



Grangemouth High School



School Handbook 2019 - 2020

(published March 2019)

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DISCLAIMER

Please note that while the information in this brochure is correct at the time of printing, some minor changes may occur by the time it reaches parents.

A Foreword from the Director of Children's Services

Session 2019-20

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

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

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

We are pleased to introduce this handbook for session 2019/20 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 Acting Communications Officer for Children's Services (tel: 01324 506657).

WELCOME FROM THE HEADTEACHER

Welcome to the Grangemouth High School handbook. Our school handbook has been produced to provide useful information to pupils and parents about our routines and procedures.

It should, however, also give you an impression of our aims, of the exciting work undertaken in our school, and of what is important to us as **a community school**.



Grangemouth High School promotes the good work and achievements of the young people in our town and our mission statement places us **at the heart of the community**. Our future lies in the hands of staff, pupils and parents who share a common goal – to deliver the best possible education for life to the children and young people of Grangemouth.

In all aspects of our work, we strive to:

- set consistently high standards
- work together for the benefit of all
- challenge our pupils to do their best at all times
- work in partnership with parents and the community

The success of the school, and of individual pupils, comes from genuine partnership working between pupils, parents and school staff and this handbook and our website is another method of communication to support this approach.

We strive to create a friendly and welcoming learning environment and I hope that you find our school open and welcoming, and feel confident about contacting staff at any time if you need information or wish to discuss your child's progress.

Mr Paul Dunn

Headteacher

A PROFILE OF GRANGEMOUTH HIGH SCHOOL

Grangemouth High School is the secondary school in the Grangemouth cluster. It serves the town of Grangemouth, with a small number of pupils coming from surrounding areas.

It is a non-denominational six-year comprehensive school with a roll of just over 760 and a teaching staff of just over 70. In August 2019, 160 pupils are expected to enrol in the first year, and around 180 will return for a fifth or sixth year.

The school has an extended support for pupils' service that includes pastoral care and learning and behaviour support. A special education unit within the school, the Additional Support Centre, caters for the needs of up to 28 pupils with social communication difficulties, and the school is fully equipped to accommodate disabled persons.

Along with our cluster nursery and primary schools, we work closely with other agencies and specialist staff to promote social inclusion, raise attainment and standards of health, and support our pupils and their families in the community.

The Coordinated Children's Service and Family Support Service teams for the Grangemouth area are based within the school.

The school plays an important role in a lively and vibrant community, is often involved in partnership projects with the wider community, and has solid links with local industry and commerce. Parents are encouraged to share in the life of the school, and are welcome in the school at all times.

We feel it is important to provide our pupils with the widest possible range of experiences and so the school is often involved in projects and activities that go beyond our local area, and pupils are encouraged to broaden their horizons and to take part in local, regional and national activities such as competitions and challenges.

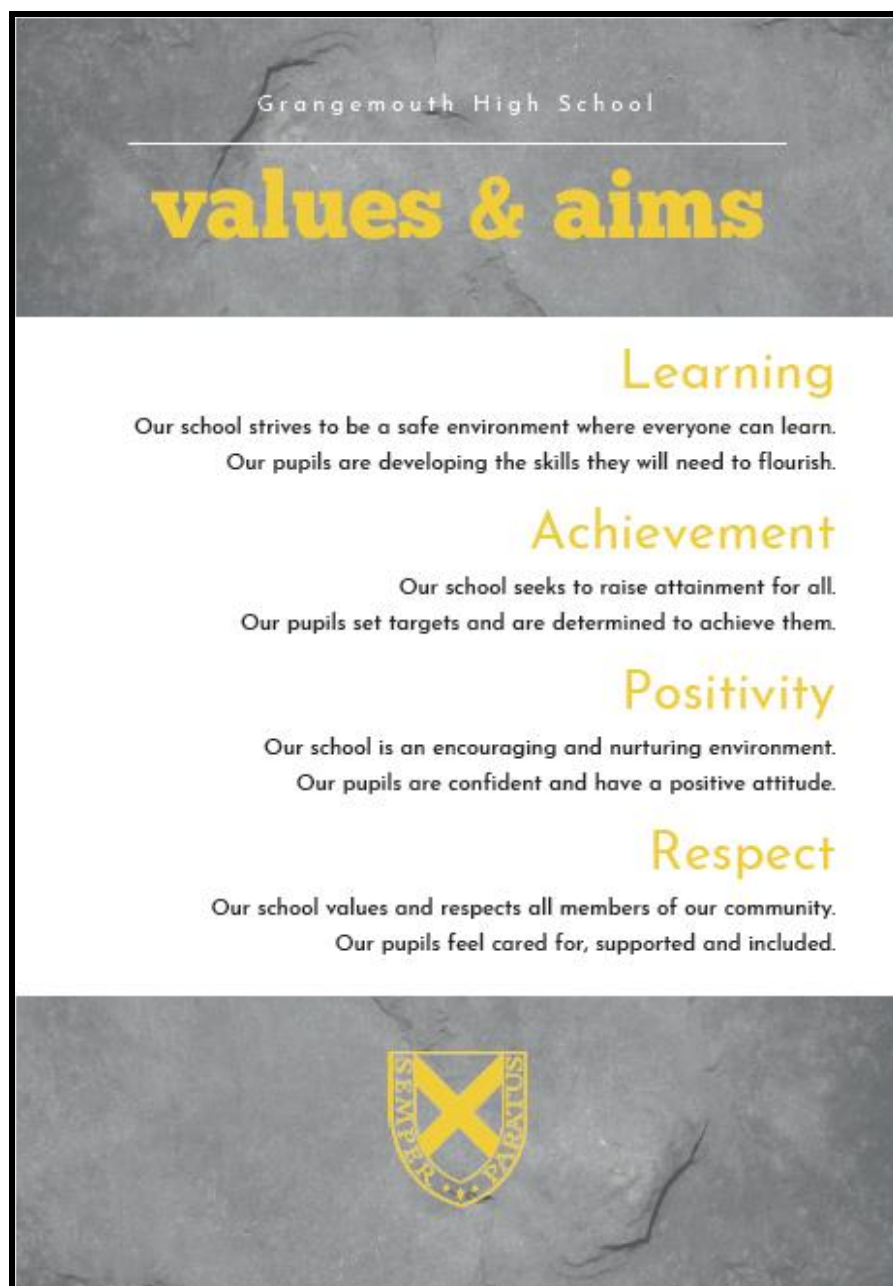
We are proud of our wider curriculum and achievements and pleased to have had our efforts recognised by others. For example, we first achieved Health Promoting School status in 2007; we have been awarded three consecutive Gold Enterprise in Education Awards and now have the Platinum Award; we have been recognised as achieving an 'outstanding' status by Cycle Scotland, we attained Silver Sports Award from Sports Scotland and in 2016 we were nominated for a range of Awards at both Falkirk Council's Learning to Achieve Ceremony and Celebrating Success Awards.

In January 2010, the school was inspected as part of a rolling programme of school inspections, and the positive report that followed highlighted as particular strengths the active involvement of pupils in the school and the community, leadership opportunities, and partnerships to support learning and personal achievement.

All staff in Grangemouth High School are expected to make a positive contribution to the general ethos of the school, to provide a supportive and caring environment, and to encourage pupils to do the best that they can and to achieve as much as they can.

OUR AIMS AND VALUES

Values and Aims Statement



SCHOOL IMPROVEMENT

Each year the school publishes the School Improvement Plan for the following session. Improvement priorities are based on a varied programme of self-evaluation that includes, amongst other activities:

- an annual review and a mid-term progress report on the work of each faculty
- a mid-term review of progress on the current Improvement Plan
- classroom visits by Principal Teachers and Senior Managers
- moderation of standards against agreed criteria and quality indicators
- monitoring and tracking of pupil performance
- analysis of examination results and other qualifications
- feedback from pupils, parents, staff, and partners

This information, along with local and national priorities, provides the basis for identifying improvement targets for the following session.

Progress on school improvement is summarised in the annual Standards and Quality Report, which (along with Improvement Plans) is published on the school website (www.grangemouth.falkirk.sch.uk).

Standard statistics relating to the school are on pages 28 and 29 of this handbook, and there is an explanation of the transfer of data on pages 37 and 38.

STAFFING AND FACILITIES

Staffing

The school has a Senior Management Team of 5, 12 Principal Teachers, and (including part-time workers) 60 teaching staff and over 40 support staff.

Senior Management Team

Headteacher	Mr Paul Dunn
Depute Headteachers	Dr Patricia Holland
	Dr Jo Matheson (Acting)
	Mr Ash Wood
Resource Manager	Ms Donna Lynch

Principal Teachers

Faculty:	
Languages	Mr I Mackinnon
Mathematics/Business Education	Mr G Elliot
Science	Mrs J Paterson (Acting)
Humanities	Mrs T McDougall
Technologies	Mrs J Todd
Creative & Aesthetic	Miss A Stewart
PE	Miss T Johnston

Pupil support:

Avon House	Mr S Cockburn
Carron House	Mrs M Dickson
Kerse House	Mrs A Ferguson
Support for Learning	Mrs L Lang
Post-16 transitions	Vacant



Facilities

The school is well-equipped with bright, modern classrooms, each fitted with a data projector and screen, and over 40 having Interactive Whiteboards. There are 9 computer suites (in Computing, Technical and Business Education) and a number of smaller computer-rich areas in other departments.

Specialist teaching accommodation includes 2 Technical workshops, 3 Home Economics kitchens, 11 Science labs, 3 Art rooms, a drama studio, 2 music rooms and a recording studio. There are also 3 smaller rooms available for project work.

The PE facilities comprise a full-size games hall, gym, dance & fitness suite, swimming pool, an artificial pitch, 2 grass pitches (one for football and one for rugby) and an athletics track.

There is a large dining area and an assembly hall that doubles as a social area at breaks, and there are two external courtyards that pupils can use. The campus is laid out with shrub borders and there are covered areas outside. An outside teaching area and an environmental garden provide opportunities for different learning environments.



ROUTINES and PROCEDURES

School Day

<u>6 Period Day</u> <u>Mon, Wed, Frid</u>		<u>7 Period Day</u> <u>Tues & Thurs</u>	
Period 1	8.40-9.30	Period 1	8.40-9.30
Period 2	9.30-10.20	Period 2	9.30-10.20
Interval	10.20-10.35	Interval	10.20-10.35
Period 3	10.35-11.25	Period 3	10.35-11.25
Period 4	11.25-12.15	Period 4	11.25-12.15
Period 5	12.15-1.05	Period 5	12.15-1.05
Lunch	1.05-1.50	Lunch	1.05-1.50
Period 6	1.50-2.40	Period 6	1.50-2.40
		Period 7	2.40-3.30

Transport

The vast majority of our pupils stay within walking distance of the school and are encouraged to walk or cycle to school as often as possible. Pupils who cycle to school should dismount their bikes before entering the grounds, and should ensure that their bikes are securely chained to the cycle racks during the day.

Parents who transport their children to school by car are asked to show consideration for others and to avoid congestion around the school entrances. The drop-off area at the front of the school is for buses and taxis only, and the car park is out of bounds to pupils – parents are asked not to drop children off or pick them up in these areas.

Free bus season tickets are issued to pupils who live within the catchment area but more than two miles from the school. The passes are valid at the start and end of the school day, but not at lunchtime and must be returned to the school office if the pupil ceases to attend this school. It is important to stress to pupils that they must behave sensibly at bus stops and during the journey. Misbehaviour could result in a pupil being banned by the bus company – in which case, parents will have to make alternative arrangements.

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

Emergency closure

In the event of an emergency closure of the school, arrangements will be made for the supervision of any pupils who cannot go home or to an alternative address agreed with their parents. Whilst such occasions will be rare, it is important that we always have up-to-date contact details for parents, and that pupils are aware of any alternative arrangements that may be made for them. We will keep in touch using a range of communication methods such as text messaging, Falkirk Council website, school website, twitter and or via information broadcast on Central FM.

Parents will be aware of the Council's arrangements for the control of a major industrial accident and should note that in such cases, pupils may be sent home.

Attendance and absence

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

Absence from school is recorded as authorised, that is approved by the education authority, or as unauthorised, that is unexplained by the parent (truancy).

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

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

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious 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.

Child safety – unexplained absence

The safety of school children is a matter of concern for all of us. The school is committed to ensuring the safety of pupils when they are on school premises or taking part in an off-site school activity, and parents are responsible for their safety at all other times – this includes lunch-time for pupils who choose to leave the school grounds.

We hope that all parents will talk to their children about keeping themselves safe and will discuss issues such as road safety, safe use of the internet and other technologies, substance abuse, and being approached by strangers.

When a child fails to arrive at school in the morning, and there has been no prior indication of an absence, the school uses an automated system to alert parents to this fact. Using the numbers that parents provide as part of their child's personal details record, text messages are sent to mobile phones, and voice messages to land lines, with parents being asked to contact the school.



From time to time, the school will use the same system to inform parents of school events, the issue of reports, or key dates.

The text messaging system is a quick and effective way of alerting parents to an unexpected absence – however, it is entirely dependent on the school having up-to-date and accurate

contact details. It is essential that you let us know of any change to your contact details, or those of the emergency contact(s) you have identified.

Whilst it is not always possible to have a mobile phone switched on during the day, please make a point of checking for messages.

SCHOOL UNIFORM

Pupils are expected to wear school uniform to school and on most school excursions during the day. We promote and encourage school uniform for the following reasons:

- it is seen by others as a positive sign of a school that maintains standards and is valued by pupils and parents alike.
- it identifies everyone with Grangemouth High School and allows pupils to show pride in their school
- it helps to keep pupils safe by making it easy to identify any strangers who might come into the school grounds
- it encourages pupils to separate school from leisure and to realise that different behaviours apply
- it removes the pressure of competitive dressing and the bullying that is sometimes associated with what children wear
- it is much more economical than constantly buying the latest fashions

The formal uniform may be worn by pupils in any year-group, and comprises from June 2014

- black blazer with school badge
- black skirt or trousers
- white shirt and school tie
- black jumper or cardigan
- black shoes

Order forms are available from the school office. Uniform orders for S1 pupils will be taken at the P7 parents' night in May/June.

Pupils are expected to remove coats, jackets, and other outdoor wear in classrooms and other teaching areas.

Items that are not acceptable wear for school include:

- football tops or strips
- t-shirts, vests, or cropped tops
- jeans, and denim jackets
- shell suits or other highly flammable materials
- high heels, and excessive jewellery or make-up
- leggings, hooded tops and other fashion wear

Non-uniform days

These are held at set points in the year, usually once a term, to raise money for charity. Pupils are charged for a non-uniform ticket that allows them to leave their uniforms at home for that day. What pupils do wear must be appropriate for the school setting.

PE, HE, Art, Technical and Science

Pupils are expected to bring trainers and an appropriate change of clothing for PE or to accept the freshly-launched alternative that will be offered; to remove any jewellery that may be a hazard; and to wear suitable protective clothing and goggles as required in practical classes.

SECURITY and CARE of PROPERTY

Security

Whilst the school will take every precaution possible to keep pupils safe, pupils themselves must play their part in keeping the school secure and themselves and their property safe:

- pupils should never let anyone into the school – pupils who are late and all visitors must enter the school via reception and must sign-in
- pupils should not open external doors during class times
- if leaving the school during class time, e.g. for an appointment, pupils must leave via reception
- S6 pupils who have designated times when they may leave the school must sign-out and back in again at reception

For security purposes, the gate at the back of the school will be kept locked except at school starting and finishing times. There is a path at the side of the school that leads onto Tinto Drive and a walk along the front of the school takes pupils and visitors to the reception entrance. In very icy conditions, the gate may be kept locked, in which case pupils should take the path round to the main pupil entrance on Tinto Drive.

Access for parents

Parents calling at the school during the day must use the entrance at reception. For parents' evenings and school events in the evening, entry is via the main pupil entrance.

Pupil lockers

Personal property is the responsibility of individual pupils – we recommend that only small amounts of money are brought to school, and that expensive personal items are left at home.

Personal item e.g. clothing and shoes/trainers should have the pupil name clearly marked.

The school has almost 800 pupil lockers, and pupils are encouraged to make use of these during term time. A deposit of £10 is payable on applying for a locker, and again if a replacement key has to be ordered. A limited number of key-pad lockers are available in the PE changing-rooms – it is the pupil's responsibility to check that the locker is locked properly and to keep the code secure.

Care of school property

We are fortunate in having a brand-new purpose-built building in which to work and everyone is expected to respect and look after these facilities so that they can be enjoyed by both the school and the community.

School books and other materials should be carried in a suitable bag and should be protected from damage.

Curricular contributions

Falkirk Council sets the charges and collects the fees for Music tuition.

EATING and DRINKING at SCHOOL

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

Some families may be eligible to apply to Falkirk Council for provision of free school meals – see information below

Our dining hall serves a wide range of nutritious and tasty meals and snacks, a typical daily offering including:

- a choice of two main course meals
- soup and a dessert
- pasta with a choice of sauces
- rolls, sandwiches, baguettes and panini
- baked potatoes or pizza
- water, fruit juice and milk
- fresh fruit and yoghurts

A pre-ordering facility for snack items allows pupils to order their food at the interval and collect it from the “grab-and-go” counter at lunchtime.

Hot food should be eaten in the dining hall, although pupils may take rolls, snacks etc. into the courtyards. Packed lunches can be eaten in the dining hall or at the picnic tables in the main courtyard.

As the school is a health-promoting school, no sweets, chocolates, crisps, or fizzy drinks are sold on the premises. Pupils are not allowed to bring fizzy drinks into the school, and are encouraged to drink water. There are water dispensers located throughout the school, including one in the dining hall.

We have a cashless catering system, with pupils using swipe cards to pay for their purchases. The cards can be credited at one of 3 machines at any time and are then swiped at the till to have the correct amount deducted. The machines only accept coins, however pupils can credit their cards using notes or cheques at the school office, and parents can credit swipe cards via the online payment link on the school website.

It is important that pupils look after their swipe cards and bring them to school each day. Replacement cards can be issued at a cost of £2.00. Pupils who repeatedly lose or fail to bring their cards will not be issued with a replacement and will have to make alternative arrangements for their lunch.

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 form. The Schools Meals Service will only accommodate a child/ren with a medical referral supplied by their G.P.

Free School Meals and Clothing Grants

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

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

PARENTAL INVOLVEMENT**Communication with parents**

Parents and school staff share a common goal in wanting children to be happy at school, to achieve their best, and to move into a positive destination when they leave. We can achieve this goal by working together to share our concerns, to resolve difficulties, and to recognise and celebrate achievement.

Two-way communication between parents and the school is vital to a successful partnership. This communication starts before your child leaves primary school and continues throughout his/her years at Grangemouth High School.

There are a number of ways in which the school communicates with parents:

- ♦ the School Handbook, issued in summary form to the parents of all new pupils
- ♦ regular newsletters, issued once every term (search the school-bag!)
- ♦ the school website (www.grangemouth.falkirk.sch.uk) or twitter @GrangemouthHS
- ♦ Full reports at least once a year along with ongoing progress reports
- ♦ parents' evenings – a chance for parents to discuss progress with class teachers
- ♦ parents' meetings - for example at key transition points or in relation to school trips
- ♦ automated text-messaging (see page 10)
- ♦ the Standards and Quality Report, issued annually
- ♦ standard letters (e.g. in relation to attendance, punctuality, homework)
- ♦ other occasional letters
- ♦ telephone calls and meetings with individual parents

All publications, along with the School Improvement Plan and key Policies are all published on the school website and are available on request from the school office.

Concerns are best raised at an early stage. Teaching and pupil support staff will contact parents if they have concerns about a child's welfare, absences, homework, progress, or conduct. Similarly, we encourage parents to contact the school at an early stage if you have any concerns or to let us know of changes in a child's home life that may impact on his/her education or daily life at school. It is important to share the good news – teachers will let you know of particularly good work/effort and we ask you to let us know of your child's achievements outwith school.

Parents are welcome to contact the school at any time to discuss matters relating to their children or to the school as a whole, and may do so by telephone, letter or visit. It is advisable to make arrangements for visiting the school in advance – almost all staff have

teaching commitments and there may not be anyone available to see you if you call without an appointment.

When you contact the school, you will be asked for the following information:

- ♦ your child's name
- ♦ his/her year-group and form class
- ♦ the reason for your call/visit

This information will help the receptionist and office staff to direct your enquiry to the most appropriate member of staff. If there is no-one available at the time, your details will be noted and passed on, and you will be contacted, usually that same day or the next day.

Compliments, Enquiries and Complaints Procedure

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

Sometimes, customers may feel that the services provided are not what they wished for and they may wish to complain. If you have a complaint about the service provided by the school, please let us know.

How do I complain?

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

Who do I complain to?

Parents must first consult the school regarding their complaint.

What happens with my complaint?

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

How long will it take until I get a reply?

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

What happens next?

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

Who else can help?

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

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

What else do I need to know?

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

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

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

Parents supporting learning

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;
- being involved in the school.

The Parent Forum and the Parent Council

All parents and carers of pupils at the school are automatically members of the **Parent Forum** and therefore entitled to information from the Parent Council and to consultation on changes to the Parent Council constitution.

As a matter of course, the school provides opportunities for all parents and carers to comment on aspects of the school's provision on an informal basis, and there are more formal consultations as required.

The **Parent Council** is a smaller group that represents the views of parents/carers generally. It was formed in September 2007, following changes to legislation and recommendations from a working party of interested parents/carers. The draft constitution was drawn up with guidance from Falkirk Council Children's Services and circulated to all parents for approval. Any parent/carer who is interested in joining the Parent Council may do so, although for practical reasons there is a limit on membership at any one time. There are no elections and interested parents/carers should contact the chairperson or the clerk for further information.

Staff members of the Board are elected by a ballot of teachers. Mrs Jane McGuigan is the current staff member and attends all meetings along with Mr Dunn Headteacher (or his representative).

School Captains are co-opted members.

The current office bearers of the Parent Council are:

Chairperson	Mr Ray Young
Vice-chairperson	Ms Christine Mack
Treasurer	Mr Kevin Ashe

For information regarding the Parent Council please contact the clerk Mrs Kate Connachie, via the school office.

The Council must report its activities to all parents at least once a year.

There is also a Parent Council section on the school website.

Further information about Parent Councils is available from Children's Services telephone 01324 506600 and from Parentzone Scotland.

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@education.scotland.gsi.gov.uk

education.gov.scot/parentzone



PUPIL SUPPORT

All teachers have a role to play in the general care and welfare of our pupils and in achieving the aims of GIRFEC (see appendix 1). The **Pupil Support team** exists to supplement this first level of support and to provide specialist support to pupils on an on-going basis or as required from time-to-time.

Pastoral Care is organised on a House basis, each pupil being allocated to one of three Houses (Avon, Carron, Kerse) and to a form class within that House when he/she enrolls. For each pupil, the key contacts are the Principal Teacher (Pastoral Care) for his/her House and the Form Tutor. Pupils with additional support needs will have a key worker from within the wider pupil support team.

Form Tutors provide first level pastoral care and help all pupils by:

- ♦ providing daily contact and support
- ♦ taking an active interest in the pupils in their group
- ♦ providing first level communication for pupils and their parents/carers
- ♦ promoting the school's values and aims and a positive ethos
- ♦ being aware of the network of support for pupils
- ♦ contributing to reports to parents
- ♦ bringing to the attention of the appropriate Principal Teacher any pupils who may require additional support

In addition to the above, the Principal Teachers (usually referred to as Pastoral PTs) provide a second level of pastoral support, including:

- ♦ developing and implementing programmes for personal and social education, health promotion, and careers education
- ♦ monitoring attendance, absence and punctuality
- ♦ dealing with bullying and relationship issues
- ♦ providing personal support for individual pupils
- ♦ supporting pupils at points of transition
- ♦ monitoring progress, including behaviour, effort and homework
- ♦ intervention to support pupils at risk
- ♦ liaising with partner agencies, including the Educational Psychology Service, health professionals and social workers, Integrated Learning Community family workers, Skills Development Scotland, and the Reporter to the Children's Panel.

Please note that form tutors have full teaching commitments and are unlikely to be available to take telephone calls.

Pastoral PTs have part-time teaching commitments and are available at non-teaching times during the day – parents are welcome to telephone to make an appointment.

Additional support

Pupils with additional support needs are supported in a variety of ways depending on the nature and extent of their needs.

The **Pupil Support Centre** provides time-out facilities, in-class support, and structured support and development programmes for pupils with social, emotional and behavioural difficulties. It also provides an alternative to exclusion and re-integration for pupils who have been excluded from school, and supports into school pupils who have had difficulty in attending or who have returned from lengthy periods of absence due to illness. The centre is managed by Mrs Dickson and run on a daily basis by Mrs Gibb.

Support for Learning staff, led by Mrs Lang, help pupils with general or specific learning needs, and work with subject teachers to ensure that learning experiences and resources are appropriate for pupils at all levels. Learning support may take the form of:

- ♦ cooperative teaching support in classes
- ♦ support for learning assistants working with individuals or groups
- ♦ tutorial groups focussing on basic skills and helping with subject work
- ♦ short-term intensive tutoring
- ♦ the use of IT resources, for example to support pupils with dyslexia
- ♦ the use of diagnostic assessments to identify specific difficulties
- ♦ alternative arrangements for assessments, including scribes, readers, and extra time

Staff also work closely with partners such as speech and language therapists, the bi-lingual language support service, health professionals and the Educational Psychology Service.

The **Additional Support Centre**, established in 2007, provides specialist support for a small group of pupils with significant social communication difficulties. Pupils are referred from across the Falkirk area and are offered places following assessment of their needs by the Pupil Support Resources Group, a group formed by Children's Services to allocate specialist resources. The majority of our ASC pupils are supported in mainstream classes for up to 80% of the time, the balance of their time being spent with ASC staff developing social awareness and competence, independence, confidence, and the ability to work with others.



Award winning Outdoor Education group in action

MOVING FROM PRIMARY SCHOOL INTO 1ST YEAR

The Grangemouth cluster comprises:

Rannoch Nursery	Beancross Primary School
Bothkennar Primary School	Bowhouse Primary School
Moray Primary School	Grangemouth High School

Although each year there are some pupils who come to Grangemouth High School from outwith the area, almost all pupils will have attended one of the Grangemouth primary schools.

Our links with the primary schools are essential in ensuring that the transition to secondary school is a smooth one, and that pupils are able to continue their learning and build on what has gone before.

Pupil support staff begin to visit primary pupils when they are in P6, focussing initially on those who require additional support to assess their likely needs in secondary school. During the P7 year, we begin to gather information on all pupils and their levels of work, and a comprehensive transition and induction programme* is put in place:

- ♦ meetings in the primary schools for P7 parents
- ♦ secondary staff visits to the P7 residential venue
- ♦ a P&7 roadshow visit Grangemouth High School – introductions, workshops, discussions
- ♦ induction events in May – team-working and getting to know each other
- ♦ separate Faculty and Pastoral meetings for all P7 parents and pupils in the High School
- ♦ 2 induction days in June – following the S1 timetable
- ♦ special arrangements for the first few days in August

While P7 children enjoy their induction days at GHS, their teachers and ours meet to share information on the curriculum, review pupils' work, and discuss joint development.

By the time your child starts secondary school, he/she is no longer a stranger. We will know about levels of work, friendships, interests, strengths, medical needs, and of course learning needs. All this information helps us to place your child in appropriate classes, provide any support he/she may require, and ensure that he/she continues to progress at an appropriate rate.

When they start in August, our new S1 pupils will know each other and a number of our staff; they will be able to find their way around; they will have used the swipe cards in the dining hall; they will have an idea of what a secondary timetable is like; and they will know where to go for information and advice. In short..... secondary school won't be nearly as scary as they might have thought!

*Pupils from schools outwith the area, and their parents, participate in meetings and inductions days, and we liaise in a similar, but albeit reduced way with their primary schools.

POST-16 TRANSITIONS

From S3, all pupils discuss and complete a Learning Choices agreement that provides information on their interests, career intentions, and plans from S4 onwards, for example to remain at school, to go into training or employment, or to go to further or Higher Education. This information is used to identify groups and individuals with particular interests and intentions and to provide appropriate support for them. The support is flexible and tailored to individual needs, for example:

- direct support from the careers service Skills Development Scotland
- support in completing college application forms
- taking part in the LEAPS programme, designed to give pupils an insight into life at university
- undertaking vocational training for part of the school week
- in S5/6, assistance with UCAS application forms and personal statements for those planning on going to university
- directing pupils to training and employment vacancies and supporting them in preparing for interviews
- helping pupils who stay on at school to choose appropriate courses in S5/6

Pupil support is provided for every pupil from before he/she enrolls in the school to the point at which he/she leaves school.



THE CURRICULUM

Grangemouth High School is committed to the principles of *Curriculum for Excellence* (see appendix 2) and to helping every pupil to achieve his/her potential and to move into a positive and sustained destination on leaving school.

Broad General Education S1-S3

Pupils in S1-3 will continue with a Broad General Education covering 8 curriculum areas, as shown below:

Languages - Literacy and English; Modern Languages
Maths and Numeracy
Science
Social Studies
Expressive Arts
Health and Wellbeing
Religious and Moral Education
Technologies

Curriculum for Excellence identifies broad levels within the curriculum and describes learning in terms of experiences and outcomes. The majority of pupils coming into S1 will be ready to work within the third level, with provision made for those who are not yet at that stage, and also for those who will be learning within the fourth level before the end of S3.

Teachers will use a range of learning and teaching methodologies, assessment strategies and up-to-date resources to provide quality learning experiences for all pupils, and to ensure that pupils have every opportunity to achieve as highly as they can.

Curriculum for excellence provides for rich learning experiences and creates opportunities for greater depth of learning, inter-disciplinary learning, skills development and opportunities for pupils to have some personalisation and choice within their learning.

Pupil progress will focus on how much has been learned, how well it has been learned, and on the development of skills. Pupils will demonstrate how secure their learning is through breadth, challenge, and the application of their learning to new and unfamiliar contexts.

As they move in to S3, pupils will have opportunities to personalise their curriculum by focussing on particular subject areas within each curricular area to enhance their learning in preparation for courses leading to qualifications at appropriate levels in S4 and beyond.



The Senior Phase (S4-S6)

The Senior Phase provides an opportunity for young people to personalise their learning, begin to specialise, and gain a range of qualifications that will help them to move on positively from school.

Pupils will begin studying 6 subjects in S4 and over the course of their studies will be presented for national examinations at levels ranging from National 2 to National 5.

In S5/6, pupils may elect to take fewer subjects and can be presented for examinations up to Higher in most subjects, with Advanced Higher a possibility in some. There will also be a range of wider achievement electives for pupils in the Senior Phase.

The appropriate curricular pathway for each individual will be determined after discussions with the pupil, teaching staff, parents/carers and other interested parties, and will take into account prior attainment, the level of current work, completion of course-work, application and commitment, and future intentions.

Our commitment

At all stages, we will ensure that:

- ♦ pupils are encouraged and supported to attain and achieve as well as they can
- ♦ progress is tracked and monitored on a regular basis and communicated to parents through progress reports and parents' evenings
- ♦ pupils are prepared for moving on to the next stage
- ♦ parents are involved in decision-making and kept informed of future developments.

Homework

Homework is an integral part of lesson planning and is designed to:

- ♦ improve knowledge & understanding
- ♦ develop skills
- ♦ broaden and deepen learning
- ♦ provide opportunities to apply learning in different contexts

The amount and nature of homework is related to the type and level of subject being studied. For example, language-based subjects are more likely to have more written homework, whereas homework for practical subjects may focus more on developing practical skills and pupils can expect an increase in the amount and challenge of homework as they move from stage to stage in their school careers.

Homework, which should be noted in pupils' planners, can take many forms:

- ♦ research, gathering evidence/artefacts, taking photographs
- ♦ practice of skills or techniques
- ♦ surveys, questionnaires, interviews
- ♦ short or extended written work
- ♦ reading, listening, watching
- ♦ preparation of talks, presentations, displays

Parents are urged to talk to their children about their homework and to discuss any difficulties with the class teacher in the first instance. Our homework policy is available on the school website.

Assessment

Assessment, too, can take many forms and pupils may well be assessed while undertaking normal classroom activities – it is no longer simply about taking tests. Pupils may be assessed in terms of what they say, write, make or do, and will also be involved in self and peer assessment (reviewing their own work or that of others) and in giving and receiving constructive feedback.

As pupils progress through the school, and particularly from S4 onwards, formal examinations are added to the range of assessment strategies and play an increasingly important role, particularly for those seeking entry to further and higher education. Detailed information on assessment strategies will be issued by individual departments.

In common with other Falkirk Council schools, we use Standardised Tests to give an indication of a pupil's potential abilities and to add to the range of data used to highlight particular strengths and development needs. Test results from P7 are transferred to us from primary schools, and pupils are tested again in S2. These results also give an indication of potential performance in examinations and can be used to help pupils choose the most appropriate courses for S4.

Developing spiritual, moral, cultural and social values

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms. These key human aspects of learning are supported through the following arrangements:-

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development and engage in a programme of moral education.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.

- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Religious education and observance

Parents who wish to exercise their right to withdraw their child from religious education and/or observance should contact the head teacher, in writing, and alternative arrangements will be made for your child.

Sensitive aspects of education

As part of the Health and Wellbeing curriculum, pupils will discuss and learn about a range of sensitive issues, such as relationships, sexual health, parenthood, drugs awareness, and gender issues. This part of the curriculum is delivered through Personal and Social Education classes and parents will be given information in advance of forthcoming topics. Such matters are dealt with in a professional manner by teachers. Parents who have any concerns or questions about the programme should address these in the first instance to the appropriate Pastoral PT.

ENGAGING and INVOLVING PUPILS

Positive relationships and restorative approaches

The ethos and values of the school are evident throughout our policies and daily practices and are the essential building-blocks for our approaches to managing pupil behaviour.

We have a responsibility to provide an education for all pupils and to challenge and address disruptive and bullying behaviour. We do this by building and maintaining positive relationships with pupils and using restorative approaches to deal with incidents and restore relationships. Such approaches have been found to be more effective than punitive responses, which can lead to resentment and sometimes retaliation.

With restorative approaches, pupils are given the opportunity to reflect on their actions and consider the harm they have caused and the impact of this on other people. They are encouraged to accept responsibility for their actions, recognise the harm done, and find restorative responses to the harm they have caused. In this way, all parties can move on from the incident.

No single approach is going to be appropriate in every situation and there are times when restorative approaches are not the best solution. In some cases, sanctions are appropriate in helping a pupil to recognise that actions have consequences and his/her behaviour has been unacceptable. Exclusion from school can only be used in certain circumstances (laid down in legislation) and is seen as a last resort – it is seldom a solution in itself and will be used only in response to very serious incidents or when all other measures have failed.

All pupils are made aware of the school's policy with regard to bullying and are encouraged to report any bullying they experience or witness. Bullying in any form is unacceptable, regardless of the circumstances or the nature of the bullying behaviour.
(Please see Appendix 5 - Anti-bullying Policy)

When relationships do break down and things go wrong, it is important that parents reassure their child(ren), whilst working with the school to establish what has happened and help to move things forward.

Mobile phones

We recognise the importance of mobile phones and other personal devices to today's young people and for this reason they are not banned from school completely. However, it is made very clear to pupils that phones and other devices must be used responsibly and in line with the Council's ICT user agreement.

In particular, phones and other devices must not be used to make unauthorised recordings or take unauthorised photographs, to engage in "cyber-bullying", to encourage or orchestrate anti-social behaviour, or to disrupt lessons and the wider work of the school. It is not appropriate for pupils to use their phones to contact their parents during the school day, and if parents need to contact their child(ren) they should do so via the school office.

Pupils who misuse technology face having their network access suspended or their mobile devices confiscated.

RECOGNISING ACHIEVEMENT

Merits, achievements, and House challenges

Merit points are awarded to pupils by class teachers on an on-going basis and at particular times, for example on "secret merit days", when pupils are unaware of the merit criteria. We also have junior and senior pupil-of-the-month and class-of-the-month awards, and all pupils have an opportunity to gain House points in challenges that range from virtual football tournaments to cake-decorating and crazy relays. These achievements, and other individual achievements either in school or in pupils' personal lives are recognised at regular House assemblies and on House notice-boards.

The annual Awards Ceremony

This is an occasion for recognising and celebrating a wide range of achievements. In S1-3, pupils may be awarded certificates based on nominations from their class teachers for endeavour or for academic merit. In S4-6, subject prizes and specialist prizes are added to certificates, with the highest prize of all, the Dux Medal, being awarded to the S5 pupil who has attained at the best level across 5 subjects in the prelim examinations.

THE PUPIL VOICE

There is an increasing number of ways in which pupils can influence and contribute to school activities and decision-making.

School and House Councils

- to develop the four capacities in Curriculum for excellence for the pupil representatives
- to provide a formal opportunity for pupils to raise issues
- to consult, inform and involve pupils in the decision making process in school
- to develop skills for learning, life and work in our pupils e.g. communication, decision making, team work
- to provide leadership opportunities for our pupils
- to allow a process of consultation to take place between pupils, staff and parents

House Councils

Avon House
15 pupil members
House captains
Mrs McDougall

Carron House
15 pupil members
House captains
Mr MacKinnon

Kerse House
15 pupil members
House captains
Miss Johnston



Grangemouth High School Council
5 pupil members from each House Council
School Captains
Mr Wood

The Role of School/House Council Members

- To attend all House/School council meetings
- Put forward the views and ideas of their peers at meetings
- Participate in discussions relating to school improvement and other House/Pupil council issues raised
- Report back to the appropriate council members and peers
- Participate in School/House council related activities, represent the school as required and get involved in the life of the school.
- Represent the school on the Local Authority Pupil Council

- School/House council members may be asked to be involved in the recruitment and selection process for new members of staff.

S3 buddies

Each year a new group of S3 pupils is trained to act as buddies to new S1 pupils. The buddies take part in induction activities and are present in form classes each morning to listen to concerns, find out about achievements, and provide advice and support.

S6 Prefects and committees

S6 pupils are an important influence on the school and on younger pupils. The School Captains and Vice-Captains go through a process of speeches, elections and interviews by a panel of senior staff, and House staff identify and interview potential House Captains and Prefects. As holders of posts of responsibility, Captains and Prefects are expected to maintain very high standards and to set a good example to others.

EXTRA-CURRICULAR ACTIVITIES

Thanks to the large number of teachers and support staff willing to give freely of their time, the school can offer a wide range of study support and extra-curricular activities.

Study support

Various clinics and classes are offered to pupils in almost all subject areas throughout the year, and there is a homework club for S1 pupils. In addition, specific classes are held for pupils in S4 and in S5/6 prior to examinations, and a fully-developed S4 study skills programme ensures that every S4 pupil has the opportunity to engage with targeted support in the winter or spring term.

Extra-curricular activities

A mixture of clubs that meet regularly throughout the year, and one-off or short-term activities, ensures that there are ample opportunities for pupils to pursue interests, develop skills, learn something new, or take part competitively. Many of these activities are supported, or led, by senior pupils – in the latter case, with staff present or in the vicinity. The range of activities includes:

PE/Active Schools

Football, rugby, basketball, badminton, volleyball, swimming, fitness, and dance

Music

Christmas concert, school show, performances at school events and in the community

Other

Drama - School play, theatre visits; Art - Art club, competitions, gallery visits

Library – book club, writing group, projects; eco-group; Modern Languages club; film club;

Science club; rock-climbing; canoeing

Excursions, speakers and competitions

Almost all departments offer annual excursions to supplement classwork and many use visiting speakers and presenters to demonstrate skills or add real-life experiences to

classroom learning. Pupils can demonstrate their knowledge and skills through taking part in a wide range of competitions.

Inter-House and S6 activities

Senior pupils run Inter-House challenges, discos, charity fund-raising events, and the annual Burns Supper.

All S6 pupils are given the opportunity to serve on committees and become involved in school events. There are usually committees for the S6 Prom, the Year-book, Charities and Discos; S6 pupils organise annual events including our Burns Supper and Holocaust Memorial assembly; and many of them support younger pupils in classes.

Pupils in all groups are involved in other ways, for example through the Female Health Council, the Nutrition Action group, representing their House in various challenges, and representing the school at local, regional and national events and in competitions.

Activity day

Taking place in June, this day offers pupils a visit to Alton Towers theme park

School Library

The school library is home to nearly 10,000 resources, and is a central hub of the school. It is a bright, cheerful space, offering items to support the Curriculum for Excellence for both pupils and staff, as well as giving space, opportunity and professional expertise on reading for pleasure. The librarian also teaches study skills to all pupils, as well as offering work experience opportunities to a group of pupil librarians.

Regular story-telling sessions, clubs and other events entice pupils to come to the library. The 25 computers located in the library are bookable by classes, and are used during lunchtimes, before and after school, and during seniors study periods for research and schoolwork.

- We take part in National, Local and World-wide events to promote reading - particularly World Book Day, Falkirk Council's very own Red Book Awards, National Poetry Day and Scottish Book-week.
- We have many library clubs, encouraging reading and Global citizenship. This varies from a Jane Austen Book Club (where pupils read Austen's books and compare life for girls/young women then to their issues now. They also look at girls issues worldwide), to a Library Lunchers club, where pupils help in the library, and raise funds for an international animal project. We also have a Comic Club after school on Wednesdays.
- We support all pupils in their studies, and are able to access resources from the British Library, Bright Books (for books in other languages- such as Polish) etc. via Learning Resource Services. These are particularly useful for pupils with special needs, or studying for Advanced Highers.

- We also have audio books, MP3 player books, two E-readers which pupils may borrow (with parental consent). These are particularly useful for pupils for whom reading may be a challenge.
- We have books in Polish to encourage our Polish students to continue to enjoy reading in their mother tongue.
- A small careers section is also housed in the library. The Careers Officer visits school at least 3 times a week offering advice on careers or further education.

Things you should know:

- There are no fines for late books!
- Pupils **will** be charged if they lose or damage a book.
- We are open from 8am daily, and close at 3.40pm Monday – Thursday. We close at 3.15 on Fridays.
- S1 – S3 can borrow 2 items
- S4 – S6 can borrow 4 items.



Who knows where reading will take you?

SCHOOL RULES

1. Respect yourself, your fellow pupils, and all adults in the school. For example:
 - ♦ be polite and mannerly
 - ♦ avoid arguing with or insulting others

2. Co-operate with all school staff. For example:
 - ♦ follow instructions – first time
 - ♦ always work to the best of your ability

3. Take care of all property in the school, including your own. For example:
 - ♦ do not damage any equipment, or parts of the building or grounds
 - ♦ take pride in the presentation of your work

4. Act safely and in a way that does not endanger anyone. For example:
 - ♦ practise good hygiene by eating and drinking in appropriate areas
 - ♦ use equipment correctly
 - ♦ do not threaten or hurt anyone

5. Act as a good ambassador for the school. For example:
 - ♦ wear your uniform
 - ♦ demonstrate high standards of behaviour

6. Fulfil your responsibilities.

PUPIL RESPONSIBILITIES

Attendance, punctuality and being prepared for classes

- ♦ Attend school every day unless you are unwell or have another valid reason for staying off. Make sure you bring a note to cover any absences.
- ♦ Make sure you allow plenty of time to be at school before the morning and afternoon warning bells just before 8.30am and 1.50pm. If you are late, you must report to reception.
- ♦ Bring everything you need for all of your classes that day – e.g. pens/pencils, books and jotters, PE kit.
- ♦ Bring your Student Planner every day and use it to record the work you have done in class and work you are expected to complete at home.

Appearance and personal property

- ♦ Wear your school uniform every day. You are not allowed to wear jeans, track-suits, football strips, t-shirts, vests, cropped tops or other clothing unsuitable for school.
- ♦ Bring separate clothes to change into for PE.
- ♦ Leave expensive clothing and personal property at home – if you do bring it to school, it is your responsibility to look after it.
- ♦ Do not wear excessive make-up or jewellery.
- ♦ Keep your mobile phone switched off when indoors. If it rings, or you attempt to use it, in a classroom or when moving around the school, it will be confiscated.
- ♦ It is not appropriate to move around the school with earphones in – you must be aware of your surroundings and able to hear instructions. MP3 players, I-pods etc. may be confiscated if used inappropriately in school.

Respect, consideration, and conduct

- ♦ Show respect and consideration for other people – staff, pupils and visitors.
- ♦ Respect the rights of others in terms of religion, race, gender, sexuality, and disability.
- ♦ Act responsibly and maintain a high standard of behaviour at all times.
- ♦ Do not run or push in corridors and keep to the left when moving around the school.
- ♦ Keep hot food to the dining area, and clear away all your litter.
- ♦ Use the dining area, social area and outside courtyards at break times - stay out of the teaching areas and do not loiter in stairwells or corridors.

Health, safety and security

- ♦ Drink water regularly; do not bring fizzy drinks or chewing-gum into school.
- ♦ Make every effort to keep yourself warm and dry in wet weather.
- ♦ Follow instructions in workshops, kitchens, science labs and other practical areas.
- ♦ Wear protective goggles, gloves and clothing as required.
- ♦ Do not interfere with any equipment.
- ♦ If the fire alarm sounds, follow instructions and move quickly but calmly to the nearest exit and then to the assembly point.
- ♦ **Do not bring to school any item that could be considered an offensive weapon, any alcohol or drugs, cigarettes, matches or other smoking-related items.**
- ♦ **Do not open external doors during class time.**
- ♦ **Never admit anyone to the school.**

STATISTICAL INFORMATION ABOUT THE SCHOOL

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

INFORMATION FOR PARENTS 2019 GRANGEMOUTH HIGH SCHOOL

Leaver Destinations

Number Of Pupils Leaving School and Percentage With Destination As:

	2015/16	2016/17	2017/18	2018/19
Total Number of Leavers	135	133	132	121
Higher Education (%)	24	32	24	37
Further Education (%)	36	28	36	38
Training (%)	9	7	3	5
Employment (%)	19	28	27	11
Negative destinations (%)	9	5	7	7

Examination Results (within Scottish Credit and Qualifications Framework)

By the end of S4	Percentage of the relevant S4 roll achieving:	2015	2016	2017	2018
	5 or more awards at level 5 or better	29	35	35	36
	4 or more awards at level 5 or better	38	43	42	49
	3 or more awards at level 5 or better	50	50	50	57

By the end of S5	Percentage of the relevant S4 roll achieving:	2015	2016	2017	2018
	1 or more awards at level 6 or better	42	45	47	42
	3 or more awards at level 6 or better	23	26	30	28
	5 or more awards at level 6 or better	10	7	12	8

By the end of S6	Percentage of the relevant S4 roll achieving:	2015	2016	2017	2018
	3 or more awards at level 6 or better	28	34	44	46
	5 or more awards at level 6 or better	17	24	28	33
	1 or more awards at level 7	12	14	13	13

For Information:

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	National 5 at A-C
Level 4	National 4
Level 3	National 3

ADDITIONAL INFORMATION FROM FALKIRK COUNCIL

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

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

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

Pickup points

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

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

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 has 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 identity-based bullying.

School Health Service

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

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

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

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

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

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

The School Health Service can be contacted on 01786 434059.

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

Infectious Diseases

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

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

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

Head Lice

Head lice are spread through head to head contact at home, while playing or in school.

Regular wet combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective.

One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely.

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Don't be shy about advising others of

this possible problem because you would likely tell family and friends about other infections which might affect them.

Regular wet combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it speedily.

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

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

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

Clinics

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

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

Protecting Children and Young People

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

Falkirk Council has clear procedures for all staff to follow. Headteachers or designated member of staff are instructed to notify Falkirk Council and Social Work Services when a member of staff has a suspicion that a child might have been abused or be at risk of abuse. Social Work Services will make a decision on whether or not an investigation is necessary and will advise accordingly.

Medicine administration

The administration of medicines prescribed by a family doctor is undertaken at the discretion of the Headteacher but schools are generally happy to co-operate with parents in doing so. In order to safeguard the health and safety of children, procedures are drawn up by Falkirk Council Children's Services.

When a child is prescribed medication by a doctor or a dentist and parents require the school to administer this, the relevant request Form should be completed. The MED 1 Form requires parents to deliver the medication to schools for administration by school staff. MED 4 Form permits pupils to carry and administer medication themselves e.g. inhalers.

Prescribed medication should be clearly marked with your child's name, the date prescribed, how often it has to be taken and for how long.

Falkirk Council liability insurance does not provide indemnity to employees for administering non-prescribed medicines.

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

Insurance Cover for School Children

Public Liability

Personal Injury

Falkirk Council has in force a Public Liability policy which operates in respect of claims for injury to any school child whilst in the control of the Council or employees, but the onus is on the claimant to prove that the Council have been negligent.

Pupils' Property

Each session, unfortunately but inevitably, pupils' 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.

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

Personal Accident Cover – Educational Excursions

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

- | | |
|--|---------------|
| 1. Death | £20,000 |
| 2. Permanent Total/Partial Disablement | up to £20,000 |

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

Active Schools

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

Active School co-ordinators work with primary, secondary and additional support needs schools to increase the number and diversity of children and young people

participating in Active Schools activities. In Falkirk there are 8 cluster schools that co-ordinators work with to provide clubs, events and coach education training. For further information please contact 01324 590952.

www.falkirkcommunitytrust.org/sport/active-schools

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 to a particular school. 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.

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 can also reserve places in a class for future catchment pupils they expect to move into the area in the following 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.

If you wish to make a Placing Request, you should complete the appropriate application form (one for each child involved) and return it to Forward Planning Section, Children's Services, Sealock House, 2 Inchrya Road, Grangemouth, FK3 9XB. This Form must be completed by the child's parent/carer. Placing Requests for Primary 1 and Secondary 1, commencing in the next school session should be made by the 15th of March each year for consideration. Responses will be issued no later than 30th April. 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.

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

Placing Request Forms are available from the Forward Planning Section, Children's Services at Sealock House, all schools, Libraries, One-Stop Shops and on the Falkirk Council website.

Mid Session Transfers

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

Transport for Placing Requests

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

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. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils;
- plan and deliver better policies for the benefit of specific groups of pupils ;
- better understand some of the factors which influence pupil attainment and achievement;
- share good practice;
- target resources better; and
- enhance the quality of research to improve the lives of young people in Scotland.

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act 1998. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the

National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of the Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

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

Eligibility for Free School Meals

As of January 2015, all Primary 1-3 pupils are entitled to a free school meal. In addition, we can provide free school meals to children who live in the Falkirk Council area, are attending a [Falkirk Council school](#) and whose parents or carers get one of the following:

- Income Support*
- Income Based Job Seekers Allowance*
- Employment and Support Allowance (Income Related)*
- Child Tax Credit, but not Working Tax Credit, where the award letter from Her Majesty's Revenue and Customs (HMRC) states that the annual income is not greater than £16,105
- Child Tax Credit and Working Tax Credit, where the award letter from Her Majesty's Revenue Customs (HMRC) states that the annual income is below £6,420
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit where the monthly earned income does not exceed £610

*Pupils are eligible to apply for free school meals in their own right if they are aged 16 to 18, and receive one of these benefits.

Useful Websites

- <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.

Appendix 1 - Getting It Right for Every Child (GIRFEC)

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

Getting it right for every child is a programme that aims to improve outcomes for all children and young people. It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

Getting it right for every child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

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

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

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

The GIRFEC web pages - <http://www.falkirk.gov.uk/services/children-families/policies-strategies/girfec.aspx> - link you to many sources of information relevant to children, young people, parents, families and practitioners which we hope will allow you to find what you are looking for.

Named Person

Every child and young person will have a Named Person to make sure their wellbeing is promoted.

The role of the Named Person in health or education, depending on the age of the child, is to act as the first point of contact for children and families. Through children and families knowing who to contact, their access to help is made easier.

Who is my named person?

Your named person can help if you are a child or young person worried about your wellbeing, or a parent worried about your children/young person's wellbeing.

Stage of child/young person

From pre-birth – until starting school or 5 years old

Primary or Secondary aged

Named Person

Health Visitor

- Primary – Headteacher or Depute
- Secondary – Principal teacher (pastoral)/Pastoral Depute Headteacher

Other agencies may share information with the Named Person. For further information please see the GIRFEC web pages - <http://www.falkirk.gov.uk/services/children-families/policies-strategies/girfec.aspx> - which link you to many sources of information relevant to children, young people, parents, families and practitioners which we hope will allow you to find what you are looking for. Falkirk Council and its partners are working together to embed the role of the Named Person. You will be given the name of your child's Named Person in due course.

When the Named Person 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 Service

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

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

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

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

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

A request for support can be made through a member of school staff (named person) who will be able to talk with you, gather information & your family's views. This helps identify the most appropriate service. Family Support services work in partnership with families, schools and other agencies to support young people's wellbeing.

Protecting Children and Young People

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

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

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

Social Work 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.

Educational Psychology Service

Educational psychologists use their knowledge of psychology, learning and education to provide a specialist service to schools and pre five establishments.

Every school and pre-five establishment has a link Educational Psychologist who provides consultation, assessment intervention, training and project work.

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

The school must obtain the agreement of parents and, where appropriate, the pupil before involving the Educational Psychology Service.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on the Falkirk Council website:

<http://www.falkirk.gov.uk/services/schools-education/additional-support-needs/>

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

Support for Pupils

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

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

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

Grangemouth High School also has a small unit supporting specialist education for pupils identified as a priority by Falkirk Council Children's Services. In addition, the authority maintains other specialist provision to meet the needs of children experiencing severe and complex disabilities, sensory impairments, significant and those with complex social, emotional and behavioural difficulties. There is also a specialist team supporting bilingual and travelling pupils, those with long-term illnesses, and other children with significant additional support needs.

If a child has long-term additional support needs requiring the significant support of agencies external to Children's Services (such as Speech and Language Therapy or Occupational Therapy), the support may require further co-ordination. At this point, the authority would issue a Co-ordinated Support Plan. Details of this process can be found on:

<http://www.falkirk.gov.uk/services/schools-education/additional-support-needs/>

Disputes and Resolution

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

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

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

- Enquire – the Scottish advice and information Service for additional support for learning: www.enquire.org.uk, 0845 123 2303.
- Scottish Independent Advocacy Alliance; www.siaa.org.uk, 0131 260 5380.
- Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Appendix 2 - Curriculum for Excellence

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

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

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

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

Curriculum for Excellence balances the importance of **knowledge** and **skills**. Every child is entitled to a **broad and deep** general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of **literacy and numeracy** from Early Level through to Senior Phase.

It develops **skills** for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of **assessing progress** and ensuring children achieve their potential. New qualifications at National 4 and 5 will be available from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

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 will be a new emphasis by all staff on looking after our children's **health and wellbeing** – to ensure that the school is a place where children feel safe and secure.

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

Curriculum for Excellence - Learning to Achieve

Learning Entitlements

In addition to the entitlements of Curriculum for Excellence our education provision 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.

Appendix 3

GRANGEMOUTH HIGH SCHOOL



ANTI-BULLYING POLICY

POLICY STATEMENT

As a school, we are committed to creating and maintaining a positive and inclusive environment in which bullying is never regarded as acceptable. The purpose of this policy is to outline our approaches to preventing and dealing with bullying.

The policy takes into account current legislation and guidelines from both the Scottish Government and Falkirk Council Education Services and supplements existing policies on Positive Relations, Equality and the Use of ICT. Pupils, parents and staff have been involved in the development of this policy.

PRINCIPLES

There are four core principles that underpin this policy:

- Bullying in any form is unacceptable
- It is the responsibility of everyone in the school community to prevent bullying
- Bullying is about behaviour, not personality or characteristics
- Actions taken to deal with bullying will focus on the behaviour and will be based on restorative approaches.

AIMS

- To share understanding of bullying
- To explain how the school will help to prevent bullying
- To outline the support that is available to pupils involved in or affected by bullying
- To explain our approach to dealing with bullying.

DEFINING BULLYING

Bullying can be defined as behaviour that leads to someone feeling insulted, helpless/frightened, anxious/depressed, humiliated, or undermined/belittled. Such behaviour can be targeted at a person directly, through someone else, or through cyber-bullying ie using the internet or mobile phones.

Bullying may be intentional or unintentional and can range from a single incident to a series of incidents over a period of time. Intentional bullying behaviour can be insidious; it thrives on anonymity; but it often relies on going unreported.

Bullying can be a complex issue resulting from social dynamics rather than characteristics of individuals and therefore it would be wrong to categorise anyone as “a bully” or as “a victim”. Bullying behaviour may

be related to perceived or actual differences, it may be prejudice-based, or it may be a reaction to the real or perceived actions of another person - the bully in one situation might well be the victim in another, and vice versa.

Examples of bullying behaviours include:

- name-calling, teasing, spreading rumours
- ignoring, leaving out, isolating
- putting down, insulting, ridiculing
- physical action such as hitting, kicking, tripping or threatening these type of actions.
- threatening action with a weapon
- drawing attention to someone by pointing, whispering, sniggering
- stealing or damaging belongings
- targeting someone because of a particular characteristic
- sending abusive texts, e-mails or instant messages
- using websites or social networking to target an individual or incite others to target him/her

Prejudiced-based bullying (ie related to race, gender, disability, religion/belief, age, sexual orientation, or transgender and transsexual concerns) is regarded as particularly serious and pupils involved in incidents of this nature will be made aware of the seriousness of it. All prejudice-based bullying incidents will be recorded separately for Falkirk Council.

What is important in dealing with bullying is not so much the definition, the intent, or the nature of the behaviour, but the **impact** of such behaviour on another person.

PREVENTING and DEALING WITH BULLYING

Bullying is less likely to occur when children feel safe and supported, have an understanding of others and respect diversity, and know that **bullying will not be accepted**. The school creates and maintains these conditions in many different ways, ensuring that pupils are clear about what is expected of them, fostering positive relationships, providing support, and promoting respect and equality. The following policies, procedures, and practices all contribute to our anti-bullying ethos:

- our values and aims and our commitment to equality and inclusion
- the Positive Relations policy, including codes of conduct
- school rules and expectations of pupils that promote respect and consideration
- our pupil support systems, including personal and additional support
- the Personal and Social Education (PSE) programme
- developing pupils' self-esteem, self-confidence and resilience
- contributions to health and wellbeing through whole-school approaches and subject classes
- Cooperative Learning approaches, including the use of social skills
- opportunities for pupils to participate in the wider life of the school and to enhance their experiences
- partnership working with parents and with partner agencies
- our commitment to restorative approaches
- the use of literature, campaigns, and drama to highlight bullying issues and encourage pupils to tell someone about bullying

The key message to pupils subjected to or aware of bullying is.....
Bullying is not acceptable ! Tell someone!

The school is committed to **restorative approaches** and staff will deal with bullying by raising awareness of the impact of bullying behaviour and working with pupils to resolve the conflict and restore relationships. It is important that the pupil responsible is given an opportunity to reflect on his/her actions and to offer a

solution. There is little to be gained in making him/her resentful by focussing on blame, thus we emphasise education, responsibility, and support.

Where bullying persists, or in particularly serious incidents, further action will be taken. This will include informing/meeting with parents, but may also include sanctions such as isolation or detention. In extreme cases, temporary exclusion may be deemed appropriate.

SUPPORTING PUPILS

All staff share a responsibility to promote positive relationships, prevent bullying, and support pupils involved in or affected by bullying and staff are supported in this role through information and advice, school policies and procedures, in-service training, and continuing professional development.

Pupil Support staff have a particular role to play in establishing positive relationships with and between pupils, promoting equality and inclusion, and supporting pupils with any issues or concerns they have. They are also responsible for the PSE programme, which helps to:

- open up discussion and raise awareness of equality and inclusion
- promote and develop respect and tolerance
- provide pupils with strategies they can use to deal with difficult situations

All pupils are entitled to be supported, and in a bullying situation this applies to the pupil displaying the bullying behaviour in the same way that it applies to the pupil being affected by it. Regardless of their role, all pupils are entitled to be listened to, taken seriously, and supported.

RECORDING and MONITORING BULLYING INCIDENTS

All incidences of bullying will be recorded in the pupil's record. Referrals from teachers are recorded automatically. These records and the systems we have for sharing information amongst House teams will facilitate the identification of repeat incidents or patterns of bullying, thus allowing appropriate action to be taken.

In the event of any bullying incident involving a pupil bringing a weapon to school, in addition to the robust sanctions taken by School, every incident will be reported to Police Scotland for formal action to be progressed.

Pupils' and parents' views on the extent of bullying and the effectiveness of this policy are gathered through questionnaires at both school and local authority level, and through the bi-annual review of the policy.

EQUALITY IMPACT

This policy does not discriminate against, or exclude, any individual or group and it is intended to be applied equally to all pupils. Equality will be included in monitoring of the effectiveness of the policy.

Date of policy: March 2014
Review date: March 2017

FALKIRK COUNCIL: CHILDREN'S SERVICES**Agreed Term Dates for Session 2019-2020**

<u>School Year</u>	<u>Term Dates</u>	<u>Days</u>	
		<u>Staff</u>	<u>Pupils</u>
Autumn Term Begins (Staff Only - Dev Day)	Monday 19 August 2019		
(Staff Only - Dev Day)	Tuesday 20 August 2019		
Autumn Term Begins (Pupils)	Wednesday 21 August 2019		
Autumn Term Ends	Friday 11 October 2019	39	37
Winter Term Begins (Staff Only - Dev Day)	Monday 21 October 2019		
Winter Term Begins (Pupils)	Tuesday 22 October 2019		
Winter Term Ends	Friday 20 December 2019	45	44
Spring Term Begins	Monday 06 January 2020		
Spring Term Ends	Friday 03 April 2020	63	62
Summer Term Begins	Monday 20 April 2020		
Summer Term Ends	Thursday 25 June 2020	48	47
		<u>195</u>	<u>190</u>

Term Time Public Holidays (4)

Monday 09 September 2019
Friday 14 February 2020
Monday 17 February 2020
Friday 08 May 2020

Staff Development Days (5)

Monday 19 August 2019
Tuesday 20 August 2019
Monday 21 October 2019
Tuesday 18 February 2020
Friday 01 May 2020

APPENDIX 5

School Contact details - General information

Grangemouth High School
Tinto Drive
Grangemouth
FK3 0HW

Telephone No: 01324 660210

E-mail: grangemouthhighschool@falkirk.gov.uk

Website: <http://www.grangemouth.falkirk.sch.uk/>

Twitter: @GrangeouthHS

Headteacher: Mr Paul Dunn

Parent Council Chair Mr Ray Young

Team Chaplaincy:	Rev A Meikle	Zetland Church
	Rev A Gohar	Abbotsgrange Church
	Rev W Shaw	St Mary's Church
		Kirk of the Holy Rood

Key school contacts

Please contact the school office as above for general enquiries and changes to pupil records.

If you wish to discuss your child's progress, or any difficulties he/she is experiencing, please contact the relevant Pastoral PT:

Avon House	Mr Cockburn
Carron House	Mrs Dickson
Kerse House	Mrs Ferguson
Additional Support	Mrs Lang
Post-16 transitions	Vacant

Falkirk Council contacts

Convenor of the Education and Leisure committee	Councillor Cecil Meiklejohn
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Director of Children's Services	Mr Robert Naylor
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Education services	Sealock House, 2 Inchyra Rd, Grangemouth, FK3 9XB Tel: 01324 506600
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APPENDIX 6

Weapons Possession Protocol

16 May 2017

FALKIRK COUNCIL: CHILDREN'S SERVICES

WEAPONS POSSESSION PROTOCOL

16 MAY 2017

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BACKGROUND

This protocol has been developed using existing Council protocols and taking cognisance of the recommendations made by the Bailey Gwynne inquiry, and seeks to outline our current expectations and response to information, concerns, or incidents concerning weapon possession in schools.

Both Early Years, Primary and Secondary Partnership Groups and Police Scotland have been consulted and involved in preparing this Policy.

B

GENERAL

1. It is Falkirk Council's clear expectation that no pupil, under any circumstances, should be in possession of any weapon within any school.
2. This clear message of zero tolerance should be re-enforced within all the secondary school handbooks', which should be available on-line via school's websites for all parents and pupils to access. These links should also be clearly given to all P7 pupils/parents as part of their transition programme on joining the school.
3. School's Anti-Bullying Policies should also be updated to include reference to this Policy and Protocol.

4. Pupils should be strongly encouraged to be vigilant and confident about informing an appropriate teacher or adult of any concerns or knowledge they have in relation to weapons possession.

C**PSE CURRICULUM**

1. Each secondary schools PSE curriculum should include effective and age appropriate materials and learning programmes which highlight the risks and dangers associated with carrying weapons.

D**PROTOCOL (INCL. SEARCH & CONFISCATION)**

In any instance of reported weapons possession, suspected or otherwise, the safety of pupils and staff is paramount and the following actions should be taken timeously:

1. The member of staff with a suspicion or to whom it is reported should contact the school office immediately and, if the pupil involved is in the class, request the immediate attendance of 2 members of Senior Management Team (SMT), where available. The office staff will contact SMT and advise the School Based Police Officer (SBPO).
2. SMT will speak with the teacher and remove the pupil with his/her possessions from the class for investigation.
3. SMT can only search a pupil's possessions if they give their permission to do so. Legislation does not exist for school management staff to search without consent.
 - If permission is not given, the School Based Police Officer (SBPO) (or Police Scotland if they are not available), should be contacted to undertake the search.
 - The pupil's parents should also be notified.
4. If a pupil is found to have been in possession of a weapon at school, appropriate and robust sanctions must then be agreed with the Headteacher. Consultation will be sought from Police Scotland and if the circumstances dictate, formal action will be undertaken by Officers.

All weapons found must be confiscated, made safe and given to Police Scotland.

5. Reporting Incidents Police Scotland

Should be notified of every incident of weapons possession, suspected or otherwise. In most circumstances, this would be done normally via the SBPO, however in their absence, referral should be made to the Officer's supervisor.

School Records

In addition, every incident should be formally recorded on the school's management information system, with senior managers, relevant staff and parents/carers contacted. It should be noted that any such incident notified to Police Scotland will also be recorded on their management information systems.

Children's Services Directorate

All incidents should be communicated to the Children's Services Directorate Team by telephone per the *serious incidents protocol* (circulated 11 March 16) and the "School Incident Report Form" should also be completed and submitted.

Appendix 1 - Provides a copy of the serious incidents protocol letter (11Mar16)

Appendix 2 - Provides details of the contact information.

Appendix 3 - Provides a copy of the School Incident Report Form.

6. Supporting Police Investigations

Any member of the Senior Management Team involved in the incident will support Police Scotland with any subsequent investigations.

7. Risk Assessment

A risk assessment must be undertaken to ensure that all risks identified are able to be appropriately managed within the school to ensure the safety of pupils and staff.



Robert Naylor
Director of Children's Service