



Braes High School
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Tel: 01324 719551

Mr I Livingstone
Headteacher



Braes High School

School Handbook

2017 – 2018

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A Foreword from the Director of Children’s Services

Session 2017 – 2018

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

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

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

Parental involvement in the decision making process and performance monitoring are now, more than ever, an integral part of school life and will continue to become even more transparent in future years. We look forward to developing that partnership with your support.

We are pleased to introduce this handbook for session 2017/18 and trust it will provide you with all the relevant information you may need concerning your child’s school. If you have any queries regarding the contents of the handbook please contact the Head Teacher of your child’s school in the first instance who will be happy to offer any clarification required.

*Robert Naylor
Directors of Children’s Services
Falkirk Council*

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

It may be possible to offer some assistance in helping to translate all or part of this handbook to parents whose first language is not English. Enquiries should be directed in to the Communications Officer for Education Services (Tel: 01324 506602).

Disclaimer: The information in this school handbook is considered to be correct at the time of publication (Dec 2016), however, it is possible that there may be some inaccuracy by the start of the school term in August 2017.

Braes Cluster

The Braes High School cluster consists of 6 Primary Schools spread over a wide geographical area and serving the communities of Avonbridge, California, Drumbowie, Maddiston, Shieldhill and Wallacestone. The schools work closely together on a wide range of curricular issues, out of hours activities and staff and pupil visits, which help to ensure that the transfer of pupils from Primary to Secondary School is a success.

Welcome to the Braes High School Handbook

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

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

The information is divided into five different sections:-

Section One - Practical Information about the School

This section provides you with some background information on our school. 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
- 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 the school. Most of these policies are available on the school website – www.braes.falkirk.sch.uk.

- Homework Policy
- Clothing or uniform (PE Clothing)
- Health Statement / medicines

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 Teacher Association, FAB (Friends at Braes) and Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Section Three - School Curriculum

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

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

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

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

Section Four - Support for Pupils

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

This section also gives information about transition – from primary school to secondary school and what the arrangements are. 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 local 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 Braes High School, please do not hesitate to contact the Head Teacher.

FOOTNOTE: 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.

The information in this school handbook is considered to be correct at the time of publication (Dec 2015), however, it is possible that there may be some inaccuracy by the start of the school term in August 2016.

Welcome from the Head Teacher

Dear Parent/Carer,

I am delighted to have the opportunity to welcome you and your child to Braes High School. We very much recognise the importance of getting the transition from primary to secondary right for every young person. We know that moving from primary to secondary can be an emotional process for almost all young people, moving from a school where you know everyone, and everyone knows you, to a bigger school, where things might at first be a little unfamiliar. But we also know that moving to high school is a time of great excitement, and therefore we want to ensure that all pupils are well supported in making the move from primary to secondary. This handbook is very much part of that, giving you information about the school and the many opportunities for young people within Braes High School.

The emphasis in Braes High School is squarely on ensuring pupils fully realise their potential. There are strong traditions of excellence in Braes High, based on high expectations and standards. The recent upturn in school examination results is testament to that. Our school motto is “Build Respect and Earn Success – be part of it!” We hope you will support us by encouraging your child to play their part in this and that by doing so they will get the very best out of their time here.

At Braes High School we believe that every child has the ability to do well. For some, this will mean excellence in their academic studies, while for others success in areas such as sport, music or art. Crucial to all at Braes is our focus on ensuring that our young people develop as well rounded and well informed citizens, capable of being valuable members of the community. All these priorities are equally important, and can only be realised when staff, parents/carers and pupils work together respecting one another and their environment. For that reason, we are keen for pupils and parents/carers to be involved in evaluating our progress as a school and helping us provide the best possible learning experiences.

In the months to come there will be opportunities for you to meet with us as your child completes Primary 7 and moves towards secondary school. Of course, we are always able to meet directly with parents/carers if you are unable to attend any of these meetings. I look forward to working with you in the years to come and wish your child all the best in his/her future education in Braes High School.

Iain Livingstone
Headteacher

Welcome from the Parent Council

On behalf of the Parent Forum, it gives me pleasure to add my welcome to that of Mr Livingstone and the Director of Children's Services to Braes High School.

I hope that your child finds the transition into the school as smooth as possible and that this handbook and the information evenings organised by the school give you a good sense of the ethos of the school and the confidence that your child will be looked after and encouraged to develop and thrive during their time at the school.

Alongside the teachers and pupils, parents can make a key contribution to delivering the school's motto: "Build Respect and Earn Success – Be Part of It!" Research has shown that parental involvement in schools contributes to improved behaviour and has a significant effect on pupil achievement throughout the years of schooling.

In Braes High School there are many opportunities to become involved in the school. There are two main parent groups in the form of the Parent Council and Friends and Braes (FAB) which perform different but complementary roles in supporting the school. More information on them and how to get involved is contained in the handbook and all parents are welcome to join and get involved at any time. Both groups post information on the school website and run email distribution lists which you can join to keep up with what is happening. In addition, we also run a joint Facebook group called "Braes High Parents and Friends" where information on meetings and requests for help and input are posted on a regular basis. All of the above are simple ways to supplement the information sent directly from the school via regular bulletins, text alerts, specific letters and twitter to keep an active interest in the activities of the school.

I hope that you can help support the school and that your child gets as much out of their time at school as possible.

Yours sincerely,

Kenneth MacKinnon
Chair, Braes High Parent Council

Welcome from the Senior Pupil Council



As School Captains and Vice Captains of Braes high School, we warmly welcome you. Braes High School has helped us become the people we are today through the strong sense of friendship and community which exists. Every single pupil who sets foot through the front door is given every opportunity available to grow into outstanding members of the community,

Our school motto – “Build Respect And Earn Success – Be Part of It” perfectly encapsulates the values and ethos which exists in our school. This also helps staff and pupils building relationships through ‘building respect’ in order to earn success! This is in place from S1 to S6 helping to create a balanced and equal working environment.

Our roles as Braes’ Captaincy team allows us to take on positions of responsibility such as taking lead of our School Leadership Academy. This entails helping our Leadership Captains to perform their duties to the best of their ability, by hosting a drop-in session every Monday. As a team we also represent the school at events such as Remembrance Services, attend Senior Management Team meetings and organising Prom. This allows the voice of pupils to be heard by the highest levels of school management, again adding to the inclusive and family-like environment which exists here.

Our time at Braes has been thoroughly enjoyable. We are certain that all pupils will be given the opportunity to excel and enjoy life at Braes High just like we have.

Becky Morley
Charlie Harris
Jess Reid
Ross Mackinnon

Section One - Practical Information about the School

Contacting the School

Braes High School
Newlands Road
Reddingmuirhead
Falkirk FK2 0DA

Website: www.braes.falkirk.sch.uk

Tel: 01324 719551

Fax: 01324 503878

Pastoral Contact Details

If you need to speak to someone about your child, Tel. 01324 719551 and ask to speak to their Pastoral Head.

Pastoral Heads ensure that they know each pupil in their House and are able to give help, counselling, support and guidance on a personal basis, to enable each pupil to achieve as much as possible at school.

CAMPSIE	Mrs Dempsey
LOMOND	Mr Burns
OCHIL	Mr Robertson
PENTLAND	Miss Wilkinson

If you child's Form Class ends in C, they belong to Campsie, L for Lomond, O for Ochil and P for Pentland.

Support for Learning Contact Details

If you need to speak to someone about your child's additional support needs, Tel. 01324 719551 and ask to speak to Mrs Helen Malloy, Faculty Head of Support for Learning.

Support for Learning Teachers – role as key teacher

For young people who need intensive support to overcome barriers to learning they may be allocated a key teacher.

If you wish to contact your child's key teacher telephone 01324 719551 and ask for the key teacher.

If you would like to discuss the possibility of a key teacher to support your child, please contact either Mrs Malloy, Faculty Head of Support for Learning or your child's Pastoral Head.

Health Care

Internal Arrangements

The school's emergency first aider is Mrs Stewart. She deals with first-aid and minor ailments which arise in the course of the day.

If a pupil becomes too ill to remain in school, a parent or the emergency contact will be called to collect the pupil

In an emergency, a pupil may be taken directly to hospital. In such an event the school will make every effort to contact the parents.

Please ensure we always have up to date contact details for you and your emergency contact and information on any ongoing health issues.

The School Day

The Braes High School timetable is made up of 32 periods with 10 minutes Form time each day.

Pupils are formed into register classes of up to 20 pupils who are mixed in terms of ability and across our associated primaries.

	Reg	1	2	3	4	5	6	7
Mon	0845-0855	0855-0945	0945-1035	1050-1140	1150-1230	1315-1405	1405-1455	
Tues	0845-0855	0855-0945	0945-1035	1050-1140	1150-1230	1315-1405	1405-1455	1455-1545
Wed	0845-0855	0855-0945	0945-1035	1050-1140	1150-1230	1315-1405	1405-1455	
Thurs	0845-0855	0855-0945	0945-1035	1050-1140	1150-1230	1315-1405	1405-1455	1455-1545
Fri	0845-0855	0855-0945	0945-1035	1050-1140	1150-1230	1315-1405	1405-1455	

Agreed Term Dates for Session 2017–2018

School Year

Autumn Term Begins (Pupils)
Autumn Term Ends

Winter Term Begins (Pupils)
Winter Term Ends

Spring Term Begins
Spring Term Ends

Summer Term Begins
Summer Term Ends

Term Dates

Wednesday 23 August 2017
Friday 6 October 2017

Tuesday 17 October 2017
Friday 22 December 2017

Monday 8 January 2018
Friday 30 March 2018

Monday 16 April 2018
Friday 29 June 2018

Term Time Public Holidays

Monday 11 September 2017
Friday 9 February 2018
Monday 13 February 2018
Monday 4 May 2018

Staff Development Days

Monday 21 August 2017
Tuesday 22 August 2017
Monday 16 October 2017
Tuesday 13 February 2018
Thursday 4 May 2018

Secondary School enrolment

Parents of primary 7 pupils will be told of the transition arrangements to high school each November. Pupils seeking a place at high school through a placing request will be included in transition arrangements to the requested high school wherever possible. This is because transition arrangements begin before decisions about a placing request are made.

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, and to arrange a visit to the school.

Attendance and absence

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

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

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

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

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

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

School Uniform

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts.

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

As a school we strongly encourage school uniform and we expect all pupils to wear it at all times. We no longer stock school uniform but the supplier of school uniform for our school is Trutex, Vicar Street, Falkirk who stock all of the items below. School ties can still be purchased from the school front office.

Our uniform is:

- White/Black school shirt
- School tie (Red for S1-S3, Grey for S4-S6)
- Black or grey trousers/skirt
- Black jumper/cardigan
- Black Braes High School Blazer with school badge.

Access to our social spaces, for all pupils in school, requires full uniform.

Why we want pupils to wear school uniform:

- It promotes a good image
- It creates a school identity
- It sets the tone for the working day
- It helps identify intruders



The following items are necessary for PE lessons:



- Gym shoes/trainers (*if pupils are wearing trainers to school, a different pair must be brought for PE*)
- Red or white T-Shirt/PE black school logo t-shirt
- Red or white shorts or black cycling shorts or joggers
- Red or white socks
- Towel (*every PE lesson*)
- Swimming trunks or swimsuit

The following items are NOT allowed in school

- Tops with offensive slogans
- Football tops or scarves
- Caps within the school building
- Tracksuits
- Denims
- Crop Tops

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

The appropriate clothing and footwear for PE is necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

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

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories, 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

The School Meals service at Braes High School is operated by Scolarest. All meals are prepared in a modern kitchen on the premises under the direction of a Cook Supervisor and served in the Dining Room/Assembly Hall area known as 'The Hub'.

The Hub offers 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. Choices range from plated meals, pasta, meal deals and salad boxes. Meal prices are reviewed annually. Please contact the school to be advised of the current price.

Some families may be eligible to apply to Falkirk Council for provision of free school meals. Further details can be obtained from the school.

Medically Prescribed Diets

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

The 'HUB' is open at:

- Morning interval when a wide variety of hot snacks and drinks are available.
- Lunchtime when there is a wide choice of starters, main courses, snacks and hot and cold drinks.

The Hub operates as a 'cashless cafeteria'. Pupils are issued with a swipe card and can pay coins into a cash loader installed in two areas of the school. Alternatively, parents can send a cheque, making sure that dinner money is used for that purpose, or use the school online payment service through Falkirk Council, details of which can be found on the school website. Payment for school meals, and other payments to school, can be made on this service.

Pupils who qualify for free meals will have £2.55 per day automatically credited to their swipe card. If the meal is not taken, £2.55 is deducted at the end of the day. This amount may change for 2017/18.

Pupils can put extra money on their card for additional items in the usual way. Only children of parents in receipt of income support qualify for free school meals.

Free School Meals and Clothing Grants

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

Application Forms for Clothing Grant and Free School Meals including eligibility criteria are available from the school, Falkirk One Stop Shops or can be downloaded from the Falkirk Council website – www.falkirk.gov.uk. The forms have to be completed by the parent/carer and evidence of income received may have to be provided. **Please note that an application has to be made for each school year.**

More information or help with completion of the form can be obtained from the Council's Advice and Information helpline on 01324 590599.

Travel to and from School

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

Children should be reminded by parents that, wherever possible, they should only cross the road where there is a safe area 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 near the pedestrian exit or in any location which causes an obstruction.

Transport for 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 over 8 years of age 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.

Pupils from Avonbridge, California and parts of Shieldhill entitled to free travel will be issued with a travel pass sent directly to each pupil's home address by Falkirk Council.

Pupils from other areas such as Brightons, Maddiston and Shieldhill may be able to travel on any of the buses by paying the relevant fare.

Bus Timetables will be available on the school website for the new session 2017/18.

Replacement Passes

If you lose your bus pass you can contact the Transport Planning Unit on 01324 504753 who will advise how a replacement can be issued, normally a cost of around £10 is incurred.

Please note that in the event of a planned early closure, parents will be informed and buses arranged. In an emergency (e.g. heating failure, heavy snow, etc) it may be impossible to give parents any warning but our chief concern will be the safe return home of pupils.

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. Pupils can access the school building social areas before school and at break and lunchtime if wearing full school uniform.

Wet Weather Arrangements

In wet weather all pupils are allowed into school during breaks and at lunchtime and before school starts in the morning. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour.

Communication with Home

From time to time your child will bring home important and routine communications from the school. Parents are encouraged to check their child's schoolbag for these communications. Enquiries of any kind should be addressed to the relevant Pastoral Head in the first instance. Information may also be sent via the Group Call telephone messaging system. We also like to use email so please keep us informed of your email address. Useful information can also be found on the school website (www.braes.falkirk.sch.uk) and Braes High School Twitter account.

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).

Education establishments develop their own mobile device policies in consultation with pupils, parents and staff. For more information on this topic, please contact your child's school.

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can continue to be brought into schools however the following limitations apply:

- All phones should be turned off and kept out of sight during the school day within the school campus except at break and lunch in social space only,
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school

transport.

- Mobile phones may be confiscated where these rules are broken.
- Confiscated mobile phones or other devices will normally be passed to the school office or senior member of staff as soon as possible after confiscation.
- Any recordings made on school premises or school transport found on confiscated phones will have to be deleted on their return by parents.
- Parents and pupils need to be aware that should a pupil breach our mobile phone policy they will be disciplined in line with the school's positive behaviour policy.
- An increasing range and variety of mobile phones possess the ability to access the Internet and to use Bluetooth technology to communicate. These technologies provide unparalleled sophistication and complexity which can provide access to a wealth of online resources and possibilities. Pupils and parents should be aware that this also leaves pupils open to dangers such as Cyberbullying, grooming and access to inappropriate material. If you have any concerns about this, please contact the school.

Legal aspects

- There are a number of aspects of the law that may apply to mobile phone misuse and the responses to that misuse. In the most serious cases there may be a crime involved – an incident that is being filmed might be an assault or breach of the peace. The misuse of a mobile phone might be an offence under the Communications Act 2003, if it involves a call or message that is grossly offensive or is of an indecent, obscene or menacing character; and, the distribution of certain pornography might be an offence under the Civic Government (Scotland) Act 1982.
- In situations which are so serious that a school might call in the police it is for the police, not the school, to consider what, if any, criminal offence may apply.

These restrictions on use apply equally during any school activity that takes place off campus.

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 or pregnancy/maternity, or poverty.

Children's Services has a range of policies and procedures to address equalities issues specific to education to enable us to fulfil these duties. The Service also supports the MAHRS Strategy (Multi-Agency Hate Response Strategy) and all

education establishments have a responsibility to report incidents of identity-based bullying

English as an Additional Language

The Council provides a support service of teachers of English as an additional language. The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills.

Compliments, Suggestions and Complaints Procedure

Falkirk Council Children's Services is keen that you should be completely satisfied about your child's education and we encourage feedback on our services from parents, pupils and members of the public. We are interested in feedback of all kinds, whether it be compliments, suggestions or complaints. Compliments and suggestions can be given to schools by writing, by email, telephone or in person.

If you have a complaint about the school, please let us know. It is better that concerns are shared openly and resolved quickly, rather than being allowed to damage the relationship between home and school. We will deal with the issue confidentially and as quickly as possible. If we have made a mistake we will apologise and try to put things right.

There are some things which you should take note of in relation to making a complaint:

- Parents must first consult the school regarding their concerns. Although we try to respond as quickly as possible, issues can sometimes be complex and we will need time to investigate them.
- 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.

If your complaint has not been satisfactorily resolved by the school, it may be eligible for consideration at the second stage (by Children's Services, Sealock House). Complaints will not be considered by Children's Services unless they have been thoroughly considered by the Headteacher.

- You can find out more about the Council's Complaint Procedure from the Falkirk Council website.
- If you remain dissatisfied after this further investigation, you can raise the matter with the Scottish Public Services Ombudsman.
- You should also be aware that you have the right to raise concerns with your local Councillor, MSP or MP.

Other School Policies

Relevant policies can be found on the school website: www.braes.falkirk.sch.uk and under Parent Information Useful Links – Falkirk Council.

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 both the Council's network and equipment and to protect young people online. The ICT Acceptable Use Policy (AUP) will be issued by the school for both parent(s) and pupil(s) to sign.

School Health Service

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

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

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

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

- Immunisations – Secondary school pupils are offered immunisations. At the appropriate time information booklets and consent forms will be issued.
- Health Education – The Public Health Nursing Team has an important role in encouraging health lifestyles, working closely with teaching staff, pupils, parents/carers and the community.

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

The School Health Service can be contacted on – 01786 434059

Infectious Diseases

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

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

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

Head Lice

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

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

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

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

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

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

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

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

Clinics

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

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

Protecting Children and Young People

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

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

Social Work Services will make a decision on whether or not an investigation is necessary and will advise accordingly.

Medicine administration

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

When a child is prescribed medication by a doctor or a dentist and parents require the school to administer this, the relevant request Form should be completed. The MED 1 Form requires parents to deliver the medication to schools for administration by school staff. MED 4 Form permits pupils to carry and administer medication themselves eg inhalers. Prescribed medication should be clearly marked with your child's name, the date prescribed, how often it has to be taken and for how long.

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

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

Insurance Cover for School Children

Public Liability

Personal Injury

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

Pupil's Property

Each session, unfortunately but inevitably, pupils' property is lost, damaged or stolen from school. Parents are therefore discouraged from allowing their children to carry expensive items of personal belongings to the school and are reminded that a standard household policy can be extended to provide a degree of cover for personal items taken away from the home.

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

Personal Accident Cover – Educational Excursions

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

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

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

Section Two: Parental Involvement in the School

Parents Welcome

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

Parents are kept informed about the life and work of Braes High School through the school website, the school Twitter feed and our School Bulletin, as well as course choice booklets at course choice time.

Parent information evenings are arranged throughout the academic session in response to curriculum changes, course choice times and when important information needs to be disseminated to our parents.

Pastoral Heads track and monitor the progress of pupils through school and will make contact with parents if there are any concerns. Parents are encouraged to make early or immediate contact with Pastoral Heads for any concerns they may have.

Parental Involvement

Formal contact is made with Parents three times, spaced over the academic year through the issue home of a tracking report, a full report and a scheduled parents’ evening.

For our P7 pupils, we have two important Parents’ Evenings – a Curricular Evening in September, including a tour of departments showcasing learning and teaching, and a Pastoral Evening in June when parents meet the Pastoral and Support staff.

For any parents who wish to learn more about A Curriculum for Excellence and how their child will experience learning and teaching in the classroom, we recommend they attend our innovative and fun annual Murder Mystery Event in November, and

experience the curriculum and its outcomes themselves whilst having to solve a crime.

Parents' views are consulted in a variety of ways, mainly through our Parent Council. We invite parents to a 'Parents Being Part of It' evening and we have a parent focus group which is involved in self-evaluation.

Parent Councils

Parents are welcomed to:

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

All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to –

- 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 in partnership with staff; 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 the school in its work with pupils
- To 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.

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland and it runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, or email on sptc@sptc.info or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

Parents can be involved with Braes High School by joining our active Parent Council or our Parent Teacher Association, known as FAB (*Friends at Braes*) or by supporting their activities. The main aims of FAB are:

- To raise funds for the school for the benefit of pupils and organises events for parents. Volunteers are welcome.

Information about our Parent Council and FAB can be found on our school website www.braes.falkirk.sch.uk. The Chair of the Parent Council is Mr K MacKinnon. Meetings and Minutes of Meetings are available on the Parent Council page of the school website.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk or see Falkirk Council's Parental Involvement Strategy on their website or follow this link: http://www.falkirk.gov.uk/services/education/information_for_parents_/parental_support/parental_involvement/parental_involvement.aspx.

Pupil Council

Braes High School has an active Pupil Council. The Council consists of two representatives from each House from S1 to S6. Pupils volunteer to take part and represent their House in August at the start of each session and meet each month.

The purpose of the Pupil Council is to listen to the views of the pupils from each year group and take these forward in the school and consultation on school policy and procedures.

Pupil Council members report back to Form Class with a summary of meetings that have taken place. They often represent the school at functions, meetings and charity events, SMT and Parent Council.

Members of the Pupil Council develop communication and leadership skills as well as making connections with pupils across the years and becoming responsible citizens.

To ensure the continued success of the Pupil Council, teacher Mrs F Orrock creates a space and time for the Council to meet and gives up her time to support the Council. Meetings are also attended by the Headteacher, Mr Livingstone and other members of SMT.

Pupil Council members from Braes High and cluster Primary Schools meet termly as a cluster forging strong relationships across the Braes cluster.

Pupil Comments

“Thanks to the Pupil-Parent Partnership we were able to meet pupils’ requests for more water dispensers.”

“I have built my confidence and leadership skills by being in the Pupil Council.”

“I am proud that we have managed to make others happy by improving the food in the Hub.”

School Ethos

Building Respect and Earning Success

At Braes High School we believe that every child has the ability to do well. For some, this will mean excellence in their academic studies for others success in areas such as sport, music or art and for some it will be the ability to leave school and become valuable members of the community.

The staff work hard to provide and seek out the widest possible range of activities to encourage and develop our pupils. To support us in this, we are building strong links with other agencies such as community police and community education. We are also well supported in this by our Parent Council and Parent Teacher Association.

School Aims

Braes High School aims to be a school of the highest quality, providing an education appropriate yet challenging to all our pupils. We intend to achieve this by:

- Providing a wide range of course and resources to support the learning and teaching of the school community.
- Setting high standards of work, behaviour and attitude and dress consistently across the school.
- Working with the wider community to support and develop the full potential of all pupils and staff.
- Building an ethos which develops leadership, responsibility, self confidence and pride.
- Continuously striving for improvement.

In addition we aim to ensure that all pupils leave with the 4 capacities detailed in a Curriculum for Excellence. These are:

Successful Learners
Confident Individuals
Responsible Citizens
Effective Contributors

To help us achieve our aims it is necessary in school to have codes of behaviour to ensure that everyone can work in a pleasant and safe environment. We will provide

every support we can to allow pupils to reach their potential. We appreciate the help and support of parents in this.

Our aims and ambitions are summed up in our motto which defines the ethos of the school:

Build Respect and Earn Success – Be Part of It!

Peer Support

In addition to staff support, we also work with senior pupils to provide peer support to the younger ones.

Buddies

SIBS (S1 Buddies) are trained senior pupils who support S1 pupils in some of the following ways:

- Helping them in P7 Induction Days
- Getting to know them in Form Class
- Being available at lunchtime
- Looking after them on buses
- Referring concern to the appropriate channels (*e.g. Form Teacher, Guidance Teacher*)

Ethos/Positive Behaviour

It is recognised at Braes High School that a positive ethos in the school will help pupils to develop and learn. The following all contribute to creating such an atmosphere:

We have a Positive Behaviour Rewards Scheme for S1-S3 pupils. Pupils gain reward points on a daily basis for good attendance, punctuality, good behaviour, completing homework and wearing uniform. They can lose points for unsatisfactory attendance, punctuality, uniform, homework and behaviour.

Each term, points are counted and pupils take part in a Reward Assembly. This could be a talent show, film or similar reward.

S4-S6 pupils are rewarded with events outwith the school day, for example, the S4-S6 Ceilidh, S5/S6 Burns Supper.

Braes High School run an innovative Braes Award Scheme for S1-S3 pupils known as BrAW. Pupils gain the opportunity to contribute to school and their wider community and be recognised for their efforts. There are four sections:

- Health and Wellbeing
- Contributions
- National and International Awareness

- Success

Pupils complete a logbook and gain badges.

This also helps build their S3 Profile which helps as they move into the senior phase.

To celebrate pupil success, pupils may be invited to take part in the Junior and Senior Awards evenings. Individual pupil successes are communicated and celebrated on our school website, at assemblies, in our publications and to the Falkirk Herald.

Partnerships with Denominational Bodies

We have four Chaplains who link with each of the four houses and they deliver our Community assemblies each term. Our Chaplains are Ian Baillie, David Robertson, Hilda Warwick and Murdo Campbell

Careers Advice in Braes High School

The Careers Adviser at Braes High School is from the Skills Development Scotland team. You can make contact either by speaking to your Pastoral Head or by telephoning 01324 677026. Our Careers Advisor is currently Anna Rao.

Skills Development Scotland

Skills Development Scotland has an online web service *My World of Work* which has invaluable information for both students and parents or carers. You can also contact Skills Development Scotland on their national telephone number 0800 917 8000 (*opening hours for calls are daily (including weekends) 9.00 am – 5.30 pm*)

Campus Officer

PC Hutchison is our Campus Cop at Braes High. He is a regular face around the school assisting the school in a variety of areas. PC Hutchison is also a link with the Community and is heavily involved with partnership working. PC Hutchison works alongside the Pastoral Heads and Cheryl Butler. This allows the school to provide as much support as possible to the staff, pupils, parents and the local community.

PC Hutchison is also available for advice should you have any concerns regarding issues at Braes. Please contact him on the school telephone number: 01324 719551

Development of Pupils' Spiritual, Moral, Cultural and Social Values

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the

development of personal responsibility.

- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Pupil Conduct

A partnership between the school and parents is necessary in order 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).

School Rules

Braes High School is a non-denominational school with current a roll of 1000 pupils, approx.

School rules are few and as simple as we can make them. They are based on common sense, consideration for the rights and safety of others and respect for property.

Pupils MUST

- Behave responsibly at all times

- Follow classroom and school codes
- Behave respectfully to all others
- Follow Health & Safety instructions at all times
- Always obtain permission before leaving school during the working day

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 a more effective response than traditional punishments. 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 when sanctions are appropriate; exclusion is seen as a last resort and carried out when incidents fall within the legislation criteria.

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

Building Respect and Earn Success

Behaviour Code

As in any large organisation, the rules and regulations are required to allow the school to function effectively and to the benefit of all pupils. The school behaviour code is a simple set of rules based on respect for everyone in our community and also respect for the environment of the school and surrounding areas. We need the support of all parents to allow us to achieve our aims.

Classroom behaviour is the responsibility of the class teacher. Pupils who do not respond to the classroom teacher will be referred to the Faculty Head and where appropriate Pastoral Staff will be consulted. If the matter is not resolved at this level it will be referred to a member of the Senior Management Team. All incidents of indiscipline are logged centrally and this enables us to monitor a pupil's behaviour. Where the problem is considered to be serious either because of the nature of the offence or behaviour that is recurrent, it is likely that the parents will be contacted and asked for assistance. Problems which arise outside the classroom, *e.g.* in the corridors or the playground may be dealt with by any member of staff but normally become the concern of the Senior Management Team. Serious or persistent misdemeanours in these areas, again, may lead to parents being contacted.

When all normal procedures have been exhausted, a pupil may be excluded from normal classes or from school. These are serious and exceptional options which

require a parental visit accompanied by guarantees or improved behaviour before the pupil can be readmitted and return to class.

The following are also part of our whole school behaviour code:

Smoking is not permitted in the school premises or grounds. Should a young person be found smoking on the premises or school grounds, the school will follow normal school discipline procedures and parents will be informed.

The earlier you start smoking, the more likely you are to become a heavy smoker and suffer from diseases like cancer, heart disease and stroke. Approximately half of all long term smokers will die early from smoking related diseases. It is illegal to sell cigarettes, e-cigarettes or e-liquid, tobacco or cigarette papers to anyone under 18.

Smoking is banned in all public places which includes school grounds and workplaces, whatever your age. It is also illegal to smoke in a car with anyone under 18. **If you are under 18 Police have the power to take cigarettes, cigarette papers or any tobacco products of you and dispose of them.**

Weapon possession: Pupils are advised that the carrying of any weapon or blade will not be tolerated and will be dealt with seriously in accordance with our school discipline procedures with parents being informed. Police Scotland will be notified of any incidences of weapons possession, suspected or otherwise, through our Campus Cop (School Based Officer).

Restorative Approaches

In Braes High School we use Restorative Approaches for Behaviour Management. What is a Restorative Approach?

- It focuses on the harm caused rather than the rules broken.
- It shows equal concern and commitment to all those involved.
- It supports the person harmed by giving them a chance to have a say in what happens.
- It supports the person responsible, by providing an opportunity to accept responsibility and make amends.
- It recognises that the school is a community and its members have a responsibility to behave in a respectful manner towards each other.

Restorative Conversation

When an incident takes place staff can sometimes resolve it by having a Restorative Conversation with the pupil(s). The pupil(s) is asked to say what happened and what they are going to do to make things right. This allows the pupil(s) the opportunity to take responsibility for their actions and change in a positive way.

If a serious incident takes place a member of the Senior Management Team can set up a Restorative Conference to which all those involved are invited, including parent(s)/carer(s). Everyone involved is given an opportunity to say how they have

been affected by the incident. An agreed “*action plan*” is then drawn up which records the actions that will be carried out to repair the harm that has been caused and the steps that will be taken by the pupil(s) to prevent a recurrence of the harmful behaviour.

Sanctions

There are other sanctions which are used to manage and support pupils to behave in a responsible and respectful manner.

Departmental/Classroom Level

- Restorative conversation (*see above*)
- Withdrawal of classroom privileges
- Isolation within the class
- Punishment exercise
- Temporary removal from class
- Referral to Faculty Head

Senior Management Level

- Parental Involvement
- Temporary amended timetable
- Permanent Change of Class
- School Behaviour Sheet issued
- School Detention
- Internal Exclusion
- Restorative Conference (*see above*)
- Exclusion from school

A pupil who is experiencing ongoing difficulties with their behaviour will be referred to a SfL Key Teacher who will work with him/her and also the parents to address the concern.

Section Three – School Curriculum - Curriculum for Excellence

Bringing learning to life and life to learning

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. Curriculum for excellence will be fully implemented by 2016.

Glow, Scotland’s unique, world leading, online network supports learners and teachers and plans are already in place for parents across the country to have

access to Glow. Parents should ask the school how to arrange access to Glow and a user name and password will be issued.

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

Curriculum for Excellence balances the importance of **knowledge** and **skills**.

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

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

There will be new ways of **assessing progress** and ensuring children achieve their potential. New qualifications at National 4 and 5 have replaced Standard Grades. New Highers and New Advanced Highers have been updated to take account of and support the new approaches to learning and teaching.

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

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

Active Learning

Curriculum for Excellence emphasises the value of an active learning approach which gives pupils ownership of their own learning, encourages co-operative working and utilises skills required for learning, life and work.

At Braes High School in First to Third year, pupils follow the broad general education (Junior Phase) in the following subjects:

English, Drama, Modern Languages, Maths, Science, Social Subjects, Health & Wellbeing, Design & Technology, Physical Education, Music, Personal and Social Education, ICT, Home Economics and Business Education.

Active learning teaching strategies are used by our teaching staff and pupils develop key skills in literacy, numeracy and health and wellbeing. Recent authority CEM¹ testing levels of S2 pupils demonstrated Braes High School pupils are amongst the highest or are the highest in literacy and numeracy across the authority.

In Third year, pupils have some personalisation and choice. They can choose which modern languages, science subjects and technologies/expressive arts subjects to continue with in third year.

In January, S3 parents are invited to an S3 Course Choice Information and Parent Careers Fayre evening and an S3 Parents Evening. Pupils also meet individually with the Pastoral Team to discuss their senior phase choices, pathway and intended destination.

S3 Students choose a one year course for S4 in five subjects to ensure they sit exams at the level at the best of their ability.

e.g. Nat 3, Nat 4, Nat 5

Pupils choose English plus 4 other subjects. They continue with Physical Education (PE), Religious, Moral and Philosophical Studies (RMPS) and Personal and Social Education (PSE). They also choose a Personal Development Course. These courses are wide-ranging and allow students to either gain extra qualifications or develop skills for learning, life and work.

We also have 15 spaces on the Forth Valley College (FVC) Scots Course, an award winning course consisting of a taster of the vocational courses offered by college. Pupils attend the Scots Course at FVC one afternoon per week and complete some of the work in school. This replaces one of their five choices.

In S5 pupils can choose up to 5 subjects to study. In S6 pupils can choose up to 5 subjects to study. Pupils can take a 'study' column if they are undertaking multiple Advanced Highers.

All pupils undertake various experiences relating to the world of work from S1-S6 and some will take part in a week long work experience placement during S4-S6.

The Support for Learning Key Teacher or Pastoral Head will support young people on their journey to a positive destination as a school leaver and organise activities with different partners. Currently we host UCAS Parents Information Evenings and Forth Valley College presentations to school pupils. We provide pupils and parents with ETU information and help pupils make referrals to pre-apprentice and modern apprentice opportunities.

Falkirk Council's **Learning to Achieve** – core educational policy – describes in detail how Curriculum for Excellence will be delivered in our educational establishments.

¹ CEM (Centre for Evaluation and Monitoring) is A National Benchmarking Assessment tool to measure attainment in science, reading and numeracy in relation to age.

We will use **Learning to Achieve** to monitor, develop and improve outcomes for children and young people.

Learning to Achieve

Learning Entitlements

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

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

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 school.

Please visit the school website, Falkirk Council Learning to Achieve link on the school website or Education Scotland online for more information about a Curriculum for Excellence.

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

Planning Children's and Young People's Learning

Teachers in secondary schools share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

In secondary schools, pupils periodically review progress against targets and negotiate new ones with their Pastoral Head. All pupils have course choice interviews with their Pastoral Head as well as scheduled Parents Evenings around course choice times.

Any parent/carer can contact their Pastoral Head if they have any queries or concerns about course choices.

Homework

The school has a clearly defined policy on homework, a copy of which can be obtained from the Head Teacher or from the school website – www.braes.falkirk.sch.uk.

Regular homework will be given by departments. We use an online homework resource for parents/carers and pupils, 'Show My Homework'.

All homework will be issued through Show My Homework. Pupils receive individual log-ins to access homework set by their class teachers. Parents can sign in to view this too. There is a link to Show My Homework on the Braes High School website.

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning.

The homework can arise from all curricular areas, and may include written, oral or practical activities. The tasks should be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class, and makes you aware of what your child is learning. Homework is also an integral part of school work. Parental interest and co-operation in ensuring homework is undertaken is appreciated.

Care of Books/Materials

To enable us to provide the best possible education for your child, every care should be taken to look after the school's resources and facilities. Parents are asked to

remind their child(ren) that all school equipment and fittings should be used with care.

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

Sensitive Aspects of Learning

Pastoral Heads deliver Personal and Social Education teaching to all pupils. They cover sensitive topics of learning, *e.g. relationships, sexual health, parenthood, and drugs awareness*. The topics covered by year can be found under Pastoral Care on the school website www.braes.falkirk.sch.uk

Religious Instruction and Observance

Religious Instruction

Schools have a statutory duty to provide opportunities for 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.

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

Religious Observance/Time for Reflection

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

Withdrawal from Religious Instruction and Religious Observance/Time for Reflection

Parents who wish to exercise their right to withdraw their child from religious instruction and/or observance are encouraged to initially discuss their intention with the Headteacher prior to making their decision known to the school in writing.

Facilities at Braes High School

Our school complex provides a superb range of facilities. We have a 20m swimming pool, a games hall, dance studio, fitness suite and all-weather and grass playing fields. There is a large Assembly Hall/Dining Room, which is equipped to function as a theatre and attached to this is a drama workshop.

All subject departments have a suite of designated rooms, staff bases and storage. Well-equipped specialist facilities are available for practical subjects like Art and Design, Technology, Home Economics, the Sciences, Computing and Business Education. A well-resourced Learning Centre supports pupils with access to books

and ICT while support services are comfortably housed in the Guidance and Medical Suites.

Learning Centre

We aim to provide a welcoming, supportive environment where the needs of every pupil are recognised and met and where effective learning can take place.

The centre is open throughout the school day and is staffed by a chartered librarian. Pupils have access to the centre before school, at lunchtimes and where required after school.

We provide resources to support the curriculum, books for personal reading, DVDs, recommended website links, reading lists and careers information. Resources may be borrowed for three weeks. Suggestions for improvements and additions to the learning centre is encouraged from pupils and staff.

The learning centre is well equipped with technology: 28 PCs with internet access; colour, laser and black and white printers; data projector and interactive whiteboard; television and DVD player; digital cameras and camcorders.

Extra-Curricular Activities at Braes High School

Braes High School currently offers pupils a wide range of lunchtime and after school activities, including badminton, rugby, gymnastics, basketball, film club, computing and Maths Club. There are also regular trips to a variety of European countries. We have an outstanding Music Department which organises a wide range of concerts and musical evenings. A successful development in recent years has been the introduction of a number of after school Supported Study programmes to provide pupils in S4-S6 with additional tuition and help for the SQA Examinations.

There is a Senior Social Space and Garden Area which is for S5 and S6 pupils. For younger pupils (S1-S4) we have opened up the Assembly Hall/Dining Room for pupils to sit in at breaks and at the start of the day, especially in inclement weather. At break times our school radio station, Braes Beat, plays music for entertainment.

Active Schools

Active Schools are now part of Falkirk Community Trust.

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Team on 01324 590952 or visit our website www.falkirkcommunitytrust.org/sport/active-schools

Assessment and Reporting

As pupils progress through school, teachers use a range of assessment strategies, including standardised testing in P7 and S2. Pupils are also involved in assessing their own progress and developing their next steps.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

Parents have the opportunity to find out about their child's learning through a range of means –

- Parent Information Evenings
- Ongoing discussion with teachers and managers
- Open evenings / meet the teacher events
- Folios of work

Pupil Summary Reports are sent home to parents and they have an opportunity to comment on these. In addition, of course, parents are welcome to contact the school at any time to ask for information or for an appointment to consult with the Pastoral Head or Support for Learning Key Teacher (if relevant).

More information about what data is collected about your child is given in section five of this handbook.

At Braes High School over the academic year in S1-S3, pupils receive a tracking report which gives a snapshot of their progress, effort, behaviour and homework in each subject, and a full report which comments on a pupil's progress in relation to the experiences and outcomes of a course, their strengths and next steps for each subject. In S4-S6 pupils receive two tracking reports and two parent consultation evenings.

S3 Profiles

When our third years complete their broad general education, they produce a final version of their profile which highlights the successes, skills, experiences and qualities they have evidenced throughout their learning journey in the Junior Phase as well as their future plans. These will be sent home to parents. Pupils, complete a Skills Passport in classes at key times which help them finalise their profile.

For further national information on pupil profiles, please visit the Education Scotland website.

Section Four – Support for Pupils

Getting It Right For Every Child (GIRFEC)

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in

life. It gives them the potential to grow up ready to succeed and play their part in society.

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

The children and Young People Act (Scotland) 2014 will mean key parts of GIRFEC become law.

Wellbeing

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

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

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

Named Person

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

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

Who is my named person?

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

Stage of child/young person

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

Named Person

- Health Visitor

Primary

- Headteacher or Depute

Secondary aged

- Pastoral Head

Other agencies may share information with the Named Person. For further information please see the GIRFEC web pages:

<http://www.falkirk.gov.uk/services/children-families/policies-strategies/girfec.aspx>

which link you to many sources of information relevant to children, young people, parents, families and practitioners which we hope will allow you to find what you are looking for. Falkirk Council and its partners are working together to embed the role of the Named Person. You will be given the name of your child's Named Person in due course.

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

Family Support Service

The Family Support Service is one of the services working to support children and families in Falkirk. They are based in different areas across Falkirk and linked to localities in each area.

The main aim of the service is to increase the wellbeing of young people and their families. Support is offered to meet the needs of the young person. The support can be individually with the young person, with others in the family or in groups.

The pupil, family member, or someone within the school can make a request for assistance and a visit takes place to discuss the support needed. Thereafter, progress is evaluated regularly with all those involved.

Support is also offered to pupils who may be anxious about moving on to the next stage e.g. primary to secondary. The Family Support Service works with the pupil, parents and school to ease the anxiety and make the transition more relaxed.

The Family Support service is non statutory and works in partnership with the family and other agencies to support young people's wellbeing when they need the support.

Protecting Children and Young People

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

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

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

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

Additional Support Needs

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

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

These procedures have been strengthened through the Children and Young People Act 2014)

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

Support for Pupils

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

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

education:

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

In addition, the authority maintains other specialist provision to meet the needs of children experiencing severe and complex disabilities, sensory impairments, significant and those with complex social, emotional and behavioural difficulties. This includes some provisions based in mainstream schools, and there is also a specialist team supporting bilingual and travelling pupils, those with long-term illnesses, and other children with significant additional support needs.

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

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

Disputes and Resolution in Additional Support Needs

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

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

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

- Enquire – the Scottish advice and information Service for additional support for learning: www.enquire.org.uk, 0345 123 2303
- Scottish Independent Advocacy Alliance; www.siaa.org.uk, 0131-260-5380

- Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131-667-6633.
- Let's Talk ASN, c/o Govan Law Centre, letstalkasn@edlaw-org.uk 0141 445 1955

Educational Psychology Service

Susan Morrison is Braes High School's link Educational Psychologist who provides consultation, assessment intervention, training and project work.

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

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

Pastoral Support

Braes High School has four Houses with a Pastoral Head in charge of each one. Your child will be allocated to one of these Houses for the whole of his/her school career. This allows the PH (or guidance teachers as they are often referred to) to develop a supportive relationship with your child and, in this way, to support them throughout their time at Braes. In addition they also teach the Personal and Social Education programme (PSE) which aims to develop the skills necessary in adolescence and adult life. Pastoral Heads are the first point of contact for parents and pupils if they have any questions or concerns. Another key person is the Form Tutor who sees the young person on a daily basis at form time.

Pastoral Care

Pastoral staff in their role as key adult get to know their pupils by a combination of the following:

- Regular contact at Form Class and House Assemblies
- Special interviews in response to pupil need and request
- Subject Choice interviews at the end of S3, S4 and S5 when they give advice on course choices and careers to enable the best options to be chosen
- Teaching their pupils in Personal and Social Education classes
- Contact through extra-curricular leisure clubs and House activities and competitions

Personal and Social Education classes in S1-S6 cover all aspects of the curriculum relating to sensitive topics such as sexual health and relationships, drugs awareness, career guidance and 16+ options. Please contact your child's Pastoral Head if you wish to know more information about the PSE programme and content.

The S1 programme is discussed with parents at the P7 Pastoral Evening in May.

If for personal or religious instruction and observance, you wish to exercise your right to withdraw your child from a lesson or activity, please contact your child's Pastoral Head to discuss this and make arrangements. In situations like this, young people will be given alternative work to do and an alternative room to work in.

Pastoral Heads are also involved in:

- Making the transition from Primary to Secondary as smooth as possible for new pupils
- Keeping in contact with parents by telephone when there are concerns about their child
- Meeting with parents to work together to resolve difficulties
- Monitoring pupil progress and taking action where there are concerns
- Investigating individual pupil concerns
- Monitoring attendance and punctuality
- Writing references for potential employers
- Writing reports when requested by Support Agencies

Supporting Learning

Each House has an identified Support for Learning (SfL) Teacher. These teachers support young people who have additional learning and support needs. A SfL teacher can become a key teacher and work closely with identified young people, parents and involved agencies.

As part of the P7 transition, in discussion with the primary school, parents and young person, a key teacher can be allocated to a young person. The SfL key teacher would become the first point of contact for parents and pupils at the school.

When young people no longer need intensive support from a key teacher, the Pastoral Head of house will resume responsibility for the young person and become the first point of contact for parents and pupil at the school.

Cheryl Butler “Open Doors”

In addition to support from Pastoral Heads, we have a confidential listening service for pupils known as ‘*Open Doors*’ and run by our counsellor Cheryl Butler. Pupils can drop in at any time to speak with Cheryl if they are experiencing difficulties. Cheryl liaises closely with the Pastoral Team and follows the school and authority Child Protection Policy and Guidelines.

Transitions

Braes cluster have a successful P7 – S1 transitions programme for pupils. In addition to the liaison between Support for Learning Staff and Pastoral Heads with Primary 7 staff, Primary 7 pupils will visit Braes High School for a Science day and a Literacy event and attend cluster sports festivals at Braes High School. A Maths

teacher visits pupils in their Primary classes and winners of the Annual Cluster Scots Poetry Competition perform their poem at Braes High School House Assemblies. In June, Primary 7 pupils spend two days at Braes High School in their new S1 Form Class and follow their First Year timetable for two days.

Our Support for Learning team make additional transition arrangements with the Primary schools, parents and carers for pupils with additional needs to ensure a successful transition. These pupils spend additional afternoons at Braes High School and attend an activities day in June.

Some of our new first year pupils were asked for their thoughts about Braes High School which they all said was better than Primary School. These are some of the things they said:-

Gemma Thomson (1/7O)	“I thought PE, like rugby, would be really hard but it’s fun and so is swimming. I was worried on Induction Day that I wouldn’t make new friends, but I’ve made loads of new friends.”
Euan Griffin (1/7O)	“I like how you have a break between so if you don’t like a class you move onto another one.”
Rebecca Close (1/7O)	“I like that there’s a lot of clubs but they’re not all sports!”
Paige Earle (1/10P)	“I thought I would get lost all the time but it’s easy to find your way around.”
Jenna Murray (1/10P)	“If you come from a smaller school you think it’s tricky to find your way around and make new friends but it’s not, I’ve made lots of good friends.”
Zoe Wallace (1/10P)	“I like having a set timetable for each day so you know what you are doing and can try lots of different subjects.”
Dylan Murray (1/2C)	“There’s lots of different activities.”
Peter Mitchell (1/2C)	“There’s no need to worry, it’s not scary, it’s really fun.”
Alistair McLuckie (1/2C)	“There’s lots of good subjects for you to try.”
Josh Gourlay (1/5L)	“It’s very fun and there are a lot of sports activities to join at lunch or teams, e.g. basketball and football.”
Logan Thomson (1/5L)	“You have lots of different subjects and more responsibility.”

Primary to Secondary Transfer

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers as well as to experience some learning in the secondary school setting. Most secondary schools have an open evening where parents can find out information about which subjects will be taught in S1, uniform policy, lunchtime arrangements, school clubs, etc.

If you wish your child to attend a secondary school other than the catchment secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

Parents of non-RC baptised pupils who were enrolled as a Placing Request at a denominational primary school after November 2012 must submit a further Placing Request if they want them to transfer to St Mungo's High School. Otherwise, these pupils are automatically entitled to transfer to their catchment non-denominational secondary school.

Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

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.

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

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

Mid Session Transfers

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

Transport for Placing Requests

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

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 Education Services. Pastoral Heads regularly track pupils' progress to ensure that

progress is maintained and to identify effective strategies to support progress when necessary.

Standards and Quality Report

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

This, alongside current achievements, is available on the school website www.braes.falkirk.sch.uk.

School Improvement Plan

Our improvement plan reflects National and Falkirk Council priorities as well as our own school improvements. The School Improvement Plan can be found on the School website www.braes.falkirk.sch.uk.

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

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

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

Data policy

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

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

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

Your data protection rights

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

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

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

Concerns

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

Information regarding Braes High School Performance at Local Authority and National Level can be found on the 'Parentzone' section of the Education Scotland

website.

Information for Parents 2016

Leaver Destinations

Number of Pupils Leaving School and Percentage with Destination as:

	2012/13	2013/14	2014/15
Total Number of Leavers	174	159	189
Higher Education (%)	31	35	33
Further Education (%)	16	16	21
Training (%)	10	12	10
Employment (%)	32	29	26
Negative destinations (%)	12	8	10

Examination Results (within Scottish Credit and Qualifications Framework)

By the end of S5	Percentage of the relevant S4 roll achieving:	2014	2015	2016
	1 or more awards at level 6 or better	56	50	62
	3 or more awards at level 6 or better	32	27	40
	5 or more awards at level 6 or better	13	14	25

By the end of S6	Percentage of the relevant S4 roll achieving:	2014	2015	2016
	3 or more awards at level 6 or better	35	43	45
	5 or more awards at level 6 or better	22	30	32
	1 or more awards at level 7	15	20	19

Literacy	Percentage of school leavers attaining:	2013	2014	2015
	Level 4 or better in Literacy	94	91	95
	Level 5 or better in Literacy	72	68	79

Numeracy	Percentage of school leavers attaining:	2013	2014	2015
	Level 4 or better in Numeracy	83	81	92
	Level 5 or better in Numeracy	64	61	68

For Information:

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	National 5, Intermediate 2 at A-C; Standard Grade at 1-2
Level 4	National 4, Intermediate 1 at A-C; Standard Grade at 3-4

Websites

You may find the following websites useful.

- <http://www.parentzonescotland.gov.uk>- 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.
- www.hmie.gov.uk - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- 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.

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CEM – Centre for Evaluation and Monitoring

CFE – Curriculum for Excellence

CLD – Community Learning and Development

DHT – Depute Headteacher

EMA – Education Maintenance Allowance

ESMT – Education Services Management Team

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

MAHRS – Multi Agency Hate Response Strategy

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