



# Balfroon High School

## Handbook 2021-2022





# 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.

Bryony Monaghan  
Acting Chief Operating Officer (People) & Chief Education Officer  
Stirling Council



Dear Parent/Carer,

I am delighted to introduce the Balfron High School prospectus for 2021-22. The purpose is to give you an insight into our vision, 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. We are keen to support every young person to find their thing.

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 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. We would be delighted to help.

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. You 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 and enjoy their time at Balfron High School.



Elaine Bannatyne  
Head Teacher



# Balfron High School



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## VISION, VALUES, AIMS & CURRICULUM RATIONALE

### Our vision

We are committed to providing a caring, inclusive and high achieving school community where young people have a positive and meaningful experience. We have high expectations and are ambitious for all of our young people. We are committed to ensuring that they are equipped with the resilience and mind-set to compete and contribute confidently and compassionately in a modern, ever changing world. We recognise that the right blend of knowledge, skills, attributes and qualifications provide the foundation for our young people to succeed in life beyond school.

### Our core values

To ensure that our young people thrive in our community, we believe that a values-based approach is central to setting our tone and getting it right. To that end, we expect that everyone in our community demonstrate **honesty, fairness, respect, responsibility and trust**.

### Our aims

Our aims support the highest levels of attainment and achievement. To that end, we:

- are optimistic and welcoming with positive, purposeful relationships
- have a relentless focus on high quality learning, teaching and assessment
- know our young people well through our integrated pupil support structure
- provide a flexible and equitable curriculum with pathways for everyone
- offer many and varied opportunities that help young people 'find their thing'
- have zero tolerance to underperformance
- collaborate and plan with parents/carers, partners and our young people
- understand and provide the right interventions, at the right time, in the right way
- are solution focused and forward thinking
- use data, observations and views to understand ourselves and how we can keep improving
- are ambitious for ourselves and each other
- are proud to be Balfron



# 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 time for all children. For some it is a time of anxiety, for others a time of great excitement. For all it is a time of great opportunity - the chance to make new friends, learn subjects 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 associated primary schools prior to transition.

Special enhanced transition groups are already working to support young people 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 an associated primary school via a placing request, is not automatically accepted into Balfron High School. A placing request via Stirling Council 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 is a series of visits by Balfron High School staff to P7 classes. The Head Teacher, visits all classes at the start of this process. This is followed by a member of Support for Learning and one of the Deputies and Principal Teachers. All pupils will have the chance to meet some S1 pupils during these visits. We are keen to get to know young people well before they formally arrive. This year, visits and meetings, will be online. However, we are hoping that an in school 3 day induction can take place in June.

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 and needs of young people.

There is a team building activity day at Auchengillan for all in S1 in September to further support transition. We believe that this is a critical factor in making the transition to Balfron High successful as positive relationships are fostered between pupils and staff and among classmates.

### The Associated Primary Schools for Balfron High School are:-

Balfron Primary  
Drymen Primary  
Kippen Primary

Buchlyvie Primary  
Fintry Primary  
Killearn Primary

Strathblane Primary.

### SCHOOL ROLL FIGURES

The roll of the school in **September 2020 was 862**, broken down by year groups as follows: NOTE: S1 means first year, and so on.

**S1: 147    S2: 147    S3: 154    S4: 155    S5:128    S6:131**

## S1 OUTDOOR ACTIVITY DAY TO AUCHENGILLAN

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

- To provide pupils with a day of enjoyable outdoor activities
- To give them the opportunity to learn new outdoor 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 communication, emotional, intelligence, innovation, problem solving, leadership and thinking



**FUN  
TIMES**



## 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. The house colour is green to represent the hills.

**Endrick** refers to the link with the river which flows through the area. The house colour is blue to represent the river.

**Lomond** is both the mountain (Ben) and Loch of that name. The house 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 six 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 do their best, achieve their maximum potential in terms of both personal and academic success. They meet most mornings for form time. 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. Form Class Leaders also teach their own group of pupils Personal and Social Education in S1 to S3. We are committed to building strong relationships between Form Class Leaders and pupils.

The Form Class Leaders (S1 – S5) are managed by their Principal Teacher (Learning and Teaching / Pastoral Care). Sixth year students are supported by their Principal Teacher (Learning and Teaching / Pastoral Care) who are also responsible for preparing pupils for life beyond school.

Linked to each house is a Principal Teacher of Pupil Support under the leadership of a Depute Head Teacher. We have one Principal Teacher of Staged Intervention who has specialist expertise and provides support to all pupils on Stage 3 or 4. All of these Principal Teachers provide support for the form class leaders and young people.

Inter-house House Champions for 2019-2020 – Lomond House



Lomond / Endrick / Campsie



## HOME-SCHOOL COMMUNICATION

Strong and positive partnership between parents and school is essential if pupils are to have maximum support. 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-S3 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 email or call to speak to their child's Form Class Leader at any time.

## PUPIL SUPPORT & FLEXIBLE LEARNING

*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.

Most of us need help with learning 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, a PT ASN leads a team of specialist Support for Learning teachers and assistants. They work with pupils and spend part of their time assisting pupils in mainstream classes, and 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 and ASN Outreach Team.

Teachers and pupils also have the help of Support for Learning Assistants. These assistants provide support to individual pupils in mainstream classes.

Pupils session at forest schools



Planting in the poly tunnel





# Balfron High School



## ATTENDANCE

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

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

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

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

Regular attendance scans are undertaken by the management team. When a child's attendance drops below 90%, parents will be notified by letter and asked to contact the Form Class Leader 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 & WELLBEING

### 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. Neil Thompson is our 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
- Please note: Trousers and skirts should be an appropriate style and length for school.**
- Black shoes – shoes should be an appropriate style for school.
  - Dark outer jacket – outerwear only. Must be removed when inside school.

### Unacceptable Clothing

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

### Physical Education Classes

#### For indoor activities pupils should:

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

#### For Outdoor physical activities pupils should:

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

#### For Swimming lessons pupils should:

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



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

## CURRICULUM at BALFRON HIGH SCHOOL

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

### 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 like

#### 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



## 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

The curriculum was reviewed and updated for June 2018. Every year group has 25 minutes of Form Class 4 days per week (not Tuesdays).

All pupils in first and second year for session 2021/2022 are studying the following:

### 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)

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 continue follow a core programme of PSE, RE and PE. Pupils then choose to continue with 5 of their 9 chosen subjects into S4 studying for a maximum of seven national qualifications. *Please note that due to face-to-face learning time lost during the pandemic, a decision was made to narrow to 7 chosen subjects. This is a temporary arrangement.*

### 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	Leadership	

## Senior Phase

The S4 curriculum is shown below:

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

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

Towards the middle of S3, with support and advice, pupils opt into seven 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 seven National Qualifications accredited by the SQA.  
\*Please note, subject availability is dependent on staffing

The S5 curriculum is 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 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						Personal 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. Advanced Higher level is offered in most subjects 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 S2, S3, S4 & S5, pupils are assisted in making appropriate choices, through a programme of assessment, advice and consultation. We are committed to inviting parents to attend interviews with FCLs from S1 to S3.

The school ensures that all pupils receive the best possible personal and professional advice. Information for all S3, S4 and for S5/S6 courses on offer are provided on our website.

The process of choosing a course is introduced at a parents' information meeting with the management team in February for pupils. 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 information is available from February.



## 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.

### Music Trip to Lockerbie



*Learning songs for our Christmas Concert Remembrance service and various ceremonies then off to go wall climbing and canoeing.*

The pandemic has prevented us from running our scheduled local and international excursions. Here are some highlights from previous years.

## French Exchange



## John Muir Award



## Trip to Stoke V Fulham game



## Swiss Alps Trip



## Advanced Higher geographers - fieldwork in Arran this session!



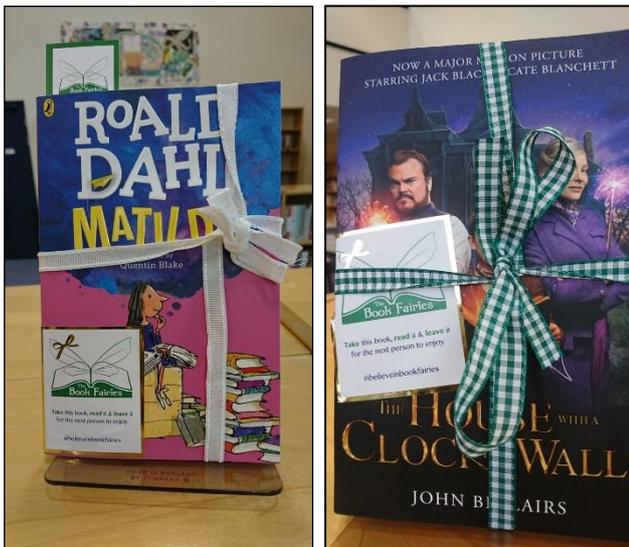
## RELIGIOUS OBSERVANCE

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. 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.

### Book Fairy deliveries



### 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.

Anthony Nolan S6 Assembly

Former Pupil Lachlan Pemberton Piggot – talking about his experience as an Anthony Nolan donor of stem cells

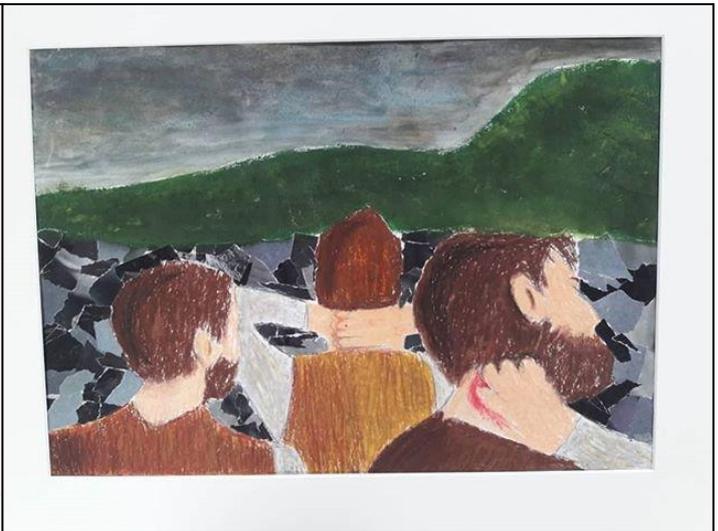
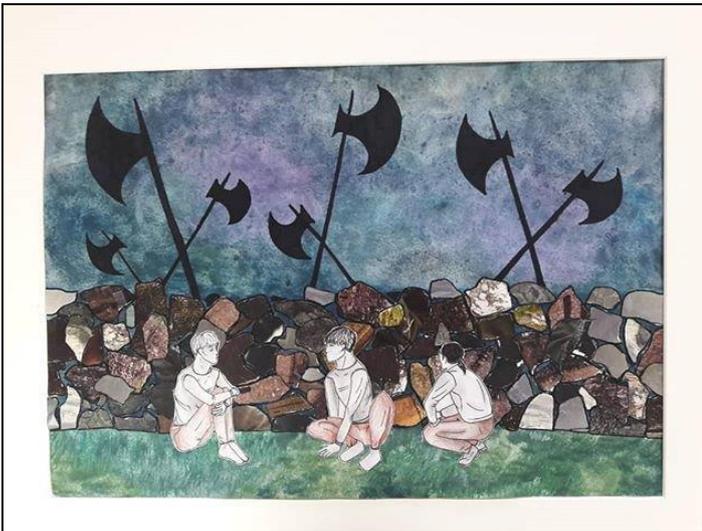


## CO-CURRICULAR ACTIVITIES

### 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.

#### Art & Design



## SCHOOL CONCERTS / PRODUCTIONS

Normally, there are several productions per year. The Music Team organise concerts in December and April when the instrumental and vocal work of the session is showcased. A school production takes place each second year.



## 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 (former & current parents) 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.

## 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.

Prefects are elected by their peers and the staff as 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.



Head Prefects for session 2020/21 – Sian Williams, Finn Thompson, Abby Fabel, Andrew Spence, Carly Hammond, Eilidh Lynn



## 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.

The Chair of the Parent Council is Katy Gibb. Here are some useful links:

Balfroon Clothing Co - <https://www.facebook.com/The-Balfroon-Clothing-Company-106817604515536>

PC Facebook page - <https://www.facebook.com/BalfroonHighParentCouncil>

Email address [balfroonhighschoolpc@gmail.com](mailto:balfroonhighschoolpc@gmail.com)

## HOMEWORK – GOOGLE CLASSROOM

Our Homework Policy and subject homework information are on the school website. WE have recently moved whole scale to Google Classroom. Each class has an online classroom where work is posted and communication with teachers can take place.

## 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 usually take place in January. The final SQA examinations usually 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. Tracking reports with a snapshot of progress are shared termly along with an opportunity for two parents' evenings.

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 Approaches

In line with Respect Me, Scotland's anti-bullying service, Balfron High School adopts a restorative approach to address and resolve 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



# Balfron High School



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**.

## 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.

## 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.

### Preventing and Challenging Bullying Behaviours

*'Bullying has a detrimental impact on children and young people's wellbeing. Children and young people have the right to be safe and secure with strong, positive relationships with peers and with adults, in order to thrive and to achieve their full potential.'*

*Respectme, 2015*

Through the vision, *'we are committed to providing a **caring, inclusive and high achieving** school community where young people have a **positive and meaningful experience**. We have **high expectations** and are **ambitious** for all of our young people. We are committed to ensuring that they are equipped with the **resilience and mind-set** to compete and **contribute confidently and compassionately** in a modern, ever changing world. We recognise that the right blend of **knowledge, skills, attributes and qualifications** will provide the foundations for our young people to succeed in life beyond school'*, Balfron High School endorses and promotes the principles:

- every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults



# Balfron High School



- children and young people and their parents/carers, will have the skills and resilience to prevent and/or respond to bullying appropriately
- every child and young person who requires help will know who can help them and what support is available
- adults working with children and young people will follow a consistent and coherent approach in dealing with and preventing bullying from early learning and child care onwards.

Balfron High School value cultures where children and young people's rights are at the forefront; diversity is fostered and respectful relationships, built on mutual trust and understanding, are developed.

The guidance within our anti-bullying policy includes an explicit commitment to addressing all forms of bullying, including prejudice-based bullying. It is designed to support young people, staff and parents to be assured that bullying behaviour is not acceptable and therefore addressed in Balfron High School.

- <https://blogs.glowscotland.org.uk/st/balfronhighschool/school-policies/anti-bullying>

Central to this is our work to build capacity, resilience and skills in children and young people, and all those who play a role in their lives, to develop environments where bullying cannot thrive.

Underpinning this is Balfron High School's commitment to prevention, early intervention, valuing and meeting individual needs, in line with the principles of *Getting it Right For Every Child*, in order to achieve responsible inclusion for every child and young person.

## 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,
- 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.



The screenshot shows the ParentPay website interface. At the top left is the ParentPay logo. Below it is a navigation menu with links for Home, About Us, Parents, Schools, Authorities, Caterers, Support, and Contact Us. A search bar is located to the right of the navigation menu. The main content area features a large image of two young girls talking. Below the image is a text block describing ParentPay's services and benefits, accompanied by Facebook and Twitter social media icons. To the right of the image is an 'Account Login' section with fields for Username and Password, a Login button, and links for 'Forgotten Password' and 'Activate'. Below the login section is a 'I want to know more about...' section with five links: 'Parent support & FAQs', 'Parent account activation', 'Dinner money admin', 'ParentPay Communication Centre', and 'School online payments'. At the bottom of the page are three buttons: 'For Parents', 'For Schools', and 'For Authorities'.

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

## Summary of attainment for Balfron High School over the last 3 years

### Attainment in National Qualifications

<i>By end of <b>S4</b> as % of S4 roll</i>	2017/18	2018/19	2019/20
Attaining 5+ @ level 3 or better	87%	88%	93%
Attaining 5+ @ level 4 or better	84%	87%	92%
Attaining 5+ @ level 5 or better	64%	61%	79%
<i>By end of <b>S5</b> as % of S4 roll</i>	2017/18	2018/19	2019/20
Attaining 1+ Highers at A - C	78%	79%	81%
Attaining 3+ Highers at A - C	59%	62%	66%
Attaining 5+ Highers at A - C	39%	36%	41%
<i>By end of <b>S6</b> as % of S4 roll</i>	2017/18	2018/19	2019/20
Attaining 3+ Highers at A - C	69%	70%	67%
Attaining 5+ Highers at A - C	57%	57%	58%
Attaining 1+ Advanced Highers at A - C	40%	35%	39%

Level 3: National 3

Level 4: National 4

Level 5: National 5



## STIRLING COUNCIL EDUCATION

### STATUTORY INFORMATION

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# Balfron High School



**Stirling Council**

**Schools, Learning and Education**

## **Enrolment Arrangements: Primary & Secondary School Education in 2020**

The 2020/2021 school year starts on 19 August 2020. This is the **only** date for beginning school education for that year.

All children who are five years old on or before 19 August 2020 are of school age and **must** start their primary school education on 19 August 2020, children who are five years old between 19 August 2020 and 28 February 2021 **may** start their primary school education on 19 August 2020.

If your child is starting their primary school education in August 2020 you **must** enrol him/her at their catchment school **by 24 January 2020**. 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 **2 December 2019**.

### **Gaelic Medium Provision**

Gaelic Medium Provision is available at Riverside Primary School, Forrest Road, Stirling tel: 01786 474128 email: [rvsdeps@stirling.gov.uk](mailto:rvsdeps@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 2020. 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 2020/2021**

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 2020-2021, to do so in writing **by no later than 15 March 2020**. 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/akeforms/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  
Schools, Learning and Education  
October 2019**



## Attendance

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

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

Parents should also give careful consideration to the impact on a child's education of taking holidays during term time.

All schools are required to record attendance and absence of pupils and report on these figures to parents, the Council and the Scottish Government.

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

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

As stated in the United Nations Convention of the Rights of the Child, all children in Scotland have the right to be protected from harm.

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.

Schools and nurseries have identified child protection coordinators with a remit to promote safeguarding and a responsibility to act when aware of a child protection concern.

If you are concerned a child or young person is at risk of abuse or neglect, you can contact school, police or phone children's services on 01786 471177.



## 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, <https://www.stirling.gov.uk/clothinggrantsmealsema>.

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

## Complaints

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

### Who can complain?

Anyone can complain who is the parent or legal guardian of a child or a person authorised to complain on his/her behalf. For example, a child's grandparent who is not the legal guardian needs authority from the child's parent or guardian. This would normally mean a note to show that the person responsible for the child 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 2 stage complaints procedure.**

### Stage One – frontline resolution

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

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



# Balfron High School



## Stage Two – investigation

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

To move to Stage Two, you should email [info@stirling.gov.uk](mailto:info@stirling.gov.uk), or you can ask the head teacher of the school or nursery to move the complaint to Stage Two on your behalf.

### When using Stage Two:

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

After we have fully investigated your Stage Two complaint, if you are still dissatisfied with our decision or the way we dealt with your complaint you can ask the Scottish Public Services Ombudsman (SPSO), <https://www.spsso.org.uk/> 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.



## Digital Learning

### Digital Tools for Learning and Teaching

In Stirling Council schools and nurseries, we use a variety of digital tools for learning and teaching, to share information about the life of the school, communicate with parents and carers, and to celebrate success. Use of many of these tools requires sharing some personal data about your child with the providers of the services. This may include, for example, children's names, classes and photographs. For some services, we will need your consent to share personal data.

### Core Digital Services

Across Stirling Council, we use Glow and Google's G Suite for Education for learning and teaching. Data is shared with these services under the legal basis of public task - use of these services is deemed essential for learning and teaching, and we have legal agreements in place with both Education Scotland and Google to ensure that personal data is kept safe (see our Privacy Notices for our use of these services).

Likewise, Seemis is used to securely manage children and young people's personal data, including sensitive category data (such as information about their health). This data sharing is also done under the legal basis of public task, and appropriate agreements are in place to ensure the data is securely managed.

### Digital Services Requiring Consent

For other processes involving digital tools, we will seek consent of parents/carers and the young people themselves when they are aged 12 and over.



## Chromebooks

### Our Digital Learning Vision

Our Digital Learning Vision is for all young people to leave school with the skills to enable them to use a wide range of digital technologies in the workplace, and to thrive in a digital knowledge society. We will develop educators who confidently and routinely use technology to enhance learning and teaching, and raise attainment across all curricular areas. Key to achieving this vision is to improve learners' access to technology. From 2020, all of our learners now have a school purchased Chromebook for their use.

### Use of Chromebooks for Learning and Teaching

A Google Chromebook is a device that is increasingly popular in education around the world. It is essentially a Google Chrome Browser in a small light laptop style device. This means that it is robust, very quick to boot up, has excellent battery life, and can run Google's online learning ecosystem that hinges around Google Classroom and Google Drive, allowing learners to collaborate on projects and tasks, and allowing teachers real-time insight into pupil progress. In addition, there is a wide range of educational apps available, allowing learners to explore new ways to solve problems and demonstrate their learning.

### Use of @stirlingschools.net domain

Across all Stirling schools, learners are part of a stirlingschools.net domain. They are allocated an @stirlingschools.net username which seamlessly links their Chromebook to their Google Classroom and Google Chrome browser experience. This @stirlingschools.net username gives the learner access to the full enterprise Google Workspace environment, including among other features, unlimited storage and premium Google Meet tools.

### Up to date information

The most up to date information on our digital offer, can be found in the "Digital Zone" of the school website: <https://blogs.glowscotland.org.uk/st/balfronhighschool/digital-learning-zone/>



## 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.

Schools and nurseries have a duty to report prejudice based incidents.

## Anti-bullying and Positive Relationships

### **Preventing and Challenging Bullying Behaviours**

*'Bullying has a detrimental impact on children and young people's wellbeing. Children and young people have the right to be safe and secure with strong, positive relationships with peers and with adults, in order to thrive and to achieve their full potential. '*

*Respectme, 2015*

Through the vision, *'we are committed to providing a **caring, inclusive and high achieving** school community where young people have a **positive and meaningful experience**. We have **high expectations** and are **ambitious** for all of our young people. We are committed to ensuring that they are equipped with the **resilience and mind-set** to compete and **contribute confidently** and*



# Balfron High School



*compassionately in a modern, ever changing world. We recognise that the right blend of **knowledge, skills, attributes and qualifications** will provide the foundations for our young people to succeed in life beyond school', Balfron High School endorses and promotes the principles:*

- every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults
- children and young people and their parents/carers, will have the skills and resilience to prevent and/or respond to bullying appropriately
- every child and young person who requires help will know who can help them and what support is available
- adults working with children and young people will follow a consistent and coherent approach in dealing with and preventing bullying from early learning and child care onwards.

Balfron High School value cultures where children and young people's rights are at the forefront; diversity is fostered and respectful relationships, built on mutual trust and understanding, are developed.

The guidance within our anti-bullying policy includes an explicit commitment to addressing all forms of bullying, including prejudice-based bullying. It is designed to support young people, staff and parents to be assured that bullying behaviour is not acceptable and therefore addressed in Balfron High School.

- <https://blogs.glowscotland.org.uk/st/balfronhighschool/school-policies/anti-bullying>

Central to this is our work to build capacity, resilience and skills in children and young people, and all those who play a role in their lives, to develop environments where bullying cannot thrive. Underpinning this is Balfron High School's commitment to prevention, early intervention, valuing and meeting individual needs, in line with the principles of *Getting it Right For Every Child*, in order to achieve responsible inclusion for every child and young person.

## Getting it Right for Every Child

This is the national approach to supporting and working with all children and young people in Scotland. It puts the rights and wellbeing of children and young people at the heart of the services that support them.

GIRFEC supports families by making sure children and young people can receive the right help, at the right time, from the right people.



The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential.

### Key elements of GIRFEC are:

- Wellbeing
- Child's Plan
- Named Person

## Wellbeing

**To help achieve a common understanding of what wellbeing means, it is broken into 8 wellbeing indicators:**

Every child and young person should be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included.

Each child is unique and there is no set level of wellbeing that children should achieve. Each child should be helped to reach their full potential as an individual.

## Key Person

Most children get all the help they need from their families and communities but for some, they may need extra help at times. Children from birth to 18 or their parents, will have access to a named person to help them get the support they need. The named person will be a clear point of contact for families that wasn't help and support for worries they have. For school age children, the named person will be a promoted member of staff. More information is available on the Scottish Government website, <https://www.gov.scot/policies/girfec/>.

## Child's Plan

A child's plan will be available when a child needs a range of extra support planned to meet their additional support need(s).

The plan will explain what should improve for the child, the actions to be taken and why the plan has been created.

The child and parent(s) will know what information is being shared, with whom and for what purpose, and their views will be taken into account.

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

### Additional Support Needs

All children get help with their learning.

A child is said to have 'additional support needs' if they need more, or different, support from what is normally provided in schools or nurseries for children of the same age.

The Education (Additional support for Learning) (Scotland) Act 2004 (as amended 2009) created the term **additional support needs** and explains the duties on education authorities to support children and young people's learning.

**A child or young person may have additional support needs for lots of reasons including:**

- A physical disability
- Being a young carer
- Changing school a lot
- Being bullied
- Having a communication difficulty
- Being looked after by the local authority
- Having a long term illness

**Staged Intervention** is the process used to identify, assess and plan to meet a child's needs. Every school and nursery has a *Pupil Support Co-ordinator* with responsibility for ensuring appropriate support for children with additional support needs. For most children the support they require is provided from school, for example, differentiated materials, additional time, movement programmes, and support groups. Some pupils with more complex needs may be referred to ASN Outreach or other partner agencies to provide more enhanced interventions. Agreed actions will be recorded and reviewed during staged intervention meetings in collaboration with the child, family and staff. Where there are more than one agency supporting a child and this is significant and long lasting, a Coordinated Support Plan may be developed.

If you have concerns about your child, in the first instance, contact your school.

More information is available on the website or by contacting ASN and Wellbeing Team.



## 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:

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

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

### 2 Personal Accident/Travel Cover – Educational Excursions

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

#### A brief summary of the cover is as follows:

- Persons Covered:** Organisers, participants, members, employees and others on excursions or trips organised by or under the auspices of the Council.
- When Covered:** While participating in any activity organised by or on behalf of the Council beyond the limit of the school grounds.

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



## Register of Personal Data Processing

**Data Protection laws say that the Council must be transparent about how we process personal data.**

This Register of Data Processing sets out the Council's activities that involve the collection and use of personal information and the reason why we can process your information lawfully.

### Privacy Notice

For each activity, we publish a Privacy Notice setting out how personal data is used.

We are legally obliged to safeguard public funds so we are required to verify and check your details internally for fraud prevention. We may share this information with other public bodies (and also receive information from these other bodies) for fraud checking purposes.

We are also legally obliged to share certain data with other public bodies, such as HMRC and will do so where the law requires this. We will also generally comply with requests for specific information from other regulatory and law enforcement bodies where this is necessary and appropriate.

Your information is also analysed internally to help us improve our services. This is covered in our Fraud Privacy statement.

Privacy Notices are available on the Council website, <https://www.stirling.gov.uk/council-democracy/access-to-information/register-of-personal-data-processing-privacy-notice/>.

## School Health Service

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

### School Nursing Service

School Nurses are available 9am-5pm all year round, excluding Public Holidays. School Nurses are not based in schools and are part of an integrated community team working from local health centres/clinics.

The School Nurse Team offer health screening, health assessments and health reviews.

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

#### **The School Nursing team comprises of:**

- School Nurses
- registered staff nurses
- Health care support staff



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

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

## School Doctor

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

## The Public Dental Service

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

## Infectious Diseases

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

## Head Lice

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

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

## Clinics

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

## Immunisation

### Primary Schools

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

### Secondary Schools

Pupils are offered several vaccinations such as Meningitis ACWY, a catch-up for the MMR vaccine and a booster for diphtheria, polio and tetanus. HPV vaccine will be offered to both boys and girls.

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



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## Medicines Administration

Administration of medicines prescribed by a doctor or dentist is at the discretion of the headteacher but most schools are happy to co-operate. Parents who wish school staff to give medicines should take the medication to school and fill in the appropriate form (MED1). It is also possible to complete another form (MED4) which allows pupils to carry and administer medication themselves, for example inhalers.

Prescribed medication should be clearly marked with your child's name, date prescribed, how often it has to be taken and for how long.

## Pharmacies

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

For more information: <https://nhsforthvalley.com/>.



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## STIRLING COUNCIL – EDUCATION

### 2020-2021 School Dates

<b>Autumn Term</b> Starts	Monday 17 August 2020 Tuesday 18 August 2020 Wednesday 19 August 2020	Staff Development Day Staff Development Day <b>Pupils return</b>
Autumn Term Ends	Friday 9 October 2020	
<b>October Holiday</b> Starts	Monday 12 October 2020	
Ends	Friday 16 October 2020	
<b>Winter Term</b> Starts	Monday 19 October 2020	
Ends	Wednesday 23 December 2020	
<b>Christmas Holiday</b> Starts	Thursday 24 December 2020	
Ends	Wednesday 6 January 2021	
<b>Spring Term</b> Starts	Thursday 7 January 2021	
Local Holiday	Monday 15 February 2021	Staff Development Day
Local Holiday	Tuesday 16 February 2021	Staff Development Day
Local Holiday	Wednesday 17 February 2021	
Local Holiday	Thursday 18 February 2021	
Local Holiday	Friday 19 February 2021	
<b>Spring Term</b> Ends	Thursday 1 April 2021	
<b>Spring Holiday</b> Starts	Friday 2 April 2021	<b>Good Friday</b>
Ends	Friday 16 April 2021	
<b>Summer Term</b> Starts	Monday 19 April 2021	
<b>Local Holiday</b>	Monday 3 May 2021	
	Thursday 6 May 2021	Staff Development Day
<b>Summer Term</b> Ends	Friday 25 June 2021	
<b>Summer Holiday</b> Starts	Monday 28 June 2021	
Ends	Friday 13 August 2021	
	Monday 16 August 2021*	Staff Development Day
	Tuesday 17 August 2021*	Staff Development Day
	Wednesday 18 August 2021*	Pupils return

\* To be confirmed



## STIRLING COUNCIL – EDUCATION

### 2021-2022 School Dates

<b>Autumn Term</b> Starts	Monday 16 August 2021 Tuesday 17 August 2021 Wednesday 18 August 2021	Staff Development Day Staff Development Day <b>Pupils return</b>
Autumn Term Ends	Friday 8 October 2021	
<b>October Holiday</b> Starts	Monday 11 October 2021	
Ends	Friday 15 October 2021	
<b>Winter Term</b> Starts	Monday 18 October 2021	
Ends	Tuesday 21 December 2021	
<b>Christmas Holiday</b> Starts	Wednesday 22 December 2021	
Ends	Tuesday 6 January 2022	
<b>Spring Term</b> Starts	Wednesday 7 January 2022	
Local Holiday	Monday 14 February 2022	Staff Development Day
Local Holiday	Tuesday 15 February 2022	Staff Development Day
Local Holiday	Wednesday 16 February 2022	
Local Holiday	Thursday 17 February 2022	
Local Holiday	Friday 18 February 2022	
<b>Spring Term</b> Ends	Friday 1 April 2022	
<b>Spring Holiday</b> Starts	Monday 4 April 2022	<b>Good Friday</b>
Ends	Monday 18 April 2022	
<b>Summer Term</b> Starts	Tuesday 19 April 2022	
Local Holiday	Friday 29 April 2022	Staff Development Day
Local Holiday	Monday 2 May 2022	
<b>Summer Term</b> Ends	Friday 24 June 2022	
<b>Summer Holiday</b> Starts	Monday 27 June 2022	



## 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: <https://www.stirling.gov.uk/schooltransport>.

## 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.



# Balfron High School



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