

Deanburn Primary School



School Brochure 2024 - 2025



Falkirk Council
Children's Services





Our Values

Honesty
Respect
Perseverance
Ambition
Caring

'Believe and Achieve'



Together, we achieve more.

Welcome to Deanburn Primary School in Bo'ness.

We warmly welcome you and your child to be a part of our school community. Our community is steeped in rich history and we are very proud of our school and the town of Bo'ness.

At Deanburn, we believe in supporting every child to become a successful learner who can reach their full potential.

Our motto is simple but powerful: 'Believe and Achieve'.

At Deanburn, we endeavour for our pupils to grow into confident individuals who are proud of their unique talents, skills, and interests. However, we also strive for more than individual success - we believe that we achieve more together.

Through this teamwork, they become not only successful learners but also responsible citizens who actively contribute to both school and community.

We often use the metaphor of geese with our pupils. Just like geese flying in formation, our pupils achieve more as part of a team than they could ever achieve alone. They take turns to lead and encourage each other.

Together, we believe, achieve, and fly high together!

We look forward to you being part of our adventures at Deanburn,

Kind regards
Mrs Carol Fraser

Carol Fraser

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A Foreword from the Director of Children's Services

Session 2024-2025

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

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

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

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

Robert Naylor
Directors of Children's Services
Falkirk Council

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

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

Disclaimer

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

Curriculum for Excellence - Learning to Achieve

Learning Entitlements

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

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

How can you help?

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

As a parent, you can help your child by:

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

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental

Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

Welcome from the Head Teacher

Welcome to Deanburn Primary School Handbook.

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

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

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

Section One – Practical Information about the School

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

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

- Travelling to and from school
- School meals and milk
- Financial assistance with school clothing, transport and school meals
- School closures in an emergency or unexpectedly for any reason
- General supervision available for your child in the morning and at lunchtime
- Wet weather details
- How the school communicates with parents
- How to complain if you are not happy about something.

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

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

Section Two – Parental Involvement in the School

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

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

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

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

Section Three – School Curriculum

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

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

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

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

Section Four – Support for Pupils

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

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

Section Five – School Improvement

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

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

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

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

Carol Fraser

Head Teacher

Deanburn Primary School

Section One – Practical Information about the School

Contact Details –

Name of Head Teacher - Carol Fraser

Name of School - Deanburn Primary

Address – Hazeldean Avenue, Bo'ness

Telephone Number – 01506 778320

Website – www.deanburn.falkirk.sch.uk

E-mail Address – deanburnprimaryschool@falkirk.gov.uk

About the school

Stages of Education provided for – Nursery – P7

Present Roll – 267 (including Nursery children)

Denominational Status of the School (if any) – Non Denominational

Organisation of the School Day

Primary 1 pupils attend school on a full-time basis as soon as they start school.

Start Time – 9am

Morning Break – 10.30 – 10.45am

Lunch Time – 12.15pm – 1pm

Finish Time – 3pm (P1-P7)

PE days for pupils are intimated in the Class Newsletter

Assembly day is Thursday at 9.15am

Parent Council Chairperson – Sarah Ballantine

FALKIRK COUNCIL: CHILDREN'S SERVICES

School year

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

Term Time Public Holidays

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

Staff Development Days

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

Registration and enrolment

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

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

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

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

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

Attendance and absence

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

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

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

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

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

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

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

School Dress Code

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

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

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

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

The appropriate clothing and footwear for PE is a T-shirt, shorts/leggings or tracksuit bottoms and trainers. 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. On PE days, children should come to school wearing their school uniform on top (polo shirt, jumper) and their PE bottoms and trainers.

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

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.

Embroidered school sweatshirts can be purchased at: www.border-embroideries.co.uk

Education Maintenance Allowance (EMA)

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

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

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

Check if you are eligible by visiting the [EMA Scotland website](#).

How to apply

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

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

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

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

Deadlines

Your age

Application date

Payment start date

16-19 on or before 30 September

Apply on or before 30 September

Payments start from beginning of August term

Apply after 30 September

Payments start the week we receive your application

Turn 16 between 01 October and 28 February

Apply on or before 28 February

Payments start from beginning of January term

Apply after 28 February

Payments start the week we receive your application

School Meals

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

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

Payment for school meals is made via Ipay which every child receives details for when enrolled. Packed lunches are eaten in our school dining hall alongside the children having a school meal. This allows them to mix freely with their peer group, regardless if they are packed lunch or school meal.

We encourage healthy choices at Deanburn primary and therefore fizzy juice is not allowed.

Medically Prescribed Diets

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

Free School Meals and Clothing Grants

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

Do I qualify for an award?

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

What is the Current Value of Clothing Grants?

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

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

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

How is Eligibility Assessed?

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

Will I need to submit an application form?

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

How Do I Apply?

- You should apply online: www.falkirk.gov.uk/fsm

When will I receive my award?

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

Further Information

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

Other Support

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

- [Best Start Grant: Pregnancy and Baby Payment](#) – Payments for parents of new-borns, or those currently expecting.
- [Best Start Foods](#) – Payments for parents of children up to 3 years old.
- [Best Start Grant: Early Learning Payment](#) – Payment for parents with children aged between 2 and 3 and half years old.

- [Best Start Grant: School Age Payment](#) – Payment for parents of children starting Primary School.
- [Education Maintenance Allowance \(EMA\)](#) – Financial support for 16 -19 year olds continuing at high school.
- [Young Scot](#) – The Young Scot National Entitlement Card is available free of charge to everyone aged 11-25 living in Scotland. It can be used to receive discounts, for rewards, and also as proof of age.
- [Young Persons' Free Bus Travel Scheme](#) - Young people aged between 5 and 21 years old are eligible for free bus travel from 31 January 2022.
- [Help with Welfare Benefits](#) – Find out if you are claiming all of the support you are entitled to and speak to an adviser for further advice.
- [Other support for families](#) - Any family facing financial insecurity can also contact our Support for people team for assistance or sign posting to other support. The team can be contacted on 0808 100 3161.

Travel to and from School

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

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

In the interest of safety, Parents are reminded, when dropping off/collecting children from school that they should not park in the staff car park, on the turning circle, near the pedestrian exit or in any location which causes an obstruction. Please be courteous to home owners and be aware of parking across drives. There may be children crossing in front of the main gates so please drive carefully.

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.

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

School security

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

Wet Weather Arrangements

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

Parents Meetings

All of our schools offer opportunities for parents to discuss their child's progress with teachers through arranged meetings. Although arrangements vary from school to school, all parents will be advised of at least once per session when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview. Please see section two of this handbook for more details on home / school partnership.

Communication with Home

From time to time you will receive important and routine communications from the school via a variety of methods (email, group call, twitter, letter etc.). Parents are also encouraged to check their child's schoolbag and online for these communications. Please ensure that the school holds your correct email address. Enquiries of any kind should be addressed to deanburnprimaryschool@falkirk.gov.uk in the first instance.

Unexpected Closures

Most closures will be notified to you in writing, in advance, but there are occasions when the children may be dismissed early without warning, e.g. as a result of power cuts or severe weather. In the event of an early school closure please ensure that your child knows where to go if you are not usually at home during the day. To help us keep you informed it is important that you make sure we have the most up to date emergency contact information for

your family. We will keep in touch using text messaging, e-mail, Twitter, via the Falkirk Council website or via information broadcast on Central FM. In the event of an unexpected closure, a sign out system will operate. The class teacher will request your signature before you collect your child.

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). Mobile phones should be turned off during school time and kept in school bags. Education establishments develop their own mobile device policies in consultation with pupils, parents and staff. For more information on this topic, please contact your child's school.

ICT Acceptable Use Policy

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

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

Equality

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

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

Compliments, Enquiries and Complaints Procedure

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

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

How do I complain?

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

Who do I complain to?

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

What happens with my complaint?

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

Our complaints procedure has two stages:

- Stage 1 – Frontline Resolution
- Stage 2 – Investigation

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

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

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

How long will it take until I get a reply?

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

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

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

Who else can help?

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

<https://www.spso.org.uk/complain/form/start/>

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

What else do I need to know?

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

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

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

Other School Policies

**Current school Policies are available on our website:
www.deanburn.falkirk.sch.uk or on request from school.**

School Health Service

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

School Nursing Service

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

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

The Falkirk School Nursing team comprises of

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

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

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

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

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

Infectious diseases

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

Head Lice

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

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

Clinics

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

Immunisation

Primary Schools

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

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

Medicines Administration

Administration of medicines prescribed by a doctor or dentist is at the discretion of the head teacher but most schools are happy to co-operate. Parents who wish school staff to give medicines should take the medication to school and fill in the appropriate

form (MED1). It is also possible to complete another form (MED4) which allows pupils to carry and administer medication themselves, for example inhalers. Prescribed medication should be clearly marked with your child's name, date prescribed, how often it has to be taken and for how long.

Pharmacies

Community pharmacies are trained in providing advice on coughs and colds, high temperature, fever, nasal congestion, minor eye infections, constipation, stomach upsets, fungal infections such as athlete's foot, and skin problems such as impetigo. For more information: [nhsforthvalley.com](https://www.nhs.uk)

Insurance Cover for School Children

Public Liability

Personal Injury

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

Pupil's Property

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

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

Travel and Personal Accident Cover – Educational Excursions

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

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

The insurance policy provides accidental bodily injury cover whilst any insured person is undertaking an organised trip (including exchange visits and work experience placement) as long as it is with the authorisation of the school or council and the

activities involve a journey outside the premises of the school. The policy also extends to cover overseas travel cover.

Section Two – Parental Involvement in the School

Parents Welcome

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

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

At Deanburn we actively encourage parental involvement through: parents' evenings; school assemblies and events including curricular workshops; classroom open day visits; website; text messages; letters; school and class newsletters; e-mails; phone calls; Twitter; parent focus groups etc. Pupils are issued with Homework diaries/link books and folio jotters, shared with parents. If at any time you require further information or advice regarding your child's learning or another aspect of school life please do not hesitate to contact school. We always aim to respond to you as soon as possible, however this may not always be on the same day.

We welcome working in partnership with all parents and carers in order to support our pupils.

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





Information and advice on education and learning for parents in Scotland

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



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



Parental Involvement

Parents are encouraged to become partners in their children's learning. We have a very supportive Parent Council and Fundraising Group who assist in the organisation of curricular workshops for parents and actively fundraise to provide welcome financial support for our school. Prior to the Covid19 pandemic, parent helpers assisted with our Outdoor Woodland Classroom, in the Library, supporting pupils in class and helped run some of our After School Clubs. It is hoped that this can resume as soon as current mitigations allow.

As well as our annual Parents' Evenings and Curricular Open Afternoons, parents are encouraged to share their views through questionnaires and through evaluations issued after meetings and events. The Parent Council meet regularly with the Headteacher to address and take forward any general school related issues raised by parents. The Parent Council would welcome new parents and carers to get involved.

Parents are invited into school to enable Nursery children to share their "Learning Journeys".

The school issues a monthly Newsletter which is emailed out to all parents.

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
- To be included in School Improvement Planning

Deanburn Parent Council and Fundraising Group
Chair – Sarah Ballantine
deanburnpc@gmail.com

There is also a joint Fundraising/Parent Council Twitter account.

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/>

Pupil Council – ‘The Changemakers’

The Pupil Council is comprised of elected pupil representatives from each of the classes in school. The group meet monthly with the Headteacher/ Depute Headteacher to discuss issues raised by their classmates as well as those affecting school e.g. road safety.

The Pupil Council also meet on occasions throughout the session to share their thinking and to address specific areas. They also work closely with the Parent Council when appropriate e.g. road safety campaigns.

School Ethos

The school's values are Respect, Honesty, Caring, Perseverance and Ambition and are reflected in our motto "*Believe and Achieve*," where equality of opportunity exists, individual talents and abilities are nurtured and all are included.

Pupils are challenged and supported to do their best, achieve their potential and experience a happy and fulfilling school life.

The school chaplain is Rev Amanda MacQuarry, minister of the Old Kirk, Bo'ness.

We have previously developed strong links with the Old Kirk through Café Connect, which brings together older members of the congregation with our Enhanced Provision class.

Our P3-7 classes attended the annual Cluster Carol Concert at the Old Kirk, in December 2023 and Rev MacQuarry has supported our Religious Education programme through class visits and participation at Assemblies.

Development of Pupils' mental, social and emotional wellbeing

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

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

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

Pupil Conduct

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

Pupils are expected to set themselves high standards in appearance and behaviour. School expectations are devised to encourage the maximum amount of self-discipline. The expectations make clear what is expected of pupils, and how they are required to behave. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property. A behavioural agreement is included in the School Enrolment Form that parents complete when enrolling their child(ren).

Our school expectations are based on the 4 basic rights and responsibilities as follows:

- The right to teach/the right to learn.
- The right to feel safe.
- The right to be treated with dignity and respect.
- The right to be listened to.
- The responsibility to teach/learn.
- The responsibility to make others feel safe.
- The responsibility to treat others with dignity and respect.
- The responsibility to listen to others.

In addition, we agreed, in consultation with pupils and parents, to follow these school expectations:

1. We will be READY to learn.
2. We will be RESPECTFUL.
3. We will be SAFE.

Restorative Approaches 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 only carried out when incidents fall within the legislative criteria.

Falkirk Council has a responsibility to provide an education for all pupils and to challenge and address bullying behaviour. Whilst appropriate action will be taken by the school, it is also important that all parent/carers, work with the school to resolve any issues in the best interests of their child or young person.

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

At Deanburn Primary School we aim to work in partnership with the whole school community to set high standards of behaviour where children are enabled to develop responsibility for managing their own behaviour within a positive and supportive environment. Our school values: Respect, Honesty, Caring, Ambition and Perseverance are embedded within the day to day life of the school. We endeavour to create an ethos where everyone is valued and where children and teachers can enjoy the right to learn and teach.

We believe that relationships are important and that when we invest in relationships we see positive learning behaviour. A wide range of incentives to reward positive behaviour are offered, including praise, stickers, certificates, Praise Postcards, Class Dojo Points, House Points and privileges. We also have Star Awards which are presented to the children during assemblies. Some will be individual rewards, some will be group or class rewards.

When there are any incidents of misbehaviour in school or issues between the children, the school management team investigate thoroughly. Every child involved is spoken to in a very calm, supportive manner and given the opportunity to explain their point of view and to provide their account of the incident. The notes are recorded and kept in our school incident record. Should it be necessary, parents will be contacted in order to be fully informed and

involved. We find that this approach is very successful and children appreciate the opportunity to be listened to, allowing us to resolve issues more promptly.

At Deanburn we reward the children who are consistently great role-models for our school. Where children find this more challenging we see it as our role to teach and model the appropriate communication.

Parents have commented: 'The ethos of the school is really friendly and welcoming, my child feels safe and happy in school'.

Pupils have commented: 'I feel confident that I will be listened to and issues will be handled fairly.'

Section Three – School Curriculum

Curriculum for Excellence

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

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

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

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

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

- **Responsibility of all**

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

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

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

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

- **Skills for learning, Life and Work**

Children are given the opportunity to develop skills for learning, life and work, including literacy, numeracy and health & well-being both in and out of the classroom.

They develop the five core skills of communication, numeracy, problem solving, information technology and working with others from Nursery to P7 throughout all areas of the curriculum and by using active, creative and enterprising approaches to learning.

- **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.

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

We teach the full primary curriculum across all stages in our nursery and school within the Curriculum for Excellence levels:

- Early Level Pre-school and Primary 1
- First Level Primary 2 – Primary 4
- Second Level Primary 5 – Primary 7

Some senior pupils will move on to work within Third Level before the end of their primary school years.

Pupils extend their knowledge and understanding and skills as they work through the Experiences and Outcomes at each level. Literacy, Numeracy and Health and Wellbeing are the core focus and are integrated throughout other areas. Other areas of the curriculum are taught through interdisciplinary projects. We aim for a balance between Social Subjects and Science as the main focus of these projects.

Modern languages are also taught: all classes learn French, at their own pace. Pupils from P5 to P7 also learn Spanish as their third language. Folio Jotters are sent home at set points through the year and parents and pupils are encouraged to comment on the work seen.

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

The Curricular areas are:

Language and Literacy

Literacy is divided into Reading, Writing, Listening and Talking. Where appropriate, teachers make links in learning to ensure children's learning has a relevant context and is meaningful. Teachers use a variety of learning and teaching approaches to help ensure all learners are motivated and challenged.

Learning through literacy enables children to:

- develop their ability to communicate thoughts and feelings
- develop high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- use different media effectively for learning and communication

Numeracy

Numeracy is divided into three areas:

- Number, Money and Measure
- Shape, Position and Movement
- Information Handling

Mathematics includes specific aspects of numeracy which will be developed both in mathematics and through activities in other areas of the curriculum.

Learning through mathematics enables children to:

- develop essential numeracy skills including arithmetical skills
- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts

Health and Wellbeing

Health and Wellbeing includes experiences and outcomes for personal and social development, understanding of health, physical education and physical activity and home economics. It also includes approaches and activities such as physical activity and nutrition, to promote the health and wellbeing of learners and the wider community. Our Active Schools Co-ordinator works in partnership with school staff to encourage active lifestyles and physical activity.

Mental Health and Wellbeing is also very important at Deanburn. All classes use Emotion Works to support children with their understanding of emotions and behaviour.

Expressive Arts

Expressive Arts include experiences and outcomes in the contexts of:

- Art and Design
- Drama
- Music and Dance

Through the Expressive Arts, children can have rich opportunities to be creative and imaginative and to experience inspiration and enjoyment.

Religious Instruction and Observance

Religious Instruction

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

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

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

Religious Observance/Time for Reflection

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

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

Withdrawal from Religious Instruction and Religious Observance/Time for Reflection

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

STEM (Science, Technology, Engineering and Maths)

Through science children are encouraged to develop enquiring minds by developing ideas through play, investigation, first-hand experience and discussion.

Technology considers how knowledge can be applied for practical purposes.

Each class has at least one PC and timetabled access to the ICT Suite. All classrooms are connected to the internet and have limited and protected site access. Deanburn has Interactive Smartboards in all classrooms and a set of iPads that can be used by all classes. Children in P6 and P7 have their own iPads to support their learning both at home and in school.

These active resources are used to deliver lessons across the curriculum following Curriculum for Excellence recommendations.

Teachers follow progression pathways which cover the skills to be taught at each level of the national guidelines. The school is following Curriculum for Excellence advice and guidance on the use of ICT across the curriculum.

Social Studies

Through Social Studies, children and young people develop their understanding of the world by learning about their own community and people and what has shaped them, other people and their values in different times, places and circumstances and how their environment has been shaped.

Learning through social studies enables children and young people to:

- Broaden their understanding of the world by learning about human activities and achievements in the past and present
- Develop the capacity for critical thinking, through accessing, analysing and using information
- Form their own beliefs and view of the world and develop their understanding of different values, beliefs and cultures

Specialist Teachers

At present we have specialist teachers from Bo'ness Academy visiting the school on a regular basis in the following subjects:

- Music
- Physical Education

Musical Instruction Tuition

This is available to upper pupils in:

- Brass
- Violin
- Woodwind
- Piano

Detailed information about our curriculum is contained within our Curriculum Rationale, which is available on the school website.

Teachers consistently share and create their learning intentions with their children. Pupils are encouraged and supported in setting targets and

evaluating their own work. This takes place on a day to day basis, for instance, when agreeing the aims of an individual piece of work.

Effective learning and teaching is promoted through the framework of Curriculum for Excellence, throughout school and across curricular areas, this includes Active and Interdisciplinary Learning approaches. There is emphasis on the development of skills, knowledge and understanding in Literacy, Numeracy and Health and Wellbeing.

A Transition Project runs for pupils transferring to Bo'ness Academy, throughout their final year. Prior to Covid19, all Primary 7 pupils also had the opportunity to participate in a Cluster Residential experience.

There is an outdoor classroom for Nursery and Enhanced Provision pupils. All classes have the opportunity to access the classroom located in Kinneil Woods on a regular basis.

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

For further information on curricular issues please refer to our Deanburn Website www.deanburn.falkirk.sch.uk and Curriculum for Excellence website [https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence)

Play Pedagogy and Active Learning

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

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

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

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.

All children are actively involved in taking responsibility for their own learning through target setting and identifying their next steps.

All children are given opportunities to:

- Take part in decision making
- Take part in class planning with their teacher
- House Captain/Vice Captain roles
- Take a leadership role through the Pupil Council, Eco Council, Digital Leaders, Sports Council, Rights Knights, or by being a Young Leader or a Buddy
- Share learning, experiences and opinions with peers and parents

Learning is centred around and led by the children, giving them a voice so they experience ownership over their learning.

We work hard to offer an active approach to learning across all ages. Practical activities, including outdoor learning or trips into the local area, are central to children's learning so the children can learn experientially.

There is a strong community ethos where everyone is included and involved (children, all staff and parents) and we all learn from each other.

Reflecting and target setting is effectively used to help everyone to improve their learning by focusing on next steps.

Other approaches to learning include: Active Learning, Cooperative Learning, Higher Order Thinking Skills, Assessment is for Learning, Creativity, Reciprocal Teaching, Interdisciplinary Learning and Global Citizenship.

Learning at Home

Parents are involved in working in partnership with the school to develop an effective approach to Homework Policy.

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.

The homework is designed to be flexible, fitting around your child's out of school commitments and precious family time.

Care of Books / Materials

To enable us to provide the best possible education for your child, every care should be taken to look after the school's resources and facilities. Parents are asked to remind their child(ren) that all school equipment and fittings should be used with care.

Books and learning resources which are lost or destroyed must be paid for, either wholly or in part, depending on the age of the resource. Any loss of school or Council property should be reported immediately to the school.

Sensitive Aspects of Learning

The overall aim of Health Education is to enable all pupils, through a programme of well-planned learning and teaching experiences, to develop the necessary knowledge, skills and attitudes for good physical, emotional and social health.

Sex Education:

The P6 Programme explores the physical and emotional changes that take place at the onset of puberty and how we feel about ourselves.

In P7, the Programme examines the whole process of life cycles and reproduction, rites of passage, friendships and feelings. It emphasises the importance of loving, caring relationships between couples and the value of the family and relationships within it.

Religious Instruction and Observance

Religious Instruction

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

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

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

Religious Observance/Time for Reflection

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

Withdrawal from Religious Instruction and Religious Observance/Time for Reflection

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

Extra-Curricular Activities

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

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

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

English as an Additional Language

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

This service can be contacted via email: EAL@falkirk.gov.uk

Facilities for Physical Education and Outdoor Activities

The gym hall has a variety of apparatus for physical education within the school. As part of the school's physical education programme, pupils may also use the school grounds, the facilities of the local sports complex or athletics stadium.

Active Schools

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

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

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

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

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

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.

There are many opportunities to discuss pupil progress across the year. This includes during parents evenings twice a year, written reports at the end of each school year and open communication is encouraged out with these times.

The children's work will also be shared at Parents Evenings, Sharing the Learning Events, Assemblies and Twitter/See-Saw. Class and School Newsletters also give parents a real insight into life at Deanburn Primary.

Section Four – Support for Pupils

Getting It Right For Every Child (GIRFEC)

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

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

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

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

Wellbeing

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

The eight wellbeing indicators are:

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

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

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

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

Main Contact

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

Every child and young person will still have a main contact within a school establishment to support and promote their wellbeing. The role of the main

contact is to act as the first point of contact for children, young people, those responsible for their care, and families.

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

Family Support Services

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

Children, young people, and families may require additional support at different times in their life due to changing circumstances, such as: following a bereavement, trauma, illness, increased anxiety, and transition points in life.

Support can be tailored to meet the individual needs of children, young people, and families, when they need it most and as locally as possible.

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

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

Protecting Children and Young People

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

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

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

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

Additional Support Needs

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

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

www.falkirk.gov.uk/services/schools-education/additional-support-needs/

Children, young people, and families will work together with this school, other agencies and professionals to provide the best possible educational provision to

meet their needs within the resources available. This may include working with Social Work Services, Educational Psychology Service, and the National Health Service.

Support for Pupils

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

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

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

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

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

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

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

Disputes and Resolution in Additional Support Needs

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

In the first instance, the school or ELC should be contacted directly. If the matter cannot be satisfactorily resolved, services from centrally based staff may be called upon: the Additional Support for Learning Adviser, the Educational Psychologist or the school's attached Team Manager. Children's Services also commission independent mediation through Children in Scotland. This is a free service to

parents, carers, and young people. It offers an independent mediation service by fully trained, experienced mediators in neutral venues and operates with a child-centred approach. Their services, called Resolve, may be arranged by the Additional Support for Learning Adviser, or accessed directly by parents and carers.

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

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

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

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

Educational Psychology Service

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

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

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

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

Transitions

Nursery children moving to P1 are involved in a transition project in the summer term. The children are given "Buddies," P6 pupils who help the Nursery children e.g. in the playground or dining hall, as they make the transition into Primary School.

P7 pupils are involved in a transition project with Bo'ness Academy throughout their last year at Primary. We also meet with Academy staff to share essential information prior to pupils leaving Deanburn. If your child had additional support needs, the pupil support team from Bo'ness Academy will visit their primary class on several occasions in order to get a clear understanding of your child and their educational and pastoral needs. You will be invited to participate in meetings to discuss your child's enhanced transition and to discuss how Bo'ness Academy will meet your child's needs.

Nursery Class Provision

The school's nursery class provides places for children aged 3-5 years. Nursery class provision is non-denominational, which allows children of parents from all religions and beliefs to attend the nursery. Attendance at the nursery class does not however guarantee a place in the school.

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

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

Children become eligible for pre-school education as follows:

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

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

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

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

Transition from Nursery to Primary

Before leaving nursery, a transfer of information record for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary. All nurseries and primary schools have a variety of systems which support the transition process for children. This ensures that children's strengths and development needs are addressed.

Primary School Admissions

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

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

Primary to Secondary Transfer

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

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

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

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

Pupils with Additional Support Needs

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

arrangements for those children for whom the move to secondary school may present challenges.

Moving to the denominational secondary school

Children who are baptized Catholic

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

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

Children who are non-Catholic

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

Moving between denominational and non-denominational schools

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

Catchment Secondary School

Our associated Secondary School is Bo'ness Academy.

Mrs Catriona Reid

Head Teacher

Bo'ness Academy

Gauze Road

Bo'ness

EH51 9AS

01506 822028

bonessacademy@falkirk.gov.uk

For pupils with additional support needs who are not transferring to Bo'ness

Academy, planning arrangements involving parents are ongoing throughout P6 and the final session at Primary.

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.

Transport for Placing Requests

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

Section Five – School Improvement

Raising Attainment

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

Standards and Quality Report

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

Standards and Quality Reports – Operational Guidance

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

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

The National Improvement Priority Area: Framework key priorities are:

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

The 6 drivers of improvement identified in the NIF are:

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

Details of our past school improvements can be found on our school website. These are detailed within our Standards and Quality Report 22-23.

[Deanburn Primary School - Home Page](http://www.deanburnprimary.falkirk.sch.uk)
www.deanburnprimary.falkirk.sch.uk

In 2023-24, we are developing our school through the following priorities:

All stakeholders contribute to the development of a curriculum, which is unique to our school and meets the needs of all our learners.

Develop effective use of the Staged Intervention process to improve outcomes for all learners.

Effective differentiation will be consistently demonstrated within learning experiences, enabling learners to achieve their potential.

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 at ScotXed@gov.scot or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

Previous HMIE reports for Deanburn are held on the Education Scotland website.

Websites

You may find the following websites useful.

- <https://education.gov.scot/parentzone/> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- <https://education.gov.scot/inspection-reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <https://education.gov.scot/parentzone/> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- www.falkirk.gov.uk - contains information for parents and information on Falkirk schools.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying

- <http://www.ltscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.
- Scottish Attainment Challenge: [1. Introduction - Scottish Attainment Challenge: framework for recovery and accelerating progress - gov.scot \(www.gov.scot\)](#), [Scottish Attainment Challenge | Learning in Scotland | Parent Zone \(education.gov.scot\)](#) and [Scottish Attainment Challenge | Learning resources | National Improvement Hub \(education.gov.scot\)](#)
- Curriculum for Excellence: [What is Curriculum for Excellence? | Curriculum for Excellence | Policy drivers | Policy for Scottish education | Scottish education system | Education Scotland](#)
- National Improvement Framework 2022: [Education - Achieving Excellence and Equity: national improvement framework and improvement plan 2022 - gov.scot \(www.gov.scot\)](#) and [National Improvement Framework | Learning in Scotland | Parent Zone \(education.gov.scot\)](#)

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLD – Community Learning and Development

DHT - Depute Headteacher

EMA – Education Maintenance Allowance

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

FOI – Freedom of Information

FVNHS - Forth Valley National Health Service

GIRFEC – Getting it Right for Every Child

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

HT - Headteacher

LIPs - Local Improvement Priorities

LTA - Learning to Achieve

MFiF - My Future's in Falkirk

NPFS - National Parent Forum of Scotland

PC - Parent Council

PLPs - Personal Learning Plans (personal learning planning)

PT - Principal Teacher

PTA/PA - Parent/Teacher Association/Parents Association

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

SIP - School Improvement Plan

SPTC - Scottish Parent Teacher Council

SQA – Scottish Qualifications Authority