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Mr I Livingstone  
Headteacher



# Braes High School School Handbook 2021 – 2022



# Contents

A Foreword from the Director of Children’s Services .....	1
Section One - Practical Information about the School.....	2
Section Two - Parental Involvement in the School.....	3
Section Three - School Curriculum .....	3
Section Four - Support for Pupils.....	3
Section Five - School Improvement.....	4
Welcome from the Head Teacher .....	5
Welcome from the Parent Council .....	6
Welcome from the School Captains .....	7
Section One - Practical Information about the School.....	8
Health Care .....	9
The School Day .....	9
Agreed Term Dates for Session 2020—2021.....	10
Equality.....	17
School Health Service .....	18
Insurance Cover for School Children .....	21
Public Liability.....	21
Compliments, Suggestions and Complaints Procedure .....	21
Section Two: Parental Involvement in the School.....	23
School Ethos .....	26
Section Four – Support for Pupils.....	41
Section Five – School Improvement .....	50
Information for Parents (2019 data) .....	53
Websites .....	54
Glossary .....	55
Appendix 1.....	56
Appendix 2.....	58
Appendix 3.....	61

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

### **Session 2021 – 2022**

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

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

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

We are pleased to introduce this handbook for session 2021/22 and trust it will provide you with all the relevant information you may need concerning your child's school. If you have any queries regarding the contents of the handbook please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification required.

Robert Naylor

Directors of Children's Services

Falkirk Council

### **DISCLAIMER**

The information in this school handbook is considered to be correct at the time of publication (December 2020), however, it is possible, particularly as the result of the COVID19 pandemic, that there may be some changes/inaccuracy by the start of the school term in August 2021.

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

*It may be possible to offer some assistance in helping to translate all or part of this handbook to parents whose first language is not English. Enquiries should be directed in to the Communications Officer for Education Services (Tel: 01324 506600).*

## **Braes Cluster**

The Braes High School cluster consists of 6 Primary Schools spread over a wide geographical area and serving the communities of Avonbridge, California, Drumbowie, Maddiston, Shieldhill and Wallacestone. The schools work closely together on a wide range of curricular issues, out of hours activities and staff and pupil visits, which help to ensure that the transfer of pupils from Primary to Secondary School is a success. Braes High School is fully comprehensive teaching S1 to S6 with a current roll of approximately 1,000 pupils.

## **Welcome to the Braes High School Handbook**

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

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

The information is divided into five different sections:-

## **Section One - Practical Information about the School**

This section provides you with some background information on our school. It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

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

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

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

This section gives an overview of the policies the school has in place. If you would like to see a full copy of these policies or to discuss them in more detail, please contact the school. Most of these policies are available on the school website – [www.braes.falkirk.sch.uk](http://www.braes.falkirk.sch.uk)

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

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

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

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

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

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

## **Section Three - School Curriculum**

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

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

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

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

## **Section Four - Support for Pupils**

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

This section also gives information about transition – from primary school to secondary school and what the arrangements are. There are also details about making a placing request to another school.

## **Section Five - School Improvement**

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

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

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

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

## **Welcome from the Head Teacher**

Dear Parent/Carer,

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

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

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

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

*Iain Livingstone*  
Headteacher



## **Welcome from the Parent Council**

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

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

Alongside the teachers and pupils, parents can make a key contribution to delivering the school's motto: "Build Respect and Earn Success – Be Part of It!" Parental involvement in schools has been shown to contribute to improved behaviour as well as having a positive effect on pupil achievement.

There are many opportunities for parents and carers to become involved in Braes High School. There are two main parent groups in the form of the Parent Council and Friends at Braes (FAB). They perform different but complementary roles in supporting the school.

The Parent Council's aim is to help Braes High operate as a successful school and try to represent the views of all parents and carers. Friends at Braes is the fundraising group supporting school activities, clubs and school events. More information on them and how to get involved is contained in the handbook. All parents are most welcome to join and get involved at any time. Both groups post information on the school website and by email distribution lists, which you are welcome join to keep up with what is happening. In addition, we run a joint Facebook group, "Braes High Parents and Friends", where information on meetings and requests for help and input are posted on a regular basis. All of the above supplement the information sent directly from the school via the school app, text alerts, news bulletins, Twitter and specific letters to keep an active interest in the activities of the school.

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

Heather McManus  
Chair, Braes High School Parent Council

## Welcome from the School Captains



As School Captains and Vice Captains of Braes High School, we warmly welcome you. Braes High School has a strong sense of friendship and community which we believe to be essential during your time at school, particularly in these times following the challenges you will have faced in school and with your families. Every single pupil who steps foot through the front door is given every opportunity to grow into outstanding members of the community.

Our school motto – “Build Respect And Earn Success – Be Part Of It” perfectly encapsulates the values and ethos which exist in our school, helping to create a balanced and equal working environment where all pupils are supported and encouraged to reach their full potential.

Our roles as Braes’ Captaincy team allows us to take on positions of responsibility within our school which includes overseeing the work of our School Leadership Academy. This entails helping our Leadership Captains to perform their duties to the best of their ability and assisting them with more demanding tasks. We work closely with the Senior Management Team, and often attend Senior Management Team meetings, which we feel creates a strong link between staff and pupils, and allows the voice of pupils to be heard by the highest levels of school management, which adds to the inclusive nature of the school. As a team, we also represent Braes High School within our local community, attending Remembrance Services, as well as events at other schools in the area.

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

*Emma Allan  
Holly Fletcher  
Arianne Burrow  
Chrissie Riach  
Logan Tait-Curtis*

## Section One - Practical Information about the School

### Contacting the School

Braes High School  
Newlands Road  
Reddingmuirhead  
Falkirk FK2 0DA

Website: [www.braeshigh.com](http://www.braeshigh.com)  
Twitter: Search @Braeshigh [twitter.com/braeshigh](https://twitter.com/braeshigh)  
Braes High School app: Search 'school app' in app store  
Email: [braeshighschool@falkirk.gov.uk](mailto:braeshighschool@falkirk.gov.uk)  
Tel: 01324 719551  
Fax: 01324 503878



### Pastoral Contact Details

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

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

<b>CAMPSIE</b>	Mrs Dempsey
<b>LOMOND</b>	Mr Burns
<b>OCHIL</b>	Mr Burnett
<b>PENTLAND</b>	Mrs Eckles

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

### Pupil Support Contact Details

If you need to speak to someone about your child's additional support needs, Tel. 01324 719551 and ask to speak to Mrs Janine White, Faculty Head of Pupil Support.

### Pupil Support Teachers – role as key teacher

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

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

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

If your child has an injury that affects mobility, please contact the Pastoral Head to organise a risk assessment before sending your child into school.

## Health Care

### Internal Arrangements

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

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

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

Please ensure we always have up to date contact details for you and your emergency contact and information on any ongoing health issues. [See Appendix 1](#)

## The School Day

The Braes High School timetable is made up of 32 periods.

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

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

*(School day timings may be subject to change due to COVID-19 restrictions)*

## Agreed Term Dates for Session 2021—2022

### School Year

Autumn Term Begins (Pupils)  
Autumn Term Ends

Winter Term Begins (Pupils)  
Winter Term Ends

Spring Term Begins  
Spring Term Ends

Summer Term Begins  
Summer Term Ends

### Term Dates

Wednesday 18 August 2021  
Friday, 8 October 2021

Tuesday 19 October 2021  
Tuesday 22 December 2021

Wednesday 5 January 2022  
Friday, 1 April 2022

Tuesday, 19 April 2022  
Friday 24 June 2022

### Term Time Public Holidays

Monday 13 September 2022  
Friday 11 February 2022  
Monday 14 February 2022  
Monday 2 May 2022

### Staff Development Days

Monday 16 August 2021  
Tuesday 17 August 2021  
Monday 18 October 2021  
Tuesday 15 February 2022  
Thursday 5 May 2022

## Secondary School enrolment

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

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

## Attendance and absence

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

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

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

We ask that families make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. In certain extreme situations, the

head teacher can approve absence from school for a family holiday for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with your young person Pastoral Head before the holiday. If the Head Teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The Head Teacher may also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Your employer may need to provide evidence of your work commitments. Absence approved by the Head Teacher on this basis is regarded as authorised absence.

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

### **Reporting an Absence**

Parents / carers can provide a reason for a young person's absence from school by calling the school on 01324 719 551 or emailing the school at [absences.braeshigh@falkirk.gov.uk](mailto:absences.braeshigh@falkirk.gov.uk) with "**ABSENCE**" in the subject line. Absence notes are no longer a requirement if an explanation has been provided by phone or email, however, if you prefer to send a note pupils should hand notes in to the school office on their return to school.

### **Reporting an Appointment**

Parents / carers can advise the school office of upcoming appointments by calling the school on 01324 719 551, emailing [absences.braeshigh@falkirk.gov.uk](mailto:absences.braeshigh@falkirk.gov.uk) with "**APPOINTMENT**" in the subject line or by providing a note which pupils should take to the school office to obtain an excuse slip.

### **School Uniform**

Parents are asked to co-operate with the school in encouraging young people to wear our school uniform which was agreed in consultation with parents, pupils, staff and the Parent Council.

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

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

Our uniform is:

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

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



**Why we want pupils to wear school uniform:**

- It promotes a positive image in school and the local community
- It supports our school identity
- It sets the tone for the working day
- It helps identify intruders

**The following items are necessary for PE lessons:**

- Gym shoes/trainers (*if pupils are wearing trainers to school, a different pair must be brought for PE*)
- Plain red, white, blue or black T-Shirts
- Red, white or black shorts/Joggers
- Towel (*for swimming lessons*)
- Swimming trunks or swimsuit
- No football strips, Including training tops or international teams
- If pupils are outside they are allowed to bring a jacket, jumper, gloves and hat

**The following items are NOT allowed in school**

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

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

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

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

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

With the help of Friends at Braes, we provide a pre-loved uniform service. All items are laundered and in good condition and a small donation is welcomed. Please contact the school office if you would like to make use of these uniform items.

If you have any queries regarding the school's dress code, please contact your young person's Pastoral Head.

## **School Meals**

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

The Hub offers healthy and tasty meal options whilst reflecting the Scottish Government food and drink legal requirements for School Lunches. Special diets and allergies are usually accommodated subject to consultation with the parent/guardian and the regional dietician. Choices range from plated meals, pasta, pizza and sandwiches/wraps/paninis. Meal prices are reviewed annually. Please contact the school to be advised of the current price.

## **Free School Meals**

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

You can get more information, and apply online at [www.falkirk.gov.uk/fsm](http://www.falkirk.gov.uk/fsm). You can also contact 01324 506999, or visit our One Stop Shops or the Advice and Support Hub.

## **Medically Prescribed Diets**

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

## **The 'HUB' is open at:**

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

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

Pupils who qualify for free meals will have £3.50 per day automatically credited to their swipe card. If the meal is not taken, £3.50 is deducted at the end of the day. This amount may change for 2020/21.

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



## School Clothing Grant

Falkirk Council can also provide assistance with the cost of school clothing and footwear.

Clothing grants are available for children who live in the Falkirk Council area and who are in compulsory education at any of our [primary](#), [special](#) or [secondary](#) schools. Pupils attending some special schools outside the area may also be eligible for this grant.

School clothing grants are not available to children attending [nursery schools](#), nursery classes or other pre-5 centres.

The School Clothing Grant is means tested. Payments are paid directly into the parent or guardian's bank account.

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

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

## Travel to and from School

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

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

Parents are requested, when dropping off/collecting children from school that they do not park near the pedestrian exit or in any location which causes an obstruction.

## Transport for Secondary School Children (Excluding Placing Requests)

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

Distance entitled children are:

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

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

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

### **Pickup points**

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

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

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

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

### **Replacement Passes**

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

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

### **School security**

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

### **Wet Weather Arrangements**

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

### **Communication with Home**

Your child will receive important and routine communications from the school via a variety of methods (email, group call, social media, etc). Parents are encouraged to check regularly for these communications. Enquiries of any kind should be addressed to the school office and relevant Pastoral Head in the first instance. Useful information can also be found on the school website ([www.braeshigh.com](http://www.braeshigh.com)) and Braes High School Twitter account.

### **Unexpected Closures**

Most closures will be notified to you in writing, in advance, but there are occasions when the children may be dismissed early without warning, e.g. as a result of power cuts or severe

weather. In the event of an early school closure please ensure that your child knows where to go if you are not usually at home during the day. To help us keep you informed it is important that you make sure we have the most up to date emergency contact information for your family. We will keep in touch using text messaging, via the Falkirk Council website or via information broadcast on Central FM.

### **ICT Acceptable Use Policy**

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

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

### **Mobile Devices**

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

We have a robust Bring your Own Device Policy which was developed in consultation with pupils, staff and our Parent Council. Pupils are encouraged to make use of their own devices and enhance learning at the teachers' discretion. We have clearly displayed indicators in every classroom to inform pupils as to whether they can make use of these.

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

- All phones should be turned off and kept out of sight during the school day within the school campus except at break and lunch in social spaces only,
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed without permission at any time within the school campus or on school transport.
- Mobile phones may be confiscated where these rules are broken.
- Confiscated mobile phones or other devices will normally be passed to the school office or senior member of staff as soon as possible after confiscation.
- Any recordings made on school premises or school transport found on confiscated phones will have to be deleted on their return by parents.
- Parents and pupils need to be aware that should a pupil breach our mobile phone policy they will be disciplined in line with the school's positive behaviour policy.
- An increasing range and variety of mobile phones possess the ability to access the Internet and to use Bluetooth technology to communicate. These technologies provide

unparalleled sophistication and complexity which can provide access to a wealth of online resources and possibilities. Pupils and parents should be aware that this also leaves pupils open to dangers such as Cyberbullying, grooming and access to inappropriate material. If you have any concerns about this, please contact the school.

#### Legal aspects

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

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

## Equality

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

Children's Services has a range of policies and procedures to address equalities issues specific to education to enable us to fulfil these duties. In addition to this all education establishments have a responsibility to report incidents of prejudice-based bullying.

## Rights Respecting School

Braes High School is a Rights Respecting School. RRS puts children's rights at the heart of the curriculum and school life and a Rights Respecting School is a place where pupils can all feel confident in themselves and their ability to use their voices to raise awareness of global challenges. It gives them confidence that their opinions matter and, by extension, that they matter.

Braes High School gained Gold level Rights Respecting School status in January 2019. The accolade is given to schools that have fully embedded the UN Convention on the Rights of the Child in their policies, practice and ethos. The school has always had a vision that put children at the centre of decisions that are made and children's rights are at the heart of the ethos of Braes High.

## English as an Additional Language

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

## **Onwards & Upwards Project**

Onwards & Upwards is part of the Scottish Government's Attainment Challenge to ensure equity in education and uses funding from the Pupil Equity Fund. Through consultation with parents/carers, pupils and staff we developed "Onwards & Upwards – A Braes Attainment Challenge" into a positive attainment strategy. Consisting of both targeted and universal programmes Onwards & Upwards aims to remove and reduce barriers to learning and provide support for families to ensure all young people have the opportunity to reach their potential for excellence.

We encourage all partners to get involved in learning and take an active role to support our young people. Our strategy stems from 3 key focus areas: building positive relationships; engaging learners and raising aspirations; community engagement.

For more information or if you would like to access any of the support of offer through on our Onwards & Upwards programmes please see our web site <https://www.braeshigh.com/family-support>, Twitter site @OnandUpBHS or contact [emma.taylor@falkirk.gov.uk](mailto:emma.taylor@falkirk.gov.uk)

## **School Health Service**

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

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

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

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

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

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

The School Health Service can be contacted on – 01786 434059

## **Infectious Diseases**

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

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

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

## **Head Lice**

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

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

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

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

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

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

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

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

## **Clinics**

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

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

## **Protecting Children and Young People**

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

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

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

## **Medicine administration**

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

When a child is prescribed medication by a doctor or a dentist and parents require the school to administer this, the relevant request Form should be completed. The MED 1 Form requires parents to deliver the medication to schools for administration by school staff.

MED 4 Form permits pupils to carry and administer medication themselves e.g. inhalers. Prescribed medication should be clearly marked with your child's name, the date prescribed, how often it has to be taken and for how long.

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

For medical appointments during school hours, please notify the school by letter or by email [absences.braeshigh@falkirk.gov.uk](mailto:absences.braeshigh@falkirk.gov.uk) with "APPOINTMENT" in the subject line, and collect your child from the school.

## **Insurance Cover for School Children**

### **Public Liability**

#### **Personal Injury**

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

#### **Pupil's Property**

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

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

#### **Personal Accident – Educational Excursions**

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

- |                                 |               |
|---------------------------------|---------------|
| 1. Death                        | £30,000       |
| 2. Permanent/Partial Disability | Up to £30,000 |

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

## **Compliments, Suggestions and Complaints Procedure**

Falkirk Council Children's Services would like you to be completely satisfied with your child's education. We encourage feedback on our services from parents, pupils and members of the public. We are interested in feedback of all kinds, whether it be compliments, enquiries or complaints.

Sometimes, parents/carers may feel that the services provided are not what they wished for and they may wish to complain. If you have a complaint about the service provided by the school, please let us know.

#### **How do I complain?**

Complaints can be made to schools in writing, by email, on the telephone, in person or by using the Falkirk Council online complaints form on the website.

#### **Who do I complain to?**

Parents must first consult the school regarding their complaint.



**What happens with my complaint?**

All complaints will now be logged confidentially on our Customer First online complaints handling system. They will be monitored exclusively by each school and Children's Services staff at Sealock House to ensure any response is within the timescales. This system will enable us to learn from complaints to prevent similar issues arising in future. We will deal with your complaint confidentially and as quickly as possible. If we have made a mistake we will apologise and try to put things right.

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

Our aim is to respond within 5 working days to front line complaints, (Stage 1) although issues can sometimes be complex and the school may need time to investigate them.

**What happens next?**

If your complaint has not been satisfactorily resolved by the school, it may be eligible for consideration at the second, investigation stage by Children's Services headquarters at Sealock House. Complaints will not be considered by Children's Services unless they have been first reported to the school – unless there are exceptional circumstances. Our aim is to respond to second stage complaints within 20 working days.

**Who else can help?**

If you remain dissatisfied after the second, investigation stage, you can raise the matter with the Scottish Public Services Ombudsman <https://www.spsso.org.uk/complain/form/start/>

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

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

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

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

You can find out more about the Council's Complaint Procedure from the Falkirk Council website - <http://www.falkirk.gov.uk/contact-us/complaints/>

**Other School Policies**

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

## Section Two: Parental Involvement in the School

### Parents Welcome

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

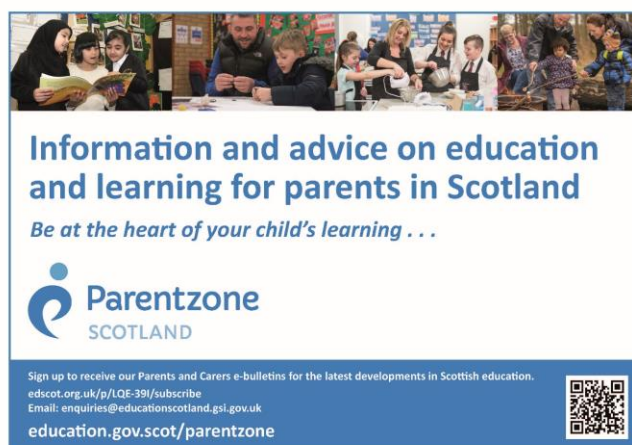
Parents are kept informed about the life and work of Braes High School through the school website, the school Twitter feed and our School Bulletin, as well as individual contact from staff when required.

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

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



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



### Parental Involvement

Formal contact is made with Parents three times, spaced over the academic year through the issue home of tracking reports and a scheduled parents' evenings.

For our P7 pupils, we have two important Parents' Evenings – a Curricular Evening in September, including a tour of departments showcasing learning and teaching, and a

Pastoral Evening in June when parents meet the Pastoral and Support staff. (*subject to COVID-19 restrictions*)

For any parents who wish to learn more about A Curriculum for Excellence and how their child will experience learning and teaching in the classroom, we recommend they attend our family learning evenings.

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

### **Parent Council**

Parents are welcomed to:

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

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

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

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

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

The main aims of the Parent Council are:

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

Chair Person: Heather McManus

Email: [braeshighparentcouncil@gmail.com](mailto:braeshighparentcouncil@gmail.com)

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

### **Pupil Council**

Braes High School has an active Pupil Council. The council consists of a representative per form class from S1 to S6. Pupils volunteer to represent their class in monthly meetings to share ideas with regards to how to improve the school.

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

Pupil Council members report back to their peers with a summary of meetings that have taken place. They often represent the school at assemblies, FAB, SMT and Parent Council meetings.

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

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

Pupil Council have contributed to the school with improvements such as:

- ✓ Designing a new logo
- ✓ Initiated a change to the school day for junior pupils
- ✓ Contributed to Interhouse Event planning
- ✓ Contributed ideas for the Junior Award Ceremony
- ✓ Consulted with the senior management team on improvements needed in and around school and agreed budget spending.

### **Pupil Comments**

*Nicole Bell (S1) – “Pupil council is important to me because ideas to improve the school can be shared and plans made”*

*Gracie Proudlock (S3) – “Pupil Council is a really good way to get pupils involved in the school, you meet lots of people and it's great to hear everyone's opinions”.*

*Ben Adams (S4) – “I really enjoy pupil council as it allows pupils to feel included in decisions that will affect them in school.*

*Amy Bowen (S5) - “Pupil Council is very rewarding as I am able to give back to my school in positive ways, sharing my ideas with other pupils and staff.”*

## **School Ethos**

### **Build Respect and Earn Success**

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

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

### **School Aims**

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

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

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

Successful Learners  
Confident Individuals  
Responsible Citizens  
Effective Contributors

To help us achieve our aims it is necessary in school to have codes of behaviour to ensure that everyone can work in a pleasant and safe environment. We will provide every support we can to allow pupils to reach their potential. We appreciate the help and support of parents in this.

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

**Build Respect and Earn Success – Be Part of It!**

### **Peer Support**

In addition to staff support, we also work with senior pupils to provide peer support to our junior pupils.

## **Buddies**

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

- Helping S1 pupils during P7 Induction Days and the first week of school
- Being available at lunchtime
- Looking after S1 pupils on buses
- Referring concern to the appropriate Pastoral Head or House Team

## **Leadership Opportunities**

We have a varied range of opportunities to allow pupils to develop their leadership skills.

Pupil volunteers can become Junior Prefects, Rights Respecting Schools Ambassadors, My WOW (My World of Work) Ambassadors, ECO Club Members, Sports Leaders, Dance Leaders, Mentors in Violence Protection (MVP) Mentors, Braes Brains mentors, Leadership Captains, Talk to Me Listeners, House Captains and School Captains.

All of these leadership roles involve pupils in supporting and improving their school community.

We also have Saltire Ambassadors in the school who help pupils register their volunteering hours in order to achieve Saltire Awards.

## **Ethos/Positive Behaviour**

We have recently re-launched our positive referral scheme whereby pupils in S1-6 can be rewarded for

- Being respectful
- Earning success
- Being Part of It

Rewards will be given to pupils who go above and beyond usual expectations and those who consistently display positive behaviour in class and the wider school. Teachers will generate a referral detailing the reason and this will be sent home allowing parents/carers to discuss this with their child.

It is recognised at Braes High School that a positive ethos in the school will help pupils to develop and learn. Positive referrals are currently recognised in faculties across the school and these achievements will be incorporated into the end of year celebration of success.

## **BrAw**

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

- Health and Wellbeing
- Contributions
- National and International Awareness
- Success

Pupils complete a logbook and gain badges.

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

### **Awards Evenings**

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

### **Skills Development Scotland / Careers Advice**

The Careers Adviser at Braes High School is Wilma Boyd from the Skills Development Scotland team. You can make contact either by speaking to your Pastoral Head or by telephoning 01324 719 551. Wilma's working days in school are Tuesday, Thursday and Friday.

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

### **Campus Officer**

PC Mackie is our school based officer at Braes High. PC Mackie is a regular face around the school, working alongside the Pastoral and Pupil Support teams and Cheryl Butler, assisting the school in a variety of areas. PC Mackie is also a link with the Community and is involved with partnership working which allows the school to provide as much support as possible to the staff, pupils, parents and the local community.

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

### **CLD**

Gordon Baxter is our Community Learning and Development worker (CLD). Gordon runs projects in the local community and works from our school. Gordon works with S3-S6 pupils to support our young people during transitions in the school and as they move into positive destinations.

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

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

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

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual,

moral, social and cultural development.

- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

### **Partnerships with Denominational Bodies**

Braes High School works in partnership with an active chaplaincy team who link with each of the four houses, delivering to community assemblies at appropriate times in the calendar, and contributing to events in the school and wider community. Our Chaplains are Scott, Burton, Ian Baillie, David Campbell and Graeme Cook.

### **Pupil Conduct**

A partnership between the school and family is essential in ensuring the best possible standards of pupil conduct.

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

### **School Rules**

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

Pupils **MUST**

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

### **Behaviour Code**

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

Classroom behaviour is the responsibility of the class teacher. Pupils who do not respond to the classroom teacher will be referred to the Faculty Head and where appropriate Pastoral



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

When all normal procedures have been exhausted, a pupil may be excluded from normal classes or from school. These are serious and exceptional options which require a parental visit accompanied by guarantees or improved behaviour before the pupil can be readmitted and return to class.

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

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

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

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

**Weapon possession:** Pupils are advised that the carrying of any weapon or blade will not be tolerated and will be dealt with seriously in accordance with our school discipline procedures with parents being informed. Police Scotland will be notified of any incidences of weapons possession, suspected or otherwise, through our School Based Officer. [See Appendix 2](#)

## **Restorative Approaches**

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

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

### **Restorative Conversation**

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

If a serious incident takes place a member of the Senior Management Team can set up a Restorative Conference to which all those involved are invited, including parent(s)/carer(s). Everyone involved is given an opportunity to say how they have been affected by the incident. An agreed “*action plan*” is then drawn up which records the actions that will be carried out to repair the harm that has been caused and the steps that will be taken by the pupil(s) to prevent a recurrence of the harmful behaviour.

### **Sanctions**

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

#### ***Departmental/Classroom Level***

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

#### ***Senior Management Level***

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

### **Restorative Approach to Bullying Behaviour**

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

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

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

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

**[See Appendix 3 for Braes High School Anti-Bullying Policy.](#)**

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

#### **Bringing learning to life and life to learning**

Scotland's curriculum places learners at the heart of education. At its centre are four fundamental capacities; successful learners, confident individuals, responsible citizens, effective contributors. These capacities reflect and recognise the lifelong nature of education and learning. They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities
- recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- enable children and young people to be democratic citizens and active shapers of that world

As part of their learner journey, all children and young people in Scotland are entitled to experience a coherent curriculum from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world.

#### **Curriculum Design**

Our curriculum is built upon the seven principles of Curriculum for Excellence, developing the four capacities and ensuring the needs of all our learners are met and have the opportunity to achieve the best set of qualifications by the time they move on beyond school.

Our curriculum aims to encompass:

- Our school ethos
- Specialisation, depth and rigour
- Skills development
- Opportunities for personal achievement
- Developing an understanding of the world of work.



#### **Broad General Education (S1-S3)**

Our BGE has been designed in consultation with our school community with the aim of ensuring our pupils experience a truly broad curriculum which entails depth, specialisation and develops the four capacities. Pupils in S1 to S3 study subjects from the following curricular areas:

- Languages
- Mathematics
- Science
- Social Subjects
- Technology
- Expressive Arts
- Health & Wellbeing

As pupils move into S3, they are given the opportunity to further specialise in their chosen subjects in preparation for their transition into the Senior Phase.

### **Senior Phase (S4-S6)**

Our Senior Phase Curriculum has been designed to allow pupils to build upon their experiences and knowledge gained from the BGE whilst continuing to develop the four capacities and achieve academic and personal success.

Our Senior Phase curriculum aims to provide specialisation, depth and rigour and prepares them to gain the best set of qualifications by the end of their school career, allowing them to achieve a positive and sustained destination beyond school.

Braes High School recognises the importance of creating flexible curricular pathways in order to provide our young people the opportunity to fully develop their skills and provide scope for staff to introduce well considered innovations to meet the needs of all learners. For some individuals this can include appropriate presentation for courses linked to ability, rather than age and stage. For some young people, our 32 periods-a-week model is adapted through partnerships with college, employers and other partners. Braes High School has an open and flexible approach to supporting all young people, including those with Additional Support Needs (ASN) and Social and Emotional Behavioural Needs (SEBN).

### **S4**

As well as studying PSE, PE and RMPS, pupils in S4 study up to 7 subjects which lead to National Qualifications. Pupils are offered free choice when electing their courses to ensure flexibility and personalisation for all. We offer a wide variety of subjects from National 1-5 and our aim is that all pupils attain a minimum of five National Qualifications by the end of S4. To further maximise achievement, pupils can gain further qualifications where appropriate. Pupils who are considering leaving school at the end of S4 to pursue a college course can choose the SCOTS course (School – College Opportunities to Succeed) at Forth Valley College. We also have a range of bespoke transition courses which develop skills for work for young people moving beyond school.

### **S5/6**

As pupils enter S5, our young people further specialise in five of their six subjects which can include National 1-5 courses and Higher courses. We offer opportunities for students to embark upon a range of college courses such as Foundation Apprenticeships and Higher National Certificates. In addition, pupils in S5/6 select a Personal Development option which allows them to further develop skills relevant to their chosen pathway.

As pupils progress into S6, they can enhance their existing qualifications by studying up to a further five subjects, either through further specialisation or breadth in National courses such as National 5, Higher or Advanced Higher.

Braes High School operates under the Falkirk Council Consortia arrangements which facilitates the opportunity to study particular subjects which we are not able to offer. This is essential in ensuring our young people are supported in moving towards their chosen destination.

## Curriculum Structure S1-S6

S1 – Breadth and Depth								
Languages		Maths	Science	Social Subjects	Technology	Expressive Arts	Health & Well Being	Enhancement Course
English	French/ German	Maths	Science	History/Geog/ Mod Studies (3 x 12 wks)	Technical IT/Business	Art/Music/ Drama (3 x 12 wks)	PE – 2 RME – 1 HE – 2 PSE – 1	Study & Library Skills Num/Lit
4	3	4	3	3	4	3	6	2



S2 – Breadth and Depth							
Languages		Maths	Science	Social Subjects	Technology	Expressive Arts	Health & Well Being
English	French/ German	Maths	Science	History/Geog/ Mod Studies (3 x 12 wks)	Technical IT/Business	Art - 2 Music – 2 Drama – 1	PE – 2 RME – 2 HE – 1 PSE – 1
4	3	4	3	3	4	5	6



S3 –Breadth, Depth and Personalisation and Choice							
Languages		Maths	Science	Social Subjects	Technology	Expressive	H & WB
English	French/ German/ Spanish	Maths	Biology Chemistry Physics Practical Electronics	Bus Ed History Geography Modern Studies RMPS	Computing Design & Manufacture Graphic Comm Food & Nutrition Engineering Science Admin & IT Music Technology	Art Drama Music Performing PE Practical Cookery	PE – 2 per RME – 1 per PSE – 1 per
5	3	5	5 subjects chosen from across the modes – 3 periods of each				4



S4									
Option 1	Option 2	Option 3	Option 4	Option 5	English	Maths	PE	RME	PSE
4	4	4	4	4	4	4	2	1	1



S5/6									
Option 1	Option 2	Option 3	Option 4	Option 5	Personal Development	PE	RME	PSE	
5	5	5	5	5	3	2	1	1	

## **Active Learning**

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

Active learning teaching strategies are used by our teaching staff and pupils develop key skills in literacy, numeracy and health and wellbeing.

## **Work Placement**

Pupils are encouraged to plan work experience placements in S4-S6. This will be a flexible placement from 1 day to week long placements over the course of S4-S6. Pupils are encouraged to identify and arrange relevant placements during agreed school weeks or during holidays. Part-time jobs and volunteering count as work experience placements.

All pupils undertake various experiences relating to the world of work and career insight from S1-S6.

## **Positive Transitions**

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

In partnership with our CLD worker, Gordon Baxter, we run a positive transitions programme for targeted S3-S6 pupils. We also work with partners such as Robertson Construction, MacDonald Inchyra Grange Hotel, Doosan Babcock and other local businesses and partners in order to provide our young people with an insight into the world of work and to gain industry recognised qualifications.

## **Learning to Achieve**

Falkirk Council's **Learning to Achieve** – core educational policy – describes in detail how Curriculum for Excellence will be delivered in our educational establishments. We will use **Learning to Achieve** to monitor, develop and improve outcomes for children and young people

## **Learning Entitlements**

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

- Link aspects of their learning to the local environment and its heritage
- Participate on a residential experience where possible
- Participate in arts, sports and cultural events
- Participate in environmental projects
- Participate in a community project
- Participate in outdoor learning experiences
- Access appropriate technology

- Be consulted on and contribute to the decision making process in school
- Experience work based learning
- Develop collaborative, social, leadership and other life skills
- Access academic and vocational learning experiences
- Access learning experiences designed and/or delivered by relevant partners
- Reflect upon and be proactive in planning and making choices about their own learning
- Engage with learners in other countries and demonstrate knowledge of their culture.

### **How can you help?**

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

As a parent, you can help your child by:

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

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

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

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

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

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

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

### **Homework**

The school has a clearly defined policy on homework, a copy of which can be obtained from the Head Teacher or from the school website – [www.braeshigh.com](http://www.braeshigh.com)

Homework is designed to encourage pupils to practise new learning and reinforce taught skills.

Homework tasks will encourage a broad range of skills: written, oral and practical.

Parents are encouraged to share in the completion of homework tasks, this will support a sound understanding of pupils learning in school.



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

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

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

### **Sensitive Aspects of Learning**

Pastoral Heads deliver Personal and Social Education teaching to all pupils. They cover sensitive topics of learning, *e.g. relationships, sexual health, parenthood, and drugs awareness*. The topics covered by year can be found under Pastoral Care on the school website [www.braeshigh.com](http://www.braeshigh.com)

### **Religious Instruction and Observance**

#### **Religious Instruction**

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

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

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

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

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

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

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

### **Facilities at Braes High School**

Our school complex provides a superb range of facilities. We have a 20m swimming pool, a games hall, dance studio, fitness suite and all-weather and grass playing fields. There is a

large Assembly Hall/Dining Room, which is equipped to function as a theatre and attached to this is a drama workshop.

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

### **Braes High School Library**

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

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

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

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

### **Extra-Curricular Activities at Braes High School**

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

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

### **Active Schools**

Active Schools are now part of Falkirk Community Trust. Active Schools aims to provide more and higher quality opportunities to take part in sport and physical activity before, during lunchtime and after school, to develop effective pathways between schools and sports clubs in the local community.

Active School co-ordinators work with primary, secondary and additional support needs schools to increase the number and diversity of children and young people participating in Active Schools activities. In Falkirk there are 8 cluster schools that co-ordinators work with to provide clubs, events and coach education training. For further information please contact 01324 590952.

[www.falkirkcommunitytrust.org/sport/active-schools](http://www.falkirkcommunitytrust.org/sport/active-schools)

## **Assessment and Reporting**

As pupils progress through school, teachers use a range of assessment strategies, including standardised testing in P7 and S3. Pupils are also involved in assessing their own progress and developing their next steps.

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

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

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

At Braes High School three times over the academic year in S1-S3, pupils receive a tracking report which gives a snapshot of their progress, effort, behaviour and homework in each subject. In S4-S6 pupils receive two tracking reports and two parent consultation evenings.

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

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

## **MVP**

Mentors in Violence Prevention workshops are presented to S1 and S2 classes by senior pupils who have chosen to take part in the project as a leadership opportunity. Workshops are facilitated in PSE with the support of staff. The workshops address issues that are relevant to secondary pupils such as insults and online interactions and offer our young people the opportunity to consider appropriate action to take which does not place them at personal risk.

## **S3 Profiles**

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

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

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

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

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

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

### **Wellbeing**

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

The eight well-being indicators are:

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

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

### **Role of Named Person**

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

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

### **Who is my named person?**

All children and young people are entitled to access help or support from the Named Person no matter where they live or how old they are (up to eighteen years). It ensures they have the confidence to know that information, advice or support is there if and when they need it. The Named Person is therefore the identified point of contact.

The role is generally carried out by a Health Visitor for pre-school children or a promoted teacher for children and young people enrolled at school. It is an integral part of existing roles and responsibilities, working within universal services.

The Named Person is also available to other practitioners who may have concerns about the wellbeing of a child or young person which cannot be addressed within their own services. Consent to share information, whether being shared with or by the Named Person, will always be obtained and meaningful discussion will take place with families to ensure the right support is offered. The exception to this would be if child protection concern is identified and there is a risk to the child or young person.

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

### **Pastoral Support**

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

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

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

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

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

If for personal or religious instruction and observance, you wish to exercise your right to withdraw your child from a lesson or activity, please contact your child's Pastoral Head to

discuss this and make arrangements. In situations like this, young people will be given alternative work to do and an alternative room to work in.

Pastoral Heads are also involved in:

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

### **Cheryl Butler “Open Doors”**

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

### **Family Support Service**

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

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

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

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

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

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

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

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

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

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

### **Additional Support Needs**

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and the accompanying Code of Practice. Further details of the policies and procedures can be found on the Falkirk Council website: <http://www.falkirk.gov.uk/services/schools-education/additional-support-needs/>.

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

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

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

If you believe your child may have unrecognised additional support needs, your first point of contact should be the child's Pastoral Head or Mrs White, Faculty Head, Pupil Support.

### **Supporting Learning**

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

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

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

## **Nurture**

Falkirk Council advocate schools using trauma aware and nurturing approaches. At Braes High School, key staff are trained in nurture approaches in order to recognise trauma and support young people.

Our Best of You Base (Nurture Base) is a room set up under nurturing principles and can be accessed in a variety of different ways depending on the needs of the pupil. From this we run group work, for example Managing Strong Emotions and Seasons for Growth, and resilience programmes.

As part of our nurture approach to raise attainment, we run an assisted class in S1-S3 which is a small class with a subject specialist and a key teacher or support for learning assistant. As part of this we run an Outdoor Learning Programme to enhance the curriculum for the S1 class and build resilience so they can make the most of their learning experiences.

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

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

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

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

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



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

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

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

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

- Enquire – the Scottish advice and information Service for additional support for learning: [www.enquire.org.uk](http://www.enquire.org.uk), 0345 123 2303
- Scottish Independent Advocacy Alliance; [www.siaa.org.uk](http://www.siaa.org.uk), 0131-260-5380
- Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) [www.sclc.org.uk](http://www.sclc.org.uk), 0131-667-6633.
- Let's Talk ASN, c/o Govan Law Centre, [letstalkasn@edlaw-org.uk](mailto:letstalkasn@edlaw-org.uk), 0141-445-1955.

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

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

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

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for exercising rights and responsibility.
- Ensuring that staff and adults in the school acts as positive models for pupils.
- Providing opportunities for members of the school community to come together as a whole to reinforce common values.
- Providing rich opportunities across all areas of the curriculum to develop mental, social and emotional wellbeing.
- Taking every opportunity within the curriculum and across the under work of the school to celebrate diversity and promote equality.

## **Educational Psychology Service**

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

Every school and pre-five establishment has a link Educational Psychologist who provides consultation, assessment intervention, training and project work.

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

## Transitions

Braes cluster have a successful P7 – S1 transitions programme for pupils. In addition to the liaison between Pupil Support Staff and Pastoral Heads with Primary 7 staff, Primary 7 pupils will visit Braes High School for a Science day, a leadership day and attend cluster sports festivals and clubs at Braes High School. Teachers from a number of curricular areas, including Maths and English, visit pupils in their primary classes and winners of the Annual Cluster Scots Poetry Competition perform their poem at Braes High School House Assemblies. In June, Primary 7 pupils spend two days at Braes High School following their first year timetable.

Secondary school Pastoral and Pupil Support teachers make visits to the Primary 7 class to get to know the children and their needs, including any Additional Support for Learning Needs. Visits by Pupil Support staff sometimes take place as early as Primary 6 to help with additional arrangements for those children for whom the move to secondary school may present particular challenges.

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

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

Caitlyn Campbell	"There is a club for everyone. If you think your hobbies or interests are unusual, don't worry because there will definitely be someone else who likes the same things."
Aaron Bailey	"I feel like moving around classes and different teachers have helped me be more focussed in class. I like that there are more subjects and that we learn them at the same time as the rest. I also like the freedom at lunch."
Isobel Sapiano	"It's more easy to get around the school than I thought. The teachers are also very supportive."
Max Reidy	"The school is big and I thought I would get lost but it's quite easy to get around. There are lots of sports and remember to respect the teachers."
Alex Kilpatrick	"Don't be scared about making friends because there will be so many people your age to be friends with."
Nevis Weir	"I feel I have enjoyed my time so far at Braes High School because all the teachers are so nice and they want you to do well I all your classes"

Eve McNee	“There’s lots of clubs you can join and you need to learn the one way system to get to your classes but you will get used to it.”
Ellis Bell	“Braes High School is great and not scary like you might think. All the teachers and pupils are really nice”

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

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

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

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

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

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

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

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

### **Placing Requests**

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will only be accepted following the publication of an advert in the local press inviting applications in early December.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. A parent could, therefore, end up with children attending different schools.

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

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. Children’s Services will also reserve places in a class for catchment pupils they expect to move into the area during the school year.

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

Online placing request applications can be made via the Council's website [www.falkirk.gov.uk/placingrequests](http://www.falkirk.gov.uk/placingrequests). Written application forms are available from all schools and from Children's Services. Written applications must be returned to the Director of Children's Services, Sealock House, 2 Inchyra Road, Grangemouth, FK3 9XB. Placing request for Primary 1 and Secondary 1, commencing in the next school session, should be made by the 15<sup>th</sup> March each year. Responses will be issued no later than 30<sup>th</sup> April.

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

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

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

### **Transport for Placing Requests**

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

## Section Five – School Improvement

### Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Education Services. All staff in Braes High School regularly track pupils' progress to ensure that progress is maintained and to identify effective strategies to support progress when necessary.

### Standards and Quality Report

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

This, alongside current achievements, is available on the school website [www.braeshigh.com](http://www.braeshigh.com)

### School Improvement Plan

Our improvement plan reflects National and Falkirk Council priorities as well as our own school improvements and those of the Braes cluster. The School Improvement Plan can be found on the School website [www.braeshigh.com](http://www.braeshigh.com)

### 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.

**For more information on the Scottish Government privacy notice see the link below**

<https://www.gov.scot/topics/statistics/scotxed/schooleducation/ESPrivacyNotices>

### 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.

### 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.

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

## Information for Parents (2020 data)

### Leaver Destinations

*Number of Pupils Leaving School and Percentage with Destination as:*

	2015/16	2016/17	2017/18	2018/19
Total Number of Leavers	168	165	201	184
Higher Education (%)	36	44	41	44
Further Education (%)	17	15	22	20
Training (%)	5	1	2	2
Employment (%)	34	30	25	27
Negative destinations (%)	7	6	6	3

By the end of S5	Percentage of the relevant S4 roll achieving:	2017	2018	2019	2020
	1 or more awards at level 6 or better	70	68	65	65
	3 or more awards at level 6 or better	45	42	46	49
	5 or more awards at level 6 or better	22	21	24	23

By the end of S6	Percentage of the relevant S4 roll achieving:	2017	2018	2019	2020
	3 or more awards at level 6 or better	55	56	47	53
	5 or more awards at level 6 or better	41	38	31	42
	1 or more awards at level 7	36	26	19	17

Literacy	Percentage of school leavers attaining:	2017	2018	2019	2020
	Level 4 or better in Literacy	99	99	98	-
	Level 5 or better in Literacy	95	97	98	-

Numeracy	Percentage of school leavers attaining:	2017	2018	2019	2020
	Level 4 or better in Numeracy	99	98	99	-
	Level 5 or better in Numeracy	92	91	93	-

*(2020 Scottish Government data not available, awards data taken from Authority data)*

*For Information:*

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



## Websites

You may find the following websites useful.

- <http://www.parentzonescotland.gov.uk> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- [www.hmie.gov.uk](http://www.hmie.gov.uk) - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- [www.falkirk.gov.uk](http://www.falkirk.gov.uk) - contains information for parents and information on Falkirk schools.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.ltscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

## Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE – Curriculum for Excellence

CLD – Community Learning and Development

DHT – Depute Headteacher

EMA – Education Maintenance Allowance

ESMT – Education Services Management Team

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

FOI – Freedom of Information

FVNHS – Forth Valley National Health Service

GIRFEC – Getting it Right for Every Child

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

HT – Headteacher

LIPs – Local Improvement Priorities

LTA – Learning to Achieve

MAHRS – Multi Agency Hate Response Strategy

MFif – My Future's in Falkirk

NPFS – National Parent Forum of Scotland

PC – Parent Council

PLPs – Personal Learning Plans (personal learning planning)

PT – Principal Teacher

PTA/PA – Parent/Teacher Association/Parents Association

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

SIP – School Improvement Plan

SPTC – Scottish Parent Teacher Council

SQA – Scottish Qualifications Authority

## Appendix 1

### Medical Room

Braes High School follows guidelines and procedures as per Falkirk Council Policies.

Please be aware that there is **No School Nurse** on the premises. We have a Medical Attendant who is a trained First Aider and several other trained members of staff, if our Medical Attendant is unavailable. A Nurse for Schools can be contacted at Camelon Clinic, Baird Street or through school as part of our support network.

### Health and Wellbeing

Most pupils will at some time have a medical condition which may affect their participation in activities. For many this will be short term. Others have on-going medical conditions which, without support, could limit access to education. The majority of pupils with medical needs are able to attend school regularly and, with some support from school, can take part in most activities. However, staff may need to take extra care in supervising some activities to ensure pupils with health care needs, and others, are not put at risk.

### Parent /Carer Responsibilities

- Parents/carers have prime responsibility for their child's health and should provide school with as much information about their child's medical condition as possible.
- In the interest of safety, school cannot undertake to support a pupil's medical requirements unless the information provided is accurate and appropriate. This includes details of any medication to be administered or supervised.
- An **Individual Health Care Plan (IHCP)** can help school to identify the safety measures required to support pupils with medical needs and to ensure that they and others are not put at risk.
- Forms will also need to be filled in by the parent/carers to allow staff to administer any medication.
- It is essential for pupil welfare that parents/carers ensure all contact details are kept up to date.

### School Responsibilities

- For a child with medical needs, the school will agree with the parents and health professionals, where appropriate, exactly what support school can provide.
- If your child becomes unwell in school, you will receive a phone call from the Medical Room and will be asked to collect, or make other arrangements, for your child as soon as possible. If the person with whom the pupil lives is not available, someone else on their contact list will be called.
- Staff have no legal duty to administer medication, this is a voluntary role. Where there is agreement the school (and Council) will make/seek to identify appropriate training and guidance.
- An accurate record of all medication administered or supervised will be held.

## Braes High School

### Medical Information

Please complete and return to Form teacher as soon as possible, with all relevant information to ensure we are up to date with your child's current medical condition. This will help us provide the best care and attention for your child during school time.

Pupil Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Class \_\_\_\_\_

Address \_\_\_\_\_

First Contact Name and Number \_\_\_\_\_

Second Contact Name and Number \_\_\_\_\_

Does your child have a medical condition or allergies? Yes

☐

No

☐

- If yes, please see attached Medical Conditions List
- Please tick all relevant medical conditions under column A
- Then under column B number those medical conditions in order of their severity, 1 being the most severe condition your child has

Details of Medication/Action required for condition. (A further form will need to be completed to allow a member of staff to administer the medication).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**We are keen to support pupils who may have a responsibility for caring for another member of their family.** Please tick appropriate box.

Does your child take on any caring duties in the home?

Yes ☐

No ☐

Parent/Carer Signature \_\_\_\_\_ Date \_\_\_\_\_

Relationship to pupil \_\_\_\_\_



## Appendix 2

### FALKIRK COUNCIL: CHILDREN'S SERVICES

#### WEAPONS POSSESSION PROTOCOL

16 MAY 2017

#### A. BACKGROUND

This protocol has been developed using existing Council protocols and taking cognisance of the recommendations made by the Bailey Gwynne inquiry, and seeks to outline our current expectations and response to information, concerns, or incidents concerning weapon possession in schools.

Both Early Years, Primary and Secondary Partnership Groups and Police Scotland have been consulted and involved in preparing this Policy.

#### B. GENERAL

1. It is Falkirk Council's clear expectation that no pupil, under any circumstances, should be in possession of any weapon within any school.
2. This clear message of zero tolerance should be re-enforced within all the secondary school handbooks', which should be available on-line via school's websites for all parents and pupils to access. These links should also be clearly given to all P7 pupils/parents as part of their transition programme on joining the school.
3. School's Anti-Bullying Policies should also be updated to include reference to this Policy and Protocol.
4. Pupils should be strongly encouraged to be vigilant and confident about informing an appropriate teacher or adult of any concerns or knowledge they have in relation to weapons possession.

#### C. PSE CURRICULUM

Each secondary schools PSE curriculum should include effective and age appropriate materials and learning programmes which highlight the risks and dangers associated with carrying weapons.

#### D. PROTOCOL (INCLUDING SEARCH & CONFISCATION)

In any instance of reported weapons possession, suspected or otherwise, the safety of pupils and staff is paramount and the following actions should be taken timeously:

1. The member of staff with a suspicion or to whom it is reported should contact the school office immediately and, if the pupil involved is in the class, request the immediate attendance of 2 members of Senior Management Team (SMT), where available. The office staff will contact SMT and advise the School Based Police Officer (SBPO).
2. SMT will speak with the teacher and remove the pupil with his/her possessions from the class for investigation.
3. SMT can only search a pupil's possessions if they give their permission to do so. Legislation does not exist for school management staff to search without consent.
  - If permission is not given, the School Based Police Officer (SBPO) (or Police Scotland if they are not available), should be contacted to undertake the search.
  - The pupil's parents should also be notified.
4. If a pupil is found to have been in possession of a weapon at school, appropriate and robust sanctions must then be agreed with the Headteacher.

Consultation will be sought from Police Scotland and if the circumstances dictate, formal action will be undertaken by Officers.

All weapons found must be confiscated, made safe and given to Police Scotland.

5. **Reporting Incidents**

**Police Scotland**

Should be notified of every incident of weapons possession, suspected or otherwise. In most circumstances, this would be done normally via the SBPO, however in their absence, referral should be made to the Officer's supervisor.

**School Records**

In addition, every incident should be formally recorded on the school's management information system, with senior managers, relevant staff and parents/carers contacted. It should be noted that any such incident notified to Police Scotland will also be recorded on their management information systems.

**Children's Services Directorate**

All incidents should be communicated to the Children's Services Directorate Team by telephone per the *serious incidents protocol* (circulated 11 March 16) and the "*School Incident Report Form*" should also be completed and submitted.

6. **Supporting Police Investigations**

Any member of the Senior Management Team involved in the incident will support Police Scotland with any subsequent investigations.

**7. Risk Assessment**

A risk assessment must be undertaken to ensure that all risks identified are able to be appropriately managed within the school to ensure the safety of pupils and staff.



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Robert Naylor  
Director of Children's Services

## Appendix 3

# Braes High School



## Anti-Bullying Policy

<b>Policy developed using advice from Falkirk Council, Respectme and Respect for All: The National Approach to Anti Bullying for Scotland's Children and Young People</b>	Development and consultation carried out by:  Staff Working Group, Campus Cop, Parent Council, Pupil Council	Development and consultation: May 2018-Oct 2018  Launch event: Oct (whole staff in-service day)
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## **1.0 Introduction**

- 1.1 This policy is designed to apply to all pupils in Braes High School.
- 1.2 Braes High School is committed to the personal and social wellbeing of all pupils. We aim to provide a learning environment free from any threat or fear, as a matter of right and as a prerequisite to effective learning and development.<sup>1</sup>
- 1.3 In this context Braes High School, through all staff who work within it, is unequivocally opposed to bullying. We fully recognise the damage which bullying can do to pupil's lives – both those who display bullying behaviours and those who experience bullying behaviours – in the short and long term. We are therefore committed to reducing and preventing bullying and providing appropriate support when bullying does occur. This policy sets clear expectations regarding how these goals will be achieved.
- 1.4 **For the purposes of this policy we define bullying as behaviour, which may or may not be deliberate, by one person or a group, which upsets, hurts, harms or injures another, impacting directly on their quality of life. Bullying may take many forms, including verbal, physical and social behaviour, and increasingly it may involve the use of technology, such as mobile phones or computers to interact using social media. It is likely to be associated with a power difference between those who bully and those who are bullied, to lead to hurt, fear and anxiety, and is often the result of a difference, perceived or real.**
- 1.5 In addressing the issue of bullying we recognise that pupils will naturally fall in and out of friendships in the course of growing up. Such difficulties, disagreements or conflicts might be relatively minor and short-lived, but at other times may lead to serious conflict requiring direct intervention to ensure resolution. At whatever level such conflict occurs it is important to distinguish it from bullying, and to ensure that pupils and their parents and carers understand this distinction. It should also be recognised of course that unresolved conflict might, in time, lead to bullying.
- 1.6 We believe it is important to make a distinction between conflict and bullying as describing all relationship difficulties as 'bullying' is likely to devalue the term and obscure the very real risks which we know are associated with pupils being bullied. It can also create confusion around the nature of response or intervention which is required to get best outcomes for pupils. Bullying is a mixture of behaviours and impacts, and adult intervention should be guided by the impact on a pupil.
- 1.7 This policy has been developed to reflect the needs of the pupils and families within our community. The approach taken by staff when addressing instances of bullying should at all times take account of the pupil's past experiences, any additional

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<sup>1</sup> Article 6 "I should be supported to live and grow"

support needs and the behaviours exhibited by those experiencing bullying behaviour, or those displaying bullying behaviour. The GIRFEC wellbeing indicators should be considered when planning the support provided for pupils who experience instances of bullying or pupils who exhibit bullying behaviours.

- 1.8 Braes High School acknowledges the harm and distress caused to pupils and families by bullying behaviours. Bullying behaviour carried out on-line, through text, social-media and e-mail is a more recent development. On-line bullying behaviour is often similar in nature to the traditional view of bullying but has a far greater reach due to our interconnected technological society. The training of staff within the school includes best practice advice on tackling on-line bullying behaviours.
- 1.9 Anti-bullying is covered within the health and wellbeing curriculum.
- 1.10 Braes High School is fully committed to equality and diversity and to ensuring that we are fully inclusive. In the context of this policy we fully recognise the need and responsibility to ensure the safety and protection of pupils who may be vulnerable to bullying as a result of a real or perceived difference affecting them or any member of their family. Through policy and practice we will develop the capacity to respond to any form of prejudice based bullying, recognising the importance of the protected characteristics identified in the Equality Act 2010:
- age;
  - disability;
  - gender reassignment;
  - marriage and civil partnership;
  - pregnancy and maternity;
  - race;
  - religion or belief;
  - sex;
  - sexual orientation.

Although only 7 of these characteristics may apply in schools; age, marriage and civil partnerships are also considered to be relevant as pupils may be subject to bullying as a result of these characteristics applying to their parents, carers, or other family members. This strategic policy also recognises the rights of lesbian, gay, bisexual, transgender and intersex young people (LGBTI) as a protected characteristic group. There is an established equalities pupil group which meets within the school.

Further details of prejudice based bullying are reproduced here with the kind permission of Respectme ([respectme.org.uk](http://respectme.org.uk)).<sup>2</sup>

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<sup>2</sup> Article 2 “All children have these rights”

We also recognise the potential vulnerability of pupils in relation to the following:

- Asylum seeker or refugee status
- Body Image
- Looked after status
- Social or economic status
- Young carer responsibilities
- Imprisonment of parents, siblings, or other family members

## **2.0 Background**

- 2.1 In 1998 the Human Rights Act (1998) made it a requirement that public authorities take steps to prevent bullying. Also since that time there have been major developments relating to social inclusion and an understanding of the factors which impact on educational attainment and achievement. This has implied a need, amongst other things, to look more closely at all obstacles to learning.
- 2.2 This policy sits within the policy framework for Promoting Positive Relationship in Falkirk produced by Falkirk Council Education and Children's Services and reflects the main principles and features of the United Nations Convention on the Rights of the Child (UNCRC), Respect for All: The National Approach to Anti-bullying for Scotland's Children and Young People (2017), Getting It Right for Every Child (GIRFEC), National Guidance for Child Protection in Scotland (2014), Education (Scotland) Act 2016, Children (Scotland) Act 1995, Human Rights Act (1998), Equality Act (2014), Children and Young People (Scotland) Act (2014). This policy recognises that bullying can be a child protection issue and therefore complements and reflects both the operational and the legal requirements of Falkirk Council's Child Protection Strategy.<sup>3</sup>
- 2.3 Braes High is a Rights Respecting School (RRS). This means it is a place that promotes the values of respect, dignity and non-discrimination. Together as a school community, we are learning about children's rights, referring to the 42 Articles (rights) detailed in the United National Convention on the Rights of the Child (UNCRC).

### **Article 1 "Everyone under 18 has these rights"**

The Braes High community is putting them into practice every day with the four key principles as the foundation of our RRS School Charter: wellbeing, participation, relationships and self-esteem. We continue to build the capacity of our young people as rights-holders to claim their rights, and the capacity of adults as duty bearers to fulfil their obligation.

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<sup>3</sup> Article 4 "The Government should make sure my rights are respected"

Child Rights Education helps adults, children and young people to work together, providing the space and encouragement for the meaningful participation and sustained civic engagement of children and young people.

**Article 42 “All adults and children should know about this convention”**



### **3.0 Policy Statement**

#### **3.1 Braes High School aims to:**

- Reduce, prevent and respond effectively to bullying;
- Improve behaviour through an effective strategy which actively involves pupils, parents/carers and staff in positive approaches;
- Ensure, through training and participation, that the BHS key concept of ***respect for all*** is understood and implemented by all those involved;
- Ensure that there are effective methods for monitoring, evaluating and reporting on the effectiveness of this policy, including any effects on minority or protected characteristic groups.

### **4.0 Policy in Practice<sup>4</sup>**

To ensure the effective implementation of this policy there will be action at two levels:

- Braes High School as an establishment
- Individual staff within the school

#### **4.1 Braes High School as an establishment will ensure that:**

- The Pastoral Team will be responsible for ensuring that the school’s anti-bullying policy is up-to-date and ensure that anti-bullying training is undertaken by school staff;
- The anti-bullying policy is implemented and communicated effectively;
- Extracurricular clubs associated with the school implement this policy and the lead member of staff ensures the effective exchange of relevant information to the Named Person;

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<sup>4</sup> Article 3 “Adults must do what is best for me”

- The Pastoral Team will be responsible for coordinating the anti-bullying policy and for monitoring its implementation and impact;
- The policy articulates with the curriculum through the school's Personal and Social Education/Health & Wellbeing programme;
- Regular review of the policy (3yr review cycle) is the result of genuine partnership between staff, pupils and parents. Critically this process will include the consideration of pupil and parent feedback, both planned and unsolicited and in consultation with the wider community and partners;
- Bullying incidents are recorded and monitored, where appropriate, using On The Button referrals and pastoral notes;
- Appropriate training/awareness raising of the latest practice in anti-bullying approach will be made available to staff, pupils, parents and carers.
- On an annual basis, at least one professional development session will be allocated to anti-bullying policy and practice.
- Dining Hall is supervised at interval and lunchtime by a member of SMT and staff volunteers.
- Safe spaces are provided for groups of pupils in the form of: Best of You Base and Lunchtime Clubs.
- Where appropriate, pupils may be referred into a programme of supported inclusion as an alternative to temporary external exclusion.

**4.2** Braes High School staff will ensure that they:

- Are fully conversant with the BHS 'Anti-bullying Policy';
- Engage with pupils in a supportive, calm, restorative and respectful manner in order to model appropriate learning behaviour
- Fully understand and follow procedures for recording, managing and monitoring inappropriate learning behaviours including bullying incidents, and supporting and managing those/pupils displaying bullying behaviour and those/pupils receiving bullying behaviour.
- Share relevant information concerning individual pupils and incidents of bullying with the pupil's Named Person (Pastoral Head/Pupil Support Key Teacher) or other professionals as required, to ensure pupil's safety at all times;
- Include self-evaluation of this aspect of their practice, as part of the wider care and welfare agenda, within their regular review of continuing professional development.

**5.0 Recording Bullying Incidents<sup>5</sup>**

- 5.1** All staff are required where appropriate to record incidents of bullying behaviour by referring the situation to the relevant Named Person (Pastoral Head/Pupil Support Key Teacher) via an OTB referral.

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<sup>5</sup> Article 3 "Adults must do what is best for me"

5.2 **Incidents of bullying behaviour should be recorded only by the Named Person using the Pastoral Notes within the school's OTB system.**

5.3 Appropriate training regarding the recording of bullying incidents will be provided to the school's Pastoral Team.

5.4 Staff are reminded that an appropriate record of bullying incidents must be maintained by the Named Person (Pastoral Head/Pupil Support Key Teacher) and that the information recorded by the school may be the subject of freedom of information requests by parents, carers, members of the public and journalists.

**6.0 Staff Training**

6.1 On an annual basis Braes High School staff will participate in at least one training event, organised or led by the anti-bullying co-ordinator.

6.2 The anti-bullying policy will be reviewed on a three year cycle involving a range of partners such as: Parent Council, Pupil Review Groups including the Equalities Group and Rights Respecting Schools Group and relevant DHT.