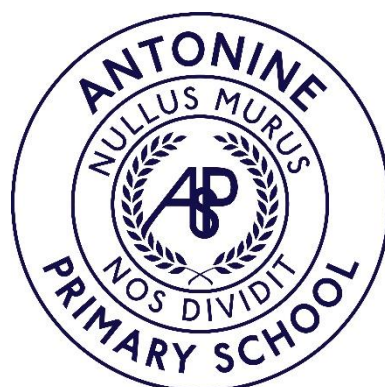




# Antonine Primary



# School Handbook 2023-2024

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## **A Foreword from the Director of Children's Services**

Session 2023-24

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

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

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

We are pleased to introduce this handbook for session 2023/24 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).

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 506600).

## Curriculum for Excellence - Learning to Achieve

### Learning Entitlements

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

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

How can you help?

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

As a parent, you can help your child by:

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

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

## **Welcome from the Head Teacher –**

Welcome to our school handbook.

Antonine is a learning community where we aim to Get It Right for Every Child (G.I.R.F.E.C. Scottish Government). We teach children using the principles and philosophy underpinning a Curriculum for Excellence. It is a continuing process to encourage more learning through experiences to best ensure that children and young people are prepared for the complex world they will be living in when they leave school.

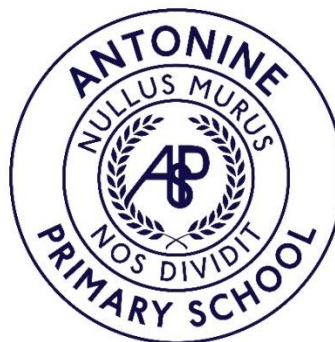
Children and young people are at the centre of our learning provision. Our aspiration is that they should all develop the four capacities to become: Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. Our teachers and early years' officers aim to provide learning and teaching of the highest standard, with learning experiences matched to the needs of the children.

We value parental involvement and want to work together as partners in your children's learning. We value your commitment to and involvement in the school community.

We have embedded "School Values" and at Antonine PS we encourage everyone to be Respectful, Happy, Resilient and Nurturing.

If you are new to the school or Early Learning and Childcare Centre we look forward to getting to know you; if you have been part of Antonine Primary School community for a while we thank you for your support.

Mrs Jacqueline McLaughlin  
Head teacher  
01324 503140



## Welcome to the Antonine Primary School Handbook

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

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

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

### Section One – Practical Information about the School

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

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

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

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

This section gives an overview of the policies the school has in place. If you would like to see a full copy of these policies or to discuss them in more detail, please contact me. Most of these policies are available through links or pasted on the school or council website

<http://antonineps.schoolwebsite.scot/>

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

The school regularly updates parents via email and the school app.

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

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

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

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

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

## **Section Three – School Curriculum**

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

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

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child.

This handbook also tells you how we will report on your child's progress and what written reports may be sent out to parents.

## **Section Four – Support for Pupils**

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school. This handbook also explains who to contact for more information if you think your child has additional support needs.

This section also gives information about transition – from primary school to secondary school – what the arrangements are and contact details of the catchment high school to which our pupils normally transfer. There are also details about making a placing request to another school.

## **Section Five – School Improvement**

The section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

Whilst Falkirk Council is happy to provide this information we do have some reservations that the publication of raw statistics, without any kind of informed qualification, can be misleading to the reader. In particular, they should not be construed as offering an indication of the quality of education provided in any of our schools.

We have also shown where you can get further information about our plans for the following year to improve our performance and how the school will involve parents in that improvement.

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

Mrs Jacqueline McLaughlin  
Headteacher  
Antonine Primary School, 01324 503140



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

### **Contact Details**

**Name of Head Teacher:** Mrs Jacqueline McLaughlin

**Name of School:** Antonine Primary School and Early Learning Childcare Centre

**Address:** Broomhill Road, Bonnybridge, FK4 2AN

**Telephone Number:** 01324 503140

**Website:** <http://antonineps.schoolwebsite.scot/>

**E-mail Address:** antonineprimaryschool@falkirk.gov.uk

### **About the school**

**Stages of Education provided for:** Nursery-P7

**Nursery accommodation:** 48

**Nursery pupils attend a full day session from 8.45am to 2.45pm.**

**Present School Roll:** 206

**Denominational Status of the School (if any):** Non-denominational

### **Organisation of the School Day**

**Primary 1 pupils attend school on a full-time basis from entry.**

**Start Time:** 9am

**Morning Break:** 10.30am

**Lunch Time:** 12.15-1.00

**Finish Time:** 3pm

**Gym days for pupils are issued to each individual class.**

**Assembly days for pupils are most often Mondays.**

## FALKIRK COUNCIL: CHILDREN'S SERVICES

### Agreed Term Dates for Session 2023-2024

School Year	Term Dates	Days Staff	Pupils
Autumn Term Begins (Staff Only - Dev Day)	Monday 14 August 2023		
(Staff Only - Dev Day)	Tuesday 15 August 2023		
Autumn Term Begins (Pupils)	Wednesday 16 August 2023		
Autumn Term Ends	Friday 06 October 2023	39	37
Winter Term Begins (Pupils)	Monday 23 October 2023		
Winter Term Ends	Friday 22 December 2023	45	44
Spring Term Begins	Monday 08 January 2024		
Spring Term Ends	Thursday 28 March 2024	57	56
Summer Term Begins	Monday 15 April 2024		
Summer Term Ends	Friday 28 June 2024	54	53
		<u>195</u>	<u>190</u>

Term Time Public Holidays	Staff Development Days
Monday 11 September 2023	Monday 14 August 2023
Friday 9 February 2024	Tuesday 15 August 2023
Monday 12 February 2024	Friday 24 November 2023
Monday 06 May 2024	Tuesday 13 February 2024
	Thursday 02 May 2024

## 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.

## Attendance and absence

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

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

Please let the school know by letter, email to the school's generic address or phone if your child is likely to be absent. If there is no explanation from a child's parents / carers, the absence will be regarded as unauthorised. If the school has not heard from and your child is absent we will send you a message asking you to get in contact with us.

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

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



## School Dress Code

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

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

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

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

**Items can be purchase from the Trutex shop in Falkirk or online  
@ [www.border-embroideries.co.uk](http://www.border-embroideries.co.uk)**

**At Antonine the uniform is:-**

White polo shirt/white shirt  
Royal blue jumper/cardigan  
Grey/Black trousers or skirt/pinafore

**We also have a P.E. uniform for P.E. days:-**

White school polo-shirt/t-shirt or plain polo-shirt/t-shirt  
Black/Navy joggers/leggings  
Antonine school jumper/plain blue jumper or blue zip up  
Trainers



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

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.

## **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 inclusion and equality.

[Active Schools Falkirk | Falkirk Council \(falkirkleisureandculture.org\)](http://falkirkleisureandculture.org)

[Follow us on @falkirkSPORT](https://twitter.com/falkirkSPORT)

## School Meals

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

All P1-5 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.

*Schools to complete information about their own services:*

- *how payment is made for lunches;*
- *where packed lunches can be eaten;*
- *tuck shop;*
- *breakfast arrangements;*
- *arrangements for pupils staying for lunch after finishing their meal;*
- *what can or / cannot be brought into school (cans/bottles etc).*

## Medically Prescribed Diets

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

## Free School Meals and Clothing Grants

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

### Do I qualify for an award?

- To be eligible, you should normally be resident in the Falkirk Council area and your child(ren) must attend any [primary, special or secondary school](#) managed by Falkirk Council.

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

- For 2022/23 the Clothing Grant is £120.00 per child/per year for primary school aged children and £150.00 per child/per year for secondary school aged children.

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### **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 2021/2022 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 2021/2022 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](#) – Payments for parents of new-borns, or those currently expecting.
- [Best Start Foods](#) – Payments for parents of children up to 3 years old.

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- [Best Start Grant: Early Learning Payment](#) – Payment for parents with children aged between 2 and 3 and half years old.
  - [Best Start Grant: School Age Payment](#) – Payment for parents of children starting Primary School.
  - [Education Maintenance Allowance \(EMA\)](#) – Financial support for 16 -19 year olds continuing at high school.
  - [Young Scot](#) – 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](#) - Young people aged between 5 and 21 years old are eligible for free bus travel from 31 January 2022.
  - [Help with Welfare Benefits](#) – 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](#) - 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](#).

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### ***How to apply***

You can apply online at [Education Maintenance Allowance | Falkirk Council](#).

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).

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### **Deadlines**

<i>Your age</i>	<i>Application date</i>	<i>Payment start date</i>
<i>16-19 on or before 30 September</i>	<i>Apply on or before 30 September</i>	<i>Payments start from beginning of August term</i>
	<i>Apply after 30 September</i>	<i>Payments start the week we receive your application</i>
<i>Turn 16 between 01 October and 28 February</i>	<i>Apply on or before 28 February</i>	<i>Payments start from beginning of January term</i>
	<i>Apply after 28 February</i>	<i>Payments start the week we receive your application</i>

### **Travel to and from School**

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

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

**Parents are requested, when dropping off/collecting children from school by car that they follow the school's direction and use the designated drop off and pick up areas. We encourage pupils to walk to school to ease congestion of the school car park.**

### **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\*.

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\*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.

Buses are available for the children from Greenhill and Allandale. Children walking from the Greenhill area should consider "The Pad" as an appropriate route. Children from the Broomhill, High Bonnybridge or Bonnyside Road area, should cross **only** at the crossing patrol.

## **General Supervision**

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

During intervals and lunchtime, Support for Learning Assistants supervise the children. In addition the school management 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.

## **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 the school for any reason will be asked to report to the school office.

## **Wet Weather Arrangements**

In very wet weather pupils stay indoors during breaks and at lunchtime. Support for Learning assistants and the school management team supervise the children at this time. During wet lunchtimes children who go home for lunch should not return to school until nearer 1.00pm.

## Parents Meetings

Our school offers opportunities for parents to discuss their child's progress with teachers, both formally and informally. Although arrangements vary from school to school, parents will be advised when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview. Please see section two of this handbook for more details on home / school partnership.

## Communication with Home

From time to time you will receive important and routine communications from the school. We are an ECO school and aim to be paperless. All communication is put onto the school app and emailed home. When necessary we will put a paper letter into school bags but this is very rare. Parents can advise us if email is not a suitable option and we will provide a paper copy.

Parents can contact the school by either phone or email. If nobody answers the answering machine will pick up your message. All emails should be sent to the generic school email and will be directed to the Headteacher in the first instance.

## Unexpected Closures

Most closures will be notified to you in writing, in advance, but there are occasions when the children may be dismissed early without warning, e.g. as a result of power cuts or severe weather. In the event of an early school closure we will contact you by text message and email.

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, Twitter, our Primary School App, via the Falkirk Council website or via information broadcast on Central FM.

No pupil will be allowed to leave the school building unless they are accompanied by a known adult or we have spoken to you on the phone. Staff will always remain in school until every pupil has left.

In this scenario, pupils will have access to online learning to do at home.

## Mobile devices

Parents provide their children with mobile devices for a variety of reasons, including 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). Children are advised that they can access their phone before entering the playground in the morning and on leaving the playground at the end of the school day.

**At all other times children are not permitted to use their phones within the school building and playground. This also includes at events such as discos, fayres and other fundraising events. Pupils are not permitted to take photos within the school or grounds at any time.**

## **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.

## **Educational Psychology Service**

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

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

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

## **Equality**

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

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

## **English as an Additional Language (EAL Team, ASN Service)**

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, provides staff training, and visits schools to work with those bilingual pupils 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 of 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.spsso.org.uk/complain/form/start/>

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

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

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](https://www.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 school child whilst under the care of the Council or employees, however the onus is on the claimant to prove that the Council has been legally negligent.

### Pupil's Property

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

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

## Travel and Personal Accident Cover – Educational Excursions

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

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

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

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## Section Two – Parental Involvement in the School

### Parents Welcome


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

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels. Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.




**Information and advice on education  
and learning for parents in Scotland**

*Be at the heart of your child's learning . . .*

 **Parentzone**  
SCOTLAND

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



### Parental Involvement

We recognise that many of our parents have commitments during the day so we really value when they can become more actively involved in school life in one way or another.

Parents can help in school by doing really practical activities, such as interacting with a small group during a reading, number or craft activity, by assisting in a trip by walking with a class to a local venue or helping supervise on a bus trip further afield. There are many activities teachers and early years officers have to do to prepare for lessons such as organising resources – parents could help with this and it needn't take up too much time but would certainly facilitate learning.

Parents can also help by supporting a particular study the class is covering; they may have particular expertise they can share with the children or they may be able to provide artefacts to help bring the topic to life.

All parents are members of the Parent Forum, with some getting further involved through the activities of the Parent Council and the Events Committee. Parents can also share good ideas to help to raise funds for the school- funds which are spent on pupil activities. Many of our parents and friends extend significant generosity by providing goods for sale at Christmas and Spring Fairs or by helping run a stall or the school café. Some parents with a PVG help run the school discos. The list is endless and if you have an idea about how you could help – get in touch!

Throughout the school year we ask our parents for their views on how we are performing. We hope for full engagement with these processes as they offer us good information about what parents feel they would like to happen in school. In addition it affirms the ongoing work of the staff and others in the school community.

When parents meet with teachers valuable information is shared about how parents can help their child to learn. Parents are encouraged to engage in dialogue and share information which the teacher can use to develop learning for their child in school.

## **Parent Councils**

Parents are welcomed to be:

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

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

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

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

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

The main aims of the Parent Council are:

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

**The current Chair of the Parent Council is Mrs Stephanie Broadway-Wedgwood, contact:**  
**sbroadway@mail.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/>

## Events Committee

The Events Committee is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the school if you would like to join in. Meeting dates and times are shared in the school newsletter and on the school app.

Connect is the national organisation for parent groups 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, or email on [info@connect.scot](mailto:info@connect.scot) or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

## Pupil Council (The Voice)

Two pupils from each class represent their peers and gather pupil views in school. In addition the group will plan charity events and bring to the Head teacher views about various developments and fresh ideas on behalf of their classes. The group meets once every term to review the school improvement plan and evaluate learning.

## ECO Group



The school operates a very successful and effective ECO programme. In addition to the main pupil group there are ECO sub groups that meet throughout the school session. During these sessions they analyse effectiveness of the school as a whole and evaluate longer term projects, as well as making plans for future group,

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class or whole school activities. The school has gained ECO status on six occasions. We have enjoyed ECO status since 2009.

Members of the ECO group also meet to plan activities that help our pupils stay safe out and about on the roads, including the daily journey to school. They engage with local Police to bring to the school good ideas to raise awareness for the need for personal safety.

## School Ethos

The school values underpin everything we do.



The school is proud of its pupils, past and present, and of their learning experiences and contribution to Antonine Primary School and Early Learning and Childcare Centre (ELCC). Our school is relaxed enough to make everyone feel comfortable and welcomed -but it challenges pupils, as well as staff, to progress and develop in response to a fast changing world.

We are delighted when our pupils achieve well in school and ELCC but we are also delighted when they achieve within their local and wider community. At our assemblies we issue certificates that promote our pupils becoming 'Successful Learners', 'Confident Individuals', 'Responsible Citizens' and 'Effective Contributors'. We make contributions to local, national and global charities and have good fun as we raise money for others.

Pupils are encouraged to show respect for others as well as themselves. We deliver programmes that develop awareness of self-respect and of wellbeing. Health and well-being is an area we prioritise in school.

Our school Chaplain is from the church at Bonnybridge St Helen's Church of Scotland. The minister will visit a number of times during the session to deliver assemblies. Although our school is non-denominational, i.e. not of one specific

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faith base, we encourage pupils to develop their spiritual awareness through a variety of classroom programmes and school assemblies.

Antonine Primary has a valuable and valued place in the local community. The school sits on the **Antonine Wall** and has the 'motte' of a medieval motte and bailey castle on its grounds. It sits on a site of historical interest and we promote this within our school programmes and through our school motto '*Nullus murus nos dividit*' (No Wall Divides Us).

We enjoy links to local amenities such as Bonnyfield Park, Bonnybridge Community Centre, the local bowling green and nearby parks. We are close to many places of interest within the Falkirk Council boundary and ensure our pupils can access places to develop their learning.

Pupils engage with Eco, Fairtrade, Junior Road Safety, national sports events (e.g. Olympics, Commonwealth Games), local businesses and friends from the community who can develop skills and knowledge for learning, life and work. We make the most of activities offered through the Active Schools Programme which, throughout the school year, delivers after school clubs as well as other active learning experiences.

## Rights Respecting Schools

Antonine Primary School has achieved Silver status with Rights Respecting Schools. We are proud to place an emphasis on pupil voice and informing our pupils of their rights. This approach underpins our Health & Well-Being focus. Pupils can join the Rights Respecting Ambassador Group to support the school's work being done on informing pupils of their rights.



## 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.

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- 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.

## **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.

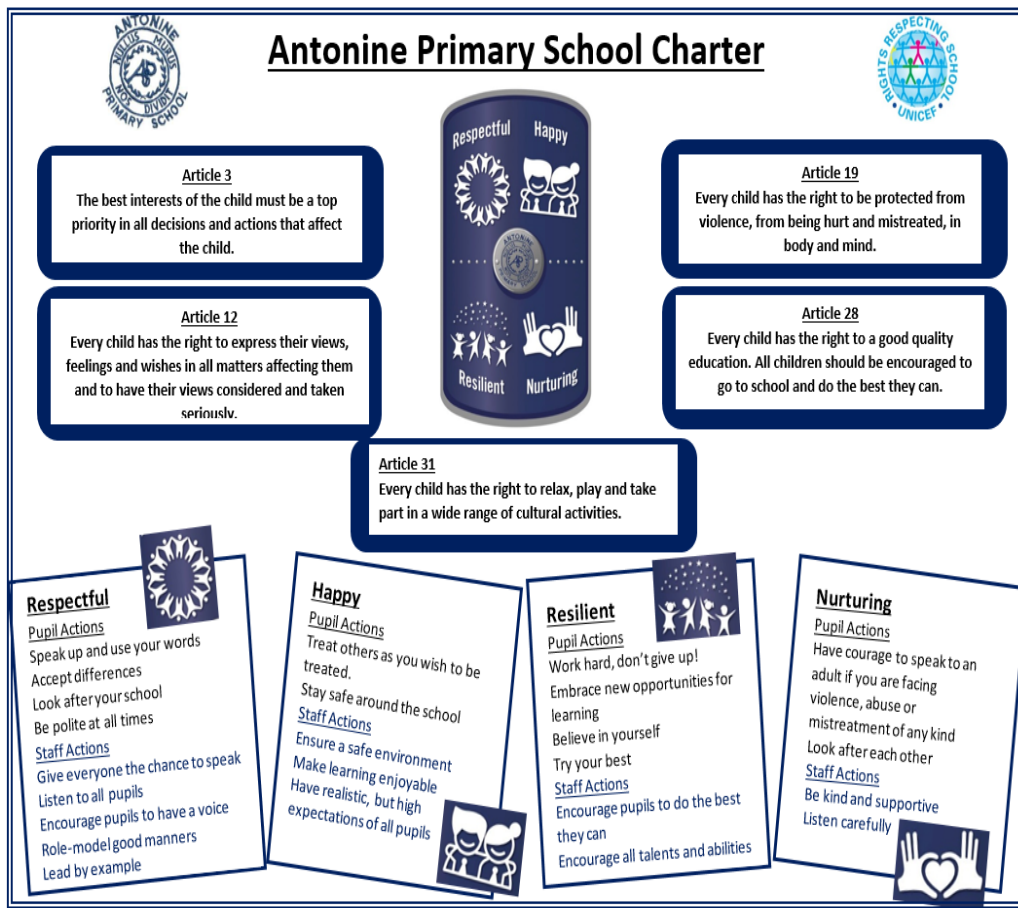
Parents can access Falkirk Council's Anti-Bullying Policy, 'Promoting Positive Relationships in Falkirk's Educational Establishments; on the Council website: [www.falkirk.gov.uk/services/schools-education/policies-strategies/anti-bullying-policy.aspx](http://www.falkirk.gov.uk/services/schools-education/policies-strategies/anti-bullying-policy.aspx)

Antonine Primary School has a nurturing environment that promotes positive behaviour and has programmes in place to support this. Each teacher creates with the class an agreed "Class Charter" whereby the class can function well to allow all pupils to learn. School staff work together to gain an understanding of the needs of individual children so that those who struggle with any kind of learning issues can have the best support possible. There is a culture of mutual respect where differences are valued. School staff are trained in restorative approaches to conflict.

Pupil motivation is high – different learning styles are adhered to, parents are very involved in learning through homework links and communication, success both within and out-with school is celebrated and Personal and Social development programmes are in place in classes and through engagement in assemblies.

Pupils take part in activities run by Falkirk Council's creative learning and sports teams allowing pupils to travel to different venues and experience learning in a different environment.





## Antonine Primary School Playground Charter







#### Antonine Primary School

Above and Beyond (+3 dojo)
Making Excellent Choices (+2 dojo)
Making Good Choices (+1 dojo)
Ready to Learn
Stop and Think
Mindful Moment
Consequence

This is our positive behaviour ladder – it supports pupils to make the best choices whilst in school and rewards positive behaviour.

Pupils are encouraged through curriculum programmes to develop a healthy lifestyle, including personal wellbeing, developing the ability to make good choices, personal fitness and healthy eating.

Please access the school's Standards and Quality report in the school website to read some comments made by pupils, parents and staff:

<http://antonineps.schoolwebsite.scot/>

## Section Three – School Curriculum

### Curriculum for Excellence

Bringing **learning to life** and **life to learning**

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn. 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.

Glow, Scotland's unique, world leading, online network supports learners and teachers and plans are already in place for parents across the country to have access to Glow. Parents should ask the school how to arrange access to Glow and a user name and password will be issued.

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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.

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

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.

There are a variety of ways **assessing progress** and ensuring children and young people achieve their potential. This includes teachers' professional judgement, Scottish National Assessment and national qualifications.

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 wellbeing** – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.

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

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

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

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

Curriculum for Excellence balances the importance of **knowledge** and **skills**. Every child is entitled to a **broad and deep** general education, whatever their level and ability. It develops **skills** for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the

classroom. It links **knowledge** in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

- **Responsibility of all**

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

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

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

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

- **Developing the Young Workforce**

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

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

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

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

The curriculum at Antonine PS is broad and allows pupils to develop fore mentioned skills for learning, life and work. Although Literacy and Numeracy are our core subject areas, and developed across all subject areas, we aim to offer pupils varied learning experiences both within and out with the school campus. We place high value on partnerships in the local community and welcome partners who can build capacity in skills and knowledge in our children. Health and Wellbeing, the third core subject of a Curriculum for Excellence, also underpins every area of the curriculum and very much sets the school ethos and culture of learning, where the needs of all can be met.

The curriculum at Antonine is very much guided by the Scottish Government and 'Learning to Achieve' at a national and local level. **Learning to Achieve** describes in detail how Curriculum for Excellence will be delivered in our educational establishments; it is used to monitor, develop and improve outcomes for children and young people.

In addition, the local context of the school has paramount consideration when the broad curriculum is being planned. We allow our children to 'find where they fit' as citizens local to Bonnybridge, Falkirk, Scotland, the UK and in a global context. Teachers and support staff consider local strengths and needs, what opportunities the locale has to offer and what issues, if any, might hamper development and how they can be overcome. Trips to local areas and further afield are planned to support learning. At the senior stage a trip including a residential element may be arranged.

Pupils at Antonine are also fortunate to receive the expertise of visiting specialists in PE and Music- this enhances presentational opportunities at key seasonal times of the year, such as Easter, Christmas, anniversaries, special events such as the Olympic and Commonwealth Games, etc. Children learn another language - French; Spanish (Spanish culture and some vocabulary) has now been added to the curriculum at a basic level, aimed at broadening pupil insight to the global community of which they are part.

Children are able to access, through our curriculum, many opportunities to discover more about who they are, what they like, how they can develop and what they can contribute. They may find out something about themselves that plants the seeds of a career plan. We feel strongly that they access experiences in the course of their time spent at Antonine that develops their inner confidence to become all they can be.

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

Parents can find out more about the school curriculum in Scotland through 'Education Scotland': <https://education.gov.scot/>  
Parents can access the school website: <http://www.antonine.falkirk.sch.uk/> or  
Falkirk Council website: <http://www.falkirk.gov.uk/places/schools-nurseries/primary-schools/antonine-primary-school.aspx>  
to find out more about the school itself within the council area.  
Parentzone: <https://education.gov.scot/parentzone/> is very informative and helpfully explains much about Curriculum for Excellence and various aspects of the programme.

## **Play Pedagogy and Active Learning**

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

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

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

## **Planning Children's and Young People's Learning**

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

## **Family 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. We do this through the online facility of Teams.

Parents are encouraged to get involved in home learning tasks. This helps parents keep up-to-date about learning in class and promote positive learning partnerships.

## **Sensitive Aspects of Learning**

The school engages with Falkirk Council's Sexual Health and Relationships programme. This means that from a very young age children develop an understanding of themselves and others. The programme has been designed to be age appropriate; it should inform and empower our young children to form respectful and responsible relationships. Health and Wellbeing programmes and areas of study at different stages also include the development of good choices regarding smoking, drugs abuse, alcohol abuse, etc.

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## **Religious Instruction and Observance**

### **Religious Instruction**

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

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

### **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 take the form of an assembly.

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

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

## **Extra-Curricular Activities**

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

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

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

There are some extra-curricular activities available for pupils during lunchtime and after school. Parents will be informed about these by the school. Denny High School runs some evening and after school clubs through Active Schools – information can

be shared via Denny High or on 'Active Schools' number below. In addition to in-school activities, classes also make regular educational visits and field studies, usually linked to pupils' class work.

## Facilities for Physical Education and Outdoor Activities

The gym hall has a variety of apparatus for physical education within the school. As part of the school's physical education programme, pupils may also use the facilities of the local sports complex, swimming pool or athletics stadium or other relevant venues, including the school grounds. All Scottish pupils are entitled to two hours of PE per week.

## Active Schools

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

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

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

Follow us on [@falkirkSPORT](https://twitter.com/falkirkSPORT)

## Assessment and Reporting

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

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

Achievement of a Level & Scottish National Standardised Assessments (SNSA):  
Learner's progress is defined within the following levels:

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

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

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

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

- Within schools and establishments, finding out about your child's progress includes:
  - "Meet the Teacher" in Sep
  - Attending parents' information evenings – Nov and Feb/Mar
  - Sharing your child's Home File folder – sharing work from class at least 4 times in the school year
  - Discussing progress with teacher staff and school leaders by appointment
  - Attend open evenings/afternoons to share the learning
  - School Reports shared in June
  - Twitter is used to share learning and snapshots of photos from the class – this is never used directly to share information that hasn't previously been in a letter or newsletter.

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



## **Section Four – Support for Pupils**

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

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

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

#### **Wellbeing**

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

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

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

#### **Family Support Service**

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

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

Children, young people and their parents may require additional support at different times in their life e.g. following a bereavement, illness, transition, when experiencing

anxiety, behaviour issues, during or after changes in family circumstances.

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

Individual or group work can be delivered in school, home or in the community.

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

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

## **Protecting Children and Young People**

All children have a right to be protected from harm, abuse and neglect. The vision of the Forth Valley Child Protection Committee is that "It's everyone's job to make sure that children in the Forth Valley are safe." There is not a FV child protection committee, there is forth valley child protection guidance and there is a Falkirk child protection committee

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

Falkirk Council has clear procedures for all staff to follow. Headteachers or designated 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.

## **Additional Support Needs**

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

Working with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and parents – decisions are made jointly with parents, children and young people with regards to the best possible

education to meet the needs of the child within the resources available.

### **Support for Pupils**

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

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

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

### **Disputes and Resolution in Additional Support Needs**

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

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

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

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

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## Educational Psychology Service

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

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

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

## Transitions

The ELCC (Early Learning and Childcare Centre), although having its own secure entrance, is connected to the main school building and has two way access into the school. Children from the ELCC and the school therefore use many opportunities to access each other's learning spaces. School age children of various ages visit the nursery to share learning experiences or to act as 'buddies' to the younger children. In addition the school accommodation and grounds are used by all – the nursery children particularly enjoy their visits to the 'fairy garden' which is an outdoor classroom.

Primary 1 pupils create a package of information for the new intake which may include a film of a 'normal' day in P1, including footage of how to manage daily routines, for example, lunchtimes.

Transitions from stage to stage in the school are managed by class teachers who share information well before the time is due to move on to the next stage.

Denny High School and the Denny cluster Primary Schools operate together a rich series of transition events. By the time the Primary 7 pupils are ready to start High School in August they are very familiar with routines and expectations. They will have made a number of visits to familiarise them with the new format of timetabling of their day, they will have experienced different subject areas, and they will also have met many of their peers from the various cluster primaries through curricular events.

In the midst of all these changes we ask that parents/ carers maintain a good communication link with us to keep us informed of anything that will help a transition be as smooth as possible. We ask that you give your child opportunities to talk about the changes and that you allow them to access the correct uniforms and resources that will help them move forward in confidence.

## 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.

## **Early Learning and Childcare Provision**

The school's early learning and childcare class provides places for children aged 3-5 years.

Nursery class provision is non-denominational, which allows children of parents from all religions and beliefs to attend.

Attendance at the nursery class does not guarantee a place in the primary school.

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

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

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

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

Applications for the forthcoming academic session are accepted from 1<sup>st</sup> December to 28<sup>th</sup> 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 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> 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 in the Admissions Policy - <https://www.falkirk.gov.uk/services/children-families/early-learning-childcare/docs/nursery-admission-policy/Early%20Learning%20and%20Childcare%20Admission%20Policy.pdf?v=201507271206>

## **Transition from Nursery to Primary**

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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.

## **Nursery Class Provision**

The school's nursery class provides places for children aged 3-5 years.

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

## **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 3<sup>rd</sup> or 4<sup>th</sup> 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 5<sup>th</sup> birthday falls between 1<sup>st</sup> 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.

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## 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 1<sup>st</sup> year, and these are all decided by each secondary school and its associated primary schools.

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

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

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

### Pupils with Additional Support Needs

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

### Moving to the denominational secondary school

#### *Children who are baptized Catholic*

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

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

#### *Children who are non-Catholic*

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

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

Parents who intend to send their children to St Mungo's HS from a non-denominational primary school, or from a Catholic primary school to their catchment non-denominational high school, should make known their intentions both to the primary

school and the secondary school as soon as possible. This enables the necessary transfer arrangements to be made.

## **Pupils with Additional Support Needs**

Secondary school Pastoral and Support for Learning teachers make visits to the Primary 7 class to get to know the children and their needs, including any Additional Support for Learning needs. Visits by Support for Learning staff sometimes take place as early as Primary 6 to help with additional arrangements for those children for whom the move to secondary school may present particular challenges. Pupils who require more visits and discussion around the transition process are part of an “Enhanced Transition” process.

## **Moving to the denominational secondary school**

### *Children who are baptized Catholic*

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

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

### *Children who are non-Catholic*

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

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

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

## **Catchment Secondary School**

Denny High School: <http://www.dennyhigh.falkirk.sch.uk/>  
Contact telephone: 01324 827440

### **Additional Support Needs (ASN):**

It should be noted that if your child has been supported in a specific way because they have additional support needs there will be a set of additions to the transition; meetings will be held with the teacher and the child’s parent(s). The support for learning



coordinator will also input to this meeting as appropriate, as will our Educational Psychologist if they have been involved with the child and family. There will be a member of staff from the ASN department at Denny High School. Sometimes professionals from other agencies who have been part of the 'team around the child' will participate in order to share as much information as is necessary to help the child receive a positive experience in transitioning.

## **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 15<sup>th</sup> March each year. Responses will be issued no later than 30<sup>th</sup> 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 15<sup>th</sup> 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. Completing the Application Form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are surplus places available at the school.

### **Transport for Placing Requests**

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

## **Section Five – School Improvement**

### **Raising Attainment**

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

### **Standards and Quality Report**

Every year Antonine PS 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? and/or How good is our early learning and childcare? It should give a clear indication of where the school is now in relation to its process of continuous improvement.

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

#### **The National Improvement Framework's 4 key priorities are:**

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

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

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

A copy of the Antonine PS Standards & Quality Report can be found on the school website.

## **Improvement Plan**

Antonine Primary's School Improvement Plan is shared with parents and partners every year and launched at the Parent Council AGM at the start of the year.

Parents are included in our planning – we take seriously parents' views on school performance and discuss those views, along with those of children and staff, in our planning for subsequent sessions.

## **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 \(www.gov.scot\)](#), [Scottish Attainment Challenge | Learning in Scotland | Parent Zone \(education.gov.scot\)](#) and [Scottish Attainment Challenge | Learning resources | National Improvement Hub \(education.gov.scot\)](#)
- Curriculum for Excellence: [What is Curriculum for Excellence? | Curriculum for Excellence | Policy drivers | Policy for Scottish education | Scottish education system | Education Scotland](#)
- National Improvement Framework 2022: [Education - Achieving Excellence and Equity: national improvement framework and improvement plan 2022 - gov.scot \(www.gov.scot\)](#) and [National Improvement Framework | Learning in Scotland | Parent Zone \(education.gov.scot\)](#)

## **Glossary**

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLD – Community Learning and Development

DHT - Depute Headteacher

EMA – Education Maintenance Allowance

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

FOI – Freedom of Information

FVNHS - Forth Valley National Health Service

GIRFEC – Getting it Right for Every Child

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

HT - Headteacher

LIPs - Local Improvement Priorities

LTA - Learning to Achieve

MFIF - My Future's in Falkirk

NPFS - National Parent Forum of Scotland

PC - Parent Council

PLPs - Personal Learning Plans (personal learning planning)

PT - Principal Teacher

PTA/PA - Parent/Teacher Association/Parents Association

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

SIP - School Improvement Plan

SPTC - Scottish Parent Teacher Council

SQA – Scottish Qualifications Authority