be returned to the Director of Children’s Services, Sealock House, 2 Inchyra Road, Grangemouth, FK3 9XB. Placing request for Primary 1 and Secondary 1, commencing in the next school session, should be made by the 15th March each year. Reponses 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.

**Transport for Placing Request**

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.

# Education Maintenance Allowance (EMA)

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

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

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

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

## How to apply

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

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

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

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

## Deadlines

Your age

Application date

Payment start date

16-19 on or before 30 September

Apply on or before 30 September

Payments start from beginning of August term

Apply after 30 September

Payments start the week we receive your application

Turn 16 between 01 October and 28 February

Apply on or before 28 February

Payments start from beginning of January term

Apply after 28 February

Payments start the week we receive your application

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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.

**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 key priorities are:**

* Placing the human rights and needs of every child and young person at the centre of education
* Improvement in children and young people’s health and wellbeing
* Closing the attainment gap between the most and least disadvantaged children and young people
* Improvement in skills and sustained, positive school-leaver destinations for all young people
* Improvement in attainment, particularly in literacy and numeracy

 **The 6 drivers of improvement identified in the NIF are**:

* School and ELC leadership
* Teacher and practitioner professionalism
* Parent/career involvement and engagement
* Curriculum and Assessment
* School and ELC improvement
* Performance information

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| Priority 1: **Early Years (Nursery)**Successful implementation of the Assessment and Progression FrameworkAll Nursery staff participated in Falkirk Council CLPL Training focusing on the implementation of the Assessment and Progression Framework.All Nursery staff recorded observations of children’s progress including the language of early language and numeracy acquisition skills. All staff have a clear understanding of what a quality observation looks like. Observations in children’s profiles are holistic and capture how well and how much learning is going on. The observations will continue to support children to reflect on their achievements and talk about their learning.Following the training and observations of children’s progress, planning and assessment of learning experiences continue to be based on the children’s interests, needs and reflecting the children’s voice. Further to this, the learning environment has been adapted to support the high quality learning experiences offered to our children.Next Steps: What are you going to do now?* All nursery staff will continue to use the language of early language and numeracy acquisition skills to support the children’s progress and when planning and assessing high quality learning experiences.
* Continue to plan and record children’s individual milestones at the pace and progress that meets the child’s needs and interests. Children will be supported as individuals by staff who know where they are at in their learning and what their next steps are.
* Tracking and monitoring systems will continue to show children’s progress in their learning and development to ensure children’s progress.
* Continue to share the children’s progress with parents/carers and plan experiences in response to parental feedback and interests in the child’s wider life.

Plan family learning opportunities throughout the session in partnership with our parents/carers such as stay and play sessions to celebrate our children’s progression and development of literacy and numeracy skills.Priority 2: **Early Years (P1-P2)** By June 2023, 100% of children in P1 and P2 will experience high quality learning and teaching through play, real experiences and quality interactions, relevant to their interests and needs.Ensure a smooth pedagogical transition between nursery and Primary school through the use of child centred play pedagogy.**Nursery*** The Nursery team, children and parents/carers agreed a clear vision, values and aims. Children continue to feel valued, respected and have a strong sense of belonging in a setting that is welcoming and responsive to the unique and individual needs of the children.
* Our curriculum rationale reflects the setting’s vision values and aims and clearly shows our pedagogy and commitment to learning, teaching and assessment.
* Our detailed contextual analysis is organic and responsive to ensure continual reflection on the needs of our children and community.
* Transitions are well planned and respond to the individual needs of all of our children.
* Personal plans are rich and responsive to individual children. What Matters To Me paperwork continues to support children as they settle and move through their time at nursery.

**Primary 1 and 2*** Our children’s interests, needs and the things that matter to them are included in our responsive and intentional planning and shared with the children on our wall displays.
* Pupil voice results in planned provocations, designed to offer our children high quality learning experiences.
* All children and staff have been involved in developing the learning environment to stimulate and extend the learning experiences to promote independence and pace and challenge.
* All teaching staff have used the Leuven Scale to track the levels of pupil engagement. This data has been used to then plan and assess high quality experiences supporting the delivery of the Early Level curriculum.
* Primary 6 children led the learning through planning and delivering STEM experiences to our Primary 1 children.

Next Steps: What are you going to do now?* Our continuous provision continues to be well planned and responsive to the children’s individual needs and interests. Our next steps are to continue to develop other literacy and numeracy experiences we offer when planning our high quality experiences and developing the outdoor environment and the resources we offer to enhance the learning.
* Continue to be responsive and intentional in our planning; incorporating our children’s interests and individual development needs.
* Develop our curriculum rationale to extend high quality play experiences and provocations across the school up to Primary 7.
* Develop leading the learning opportunities across the whole school.

Priority 3: **School (P3-7)**By June 2023, 100% of children in P3 to P7 will be provided with high quality learning and teaching experiences through planned quality learning opportunities, relevant to their interests and needs.All staff participated in CLPL focusing on strategies to support all children’s needs in the classroom with the Specific Learning Differences Team (August/September 2022).All staff participated in professional dialogue across curriculum level departments referring to experiences and outcomes, pathways and benchmarks to ensure planning incorporated breadth and depth.All staff planned learning experiences and interventions based on tracking and monitoring data to meet the needs of all learners.Next Steps: What are you going to do now?* Develop our Assessment for Learning framework to include pupil voice and high quality feedback
* Develop our curriculum rationale to include high quality learning experiences focusing on leading the learning and play experiences to continue to motivate and engage all learners.
* Consider learning opportunities where all learners are active participants and making progress at their individual pace.
* Develop parental engagement opportunities for home school links and explaining the why and how of learning.

Priority 4: **School (P3-7)**By June 2023, all cohorts will achieve 85% or above attainment within their writing levels from Primary 1 to Primary 7.All staff participated in CLPL focusing on planning for high quality writing experiences for all learners(PEF) Support for Learning Teacher identified targeted support for individuals. They have all made progress that is personal to their individual milestones. All children are confidently identifying almost all of their sounds; reading aloud in front of an adult and peers and able to recall facts and share their understanding of the text they have read. All staff participated in professional dialogue across curriculum level departments referring to literacy experiences and outcomes, pathways and benchmarks to ensure planning incorporated breadth and depth.All staff planned literacy learning experiences and interventions based on tracking and monitoring data to meet the needs of all learners.All children are beginning to offer their voice and engage with the teacher about their personal targets in writing.Next Steps: What are you going to do now?* Develop our curriculum rationale to include high quality learning experiences; focusing on leading the learning and play experiences, which will continue to motivate and engage all learners and provide contexts for literacy learning opportunities.
* Continue to develop writing genre specific pedagogy ensuring breadth and depth across a curriculum level.
* Continue to develop writing moderation opportunities in-house and in partnership with Nethermains Primary School
* Develop parental engagement opportunities for home school links with the aim of creating a love for reading for enjoyment at home and at school.
* Develop the engagement and participation with the Schools Reading Accreditation Programme

Priority 5: **Cluster Priority** 1. Develop the delivery of the Young STEM Leader Programme

Develop the use of My World of Work from P7-S1 to support skills for work at point of transition* All staff participated in Cluster SSERC training focusing on STEM experiences to be transferred to the classroom.
* All staff participated in CLPL opportunities and professional dialogue with colleagues from Denny Primary School to shared best practice in our classrooms.
* All teaching staff participated in professional dialogue and quality assurance conversations related to planning for the curriculum and the wider experiences of all learners.
* All learners were given opportunities to participate and engage with STEM learning and create instructional, extended pieces of writing based on these.

Next Steps: What are you going to do now?* Develop our Assessment for Learning framework to include pupil voice and high quality feedback specifically related to targets within STEM learning opportunities.
* Develop our curriculum rationale to include high quality STEM learning experiences to continue to motivate and engage all learners and provide contexts for learning opportunities.
* STEM Leads in all establishments will take forward Young STEM Leaders and STEM Nation activity with awards being achieved over the next three years.
* STEM Progression Framework to be shared with all staff by September 2023 and incorporated into medium and long term planning throughout Session 2023-2024.

**Priority Area 1:** **Early Years (Nursery)**By June 2024, all the nursery team will track and monitor the framework that has been put in place to support our high quality provision, observations, assessment and tracking of children's learning and development. **Priority Area 2:** **Early Years (Nursery)** All ELC staff to continue to monitor and review the planning and assessment cycle with the child’s voice at the centre.**Priority Area 1:** **School (P1-7)**By June 2024, all teachers will have developed their **medium and long term planning** to meet all learners’ needs and continue to raise attainment and achievement. **Priority Area 2:** By June 2024, all children will be provided with opportunities to **develop positive relationships** within the school community and develop a positive self-image through celebrating all **achievements and progress**. **Priority Area 3:** By June 2024, all children will experience high quality learning experiences to **raise attainment across reading and writing**.**Cluster Priority:**Improve the quality of **STEM education** for all learners and develop clear links to Skills for Learning, Life and Work Strengths:* Consistency in approaches to learning, teaching and assessment across the nursery class, focusing on What Matters to Me and promoting pupil voice across the setting.
* Continued, identified support and interventions for all learners based on the progress and needs. All staff confident in tracking the learners’ progress and identifying next steps.
* Continued development of a shared vision and aims relevant to the school and it community.
* Staff understand the needs of children and support them well through positive nurturing relationships which helps most children to be ready to learn.
* The development of play in the early stages which supports children to be independent learners who see relevance in their learning across the curriculum.
* Most children engage well in learning experiences and are eager and enthusiastic to learn.

Next steps:* Develop learner participation and pupil voice (UNCRC Rights) across all opportunities for learning to promote ownership of learning and high engagement in the experiences all learners’ are offered
* Staff access and apply relevant findings from a practitioner enquiry to improve learning and teaching.
* Develop a clear rationale for the curriculum to ensure that learning and teaching meets the needs of all children at Dunipace.
* Build on existing work focusing on tracking and monitoring to develop clear processes which link tracking, planning and assessment to ensure that staff make effective use of this information to inform next steps for children.
* Work collegiately with staff to develop a consistent understanding of effective pace and challenge for all learners linked to effective planning.
* Continue to develop a range of ways to support children to be active participants in their own learning.
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**School Improvement Plan**

**Our detailed plans for improvement of the school’s performance is our School Improvement Plan which can be viewed on our school website:** [**www.dunipace.falkirk.sch.uk**](http://www.dunipace.falkirk.sch.uk)

**As usual our Parent Council will be involved in consultation regarding priority improvement areas for the school and the ongoing review and development process.**

**We will survey all parents for feedback and set up parental focus groups to look at aspects of school practice more closely where appropriate.**

#### Transferring Educational Data About Pupils

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

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

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

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

**Concerns**

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at **ScotXed@gov.scot** or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

### Websites

You may find the following websites useful.

* <https://education.gov.scot/parentzone/> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
* <https://education.gov.scot/inspection-reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
* <https://education.gov.scot/parentzone/> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
* [www.falkirk.gov.uk](http://www.falkirk.gov.uk)- contains information for parents and information on Falkirk schools.
* <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
* <http://www.respectme.org.uk/> - Scotland’s anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
* <http://www.ltscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
* <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.
* Scottish Attainment Challenge: [1. Introduction - Scottish Attainment Challenge: framework for recovery and accelerating progress - gov.scot (www.gov.scot)](https://www.gov.scot/publications/scottish-attainment-challenge-framework-recovery-accelerating-progress/pages/3/), [Scottish Attainment Challenge | Learning in Scotland | Parent Zone (education.gov.scot)](https://education.gov.scot/parentzone/learning-in-scotland/scottish-attainment-challenge/) and [Scottish Attainment Challenge | Learning resources | National Improvement Hub (education.gov.scot)](https://education.gov.scot/improvement/learning-resources/scottish-attainment-challenge/)
* Curriculum for Excellence: [What is Curriculum for Excellence? | Curriculum for Excellence | Policy drivers | Policy for Scottish education | Scottish education system | Education Scotland](https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence/)
* National Improvement Framework 2022: [Education - Achieving Excellence and Equity: national improvement framework and improvement plan 2022 - gov.scot (www.gov.scot)](https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/) and [National Improvement Framework | Learning in Scotland | Parent Zone (education.gov.scot)](https://education.gov.scot/parentzone/learning-in-scotland/national-improvement-framework/)

# Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLD – Community Learning and Development

DHT - Depute Headteacher

EMA – Education Maintenance Allowance

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

FOI – Freedom of Information

FVNHS - Forth Valley National Health Service

GIRFEC – Getting it Right for Every Child

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

HT - Headteacher

LIPs - Local Improvement Priorities

LTA - Learning to Achieve

MFiF - My Future's in Falkirk

NPFS - National Parent Forum of Scotland

PC - Parent Council

PLPs - Personal Learning Plans (personal learning planning)

PT - Principal Teacher

PTA/PA - Parent/Teacher Association/Parents Association

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

SIP - School Improvement Plan

SPTC - Scottish Parent Teacher Council

SQA – Scottish Qualifications Authority