

BANKIER PRIMARY



School Handbook

2021-2022



Falkirk Council
Children's Services



Communication Environment
Silver Award



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A Foreword from the Director of Children's Services

Session 2021-22

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

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

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

We are pleased to introduce this handbook for session 2021/22 and trust it will provide you with all the relevant information you may need concerning your child's school. If you have any queries regarding the contents of the handbook please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification required.

Robert Naylor
Directors of Children's Services
Falkirk Council

DISCLAIMER

The information in this school handbook is considered to be correct at the time of publication (December 2020), however, it is possible, particularly as the result of the COVID19 pandemic, that there may be some changes/inaccuracy by the start of the school term in August 2021.

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 506600).

Dear Parent / Carer,

The staff, pupils and parents of Bankier Primary School would like to extend a very warm welcome to all new pupils, parents and carers.

Bankier Primary School has served the villages of Banknock, Longcroft, Coney Park and Haggs since 1964. Whilst education continues to undergo many changes in order to prepare children for the demands of a rapidly changing world, the motto at Bankier remains- Reach for the Stars!

Our handbook provides an overview of our ethos, values and vision and gives our most recent performance information relating to literacy, numeracy and health and wellbeing.

From our ELCC to P7, staff seek to work in partnership with parents. Only by home and school working together can we ensure the best possible progress for each boy and girl. I hope this brochure will provide a helpful introduction to Bankier Primary School, to our vision, aims, curriculum and organisation. If you would like any further information please contact the school and we will be delighted to help.

I look forward to a cooperative and productive partnership with all pupils, staff and parents.

Yours faithfully,

*Sarah Ritchie
Headteacher*

*Sonia Brown
Chair of Bankier Helping Hands*

Meet the Staff

					
Mrs Sarah Ritchie, Headteacher	Mrs Fraser, Acting Depute Head Teacher	Mrs Pam Webster, Principal Teacher	Mrs Laura Brown, Senior Early Years Officer	Mr Derek Stringer, Janitor	Mrs Curle, Clerical Assistant
					
Mrs Louise Noble, Early Years Officer	Mrs Caroline Doctor, Early Years Officer	Mrs Lizzie Milligan, Early Years Officer	Mrs Karen Burke, Early Years Officer	Mrs Lynn Przybylinski, Early Years Officer	Mrs Grace Wright, Early Years Officer
					
Mr Scott Hendry, Early Years Assistant	Mrs Amanda Livingstone, Early Years Assistant	Miss Scobbie, Early Years Assistant	Mrs Aimee Thomson, Primary 3 Teacher	Mrs Naomi Kee, Primary 2 Teacher	Ms Roisin Callaghan, Primary 5 Teacher
					
Mrs Fiona Taylor, Primary 3	Ms Vicki France, Primary 4 Teacher	Mrs Johnson, Early Years Officer	Mrs Carol Lerpiniere, Primary 6 Teacher	Mrs Victoria Paddon, Primary 7 Teacher	Vacancy-Additional Support Needs Teacher
					
Ms Hendry, Primary 1 Teacher	Mrs Eleanor Kirk, Support for Learning Assistant	Mrs Lynn O'Brien, Support for Learning Assistant	Mrs Alison Gibson, Support for Learning Assistant	Mrs Vladi Evans, Support for Learning Assistant	Mrs Sharon Kyle, Support for Learning Assistant

Contact details – Communication – Accessing Information

The school is non-denominational.

School Address:	Bankier Road Banknock Bonnybridge Stirlingshire FK4 1TF
School Tel No:	01324 840206
Nursery Tel No:	01324 849971
Kitchen Tel No:	01324 840230
Community Wing Tel No:	01324 841419
School e-mail address:	bankierprimaryschool@falkirk.gov.uk
Stages of School:	Nursery Primary 1 to Primary 7
School Roll:	198
Nursery Roll:	48 full day

Registration and enrolment

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

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

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

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

Attendance and absence

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

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

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

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. In certain extreme situations, the head teacher can approve absence from school for a family holiday for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as

unauthorised absence. The head teacher may also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the head teacher on this basis is regarded as authorised absence.

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

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

Communication with Home

From time to time you will receive important and routine communications from the school via variety of methods (email, group call, social media etc.). Parents are also encouraged to check their child's schoolbag for these communications. Enquiries of any kind should be addressed to the Head Teacher in the first instance.

English as an Additional Language

As part of the Additional Needs Service, the Council provides a support service for children who have English as an additional language. The service visits schools to work with those bilingual pupils who require assistance in developing English language skills.

Compliments, Enquiries and Complaints Procedure

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

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

How do I complain?

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

Who do I complain to?

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

How long will it take until I get a reply?

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

What happens next?

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

Who else can help?

If you remain dissatisfied after the second, investigation stage, you can raise the matter with the Scottish Public Services Ombudsman

<https://www.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?

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

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

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

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

Concerns

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

FALKIRK COUNCIL: CHILDREN'S SERVICES**Agreed Term Dates for Session 2021-2022**

<u>School Year</u>	<u>Term Dates</u>	<u>Days</u>	
		<u>Staff</u>	<u>Pupils</u>
Autumn Term Begins (Staff Only - Dev Day)	Monday 16 August 2021		
(Staff Only - Dev Day)	Tuesday 17 August 2021		
Autumn Term Begins (Pupils)	Wednesday 18 August 2021		
Autumn Term Ends	Friday 8 October 2021	39	37
Winter Term Begins (Staff Only - Dev Day)	Monday 18 October 2021		
Winter Term Begins (Pupils)	Tuesday 19 October 2021		
Winter Term Ends	Tuesday 21 December 2021	48	47
Spring Term Begins	Wednesday 5 January 2022		
Spring Term Ends	Friday 1 April 2022	59	58
Summer Term Begins	Tuesday 19 April 2022		
Summer Term Ends	Friday 24 June 2022	49	48
		<u>195</u>	<u>190</u>

Term Time Public Holidays

Monday 13 September 2021
Friday 11 February 2022
Monday 14 February 2022
Monday 02 May 2022

Staff Development Days

Monday 16 August 2021
Tuesday 17 August 2021
Monday 18 October 2021
Tuesday 15 February 2022
Thursday 05 May 2022

School Ethos

The ethos of our school is encapsulated in our key purpose, vision, values, motto and aims. This also underpins the rationale for our curriculum.



Our high aspirations for our pupils permeates our curriculum and policies. Bankier is a very effective learning community where staff and pupils engage in lifelong learning. We operate in a culture of continuous improvement. We are committed to restorative approaches and are solution focused in managing behaviour. Adults in the school work in partnership to develop resilience and pupils are taught peer mediation and conflict resolution strategies. Pupils, parents and staff have a strong voice in the school. We have a Rights Respecting Schools committee made up of representatives from every class chosen by their peers. These pupils consult their peers regularly and represent their views at committee meetings.

We celebrate wider pupil achievements at assemblies. Pupils receive certificates for any achievements out of school. We also give out Brilliant Bairn Certificates to children who demonstrate hard work and a positive attitude to learning and praise post cards when children have done something well.

The school has a House System and pupils regularly earn points for good behaviour and good work.

The school is building attainment and wider achievement. This is largely due to the provision of high quality learning and teaching experiences and a strong work ethic. There is also a great emphasis on learning through play.

School Rules

Everything that we do at Bankier Primary School is underpinned by our motto, Reach for the Stars and our values,

- Fairness
- Justice
- Equality
- Rights
- Diversity
- Individuality

Article 28 of the UNCRC states that children have the right to an education. The overall aim of this policy is to create a culture of positive learning and behaviour in which incidents are reduced through the use of an agreed framework for action.

Bankier Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Our Positive Relationships Policy details expectations on maintaining the highest standards of personal conduct. We also recognise that behaviour is a form of communication for children and so our policy guides staff to build relationships with pupils. Learners are taught to how to make good choices and supported by staff in doing so.

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

Our rules- Ready, Respectful, Safe are displayed in each learning space and referred to in conversations around conduct.



Rights Respecting Schools



Rights Respecting Schools Committee

The Rights Respecting School Committee is made up of representatives from each class. The pupils vote for their representatives. Class representatives take information to and from the meetings and make decisions after consulting their class mates.

Partnership Working

Bankier is well regarded in the local and wider community. There are good relationships between the school, parents / carers, a wide variety of community groups and local businesses. We pride ourselves on the quality of the relationships within the school and wider community. We have had a long established link with Haggs Parish Church which is Church of Scotland although Bankier PS is non-denominational. We also invite Father Hendry of St Luke's to any appropriate school events.

We have very close links with Cloybank Estate, Bankview Nursing Home and we work well with the Community Learning and Development Team. We have links with Stenhousemuir Football Club and our Active Schools Team who offer after school clubs. Our links with local people, often former pupils or parents have helped us to deliver a very successful range of events in the school. Local businesses and industry partners help us facilitate the development of the young workforce.



Robot Workshop- MYOW Forth Valley



Bridge Building with Balfour Beattie

Parents as partners

Parents Welcome

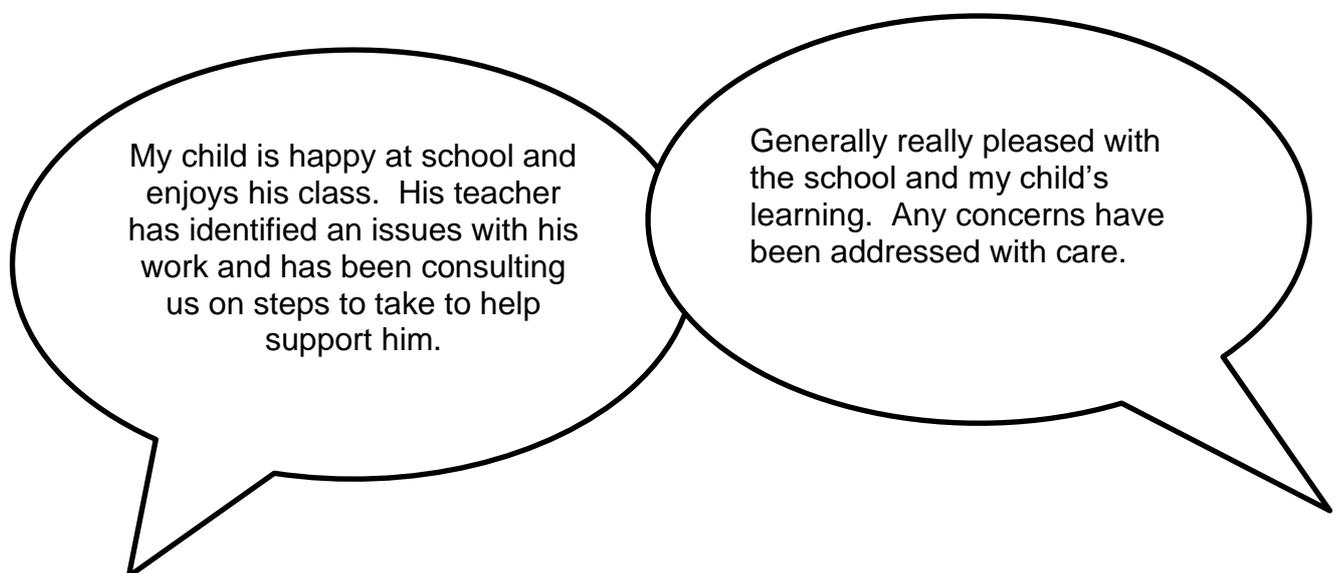
All Falkirk Council schools welcome and encourage parental involvement and engagement. Research has shown that when parents are involved children do better in school.

Falkirk Council Children's Services and all of our schools work and collaborative with parents in the spirit of the recently published national action plan - "**Learning together**": **Scotland's national action plan on parental involvement, parental engagement, family learning and learning at home 2018 – 2021**'. The plan can be accessed here: <https://www.gov.scot/publications/learning-together-scotlands-national-action-plan-parental-involvement-parental-engagement/>. In light of this new plan, Falkirk Council Children's Services are currently updating our Parental Involvement and Engagement Strategy in consultation with parents. This will detail 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.

At Bankier Primary School we proactively encourage parental involvement across the life of the school. At the start of the academic year we welcome parents with a Meet the Teacher session. Every class hosts an assembly and welcomes parents to join them for lunch in the school dinner hall. We have a range of social events- reading lunches, Burns' Supper, coffee mornings and sporting events where parents are invited into the school.

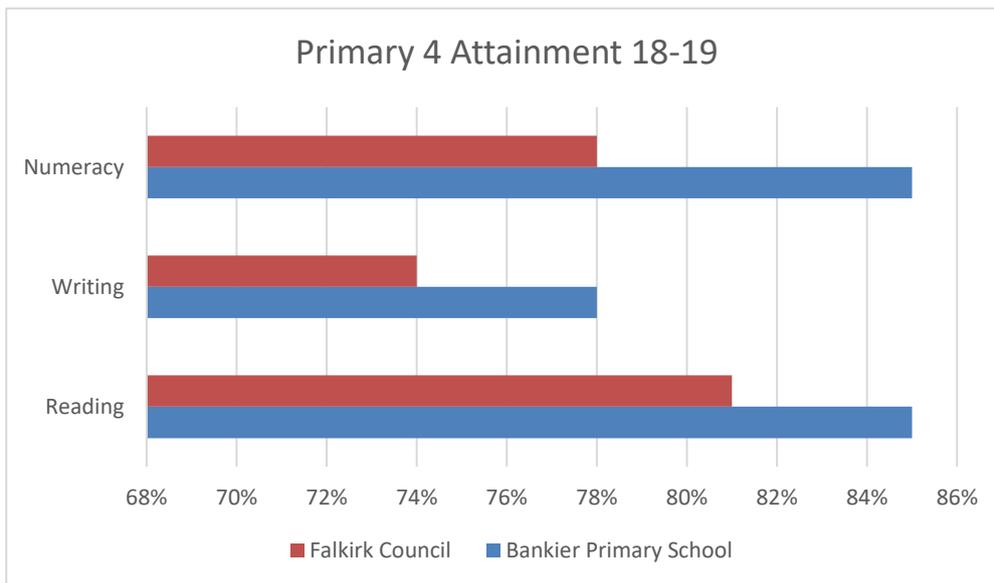
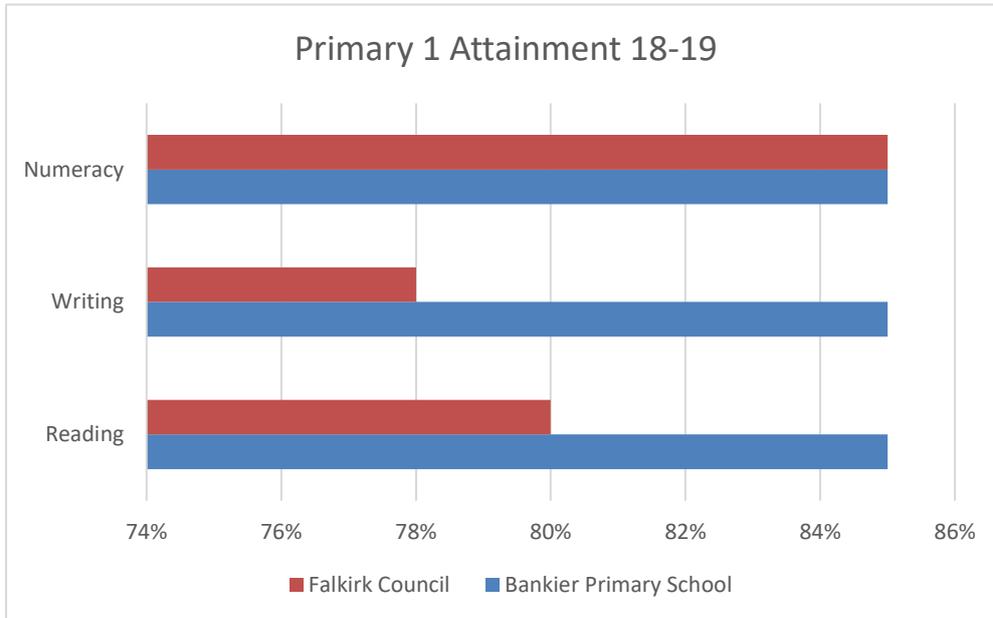
The school keeps in touch with a monthly newsletter, Twitter, E-journals, through the School App and the School Website. The school welcomes telephone calls and e-mails from parents. Parental feedback is gathered regularly to inform school improvement and development.

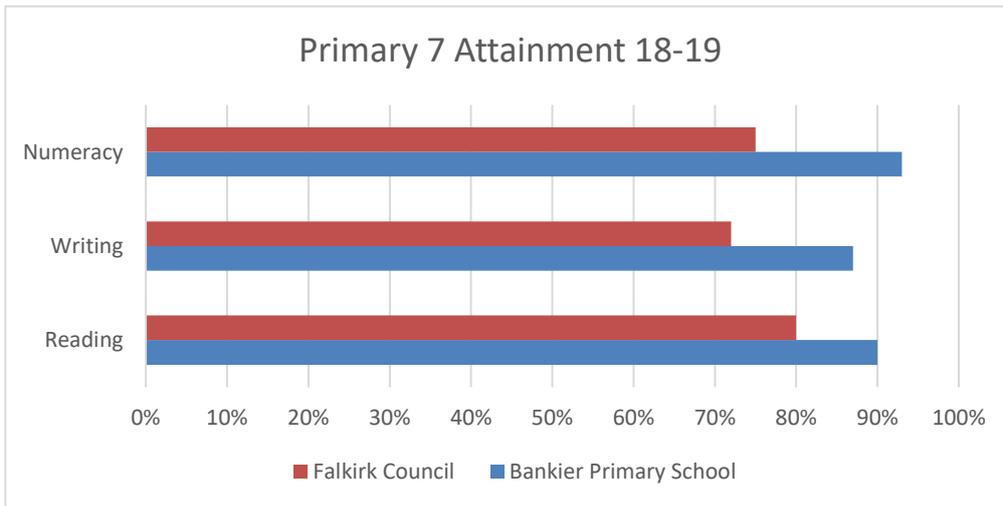
Here's what some of our parents had to say.....



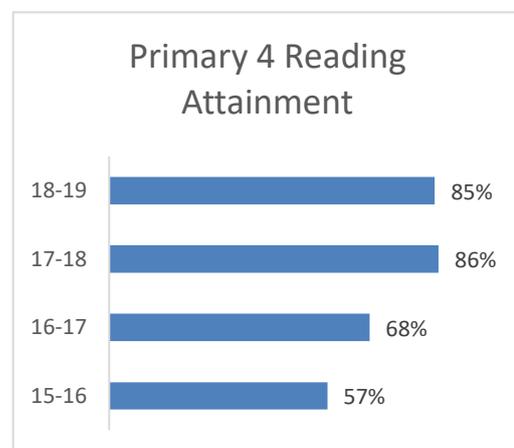
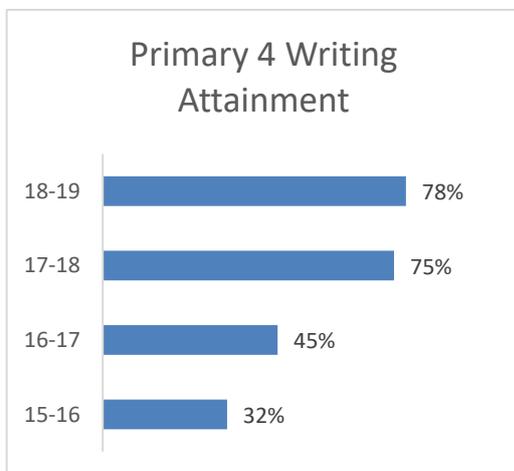
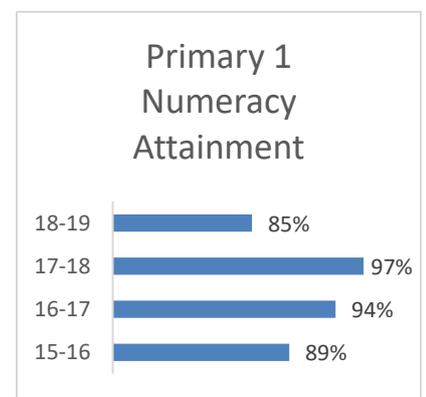
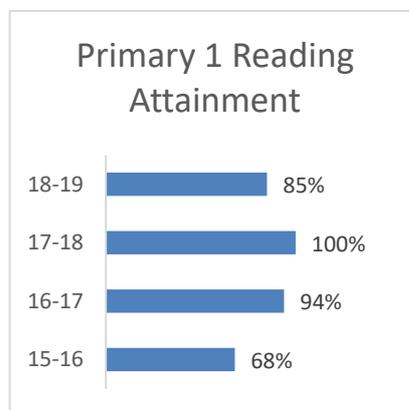
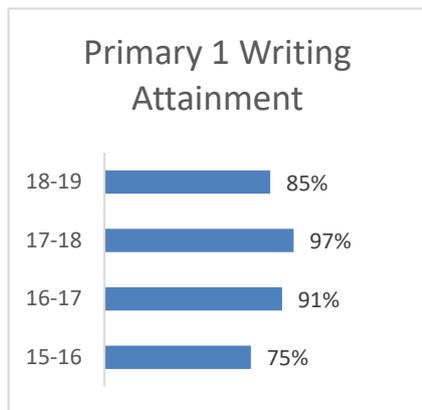
Attainment Summary

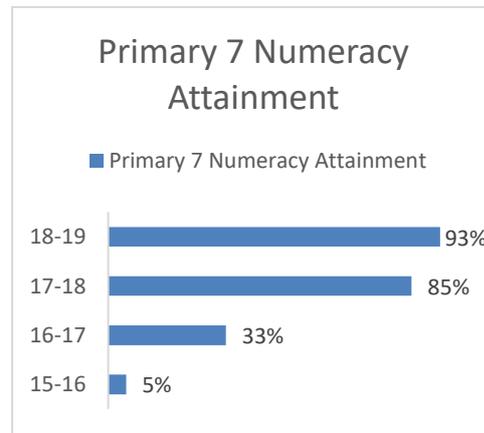
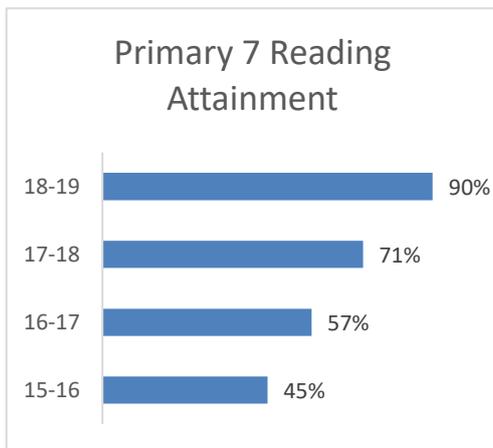
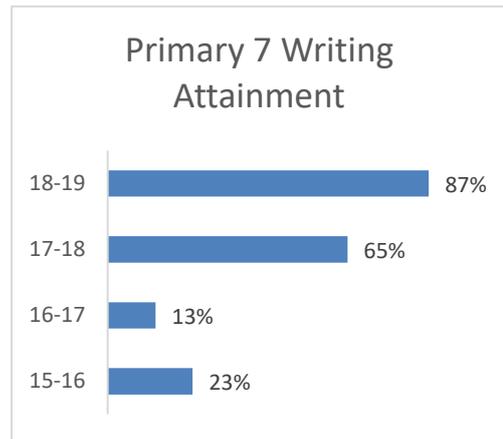
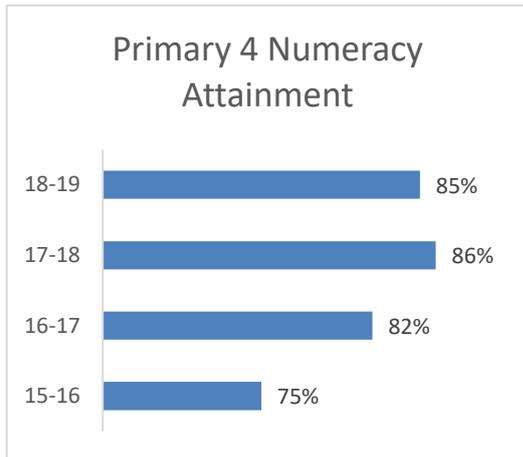
In Primary 1, Primary 4 and Primary 7 all our pupils are performing at or above the authority averages in Reading, Writing and Numeracy. Data from 2019-20 was not gathered due to the outbreak of Covid-19.





Below you will find details of attainment specific to Bankier Primary School
 Further details of national attainment can be found on the Parent Zone Website.
<https://education.gov.scot/parentzone>





Raising Attainment

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

Learning at Home

The school's homework policy can be found here bankierps.schoolwebsite.scot

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

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



<p>SPELL IT!</p> <ul style="list-style-type: none"> • Write your spelling words out two more times. • Write a sentence for 5 of your words. • Good idea - https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar 	<p>READ IT!</p> <ul style="list-style-type: none"> • Read the text noted beside your spelling words. • Write a short summary of what you have read. • Write down any words you did not understand to discuss in class. <p>REVISE IT!</p> <p>Throughout the year Mrs Paddon will look at the maths skills you need to revise. She will write these down with some suggestions to help revise the skill. These will be stuck into your jotter when required.</p>	<p>LEARN IT!</p> <ul style="list-style-type: none"> • Practise your times table facts regularly. • Good idea - https://www.topmarks.co.uk/maths-games/7-11-years/times-tables • Good idea - Sumdog
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Home / School Partnership

Partnership with parents is crucial to provide the best possible learning for pupils. Parents are the primary educators of their children and they entrust teachers to utilise their knowledge and skills to facilitate optimum learning. Best practice builds on the learning children already have on entering school. Partnership with parents includes cooperation in all aspects of learning and particularly in disciplinary matters. Partnership can take many forms and includes parent helpers coming into school, membership of organisations such as Bankier Helping Hands (see below), attendance at parents' evenings, open days, workshops and other events.

Parent Councils

Parents are welcomed to be:

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

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

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the Parent Council to work on with the school;
- be asked your opinion by the Parent Council on issues relating to the school and

the education it provides;

- work collaboratively with the school; and
- enjoy taking part in the life of the school in whatever way possible.

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

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

The main aims of the Parent Council are:

- To support and work collaboratively with the school in its work with pupils
- To seek and represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff in the school.
- To raise funds for the school for the benefit of pupils- This is done through the Bankier Helping Hands (BHH), a fundraising group which runs alongside the parent council.
- To be included in School Improvement Planning

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

Please contact the Headteacher or Chair of BHH, Mrs Sonia Brown, via the school for details on how you can get involved.

In consideration of barriers such as child care and busy working lives, Parent Council and BHH meetings take place in the evenings.

The Fundraisers group is mainly responsible for arranging events for pupils and parents and raising funds for the school. Volunteers are welcome - please contact BHH if you want to join in. The Chairperson of the Fundraisers group is Sonia Brown. BHH may be contacted via the School or by email: bankierprimarypta@gmail.com

You can find more information about the Parental Involvement Strategy on the Falkirk Council Website: <http://www.falkirk.gov.uk/services/schools-education/school-life/>
The PTA or PA is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the PTA/PA if you want to join in.

Connect (formerly the SPTC) the national organisation for PTAs and PAs in Scotland, Parent Councils are members too, and it runs an independent helpline service for all

parents. They can be contacted by phone on 0131 474 6199, via website <https://connect.scot>, email on info@connect.scot or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

Parental Involvement

We are keen to involve parents in genuine partnership wherever possible. Parents can get further involved in school life by helping to run extracurricular activities. Parents often help us escort pupils to church services at the end of term, on 'The Big Fit Walk' at community events such as the litter picks and on school excursions. Parents have also helped us by going on residential excursions.

We try to involve parents by sending hyperlinks to the school website and app and other important networks. GLOW, Scotland's unique, world leading, online network supports learners and teachers. Plans are already in place for parents across the country to have access to GLOW. In the meantime, all our pupils have access to GLOW. Details of this are sent home to parents who can access GLOW through their children's logins and passwords. We are encouraging pupils, staff and parents to make far greater use of GLOW. The school also communicates through Twitter. If you log on and follow us you will receive regular updates. Please note that it is never appropriate to raise issues on social media.

We'll consult with parents and carers at regular intervals across the session so that we can gather your views and opinions and act on them. This helps us to evaluate our performance and gives parents a voice in the school. We make every effort to be an open school and try to offer direct and easy access, responding to you within 24 hours if at all possible. We want to encourage continuous engagement with parents through homework diaries, learning journals, open days and other events. There are website addresses with many useful contacts at the end of this handbook. (Appendix 1)

Curriculum for Excellence

Curriculum For Excellence – Learning to Achieve

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

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

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

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

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

connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

- **Responsibility of all**

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

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

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

Pupils from Primary 1 to Primary 7 participate in the Bankier Skills Academy on a weekly basis. The Bankier Skills Academy promotes skills for learning life and work. Children are arranged in vertical groups across each stage and lessons are delivered on social enterprise, thinking skills, leadership, employability and soft skills.

- **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>

In Bankier Literacy, Maths and Numeracy and Health and Wellbeing are the top priority. However, we have a special emphasis on science and ICT – particularly to teach internet safety. In addition, we have specialist teachers of PE and music. There are opportunities for instrument tuition – double bass, violin, cello and piano. There is a residential trip every 2 years for P6 and 7 pupils. Pupils learn in discrete areas or through linked learning which we call interdisciplinary learning. Teachers plan learning activities based on the Experiences and Outcomes of a Curriculum for Excellence. Children are offered a flexible pathway through a rigorous framework of skills. These skills are assessed and tracked throughout the school. The skills are in levels which cover approximately 3 years each of schooling as follows.

Early – Nursery ante preschool, nursery preschool and P1

First P2, 3 and 4

Second P5, 6 and 7.

Of course some children might exceed the expected level and be progressing to third level in P7 Alternatively, some children experience learning differences that may mean they are not able to achieve these expected levels. There are support measures for these children.

Pupils keep their own record of their learning in learning journals and are encouraged to set their own targets.

In addition there is a range of extracurricular activities for pupils.

Pupils will be consulted on their learning and participate in planning learning with class teachers.

The Authority provides support for pupils who need to develop English as an additional language. The Central Scotland Community Interpreting Group offers the services of training interpreters and translations for those parents who require it.

French is taught to children in all stages. Spanish is taught at stages P5-P7.

Social, Moral and Religious Education (RME) are inter-related and enable children to develop understanding of religion and to show responsible attitudes through care, respect and concern for others within our multi-cultural society. Assemblies are held most weeks. Religious observance is restricted to some of the weekly assemblies, visits from the minister and others. The RME programme itself does not incorporate religious observance. Parents who wish to exercise their right to withdraw their child from religious instruction and /or observance should contact the Headteacher, in writing, and alternative arrangements will be made for your child.

Details of curricular policies and guidelines can be found on the school's website at: bankierps.schoolwebsite.scot

Learning to Achieve is our core educational policy. It 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.

In Bankier Primary, there are well established, innovative learning and teaching methods such as active literacy, cooperative learning, thinking hats, multiple intelligences, interdisciplinary learning, storyline and formative assessment. These are used in a balance with other more traditional methods such as rote learning. Please contact the headteacher if you would like any further information about the curriculum within our school.

Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned 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.

Facilities for Physical Education and Outdoor Activities

The gym hall has a variety of apparatus for physical education within the school. There are two short football pitches across the sports field that combine to form one larger football pitch. The pitch is suitable in all weather and is floodlit. There are many games and activities painted on the ground and we have wall mounted basketball hoops for all stages. We also have an adventure trail, cycle track, climbing wall and assault wall. Many after school clubs are in place using the school for activities such as dance, rugby, mini tennis, badminton, orienteering and cross-country. We also have access to the Sports Centre adjacent to the school during school hours.

Active Schools

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

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

www.falkirkcommunitytrust.org/sport/active-schools

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

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.



BANKIER PRIMARY SCHOOL
ECO TEAM PLANS 2016-17

All pupils primary from session 16-17, will be following a new 3 year rota where we'll deliver bundles of experiences and outcomes to children in all classes incorporating all 17 global goals.
 Year 1 & session 16-17
 Year 2 & session 17-18
 Year 3 & session 18-19. Then the cycle will be repeated.

Global goal 1: No Poverty	Global goal 2: Zero Hunger	Global goal 3: Good health and wellbeing	Global goal 4: Quality Education	Global goal 5: Gender Equality	Global goal 6: Clean Water and Sanitation	Global goal 7: Affordable and Clean Energy	Global goal 8: Decent Work and Economic Growth	Global goal 9: Industry, Innovation and Infrastructure
Year 3	Year 3	Year 1 Year 2 Year 3	Year 2	Year 3	Year 3	Year 2	Year 1	Year 3
Global goal 10: Reduced Inequalities	Global goal 11: Sustainable Cities and Communities	Global goal 12: Responsible Consumption and Production	Global goal 13: Climate Action	Global goal 14: Life Below Water	Global goal 15: Life on Land	Global goal 16: Peace, Justice and Strong Institutions	Global goal 17: Partnership for the goals	
Year 3	Year 3	Year 1	Year 2	Year 1	Year 1	Year 1	Year 1 Year 2 Year 3	

Eco-school

It is a matter of great pride that ours is a Green Flag Eco-School. We have achieved 7 green flag awards over the last 14 years. This means that we have achieved the highest level awarded at all assessments. We take our Eco- School responsibilities very seriously. Our Broad General Education (BGE) is based on the 17 global goals ensuring all pupils are fully prepared to live in a sustainable, fair and just world.

We re-use and recycle a large range of materials. We encourage all our pupils and parents to walk or cycle to school. We have greatly improved our school grounds and have worked to improve biodiversity in our area. We try to conserve energy and reduce our energy consumption. There is an array of 24 photovoltaic panels on the school roof which generate electricity of a rate up to up to 4Kw hours.

Assessment and Reporting

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

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

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

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

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

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

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

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

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

TRANSITIONS

There are detailed transition arrangements in place for pupils transferring from our own and other nurseries to the school; from primary to our associated and other secondaries and for pupils moving to or from other primary schools. We transfer rich data in the Pupil Progress Record (PPR), Pupil Progress File (PPF) and other files or transfer forms. We liaise with partner agencies such as family support workers, OXgang outreach, educational psychology, speech and language therapy among others to ensure important information is transferred.

Secondary School

At the end of P7 pupils normally transfer to:
Denny High School
Herbertshire Park
Denny, FK6 6EE
Tel No.: (01324) 827440



Primary to Secondary Transfer

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

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

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

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

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

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. Written application forms are available from all schools and from Children's Services. Written applications must be returned to the Director of Children's Services, Sealock House, 2 Inchyra Road, Grangemouth, FK3 9XB. Placing request for Primary 1 and Secondary 1, commencing in the next school session, should be made by the 15th March each year. Responses will be issued no later than 30th April.

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

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

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

Mid Session Transfers

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

Transport for Placing Requests

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

Pupils with Additional Support Needs

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

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.

Religious Instruction and Observance

Religious Instruction

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

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

Ultimately, pupils in the upper secondary school can gain a qualification through the study of Religious, Moral and Philosophical Studies at Higher and Advanced Higher

Levels. These courses further develop young people's skills in logical thinking, methodical enquiry and ways of expressing ideas effectively.

Religious Observance/Time for Reflection

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

Withdrawal from Religious Instruction and Religious Observance/Time for Reflection

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

Support for pupils in school & beyond

Additional Support Needs

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

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

Support for Pupils

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

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

- each teacher differentiates the Curriculum for Excellence within their class to provide educational targets and objectives suited to their age and stage of development

- the school has a Support for Learning Teacher to co-ordinate and organise support for children
- the school can allocate s Support for Learning Assistant on a basis of need exceptional cases

Disputes and Resolution in Additional Support Needs

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

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

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

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



Getting It Right For Every Child (GIRFEC)

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

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

Wellbeing

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children -

including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take. The eight well-being indicators are:

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

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

Role of Named Person

All children and young people are entitled to access help or support from the Named Person no matter where they live or how old they are (up to eighteen years). It ensures they have the confidence to know that information, advice or support is there if and when they need it. The Named Person is therefore the identified point of contact.

The role is generally carried out by a Health Visitor for pre-school children or a promoted teacher for children and young people enrolled at school. It is an integral part of existing roles and responsibilities, working within universal services.

The Named Person is also available to other practitioners who may have concerns about the wellbeing of a child or young person which cannot be addressed within their own services. Consent to share information, whether being shared with or by the Named Person, will always be obtained and meaningful discussion will take place with families to ensure the right support is offered. The exception to this would be if child protection concern is identified and there is a risk to the child or young person.

When the Named Person is not available, another member of staff in school will be able to help. During school holidays an officer from Children's Services Headquarters will provide the required advice and support.

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>

Family Support Service

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

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

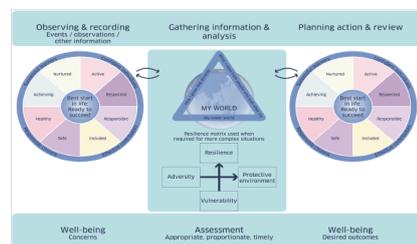
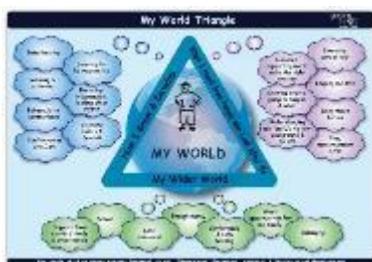
Children, young people and their parents may require additional support at different times in their life e.g. following a bereavement, illness, transition, when experiencing anxiety, behaviour issues, during or after changes in family circumstances.

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

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

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

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



School Improvement

The School Improvement Plan (SIP) is the main document for planning school improvement. A maximum of 6 key developments are planned in any one session. These are prioritised through a process of auditing and consultation as well as considering important local and national initiatives. Other considerations are the results of attainment data and information provided by Education Scotland. The key aim for any improvement plan is to raise attainment and achievement but it also addresses issues such as inclusion and equity. The SIP is used during school inspections. Parents can support the SIP process by participating in audits, surveys and consultations. The Parent Council is always consulted on the content of the SIP.

School Improvement is monitored by head teachers, school staff and officers within Children's Services as well as members of the Inspectorate and using the resulting performance information to secure improvement is an important part of the work.

The School Improvement Plan (SIP) and the Standards and Quality Report which gives details of the school's main achievements are available on the school website:

bankierps.schoolwebsite.scot

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 legislation 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

School policies and practical information

The school has policies and guidelines linked to delivery of the curriculum and administrative matters. These include:

- Health, Safety and Care
- Positive behaviour
- Learning and Teaching

All school policies can be made available for inspection in school.

Accidental Injury

We have trained first aiders on the staff who will treat minor injuries. Contact with parents is always made in the event of a more serious injury.

Emergency Evacuation Procedures

We have a very comprehensive health, safety and care policy, which incorporates emergency evacuation procedures. Each room has a map showing primary and secondary evacuation routes. At every exit we have copies of emergency evacuation procedures and the Emergency Management Plan, which are easily and quickly lifted by staff on exit. Pupils practise emergency evacuation 3 times a year, including a lunchtime fire drill. Reports of these are held on record.

The Emergency Management Plan is used to manage a very serious incident, e.g. a gas leak, bomb scare or real fire that requires we remove children from the school grounds altogether. In such cases we have arranged to locate an incident control centre at The Sports Centre or if the Sports Centre is affected, at Banknock Community Centre, Kilsyth Road, Banknock. Children would be evacuated to this centre, if necessary.

Unexpected Closures

If possible, closures will be notified to you in writing, in advance, but there are occasions when the children may be dismissed early without warning, e.g. as a result of power cuts or inclement weather. In the event of an early school closure please ensure that your child knows where to go if you are not usually at home during the day. For this reason it is important that emergency contacts are kept up-to-date on our records.

Major incidents in local industries

The biggest risk in our area is from Diageo. They offer the following guidance for safety in the event of an emergency.

Safety Advice for the Community

What to do if you hear a Public Warning Siren

The PUBLIC WARNING siren will consist of a two tone, falling and rising note operating continuously for 3 minutes followed by a 1 minute interval. The ALL CLEAR will be a continuous single note lasting for 3 minutes.

1 Go in doors immediately.

2 Close all external doors and windows and turn off ventilation.

3 Tune in to local radio for news information

BBC Radio Scotland FM 92-95 Mhz / MW 810 Mhz

Radio Clyde 1 FM 102.5 Mhz

Central FM FM 103.1 Mhz

Real Radio FM 100-101 Mhz

Emergency Safety Advice

4 Stay in doors until you receive further instructions from the Emergency Services or Diageo personnel.

5 Do not telephone the site as all lines will be required to deal with the emergency.

6 Wait until the ALL CLEAR is announced which indicates that it is safe to resume your normal activities. This will be communicated by a steady siren note and radio broadcast.

Remember the simple rule:

go in – tune in – stay in

A card listing the actions you should take in the event of the activation are available from the Manager, Diageo, Bonnybridge. Telephone 01259 722093

Control of Major Accident Hazards Regulations (CoMAH) 1999

Falkirk Council produces information about public safety that can be found here:

<http://www.falkirk.gov.uk/services/council-democracy/policies-strategies/emergency-planning/major-accident-hazards.aspx>

Free School Meals and Clothing Grants

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

You can get more information, and apply online at www.falkirk.gov.uk/fsm. You can also contact 01324 506999, or visit our One Stop Shops or the Advice and Support Hub.

Medically Prescribed Diets

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



Travel to and from School

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

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

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

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

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

Distance entitled children are:

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

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

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

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

Pickup points

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

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

Wet Weather Arrangements

In wet weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour. Children having school lunches may remain in school during wet weather but, again, supervision is limited.

General Supervision

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

During intervals school helpers supervise the children. In addition the Headteacher and Janitor are on call to cope with any difficulties which may arise. There is always access to the building and the children are made aware of this. For further information on these arrangements, please contact the school.

Mobile devices

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

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.

Development of pupils' mental, social and emotional wellbeing

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

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

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an environment which is both caring and challenging and which provides opportunities for exercising rights and responsibility.
- Ensuring that staff and adults in the school act as positive role models for pupils.

- Providing opportunities for members of the school community to come together reinforcing shared values.
- Providing rich opportunities across all areas of the curriculum to develop mental, social and emotional wellbeing.
- Taking every opportunity within the curriculum and across the wider work of the school to celebrate diversity and promote equality.

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 recently updated Anti-Bullying Policy: 'Promoting Positive Relationships in Falkirk's Educational Establishments'.

School Health Service

NHS Forth Valley has a statutory obligation to provide a health service for all school age children in Falkirk District. The aim of the service is to make sure that all children, throughout their school years, are in the best possible health to benefit from their education

The Public Health Nursing Team for Schools offer health assessments and reviews, health screening and deliver school based immunisation programmes. The team comprises of Public Health Nurses (Specialist Practitioner), Registered Nurses and Healthcare Assistants who are based in a local Health Centre and work over a number of schools in the area.

Pupils, parents / carers can request a health appointment at any time. Other health professionals and teaching staff can also request a health appointment for the child or young person with parental and or young person's consent.

Health reviews will take place as necessary involving a parent questionnaire, a check of health records and if required screening of growth and vision.

- Health screening – All children in primary one and at other selected stages will be seen to have their growth and vision checked
- Immunisations – Pupils are offered immunisations. At the appropriate time information booklets and consent forms will be issued.
- Health Education – The Public Health Nursing Team has an important role in encouraging health lifestyles, working closely with teaching staff, pupils, parents/carers and the community.

The School Doctor (Community Paediatrician) may also offer appointments to children who have a significant ongoing medical or developmental condition affecting their education. School staff and parents can request a consultation with the School Doctor at any time.

The School Health Service can be contacted on – 01786 434059

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

Infectious Diseases

Colds, flu and gastroenteritis are the most common infections affecting children of school age. It is important that you keep your child off school in the early stages of flu and while they still have diarrhoea.

It is also important that your child understands how to prevent picking up and spreading such infections. You will be able to get further advice about good health from staff in your Health Centre or GP Practice.

For advice about early detection and treatment for other infectious diseases eg chickenpox and mumps, please consult your GP or Nurse.

Head Lice

Head lice are spread through head to head contact at home, while playing or in school. Regular wet combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage. The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective. One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely.

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Don't be shy about advising others of this possible problem because you would likely tell family and friends about other infections which might affect them.

Further advice can be obtained from the Health Board head lice leaflet which is available in all schools and health centres. Children's Services leaflet 'Frequently Asked Questions', which is also available in schools.

If you would like to discuss your particular concerns, you could speak to:

Infection Control Service
Forth Valley Royal Hospital
Stirling Road
Larbert
FK5 4WR
01324 567490 / 01324 567679

Clinics

From time to time some children are asked to attend clinics (eye clinics, dentist, doctor, etc). Please inform the school of these visits and arrange for your child to be collected if he/she must leave school to attend the clinic.

No child will be allowed away from school during school hours unless accompanied by a responsible adult or unless written permission to do so has been given by the parent.

Protecting Children and Young People

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

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

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

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

Medicine Administration

In order to safeguard the health and safety of children:

- The administration of medicines prescribed by your family doctor is undertaken at the discretion of the Headteacher. We are generally happy to co-operate with you in doing so. When we do, in order to safeguard the health and safety of children, we follow procedures drawn up by Falkirk Council Children's Services.
- Whenever you wish us to give your child medication, which is prescribed by a doctor or dentist, you should fill in request form 1 & 6 and bring the medication to the school. Prescribed medication should be clearly marked with your child's name, the date prescribed, how often it has to be taken and for how long.
- Falkirk Council liability insurance does not provide indemnity to employees for administering non-prescribed medicines
- All medicine must be in its original container and must be within its use by date.

For medical appointments during school hours, please notify us by letter and collect your child from school.

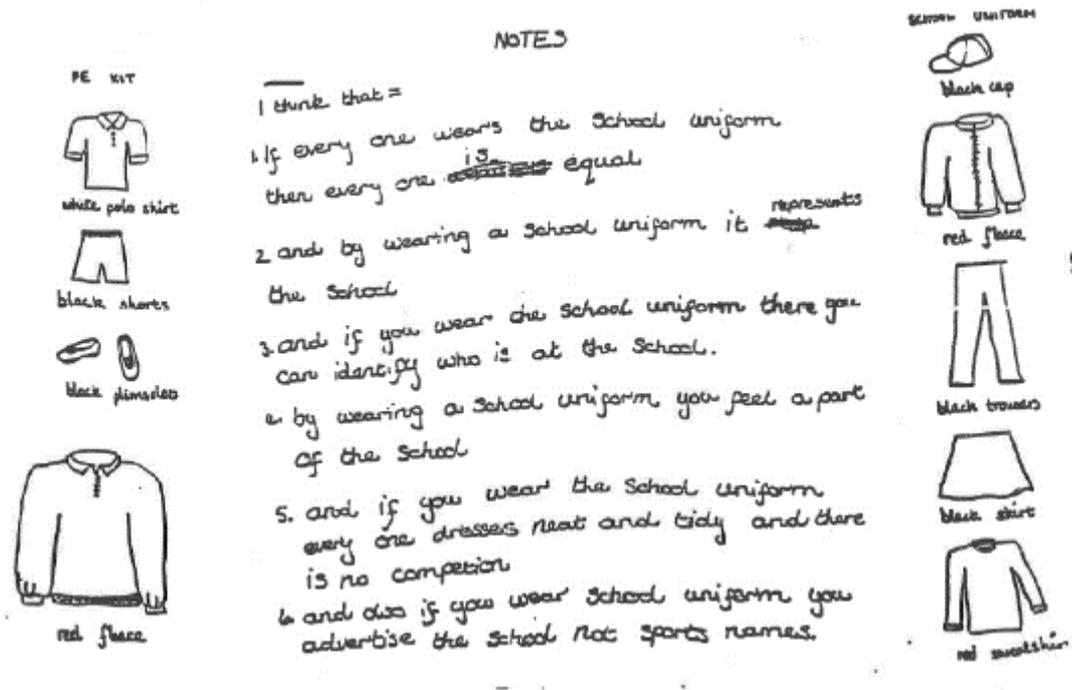
School Dress Code

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.

Here is what children said at the consultation:



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



The appropriate clothing and footwear for PE is a white T-shirt or polo shirt, black shorts and black gym shoes with non-marking soles (plimsolls). 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, sweat shirts and PE equipment, which are often lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

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

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

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

Prices quoted are correct at time of going to print.

NURSERY

Red sweatshirt	£9.95
Red hooded sweatshirt	£14.00
White polo shirt	£8.60
Red cardigan	£12.00
Red reversible Fleece Jacket	£20.00
Pre-printed Nametapes	£6.00
Shoe Bag	£5.00

SCHOOL

Black blazer	£28.00
Black / red striped tie	£4.50 regular or elasticated
Red sweatshirt	£10.50
Red hooded sweatshirt	£15.95
White polo shirt	£8.60
Red cardigan	£12.00
Red fleece Jacket (child)	£15.00
Red reversible Fleece Jacket	£22.00
Black sports shorts	£5.00
Red Ruc sac	£12.00
Pre-printed Nametapes	£6.00
Shoe Bag	£5.00
White T-shirt	£6.50

School Clothing Grant

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

Clothing grants are available for children who live in the Falkirk Council area and who are in compulsory education at any of our [primary](#), [special](#) or [secondary](#) schools. Pupils attending some special schools outside the area may also be eligible for this grant.

School clothing grants are not available to children attending [nursery schools](#), nursery classes or other pre-5 centres.

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

- In receipt of Income Support, or
- In receipt of Income-based Job Seekers Allowance, or

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

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

Extra Curricular Activities

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

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

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

All activities are supervised by members of staff, disclosure checked volunteers or tutors and many schools have a study support co-ordinator or an active primary schools coordinator whose job it is to plan and oversee the extracurricular programme of activities. Where participation involves children travelling or staying late after school, written permission for children taking part is required from parents.



Activities include physical education, cultural and social activities such as cycling proficiency, football, basketball, contemporary dance and multi-activity clubs. Details are sent to parents via the monthly newsletter or by separate notes.

The school is used for many other activities such as Club Football, Anchor Boys, Dancing and Boys Brigade.

Insurance Cover for School Children

Public Liability

Personal Injury

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

Pupil's Property

Each session, unfortunately but inevitably, pupil's property is lost, damaged or stolen from school. Parents are therefore discouraged from allowing their children to carry expensive items of personal belongings to the school and are reminded that a standard household policy can be extended to provide a degree of cover for personal items taken away from the home. Falkirk Council are not legally responsible for lost, damaged or stolen items unless specifically entrusted to a staff member.

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

Travel and Personal Accident Cover – Educational Excursions

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

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

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

Primary School Admissions

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

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

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

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

Our main aim is to provide a wide range of activities that are designed to develop the child's literacy, numeracy and cognitive development as well as providing opportunities for social, emotional and physical development. The nursery class is an integral part of the school.



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

From August 2019, children become eligible for pre-school education as follows:

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

Application forms are available from all primary schools and ELCC Centres and can also be downloaded from the Falkirk Council web-site at www.falkirk.gov.uk.

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

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

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

Performance data

Details of Bankier Primary School performance data can be found in the school's standards and quality report which is available on the school's website:

bankierps.schoolwebsite.scot

APPENDICES

APPENDIX 1 CONTACTS

The following contact details may be useful for parents and carers:

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities - <http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system - <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school - <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Parental involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others - <http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils - <http://www.educationscotland.gov.uk/parentzone/index.asp>

School ethos

Supporting Learners - guidance on the identification, planning and provision of support - <http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos - <http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools - <http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support - <http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education - <http://www.sces.uk.com/this-is-our-faith.html>

Curriculum

Information about how the curriculum is structured and curriculum planning - <http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the eight curricular areas - <http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing - <http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School - A Guide for Parents and Carers - http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase - <http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work - <http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme -

<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services - <http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning -

<http://www.skillsdevelopmentscotland.co.uk/>

Assessment and reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework -

http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed -

<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications -

http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling -

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond -

http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy -

<http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and changes provides information about choices made at various stages of learning -

<http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs -

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition - <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning - <http://www.enquire.org.uk/>

Parenting Across Scotland offers support to children and families in Scotland -

<http://www.parentingacrossscotland.org/>

Support for pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs -

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Information about the universal entitlement to support that underpins Curriculum for Excellence -

<http://www.educationscotland.gov.uk/supportinglearners/whatissupport/universalsupport/roleofkeyadult.asp>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended -

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting it Right for Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers -

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

School improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website and inspection reports including data on attendance - <http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland's Inspection and review page provides information on the inspection process - <http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy - <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) - <http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications - <http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland - <http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education - <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

School policies and practical information

Schools and local authorities should consider the most relevant school, local and national policies and include details or links for parents to sources of further information.

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>
<http://www.scotland.gov.uk/Topics/Health>
<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 - <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 - <http://www.legislation.gov.uk/asp/2000/6/contents>