

Hallglen Primary School



School Brochure

2022 - 2023

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

Session 2022-23

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

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

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

We are pleased to introduce this handbook for session 2022/23 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

**DISCLAIMER**

The information in this school handbook is considered to be correct at the time of publication (December 2021), however, it is possible, particularly as the result of the COVID19 pandemic, that there may be some changes/inaccuracy by the start of the school term in August 2022.

**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 into the Communications Officer for Children’s Services (tel: 01324 506600).

**Curriculum for Excellence - Learning to Achieve**

**Learning Entitlements**

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

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

**How can you help?**

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

As a parent, you can help your child by:

* making sure your child goes to school regularly;
* encouraging and supporting your child with any homework given;
* showing that you are interested in how your child is getting on at school;
* encouraging your child to respect the school and the whole school community; and
* being involved in the life and work of the school.
* Throughout this handbook the term ‘parent’ has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

**Welcome from the Head Teacher**



**Welcome to Hallglen Primary School**

I am delighted to welcome you as a parent/carer to Hallglen Primary School. Our handbook offers an introduction to our school and gives a general overview of the learning experiences your child will receive with us at school. We would recommend that you follow us on Twitter as this provides a more visual window into the life and work of our 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 us at the school.

To make our handbook easy to use, the information is divided into five 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:

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

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

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

1. Clothing or uniform
2. 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 **–** schoolpartnership.

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**

Section five 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 us at the school.

Morag Carson

Head Teacher

Hallglen Primary School

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

**Contact Details**

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| --- |
| **Name of Head Teacher** : Mrs Morag Carson  **Name of School** : Hallglen Primary School  **Address** : New Hallglen Road, Hallglen, Falkirk, FK1 2RA  **Telephone Number** : 01324 508510  **Website** : <http://www.hallglen.falkirk.sch.uk>  **E-mail Address** : hallglenprimaryschool@falkirk.gov.uk |

**About the school**

|  |
| --- |
| **Stages of Education Provided for** : Primary 1 – Primary 7  **Present Roll** : Approximately 320 pupils  **Denominational Status of School** : Non-Denominational  We currently have 16 classes including 2 Enhanced Provision classes. The number of classes we have can vary each session depending on the school roll and the number of pupils at certain stages. |

## Organisation of the School Day

|  |
| --- |
| Start Time : 9.00am  Morning Break : 10.30 – 10.45am  Lunch Time : 12.15 -1.00pm  Finish Time: 3.00pm  Please note that when the weather is very wet, windy or icy the children may remain indoors for their playtime and lunch time. On days like these parents are asked not to send their child to school before 9am as we do not have school staff to supervise children indoors before then.  Parents are notified at the start of the session of their child’s gym days.  We hold a whole school assembly once a week on a Friday afternoon. |

# FALKIRK COUNCIL: CHILDREN’S SERVICES

# Agreed Term Dates for Session 2022-2023

|  |  |  |  |
| --- | --- | --- | --- |
| **School Year** | **Term Dates** | **Staff** | **Pupils** |
|  |  | **Days** | **Days** |
| Autumn Term Begins (Staff Only - Dev Day) | Monday 15 August 2022 |  |  |
| (Staff Only - Dev Day) | Tuesday 16 August 2022 |  |  |
| Autumn Term Begins (Pupils) | Wednesday 17 August 2022 |  |  |
| Autumn Term Ends | Friday 07 October 2022 | 39 | 37 |
|  |  |  |  |
|  |  |  |  |
| Winter Term Begins (Pupils) | Monday 24 October 2022 |  |  |
| Winter Term Ends | Thursday 22 December 2022 | 44 | 43 |
|  |  |  |  |
|  |  |  |  |
| Spring Term Begins | Monday 09 January 2023 |  |  |
| Spring Term Ends | Friday 31 March 2023 | 58 | 57 |
|  |  |  |  |
|  |  |  |  |
| Summer Term Begins | Monday 17 April 2023 |  |  |
| Summer Term Ends | Friday 30 June 2023 | 54 | 53 |
|  |  |  |  |
|  |  | **195** | **190** |

|  |  |
| --- | --- |
| **Term Time Public Holidays** | **Staff Development Days** |
| Monday 12 September 2022 | Monday 15 August 2022 |
| Friday 10 February 2023 | Tuesday 16 August 2022 |
| Monday 13 February 2023 | Friday 25 November 2022 |
| Monday 01 May 2023 | Tuesday 14 February 2023 |
|  | Friday 28 April 2023 |
|  |  |

**Registration and enrolment**

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

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

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

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

**Attendance and absence**

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

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

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

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

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

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

**School 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.

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

* Red jumper/cardigan
* Black trousers/skirt/pinafore
* White shirt/polo-shirt
* School tie

All school uniform can be ordered on-line from Border-Embroideries

(BE Schoolwear) <https://www.border-embroideries.co.uk/> or purchased from local supermarkets.

The appropriate clothing and footwear for PE is a T-shirt, shorts/leggings/ jogging bottoms 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. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

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

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

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

**Free School Meals and Clothing Grants**

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

You can get more information, and apply online at [www.falkirk.gov.uk/fsm](http://www.falkirk.gov.uk/fsm). You can also contact 01324 503992, or visit our Advice and Support Hubs.

**School Meals**

Primary and Secondary Menus offer healthy and tasty meal options while reflecting the Scottish Government Nutritional standards for |Food and Drink regulations April 2021.

Special diets and allergies are usually accommodated subject to consultation with the parent/guardian and the regional dietician. Primary School Menus provide 3 daily choices with High Schools providing a range of plated meals, pasta, meal deals and salad boxes. Meal prices are reviewed annually. Please contact the school to be advised of the current price.

From August 2021 all P1-4 pupils are entitled to a free school meal. P5 will be entitled to a free school meal in January 2022 and P6-7 will follow later in 2022.

Prior to the implementation dates in the case of P5-P7 and secondary aged pupils, some families may be eligible to apply to Falkirk Council for provision of free school meals. Further details can be obtained from your child’s school.

- School meals are ordered and paid for using the online iPayimpact system. The iPayimpact website allows you to support your child to choose their lunch options in advance.

- Lunch tables are set up in both the blue hall and gym hall for all the children to enjoy their lunches.

- Pupils are not allowed fizzy drinks in cans or bottles. Due to allergies in school, there should be no nuts or eggs brought into school.

- Children are able to play in the playground, either before or after having their lunch.

**Breakfast Club**

There is a Breakfast Club in school each morning from \*8.30 - 9.00am. The club is supervised by two of our Support for Learning Assistants. Once the children have had their breakfast they can play in the school hall until the school bell has gone. The price of the club is reviewed annually. Please click on this link for further information about Breakfast Clubs, including pricing:

<https://www.falkirk.gov.uk/services/schools-education/school-life/school-breakfast-clubs.aspx>

*\*These are the current opening times and may be reviewed as Covid restrictions ease.*

**Medically Prescribed Diets**

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

**School Clothing Grant**

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

Clothing grants are available for children who live in the Falkirk Council area and who are in compulsory education at any of our [**primary**](http://www.falkirk.gov.uk/places/schools-nurseries/primary-schools/), [**special**](http://www.falkirk.gov.uk/places/schools-nurseries/asl-schools/) or [**secondary**](http://www.falkirk.gov.uk/places/schools-nurseries/secondary-schools/) schools. Pupils attending some special schools outside the area may also be eligible for this grant.

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

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

Payments are paid directly into the parent or guardian’s bank account ad more information on the clothing grant and free school meals can be found here:

<https://falkirk.gov.uk/services/schools-education/education-benefits-support/free-school-meals-clothing-grants/>

**Travel to and from School**

Most of our pupils walk to school. Children should be reminded by parents that, wherever possible, they should only cross the road by using the fly over bridge 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 on the school driveway and that they consider all children’s safety. Only families who have a Blue Badge should drop off or collect in the school car park.

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

**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**

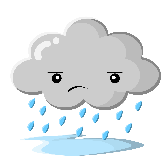
Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible.

During intervals school helpers supervise the children. There is always access to the building and the children are made aware of this. For further information on these arrangements, please contact the school.

## School Security

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

# Wet Weather Arrangements

In extremely 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**

As with all schools weofferregularopportunities for parents to discuss their child's progress with teachers through arranged meetings. We review these arrangementseach session and have recently increased the number of formal Parents Evenings to two per session. All parents are given advance notice ofwhen these meetings will take place. In addition to these set dates, parents are able to contact the school at any time to ask for information or for a meeting. Please see sectiontwo 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 (app, email, group call, social media etc.). 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 parents will be contacted via text message to inform them of the closure. If parents are not at home then emergency contacts will be contacted to come and collect a child. 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 (EAL Team, ASN Service)**

Over 75 different languages are currently spoken by pupils in Falkirk Council’s Early Learning and Childcare (ELC) Centres and Schools. The EAL team is part of the Additional Support Needs Outreach Service and works with pupils whose first or home language is not English.

We support pupils who are enrolling in or who are already attending a Falkirk Council ELC centre/class or school. Our support helps pupils who may be beginners in English or pupils who speak English more fluently but are not achieving their full academic potential. We are in collaboration with schools and families to meet the needs of learners for whom English is an additional language.

**Compliments, Enquiries and Complaints Procedure**

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

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

**How do I complain?**

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

**Who do I complain to?**

Parents must first consult the school regarding their complaint.

**What happens with my complaint?**

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

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

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

**What happens next?**

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

**Who else can help?**

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

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

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

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

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

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

**School Health Service**

NHS Forth valley has a statutory obligation to provide 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 9am-5pm 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

* School Nurses
* registered staff 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.

**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 please use this link: <https://www.scot.nhs.uk/>

Insurance Cover for School Children

Public Liability

Personal Injury

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

Pupil’s Property

Each session, unfortunately but inevitably, pupil’s property is lost, damaged or stolen from school. Parents are therefore discouraged from allowing their children to carry expensive items of personal belongings to the school and are reminded that a standard household policy can be extended to provide a degree of cover for personal items taken away from the home. Falkirk Council are not legally responsible for lost, damaged or stolen items unless specifically entrusted to a staff member nor loss or damage caused by another pupil.

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

Travel and Personal Accident Cover – Educational Excursions

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

1. Death £30,000

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

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

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

## Parents Welcome

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

*Falkirk Council Children’s Services 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.*

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**

General Communication

We make use of leaflets, newsletters, email, text, school app and twitter to keep parents/carers informed. We also have a 24-hour telephone answer-phone service.

Email communication can be sent to: [hallglenprimaryschool@falkirk.gov.uk](mailto:hallglenprimaryschool@falkirk.gov.uk)

Induction Events

Parents of children who are ready to start Primary 1 will be invited to join an induction meeting where Hallglen staff will share information about coming to Primary 1 and answer any questions. Children will be given the opportunity to explore the Primary 1 environment, meet their classmates and teacher. There will also be an online presentation available for any parents who are unable to join the meeting.

A more enhanced induction process is in place for pupils joining our Enhanced Provision class. This programme is designed to meet the individual needs of each child in addition to the meet the teacher and induction meeting. This may also include the involvement of other agencies already involved with the family.

Parents’ Evenings

School staff meet formally with parents of all children twice per year. Parents’ meetings are held in November and March. These meetings provide a further opportunity for school staff and parents to work together to discuss their child’s progress and next steps in learning.

End of Session Report

At the end of each school year, a pupil progress report is shared. Pupils are supported to reflect on their progress and highlight their successes and achievements throughout the session and this is included in the report. Parents are then encouraged to share their views.

Twitter

All classes have their own Twitter page where regular updates are posted, enabling parents to keep up with what is happening in class and the wider school.

Curriculum

We use \*information evenings, \*workshop events, newsletters and leaflets to share information about our approaches to learning and teaching and the curriculum with parents. We involve other agencies to enhance this information where appropriate.

*\* Due to ongoing restrictions caused by Covid, we have been unable to welcome parents and carers into school in the way that we’d like. We look forward to being able to do so again and will make this change in line with Scottish Government and Local Authority guidance.*

Additional Support

We are responsive to the individual needs of pupils and family circumstances. The individual needs of a child may necessitate more frequent meetings with parents/carers. We actively encourage this being a two-way process where both the home and school initiate information sharing.

Parent/Carer Feedback

We regularly seek the views of parents and do this either in the form of questionnaires, online surveys or Parent Focus Groups. We value any feedback we receive and use this to support with planning future actions.

**Parent Councils**

Parents are welcomed to be:

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

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

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

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

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

The main aims of the Parent Council are:

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

The current chair of our Parent Council is Mr Kevin O’Neill.

All parents are welcome and encouraged to attend Parent Council meetings. Meeting dates are shared on the School Twitter @HallglenPrimary and on the School App.

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/>

Rights Respecting School Group (RRS Group)

Every class between Primary 3 and Primary 7 has a representative on the Rights Respecting School Group. This group meets monthly to discuss Children’s Rights and issues which the children feel are important to them and their classmates. This helps to ensure that all pupils have their say with regards to school development, improvement and their rights.

*Little* Rights Respecting School Group

This is the Early Years equivalent of the RRS Group, and its members come from Primary 1 and Primary 2. This group meets monthly and is supported by our Primary 7 representatives and our pupil lead for the RRS Group.

Reading Reps

Members of this group come from our Primary 3 – Primary 7 classes and their role is to encourage our whole school to read for enjoyment. They take time to gather pupil voice and then plan reading experiences and material in line with feedback from pupils across the school.

Digital Leaders

A team of pupils from Primary 6 and Primary 7 have been trained as ‘Digital Leaders’. Their role is to support pupils and staff with digital learning opportunities.

Rota-Kids

Our Primary 6 pupils are invited to join Rota-Kids. Volunteers from the local Rotary Club come into school to support our pupils in developing a range of skills to effectively support local and national charities.

House System

We operate a House System which involves all pupils from Primary 1 to Primary 7. Each of the four houses (Callendar, Helix, Kelpies and Steeple) is led by elected House Leaders. They utilise weekly broadcasts, house notice-boards and assemblies to keep their housemates informed, in addition to taking responsibility for the organisation of special events.

Buddy System

All Primary 6 pupils are encouraged to take part in our ‘Buddy’ scheme where they support the Primary 1 pupils’ transition into Hallglen Primary School. Our Primary 6 pupils take this responsibility very seriously and enjoy the training involved. Buddies’ take time to listen to their ‘Little Buddies’ and support them in learning about the new routines and to build friendships with their classmates.

Young Leaders

All Primary 7 pupils are given the opportunity to participate in Young Leader training. They then use these skills to develop lunchtime clubs.

**School Ethos**

In Hallglen Primary School, we work as a community to create an ethos where everyone feels they are included, they belong and are cared for. We work in partnership to remove barriers. We want our children to become successful learners, responsible citizens, effective contributors and confident individuals who strive to be the best they can be. We are committed to creating a warm, welcoming and inclusive learning environment for all pupils based on the values embedded within Curriculum for Excellence: Wisdom, Justice, Compassion and Integrity.

We truly believe that strong, positive relationships are key to success. We pride ourselves in building relationships with all involved in our school community and beyond. Making connections with our wee people is at the heart of everything we do. We want all children to feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated. We are committed to developing positive learning environments, underpinned by children’s rights.

Our vision is for children’s rights to be embedded into all areas of life in Hallglen Primary School and beyond. We are committed to ensuring decision making takes account of children’s rights and all children are empowered to drive change.

Our core values of ***Kindness, Love, Trust, Friendship, Ambition*** and ***Respect*** underpin all that we do in school. We believe that we should recognise and celebrate the successes of pupils living our school values and do this in a variety of ways:

* Non-verbal rewards such as thumbs up or a smile
* Positive Praise
* Showing work to another teacher, adult in school or a member of Senior Leadership Team (SLT)
* Stickers
* Certificates (specific about the quality which is being celebrated and valued)
* Good News phone call home to parents, carers and families
* Celebrating achievements on Twitter
* Displaying work
* Weekly Celebrating Success Assemblies
* Hallglen’s Star of the Week

Now that we have established our school values, at the start of every year, we ask the children to tell us what Kindness, Love, Trust, Friendship, Ambition and Respect will look like, feel like and sound like as part of their Class Charter.

**Partnership Working**

Graeme Cluster

Hallglen Primary School is part of the Graeme Cluster. The Graeme Cluster consists of 7 primary schools whose pupils transfer to Graeme High School. These schools, in addition to Glenburn ELCC, Queen Street ELCC, Woodburn ELCC and Polmont Park ELCC, have a very close working relationship and work together to ensure the highest possible standard of education for pupils in the Graeme Cluster. In addition, we have developed strong links with our local denominational school, St Andrew’s.

School Chaplain

Our School Chaplain is Mr Robert Allan of Falkirk Trinity Church. Throughout the school year Mr Allan works with each class to lead a school assembly.

Hallglen Food Pantry

We will work closely with volunteers from our local food pantry and support them with collecting food donations in school. The local food pantry supports many of our families.

Our school is at the very heart of the community and we fully acknowledge the strong responsibility we have in actively building links with local businesses, organisations and groups within our local area. We have many well-established links already in place and look forward to continuing to develop these further.

We encourage visitors from all walks of life and professions to come and speak to our pupils.

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

* We are delighted to have our very own Wellbeing Hub in Hallglen Primary School. This is a true reflection of our values and of our wish to ensure that our children’s rights are respected. We allocate some of our Pupil Equity Fund to staffing, training and resourcing of the hub. It is a resource for everyone, and we look forward to being able to share it more widely with the whole school community.
* 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**

Relationships are central to positive behaviour.  Across the school community it is essential that relationships are positive and supportive and that there is a strong sense of community, shared values and high expectations. We believe that positive behaviour is promoted by the solid relationships we build between pupils and staff and between staff and parents/carers.

Through the creation of our School Charter, Playground Charter, Dining Hall Charter and Classroom Charters, children are clear about expectations in school and what they can expect from the Duty Bearers (adults around them). These Charters have been agreed by all pupils and are clearly displayed and frequently revisited to support with children’s rights being embedded into all areas of life in school.

Please click on the link below to view our School Charters:

1. School Charter
2. Dining Hall Charter
3. Playground Charter

<https://sway.office.com/jr6rwim27QouClFA?ref=Link>

Classroom Charters can be found on Class Twitter pages.

Each class is encouraged to recognise positive behaviour through a variety of different strategies including:

* Frequent discussions around Charters, adapting as required
* Work on developing understanding of Children’s Rights
* Regularly checking in with all children to ensure they have a trusted adult who they can speak to in school
* Whole school assemblies
* Well organised school routines
* High expectations and consistency from staff
* Specific, bespoke support for those experiencing barriers to learning, including access to our Well-Being Hub and multi-agency professionals
* Communication with parents
* Everyone being involved and committed to the same values and vision for our school

The Role of All Adults in School

Relationships and communication between all adults and children should always reflect and embrace our school values. They should reflect the underlying principles of nurture and restorative practice. Every adult has responsibility for the maintenance of positive relationships and behaviour across the school. All adults are responsible for:

* Supporting an ethos where children feel safe, secure and cared for, and positive relationships are seen as fundamental
* Working to promote and uphold our Children’s Rights and Relationship Agreement
* Creating a safe, secure and caring environment
* Establishing and fostering positive relationships
* High expectations of all children and adults
* Following restorative approaches to ensure fairness and consistency

The Role of Parents, Carers and Families

Hallglen Primary School respects and acknowledges that families are our children’s first and main educators. As such, the adults at home are empowered to:

* Embrace, promote and uphold our Children’s Rights and Relationship Agreement
* Ensure school staff are aware of any additional needs or personal circumstances which may result in their child displaying behaviours which are not typical of them
* Attend meetings to discuss their child’s needs and to contribute significantly to their child’s plan
* Share and receive important information about their child
* Work with the school to support their child’s needs
* Support children to learn about their rights

**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)

Supports for Children Not Respecting the Rights of Others

*The UNCRC states that “Discipline in schools should respect children’s human dignity” (Article 28).*

In order to protect the rights of our children, we believe it is important to build clear steps for addressing behaviour that is not respecting the rights of others. Through adopting a restorative approach we are supporting our children to be accountable for their actions and to think about what they can do to help resolve a situation where rights are not respected.

Staff are skilled in and committed to doing the following:

* De-escalation Strategies
* Low Arousal Techniques
* Reminders of expectations
* Encouraging children to access a quiet space in the classroom or area so that they can regulate
* Children will be offered support to co-regulate with skilled and sensitive adults
* A language script will be used to support the pupil to think about how their actions may have impacted on the rights of others
* The final step supports with repairing any harm that has been done. We use a restorative approach to help us do this. It does not always have to be a member of staff who asks the questions, a pupil can also assist. First we ask if what was happening was reflective of our values of Kindness, Love, Trust, Friendship, Ambition and Respect and how it impacted on the rights of others?
* We then go on to use the following Restorative Questions:
* What happened?
* What were you feeling/thinking at the time?
* How might this have made other people feel?
* Who else has been affected and how?
* What should we do to put things right?
* If this happened again, how could you do things differently?

Talking through these Restorative Questions gives the pupil an opportunity to talk about what happened and to put it right. Sometimes this lets the pupil see that something they didn’t think would hurt or harm actually has upset someone – even if they didn’t mean for that to happen. These questions also give the opportunity to identify actions to move on and start over.

**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>

**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 develop key skills required for learning, life and work.

**Planning Children’s and Young People’s Learning**

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

**Learning at Home**

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

**Sensitive Aspects of Learning**

We follow all guidance relating to teaching the more sensitive aspects of Health & Well Being. All aspects of this area of the curriculum are taught at an appropriate age and stage as identified in the guidance. If a child will be involved in these types of lessons then parents will receive a letter from the school to inform them of this and offered the opportunity to discuss this further should a parent wish to do so.

**Religious Instruction and Observance**

**Religious Instruction**

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

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

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

**Religious Observance/Time for Reflection**

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

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

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

**Extra-Curricular Activities**

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

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

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

**Facilities for Physical Education and Outdoor Activities**

We have an excellent gym hall within the school which has a variety of apparatus for physical education. 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.

Children will be given two hours of PE each week – parents will be notified by the class teacher on which days their child has PE. Teachers will often use our outdoor area to teach PE.

**Active Schools**

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

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

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

Follow us on @falkirksport

**Assessment and Reporting**

There are a variety of ways to assess progress and ensure that children and young people achieve their potential. Effective assessment practice within schools and establishments include:

* Learner involvement in setting personal targets and next steps
* On-going self-evaluation by learners, staff and school leaders
* Identification of strengths and next steps
* A range of approaches to assessment
* A variety of evidence gathered informally on a day to day basis or formally at certain points throughout the year (not exclusively - Teachers’ professional judgement, Scottish National Standardised Assessments, National Qualifications)
* Moderation of standards using Education Scotland Benchmarks
* Consideration of data analysis and performance information

Achievement of a Level & Scottish National Standardised Assessments (SNSA):

Learner’s progress is defined within the following levels:

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

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

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

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

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

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

**Section Four – Support for Pupils**

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

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

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

**Wellbeing**

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

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

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

## Named Person

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

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

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

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

## Family Support Service

Across Falkirk there are a number of services who can support children. Young people and their families from early intervention to more intensive support.

The main aim of these services is to increase the wellbeing of young people and their families.

Children, young people and their parents may require additional support at different times in their life e.g. following a bereavement, illness, transition, when experiencing anxiety, behaviour issues, during or after changes in family circumstances.

Support is tailored to meet the individual needs of children & families, when they need it and as locally as possible.

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

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

**Protecting Children and Young People**

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

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

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

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

# Additional Support Needs

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

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

## Support for Pupils

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

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

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

## Disputes and Resolution in Additional Support Needs

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

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

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

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

**Educational Psychology Service**

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

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

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

**Pastoral Support**

All pupils in the school are given pastoral support in the first instance by their class teacher. If there are concerns or additional needs then other school staff such as Support for Learning Assistants may also be involved. There may be times when particular groups are run for example Nurture Groups or Seasons for Growth. Sometimes outside agencies like Barnardos will support the school in running these groups.

**Transitions**

Our transition programme from nursery to P1 is well developed and helps deliver a very smooth and effective transition for our children. Over the session, but particularly in Term 4, Primary 1 teachers spend time in the nursery observing. Joint learning projects are carried out in the last term. Lots of information is shared between nursery and P1 staff. Children and parents are invited up to an induction visit. When the children start in Primary 1 the Early Years Officers are able to support children in class for a short settling in period.

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

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

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

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

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

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

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

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

**Primary School Admissions**

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

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

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

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

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

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

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

Pupils with Additional Support Needs

Secondary school Pastoral and Support for Learning/Pupil Support teachers make visits to the Primary 7 class to get to know the children and their needs, including any Additional Support for Learning needs. Transition activities and information gathering around additional support needs of individual pupils should take place as early as Primary 5. This helps with enhanced transition arrangements for those children for whom the move to secondary school may present particular challenges.

Moving to the denominational secondary school

*Children who are baptized Catholic*

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

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

*Children who are non-Catholic*

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

*Moving between denominational and non-denominational schools*

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

**Catchment Secondary School**

The catchment secondary school for Hallglen Primary is:

Graeme High School

Callendar Road

Falkirk

FK1 1 SY

Tel : 01324 622576

Email : graemehighschool@falkirk.gov.uk

Pupils take part in a two day induction visit to Graeme High School where they meet pupils that they will be starting S1 with from other Cluster schools. During the session a member of staff from the Additional Support Team also spends time in our Primary 7 classes, observing and working with the children.

If a child has additional support needs then there will be an enhanced transition for that child which will involve parents in the planning process.

**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. Your Placing Request will only be granted if there are surplus places available at the school.

**Transport for Placing Requests**

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

**Section Five – School Improvement**

**Raising Attainment**

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

In Hallglen Primary School and Nursery there is a rigorous programme in place to ensure a high standard of learning and teaching across the school. Staff are regularly involved in professional dialogues which lead to improved outcomes for children.

**Standards and Quality Report**

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

**Standards and Quality Reports – Operational Guidance**

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

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

**The National Improvement Framework’s 4 key priorities are:**

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

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

* School leadership
* Teacher professionalism
* Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information

**School Improvement Plan**

Each year we evaluate our work and identify the priorities that we want to develop in the forthcoming session. A set of targets and action plans are then drawn up which identify tasks that need to be carried out, resources needed and staff responsible for completing tasks. A key part of this work is that we plan and evaluate developments in terms of the impact that they have on pupils’ experiences and outcomes.

This work is known as our School Improvement Plan – a copy of this session’s plan can be found on our school website: <http://www.hallglen.falkirk.sch.uk>

**Transferring Educational Data About Pupils**

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

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

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

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

**Concerns**

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at [**mick.wilson@scotland.gsi.gov.uk**](mailto:mick.wilson@scotland.gsi.gov.uk) or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

**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