**Grangemouth**

**High School**



**School Handbook**

**2022 - 2023**

**(first published August 2020)**

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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 2021-22

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

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

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

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

Robert Naylor

Directors of Children’s Services

Falkirk Council

## DISCLAIMER

The information in this school handbook is considered to be correct at the time of publication (October 2021). However, it is possible, particularly as the result of the COVID19 pandemic and periodic changes to COVID-19 school regulations, that there may be some changes/inaccuracy dependent upon the precise time the handbook is shared/used.

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

It may be possible to offer some assistance in helping to translate all or part of this handbook to parents whose first language is not English. Enquiries should be directed in to the Communications Officer for Children’s Services (tel: 01324 506600).

# 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. Our shared School Values of learning, achievement, positivity and respect underpin all that we do for our young people and their families**.** 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 Ashley Wood

Headteacher (Acting)

# 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 approximately 820 pupils and a teaching staff of just over 72. In August 2021, 151 pupils are expected to enrol in the first year, and around 213 will return for a fifth or sixth year.

The school has an extended support for pupils’ service that includes pastoral care, learning and behaviour support. A special education unit within the school, the Additional Support Centre, caters for the needs of up to 30 pupils with social communication difficulties, and the school is fully equipped to accommodate disabled persons. In addition the school has a nurture base called the ‘Lighthouse’ which offers mental health and well-being support.

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 School Based Police Officer and Skills Development Scotland careers advisor 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. We are currently working towards the UNICEF Rights Respecting School Silver Award having already achieved the Bronze Award. In 2021 we also achieved a Silver Award Reading Accreditation from the Scottish Book Trust for our commitment to supporting and promoting literacy in our school community. In November 2021 we will also be officially presented with our Vision Schools Level One Award for Holocaust education. We are the first school in Falkirk Council to achieve this award and one of only five schools in Scotland (at the time of writing) to have achieved this.

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)](http://www.grangemouth.falkirk.sch.uk/).

Standard statistics relating to the school are on page 34 of this handbook.

## STAFFING AND FACILITIES

### Staffing

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

### Senior Management Team

Headteacher Mr Ashley Wood (Acting)

Depute Headteachers Dr Patricia Holland

Dr Jo Matheson

Mrs Joanne Paterson (Acting)

Resource Manager Mrs Donna Lynch

**Principal Teachers** Faculty:

Languages Mr I Mackinnon

Mathematics/Business Education Mr G Elliot

 Science Mrs C Neilson (Acting)

Humanities Mrs T McDougall

Technologies Mrs J Todd

Creative & Aesthetic Miss A Stewart

PE Mr G Millar

Pupil support:

Avon House Mrs M Brown

Carron House Mrs J McGuigan

Kerse House Mrs A Ferguson

Support for Learning Mrs M Dickson

Post-16 transitions Mr S Cockburn

Additional Support Centre Mr J Davies

#### 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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **6 Period Day**  **Mon, Wed, Frid** |  |  | **7 Period Day**  **Tues & Thurs** |  |
| 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 and 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. The local authority, however, 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 we appreciate 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 and there is an expectation that school is a place of learning and work
* 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 of:

* black blazer with school badge

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

* black skirt or trousers
* white shirt and school tie
* black jumper or cardigan
* black shoes

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-laundered 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 and lunch 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. In August 2021, the Scottish Government made a commitment to cover the costs of Music Tuition in session 2021-22 along with several other curricular costs. To date, the school has used Pupil Equity Funding to mitigate these costs for parents and reduce the cost of the school day for our families. While this funding remains in place we will continue to limit curricular costs for parents as much as possible.

### 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 a card machine in the dining hall at any time and are then swiped at the till to have the correct amount deducted. Pupils can also 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. We would advise this latter option as the best and safest way to add money to your child’s card.

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.](http://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, squally by email
* the school website ([www.grangemouth.falkirk.sch.uk)](http://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) usually issued via email
* other occasional letters
* Pupil merit certificates, positive referrals or praise postcards usually issued via email
* 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 out with 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.spso.org.uk/complain/form/start/>

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

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

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 Ross Anderson

Vice-chairperson Mrs Leah Leitch

Treasurer TBC



For information regarding the Parent Council please contact the clerk Mrs Jane Reid, 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, 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.](https://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) when they enrol. For each pupil, the key contacts are the Principal Teacher (Pastoral Care) for their House. Pupils with additional support needs will have a key worker from within the wider pupil support team.

Each House has a support team consisting of a DHT, one Pastoral PT, one PEF Pastoral PT and other Curricular PTs. They provide a range of supports such as:

* 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.

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 Dickson, 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, is currently led by Mr Davies. This 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

Bowhouse Primary School Moray Primary School

Grangemouth High School Carrongrange HS

Although each year there are some pupils who come to Grangemouth High School from out with 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 P7 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, they are 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 they may require, and ensure that they continue 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 out with 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

In the later part of S2, all pupils discuss and complete a Learning Choices agreement that provides information on their interests, career intentions, and plans from S3 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 they enrol in the school to the point at which they leave 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.

In session 2020-21 we carried out a full review of our curriculum to ensure that staff, pupils and parents felt we had the best model to meet the needs of our pupils. As a result of the consultation, pupils now choose 7 subjects to continue with in S3 and they follow these into S4 when they will be presented for SQA qualifications in these subjects. This means from 2022-23, pupils will sit 7 National Qualifications instead of 6.

### 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 7 subjects in S4 (from 2022-23) 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 can take many forms and is increasingly being managed by teachers through Microsoft Teams / GLOW. Homework can include:

* 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 the Scottish National Standardised Assessments (SNSA) to give an indication of a pupil’s potential abilities in reading, writing and numeracy and to add to the range of data used to highlight particular strengths and development needs. SNSA results from P7 are transferred to us from primary schools, and pupils are tested again in S3. SNSA assessments are not exams and are used to support teachers in making judgements about each pupils’ progress in literacy and numeracy alongside a range of other forms of assessment.

#### 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, moral and philosophical 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, moral and philosophical 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

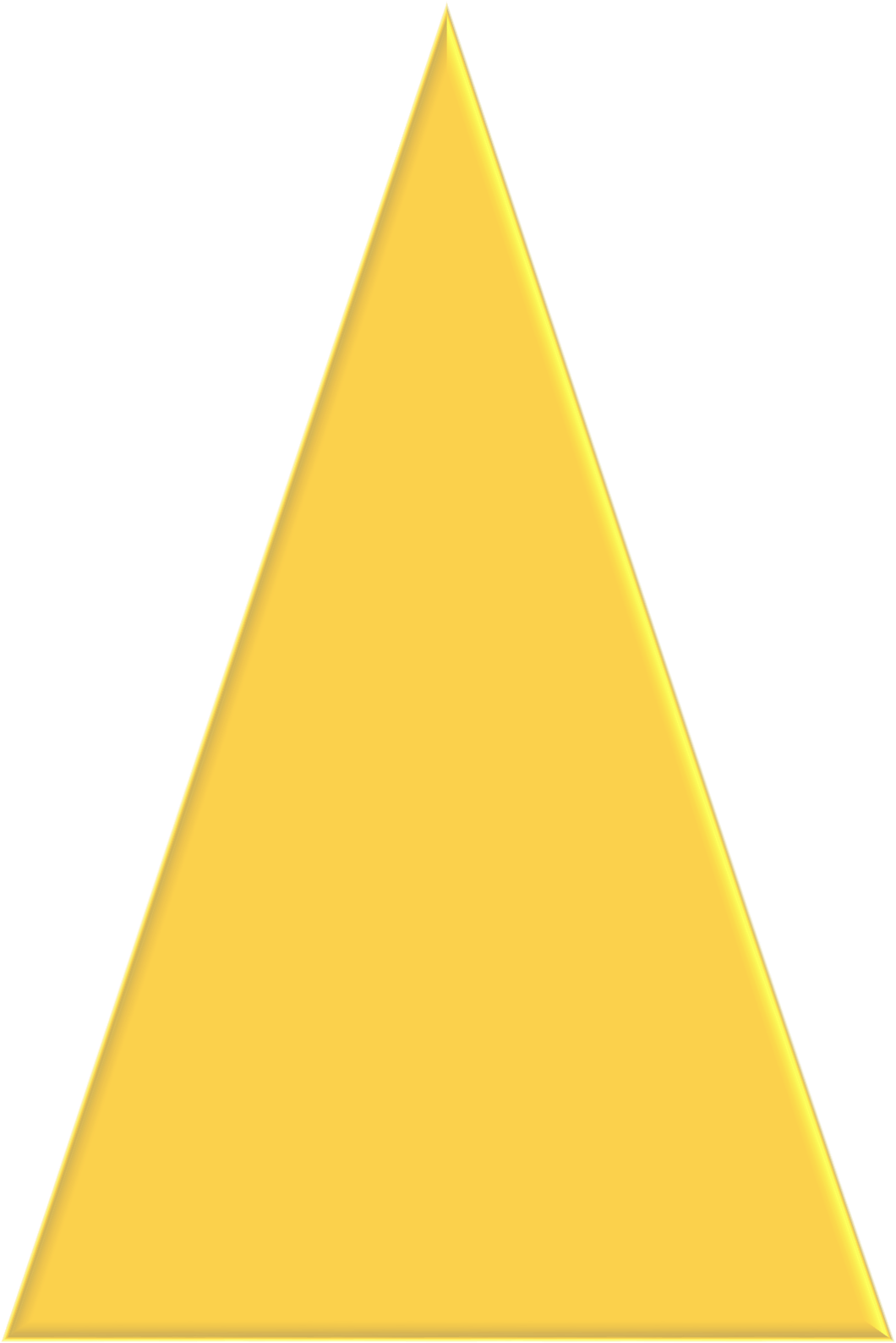
Merit points are awarded to pupils by class teachers on an on-going basis for demonstrating our school values. Pupils will achieve merit certificates at different levels as they a accumulate points and these will be emailed to both the pupil and their parents/carers. We also have junior and senior pupil-of-the-month 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, newsletters and our school Twitter feed.

### 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 these 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. A number of other awards are presented covering academic and sporting achievement as well as recognising contributions to the school and wider community. We also celebrate all pupil achievements in school assemblies through the year and in our end of year awards assemblies following the annual awards ceremony.

#### THE PUPIL VOICE

There is an increasing number of ways in which pupils can influence and contribute to school activities and decision-making. This organised through our Leadership Academy programme, as below.



**The School Captains**

The GHS School Captains are the most significant student leaders in the

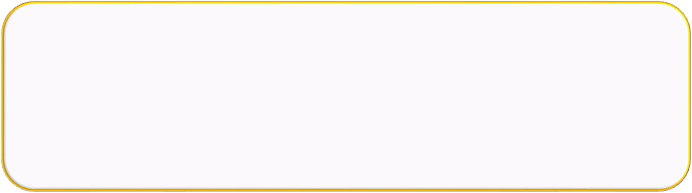
school. School Captains are expected to take an active role in all aspects of

the school community and work with others to achieve the best possible

outcomes. They must be approachable, reliable and trustworthy, and their

duties involve communication with staff and students, public speaking at

assemblies and school events.



**GHS House Captains**

The S5/6 House Captains for the three house teams will co

-

ordinate

house activities/ house events and organise house clinics to form pupil

voice, which is delivered at PSLT during senior lunchtime. House Captains

lead and present the schools house assemblies promoting positive

achievement.



**GHS Prefects**

As a prefect for Avon, Carron or

Kerse

House they have certain duties or

responsibilities to their house. This could take the form of assisting with of

Inter

-

House or House activities, supporting younger pupils in the House.

Prefects are required to set an example to all pupils e.g. school uniform.



**GHS Junior House Captains**

The S3 Junior House Captains will co

-

ordinate house activities/ house

events and organise house clinics to form pupil voice to deliver at school

councils during junior lunchtime.



**Subject Leaders**

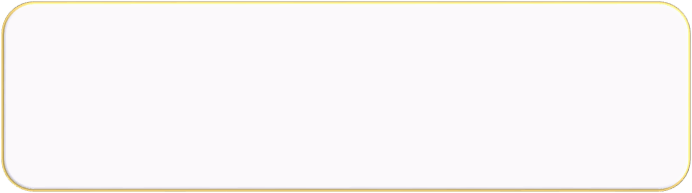
To be a subject leader at GHS all you have to be is enthusiastic about a

subject area. This pupil(s) is selected by faculties to promote their chosen

departments, based on their commitment and dedication to the subject

field. Faculties look for confidence, hardworking and excellent role models

of any age.



**Saltire**

Over the 5 periods of Saltire you will complete a variety of different

activities. Each activity helps you to enable the school community and

promote achievement and success. Saltire allow you to give back to the

school community and leave a legacy to be proud of

.



School

Captains

House

Captains

S3

Leaders

School

Prefects

Subject

Leaders

Saltire



### 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. 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, 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, eco-group; Modern Languages club; film club; Science club

#### 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 Senior Ceilidh.

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 Holocaust Memorial Day assembly; and many of them support younger pupils in classes.

**Activities day**

This normally takes place each June, this day offers pupils a range of reward opportunities.

### 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 Lunchtime 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 and are expanding the range of books available in different languages to reflect the diverse school community we serve.

**Things you should know:**

* There are no fines for late books
* Pupils *will* be charged if they lose or damage a book.
* The library is open from 8am daily, and closes 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

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

1. 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

1. 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

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

1. 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 8.40am 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.

##### 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 2020 GRANGEMOUTH HIGH SCHOOL

***Leaver Destinations***

***Number Of Pupils Leaving School and Percentage With Destination As:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2016/17** | **2017/18** | **2018/19** | **2019/20** |
| Total Number of Leavers | 151 | 121 | 123 | 149 |
| Higher Education (%) | 23 | 37 | 34 | 30 |
| Further Education (%) | 36 | 38 | 29 | 34 |
| Training (%) | 3 | 5 | 3 | 9 |
| Employment (%) | 27 | 11 | 25 | 20 |
| Negative destinations (%) | 8 | 7 | 5 | 7 |

*Examination Results (within Scottish Credit and Qualifications Framework)*

By the end of S4:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Percentage of the relevant S4 roll achieving:** | **2018** | **2019** | **2020\*** | **2021\*\*** |
| 5 or more awards at level 5 or better | 36 | 40 | 43 | 39 |
| 4 or more awards at level 5 or better | 49 | 48 | 53 | 48 |
| 3 or more awards at level 5 or better | 57 | 56 | 57 | 55 |

By the end of S5:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Percentage of the relevant S4 roll achieving:** | **2018** | **2019** | **2020\*** | **2021\*\*** |
| 1 or more awards at level 6 or better | 42 | 52 | 52 | 51 |
| 3 or more awards at level 6 or better | 28 | 24 | 29 | 30 |
| 5 or more awards at level 6 or better | 8 | 8 | 12 | 11 |

By the end of S6:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Percentage of the relevant S4 roll achieving:** | **2018** | **2019** | **2020\*** | **2021\*\*** |
| 3 or more awards at level 6 or better | 46 | 40 | 42 | 44 |
| 5 or more awards at level 6 or better | 33 | 32 | 30 | 29 |
| 1 or more awards at level 7 | 13 | 13 | 11 | 21 |

*\*2020 results based on combination of demonstrated attainment and teacher judgement due to Covid-19 disruption*

*\*\*2021 results based on demonstrated attainment as part of SQA Alternative Certification Model due to Covid-19 disruption*

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

Grangemouth High School School Handbook 2019- 2020

## 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; o share good practice; o target resources better; and to 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)](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 out with 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](http://www.falkirk.gov.uk/places/schools-nurseries/default.aspx) 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-](http://www.falkirk.gov.uk/) contains information for parents and information on Falkirk schools.
* <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx>- contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
* <http://www.respectme.org.uk/>- Scotland’s anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
* <http://www.ltscotland.org.uk/>- provides information and advice for parents as well as support and resources for education in Scotland
* <http://www.equalityhumanrights.com/>- contains information for everyone on equality laws within the government and local authorities.

# 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 Named Person

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

Primary or Secondary aged • 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 coordination. 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,](http://www.enquire.org.uk/) 0845 123 2303.

* Scottish Independent Advocacy Alliance; [www.siaa.org.uk,](http://www.siaa.org.uk/) 0131 260 5380.
* Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) [www.sclc.org.uk,](http://www.sclc.org.uk/) 0131 667 6633.

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 proactive 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

(Updated June 2019)

**Policy developed by Staff School Improvement Group in consultation with Pupil**

**Council and Parent Council using Falkirk Council “Promoting Positive**

**Relationships” Policy, Respect me and Respect for**

**All: The National Approach to Anti Bullying for Scotland’s Children and Young People**

Development and consultation: August 2018-June 2019

### 1.0 Introduction

1.1This policy is designed to apply to all pupils in Grangemouth High School.

1.2Grangemouth High School is committed to the personal and social wellbeing of all pupils. We aim to provide a learning environment free from any threat or fear, as a matter of right and as a prerequisite to effective learning and development.[[1]](#footnote-1)

1.3 In this context Grangemouth High School, through all staff who work within it, is unequivocally opposed to bullying. We fully recognise the damage which bullying can do to pupil’s lives – both those who display bullying behaviours and those who experience bullying behaviours – in the short and long term. We are therefore committed to reducing and preventing bullying and providing appropriate support when bullying does occur. This policy sets clear expectations regarding how these goals will be achieved.

**1.4 For the purposes of this policy we define bullying as behaviour, which may or may not be deliberate, by one person or a group, which upsets, hurts, harms or injures another, impacting directly on their quality of life. Bullying may take many forms, including verbal, physical and social behaviour, and increasingly it may involve the use of technology, such as mobile phones or computers to interact using social media. It is likely to be associated with a power difference between those who bully and those who are bullied, to lead to hurt, fear and anxiety, and is often the result of a difference, perceived or real.**

1.5In addressing the issue of bullying we recognise that pupils will naturally fall in and out of friendships in the course of growing up. Such difficulties, disagreements or conflicts might be relatively minor and

short-lived, but at other times may lead to serious conflict requiring direct intervention to ensure resolution. At whatever level such conflict occurs it is important to distinguish it from bullying, and to ensure that pupils and their parents and carers understand this distinction. It should also be recognised of course that unresolved conflict might, in time, lead to bullying.

1.6We believe it is important to make a distinction between conflict and bullying as describing all relationship difficulties as ‘bullying’ is likely to devalue the term and obscure the very real risks which we know are associated with pupils being bullied. It can also create confusion around the nature of response or intervention which is required to get best outcomes for pupils. Bullying is a mixture of behaviours and impacts, and adult intervention should be guided by the impact on a pupil.

1.7This policy has been developed to reflect the needs of the pupils and families within our community. The approach taken by staff when addressing instances of bullying should at all times take account of the pupil’s past experiences, any additional support needs and the behaviours exhibited by those experiencing bullying behaviour, or those displaying bullying behaviour. The GIRFEC wellbeing indicators should be considered when planning the support provided for pupils who experience instances of bullying or pupils who exhibit bullying behaviours.

1.8GrangemouthHigh School acknowledges the harm and distress caused to pupils and families by bullying behaviours. Bullying behaviour carried out on-line, through text, social-media and email is a more recent development. On-line bullying behaviour is often similar in nature to the traditional view of bullying but has a far greater reach due to our interconnected technological society. The training of staff within the school includes best practice advice on tackling on-line bullying behaviours.

1.9Anti-bullying is covered within the health and wellbeing curriculum.

1.10Grangemouth High School is fully committed to equality and diversity and to ensuring that we are fully inclusive. In the context of this policy we fully recognise the need and responsibility to ensure the safety and protection of pupils who may be vulnerable to bullying as a result of a real or perceived difference affecting them or any member of their family. Through policy and practice we will develop the capacity to respond to any form of prejudice based bullying, recognising the importance of the protected characteristics identified in the Equality Act 2010:

* age;
* disability;
* gender reassignment;
* marriage and civil partnership;
* pregnancy and maternity;
* race;
* religion or belief;
* sex; sexual orientation.

Although only 7 of these characteristics may apply in schools; age, marriage and civil partnerships are also considered to be relevant as pupils may be subject to bullying as a result of these characteristics applying to their parents, carers, or other family members. This strategic policy also recognises the rights of lesbian, gay, bisexual, transgender and intersex young people (LGBTI) as a protected characteristic group. There is an established equalities pupil group which meets within the school.

Further details of prejudice based bullying are included in Appendix 1, reproduced here with the kind permission of Respect me (respectme.org.uk).[[2]](#footnote-2)

We also recognise the potential vulnerability of pupils in relation to the following:

* Asylum seeker or refugee status
* Body Image
* Looked after status
* Social or economic status
* Young carer responsibilities
* Imprisonment of parents, siblings, or other family members

### 2.0 Background

2.1In 1998 the Human Rights Act (1998) made it a requirement that public authorities take steps to

prevent bullying. Also since that time there have been major developments relating to social inclusion and an understanding of the factors which impact on educational attainment and achievement. This has implied a need, amongst other things, to look more closely at all obstacles to learning.

2.2 This policy sits within the policy framework for Promoting Positive Relationship in Falkirk produced by Falkirk Council Education and Children’s Services and reflects the main principles and features of the United Nations Convention on the Rights of the Child (UNCRC), Respect for All: The National

Approach to Anti-bullying for Scotland’s Children and Young People (2017), Getting It Right for

Every Child (GIRFEC), National Guidance for Child Protection in Scotland (2014), Education

(Scotland) Act 2016, Children (Scotland) Act 1995, Human Rights Act (1998), Equality Act (2014), Children and Young People (Scotland) Act (2014). This policy recognises that bullying can be a child protection issue and therefore complements and reflects both the operational and the legal requirements of Falkirk Council’s Child Protection Strategy.[[3]](#footnote-3)

2.3 Grangemouth High is a Rights Respecting School (RRS). This means it is a place that promotes the values of respect, dignity and non-discrimination. Together as a school community, we are learning

about children’s rights, referring to the 42 Articles (rights) detailed in the United National Convention on the Rights of the Child (UNCRC).

**Article 1 “Everyone under 18 has these rights”**

The Grangemouth High community is putting them into practice every day with the four key principles as the foundation of our RRS School Charter: wellbeing, participation, relationships and self-esteem. We continue to build the capacity of our young people as rights-holders to claim their rights, and the capacity of adults as duty bearers to fulfil their obligation.

Child Rights Education helps adults, children and young people to work together, providing the space and encouragement for the meaningful participation and sustained civic engagement of children and young people.

**Article 42 “All adults and children should know about this convention”**



### *3.0 Policy Statement*

3.1 Grangemouth High School aims to:

* Reduce, prevent and respond effectively to bullying;
* Improve behaviour through an effective strategy which actively involves pupils, parents/carers and staff in positive approaches;
* Ensure, through training and participation, that the GHS key concept of ***respect for all***  is understood and implemented by all those involved;
* Ensure that there are effective methods for monitoring, evaluating and reporting on the effectiveness of this policy, including any effects on minority or protected characteristic groups.

### *4.0 Policy in Practice[[4]](#footnote-4)*

To ensure the effective implementation of this policy there will be action at two levels:

* Grangemouth High School as an establishment ➢ Individual staff within the school

4.1 Grangemouth High School as an establishment will ensure that**:**

* The Pastoral Team will be responsible for ensuring that the school’s anti-bullying policy is up-to date and ensure that anti-bullying training is undertaken by school staff;
* The anti-bullying policy is implemented and communicated effectively;
* Extracurricular clubs associated with the school implement this policy and the lead member of staff ensures the effective exchange of relevant information to the Named Person;
* The Pastoral Teamwill be responsible for coordinating the anti-bullying policy and for monitoring its implementation and impact;

* The policy articulates with the curriculum through the school’s Personal and Social Education/Health & Wellbeing programme;
* Regular review of the policy (3yr review cycle) is the result of genuine partnership between staff, pupils and parents. Critically this process will include the consideration of pupil and parent feedback, both planned and unsolicited and in consultation with the wider community and partners;
* Bullying incidents are recorded and monitored, where appropriate, using On The Button referrals and Seemis Bully log;
* Appropriate training/awareness raising of the latest practice in anti-bullying approach will be made available to staff, pupils, parents and carers.
* On an annual basis, at least one professional development session will be allocated to antibullying policy and practice.
* Dining Hall is supervised at interval and lunchtime by a member of SLT and staff volunteers.
* Safe spaces are provided for groups of pupils in the form of: The Lighthouse and Lunchtime Clubs.
* Where appropriate, pupils may be referred into a programme of supported inclusion as an alternative to temporary external exclusion.

4.2 Grangemouth High School staff will ensure that they:

* Are fully conversant with the GHS ‘Anti-bullying Policy’;
* Engage with pupils in a supportive, calm, restorative and respectful manner in order to model appropriate learning behaviour
* Fully understand and follow procedures for recording, managing and monitoring inappropriate learning behaviours including bullying incidents, and supporting and managing pupils who have bullied or been bullied;
* Share relevant information concerning individual pupils and incidents of bullying with the pupil’s

Named Person (Pastoral PT/Pupil Support Key Teacher) or other professionals as required, to ensure pupil’s safety at all times;

* Include self-evaluation of this aspect of their practice, as part of the wider care and welfare agenda, within their regular review of continuing professional development.

#### Appendix 1 – Prejudice-based bullying[[5]](#footnote-5)

Children and young people can experience bullying for a variety of reasons; where they live, their sexual orientations, gender, disability, the colour of their skin, what clothes they wear or what team they support. The one thing that these have in common is difference or perceived difference – some children and young people don’t see or understand diversity, they still only see difference.[[6]](#footnote-6)

Difference, or perceived difference, can be a catalyst for children and young people being bullied. If you would like to find out more about the different types of prejudice-based bullying listed below, visit our useful links section.

#### Asylum Seekers and Refugees

Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees,

together with a reluctance to burden parents with extra worries can allow bullying to continue and go undetected.

#### Body Image

Body image is hugely important to children and young people and bullying because of body image can have a significantly negative impact. For example, a child or young person who is noticeably over or underweight may find that they are particularly vulnerable to bullying behaviour.

#### Homophobic and Bi-phobic bullying

Homophobic and bi-phobic bullying is mainly directed towards young people who identify as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality.

However, it can also be directed at young people who do not conform to strict gender ‘norms’. For example, a boy who doesn’t like football may stand out as being different. Ultimately, any young person can be homophobically bullied and any young person can display homophobic attitudes, which should be challenged.

#### Transgender

Is an umbrella term used to describe someone who does not conform to society’s view of being male or female. Children and young people who are experiencing confusion over their gender identity may be the target of transphobia. Transphobia at its most basic is the fear of a transgender person and the hatred, discrimination, intolerance and prejudice that this fear brings. This can result in bullying behaviour towards an individual because they are not seen to be conforming to gender stereotyping and ‘norms’. If children and young people are experiencing confusion over their gender identity, they may be reluctant to challenge bullying behaviour that could attract further attention to them.

#### Looked after children

Children and young people who are looked after and accommodated are vulnerable to bullying behaviour for a number of reasons: It may be due to regular changes in schools or where they are placed, which can make forming friendships difficult; they may have poor relationship skills stemming from attachment difficulties; inappropriate reactions to situations as a result of learned behaviours; a reluctance to make friends; low self-esteem, lack of role models and a heightened sense of privacy.

Race and Ethnicity

Children and young people from minority ethnic groups, including the gypsy/travelling community, often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture. The status of ‘minority’ in a school, community or organisation can often make a child or young person the focus for those involved in bullying behaviour. This can arise from a misguided and/or learned belief that they ‘deserve’ to be treated differently or with less respect.

#### Religion and Belief

Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths, or having no faith, can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may fuel bullying.

#### Sectarianism

Most people understandably associate Sectarianism with religion. The reality of prejudice however means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out as a target for sectarian abuse - whatever your beliefs may be.

#### Sexism and Gender

Gender inequality and stereotyping can leave children and young people, and in particular girls, who do not conform to these norms vulnerable to bullying.

Bullying in the form of derogatory language, online comments and the spreading of malicious rumours can be used to regulate both girls’ and boys’ behaviour - suggesting that they are not being a real man or a real woman if they do not behave in such a way towards others. Personality traits that do not fit in to the unwritten rules of ‘appropriate’ male and female behaviour can make children and young people a target for their actual or perceived difference. These terms can be of an explicit gender-based nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards someone.

This behaviour should not be confused with sexually aggressive behaviour, which is potentially a form of criminal harassment and should be treated as such. For this reason, in Scotland we recommend against using the term ‘sexual bullying’ as a descriptor in policies or in practice – it is an unclear and reductive term. Sexual assault and exploitation are not types of bullying, they are abuse.

**Gender-based bullying** – if unchallenged can lead to a deepening of attitudes and behaviour towards girls or those who do not conform to gender norms that can escalate to more abusive behaviours. This behaviour can take place face-to-face, in private and online or sometimes a combination of all of these. What happens or is shared online will directly impact upon a person and that should be our focus. In all probability, online activity will relate directly to an experience or conversation they have had in person.

Successful anti-bullying work focuses on equalities and developing and modelling relationships based on respect and fairness – and this must include gender.

#### Disablist Bullying

People who bully others may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision, and may result in a need for additional support to be provided.

Young Carers

The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or afterschool activities or ‘fun stuff’. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

#### Social and Economic Prejudice

Bullying due to social and economic status can take place in any group no matter how little diversity exists in it. Small differences in perceived class/family income/family living arrangements/social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, belongings, clothing, hygiene, etc. can become widespread through those considering themselves to be in the dominant social economic group or class. Bullying of children who endure parental substance misuse can also be prevalent in some locations.

**Under the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2010[[7]](#footnote-7)**, we have a duty to assess all new policies and guidance to ensure it fulfils our duties under the Act. The Equality Act 2010 sets out a range of individual characteristics that are ‘Protected’ from discrimination and unfair treatment including bullying. All children have the right to feel safe regardless of Age, Disability, Gender reassignment,

Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation. All anti-bullying guidance should include all of the protected characteristics as well as other issues that may see children discriminated against such as body image or socio economic status.

Bullying, whether linked to prejudicial attitudes or not, can sometimes create additional support needs for children and young people. There is specific legislation in this area in the Education (Additional Support for Learning) (Scotland) Act 2009. Further support can be accessed at www.enquire.org.uk

#### Appendix 2 – Support for Parents/Carers/Young People

If your child is being bullied and would like to speak to an adult in confidence, they can contact: **ChildLine on 0800 1111.**

If you are worried about your child and would like to talk to someone in confidence, you can call: **ParentLine Scotland on 08000 28 22 33.**

For further information:

**respect *me***, **Scotland’s Anti-Bullying Service.**  respect*me*’s website offers practical advice and guidance for adults on addressing bullying behaviour. There is also a section specifically for children and young people offering practical advice on what to do if they’re being bullied.

[**www.respect*me*.org.uk**](http://www.respectme.org.uk/)

### *ChildLine*

ChildLine’s website has a bullying section for young people and adults.

[**www.childline.org.uk**](http://www.childline.org.uk/)

### *Childnet International*

Childnet International works in partnership with other organisations to help make the internet a safe place for children and young people.

[**www.childnet.com**](http://www.childnet.com/)

### *Cybermentors*

A social networking place where children and young people can talk about bullying with mentors their own age.

[**www.cybermentors.org.uk**](http://www.cybermentors.org.uk/)

**www.bullying.co.uk**

### *CEOP*

The Child Exploitation and Online Protection Centre website provides information and advice for online safety.

[**www.ceop.police.uk**](http://www.ceop.police.uk/)

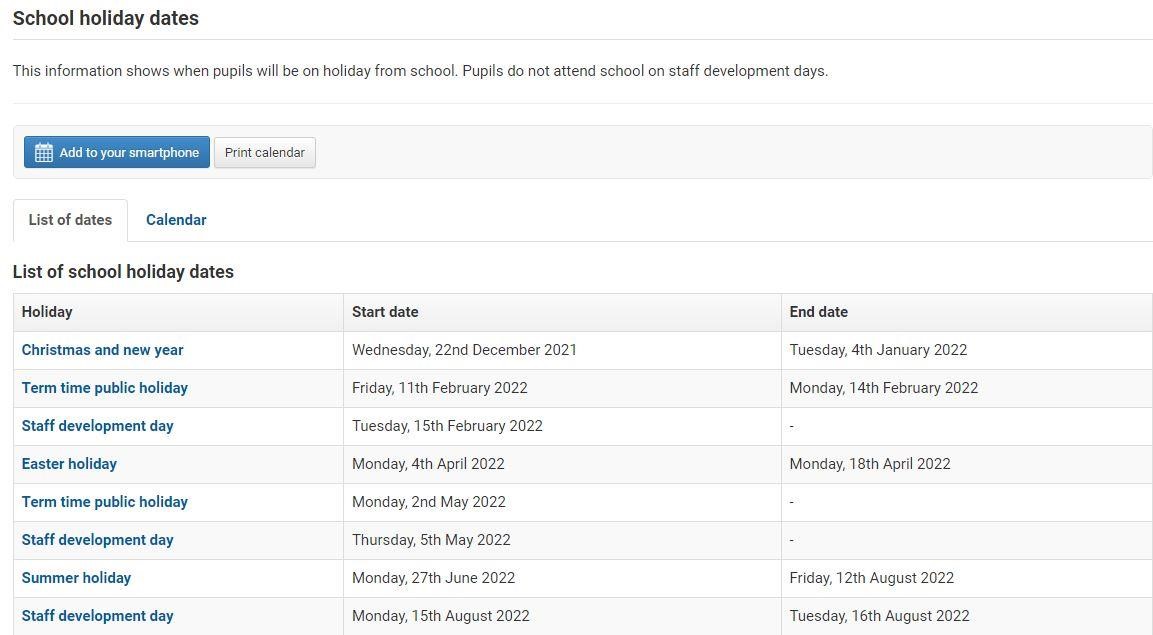
**LGBT Youth Scotland**

[**www.lgbtyouth.org.uk**](http://www.lgbtyouth.org.uk/)

**Families on the Outside**

[**www.familiesoutside.org.uk**](http://www.familiesoutside.org.uk/)

## Term and Holidays Dates 2021-22



# Note: Jubilee Day holiday in June still to be confirmed at time of writing

## 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: @GrangemouthHS

|  |  |  |
| --- | --- | --- |
| Headteacher: | Mr Ashley Wood |  |
| Parent Council Chair | Mr Ross Anderson |  |
| 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 |  | Mrs Brown |
| Carron House |  | Mrs McGuigan |
| Kerse House |  | Mrs Ferguson |
| Additional Support |  | Mrs Dickson |
| Post-16 transitions |  | Mr Cockburn |

### Falkirk Council contacts

Convenor of the Education

and Leisure committee Councillor Cecil Meiklejohn

Director of Children’s

Services Mr Robert Naylor

Education services Sealock House, 2 Inchyra Rd, Grangemouth, FK3 9XB

Tel: 01324 506600

## APPENDIX 6



**Weapons Possession Protocol**

**16 May 2017**

**FALKIRK COUNCIL: CHILDREN’S SERVICES**

**WEAPONS POSSESSION PROTOCOL**

**16 MAY 2017**

**A 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.

1. 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.

1. School’s Anti-Bullying Policies should also be updated to include reference to this Policy and Protocol.

1. 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.

|  |  |
| --- | --- |
| **PROTOCOL** | **(INCL. SEARCH & CONFISCATION)** |

**D**

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).

1. SMT will speak with the teacher and remove the pupil with his/her possessions from the class for investigation.

1. 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.

1. 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.

1. **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

1. Article 6 “I should be supported to live and grow” [↑](#footnote-ref-1)
2. Article 2 “All children have these rights” [↑](#footnote-ref-2)
3. Article 4 “The Government should make sure my rights are respected” [↑](#footnote-ref-3)
4. Article 3 “Adults must do what is best for me” [↑](#footnote-ref-4)
5. Copyright - Respectme, reproduced with permission [↑](#footnote-ref-5)
6. Article 2 “All children have these rights” [↑](#footnote-ref-6)
7. Article 4 “The Government should make sure my rights are respected”

   [↑](#footnote-ref-7)