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



# Balfron High School

## Handbook 2018-2019





# Balfron High School



## Stirling Council

### Schools, Learning and Education

Stirling Council is committed to working in partnership with our communities to deliver the best possible services for all who live and work in the Stirling area.

We have a clear focus on achieving the highest standards in our schools and nurseries so that the children, young people and citizens of Stirling benefit from first class services.

Education is key to every child's future and enables us to create a fairer and more inclusive society, where our young people secure positive destinations when they leave school.

We attach great importance to lifelong learning, giving children the best possible start in life from nursery, through school, to life beyond school.

We want all children and young people growing up in Stirling to be: safe and happy; listened to and respected; engaging in a wide range of active learning opportunities; and achieving positive outcomes.

We will realise this ambition by putting children and young people first, promoting inclusion and delivering high quality services.

The needs of our children and young people will be best met by working effectively together with parents, carers and a range of partners. We want parents and carers to be involved in their children's learning.

We look forward to working with you, as your child embarks on their transition to a new school.

A handwritten signature in black ink, appearing to read 'Kevin Kelman'.

Kevin Kelman  
Chief Education Officer  
Stirling Council  
November 2017



Dear Parent/Carer

I am delighted to introduce the Balfron High School prospectus for 2018-19. 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](http://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



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# Balfron High School



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## 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 Deputies 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 2017 was 865, broken down by year groups as follows:  
NOTE: S1 means first year, and so on.

**S1: 148    S2: 137    S3: 162    S4: 146    S5:136    S6:136**

## 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 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 five 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.

### Interhouse House Champions for 2016-17 – Endrick House



## 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.

## 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.

## 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.



### 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.**

## 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 Astroturf.
- 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](http://Border-Embroideries.co.uk) School ties can be purchased from the 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.



## Curriculum

All pupils in first and second year for session 2018/2019 are studying the following:  
The curriculum was reviewed and updated for June 2018.  
Every year group has 25 minutes of Form Class 4 days per week (not Tuesdays).

### S1

Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	English				Maths				French			Social			Science		
	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
	BDT				PE		HE		Music		Art		RE	PSE	ICT		

### S2

Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	English				Maths				Mod Lang			Social subjects				
	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	Science				D and T			CS	Mus	Art	RE	PSE	PE		HE	

### The Broad General Education (S1-2)

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, these are taught as discrete subjects - Science, (Biology, Chemistry and Physics), Social Subjects (Geography, History and Modern Studies), with each subject taught in rotation by a subject specialist. Technology (Practical Craft Skills, Graphic Communication and Design Technology) are taught 1 period a week each with a different teacher allocated to each subject period. In Modern Languages, all pupils study French in S1 and will experience some teaching in Spanish and German before making choices for S3.

All pupils will also follow a core programme of Personal and Social Education (PSE), Religious Education (RE) and Physical Education (PE). The PSE programme is delivered by the Form Class Leader.

### The Broad General Education (S3)

From June 2018, all S3 pupils will continue to study English and maths and will also study 9 chosen subjects. These subjects will be chosen from across all curricular areas maintaining breadth as well as allowing for depth of study. All pupils will continue follow a core programme of PSE, RE and PE. Pupils will then choose to continue with 5 of their 9 chosen subjects into S4 in 2019/20.

### S3

Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14				
	English				Maths				sub 1		sub 2		sub 3					
	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
	sub 4		sub 5		sub 6		sub 7		sub 8		sub 9		PSE	PE	RE	DYW		

## Senior Phase

The S4 curriculum bellow is for 2018/19 only.

Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	English				A/B	Maths				Col C				C/D	Col D			
	19	20	21	22	23	24	25	26	27	28	29	30	31					
	Col E				E/F	Col F				PE	RE	PSE						

- 3 columns in S4-6 will be timetabled together to allow mixed stage National Courses

Towards the end of S3 in 2018, with support and advice, pupils opt into six National Qualification courses. The current courses available for study at National 3, 4 and 5 are:

Art & Design, Biology, Business Management, Chemistry, Computing, Design & Manufacture, Engineering Science, English, French, German, Geography, Graphic Communication, History, Mathematics, Modern Studies, Music, Music Technology, Physical Education (PE), Physics, Practical Woodworking and Spanish. Some pupils attend Forth Valley College as part of the SCOTS programme, (this is with guidance only).

All pupils study English, Mathematics, and core PE, RE, and PSE.

At the end of S4, most pupils will be presented for six National Qualifications accredited by the SQA.

The S5 curriculum is shown below:

Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Col A					Col B						Col C						
	19	20	21	22	23	24	25	26	27	28	29	30	31					
	Col D					Col E						HWB						

Pupils entering 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, 5, and Higher level. In addition to continuing with courses from S4 new courses for S5 are Dance, Energy, Enterprise and Employability and RMPS offered at various levels.

All pupils in S5 and S6 will have one period of Health & Wellbeing each week.

The S6 Curriculum is shown below:

Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Col A					Col B						Col C						
	19	20	21	22	23	24	25	26	27	28	29	30	31					
	Col D					Study						HWB						

In S6, all of the above levels and courses previously mentioned for S5 are available with the addition of Higher Sociology, and various sports courses. Pupils are encouraged to progress to Advanced Higher level wherever possible, which extends and deepens thinking and prepares pupils well for university. One column is a study column.

In S6 there are Leadership opportunities available for all, as well as work experience options which 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. 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.

## VISITS AND EXCURSIONS

The geographical location of the school offers unrivalled opportunities, which are fully exploited.

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.

### Trip to China

Mandarin classes in preparation for the trip to China



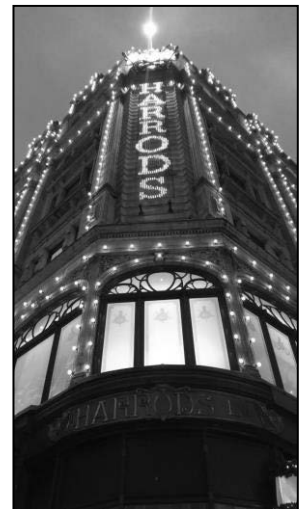
### Celebrating Chinese New Year



## Trip to the Scottish Parliament



## Technology Trip to London October 2017



## 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.



**Chess at lunchtime in the Library**



## 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 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.

## CO-CURRICULAR ACTIVITIES

### Extra 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 Orchestra, representatives from sports clubs, chess club and Astronomy Club.

### Junk Kouture – Art Department



**Athletics**



### Balfron High School Pipe Band



**Gymnastics**



## SCHOOL CONCERTS / 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.



## 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 Balfron Award Group in partnership with the 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, a third followed in November 2011, another in March 2014 and most recently an interim update resulted a fifth green flag.

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

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.

## 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.



<b>Depute Head Girl</b>	<b>Head Boy</b>	<b>Miss Bannatyne</b>	<b>Head Girl</b>	<b>Depute Head Boy</b>
Orla Reid	Matt Chandler		Freya Logan	Lachlan MacKay

## PARENT COUNCIL

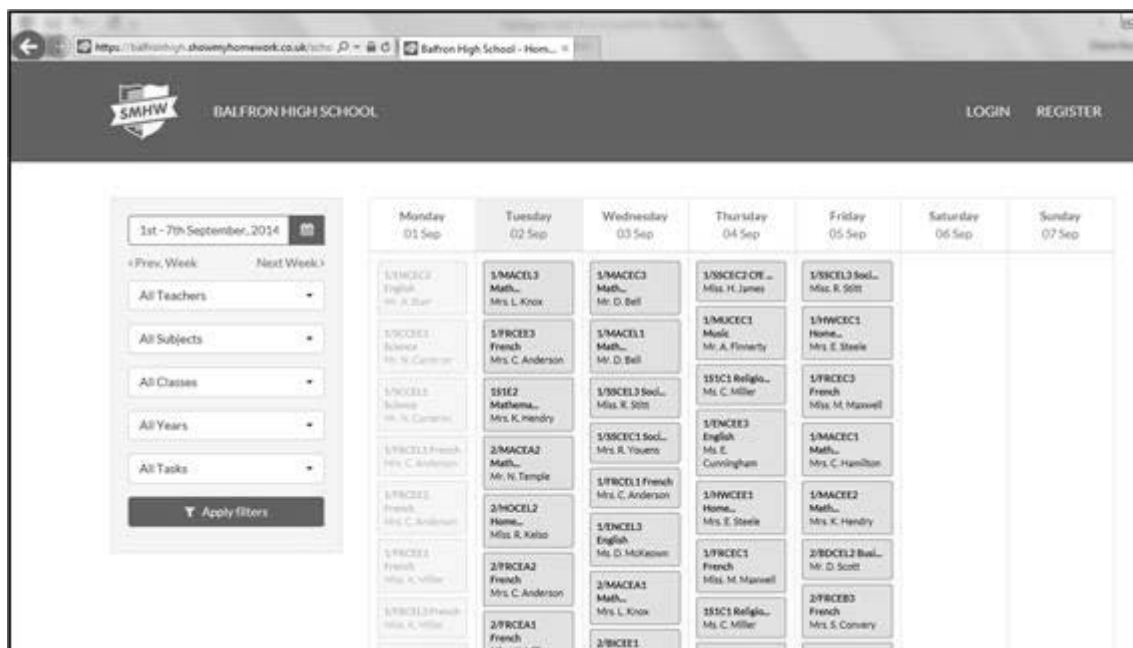
Parents, carers and family members are important influences on children's lives. Research shows that when parents are involved in their child's learning, children do better at school and throughout life. The role of the Parent Council is to:

- 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 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
1/1NCE2 English Mr. A. Blair	1/1MACE3 Maths Mrs. L. Knox	1/1MACE3 Maths Mr. D. Bell	1/1NCE2 OFE... Miss H. James	1/1NCE3 Sci... Miss R. Scott			
1/1NCE3 Science Mrs. N. Cameron	1/1RCE3 French Mrs. C. Anderson	1/1MACE1 Maths Mr. D. Bell	1/1MACE1 Maths Mr. A. Finerty	1/1NCE3 Home... Mrs. E. Steele			
1/1NCE3 Science Mrs. N. Cameron	1/1E2 Maths... Mrs. K. Hendry	1/1NCE3 Sci... Miss R. Scott	1/1NCE3 Religi... Ms. C. Miller	1/1RCE3 French Mrs. M. Maxwell			
1/1NCE3 French Mrs. C. Anderson	2/1MACE2 Maths... Mr. N. Temple	1/1NCE1 Sci... Mrs. R. Young	1/1NCE3 English Mrs. E. Cunningham	1/1MACE1 Maths... Mrs. C. Hamilton			
1/1RCE3 French Mrs. C. Anderson	2/1NCE2 Home... Miss R. Kato	1/1NCE1 French Mrs. C. Anderson	1/1NCE3 English Ms. D. McKean	1/1NCE3 Home... Mrs. E. Steele	1/1MACE2 Maths... Mrs. K. Hendry		
1/1RCE3 French Mrs. K. Miller	2/1RCE2 French Mrs. C. Anderson	2/1MACE1 Maths... Mrs. L. Knox	1/1RCE1 French Mrs. M. Maxwell	2/1NCE2 Sci... Mr. D. Scott			
1/1NCE3 French Mrs. K. Miller	2/1RCE1 French Mrs. C. Anderson	2/1NCE1	1/1NCE3 Religi... Ms. C. Miller	2/1RCE3 French Mrs. S. Connery			

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.

### Pupils are expected to:

- use [www.showmyhomework.com](http://www.showmyhomework.com) 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](http://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.



## 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.

## 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.

Before a decision is taken to exclude, however, the pupil's parents would normally be alerted to the difficulties and involved in discussing appropriate strategies for supporting the pupil.

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 2018/2019**

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 2018/2019, to do so in writing by no later than 15 March 2018. 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](http://www.stirling.gov.uk)

## ParentPay - our new online payment service

We are pleased to announce that we are accepting payments online for dinner money. Further items will be announced as they come online e.g. school trips etc. Using a secure website call ParentPay you will be able to pay online using your credit or debit card. ParentPay is our preferred method of making payments to school.

### What are the benefits to parents and pupils?

- ☐ ParentPay is easy-to-use and will offer you the freedom to make online payments whenever and wherever you like, 24/7
- ☐ The technology used is of the highest internet security available ensuring that your money will reach school safely – offering you peace of mind
- ☐ Payments can be made by credit/debit card
- ☐ Full payment histories and statements are available to you securely online at anytime
- ☐ Your children will not have to worry about losing money at school

### What are the benefits to our school?

The more parents that use ParentPay, the greater the benefit is to our school. You can help us reduce workloads for all staff, creating more time to lend to educational support and the smooth running of the school.

### How to get started with ParentPay

You will have received your account activation details, just follow the instructions in the letter to get started with ParentPay

Using ParentPay also ensures that all financial transactions are safe and secure - helping us to remove costs associated with us having to manage cash securely on the school premises.



[www.parentpay.com/Parents](http://www.parentpay.com/Parents)

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

### Attainment in National Qualifications

<i>By end of <b>S4</b> as % of S4 roll</i>	<i>2013/ 2014</i>	<i>2014/15</i>	<i>2015/16</i>	<i>2016/17</i>
Attaining 5+ @ level 3 or better	90%	85%	80%	94%
Attaining 5+ @ level 4 or better	90%	81%	76%	91%
Attaining 5+ @ level 5 or better	56%	60%	62%	64%
<i>By end of <b>S5</b> as % of S4 roll</i>	<i>2013/ 2014</i>	<i>2014/15</i>	<i>2015/16</i>	<i>2016/17</i>
Attaining 1+ Highers at A - C	70%	81%	83%	81%
Attaining 3+ Highers at A - C	52%	64%	63%	62%
Attaining 5+ Highers at A - C	31%	38%	40%	40%
<i>By end of <b>S6</b> as % of S4 roll</i>	<i>2013/ 2014</i>	<i>2014/15</i>	<i>2015/16</i>	<i>2016/17</i>
Attaining 3+ Highers at A - C	69%	62%	73%	70%
Attaining 5+ Highers at A - C	54%	52%	54%	55%
Attaining 1+ Advanced Highers at A - C	32%	38%	34%	36%

Level 3: National 3

Level 4: National 4

Level 5: National 5

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# Balfron High School



**Stirling Council**

**Schools, Learning and Education**

## **Enrolment Arrangements: Primary & Secondary School Education in 2018**

The 2018/2019 school year starts on 20 August 2018. This is the **only** date for beginning school education for that year.

All children who are five years old on or before 20 August 2018 are of school age and **must** start their primary school education on 20 August 2018, children who are five years old between 20 August 2018 and 28 February 2019 **may** start their primary school education on 20 August 2018.

If your child is starting their primary school education in August 2018 you **must** enrol him/her at their catchment school **by 26 January 2018**. Details of school catchment areas and further information on our enrolment procedures can be found by visiting our website [www.stirling.gov.uk](http://www.stirling.gov.uk) or by contacting us on 01786 233185. As part of the enrolment process we check the residency of all parents wishing to enrol their child at their catchment school, please bring your child's birth certificate, child benefit book/award letter, tax credit award letter, two recent household utility bills and a recent council tax bill with you when you enrol your child.

**The list of dates when schools are enrolling pupils will be available on our website [www.stirling.gov.uk](http://www.stirling.gov.uk) from 4 Dec 2017.**

### **Gaelic Medium Provision**

Gaelic Medium Provision is available at Riverside Primary School, Forrest Road, Stirling tel:01786 474128 email: [rversdeps@stirling.gov.uk](mailto:rversdeps@stirling.gov.uk). Any parent wishing to enrol their child in our gaelic medium provision should contact the school for further information.

### **Notice to Parents and Guardians of Children due to Transfer from Primary to Secondary School**

Children currently in P7 will transfer from primary to secondary education in August 2018. You will receive notification of transfer arrangements through your primary school and your child will be automatically enrolled in their catchment secondary school. Should you wish your child to attend a secondary school that is not their catchment school a placing request must be submitted.

### **Placing Requests for Session 2018/2019**

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 2018-2019, to do so in writing **by no later than 15 March 2018**. 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. You can apply online at <http://my.stirling.gov.uk/cakeforms/view/placingrequestapplicationform> or, alternatively, application forms and guidelines are available from Schools, Learning and Education, Wolfcraig, Dumbarton Road, Stirling on 01786 233185.

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.**

### **Schools Information**

Information on local authority schools in Stirling Council is available on our website [www.stirling.gov.uk](http://www.stirling.gov.uk) or by contacting us on 01786 233185.

Parents wishing to apply for enrolment to Our Lady's RC Primary School, St Mary's RC Primary School, St Margaret's RC Primary School, St Mary's Episcopal Primary School and St Modan's High School should contact the school to discuss enrolment policy. Details are also available on the Council website [www.stirling.gov.uk](http://www.stirling.gov.uk)

**Stirling Council  
Learning and Education  
October 2017**

## 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 headteacher 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 AND SAFEGUARDING

All children in Scotland have the right to be protected from abuse or neglect.

Schools and nurseries play an important role in the prevention of abuse and neglect through creating and maintaining safe learning environments and teaching children and young people about staying safe from harm and how to speak up if they have worries or concerns.

Effective safeguarding and child protection procedures are in place in school and all staff are aware of their responsibilities to pass on information relevant to child protection concerns.

## CLOTHING GRANTS

Some families may be eligible for clothing grants. Application forms can be obtained from Stirling Council, telephone 01786 233210 or downloaded from the Council website at

<http://my.stirling.gov.uk/services/education-and-learning/childcare,-school-and-educational-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. This would normally mean a note to show that the person responsible for the child has 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 of establishment or depute head, will be responsible for looking into the complaint. On occasion, the head of establishment may refer the complaint to the Schools, Learning and Education team centrally e.g. if it is about the conduct of the head of establishment.

The school or nursery will provide a response to the Stage One complaint within 5 working 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 the Schools, Learning and Education team, 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 of establishment or complaints which are too complex for a head of establishment to deal with.

To move to Stage Two, you should e-mail ([info@stirling.gov.uk](mailto:info@stirling.gov.uk)) or you can ask the head of establishment 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. if 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.

## EDUCATION STATISTICS PRIVACY NOTICE

### Annual Data Check

On an annual basis schools request that parents and carers update the information that they hold for administrative purposes. It is important that this information contains up to date details as the school may use it in the event of an emergency. This information is also used to submit secondary school pupils for SQA examinations.

When you receive an Annual Data Check you should make any corrections or additions in pen and return to your child's school.

If you move address or change your mobile phone number please remember to notify the school.

Pupil record information is used in accordance with the Council's Data Protection Notification.

## 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](mailto:mick.wilson@scotland.gsi.gov.uk) or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

## EQUALITIES

Everyone deserves to be treated equally, fairly and without prejudice.

Educational establishments create inclusive cultures by working in partnership with the wider community to agree positive values, by promoting and celebrating diversity and through delivering appropriate learning opportunities within their curriculum.

Schools and nurseries operate within Stirling Council's duty under the Equality Act (2010) to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between people by removing or minimising disadvantage, meeting the needs of particular groups which are different from the needs of others and encouraging participation in public life.
- Foster good relations by tackling prejudice and promoting understanding.

The Equality Act 2010 identifies 9 protected characteristics from discrimination, harassment or victimisation:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Following any prejudice based incident, schools are required to report their investigations and outcomes to the local authority for monitoring purposes.

## GETTING IT RIGHT FOR EVERY CHILD

**Getting It Right for Every Child** is the national approach in Scotland to improving outcomes and supporting the wellbeing and rights of children and young people by offering the right help at the right time from the right people. The approach has been developed over the last ten years and is based on key principles including:



- *child-focused* – ensuring the child or young person, and their family, is at the centre of decision-making
- *tackling needs early* – identifying needs as early as possible to avoid bigger concerns or problems developing.
- *joined-up working* – ensuring services work together with families in a coordinated way.

### Wellbeing

A child or young person's wellbeing is influenced by everything around them and the different experiences and needs they have at different times in their lives.

Every child or young person should be safe, healthy, achieving, nurtured, active, respected, responsible and included.

These eight indicators help make sure everyone – children, parents, and the people who work with them have a common understanding of wellbeing.

### Named Person

Most children and young people get all the help and support they need from their parent(s), wider family and community. Sometimes, families may need a bit of extra help; the Named Person is available to listen, advise and provide information or help access other services.

Children and young people from birth to 18, or beyond if still in school, and their parents will have access to a Named Person, normally the health visitor for pre-school children and the head or depute head teacher for school age children.

A Named Person will only offer advice or support in response to a request from a child or parent, or when a wellbeing need is identified and there is no obligation to accept the offer of advice or support from a Named Person. Where a child may be at risk of harm, Child Protection procedures will be followed.

### Child's Plan

The Children and Young People (Scotland) Act 2014 ensures a single planning framework, Child's Plan, will be available for children who require extra support that is not generally available to address a child or young person's needs and improve their wellbeing.

The Child's Plan is part of the GIRFEC approach to promote, support and safeguard the wellbeing of children and young people. The Scottish Government is working with Parliament to agree a timetable to enable commencement in 2018.

Stirling educational establishments have long established staged intervention procedures which provide appropriate and proportionate assessment, planning and review to ensure children and young people have their individualised needs met. Further information is detailed in Staged Intervention Guidance.

## 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 in certain circumstances. A leaflet - A Guide to Getting Help and Resolving Disagreements, is available on the council website.

The Act 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
- 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 – 0345 123 2303
- An email enquiry service – [info@enquire.org.uk](mailto:info@enquire.org.uk)
- Two websites - [www.enquire.org.uk](http://www.enquire.org.uk) (for parents/carers and practitioners)
- [www.reach.scot](http://www.reach.scot) (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 is a partnership between Kindred Advocacy Service and the Govan Law Centre referred to as "Let's Talk ASN". 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 advocacy service please contact the Govan Centre on:

- Telephone: 0141 445 1955
- E-mail: [letstalkasn@edlaw.org.uk](mailto:letstalkasn@edlaw.org.uk)

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 & Wellbeing team at Wolfcraig: telephone 01786 233179 or e-mail [additionalneeds@stirling.gov.uk](mailto: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 to property 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: Parents' house contents policy may give some measure of cover for personal effects of family members.

- a) It is suggested that parents may wish to consider taking out additional individual personal cover.
- b) 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.

## **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. 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 Team Leader who has overall responsibility for primary school children.

The community paediatric doctor will see children at their clinic who have additional support needs or who have any significant ongoing medical or developmental conditions affecting their education.

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 offer a Health assessment in school or in the child's home.

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.



# Balfron High School



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. Children who have had diarrhoea should stay off school for 48hrs after the last episode of 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 School 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 be applied if live lice are found. Products used for treating head lice must be ones that can be left in the hair for 12 hrs, this treatment requires to be repeated after 7 dys. 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.

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. Menus are seasonal and are changed twice a year, spring/summer and autumn/winter. 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://my.stirling.gov.uk/services/education-and-learning/schools/schools-catering>.

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

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.

## STIRLING COUNCIL – EDUCATION 2018-19 School Dates

<b>Autumn Term</b> Starts  Ends	Friday 17 August 2018 Monday 20 August 2018 Friday 12 October 2018	Teachers return <b>Pupils return</b>
<b>October Holiday</b> Starts Ends	Monday 15 October 2018 Friday 19 October 2018	
<b>Winter Term</b> Starts	Monday 22 October 2018	
Staff Development Day Staff Development Day	Thursday, 29 November 2018 Friday 30 November 2018	
<b>Winter Term</b> Ends	Friday 21 December 2018	
<b>Christmas Holiday</b> Starts Ends	Monday 24 December 2018 Friday 4 January 2019	
<b>Spring Term</b> Starts	Monday 7 January 2019	
Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday	Monday 11 February 2019 Tuesday 12 February 2019 Wednesday 13 February 2019 Thursday 14 February 2019 Friday 15 February 2019	
<b>Spring Term</b> Ends	Friday 29th March 2019	
<b>Spring Holiday</b> Starts Ends	Monday 1 April 2019 Friday 12 April 2019	
<b>Summer Term</b> Starts	Monday 15 April 2019	
Good Friday Easter Monday	Friday 19 April Monday 22 April	
<b>Local Holiday</b>	Monday 6 May 2019	
<b>Summer Term</b> Ends	Friday 28 June 2019	
<b>Summer Holiday</b> Starts Ends	Monday 1 July 2019 Friday 16 August 2019	
	Monday 19 August 2019 * Tuesday 20 August 2019 *	Teachers return Pupils return

## TRANSPORT

Stirling Council provides free transport to children who live more than two miles from their catchment school, or where there is no safe walking route available.

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.

