



School Handbook 2024-2025



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

Session 2024-2025

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

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

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

We are pleased to introduce this handbook for session 2024/25 and trust it will provide you with all the relevant information you may need concerning your child’s school. If you have any queries regarding the contents of the handbook, please contact the Head Teacher of your child’s school in the first instance who will be happy to offer any clarification required.

Robert Naylor

Directors of Children’s Services

Falkirk Council

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

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

Disclaimer

The information in this school handbook is considered to be correct at the time of publication (Dec 2023), however, it is possible that there may be some inaccuracy by the start of the school term in August 2024

# Curriculum for Excellence - Learning to Achieve

## Learning Entitlements

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

* Link aspects of their learning to the local environment and its heritage
* Participate 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 and

**the Chairperson of Kinnaird Parent Partnership**

*Welcome to the Kinnaird Primary School Handbook.*

*At Kinnaird we believe every child has the potential to succeed, which is why our non-denominational school and suitable class sizes are the perfect gateway to a child’s lifelong love of learning. From our inquisitive nursery children at Kinnaird Waters to our confident P7’s, our passionate teaching staff and parent partnership work together to inspire pupils during their time at Kinnaird through a coherent and progressive curriculum with breadth and depth.*

*Our specialist facility, the Thistle Wing, which caters for children with severe and complex needs, continues to grow with the Thistle Wing Annexe located within the former Carrongrange School building at Larbert High School. With inclusion being an integral part of our ethos at Kinnaird, we actively encourage pupils across mainstream, Thistle Wing and Annexe to work collaboratively to support inclusion within and out with our school. This allows our pupils to enjoy an enriched curriculum that builds their character and promotes a global perspective that we are all different and that differences are good and needed for a society to prosper.*

*At Kinnaird our core values are kindness, honesty and respect and our school environment is safe and supportive. It is underpinned by our excellent experienced senior leadership team, which ensures each pupil can feel happy, confident, and valued as an individual.*

*This handbook offers an introduction to our school and a general overview of the education we provide. We would also recommend that you visit our school website or follow us on Twitter as this provides a more visual window into the life and work of Kinnaird School.*

*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 the School Office.*

Ghislaine Tait                                                 James Alexander

Headteacher                                    Chairperson

Kinnaird Primary School                                Kinnaird Parent Partnership

To make our handbook easy to use the information has been divided into five different sections:-

# Section One – Practical Information about the School

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

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

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

As with any organisation, to ensure smooth running and appropriate maintenance of standards, a range of procedures and policies have to be implemented within our school. If you would like to see a full copy of these policies or to discuss them in more detail, please contact the school office. Most of these policies are available on the school website – [www.kinnaird.falkirk.sch.uk](http://www.kinnaird.falkirk.sch.uk/)

# Section Two – Parental Involvement in the School

Parental involvement is very important as we know it helps children attain their fullest potential.

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

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

Lastly, it includes information on our Kinnaird Parent Partnership (previously known as Parent Teacher 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

This section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing. We have also shown where you can get further information about our School Improvement Plan and how the school will involve parents in that improvement.

# Section One – Practical Information about the School

Kinnaird Primary School is a non-denominational school situated in Larbert approximately 6 miles from Falkirk Town Centre. It was established in August 2007 to serve the existing ‘Inches’ housing development north of Bellsdyke Road and planned major house building in the land surrounding the school site at Kinnaird. The school building has been designed to be a significant landmark at the heart of the community.

The school has a capacity of 24 primary classes (6 within mobile accommodation) and 4 special needs classes. There is also the Thistle Wing Annexe of 6 special needs classes based in the former Carrongrange School building. Kinnaird Primary School provides high quality accommodation and facilities including:

* Assembly/games hall with changing facilities
* All-weather floodlit multi-use sports pitch
* Library
* Dining hall and kitchen
* Meeting room
* Additional support needs wing (Thistle Wing) and outdoor play facility (including 4 classrooms, sensory room, and a range of additional medical, meeting and general purpose rooms)

The school houses three main departments:



Main entrance Primary department Thistle Wing (ASL Facility)

**Primary department:** currently proving education to 628 pupils across 24 classes.

**Additional Support Needs (ASL) facility. ‘The Thistle Wing’:** This is an authority provision serving 57 children who live across the west of the Falkirk Council area who have profound, specific or complex additional support needs.

The school playground is accessed from McIntyre Avenue and by the path which runs along the rear perimeter of the school grounds. Much of the school is surrounded by mature trees which were preserved during the construction process.

Carefully designed railings surround the playground spaces and ensure that children are secure within the school grounds while also being visually appealing.

Care has been taken when designing the external spaces around the school to provide a range of play spaces. Several landscaped features within the playground provide a range of benefits to the children e.g. a large granite sundial with inbuilt seating provides an excellent outdoor classroom area. Further areas for seating and active play are also provided with necessary safety surfaces located under features which may invite children to climb. Most of the classrooms located on the ground floor benefit from double doors leading out into the playground space. This enables teachers to make use of area immediately outside their classrooms for lessons too.

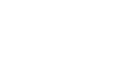
The school also benefits from a large multi-purpose, floodlit, fenced sports pitch. Although much of the playground is hard-surfaced, the extensive school grounds also benefit from grassed areas.



The Thistle Wing also has its own dedicated playground. It is fully enclosed and benefits from having a safety surface throughout. Trees and a small sensory garden further enhance the environment.

### 

### No Smoking



Smoking is not permitted on school premises, including the school grounds.

# School Motto

Our motto is taken from an inscription which is carved above the former library door of Kinnaird House.

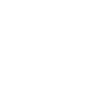


# ‘Learn to Live, Live to Learn’

# School Aims and Values

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# Contact Details



### Name of Head Teacher: Ghislaine Tait

**Name of School: Kinnaird Primary School**

**Address: McIntyre Avenue, Larbert, Falkirk FK5 4TQ Telephone Number: 01324 503370**

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

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

**Twitter: @kinnairdps**

**About the school**

**Stages of Education provided for: Primary 1 to Primary 7**

**Present Roll: 712 (Mainstream 628 pupils, Thistle Wing and Annexe 57 pupils)**

**Denominational Status of the School: Non-denominational**

**Single Sex Provision: Both girls and boys are taught**

**Organisation of the School Day**

### Primary

### School starts at 9am and finishes at 3pm. School gates are open from 8:50am, for children only. There will be members of school staff in each playground area between 8:50am and 9:00am to supervise children allowing adults to drop and go. There is a staggered 15 minute morning break between 10:45am and 11:05am and a staggered 45 minute lunch break between 12 noon and 1:35pm.

### Thistle Wing and Annexe

School starts at 9am and finishes at 3pm. There is a 15 minute morning break at 10.30am and a 45 minute lunch break between 12.30pm and 1.15pm.

**FALKIRK COUNCIL: CHILDREN’S SERVICES**

**School year**

Autumn Term begins (for pupils) Wednesday 14 August 2024

Autumn Term ends Friday 11 October 2024

Winter Term begins Monday 28 October 2024

Winter Term ends Friday 20 December 2024

Spring Term begins Monday 06 January 2025

Spring Term ends Friday 04 April 2025

Summer Term begins Tuesday 22 April 2025

Summer Term ends Friday 27 June 2025

**Term Time Public Holidays**

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

**Staff Development Days**

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

**Registration and enrolment**

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

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

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

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

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

## Attendance and absence

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

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

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

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

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

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

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

**School Dress Code and Uniform**

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.

## Uniform

You can purchase school uniform from BE Uniforms Falkirk - Embroidered Schoolwear & Clubwear

[www.border-embroideries.co.uk](http://www.border-embroideries.co.uk/)

Our Uniform consists of:

* Purple sweatshirt OR cardigan
* White, jade or purple polo-shirt OR white shirt or blouse and tie
* Black or dark grey skirt or trousers OR kilted skirt or pinafore
* Checked summer dress

Our PE Uniform consists of:

* Purple hoodie with school logo or purple school jumper
* White or purple t-shirt with school logo or plain white/purple t-shirt
* Black joggers/leggings (these can be purchased from any shop)

This can also be purchased from BE Uniforms Falkirk - Embroidered Schoolwear & Clubwear

[www.border-embroideries.co.uk](http://www.border-embroideries.co.uk/)

On their two PE days children should come to school dressed in their PE uniform. Class teachers will inform you which two days in the week this is for your child in August.

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

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

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

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

# School 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. School clothing grants are not available to children attending [**nursery schools**](http://www.falkirk.gov.uk/places/schools-nurseries/nursery-schools/), nursery classes or other pre-5 centres.

* The School Clothing Grant is means tested. To be eligible, parents or guardians must meet one of the following criteria:
* In receipt of Income Support, or
* In receipt of Income-based Job Seekers Allowance, or
* In receipt of Income-related Employment and Support Allowance, or
* In receipt of Child Tax Credit only with a gross annual income below £16,105, or
* In receipt of Child Tax Credit and Working Tax Credit with a gross annual income below

£16,105

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

**School Meals**

Primary and Secondary Menus offer healthy and tasty meal options whilst reflecting the Scottish Government food and drink legal requirements for School Lunches. Special diets and allergies are usually accommodated subject to consultation with the parent/guardian and the regional dietician. Primary School Menus provide 3 daily choices with 2 portions of veg and 1 portion of fruit included with every meal choice with High Schools providing a range of plated meals, pasta, meal deals and salad boxes. 2 portions of veg and 1 portion of fruit are included with every meal choice within the balanced core High School menu Meal prices are reviewed annually. Please contact the school to be advised of the current price.

All P1-5 pupils are entitled to a free school meal. In the case of P6-P7 and secondary aged pupils, some families may be eligible to apply to Falkirk Council for provision of free school meals. Further details can be obtained from your child’s school.

**Kinnaird Primary School is a nut-free school, so no nuts for snack or in packed lunches. Thank you.**

During lunchtime, children will have the opportunity to eat lunch and will also have time to play outside.

**Free School Meals and Clothing Grants**

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

**Do I qualify for an award?**

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

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

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

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

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

**How is Eligibility Assessed?**

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

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

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

**How Do I Apply?**

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

**When will I receive my award?**

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

**Further Information**

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

**Other Support**

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

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

# Education Maintenance Allowance (EMA)

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

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

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

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

## How to apply

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

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

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

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

***Deadlines***

*Your age Application date Payment start date*

*16-19 on or before Apply on or before Payments start from*

*30 September 30 September beginning of August term*

*Apply after 30 September Payments start the week*

*we receive your*

*Application*

*Turn 16 between 01 October Apply on or before Payments start from*

*and 28 February 28 February beginning of January term*

*Apply after 28 February Payments start the week*

*we receive your*

*application*

**Medically Prescribed Diets**

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

# Travel to and from School

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

We actively encourage all our pupils to walk or cycle to school.

Children should be reminded by parents that, wherever possible, they should only cross the road where it is safe to do so and should exercise care on walking to and from school. Children should be reminded that when crossing the road they should dismount from bikes and scooters. There is a manned crossing patrol near the main entrance to the school.

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

Our car park is strictly for staff only, with the exception of the parking bays which are reserved for blue badge holders. There is no drop off area for parents this is strictly for the Thistle Wing and Annexe school transport or Kinnaird Waters.

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

**Transport for Primary and Secondary School Children (Excluding Placing Requests)**

Free school transport is provided to and from your home address to your child’s catchment school if they are distance entitled. Falkirk Council operate a more generous distance entitlement policy than required by law.

Distance entitled children are:

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

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

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

**Pickup**

**points**

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

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

**School Security**

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

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

**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. In Kinnaird Primary School, if it is necessary for older pupils to bring a phone to school, they must have them switched off in their bag. Apple watches must also be on silent. We ask that parents do not contact children on mobile devices during the school day. 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.

# General Supervision

# School gates are open from 8:50am, for children only. There will be members of school staff in each playground area between 8:50am and 9:00am to supervise children allowing adults to drop and go.

During intervals Support for Learning Assistants supervise the children. In addition, the Headteacher, Senior Leadership Team and Janitor are on call to cope with any difficulties which may arise. There is always access to the building and the children are made aware of this. For further information on these arrangements, please contact the School Office.

# Wet Weather Arrangements

During wet weather pupils are allowed into the school building for breaks and at lunchtime. Children are supervised by Support for Learning Assistants and Primary 7 pupils during these times.

# Unexpected Closures

Most closures will be notified to you in writing, in advance, but there are occasions when the children may be dismissed early without warning, e.g. as a result of power cuts or severe weather. To help us keep you informed it is important that you make sure we have the most up to date emergency contact information for your family. We will keep in touch using text messaging, the School App, via the Falkirk Council website or via information broadcast on Central FM.

# Home-School Communication

At Kinnaird School we operate an “open door” policy to parents wherever possible. If you have any general queries please contact the School Office who will direct you to the most appropriate member of staff. If you have any questions or concerns about your child please discuss these in the first instance with his/her class teacher (contact should be made through the School Office). Senior staff are also happy to talk with you or meet with you.

From time to time you will receive important and routine communications from the school via variety of methods (School App, email, group call, Twitter etc.). Enquiries of any kind should be addressed to the School Office in the first instance.

A school newsletter is issued via the School App each month. They contain information about events, news items and important dates.

The Thistle Wing and Annexe also make use of Seesaw to enable parents to know what has been happening in school each day and help overcome the children’s communication difficulties.

**Parents’ Meetings**

Please see section two of this handbook for more details on home / school partnership.

**Equality**

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

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

**English as an Additional Language**

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

This service can be contacted via email: [EAL@falkirk.gov.uk](mailto:EAL@falkirk.gov.uk)

**Compliments, Enquiries and Complaints Procedure**

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

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

**How do I complain?**

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

**Who do I complain to?**

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

**What happens with my complaint?**

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

Our complaints procedure has two stages:

* Stage 1 – Frontline Resolution
* Stage 2 – Investigation

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

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

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

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

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

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

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

**Who else can help?**

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

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

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

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

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

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

**School Health Service**

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

**School Nursing Service**

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

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

The Falkirk School Nursing team comprises of

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

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

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

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

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

**Infectious diseases**

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

**Head Lice**

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

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

**Clinics**

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

**Immunisation**

**Primary Schools**

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

.

**Secondary Schools**

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

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

**Medicines Administration**

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

**Pharmacies**

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

For more information: nhsforthvalley.com

**Insurance Cover for School Children**

Public Liability

Personal Injury

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

Pupil’s Property

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

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

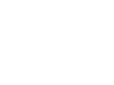
Travel and Personal Accident Cover – Educational Excursions

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

1. Death £30,000

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

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



# Section Tw o – 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.*

There are many ways in which you can be involved in your child’s education. We value any information you are able to give us about your child and we welcome any questions, queries and the sharing of achievements!

Please do not hesitate to send an email, call or arrange a meeting.

Your first point of contact when you email or phone the school will be with the clerical team. They will take details from you and pass this information onto the class teacher or appropriate member of the Senior Leadership Team. A member of staff will endeavor to return any calls at their earliest opportunity.

Your interest and support will always be valued, as we become partners in the education of your child. Parents are the first and most important teacher a child has. We follow on from the work you have already started.

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>.

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### General Communication

The most frequent way the school will communicate with you is via our School App. Please ensure we have the correct details of the email address you would like any information to be sent to.

We also tweet regularly, and you can follow us on Twitter **@kinnairdps**

You will also find general information regarding our school on our school website –

<https://www.kinnaird.falkirk.sch.uk/>

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

Parents are invited into school to be a part of their child’s education in the following ways:

### Induction Events

For children about to start P1, we have a variety of induction events to ensure transition from nursery into Primary 1 is as smooth as possible. We hold an Induction afternoon in June, this provides an opportunity for parents to learn more about the school while the children spend time in the P1 space.

A more enhanced induction process is in place for Thistle Wing and Annexe pupils. This programme is designed to meet the individual needs of each child in addition to the more traditional parent visits and induction meetings. This may include the involvement of other agencies already involved with the family.

### Parents’ Evenings

School staff meet formally with the parents of all children twice per year. Parents’ evenings are held in November and March. The November Parents’ evening is via video call. Thistle Wing and Annexe parents’ meetings are held in September and May. These evenings are also used to provide parents with information about the curriculum e.g. curricular exhibitions, wall displays, access to view teaching materials and programmes of study.

### Events/Classroom Visits

Parents are invited into class from time-to time to participate in class ‘Sharing the Learning’ event s, performances or to share their own work experiences. We also host an open evening at the beginning of the session to allow parents and carers to meet their child’s teacher.



**School Website/Twitter**

Pupils are increasingly making use of school iPads and Teams to share their work with parents and encourage them to get involved. Each week teachers share the weekly learning targets via Teams to allow children to talk about their targets at home. Photographs are regularly updated on Twitter, enabling parents to keep up with what’s happening in class and the wider school.

**Home Learning**

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.

This takes the form of a) compulsory tasks, which cover core Curriculum for Excellence subjects of Literacy and Numeracy, b) optional tasks from which pupils can select how to present learning and c) family tasks within which we encourage all family members, as is relevant, to participate. We understand and appreciate the value of family ‘together-time’ in a pupil’s development and want to encourage this as much as possible through home learning.

Parents and families 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.

**Curriculum**

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

**Additional Support**

We are responsive to the individual needs of pupils and family circumstances. Our Support and Challenge Team work closely with class teachers to provide support and challenge for our pupils. The additional support needs of a child may necessitate more frequent meetings with parents and, in some cases, daily contact. We actively encourage this being a two-way process where both the home and school initiate the information sharing.

**Parent Helpers**

We have a large team of parent helpers who regularly work in the school undertaking a variety of tasks e.g. maintaining the library, preparing resources, sorting through lost property, sharing expertise related to class projects etc. Any parent wishing to become involved should contact the School Office.



### Thistle Wing and Annexe Cafe

As the majority of Thistle Wing and Annexe pupils are transported by school transport there is little opportunity for their parents to meet. To help overcome this, the Thistle Wing holds cafes and ‘Sharing the Learning’ events for parents. These provide an ideal opportunity for parents to chat informally with each other and school staff as well as seeing what has been happening in school and celebrating success.

**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

In Kinnaird Primary School, the Parent Council and Parent Teacher Association merged to become one parent body called ‘Kinnaird Parent Partnership’

They are responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the Kinnaird Parent Partnership if you want to join in.

Events are publicised via the School App. They also use flyers sent home in school bags, posters, the school’s newsletter and the main entrance foyer to advertise forthcoming events.

Christmas and Summer Fayres are very popular, and highly successful, community events. Pupils thoroughly enjoy themed discos during the course of the year and social events for both parents and families are well attended.

All parents are welcome to attend Kinnaird Parent Partnership meetings. Meeting dates are publicised in the monthly school newsletter.

James Alexander

Chair of Kinnaird Parent Partnership

E-mail: [kinnairdparentcouncil@gmail.com](mailto:kinnairdparentcouncil@gmail.com)

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/>

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

**Pupil Voice**

**Kinnaird Schools Council**

In Kinnaird Primary School our School Council is made up of 14 pupils from Primary 4-Primary 7. The council pupils pose questions set by members of our Theme Week teams of teachers. Sometimes these questions are an evaluation of a theme week and sometimes in advance of the theme week to allow the teachers to take on board ideas and suggestions from pupils. Our council pupils always feedback to the team of teachers who organised the theme week with ideas and suggestions for the next time. The members of the Council also report to our Senior Leadership Team and to all the pupils at assemblies on the findings.

**Digital Leaders**

A team of pupils from within P1 to P 7 have been trained as ‘Digital Leaders’ or ‘Mini-digis’. They support pupils and staff with digital learning e.g. setting up laptops and ICT equipment, providing first line technical support in school, creating ‘how-to’ videos and supporting in class.

**House System**

We operate a house system which involves all Primary pupils. Each of the four houses (Borders, Deeside, Galloway and Highland) is led by elected House Captains. They utilise house notice-boards and assemblies to keep their housemates informed, in addition to taking responsibility for the organisation of special events.

**Awareness and Acceptance Ambassadors**

Our Primary 5 pupils have been given the opportunity to support inclusion within and out with school. These pupils will be supporting Article 23 of the UNCRC – If I have a disability, I have a right to special care and education. The role of our ambassadors is to raise awareness of different disabilities and promote acceptance that we are all different and that differences are goo and needed for a society to prosper. They help to support our pupils within the Thistle Wing and Annexe during break and lunch and will also work with the rest of the school to promote Makaton and an inclusive environment for all. They are gaining skills on how to adapt their own play and communication to meet a variety of different needs.

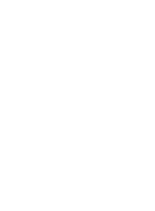
# School Ethos

Since opening in August 2007, we have worked hard to ensure that we have developed 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 recognise and celebrate pupil achievement, in a wide variety of ways:

**Classroom/Corridor Displays**

Pupils work is respected and achievement recognised through the use of classroom and corridor displays.



**Weekly Star Awards**

Two pupils from each class are presented with certificates which they share with the whole school at our weekly assembly. These are awarded for academic achievement and effort, attitude etc. The names of weekly winners are displayed on a display board in the main corridor.

**Sporting/Cultural/Out of School Achievements**

Regular school newsletters, PE displays, school assemblies and House team display boards are all used to celebrate wider achievement. Pupils are actively encouraged to share out of school achievements and these are celebrated.

**Annual Celebration of Achievement Ceremony**

At the end of each school session we h o l d a celebration of achievement event for Primary 7 pupils.

**Partnership Working**

**Larbert Cluster**

Kinnaird Primary is a member of the Larbert Cluster. The Larbert cluster consists of 7 primary schools whose pupils transfer to Larbert High School. These schools, in addition to Kinnaird Waters ELCC, Larbert Day Nursery and Inchlair Nursery, have a very close working relationship and work together to ensure the highest possible standard of education for pupils in the Larbert area. In addition, we have developed strong links with our local denominational school, St Bernadette’s.

**School Chaplaincy**

Our School Chaplaincy, from Larbert East Parish Church, lead some of our school assemblies.

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**

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

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

* Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an environment which is both caring and challenging and which provides opportunities for exercising rights and responsibility.
* Ensuring that staff and adults in the school act as positive role models for pupils.
* Providing opportunities for members of the school community to come together reinforcing shared values.
* Providing rich opportunities across all areas of the curriculum to develop mental, social and emotional wellbeing.
* Taking every opportunity within the curriculum and across the wider work of the school to celebrate diversity and promote equality.

**Pupil Conduct**

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

Pupils are expected to set themselves high standards in appearance and behaviour. School rules are devised to encourage the maximum amount of self-discipline. Our school rules are displayed via posters and are displayed all around the school, including in the playground. The rules make clear what is expected of pupils, and how they are required to behave.The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property.

Copies of both our Promoting Positive Behaviour Framework and Anti-Bullying Policy are available on the school website.

**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)

**“Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff.”**

**(Building Curriculum for Excellence Through Positive Relationships and Behaviour)**

**A good policy needs the stability of basic consistencies coupled with the flexibility to differentiate according to need.**

At Kinnaird Primary School we work to provide a positive ethos and culture which promotes positive relationships and behaviour. We encourage staff to be flexible, reflective and confident in delivering approaches that will support the individual needs of our children and young people. Parents and carers are key partners in creating this positive and inclusive environment to help develop consistent messages.

A positive school ethos and culture is essential to developing good relationships and positive behaviour in the classroom, playground and wider community.

We focus on the wellbeing of every child to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included. We encourage a culture that makes our children and young people feel safe and secure and where their achievements and contributions are valued and celebrated.

# Section Three – School Curriculum

**Curriculum For Excellence – Learning to Achieve**

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

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

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

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

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

* **Responsibility of all**

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

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

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

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

* **Developing the Young Workforce**

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

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

Please contact the School Office 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>

**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.

# Kinnaird Curriculum Rationale

*At Kinnaird Primary School our curriculum is based on the national Curriculum for Excellence (the purposes of which are for children to become successful learners, responsible citizens, effective contributors and confident individuals.) In deciding how to apply Curriculum for Excellence to Kinnaird School, we have developed a curriculum rationale. This summarises our shared understanding of what we are trying to achieve and takes account of our unique school context, and our school aims and values.*

**The Learners’ Journey**

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

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

There are eight curricular areas:

**Curricular Area Aspects Included**

Expressive Arts Music, Drama, Dance and Art

Health and Wellbeing Personal and Social Development, Emotional Health, Health Education, Physical Education

Language Talking, Listening, Reading, Writing

(including Modern Spanish is taught from Nursery to 7

Language) French is taught in addition to Spanish from P6.

Mathematics Number, Money, Measurement, Shape, Position and Movement, Problem Solving, mental Maths, Information handling, Data Handling

Religious and Moral Christianity, Other World Religions and Personal Search

Education

Science Sciences, Environmental Education, Technology, ECO Schools

Social Subjects History, Geography and Modern Studies

Technologies Craft and Design, Graphics,

Information Communication Technology

Progression Pathways for each curricular area are available on request.

The entire staff has responsibility for the development of literacy, numeracy and health and wellbeing as these are overarching subjects which impact on every area of the curriculum and school life e.g. the teacher may use an extract from the novel being studies in class as the stimulus for a piece of art work, the PE teacher may teach aspects of mathematics in an athletics session, a support assistant may support a child making healthy eating choices in the school dining room.

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

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned, purposeful play and stimulating learning which engages and challenges children’s thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

In the Thistle Wing/Annexe the curriculum is elaborated and differentiated to take account of individual’s strengths and needs. A wide variety of approaches are used to deliver the curriculum such as SCERTS, TEACCH, PECS, and Intensive Interaction. Due to the difficulties the pupils have in understanding and relating to the world around them, opportunities are provided out-with school to develop their skills in real life contexts e.g. shopping, visiting cafe, library, station etc. Pupils also experience educational excursions related to topic work. This facilitates pupils’ learning.

Across the school we make use of outdoor learning environments. We also make use of the school grounds, the neighbouring environment, and Muiravonside Country Park and school excursions, to widen learning experiences for our pupils.

To enable parents to feel informed about their child’s learning, class teachers share a summary of the literacy, numeracy, health and wellbeing learning targets each week. This is designed to support parents in engaging with their child’s learning. They help put homework tasks into the wider context of what is happening in class.

Our pupils participate in a wide a range of sporting and cultural activities throughout the school year e.g. Singing events, Cross Country Championships, council-wide sporting events. Primary 7 pupils are also provided with a 3-day residential experience at various locations.

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

Parents can find out more about Curriculum for Excellence on Education Scotland’s website:<https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence>?

**Play Pedagogy and Active Learning**

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

In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children’s thinking using real life and imaginary situations.

As children progress through school they continue to be involved in active learning experiences which give them ownership of their own learning, encourage co-operative working and utilise skills required for learning, life and work.

# Care of Primary 6 and 7 iPads

The Connected Falkirk programme provides pupils in Primary 6 and 7 with an iPad to enhance their learning at school and at home. Pupils and parents/carers must agree with all of the terms and conditions set out by the council.

The internet and the features of an iPad are powerful learning resources but do not come without the need for safety awareness. As such, all of our pupils will be taught and supported to keep themselves safe in the online world and in their use of ICT equipment. We expect that all of our pupils will be able to understand the need for safe use of the internet and associated equipment and apps.

In the event that a pupil is not safe in the use of the provided equipment, school staff will give every support for them to learn how to be safe. Should the pupil be unwilling or unable to follow safe procedures for accessing the internet or Falkirk Council ICT equipment, then school staff will make the decision as to whether or not they are able to continue to use it in order to ensure that the children are safe.

This may result in your child not having access to the internet, the equipment or both. This will not affect them being able to participate in the intended learning.

**Religious Instruction and Observance**

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

Religious Instruction may include visits to local places of worship, and/or visits from representatives of places of worship. This helps children and young people to develop knowledge and understanding of faiths, especially those with which they are less familiar. It provides opportunities to reflect on schools as communities of learners often from different cultural and social backgrounds with a wide range of beliefs. It recognises that individual, personal development is founded on respect for oneself and for everyone else.

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

**Religious Observance/Time for Reflection**

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

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

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

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

**Extra-Curricular Activities**

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

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

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

# Facilities for Physical Education and Outdoor Activities

The gym hall has a variety of apparatus for physical education within the school. The school also benefits from an all-weather, multi-use, sports pitch. As part of the school’s physical education programme, pupils may also use the facilities of the local sports complex, swimming pool, athletics stadium and Muiravonside Country Park.

**Active Schools**

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

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

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

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

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

Follow us on @falkirksport

**Assessment and Reporting**

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

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

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

Learner’s progress is defined within the following levels:

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

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

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

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

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

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

**Reporting to Parents**

There are a number of formal and informal opportunities for parents to meet teachers and speak about their child:

September – Meet the Teacher

November – Parents’ Evening – online – focus is on progress made from the last Pupil Report in June and attainment associated with assessment carried out at the beginning of the session

March – Parents’ Evening – face-to-face – focus is on CfE progress and SHANARRI indicators.

June – Pupil Report

Sharing Learning – 3 times per year this is shared through Book Creator P1-3 and Teams P4-7

Home Learning – monthly

Events – Book Bug Bag gifting, Burns’ Supper, Workshops, Stay and Play etc.

# Section Four – Support for Pupils

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

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

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

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

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

**Wellbeing**

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

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

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

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

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

**Main Contact**

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

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

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

## Family Support Services

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

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

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

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

**Protecting Children and Young People**

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

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

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

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

# Additional Support Needs

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

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

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

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

## Support for Pupils

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

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

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

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

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

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

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

## Disputes and Resolution in Additional Support Needs

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

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

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

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

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

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

**Educational Psychology Service**

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

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

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

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

# Pastoral Support

We use a range of strategies to ensure that all children feel safe and supported in school and that they know who they can talk to if they are worried or upset e.g. the use of the Circle Time approach, having Peer Mediators in the playground, the buddy system, developing good relationship with both teaching and non-teaching staff, having pupil representatives on a range of pupil committees etc.

Some children may require additional pastoral support from time to time e.g. during a family separation, bereavement, serious illness. We have staff trained in the use of Seasons for Growth and use this structured approach to support pupils as and when appropriate for their needs. Change and loss are issues that affect all of us at some stage in our lives. At Kinnaird Primary school we recognise that when changes occur in families through death, separation, divorce or related circumstances, young people may benefit from learning how to manage these changes effectively.

We work with families to determine the best type of support for a child in any given situation.

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

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

Children become eligible for pre-school education as follows:

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

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

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

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

**Nursery Class Provision**

Kinnaird Waters provides places for children aged 3-5 years.

Nursery provision is non-denominational, which allows children of parents from all religions and beliefs to attend the nursery. Attendance at Kinnaird Waters does not however guarantee a place in the school.

**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.

In Kinnaird Primary School, children and families are introduced to Koko the Kinnaird Bear. Koko is an invaluable transition tool used to aid a smooth transition from nursery into Primary 1. Parents are invited to follow Koko on Twitter and join in with weekly challenge set by Koko to encourage self-help skill and prepare children for school. Children make visits to school during their final term in nursery to meet their new teacher. Teachers also make visits to nursery during this term. Parents are invited to attend an Induction Afternoon where they get the opportunity to find out more about Kinnaird Primary School. At the same time children get the opportunity to explore the Primary 1 space, meet new friends and spend more time with their teacher.

**Primary School Admissions**

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

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

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

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

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

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

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

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

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

# Primary to Secondary Transfer

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

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

Clusters also arrange for secondary school subject teachers to visit Primary 7 classes from time to time, with the cluster agreeing each year which subject areas should be the focus for these. Opportunities for senior pupils from secondary schools to visit classes in their associated primaries offer further reassurance and can help supportive peer relationships to be developed before S1 begins.

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

Pupils with Additional Support Needs

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

Moving to the denominational secondary school

*Children who are baptised 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.

# Transfer from Thistle Wing and Annexe to Secondary

All children transferring from the Thistle Wing and Annexe transition to Carrongrange High School. Carrongrange High School is the only Secondary School for pupils with Moderate, Severe and Complex Additional Support Needs in Falkirk Council. Pupils are supported through school and staff visits prior to their transfer.

# Catchment Secondary School

Pupils from this school normally transfer to Larbert High School, Carrongrange Avenue, Stenhousemuir, Larbert FK5 3BL, Tel: 01324 554233.

Larbert High School staff work closely with our school to ensure a smooth transition to secondary school for our pupils. Members of secondary staff are regular visitors to the Primary 7 classroom.

Primary 7 spend time at Larbert High School, supported by the Primary 7 class teacher, during the course of the year. This provides them with an opportunity to experience a range of classes and become familiar with a secondary school environment. Parents will be notified of the timing of this in advance. Children not transferring to Larbert High School are still expected to attend this experience as, although it may not be the secondary school they attend, the curriculum experiences and specialist environments e.g. science and technical labs, will be similar to those they can expect in their school of choice. This visit is followed by a further two day visit in June.

Children who are not transferring to Larbert High will be provided with an opportunity to participate in their respective transition programme.

Most secondary schools have an open evening where parents can find out information about which subjects will be taught in S1, uniform policy, lunchtime arrangements, school clubs, etc.

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# Placing Requests

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

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

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

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

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

Online placing request applications can be made via the Council’s website [www.falkirk.gov.uk/placingrequests](http://www.falkirk.gov.uk/placingrequests). Written application forms are available from all schools and from Children’s Services. Written applications must be returned to the Director of Children’s Services, Sealock House, 2 Inchyra Road, Grangemouth, FK3 9XB. Placing request for Primary 1 and Secondary 1, commencing in the next school session, should be made by the 15th March each year. Reponses will be issued no later than 30th April.

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

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

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

**Mid-Session Transfers**

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school.

**Transport for Placing Requests**

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

**Section Five – School Improvement**

**Raising Attainment**

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

**Standards and Quality Report**

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

**Standards and Quality Reports – Operational Guidance**

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

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

**The National Improvement Framework key priorities are:**

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

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

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

Our Standards and Quality report details the progress we have made in our School Improvement priorities in the last year, detailing the impact and evidence of this progress. The current S&QR can be accessed via our website.

Our school improvement priorities for 2023/2024 are-

**Literacy:**

Reading – Build upon previous work and continue to promote a positive reading culture within the school.

Spelling - Implement new spelling progression across the school through use of Read, Write, Inc. and Wraparound Spelling.

Writing – Implement revised Writing Framework – Talk 4 Writing.

**Numeracy:**

Embedding of a Maths Mastery approach. Consistency of learning, teaching and assessment using pre and post topic assessments.

**Technologies:**

Sharing of pupil learning digitally.

Consistency in use of devices to support learning.

Implementation of Progress

**Health and Wellbeing**

Planning - shared approach to structure of the school day, particularly meaningful use of a Friday afternoon. Shared understanding of school’s approach to Health and Wellbeing.

Inclusion – Learner participation – self-evaluation of current practice and development of further opportunities.

UNCRC - Raise awareness of the UNCRC and embed within Health and Wellbeing teaching through whole staff collegiate sessions and whole school activities.

**Progress**

Development and implementation of a new management information system to track pupil progress in attainment and health and wellbeing.

**Curriculum Refresh**

Continue the use of SCERTS – embedding it within the Learner Pathways

Develop alternative pathways/frameworks to meet the diverse needs of our learners in TWA.

#### Transferring Educational Data About Pupils

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

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

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

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

**Concerns**

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

**Websites**

You may find the following websites useful.

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

# Glossary

ASL – Additional Support for Learning ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLD – Community Learning and Development DHT - Depute Headteacher

EMA – Education Maintenance Allowance

FFB - For Falkirk's Bairns - Integrated Children's Service Plan FOI – Freedom of Information

FVNHS - Forth Valley National Health Service

GIRFEC – Getting it Right for Every Child

Glow - Scottish Schools National Intranet (Glow doesn’t stand for anything) HMIe – Her Majesty’s Inspectorate of Education

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