

Balfron High School

Stirling Council

Children, Young People and Education



Director's Foreword

Education is key to every child's future and enables us to create a fairer and more inclusive society, to promote economic success and to secure positive life chances for all.

The Education Service wants all children and young people growing up in Stirling to be safe and happy, to enjoy good health, to be listened to and respected, to engage in a wider range of active learning opportunities and to achieve positive outcomes.

The Education Service will realise this ambition by putting children and young people first, by promoting inclusion and by delivering a high quality service.

We are committed to raising standards of achievement and attainment within a context of lifelong learning. To do this requires effective teaching and learning in order to meet learners' needs and to tackle the barriers which may prevent success. This commitment is outlined in the Stirling and Clackmannanshire Education Service Strategic Plan 2014-2017, <http://www.stirling.gov.uk/educationstrategicplan>.

The Education Service attaches great importance to life long learning, giving children the best possible start in life and supporting children as they progress from nursery to school and beyond.

The needs of our children and young people will be best met by working effectively together with parents, partners and public services.

We place a very high value on raising children's confidence and sense of self-worth. Giving them experiences of success is critically important. This is fully consistent with Curriculum for Excellence through which we aim to support children and young people to develop as confident individuals, effective contributors, successful learners and responsible citizens.

We want parents to be involved in their children's learning. The Parental Involvement Act aims to strengthen parental involvement in education and to provide a flexible system for parental engagement and representation.

Our key priority is to help all people in Stirling to succeed, especially our children and young people. We will work tirelessly to support learners, their families, staff and our wider communities to adopt high ambition and a "can do" attitude in order to realise this.

A handwritten signature in black ink, appearing to read 'David Leng'.

David Leng
Director of Children, Young People and Education
Stirling Council

Balfron High School



Dear Parent/Carer

I am delighted to introduce the Balfron High School prospectus for 2016-17. The purpose is to give an insight into our aims, organisation and a flavour of everyday life at our school.

At Balfron High School we have a strong ethos of attainment and achievement in all aspects of school life. We are committed to recognising and celebrating the success of our young people. The curriculum is broad and varied with a wide range of choices for pupils as they move into the senior phase. In addition we offer a large number of co-curricular activities, at lunchtime and after school, covering a breadth of disciplines.

Balfron High School is a vibrant and caring learning environment where the needs and aspirations of our young people are at the heart of our planning and day to day practice. We are committed to preparing our pupils to the highest standards for life beyond school. We do this by ensuring that relationships between staff and young people are positive, productive and supportive. Our last inspection endorsed this. You can access the full report through our website or directly at:

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/BalfronHighSchoolStirling.asp>

I hope that this prospectus will serve to provide a useful initial source of information for those who are making contact with us for the first time, as well as an update for those who already have links with our school. We are keen to develop and maintain the highest standards of communication with you. We will do this via school bag mail, post, e-mail, text or phone. Please do not hesitate to contact the school, your child's Form Class Leader or a member of the Leadership Team for any information or advice.

It is worth noting that the school has a comprehensive website www.balfronhigh.org.uk that also holds key information. The more technologically adventurous are invited to follow us on twitter (@balfronhigh). The twitter account holds all the daily notices and successes.

I believe that a strong partnership with parents/carers is a crucial factor in safeguarding the success of our young people. I look forward to working with you to ensure that your child is given every opportunity to achieve at Balfron High School.

Elaine Bannatyne
Head Teacher

Balfron High School



SCHOOL INFORMATION

Page No

School Aims	5
Transition from Primary to Secondary School	6/7
Balfron High School House Structure	8
Home School Communication	9
Pupil Support	9
Attendance	10
Absence Alert System	10
Health Care	11
Your Contact Details	11
School Uniform	12
The Curriculum	13
• S1,2,3 Curriculum	14
• S4 Curriculum	14
• S5 and 6 Curriculum	15
• Arrangements for choosing courses	15
• Visits outwith School	16/17
• Religious Observance	18
• The Library resources Centre	18
• Instrumental tuition	18
• Vocational Guidance	18
• Study Support	19
• Personal, Social and Health Education (PSE)	19
Co- Curricular Activities	20
School Productions	21
Work Experience	22
Contribution to the Local Community	22
Global Citizenship	22
Pupil Voice	23
The Prefects	23
Parent Council	24



Balfron High School

SCHOOL INFORMATION Cont.

Page No

Homework	24/25
Recording Pupils' Progress	25
Standards of Good Behaviour and Good Order	26/27/28
Placing requests for Session 2016/2017	28
Summary of Attainment for Balfron High School over the last 4 Years	29



Balfron High School



AIMS OF BALFRON HIGH SCHOOL

To provide a learning environment that gives all young people the opportunity to become

Successful learners

Confident individuals

Responsible citizens and

Effective contributors to society

Successful learners

With

- Enthusiasm and motivation for learning
- Determination to reach high standards of achievement.
- Openness to new thinking and ideas

And able to:

- Use literacy, communication and numeracy skills
- Use technology for learning
- Think creatively and independently
- Learn independently and as part of a group
- Make reasoned evaluations
- Link and apply different kinds of learning in new situations

Confident individuals

With

- Self respect
- A sense of physical, mental and emotional wellbeing
- Secure values and beliefs.
- Ambition

And able to:

- Relate to others and manage themselves
- Pursue a healthy and active lifestyle
- Be self aware
- Develop and communicate their own beliefs and view of the world
- Live as independently as they can
- Assess risk and take informed decisions
- Achieve success in different areas of activity

**To
enable all
young people to
become**

Responsible citizens

With

- Respect to others
- Commitment to participate responsibly in political, economic, social and cultural life

And able to:

- Develop knowledge and understanding of the world and Scotland's place in it
- Understand different beliefs and cultures
- Make informed choices and decisions
- Evaluate environmental, scientific and technological issues
- Develop informed, ethical views of complex issues

Effective contributors

With

- An enterprising attitude
- Resilience
- Self-reliance

And able to:

- Communicate in different ways and in different settings
- Work in partnership and in teams
- Take the initiative and lead
- Apply critical thinking in new contexts
- Create and develop
- Solve problems

Balfron High School



TRANSITION FROM PRIMARY TO SECONDARY SCHOOL

Balfron High School is a 6 year comprehensive school. It is co-educational and non-denominational.

Transition from primary 7 (P7) to secondary 1 (S1) is an important event for all children. For some it is a time of great anxiety, for others a time of great excitement. For all it is a time of great opportunity, - the chance to make new friends, try some new subjects, learn in new ways, and experience a different school day.

In order to make the process as smooth as possible, we work closely with all of our cluster primary schools prior to transition. Some of the activities we engage in are detailed below.

Special enhanced transition groups are already working to support children who may be especially anxious about or have difficulties in the transition process. In early February, details are requested from primary school about the number of pupils in each P7 class and whether any of the children are placing requests. It is important to note that any pupil who has a place at a cluster primary school via a placing request, is not automatically accepted into Balfron High School – a placing request must also be made for a high school place, if the child does not live in the catchment area.

During the period February to May, there will be a series of visits by High School staff to P7 classes. The Head Teacher, will visit all classes at the start of this process. All classes will also be visited by a member of Support for Learning and one of the Deputes or Principal Teachers. All pupils will have the chance to meet some S1 pupils during these visits.

Classes for S1 will be made up of a mix of pupils from across the spread of schools. We encourage all pupils to have a positive approach to a new start with a new group of friends in S1. At the beginning of May, the class lists will be shared with Primary Head Teachers and they will have a chance to comment and make changes, based on their knowledge of peer relationships.

There is a residential experience for all in S1 in September to further support transition. We believe that this is a critical factor in making forged – the transition to Balfron High successful as positive relationships are between pupils and staff and among classmates.

The Associated Primary Schools for Balfron High School are:-

Balfron Primary
Drymen Primary
Kippen Primary

Buchanan Primary
Fintry Primary
Strathblane Primary.

Buchlyvie Primary
Killearn Primary

SCHOOL ROLL FIGURES

The roll of the school in September 2015 was 907, broken down by year groups as follows:
NOTE: S1 means first year, and so on.

S1: 157 S2: 143 S3: 140 S4: 159 S5:173 S6:135

Balfron High School



S1 Residential

The S1 residential is an important part of the transition process. The aims are:

- To provide pupils with an enjoyable weeks activities
- To give them the opportunity to learn new skills
- To enhance their personal and social development
- To build links, relationships and a strong, positive ethos in each of the Houses
- To develop some important core skills such as that of working with others



Balfron High School



BALFRON HIGH SCHOOL HOUSE STRUCTURE

There are three Houses: Campsie, Endrick and Lomond

Campsie refers to the link with the hills, which rise above the school, and its colour is green to represent the hills.

Endrick comes from the river which flows through the area, and the house colour is blue, to represent the river.

Lomond is both the mountain (Ben) and Loch of that name, and its colour is red, to symbolise the beautiful sunsets in the Western sky, which often illuminate the Loch and silhouette the Ben.

Every Form Class is supported by a Form Class Leader who, where possible, follows the class through school years. Every Form Class belongs to one of the three Houses and is assigned a 'Home Area'. There are nine Home Areas in the school. A vitally important part of the Form Class Leader/Pupil Support teacher's role is to encourage all pupils to achieve their maximum potential in terms of personal and academic achievement. They meet each morning for registration. More importantly the form class leader develops a strong relationship with their form class and is responsible for monitoring their progress, recognising their achievements and providing pastoral support for these pupils. Form Class Leaders have a responsibility for giving parents, as well as pupils in their class, advice or support regarding progress, attainment, career and course choice, as well as support in personal, emotional or health matters in S1. Form Class Leaders also teach their own group of pupils Personal and Social Education in addition to their own subject wherever possible. This is a commitment to building strong relationships between Form Class Leaders and pupils.

All first to fifth year pupils are supported in this way. The Form Class Leaders are managed by their Principal Teacher (Learning and Teaching / Pastoral Care). Sixth year students will be supported by a Principal Teacher (Learning and Teaching / Pastoral Care).

Linked to each house, there are three Principal Teachers of Pupil Support under the leadership of a Depute Head Teacher. One Principal Teacher of Staged Intervention who has specialist expertise provides support to all pupils on Stage 3 or 4. All of these Principal Teachers provide support for the form class leaders where necessary.



Balfron High School



HOME-SCHOOL COMMUNICATION

Strong and positive partnership between parents and school is essential if pupils are to develop their full potential. If a parent feels concern at any time regarding the progress or general well-being of a child, the appropriate Form Class Leader should be contacted. If, during the session, it is felt that any pupil is underachieving because of effort, or lack of application, or if a pupil's behaviour falls below the standard expected, the parent will be contacted and may be asked to come to school to discuss the problem in order to agree and plan towards improvement.

Parents of S1-S4 are invited to attend the regular review meetings between the pupil and the Form Class Leader or support teacher (if a child has been identified with additional support needs) and are strongly encouraged to do so.

Parents can arrange an appointment through their child's Form Class Leader at any time.

PUPIL SUPPORT

Every child and young person is entitled to personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.

The Pupil Support team works hard to safeguard this.

All of us have learning needs at one time or another. For our pupils, this may be due to a need for temporary support due to absence or due to having a problem with a particular aspect of learning. Equally, it may be due to being gifted and needing additional challenge. Very often, and in the first instance, the necessary support will be provided by the subject teacher in the class. It may be that a pupil has a specific learning need and he or she will require support throughout their time in school, including special arrangements for national examinations.

At Balfron High School, there are specialist Support for Learning teachers and assistants who work with pupils and spend part of their time assisting pupils in mainstream classes, working along with subject teachers. Some of their time is also spent working with individual or small groups of pupils for special short-term or long-term tuition. They also provide a consultancy service to other members of staff, advising on how best to support the needs of individual pupils. Finally, they maintain important links with partners, such as the associated primary schools, or Psychological Services.

Teachers also have the help of support for learning assistants. These assistants provide support to individual pupils in mainstream classes.

The school also has regular visits from an educational psychologist, who provides an assessment and counselling service.

Balfron High School



ATTENDANCE

It is important that the school and parents work together to achieve good attendance as there is a strong link between good attendance and achievement. The school aims to encourage attendance by creating a welcoming and supporting ethos. If there are difficulties with your child's attendance, the school will contact you to discuss ways of resolving this.

If your child is unable to attend school due to illness or for any other reason, we ask that parents should notify the school as early as possible in the school day via the absence line (01360 441616).

Parents should also give careful consideration to the impact on a child's education of taking holidays during term time. All schools are required to record attendance and absence of pupils and report on these figures to parents, the Council and the Scottish Government.

The Scottish Government's guidance – Included, Engaged and Involved: Attendance in Scottish Schools - issued to all local authorities in December 2007 provides guidance on how attendance and absence at school is recorded. This document clarifies that the majority of family holidays taken during term time will be categorised as **unauthorised absence** and that schools may only authorise a family holiday during term time under very exceptional circumstances.

Regular attendance scans are undertaken by the management team. When a child's attendance drops below 90%, parents will be notified by letter and asked to come in to talk to the Head teacher about how best to support your child's progress.

Persistent late coming also causes regular interruptions for some classes. It disrupts learning and teaching not only for the latecomer but for the whole class.

At no time during the school day should a child be removed by a parent from the school without informing the staff of the school. This includes lunchtime "disappearances". If a child is reported missing we will try to contact the parents or we will ask for help from the emergency contact or neighbours. If we fail to locate the child the Police will be informed. Please help us to keep your child safe. Poor attendance falls into the Council's Staged Intervention Framework and action will be taken to address patterns of poor attendance.

ABSENCE ALERT SYSTEM

Balfron High operates a first-day absence alert system. This means that parents/carers of any child absent from school without prior warning will be contacted via text, e-mail or voice message to alert them to their child's absence. A return message is requested to confirm awareness of the absence and to provide a reason. The aim of this system is to improve the accuracy and effectiveness of our attendance monitoring.

We request that, if your child is unable to attend school, you contact the absence line on **01360 441616** to inform us of the reason for absence and the likely date of return of your child. An absence note signed by the parent/carer including the reason for absence should be passed to the child's Form Class Leader on return to school. Should a pupil's number of absences or pattern of absences give cause for concern, parents will be contacted to request parental co-operation and involvement, to discover the reason for the pupil's absences and to ensure that normal attendance at school is resumed if absence has been for reasons other than medical.

Balfron High School



HEALTH CARE

A Health Promoting Community

The school has been awarded level 2 accreditation as a Health Promoting School. An important part of this initiative is to encourage pupils to adopt a healthy, balanced diet. A second aspect of the initiative is to encourage a commitment to personal well being through exercise and fitness. There is an Active Schools Co-ordinator with the remit of increasing pupil and staff participation in sports and leisure activities. The third strand is to develop healthy attitudes to the use of alcohol and drugs. Finally, foundation of the healthy school will be healthy positive relationships throughout the school community. To be truly effective, the school must also recruit the support and involvement of parents and the wider community in the initiative.



(Pictures of S6 Health Day)

Administration of medicines

From time to time there may be the need for your child to receive medicines during the school day. All prescribed medication should be brought to school by the parent/carer and given to Reception. An appropriate form will be issued for the parent/guardian to complete and return as soon as possible.

Any requirement to give prescribed medication must be accompanied by clear, written signed instruction from the parent/carer.

Parents should note that school staff are not allowed to administer any kind of medication to pupils unless parental permission has been given and the necessary medication has been provided in its original container with the chemist's instructions label attached.

YOUR CONTACT DETAILS

Your child's contact details will be transferred to Balfron High School at the start of the new session. It is important that these contact details are accurate and up-to-date. In addition to schoolbag mail, we regularly communicate with parents through e-mail and text. **Please alert us to any changes in your details.**

Balfron High School



SCHOOL UNIFORM



The School Uniform consists of:

- A school blazer
- A standard white school shirt, this must be plain with a collar suitable for the wearing of a tie
- A school tie
- A plain black v-neck sweater or a plain black school cardigan
- Black trousers or black skirt

(No Jeans)

Please note: Trousers and skirts should be an appropriate style and length for school.

- Black shoes – shoes should be an appropriate style for school.
- Dark outer jacket – outerwear only. Must be removed when inside school.

Unacceptable Clothing

- Jeans, jeans like materials, skinny jeans, combat trousers.
- Hoodies
- Denim Jackets
- Tracksuits, jogging bottoms.
- Trainers (all black including laces are accepted)
- Very short skirts, bodycon skirts
- Shorts
- Footless tights or leggings

Physical Education Classes

For indoor activities pupils should:

- Wear the appropriate footwear with laces tied.
- Wear black/white/navy t-shirts with short or long sleeves.
- Wear black or navy tracksuit bottoms or shorts.
- Remove all jewellery and watches.

For Outdoor physical activities pupils should:

- Wear appropriate footwear, metal studded boots for grass and moulded studs for Astro turf.
- Wear black/white/navy t-shirts.
- Wear black/white/navy tracksuit bottoms or shorts.
- Bring a towel for a shower if necessary.
- Waterproof jacket if required.

For Swimming lessons pupils should:

- Remove all jewellery and metal hair clips.
- Bring goggles/towel and shampoo.
- Girls should: wear a swim suit (not bikini).

School blazers can be purchased from Trutex, 35B Argyle Street, Glasgow G2 8AH ([e-mail glasgow@trutex.com](mailto:glasgow@trutex.com)) or online at Border-Embroideries.co.uk School ties can be purchased from the school.

Balfron High School



THE CURRICULUM

Curriculum for Excellence

The Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18, firmly focussed on the needs of the child and young person and designed to enable them to develop the four capacities.

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Every child and young person is entitled to expect their education to provide them with:

- A curriculum which is coherent from 3 to 18
- A broad general education, including well planned experiences and outcomes across all curriculum areas from early years through to S3
- A senior phase of education after S3 which provides opportunities to obtain qualifications as well as to develop the four capacities.
- Opportunities to develop skills for learning, skills for life and skills for work (including career planning skills) with a continuous focus on literacy, numeracy and health and well being
- Personal support to enable them to gain as much as possible from the opportunities which curriculum for excellence can provide
- Support in moving into positive destinations beyond school

The curriculum provided:

- Provides progression from the primary curriculum
- Builds on existing achievement
- Allows pupils to progress at an appropriate rate

Pupils in S1, S2 and S3 will follow a broad and general course which covers 8 main curricular areas:

- Expressive Arts
- Health and Wellbeing
- Languages
- Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Detailed information on Curriculum for Excellence can be found on the Curriculum section of the website, and on the Education Scotland website, at

<http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/index.asp>

Almost all classes are in mixed ability sets, in which teachers take account of the differing needs and abilities of their pupils.

Balfron High School



Course Choice

All pupils in first, second and third year for session 2016/2017 are studying the following. However please note that our curriculum is under review as we move towards the 33 period, asymmetric week.

Year	S1	S2	S3
Subject	Teaching periods per week		
English	4	4	4
Maths	4	4	4
Modern Languages	3	3	3
Social Subjects	3	4	4
Sciences	3	4	4
Business Enterprise	1	1	1
BDT Comp	2	2	2
Religious & Moral Education	1	1	1
Music	2	1	1
Art	2	1*	1*
Health / Home Economics	2	1**	1**
Physical Ed.	2	2	2
PSE (including ICT)	1	1	1
Totals	30	30	30

(Stars indicate rotas, where * for 26 weeks, and ** for 13 weeks)

Science, Social Subjects & Business Technology are taught as integrated subjects in S1 with a class having the same teacher for the whole year. In S2/S3, these are taught as discrete subjects - Science, (Biology, Chemistry and Physics), Social Subjects (Geography, History and Modern Studies), with each subject taught in rotation. Business Technology (Business Education, Graphic Communication and Design Technology) are taught linearly with one allocated period to each subject.

In S1, the Form Class Leader will in some cases teach their specialised subject to their Form Class, as well as Personal and Social Education (PSE). In S2 and S3 the three House classes are timetabled together for Personal and Social Education (PSE). The PSE programme is again delivered by the Form Class Leader where possible.

Senior Phase FOURTH YEAR CURRICULUM

Towards the end of S3, with support and advice, pupils opt into six National Qualification courses. The current courses available for study at National 4 and 5 are:

Art & Design, Biology, Business Management, Chemistry, Design & Manufacture, English, French, German, Geography, Graphic Communication, History, Mathematics, Modern Studies, Music, Music Technology, Physical Education (PE), Physics, Practical Woodworking and Spanish.

All pupils study English, Mathematics, PE, Religious and Moral Education and Personal and Social Education.

At the end of S4, pupils will be presented for six National Qualifications accredited by the SQA. Please note that there is no external examination for National 4 courses.

Balfron High School



FIFTH AND SIXTH YEAR CURRICULUM

Pupils entering fifth year (S5) must study five subjects. The aim is to have progression from the course of study in S4, and to reflect the strengths, interests and career aspirations of the pupil.

The courses offered are at National 4 and 5, Higher level and, dependent on the progress of the pupil and uptake, at Advanced Higher level. In sixth year, all of the above levels and courses previously mentioned for fifth year are available with the addition of Higher Sociology. Pupils are encouraged to progress to Advanced Higher level wherever possible, which extends and deepens thinking and prepares pupils well for university.

In addition there are Leadership Teams in sixth year and opportunities for a Sports Leader Award. These Leadership Teams include volunteering in a primary school, the local community or supporting teachers in younger classes; reading and scribing for younger pupils, paired reading, eco schools, flexible learning courses including language, involvement in the yearbook, charities committee, Duke of Edinburgh. The range of additional opportunities can change from year to year. Each sixth year Leadership Team plans and manages an initiative. This gives an opportunity to further develop valuable skills for learning, life and work.

ARRANGEMENTS FOR CHOOSING COURSES

At the end of third year and again at the end of fourth or fifth years, pupils are assisted in the choice of a course, through a programme of assessment, advice and consultation. We are committed to inviting parents to attend interviews with FCLs from S1 to S4.

The school ensures that all pupils receive the best possible personal and professional advice. Handbooks for all S4 and for S5/S6 courses on offer are provided. They can also be found on our website.

The process of choosing a course is introduced at a parents' information meeting with the management team in March for third year, fourth and fifth year parents. Pupils and parents are given information on the range of subjects available and the process of selecting subjects. The next stage involves advice to pupils on course choices during Personal and Social Education (PSE) lessons, over a period of several weeks.

Every year pupils receive a detailed report on their performance in each subject. At a meeting between the pupil, parent and Form Class Leader the pupil's choice of subjects is discussed. Every pupil studies English and Mathematics in S4 as well as core PE, RME and PSE.

Thereafter, pupils are given a free choice for the four remaining subjects. The pupils are asked to choose their subjects and list them in order of priority from one to four. The pupils are also asked to choose an alternative sixth subject in the event that the lowest priority choice cannot be fitted into a timetable format. If this sixth subject is needed, discussion will take place between the school, pupil and parents. Other sources of information can be obtained from the Depute Head Teacher, Principal Teacher of Pupil Support and the Learning Support Teacher for the house. Thereafter, each pupil receives confirmation of his/her course for the following year. For S5 and S6, there is a requirement to study 5 subjects in S5 and a minimum of 4 subjects in S6. Similar free choice arrangements are in place. Updated curriculum handbooks are available in March.

Balfron High School



VISITS AND EXCURSIONS

The geographical location of the school offers unrivalled opportunities, which are fully exploited. Advanced Higher Geography students on a field trip are pictured right.

The school is located in the heart of the Scottish countryside with Loch Lomond, the Trossachs, and the Campsie and Perthshire hills all close at hand and yet within easy reach of the technological and cultural facilities of Stirling, Glasgow and Edinburgh. In addition, several longer excursions are offered. Prior to each activity outwith school, parental consent is required - this is arranged via a parental consent form issued to pupils by the member of staff in charge.



S1 trip to Bannockburn Heritage Centre (left)



Ski trip to Mayerhoffen (right)



Expedition to Peru 2015



Fundraising for Expedition to Ecuador 2017

Balfron High School



VISITS AND EXCURSIONS



Girls into Engineering, BAE Systems



S3 Swiss Alps Geography Field Trip



Vocal weekend to Lockerbie



French Exchange, Villeneuve d'Asq

Balfron High School



RELIGIOUS OBSERVANCE

The school has responsibility to provide the opportunity for religious observance. Parents have the right to withdraw their child from religious observance. The school will make arrangements to provide children and young people from religions other than Christianity with opportunities to observe the conditions of religious festivals e.g. Ramadan.

THE LIBRARY



The library is an essential source of information and support in all areas of the school curriculum. The librarian provides an invaluable resources service. A structured programme for developing learning and study skills introduces pupils to the use of the library early in their secondary career. Pupils may use the library at lunchtimes, a different year group having access each day. The facilities in the Library, as in all areas of the school, include access to iPads with

controlled internet access.

INSTRUMENTAL TUITION

The school is served by visiting tutors who provide instruction in piano, strings, woodwind, brass, bagpipes, percussion, guitar and singing. Demand in some areas is sometimes greater than staff and instrument availability. There is a scale of charges for this service which can be obtained from the Stirling Council web site. No charges are made for candidates following SQA courses.

There is a School Orchestra, which rehearses after school on Wednesdays. There are also smaller groups, such as the Jazz Band, Woodwind Ensemble, Brass Group, String Group, Fiddle Group and Junior and Senior Choirs.

School pipers perform regularly at gala days and local village events. The young pipers are also encouraged to join a pipe band, giving them the opportunity to participate in competitive piping.

VOCATIONAL GUIDANCE

Vocational or careers advice is part of the Personal and Social Education programme in the school during years 1-6. Aileen Crawford, our Careers Adviser, is available every week in school. Her visits are co-ordinated with the Careers Education programme.

Career planning assistance can then be provided in a number of different ways:-

- A short session with the Careers Adviser on a one-to-one basis to answer questions or provide signposting.
- A more in-depth session with the Careers Adviser, along with other pupils.
- Help to access information on the internet.

Links are maintained with universities and colleges of further education and university or college liaison officers visit the school annually, to give information and advice to pupils. In September of each year, S4, S5 and S6 pupils have the opportunity to go to a higher

Balfron High School



education convention. Information about university and college open days is passed to pupils.

STUDY SUPPORT

The school has an inclusive study support programme, which provides support for pupils at different stages. In first year, all pupils benefit from a week's residential experience, which aims to enhance their achievement in the core skills of problem solving, communication and working with others. Support may be offered early in the first term to those pupils who have not had the opportunity to be involved in French classes in their primary school.

In second year, pupils are helped to improve their learning techniques, through a programme of study skills, delivered as part of the Personal and Social Education (PSE) course. This continues in S3 and S4. Teachers may also provide support within their subject. This is provided on a voluntary basis and an extensive programme takes place at lunch time or after school.

PERSONAL, SOCIAL AND HEALTH EDUCATION



In addition to career education, there is a programme of health and social education, In S1 to S4 each pupil has a timetabled Personal and Social Education (PSE) period in which these three main strands are taught. In fifth and sixth years, a programme of events and assemblies throughout the session deals with the central themes of the PSE programme and other aspects are covered in subject classes. Considerable importance is placed on Study Skills as an essential element of the learning skills of every pupil as mentioned above. Drugs and alcohol awareness and healthy lifestyles are important aspects of the health education programme.

Balfroon High School



CO-CURRICULAR ACTIVITIES

There is a wide range of flourishing clubs and societies in the school, and an extensive range of weekly inter-house competitions. The majority of these take place after school, but there are many activities also organised by members of the staff during lunchtimes. Every pupil is encouraged to participate during their years in the school. Pupils develop skills, and enjoy participating in these co-curricular activities and the school encourages pupils to become involved in them. Pictured below Astronomy club, representatives from sports clubs, science club and Chinese Culture Club.



Balfron High School



THE DUKE OF EDINBURGH AWARD

Each year around 60 pupils also take part in the Duke of Edinburgh's Award Scheme with some pupils gaining awards at bronze and silver level. This is run by the Balfon Award Group in partnership with the school.

SCHOOL PRODUCTIONS

Normally, there are several productions per year. The Music Team organise concerts in December and June when the instrumental and vocal work of the session is showcased. A school production takes place regularly along with drama productions.

Balfon High recently presented ***All Shook Up*** to four sell out audiences along with an extra performance for Primary 7 pupils from our learning community. The show is a 2004 American jukebox musical with Elvis Presley music. The story is based on William Shakespeare's 1602 play *Twelfth Night*.

We had two sets for principals who, along with cast and chorus members, provided stunning performances. Its success was due to a whole community effort with support from staff, pupils, parents and friends from the community behind the scenes.

We have had wonderful feedback from each audience and are extremely proud of all of the young people involved.



Balfron High School



WORK EXPERIENCE

All fourth year pupils are given the opportunity and are expected to take part in the school's Work Experience programme.

The school works closely with local employers who participate in this scheme, which gives pupils an opportunity to experience the world of work in a range of local contexts.

CONTRIBUTION TO THE LOCAL COMMUNITY

Eco Schools

Balfron High School has achieved the top Eco-Schools award, the Green Flag. A second Green Flag was awarded in 2009 and a third followed in November 2011. A large part of the success is our 'whole school' approach to the projects we run. Some of these projects have seen us install wind turbines, recycle plastic and paper, organise the Shoebox Appeal and Fairtrade to name but a few. The projects are run by the pupils and reviewed in December to make sure that they are on track, and again in May to see what has been achieved.

Global Citizenship

Balfron is proud to have developed a partnership with Robert Laws Secondary School in the Northern region of Malawi. The partnership aims to dispel misconceptions about life in both countries and improve the quality of education for both sets of pupils. There are currently four agreed aspects to the partnership:

- Exchange visits
- Fundraising
- Cultural and curricula aspects
- Publicity

There are now regular planned visits between the two schools. We last hosted a visit of teachers and pupils in October / November 2014.

The visits have informed and enriched the citizenship experiences of pupils throughout both schools and our communities. There are opportunities for all pupils to be involved with the partnership in both schools through classroom based learning activities.



Balfron High School



PUPIL VOICE

Head Prefects and Senior Prefects with the support of the Senior Leadership Team, run regular pupil councils. Items are raised, highlighted and feedback through Form Class time and assemblies. All pupils' views are sought on a regular basis, both from staff and from sixth year. The views inform future planning of the school.

House Captains

There is a comprehensive programme of inter-house activities that are run weekly. Monthly House Assemblies led by House Captains, encourage, motivate and feedback to pupils on events.

THE PREFECTS

All sixth year pupils are entitled to apply for the post of school prefect. They must complete an application form showing their commitments. The application for prefectship will be granted if there has been a good record of effort and commitment to the school in previous years. If there have been concerns, these sixth year students will not be granted prefectship. Application for prefectship can be made again and will be considered at the beginning of each month and will be granted when he/she demonstrates the values and attitudes that are required for prefectship. Every prefect must also agree to abide by the terms and conditions of the Prefect's Contract which requires them to contribute to the smooth running of the school and support the positive ethos which involves their attendance at school functions such as Parents' Evenings, and lays down appropriate standards of dress and behaviour. Some prefects are directly elected as senior prefects for each home are.

Four prefects are elected by their peers and the staff as Head Girl, Head Boy and their Deputies (Head Prefects). They are expected to organise the prefect system and to represent the school on formal occasions. Six prefects are elected as House Captains to organise the inter-house activities.



Depute Head Girl – Taylor Craig
Depute Head Boy – Cal Clark

Head Boy – Ciaran Hamilton
Head Girl – Erin Sanderson

Balfron High School



PARENT COUNCIL

Parents, carers and family members are important influences on children's lives. Research shows that when parents are involved in their child's learning, children do better at school and throughout life. The role of the Parent Council is to:

- Support the school in its work with pupils.
- Represent the views of all parents.
- Encourage links between the school, parents and pupils.
- Report back to the Parent Forum.

HOMEWORK

Our Homework Policy and subject homework information are on the school website, although this is currently being reviewed and updated.

This session we are using [showmyhomework.com](https://balfronhigh.showmyhomework.co.uk/scho) as a tool to support organisation and communication between school and home. This can be accessed by parents without the need for a username or password.

	Monday 01 Sep	Tuesday 02 Sep	Wednesday 03 Sep	Thursday 04 Sep	Friday 05 Sep	Saturday 06 Sep	Sunday 07 Sep
1/1NCEE3 English Mr. A. Barr	1/1MACE3 Maths Mrs. L. Knox	1/1MACE3 Maths Mr. D. Bell	1/1NCEE2 CE... Mrs. H. James	1/1NCEE3 Sci... Mrs. R. Scott			
1/1NCEE1 Science Mr. N. Cameron	1/1PCEE3 French Mrs. C. Anderson	1/1MACE1 Maths Mr. D. Bell	1/1MACE1 Music Mr. A. Finnelly	1/1NCEE1 Home... Mrs. E. Steele			
1/1NCEE1 Science Mr. N. Cameron	1/1E2 Maths... Mrs. K. Hendry	1/1NCEE3 Sci... Mrs. R. Scott	1/1NCEE1 Religi... Mrs. C. Miller	1/1PCEE3 French Mrs. M. Maxwell			
1/1PCEE3 French Mrs. C. Anderson	2/1MACE2 Maths... Mr. N. Temple	1/1NCEE1 Sci... Mrs. R. Youens	1/1NCEE3 English Mrs. E. Cunningham	1/1MACE1 Maths... Mrs. C. Hamilton			
1/1PCEE3 French Mrs. C. Anderson	2/1NCEE2 Home... Mrs. R. Kato	1/1PCEE1 French Mrs. C. Anderson	1/1NCEE1 Home... Mrs. E. Steele	1/1MACE2 Maths... Mrs. K. Hendry			
1/1PCEE1 French Mrs. K. Miller	2/1PCEE2 French Mrs. C. Anderson	1/1NCEE3 English Mr. D. McKean	1/1PCEE1 French Mrs. M. Maxwell	2/1NCEE2 Reli... Mr. D. Scott			
1/1PCEE3 French Mrs. K. Miller	2/1PCEE1 French Mrs. C. Anderson	2/1MACE1 Maths... Mrs. L. Knox	1/1NCEE1 Religi... Mrs. C. Miller	2/1PCEE3 French Mrs. S. Convery			
		2/1PCEE1					

The following is a summary of the roles and responsibilities of pupils, staff and parents in the policy:

Parents are asked to:

- Support the school by emphasising the importance of homework.
- Read and sign their child's student planner weekly.
- Ensure, that their child completes homework, and where appropriate, assist in its organisation.
- Provide, if possible, somewhere quiet to study.
- Encourage their child to extend learning by studying outside school.

Balfron High School



Pupils are expected to:

- use www.showmyhomework as a means of organising time and workload.
- complete and hand in homework on time.
- plan homework in school with study out of school, for example, reading over the notes or work from class and reading ahead.

Teachers will:

- post homework tasks on www.showmyhomework
- ensure that clear instructions are given for each homework task and that pupils understand the nature and purpose of the work issued.
- ensure that work is set appropriate to the pupils' abilities.
- ensure that adequate time is given for completion of homework and the pupils' work is checked and returned within a reasonable time.
- monitor the completion of homework and report to the Form Class Leader, via SEEMIS, if homework is not completed satisfactorily.

RECORDING PUPILS' PROGRESS

Assessments and Examinations

In first, second and third year, pupils' progress is assessed throughout their learning and there are assignments and end of topic tests to further support the evaluation of progress. In fourth, fifth and sixth years, ongoing assessment of learning continues and there are tests closely related to the requirements of the SQA examinations. In S4, in some subjects, some of the assessment for final certification is based on work produced in class or at home. The prelim exams for S4, S5 and S6 take place in January. The actual SQA examinations take place in April, May and June.

Policy on Presentation for Examinations

The school's policy on presentation is to present all pupils for examination who have completed the appropriate course. Any changes to a pupil's proposed examination presentations would only be made after appropriate consultation between the school, pupil and parents

Reporting to Parents

Dates when reports are issued can be found on the school calendar which is available on the school website.

Reports contain detailed information about progress in each subject. There are also Parents Meetings arranged between the pupil, the parent and the Form Class Leader (in S1, S2, S3 and S4) at which achievement, and any barriers to learning are discussed. 'Attainment Alert' letters may be issued at any time if teachers feel that parents need to be informed of a specific issue.

Balfron High School



STANDARDS OF BEHAVIOUR AND GOOD ORDER

Our school ethos is built on positive relationships across the whole school community. We constantly endeavour to provide a positive and vibrant learning environment where there is mutual trust and respect and all members of the community, where staff and students alike accept and meet their responsibilities. The building of positive relationships begins in Form Classes and Home Areas and spreads across all curricular areas. By using praise and encouragement we hope to be successful in creating an environment which enables all of us to be successful learners, confident individuals, responsible citizens and effective contributors.

Principles

Our positive behaviour policy is based on a set of principles which have been discussed and agreed within the school community.

1. Clarity of rules directions and procedures.
2. Building a culture of praise and encouragement.
3. Recognition and reward for good behaviour.
4. Consistency in the application of consequences
5. Stressing pupil responsibility and choice
6. Having a calm and restorative approach
7. Involving parents at an early stage

There is an emphasis on **Positive Behaviour** and through the Pupil Tracking System (Seemis), pupils will be awarded **Weekly Cooperation Merits** where they meet the standards expected of them with regards to effort, behaviour and cooperation.

Merits will also be awarded to pupils by teachers for a variety of reasons including **Excellence** and **Improvement** and for taking part in **House Activities**.

Demerits may be logged by their teachers for a variety of reasons including, poor cooperation, homework not complete and no equipment.

Restorative Justice

Balfron High School adopts a Restorative Justice Approach to dealing with situations which occur. This approach focuses on the harm caused and encourages people to take responsibility for their actions by being aware of the implications of their behaviour or actions.

If Pupil Behaviour is not what is expected then the following may take place.

Low level disruptive behaviour

The teacher will adopt relevant strategies within the classroom, such as moving seat, discussion with the pupil or alternative tasks, to ensure effective learning takes place. The teacher may record this electronically on Seemis to inform the Form Class Leader.

Ongoing low level disruption or more serious disruption

If the pupil continues to cause disruption to learning during a class then they will be removed from the class for the remainder of the period. A yellow Restorative Exercise will be issued, explaining the teachers concern, for the pupil to reflect on and complete at home. A parental signature is required. This will be recorded on Seemis for the Form Class Leader to monitor and deal with appropriately.

Balfron High School



Continued Disruption

If the pupil continues to cause disruption to learning then the teacher, in discussion with the Principal Teacher (PT) may feel it is in the best interests of the class to remove the pupil from the class for a period of one week. During a planned removal, the pupil will be given work to complete and the PT will arrange for the pupil to do this work in another area. This will be recorded on Seemis. This will be communicated with the parents via a letter.

The Form Class Leader continually monitors Seemis and discusses each pupil's record with them on a regular basis. If there are continued concerns about a pupil, the Principal Teacher of their Home Area and the Depute Head Teacher for their House, may eventually be involved to try to implement strategies to ensure improvement.

The principles of the Positive Behaviour Policy are adhered to and **early communication** with **Parents** is crucial to ensure that we work in **partnership**, so **each pupil** at Balfron High School can fulfil their **social and academic potential**.

Anti-Bullying

The school has a policy to deal with bullying based on the principle that any bullying problem must be tackled openly and honestly. Parents, teachers, victim and bully must all be involved when any problem is identified.

Several strategies are used to try to "bully-proof" the school, and give a clear message that bullying is completely unacceptable and will not be tolerated. The topic of bullying is a feature of the Personal and Social Education Programme for all pupils, and is revisited in each year.

Year-group and House assemblies play an important part in raising awareness of the problem of bullying. One of the successful strategies for tackling the problem is the daily scheme, which places prefects into S1-S4 form classes for the period of registration. Through regular contacts, the Sixth year student can be alerted to any problems, including bullying, and an appropriate member of staff informed. A copy of the schools' Anti-Bullying Policy can be found on our school website or a copy can be requested from the school.

Exclusion from School

Exclusion is regarded as the last resort in a very serious situation, and it is one of the school's targets to reduce the number of exclusions. In a very serious case of indiscipline, however, such as a criminal act, where there is a developing pattern of serious behaviour difficulties which other strategies have not resolved, a pupil would be referred to the Head Teacher, who might decide that exclusion was the most appropriate way of dealing with the problem.

The grounds for exclusion and procedures to be followed are contained in the School General (Scotland) Regulations (1975) as amended. There are only two grounds on which a child may be legally excluded from school:

Where they (Education Services) are of the opinion that the parent of the child refuses or fails to comply, or allow the child to comply with rules, regulations, or disciplinary requirements of the school.

Or

They consider that in all circumstances to allow the child to continue his/her attendance would be likely to be seriously detrimental to order and discipline in the school or the education well-being of other children.

Balfron High School



An exception to this would be exclusion resulting from a single act of very serious indiscipline, such as an assault or a drugs-related offence. Exclusion would normally last only long enough to allow the school to draw up an Action Plan for the pupil's return to normal classes. This may involve contact with other agencies, such as the Psychological Service. The Action Plan must be agreed by the pupil, the parent and the school, before the pupil returns to the school.

School Liaison Group

Pupils who need multiagency support may be discussed at the School Liaison Group. This consists of someone from the Senior Management Team, Principal Teacher (Staged Intervention), the Educational Psychologist, Social Workers, Police, parents and others such as Pupil Support Staff where considered helpful. The aim of this Group is to provide extended or specialist support for any pupil who has had particular difficulties and to help maintain clear communication among those who are dealing with these pupils.

The Group meets every six weeks but additional meetings may be held as required.

PLACING REQUESTS FOR SESSION 2016/2017

In accordance with the Education (Scotland) Act 1980 as amended, Stirling Council hereby informs parents or guardians who wish to make a placing request for the school session 2016/2017, to do so in writing by no later than 14 March 2016. Your right applies to a request that your child be placed in a school other than the school which normally serves the area in which you live. It applies to a primary school or, where appropriate, the transfer to a secondary school, including a school providing for children with additional support needs. Application forms and guidelines are available from Education, Teith House, Kerse Road, Stirling.

It is essential that you enrol your child at the school that serves your local area even if you are making a placing request for another school.

Please note that if your placing request is successful school transport will not be provided for your child.

School Information

Information on local authority schools in Stirling Council and placing request arrangements are available from Planning & Performance, Education, Stirling Council, Teith House, Kerse Road, Stirling, FK7 7QA

Information concerning individual schools is available at that school. Parents wishing to apply for enrolment to St Modan's High School should contact the school to discuss enrolment policy.

Details area also available on the Council website www.stirling.gov.uk

Balfron High School



Summary of attainment for Balfron High School over the last 4 years

Attainment in National Qualifications

<i>By end of S4 as % of S4 roll</i>	<i>2011/2012</i>	<i>2012/2013</i>	<i>2013/2014</i>	<i>2014/15</i>
Attaining 5+ @ level 3 or better	98%	96%	90%	85%
Attaining 5+ @ level 4 or better	95%	90%	90%	81%
Attaining 5+ @ level 5 or better	61%	57%	56%	60%
<i>By end of S5 as % of S4 roll</i>	<i>2011/2012</i>	<i>2012/2013</i>	<i>2013/2014</i>	<i>2014/15</i>
Attaining 1+ Highers at A - C	77%	81%	70%	81%
Attaining 3+ Highers at A - C	55%	57%	52%	64%
Attaining 5+ Highers at A - C	33%	34%	31%	38%
<i>By end of S6 as % of S4 roll</i>	<i>2011/2012</i>	<i>2012/2013</i>	<i>2013/2014</i>	<i>2014/15</i>
Attaining 3+ Highers at A - C	55%	66%	69%	62%
Attaining 5+ Highers at A - C	42%	50%	54%	52%
Attaining 1+ Advanced Highers at A - C	23%	31%	32%	38%

Level 3: National 3

Level 4: National 4

Level 5: National 5

Balfron High School



STIRLING COUNCIL EDUCATION

CONTENTS

STATUTORY INFORMATION

	Page No
Attendance	31
Child Protection	31
Clothing Grants	31
Complaints	32/33
Equalities	33
Inclusion	33/34/35
Insurance Information	35
School Health Service	36/37
School Meals	37/38
Transport	38
Unexpected Closures	38
My Stirling	39/40
2015 – 2016 School Holiday Dates	41

Balfron High School



ATTENDANCE

It is important that the school and parents work together to achieve good attendance as there is a strong link between good attendance and achievement. The school aims to encourage attendance by creating a welcoming and supporting ethos. If there are difficulties with your child's attendance, the school will contact you to discuss ways of resolving this.

If your child is unable to attend school due to illness or for any other reason, we ask that parents should notify the school as early as possible in the school day.

Parents should also give careful consideration to the impact on a child's education of taking holidays during term time. All schools are required to record attendance and absence of pupils and report on these figures to parents, the Council and the Scottish Government.

The Scottish Government's guidance – Included, Engaged and Involved: Attendance in Scottish Schools - issued to all local authorities in December 2007 provides guidance on how attendance and absence at school is recorded. This document clarifies that the majority of family holidays taken during term time will be categorised as **unauthorised absence** and that schools may only authorise a family holiday during term time under very exceptional circumstances.

Regular attendance scans are undertaken by the management team. When a child's attendance drops below 90%, parents will be notified by letter and asked to come in to talk to the Head Teacher about how best to support your child's progress.

Persistent latecoming also causes regular interruptions for some classes. It disrupts learning and teaching not only for the latecomer but for the whole class.

At no time during the school day should a child be removed by a parent from the school without informing the staff of the school. This includes lunchtime "disappearances". If a child is reported missing we will try to contact the parents or we will ask for help from the emergency contact or neighbours. If we fail to locate the child the Police will be informed. Please help us to keep your child safe. Poor attendance falls into the Council's Staged Intervention Framework and action will be taken to address patterns of poor attendance.

CHILD PROTECTION

The safety of children is everyone's responsibility. If staff have any concerns for a child or young person's wellbeing, they have a duty to pass on information that will help keep that child safe. All school staff receive child protection training at the beginning of a new academic year.

CLOTHING GRANTS

Some families may be eligible for clothing grants. Application forms can be obtained from Stirling Council, tel 01786 443210 or downloaded from the Council website, <http://my.stirling.gov.uk/services/education-and-learning/parental-support/parental-support-benefits-and-grants/schools-clothing-grants-and-vouchers>.

Please take your completed application form, along with the documents requested, to your nearest local office, or Customer First, Port Street, Stirling or post to Stirling Council, Teith House, Kerse Road, Stirling, FK7 7QA.

COMPLAINTS

You can complain in person, by phone, email or by letter. We regard a complaint as any expression or dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.

Who can complain?

Anyone can complain who is the parent or legal guardian of a child or a person authorised to complain on his/her behalf. For example, a child's grandparent who is not the legal guardian needs authority from the child's parent or guardian. This would normally mean a note to show that the person responsible for the child had agreed.

What can't I complain about?

Here are some things we can't deal with through our complaints procedure:

- A routine first time request for a service or action – e.g. informing the school that your child told you she is being bullied and asking them to resolve this.
- Requests for compensation from the Council.
- Things that are covered by a right of appeal, e.g. Exclusion from school which has its own statutory process. In these cases we will give you information and advice to help you.

You have 6 months to make a complaint after the event that you want to complain about takes place. If you first learn of the issue about which you want to complain after this point, you have a further 6 months to complain. In exceptional circumstances the Service may investigate matters more than a year old, but it is not obliged to do so.

We have a 2 stage complaints procedure.

Stage One - Frontline resolution

In the first instance please complain to your child's school or nursery, telling them as much as you can about the complaint, what has gone wrong and what you want them to do to resolve the matter. A senior member of staff, either the Head Teacher or depute head, will be responsible for looking into complaints. Heads are senior managers with a high level of responsibility for your child's learning and welfare and able to look into most matters. However, the Head Teacher may refer the Stage One complaint to Education Services centrally, e.g. if it is about the conduct of the Head Teacher or too complex to be dealt with at front-line service level.

The school or nursery will give you our decision at Stage One within 5 working days or fewer unless there are exceptional circumstances. If we need further time we will ask you to agree an extension of up to 5 further days. If the Stage One complaint has been referred to Education centrally your response will come from there.

Stage Two – Investigation

If you are dissatisfied with your Stage One response you can move to Stage Two. Stage Two deals with 2 types of complaints: those not resolved at Stage One and those not appropriate for Stage One, for example the conduct of a Head Teacher or too complex for a Head Teacher to deal with.

Balfron High School



To move to Stage Two, you should contact the Director of Children, Young People and Education and ask for a formal investigation under Stage Two. You can do this by e-mail (lengd@stirling.gov.uk), phone (01786 442680), letter (Stirling Council Education, Teith House, Stirling FK7 7QA) or in person. Or you can ask the Head Teacher of the school or nursery to move the complaint to Stage Two on your behalf.

When using Stage Two:

- We will acknowledge your complaint within 3 working days.
- You will be contacted by the Investigating Officer for your complaint, who will usually meet you to confirm: the detail of your complaint, what you want to achieve, and if your expectations are achievable. In some cases, e.g. your complaint has been made in writing and is clear, there may be no need to meet. It is helpful if you present any evidence that you can offer in support of your complaint, e.g. contact details for witnesses, reports from other professionals etc. if appropriate.
- We will write to you confirming the details of your complaint, what you want to achieve, and what the investigation can cover.
- We will give you a full, written response to the complaint as soon as possible and within 20 working days. If our investigation takes longer than 20 working days we will agree revised time limits with you and keep you updated on progress.

After we have fully investigated your Stage Two complaint, if you are still dissatisfied with our decision or the way we dealt with your complaint you can ask the [Scottish Public Services Ombudsman](#) (SPSO) to look at it.

The SPSO cannot normally look at:

- A complaint that has not completed our complaints procedure
- Events that happened or you became aware of, more than a year ago.

EQUALITIES

Stirling Council has developed Council-wide policies for diversity, race, disability and gender equality. In all of our educational establishments we provide an environment that follows the principles of 'Getting It Right For Every Child' (GIRFEC) and ensures every child and young person is Safe, Healthy, Achieving, Nurtured, Included, Active, Respected and Responsible. This includes promoting and supporting diversity in our educational communities.

INCLUSION

The 2009 Act strengthens the duties placed on Stirling Council Education to identify and meet the additional support needs of children and young people. We continue to do this through the Staged Intervention process.

The 2009 Act clarifies the definition of additional support needs and increases the rights of parents and young people in respect of requesting assessments, making placing requests as well as access to the Additional Support Needs Tribunal for Scotland (ASNTS). The Act also places a duty on Stirling Council to provide access to mediation and dispute resolution services free of charge to parents who have made a successful placing request from another Authority.

Balfron High School



The Act now deems all Looked After children to have additional support needs unless the education authority determines otherwise. Stirling Council have procedures in place to assess these needs through the Staged Intervention process, as with all children and young people who may require additional support.

We have produced a series of leaflets for parents, carers and young people and these are available from school and other council establishments. The series includes guides to:

- Additional Support for Learning in Stirling
- CEAT – Community Early Assessment Team
- Co-ordinated Support Plans (CSPs)
- Enhanced Transition for Leaving School
- Getting Help and Resolving Disagreements
- Going to Meetings
- Individualised Educational Programmes (IEPs)
- Pre-school Children with Additional Support Needs
- Psychological Services
- Staged Intervention

More information on The Education (Additional Support for Learning) (Scotland) Act 2009 is provided by Enquire – the Scottish advice service for additional support for learning.

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

- A telephone helpline – 0845 1232303
- An email enquiry service – info@enquire.org.uk
- Two websites - www.enquire.org.uk (for parents/carers and practitioners)
www.enquire.org.uk/yp (for children and young people)

Enquire also provide a range of clear and easy to read guides and factsheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

The Scottish Government have a duty to provide an advocacy service to parents and young people following a reference being made to the Additional Support Needs Tribunal for Scotland (ASNTS). Ministers have also agreed that the advocacy service should also provide support for parents and young people from the time they have grounds to make a reference to the ASNTS. It will be a national service and available to parents and young people on request and free of charge.

This service will be provided through a partnership between Barnardo's and the Scottish Child Law Centre. The two organisations will work together to deliver lay and legal advocacy for parents and young people. The service will focus on non legal representation, but where appropriate in complex cases, legal representation will be available. For further information on this National Advocacy service please contact the Scottish Child Law Centre:

Telephone: 0131 6676333

- E-mail: enquiries@sclc.org.uk
- Web: www.sclc.org.uk

Balfron High School



Stirling Council Education is committed to working in partnership with all parents and carers of children and young people with additional support needs and seeking their views on all aspects of the support provided in educational establishments. We encourage parents to contact the school/establishment in the first instance if there are any queries or concerns, and we will always try to resolve any difficulties as soon as possible.

Further information on how support for learning is organised in Stirling is available by contacting either the school, or the ASN team at Teith House: telephone 01786 233179 or e-mail additionalneeds@stirling.gov.uk.

INSURANCE INFORMATION

1 Public Liability

Stirling Council has Public Liability Insurance in respect of claims against the Council for bodily injury to any person or for loss or damage to any person's property for which the Council is legally liable. Negligence or failure to fulfil a statutory obligation on the part of the Council or its employees resulting in injury, loss or damage must be established.

Pupils' Property

Each session, unfortunately but inevitably, pupils' property is lost, damaged or stolen in school. Parents should be aware of the following points:

- a) Parents' house contents policy may give some measure of cover for personal effects of family members.
- b) It is suggested that parents may wish to consider taking out additional individual personal cover.
- c) Pupils should be encouraged not to bring valuables to school.

The general rule is that pupils bring property to school at their own risk. There may be situations where the school accepts responsibility for pupils' property, but otherwise the council is not responsible if property is lost, damaged or stolen in school.

2 Personal Accident/Travel Cover – Educational Excursions

The Council has arranged insurance cover for Educational Excursions organised by the Council.

A brief summary of the cover is as follows:

Persons Covered: Organisers, participants, members, employees and others on excursions or trips organised by or under the auspices of the Council.

When Covered:

While participating in any activity organised by or on behalf of the Council beyond the limit of the school grounds.

If you require further information please contact the Council's Insurance Team on 01786 233437.

Balfron High School



SCHOOL HEALTH SERVICE

The Forth Valley NHS has a statutory obligation to provide a health service for all school-age children in the Stirling Council area. The aim of the service is to make sure that all children are in the best possible health to benefit from their education and to provide the education service with advice and support about the spread of infections and the promotion of good health.

Parents/carers will be given the opportunity to meet the named nurse for the school when their child starts school in Primary 1. This will involve parents completing a health questionnaire for their child. The nurse may make contact with parents/carers based on the information provided by them. At other times, routine checks of height and weight may be carried out for all children. Teachers and parents/carers are encouraged to report any concern about hearing, especially in primary one pupils. Hearing is no longer part of the routine checks done in school.

If you have any concerns with your child's health which may affect their education, an appointment can be arranged with your named nurse (contact details below). School staff, with parents' permission, can request an appointment with the named nurse at any time. The named nurse will also liaise closely with the Public Health Nurse who has overall responsibility for primary school children.

The named nurse for the school may also offer health promotion sessions within the school setting at agreed times with the school. If you wish further details about the content of any health promotion sessions you should speak to the Head Teacher.

If requested, the named nurse and the doctor from the Combined Child Health Service will see children at their clinic who have additional support needs or who have any significant ongoing medical or developmental conditions affecting their education to do so. School staff and parents can contact the named nurse if they have any health concerns regarding children which may affect their educational needs. The nurse will then decide the best way to deal with their concerns in discussion with the child's Public Health Nurse.

All children within P1 will receive a toothbrush, toothpaste and leaflet- "Make your smile count" A dentist from the Salaried Dental Service will carry out a dental inspection of your child in P1 and again in P7. Dental treatment can be offered to those children unable to register with a general dental practitioner through the Salaried Dental Service.

The School Health Service can be contacted at:
Area Community Child Health Department
Stirling Royal Infirmary
Livilands
Stirling FK8 2AU
Telephone: 01786 434150

Infectious Diseases

Colds, flu and gastro-enteritis 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 your named school nurse or staff in your Health Centre or GP Practice.

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

Head Lice

Head lice are spread through head to head contact. This can happen at home, in the community, or in school. Regular combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, you need to get the correct lotion from your doctor, health visitor or pharmacist. The instructions need to be followed carefully. If this is not done then re-infection is likely.

If lice are found, all family members and close friends of your child should be checked. Treatment should only happen if live lice are found. You should advise others of this possible problem in the same way as you would tell family and friends about other infections which might affect them.

Further advice can be obtained from the Health Board. A head lice leaflet is available in all schools and health centres.

SCHOOL MEALS

Lunches are provided every day for children and young people in all schools. All food and drink provided meets national requirements for nutritional standards as well as guidance aimed at encouraging uptake and removing the stigma attached to free school meals.

Meals are provided by the Council's catering service and menus are changed regularly. All recipes are analysed to make sure that they provide a healthy and well-balanced meal. The catering service tries to suit the majority of tastes by offering choices which include a daily vegetarian option as well as a range of packed lunches. Children having packed lunches are supervised. We encourage parents to ensure home packed lunches are healthy and do not contain fizzy drinks, sweets and Nuts.

Pupils and their parents have opportunities to provide feedback and have a say about the content of future menus and the catering service is committed to introducing new products and to promoting healthy food choices.

Stirling Council achieved the Silver Food for Life Catering Mark in March 2014. This guarantees that all menus are prepared using non GM ingredients, are 75% freshly prepared, use only free range eggs, avoid additives and trans fats with meat and poultry sourced in a way that ensures animal welfare is taken care of. All milk provided to the children to drink or within their meals is organic. More information about the standard can be found at <http://www.sacert.org/catering>.

Menus and current prices can be viewed on the Council's website at <http://www.stirling.gov.uk/services/education-and-learning/schools/schools-general-information/schools-catering>.

Balfron High School



Special diets can be catered for and parents should contact the Head Teacher to discuss any special dietary requirements.

In primary schools, it is very helpful if meals are paid on a Monday morning for the coming week. This means support staff can be timetabled efficiently for the collection and banking of monies and allows more time for direct support for children. Payments can be made by cash or cheque, although cheque is preferred. Secondary school pupils are able to pay on a daily basis.

Children who stay for lunch in school must remain within the school grounds where supervision is provided.

The Catering Service can also provide a healthy packed lunch for school trips.

Some families may be eligible for free school meals. An application form is available from the school or can be printed from the Council's website, <http://www.stirling.gov.uk/services/education-and-learning/parental-support/parental-support-schools-and-education/free-school-meals>. This form should be completed and returned to Customer First, Port Street, Stirling or post to Stirling Council, Teith House, Kerse Road, Stirling FK7 7QA. The service understands that parents' circumstances can change throughout the year and if this happens, forms can be sent in at the appropriate time.

TRANSPORT

In general Stirling Council provides free transport to children who live more than two miles from their catchment school.

Further information is available on the Stirling Council website at: <http://www.stirling.gov.uk/services/education-and-learning/schools/schools-travel-and-trips/schools-transport>

UNEXPECTED CLOSURES

While schools have contingency planning in place to cope with a number of circumstances, sometimes it is necessary to close schools or amend the normal school day. e.g., storm damage, power cut.

In the event of this happening, we have to ensure school record of parents place of employment and childcare arrangements are up to date. Please make sure we have an emergency contact telephone number and address. We will issue an annual update form to check the accuracy of contact details and other information held by the school.

Please make sure your child knows who to go to if you are not at home.

Please make sure your child knows who to go to if you are not at home.

Balfron High School



MYSTIRLING

myStirling is a free online service available to Stirling Council residents and businesses.

This service offers the customers access to self serve on-line and out of normal working hours. Customers can report faults, make payments, subscribe to events and councillor information on surgeries, find out about bin collection days and more.

You can register to have a myStirling account by going to the Stirling Council website, www.stirling.gov.uk and above the search box choose the register option.

From here you will be directed to a page where you will be asked for name, e-mail and to create a password. You will be sent an activation e-mail to confirm that you are the owner of the email address.

Getting Started

You only need to register once. Thereafter login with your username and password.

Things to do with your account:

- Fill in a form online fill in forms to report pest control, pot holes, street lighting, bin replacement, noisy or fouling dog, abandoned vehicles, and much more
- Subscribe to alerts Register to receive e-mail - latest council news, what's on at the Tolbooth, Albert Halls, Macrobert, Councillor surgeries, Countryside events
- Subscribe to Emergency alerts via text messaging – School and facility closures, road works or closures, service disruption, severe weather alerts and more

Features:

- Text Alerts: school closure, service disruptions, road works, severe weather
- News Alerts: council news in e-mail format
- Bin collections: what day your bin will be collected and if there are any disruptions, what to put in coloured bins
- Councillors: what ward you are in, who your councillor is and where and when surgeries are held
- Events: Tolbooth, Albert Halls, Countryside, Libraries, Pubs, Macrobert, Theatre, Exhibitions, Museums and more
- Job vacancies latest council jobs
- Pay it: Council Tax, Rent, Rates, Sundries and more
- Report it: Dog fouling, mice, ants, street lighting, potholes, and more
- Tracking: You can track all your own online forms and find out status of tasks
- Business Directory: add your business to Stirling Council's online directory
- Replacement Certificates for Births, Deaths, Marriages and Civil Partnership
- My Nearest and Interactive Maps: Bus stops (nearest bus stop and directions, with links to times and fares), car parks, high schools (school catchments areas), libraries, local offices, primary schools (school catchments areas), recycling centres (what you can recycle where), public conveniences
- Tracking of online forms: every time you sign in you can view any online forms you have filled in and see the status of the issue and the completion dates. You will always have an audit trail of previous forms and can see exactly the same information as the advisors in the Contact Centre and One Stop Shop

Balfron High School



Enquiries

We continually look at what other councils offer and regularly update and add to our existing list of online services.

Currently we have around 10,000 users registered with a myStirling account and as we add more services we hope this will increase allowing more services to be accessed online.

Balfron High School



STIRLING COUNCIL – EDUCATION

2016-17 School Holiday Dates

Autumn Term

Teachers return	Monday 22nd August 2016
Pupils return	Tuesday 23rd August 2016
Ends	Friday 7th October 2016

October Holiday

Starts	Monday 10th October 2016
Ends	Friday 14th October 2016

Winter Term

Starts	Monday 17th October 2016
Staff Development Day	Thursday 24th November 2016
Staff Development Day	Friday 25th November 2016
Ends	Wednesday 21st December 2016

Christmas Holiday

Starts	Thursday 22nd December 2016
Ends	Wednesday 4th January 2017

Spring Term

Starts	Thursday 5th January 2017
Staff Development Day	Monday 13th February 2017
Staff Development Day	Tuesday 14th February 2017
Local Holiday	Wednesday 15th February 2017
Local Holiday	Thursday 16th February 2017
Local Holiday	Friday 17th February 2017
Ends	Friday 31st March 2017

Spring Holiday

Starts	Monday 3rd April 2017
Ends	Thursday 13th April 2017
Good Friday	Friday 14th April 2017
Easter Monday	Monday 17th April 2017

Summer Term

Starts	Tuesday 18th April 2017
Local Holiday	Monday 1st May 2017
Ends	Friday 30th June 2017

Summer Holiday

Starts	Monday 3rd July 2017
Ends	Friday 18th August 2017
Teachers return	Monday 21st August 2017 (to be confirmed)
Pupils return	Tuesday 22nd August 2017 (to be confirmed)