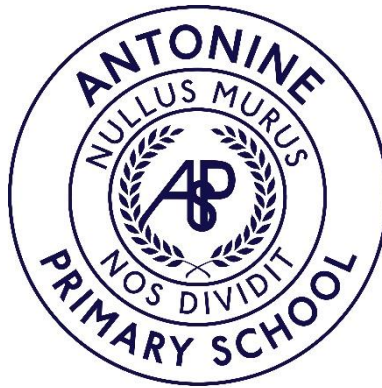


# Antonine Primary



# School Handbook 2024-2025



**Falkirk Council**  
*Children's Services*

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

Session 2024-2025

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

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

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

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

Robert Naylor  
Directors of Children's Services  
Falkirk Council

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

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

### Disclaimer

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

## **Curriculum for Excellence – Learning to Achieve**

### **Learning Entitlements**

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

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

### **How can you help?**

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

As a parent, you can help your child by:

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

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

## Welcome from the Head Teacher

Welcome to 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.

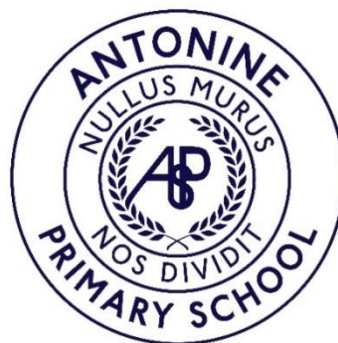
Children and young people are at the centre of our learning provision. Our aspiration is that they should all develop the four capacities to become: Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. Our teachers and early years' officers aim to provide learning 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 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. They should not be construed as offering an indication of the quality of education provided in any of our schools.

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

I hope you find all 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**

Headteacher: Mrs Jacqueline McLaughlin

School: Antonine Primary School and Early Learning Childcare Centre

Address: Broomhill Road, Bonnybridge, FK4 2AN

Telephone: 01324 503140

Website: [Antonine Primary School, Bonnybridge - \(schoolwebsite.scot\)](http://Antonine Primary School, Bonnybridge - (schoolwebsite.scot))

Email: [antonineprimaryschool@falkirk.gov.uk](mailto: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: 191A**

**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 School Term & Holiday dates**

Autumn Term begins (for pupils)	Wednesday 14 August 2024
Autumn Term ends	Friday 11 October 2024
Winter Term begins	Monday 28 October 2024
Winter Term ends	Friday 20 December 2024
Spring Term begins	Monday 06 January 2025
Spring Term ends	Friday 04 April 2025
Summer Term begins	Tuesday 22 April 2025
Summer Term ends	Friday 27 June 2025

**Term Time Public Holidays**

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

**Staff Development Days**

- Monday 12 August 2024
- Tuesday 13 August 2024
- Friday 29 November 2024
- Tuesday 18 February 2025
- Friday 4<sup>th</sup> April 2025

## Registration and enrolment

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

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

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

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

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

## Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Attendance is important for your child's education and well-being, our ambition is for all children to have 95% attendance or above. The table below illustrates the percentage of attendance versus the number of days missed. Attendance is recorded twice a day, morning and afternoon.

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

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

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

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. 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 and costs to be completed by the school, also if and when the clothes can be purchased from the school. You may wish to add a link here to school uniform information on the school website.*

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

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

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

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

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

## **Educational 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](#).

**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 (e.g., you miss the 30 September or 28 February deadlines).

**Deadlines**

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

**School Meals**

Primary and Secondary Menus offer healthy and tasty meal options whilst reflecting the Scottish Government food and drink legal requirements for School Lunches. Special diets and allergies are usually accommodated subject to consultation with the parent/guardian and the regional dietician. Primary School Menus provide 3 daily choices with 2 portions of veg and 1 portion of fruit included with every meal choice with High Schools providing a range of plated meals, pasta, meal deals and salad

boxes. 2 portions of veg and 1 portion of fruit are included with every meal choice within the balanced core High School menu. Meal prices are reviewed annually. Please contact the school to be advised of the current price.

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

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

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

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

### How is Eligibility Assessed?

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

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

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

### How Do I Apply?

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

### When will I receive my award?

- We aim to assess applications within 28 days of receiving them. Please make sure that you provide all of the necessary evidence with your application form

in order for us to complete our assessment, otherwise any entitlement and awards may be delayed.

### **Further Information**

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

### **Other Support**

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

- [Best Start Grant: Pregnancy and Baby Payment](#) – Payments for parents of new-borns, or those currently expecting.
- [Best Start Foods](#) – Payments for parents of children up to 3 years old.
- [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.

### **Medically Prescribed Diets**

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

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

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

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\*.

\*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 a school for any reason, will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

## Wet Weather Arrangements

In 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., because 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.**

## **Educational Psychology Service**

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

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

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

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

## **ICT Acceptable Use Policy**

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

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

## **Equality**

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

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

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

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

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

## **Religious Instruction and Observance**

### **Religious Instruction**

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

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

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

### **Religious Observance/Time for Reflection**

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

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

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

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

## **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.

### **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 must 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.

## **Insurance Cover for School Children**

### **Personal Injury**

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

### **Pupil's Property**

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



entrusted with a member of staff.

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

### **Travel and Personal Accident Cover – Educational Excursions**

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



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

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

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


### **Parents Welcome**

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


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

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents


can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels. Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.



**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 and Engagement

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 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 welcome 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;
- 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 Mr Gary Baillie contact:**

[garycbaillie@gmail.com](mailto:garycbaillie@gmail.com)

For more information on parental involvement and engagement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at <https://www.education.gov.scot/parentzone/>

Connect 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.

## **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.

## **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.

## **Active Schools**

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

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

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

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

[Active Schools Falkirk | Falkirk Council \(falkirkleisureandculture.org\)](https://www.falkirk.gov.uk/active-schools)  
[Follow us on @falkirk sport](https://www.falkirk.gov.uk/active-schools)

## 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, class or whole school activities. The school has gained ECO status on **seven** 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 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 pupil's mental, social, and emotional wellbeing

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

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

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



- Ensuring that staff and adults in the school act as positive role models for pupils.
- Providing opportunities for members of the school community to come together reinforcing shared values.
- Providing rich opportunities across all areas of the curriculum to develop mental, social, and emotional wellbeing.
- Taking every opportunity within the curriculum and across the wider work of the school to celebrate diversity and promote equality.

## **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 Charter



**Article 3**  
The best interests of the child must be a top priority in all decisions and actions that affect the child.

**Article 19**  
Every child has the right to be protected from violence, from being hurt and mistreated, in body and mind.

**Article 12**  
Every child has the right to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously.

**Article 28**  
Every child has the right to a good quality education. All children should be encouraged to go to school and do the best they can.

**Article 31**  
Every child has the right to relax, play and take part in a wide range of cultural activities.

**Respectful**  
Pupil Actions  
Speak up and use your words  
Accept differences  
Look after your school  
Be polite at all times  
Staff Actions  
Give everyone the chance to speak  
Listen to all pupils  
Encourage pupils to have a voice  
Role-model good manners  
Lead by example

**Happy**  
Pupil Actions  
Treat others as you wish to be treated.  
Stay safe around the school  
Staff Actions  
Ensure a safe environment  
Make learning enjoyable  
Have realistic, but high expectations of all pupils

**Resilient**  
Pupil Actions  
Work hard, don't give up!  
Embrace new opportunities for learning  
Believe in yourself  
Try your best  
Staff Actions  
Encourage pupils to do the best they can  
Encourage all talents and abilities

**Nurturing**  
Pupil Actions  
Have courage to speak to an adult if you are facing violence, abuse or mistreatment of any kind  
Look after each other  
Staff Actions  
Be kind and supportive  
Listen carefully

### Antonine Primary School Playground Charter



**Nurturing**

**Pupil Actions**  
Include everyone  
Be gentle and kind

**Staff Actions**  
Be friendly  
Make sure no one is left out



**Resilient**

**Pupil Actions**  
Make new friends  
Try new activities/games

**Staff Actions**  
Help pupils to try  
Support with positive encouragement



**Happy**

**Pupil Actions**  
Share  
Kind hands, feet and words

**Staff Actions**  
Be fair  
Join in  
Listen



**Respectful**

**Pupil Actions**  
Keep our playground tidy  
Follow instructions from adults  
Play fairly/look after resources

**Staff Actions**  
Encourage pupils to look after equipment  
Use positive restorative language





**Antonine Primary School**

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

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/>

## **Standards and Quality Report**

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

### **Standards and Quality Reports – Operational Guidance**

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

It should state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and Children's Services

NIF Improvement Plan priorities. The report should be written using evaluative language.

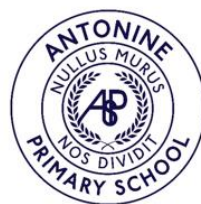
**The National Improvement Framework key priorities are:**

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

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

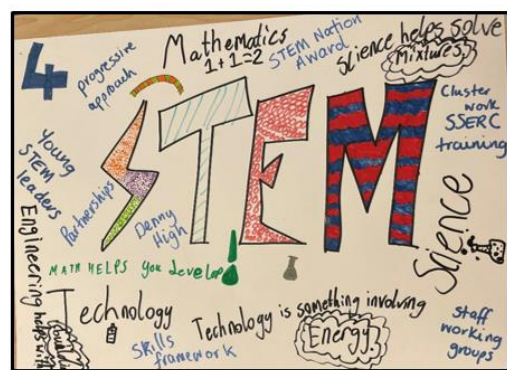
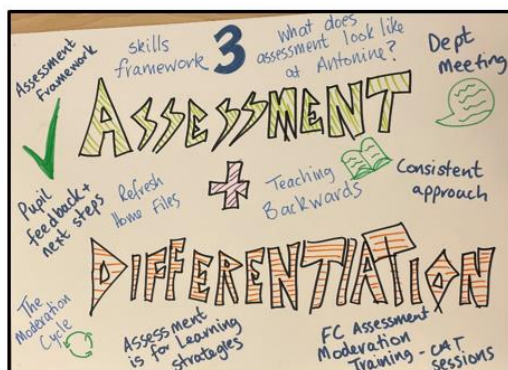
- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/career involvement and engagement
- Curriculum and Assessment
- School and ELC improvement
- Performance information

A copy of the most recent Standards & Quality Report can be found on the school website. The Pupil Council worked on the poster below to outline this year’s school priorities.



**School Improvement Plan**

**2023-2024**



## **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.

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.

At Airth Primary we help our children to develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

- **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 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 can 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.

## Assessment and Reporting

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

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

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

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

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

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

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

- Within schools and establishments, finding out about your child's progress includes:
  - Attending parents' information events. Each year a number of events including open afternoons are organised to allow families the opportunity for family learning activities.



- Discussing progress with teacher staff and school leaders by appointment. The school hosts these twice a year in school for families.
- Attend open evenings/afternoons including “meet the teacher” events – these are planned for every year and shared through the school newsletter.
- Home file jotters are sent home at key time during the year to allow children to share their learning progress at home.
- The school use the school app and twitter (X) to share on-going information and activities in school.
- 

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

## **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.

## **Learning at Home**

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

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

## **Care of Books / Materials**

To enable us to provide the best possible education for your child, every care should be taken to look after the school’s resources and facilities. Parents are asked to

remind their child(ren) that all school equipment and fittings should be used with care. Books and learning resources which are lost or destroyed must be paid for, either wholly or in part, depending on the age of the resource. Any loss of school or Council property should be reported immediately to the school.

## **Sensitive Aspects of Learning**

Parents will be informed about sensitive aspects of learning being taught e.g., relationships, sexual health, parenthood, drugs awareness etc. before classes begin this important work. This will allow parents to prepare their children or to support them further at home.

## **After School 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.



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

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

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

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

[UNCRC: the foundation of Getting it right for every child - gov.scot \(www.gov.scot\)](http://www.gov.scot)

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

### **Wellbeing**

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

The eight wellbeing indicators are:

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

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

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

[Policies & strategies - Getting it Right for Every Child \(GIRFEC\) | Falkirk Council](#)

## **Main Contact**

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

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

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

## **Family Support Services**

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

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

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

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

## **Protecting Children and Young People**

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

Falkirk Council has clear procedures for all staff to follow. Headteachers or designated members of staff are instructed to notify Falkirk Council and Children's Services when a member of staff has a suspicion that a child might have been

abused, are at risk of abuse or are likely to be exposed to significant harm due to neglect.

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

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

## **Additional Support Needs**

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

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

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

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

## **Support for Pupils**

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

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

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

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

- the child or young person (UNCRC Article 12)
- parents or carers
- others responsible for the care of the child or young person

- school staff
- social work
- Children's Rights Officer
- ASN Advisor

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

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

## Disputes and Resolution in Additional Support Needs

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

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

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

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

with a right of reference to the ASN Tribunal for Scotland., c/o Govan Law Centre, [letstalkasn@edlaw-org.uk](mailto:letstalkasn@edlaw-org.uk) 0141 445 1955

- **Children and Young People's Commissioner Scotland -**  
[www.cypcs.org.uk/about/](http://www.cypcs.org.uk/about/)

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

[Falkirk Council Additional Support Needs | Supporting Children & Young People with Additional Support Needs Across Falkirk Council \(glowscotland.org.uk\)](#)

## **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.

## **Nursery Class Provision**

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

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

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

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

Children become eligible for pre-school education as follows:

- For children who reach 3 years of age between 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**

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

## **Primary School Admissions**

Children's Services must set a date each year for the commencement of children's attendance at Primary school. This date is usually the 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.



## **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.

## **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 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. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school.

## **Transport for Placing Requests**

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

## **Section Five – School Improvement**

### **Raising Attainment**

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Children's Services. Headteachers 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? 4<sup>th</sup> edition (HGIOS?4) and/or How good is our early learning and childcare? (HGIOELC?) and How good is OUR school? It should give a clear indication of where the school is now in relation to its process of continuous improvement.

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

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

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

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

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

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

## **School 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