

# **Easter Carmuirns Primary School**



## **School Brochure 2024 - 2025**



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



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

This handbook contains a range of information which we hope will be of interest to you and your child. It offers an insight into the life and ethos of the school, along with advice and assistance to support and engage you in your child's education.

Falkirk Council is committed to partnering with parents to enhance involvement in their children's education and the broader school community. One of the most effective ways to engage is by joining the school's Parent Council. Parent Councils are independent bodies that collaborate with schools to improve education and foster strong home-school partnerships. By joining a Parent Council, you can voice your ideas, contribute to key decisions, and ensure parents' perspectives shape the school's priorities and activities, ultimately enriching the educational experience for all young people.

Throughout the school year, there will be opportunities to discuss your child's progress with their teacher(s) and through the 'Progress' reporting system/app. To stay updated on school activities and news, follow your school's social media accounts, as well as central accounts like @CSCCommsFalkirk, @ConnectedFalk, and @falkirkcouncil, where we share important information and success stories.

We are fortunate that the Council supports our 'Connected Falkirk' programme, ensuring that all young people from P6 to S6 have their own personal learning device. This allows them to access their learning resources anytime and review the feedback provided by their teachers. Not all young people in the country have their own personal device, so we encourage you to ask your child to show you what they are learning. It is a great way to see how they are progressing and provides a flavour of the work being undertaken.

I took up the post of Director of Education in May 2024 and ensured that during my first few weeks I visited every establishment in our Council area, meeting with staff and young people, and witnessing the excellent work carried out by our dedicated and committed teams. Falkirk is proud of the positive destinations our school leavers achieve and the high levels of attainment across our schools. This success is a testament to the hard work of our young people, the quality of classroom experiences, and the support from teachers and families. I look forward to seeing more of that in the months and years that lie ahead.

I trust that this handbook 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, who will be happy to offer any clarification required.

Jon Reid  
Director of Education  
Falkirk Council

Footnote: If you want a printed copy of this handbook, please ask the school. It may be possible to offer some assistance in helping to translate all or part of this handbook to parents whose first language is not English. Enquiries should be directed in to the Communications Officer for Children's Services (tel: 01324 506657)

### Disclaimer

The information in this school handbook is considered to be correct at the time of publication (Dec 2024), however, it is possible that there may be some inaccuracy by the start of the school term in August 2025.

## Curriculum for Excellence - Learning to Achieve

### Learning Entitlements

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

Link aspects of their learning to the local environment and its heritage

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

### How can you help?

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

As a parent, you can help your child by:

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

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

Dear Families,

Welcome to the Easter Carmuir's School Brochure.

This brochure offers an introduction to our school and a general overview of the opportunities your child will experience at Easter Carmuir's. At Easter Carmuir's we ensure children have positive and engaging learning experiences, encouraging our pupils to achieve their own highest standards in line with Curriculum for Excellence. We provide a broad balanced curriculum promoting citizenship, skills for learning for life and building core skills such as resilience, creativity, team work, problem solving and independence.

Our staff are dedicated, caring and build excellent relationships with pupils and parents. We create an inclusive, positive and nurturing atmosphere in school where staff work in partnership with parents and families to ensure positive outcomes for all.

This booklet is intended to give you some information about the school and should ensure that our families have a general sense of what matters to us at Easter Carmuir's. Please be aware that whilst information provided is considered to be correct at the time of printing, it is possible that there may be some inaccuracy by the time the document reaches the parents.

If you have any questions or would like any further information on any aspect of this brochure or the education of your child please do not hesitate to contact me. Our school is proud of its whole community and their achievements and we will be happy to share them with you.

Yours sincerely,



Shelagh Todd  
Headteacher  
Easter Carmuir's Primary School

## **Section One – School Information**



This section provides you with some background information on our school and our Early Learning Class. It tells you the names of all our staff and how our school day and school year are made up. Our school's educational aims and objectives are also detailed within this section.

It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

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

- travelling to and from school
- school meals
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunchtime
- wet weather details
- how the school communicates with parents
- how to complain if you are not happy about something.

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

This section gives an overview of the policies the school has in place. If you would like to see a full copy of these policies or to discuss them in more detail, please contact me.

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

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

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

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

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

### **Section Three: Curriculum Information**

This section describes the range of subjects and subject areas your child will be learning at school. It also explains about additional support needs and the types of specialist services provided within our school.

The section gives you an insight into how your child's progress will be assessed while at school and how we will keep you informed about his/her progress.

As well as giving you information about the statutory curriculum requirements we have included details of the extra curricular activities which are available at our school together with information on sports and outdoor activities available to pupils and the range of facilities available within the school.

Further information for parents is available in Children's Services Parenting Handbooks.

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

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

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

### **Section Five: School Improvement**

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

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

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

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

### **Section One – Practical Information about the Easter Carmuir Primary School**

#### **Contact Details**

**Name of Head Teacher:** Mrs Shelagh Todd

**Name of School:** Easter Carmuir PS

**Address:** Carmuir Avenue, Camelon, Falkirk, FK1 4JG

**Telephone Number:** 01324 508550

**E-mail Address:** eastercarmuirprimaryschool@education.falkirk.sch.uk

**About the school**

**Stages of Education provided for Early Learning Class and Primary 1-7**

**Present Roll** 181 + 48 Nursery

**Denominational Status of the School :** Nondenominational

**Gaelic Medium Education:** No

**Single sex school:** No

<b>EASTER CARMUIRS STAFF</b>	
<b>Headteacher</b>	Shelagh Todd
<b>Depute Headteacher</b>	Kenneth Stewart
<b>Principal Teacher</b>	Paula Arundel
<b>Principal Teacher (ASD)</b>	Gordon Wilson-Miles
<b>ELC</b>	Nikki Kirkwood: Senior EYO Leigh Johnstone: EYO Laura Bennie: EYO Laura MacDonald: EYO Carol-Anne Rous: EYO Keri Rory: EYO Colette Glassey: EYO Claire Kilpatrick: ELCA Molly Gemmell: ELCA
<b>Mainstream: P1-7 teaching staff</b>	Mairi Alexander Louise Plenderleith Nicola Wilson Julie Easton Rebecca Craig Laura Waddell Kim Graham Marie-Claire Doig Damien Waters Louise Russell

<b>Enrichment: Support for Learning Teacher Enhanced Provision Teachers ASC Teachers</b>	Coleen Kennedy Debbie Campbell Hazel McEwan Laura Wylie Dawn Innes Richard Antolak
<b>Support for Learning Assistants: P1-7 Mainstream</b>	Christine Strathearn Margaret Roberts Jackie Gebbie Irene Yacoub Carol Gordon
<b>Support for Learning Assistants: Enrichment</b>	Cheryl Arnott Gillian Eddie Ros Bruce Carol-Anne Miller
<b>Visiting Teachers</b>	Physical Education Music
<b>Clerical Assistant</b>	Sandra Taylor
<b>Janitors</b>	Gray Stevenson

**School Day**

School begins: 8.55am – 9.10am (relaxed entry)  
 Break: 10.25am – 10.45am  
 Lunch: 12.15pm – 1pm  
 Hometime: 3pm

**FALKIRK COUNCIL: CHILDREN'S SERVICES**

**Agreed Term Dates for Session 2025-2026**

**School year**



Autumn Term begins (for pupils)	Wednesday 13 August 2025
Autumn Term ends	Friday 10 October 2025
Winter Term begins	Monday 27 October 2025
Winter Term ends	Friday 19 December 2025
Spring Term begins	Monday 05 January 2026
Spring Term ends	Thursday 02 April 2026
Summer Term begins	Monday 20 April 2026
Summer Term ends	Friday 26 June 2026

**Term Time Public Holidays**

Monday 8 September 2025  
Friday 13 February 2026  
Monday 16 February 2026  
Monday 04 May 2026

**Staff Development Days**

Monday 11 August 2025  
Tuesday 12 August 2025  
Friday 28 November 2025  
Tuesday 17 February 2026  
Friday 01 May 2026

### **Early Learning Class Provision**

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

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

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

Children become eligible for pre-school education as follows:

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

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

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

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

### **Registration and enrolment**

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

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

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

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

### Attendance and absence

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



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

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

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

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

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

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

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

### **School Dress Code**

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

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

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

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

### **Uniform**

Uniform can be bought in store or online via BeSchoolwear [Easter Carmuir Primary School \(border-embroideries.co.uk\)](https://www.beschoolwear.co.uk)

or in store at Be Uniforms Falkirk, [32 Vicar Street, Falkirk FK1 1JB](https://www.beuniforms.co.uk)

Our uniform at Easter Carmuir is;

- Easter Carmuir PS sweatshirt/jumper/cardigan
- White polo shirt
- Black trousers/leggings/skirt/pinafore
- Black shorts/joggers/leggings for PE
- Plain white t-shirt for PE

### **Additional Clothing**

We would be very grateful if you could also send your child with the following:

- Welly boots and waterproof outdoor clothing;

Our children will be outside during playtime and lunchtime every day unless there is extreme weather (torrential rain etc). Please ensure they have appropriate waterproof clothing and footwear so they're warm and dry outside (and they can fully enjoy all the muddy puddles!)

- Change of clothes;  
Accidents happen whether that be splashing in puddles, with toileting or spilling a pot of paint. If there's a handy change of clothes in a plastic bag in each child's school bag then we can support them in getting changed without having to contact emergency contacts to come as soon as possible to school with a spare change of clothes. We can also then out the wet/soiled/dirty clothes in the plastic bag you provided for them to take home to you.

Please get in touch if you would like support in supplying any of these items as we understand this can add extra cost and we do not want to put any family in a difficult financial position. Supports are readily available and can be discussed further with school staff at any time.

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

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

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

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

### **School Meals**

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

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

### **Free School Meals and Clothing Grants**

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

#### **Do I qualify for an award?**

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

#### **Further Information**

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

### **Other Support**

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

- [Best Start Grant: Pregnancy and Baby Payment](#) – Payments for parents of newborns, or those currently expecting.
- [Best Start Foods](#) – Payments for parents of children up to 3 years old.
- [Best Start Grant: Early Learning Payment](#) – Payment for parents with children aged between 2 and 3 and half years old.
- [Best Start Grant: School Age Payment](#) – Payment for parents of children starting Primary School.
- [Education Maintenance Allowance \(EMA\)](#) – Financial support for 16 -19 year olds continuing at high school.
- [Young Scot](#) – The Young Scot National Entitlement Card is available free of charge to everyone aged 11-25 living in Scotland. It can be used to receive discounts, for rewards, and also as proof of age.
- [Young Persons' Free Bus Travel Scheme](#) - Young people aged between 5 and 21 years old are eligible for free bus travel from 31 January 2022.
- [Help with Welfare Benefits](#) – Find out if you are claiming all of the support you are entitled to and speak to an adviser for further advice.
- [Other support for families](#) - Any family facing financial insecurity can also contact our Support for people team for assistance or sign posting to other support. The team can be contacted on 0808 100 3161.

### **Medically Prescribed Diets**

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

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

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

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

Parents are requested, when dropping off/collecting children from school that they do not park in the car park. Parents should park sensibly and safely around the school and should take care not to obstruct junctions and school exits.

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

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

Distance entitled children are:

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

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

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

### **Pickup points**

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

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

### **General Supervision**

There is no supervision before school begins therefore pupils should not arrive at school until as near to the school start time as possible.

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

### **School security**

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

### **Wet Weather Arrangements**

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

### **Parents Meetings**

All of our schools offer opportunities for parents to discuss their child's progress with teachers through arranged meetings. Our families will have the opportunity to participate in a Family Learning Conversation with their child's teacher in November and March and then will receive a formal written report in June. In addition to these set dates, parents are able to contact the school at any time to ask for information or for a meeting. Please see section two of this handbook for more details on home / school partnership.

### **Communication with Home**

From time to time you will receive important and routine communications from the school via variety of methods (email, group call, social media etc.). Our main form of communication is through the Class Dojo app. Families are supported and encouraged to engage with their children's learning through Class Dojo. Enquiries can be addressed to your class teacher through Class Dojo or to the school office where they will be directed appropriately.

### **Unexpected Closures**

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

### **Mobile devices**

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

Children must have their mobile phones switched off during the school day and the phone should not be brought out at any time. If a child is found with a mobile phone then they will be asked to hand it over to a member of staff who will keep it until home time. Should the child refuse to hand over the phone then a parent/carer will be called to come and collect the phone.

This ensures the safety of all of our children through Child protection guidelines.

### **ICT Acceptable Use Policy**

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



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

### **Equality**

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

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

### **English as an Additional Language**

Over 75 different languages are currently spoken by pupils in Falkirk Council's Early Learning and Childcare (ELC) Centres and Schools. The EAL team is part of the Additional Support Needs Outreach Service and works with pupils whose first or home language is not English. We support pupils who are enrolling in or who are already attending a Falkirk Council ELC centre/class or school. Our support helps pupils who may be beginners in English or pupils who speak English more fluently but are not achieving their full academic potential. We are in collaboration with schools and families to meet the needs of learners for whom English is an additional language.

### **Compliments, Enquiries and Complaints Procedure**

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

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

#### How do I complain?

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

#### Who do I complain to?

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

#### What happens with my complaint?

Complaints are logged on our online complaints handling database (Customer First). Only

Children's Services staff responsible for logging, monitoring progress or responding to complaints have access to this part of the database.

Our complaints procedure has two stages:

Stage 1 – Frontline Resolution

Stage 2 – Investigation

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

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

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

#### How long will it take until I get a reply?

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

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

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

#### Who else can help?

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

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

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

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

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

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

You can find out more about the Council's Complaint Procedure from the Falkirk Council website

<http://www.falkirk.gov.uk/contact-us/complaints/>

### **School Health Service**

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

### **School Nursing Service**

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

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

The Falkirk School Nursing team comprises of

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

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

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

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

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

### **Infectious diseases**

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

### **Head Lice**

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

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

### **Clinics**

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

## **Immunisation**

### **Primary Schools**

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

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

## **Medicines Administration**

Administration of medicines prescribed by a doctor or dentist is at the discretion of the head teacher but most schools are happy to co-operate. Parents who wish school staff to give medicines should take the medication to school and fill in the appropriate form (MED1). It is also possible to complete another form (MED4) which allows pupils to carry and administer medication themselves, for example inhalers. Prescribed medication should be clearly marked with your child's name, date prescribed, how often it has to be taken and for how long.

## **Pharmacies**

Community pharmacies are trained in providing advice on coughs and colds, high temperature, fever, nasal congestion, minor eye infections, constipation, stomach upsets, fungal infections such as athlete's foot, and skin problems such as impetigo.

For more information: [nhsforthvalley.com](http://nhsforthvalley.com)

## **Insurance Cover for School Children**

### **Public Liability and Personal Injury**

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

### **Pupil's Property**

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

Any claim made for loss or damage to the property left in the care of the school or its employees will have to be submitted, in the first instance to Children's Services.

Following a thorough review of the claim, settlement will only be made if it can be shown that Falkirk Council are legally liable for the loss.

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

In order to provide necessary cover for educational excursions Falkirk Council has in place an insurance policy for travel and personal accident which specifically covers any pupil enrolled at a participating establishment. The policy provides compensation for

each insured pupil should an incident occur, irrespective of legal liability. There are varying degrees of benefits within the policy, but the key compensation values are noted below.

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

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

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

### **Parents Welcome**

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

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

At Easter Carmuir Primary School & Early Learning Class we view parent/carers as the prime educator. Throughout the session you will be invited to various events where your child/ren will be able to share their learning with you such as assemblies, 'sharing our learning' open afternoons, reading breakfasts etc. Each class teacher will keep parents updated about what their pupils are learning through Class Dojo and there will be links to helpful websites so parents can further support learning at home. Twice a year parents have the opportunity to meet with their child/ren's class teacher(s) to discuss their individual learning in more depth.

We highly value the partnerships we have with our parents and we ensure that we are responsive to any query from a parent whether that be via phone call, dojo message or through a meeting.

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

### **Parental Involvement**

Parents are regularly invited to join us in school for showcases, workshops, information meetings and regular informal sessions including coffee and a chat.

We are keen to hear parent opinions about what we do well and how we can do better. We regularly ask for your opinion during the school year.

It is very important that parents and schoolwork together to support pupil learning and wellbeing. It is when we work together well that pupils make the best progress.

### **Parent Councils**

Parents are welcomed to be:

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

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

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the Parent Council to work on with the school;
- be asked your opinion by the Parent Council on issues relating to the school and the education it provides;
- work collaboratively with the school; and
- enjoy taking part in the life of the school in whatever way possible.

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

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

The main aims of the Parent Council are:

- To support and work collaboratively with the school in its work with pupils
- To seek and represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff in the school.
- To raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).
- To be included in School Improvement Planning

Further information can be found at <http://www.falkirk.gov.uk/services/schools-education/school-life/parent-councils/>

### **Easter Carmuir Parent Council interim chair – Sheila Muir**

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

### **Pupil Council**

As a school we have a Pupil Council. Pupils have the opportunity to be part of this group from all stages of the school. Pupils are invited to make decisions about what is going well and what should be changed in and around the school. The pupil council meets regularly throughout the school year, led by members of staff.

There are also opportunities for pupils to link with other pupil councils from other school within our cluster to share ideas.

### **School Ethos**

Easter Carmuir Primary School our vision is that *Every Child is Prepared for Success*

This vision is developed through our school aims which will

- *create a nurturing environment where all children are supported as individuals*
- *provide a variety of stimulating opportunities and experiences to maximise potential*
- *equip children with the skills for life and for the future*
- *work together to develop our school and the wider community*

Our key values of **Respect, Inclusion, Sincerity and Empathy** guide the way we work.

Together we will:

- respect and look after each other and the world around us
- create a challenging, engaging and responsive environment
- provide a safe, supportive and inclusive community where we value everyone
- build on the strengths, interests and aspirations of all
- promote equal opportunities, respect diversity and value the special contribution everyone can make
- actively encourage and promote health and well being

### **Celebrating Achievement**

At Easter Carmuir PS we celebrate achievements throughout the year. These are celebrated within classes and through our social media and class dojo. Pupils and classes are recognised for their achievements over the year.

### **Community Links**

As a school we have many community links including Active Schools, Safer Communities Camelon and Tamfourhill, our Community Police Officers as well as and a range of local businesses and charitable organisations.

### **Development of pupils' mental, social and emotional wellbeing**

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

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

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



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

### **Pupil Conduct**

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

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

Everyone in the Easter Carmuir community, staff pupils and parents/carers, all have a responsibility to work together to help promote and encourage good behaviour inside and outside the classroom.

### **Pupils' Responsibilities**

- To treat everyone in the Easter Carmuir Community with respect.
- To take responsibility for their own actions and behaviour.
- To co-operate with other children and adults.

### **Parents'/ Carers' Responsibilities**

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To support the school in the implementation of this policy.
- To inform the school of any changes in home circumstances which may have an effect on the child in school.
- To be aware of the school's rules and expectations.
- To foster good relationships with the school.

### **Staff Responsibilities**

- To explain and discuss expectations with pupils.
- To treat all children fairly and with respect.
- To be a good role model.
- To form a good relationship with parents/carers keeping them informed of acceptable and unacceptable behaviour.
- Praise pupils when demonstrating good behaviour.

### **School Positive Behaviour Strategies**

Our school rules are based on a School Charter and are directly linked to Rights and Responsibilities.

Each class creates their own Class Charter at the start of each year which is also linked to Rights and Responsibilities.

Each class will also use a range of strategies, based on the needs of the children, to promote positive behaviour including ClassDojo; which families are encouraged to sign up to.

### **Restorative Approach To Bullying Behaviour**

Whilst many believe that children who display bullying behaviour should be punished, it is widely accepted that this type of response can at times be ineffective, and make the situation worse.

The adoption of restorative approaches is evidenced to be a more effective response than traditional methods. Pupils are given the opportunity to accept responsibility for their actions, recognise the harm done and are supported to find restorative responses to the harm they have caused.

There are times where sanctions are appropriate; exclusion is seen as a last resort and carried out when incidents fall within the legislative criteria.

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

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

### **Section Three – School Curriculum: Curriculum for Excellence**

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

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

#### **• Curriculum for Excellence – Bringing learning to life and life to learning.**

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

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

• **Responsibility of all**

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

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

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

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

Easter Carmuir Primary has a 7 year strategic curricular overview that gives pupils a wide range of experiences and opportunities to develop skills for learning, life and work.

• **Developing the Young Workforce**

Developing the Young Workforce (DYW) is a seven-year programme that aims to better prepare children and young people from 3–18 for the world of work. This programme builds on the foundations already in place as part of Curriculum for Excellence.

Collaborative working between primary and secondary alongside partnership working builds on your child's experiences in primary school through secondary school. Curriculum planning and structures in schools have continued to evolve progressively as new qualifications have been introduced alongside traditional subjects. There is now on offer a wide range of opportunities for young people to develop their employability skills, gain experiences of the world of work and incorporate work-based learning elements together with employers to explore direct pathways into employment.

The curriculum has been planned by the teaching staff, ensuring that key government policy and recommendations are included as well as ensuring that it covers the 7 key principles of curriculum design:

- Challenge and Enjoyment
- Breadth
- Progression
- Depth
- Personalisation and Choice
- Coherence
- Relevance

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

For further information on Learning in Scotland please access the following link:

<https://education.gov.scot/parentzone/learning-in-scotland>

### **Play Pedagogy and Active Learning**

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

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

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

### **Planning Children's and Young People's Learning**

Practitioners use a variety of approaches to ensure that pupils understand the purpose of their learning and are clear about how to be successful. A variety of planning approaches are used to ensure that experiences are progressive, skills – focused and meet pupils' learning needs. Often individualised targets help pupils to assess their own learning.

### **Learning at Home**

Practitioners provide home learning activities to support reinforcement of learning or to encourage pupils to apply learning in different ways, often in real life situations. This will be communicated through SeeSaw. If you would like any further information about ways to support your child please contact your class teacher.

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

### **Care of Books / Materials**

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

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

### **Sensitive Aspects of Learning**

Health and wellbeing sets the scene for all aspects of learning which are of a more sensitive nature. Drug awareness is part of health education, with children undertaking this learning at particular times during their primary schooling.

Relationships, Sexual Health and Parenthood (RSHP) Programme is delivered throughout the school. The programme is the national resource for relationships, sexual health and parenthood education for children and young people. It is shared with parents during a parental workshop and is publicly available online. There is then the opportunity to hear from teachers who will answer any questions you may have.

### **Religious Instruction and Observance Religious Instruction**

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

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

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

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

Religious Observance, may take the form of a Time for Reflection in addition to traditional celebrations central to the life of the school community.

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

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

### **Extra-Curricular Activities**

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

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

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

### **Facilities for Physical Education and Outdoor Activities.**

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

Easter Carmuir Primary has a gym hall where the pupils experience a full range of Physical Activities. The extensive outdoor area provides a great opportunity for Outdoor Learning.

### **Active Schools**

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

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

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

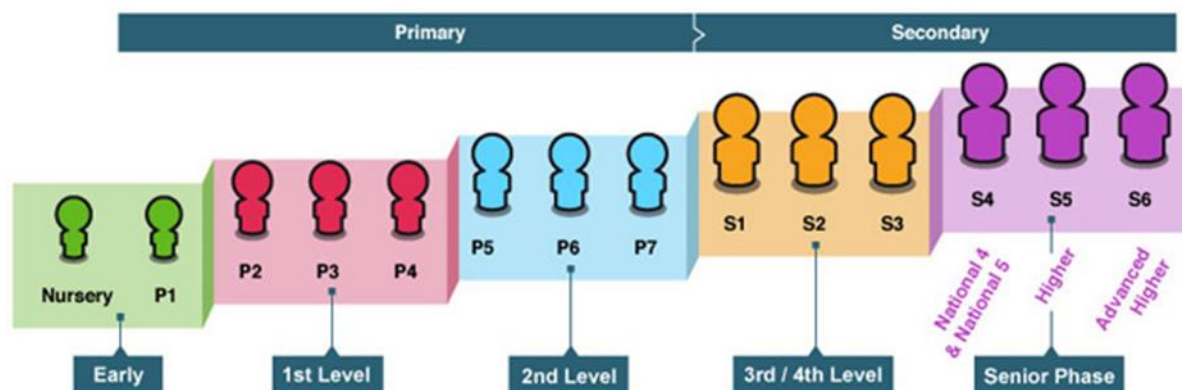
Within Falkirk Council we have an Active Schools Manager, nine Active Schools Coordinators (Primary) and nine Active Schools Coordinators (Secondary). The Coordinators work within their respective Primary and High Schools clusters to provide further opportunities for physical activity, sport and play.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

[Active Schools Falkirk | Falkirk Council \(falkirkleisureandculture.org\)](https://www.falkirkleisureandculture.org)  
[@falkirk sport](https://twitter.com/falkirk sport)

### **Assessment and Reporting**

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

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



Level	Stage
Early	Early The pre-school years and P1, or later for some.
First	First To the end of P4, but earlier or later for some.
Second	Second To the end of P7, but earlier or later for some.
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior Phase	S4 to S6, and college or other means of study.

There are five curriculum levels - Early, First, Second, Third and Fourth - in the [broad general education](#) (from early years to the end of S3).

Curriculum for Excellence defines five levels of learning. The first four levels are described in the [Experiences and Outcomes](#), with progression to qualifications described under a fifth level, the [senior phase](#).

Children will be supported at Easter Carmuir to achieve their levels but please be aware that children will be successful at their own pace. If your child is not achieving in line with their average peer group then your child's teacher will have had those conversations with parents/carers directly so everyone is aware of the reasons behind this and the supports in place to help them to achieve.

At Easter Carmuir we share your child's progress with parents/carers through:

- Attending Family Learning Conversations(2 x a year)
- Discussing progress with teacher staff and school leaders by appointment
- Attend class sessions including "sharing the learning" events
- Reading learning logs or diaries (which usually invite parents/carers to comment)
- Summary Reports (sent home to parents/carers including an invite to make comments)
- Social media updates from staff and/or the school

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

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

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

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

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

[UNCRC: the foundation of Getting it right for every child - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/consultations-policies/children-and-young-people/uncrc-the-foundation-of-getting-it-right-for-every-child/)

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

### **Wellbeing**

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

The eight wellbeing indicators are:

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

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

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

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

### **Main Contact**

In 2019, the Scottish Government repealed the relevant sections of the Children and Young People (Scotland) Act 2014 relating to the Named Person service. A named person was defined as a central point of contact for children, young people, and parents.



This person had the responsibility for providing families with information for getting the support if, and when, they needed it. As a result of the Scottish Government's decision, education authorities are no longer legally required to provide this service.

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

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

### **Family Support Services**

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

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

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

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

### **Protecting Children and Young People**

Article 19 of the UNCRC states that all children and young people have a right to be protected from violence, abuse and neglect. Children's Services have an important role in identifying children and young people who are at risk of abuse or are being abused. Falkirk Council has clear procedures for all staff to follow. Headteachers or designated members of staff are instructed to notify Falkirk Council and Children's Services when a member of staff has a suspicion that a child might have been abused, are at risk of abuse or are likely to be exposed to significant harm due to neglect.

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

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

### **Additional Support Needs**

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

Further details of the policies and procedures can be found on the Falkirk Council website: [www.falkirk.gov.uk/services/schools-education/additional-support-needs/](http://www.falkirk.gov.uk/services/schools-education/additional-support-needs/)

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

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

### **Support for Pupils**

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

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

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

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

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

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

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

### **Disputes and Resolution in Additional Support Needs**

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

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

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

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

More detailed information about Falkirk Council's ASN service can be found here: [Falkirk Council Additional Support Needs | Supporting Children & Young People with Additional Support Needs Across Falkirk Council \(glowscotland.org.uk\)](http://www.falkirk.gov.uk/children-and-young-people/additional-support-needs)

### **Educational Psychology Service**

#### **Educational Psychology Service**

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

Every school and pre-five establishment has a link Educational Psychologist who provides consultation, assessment, intervention, training and project work. The Service works within the Staged Intervention Approach of Children's Services. We expect that all schools will have undertaken appropriate assessment and intervention at stage 2 before asking for educational psychology assistance.

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

As a statutory service we are required to publish a privacy notice which is available here: [Privacy notices: Schools & education - Educational Psychology Service | Falkirk Council](http://www.falkirk.gov.uk/children-and-young-people/privacy-notices-schools-education-educational-psychology-service)

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

### **EPS Prioritisation**

The Educational Psychology Service does not operate a waiting list system. We aim to be responsive as a service and so we do this through a prioritisation system.

A. Respond to statutory requests within agreed timescales these are written request for an educational Psychology Assessment from the parent, child/young person or the local authority from the Additional Support Needs Team

OR

B. Prioritise with school manager/cluster approximately termly and prioritise as follows:

1. Critical incidents
2. Children at risk of education placement breakdown
3. Children where there is evidence that high levels of adaptation are required
4. Assessment in relation to significant Additional Support Needs or placement change
5. Exploratory Assessment to identify areas of concern

### **Transitions**

#### **ELC to Primary**

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

#### **Primary to Secondary**

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

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

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

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

#### **Pupils with Additional Support Needs**

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

Primary 6 to help with additional arrangements for those children for whom the move to secondary school may present challenges.

### **Moving to the denominational secondary school**

#### **Children who are baptized Catholic**

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

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

#### **Children who are non-Catholic**

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

### **Moving between denominational and non-denominational schools**

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

### **Catchment Secondary School**

Our local high school is Falkirk High School.

There is a full and effective transition planned for all pupils as they move to high school. Pupils with additional support needs are offered an enhanced transition that is planned to meet individual needs.

### **Placing Requests**

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school. Applications for Primary 1 and Secondary 1 Placing

Requests to commence school in August will only be accepted following the publication of an advert in the local press inviting applications in early December. Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. A parent could, therefore, end up with children attending different schools.

Primary 1 children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by Children's Services.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. Children's

Services will also reserve places in a class for catchment pupils they expect to move into the area during the school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to Falkirk Council's Admissions Policy and requests accepted and refused accordingly.

Online placing request applications can be made via the Council's website [www.falkirk.gov.uk/placingrequests](http://www.falkirk.gov.uk/placingrequests). Placing request for Primary 1 and Secondary 1, commencing in the next school session, should be made by the 15th March each year. Responses will be issued no later than 30th April.

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

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

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

## **Section Five – School Improvement**

### **Raising Attainment**

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

### **Standards and Quality Report**

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

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

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

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

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

- Placing the human rights and needs of every child and young person at the centre of education

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

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

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

### **School Improvement Plans 24-25**

Throughout session 2024-25, Easter Carmuir Primary School will focus on developing the following areas;

- Curriculum: Literacy (Reading)
- Inclusion and Equality: Protected Groups
- Inclusion and Equality: Meeting the needs of Young People with Complex ASN
- Inclusion and Equality: Attendance
- Learning, Teaching and Assessment: Improvement Science Methodology and data driven dialogue

From our self-evaluation of the How Good Is Our School 4? Quality Indicators, feedback from our pupils, and our families (either through our Parent Council or via discussion with school staff) and our attainment data, our main focus will be

- Learning, Teaching and Assessment
- Raising Attainment and Achievement
- Ensuring Wellbeing, Equality & Inclusion

There will be developments on Reading and ensuring that highest quality planning, learning and teaching and resources in these areas to provide the best learning experiences. This is also in line with Falkirk Council's Children's Services Improvement Priorities: Curriculum and Learning, Teaching and Assessment.

Further developments around Attendance, Additional Support Needs and Protected Groups will also focus on embedding Falkirk Council's refreshed Staged Intervention guidance as well as the recent Inclusion and Equality draft guidance. This is also in line with Falkirk Council's Children's Services Improvement Priorities: Curriculum and Inclusion and Equality.

### **Transferring Educational Data About Pupils**

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and

exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland.

Information on how this data is used and what the Scottish Government and its partners do to protect the information supplied to them can be found via the link below:

<https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

For more information on why we transfer educational data to the Scottish Government and third parties, please see the Primary page on the Falkirk Council website :

[www.falkirk.gov.uk/privacy](http://www.falkirk.gov.uk/privacy)

### **Concerns**

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at [ScotXed@gov.scot](mailto:ScotXed@gov.scot) or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.



## **Websites**

You may find the following websites useful.

- <https://education.gov.scot/parentzone/> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- <https://education.gov.scot/inspection-reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <https://education.gov.scot/parentzone/> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- [www.falkirk.gov.uk](http://www.falkirk.gov.uk) - contains information for parents and information on Falkirk schools.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.ltscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.
- Scottish Attainment Challenge: [1. Introduction - Scottish Attainment Challenge: framework for recovery and accelerating progress - gov.scot \(www.gov.scot\)](#), [Scottish Attainment Challenge | Learning in Scotland | Parent Zone \(education.gov.scot\)](#) and [Scottish Attainment Challenge | Learning resources | National Improvement Hub \(education.gov.scot\)](#)
- Curriculum for Excellence: [What is Curriculum for Excellence? | Curriculum for Excellence | Policy drivers | Policy for Scottish education | Scottish education system | Education Scotland](#)
- National Improvement Framework 2022: [Education - Achieving Excellence and Equity: national improvement framework and improvement plan 2022 - gov.scot \(www.gov.scot\)](#) and [National Improvement Framework | Learning in Scotland | Parent Zone \(education.gov.scot\)](#)

## **Glossary**

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLD – Community Learning and Development

DHT - Depute Headteacher

EMA – Education Maintenance Allowance

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

FOI – Freedom of Information

FVNHS - Forth Valley National Health Service

GIRFEC – Getting it Right for Every Child

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

HT - Headteacher

LIPs - Local Improvement Priorities

LTA - Learning to Achieve

MFIF - My Future's in Falkirk

NPFS - National Parent Forum of Scotland

PC - Parent Council

PLPs - Personal Learning Plans (personal learning planning)

PT - Principal Teacher

PTA/PA - Parent/Teacher Association/Parents Association

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

SIP - School Improvement Plan

SPTC - Scottish Parent Teacher Council

SQA – Scottish Qualifications Authority



