



Denny High School



Denny
High School Est. 1959

School Handbook

Session 2024-2025

Stay **D**etermined
Aim **H**igh
Value **L**earning
Be **C**reative
Achieve **S**uccess



The information in this School Handbook is considered to be correct at the time of publication (August 2024). Updating is a continuous process. Where updating is necessary, we will attempt to remedy this as soon as is practicable.



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Welcome from the Headteacher, Parent Council Chairperson and Pupils

It is a pleasure to write this introduction to our school's Handbook. Here you will find summarised details of the educational opportunities provided for our pupils; brief descriptions of the various services and systems developed by the school and its partners to support our pupils through these important years and the nature of the partnerships we hope to build with you as parents.

We moved into our new purpose-built accommodation 14 years ago in February 2009 and are confident that continue we offer you and your child excellent facilities across our school campus. However, a school is much more than a building. What is more important is the quality of relationships between adults and young people that exist within the building and we know that we have a school in which your son or daughter will be happy and in which he or she can develop, learn and succeed.

We are determined to create the best conditions for learning that we can. We believe that it is the achievements in our classrooms and in our extra-curricular activities; the relationships that are forged between our teachers and our pupils; the strength of our curriculum; the integrated support that we can give to our pupils and our developing links with the local community that have earned us the reputation of being a hard-working, committed and caring school.

Starting life in a new school, and especially going to high school for the first time, is a big step for anyone. We want to give both parents and young people all the support we can through this important change. Should there be any other information you require that is not in the Handbook, please note our address, our phone number, our website details and who the people are who help to run the school and are the first points of contact for your children. If a phone call or a letter will clear up a problem, do not hesitate to be in touch. We want to hear from you.

We aim for high standards in Denny High School and expect pupils to show the determination to work hard to achieve them. But we do not make unreasonable demands. Any child who comes into school determined to do his or her best will be given every support and will leave with a sense of personal achievement and a belief that they have, in turn, contributed to the success of their school.

We value the quality of our school life very highly. Every young person who joins us benefits from it. Whoever you are, and wherever you have come from, welcome to Denny High School.

Paul Dunn, Headteacher

Debbie Kirkwood, Parent Council Chairperson

Isla McGonigle, Jenna McIntosh, Abi Skelton and Ashley Wilson: School Captains



Foreword from the Director of Children's Services

Session 2024-2025

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 2024-25 and trust it will provide you with all the relevant information you may need concerning your child's school. If you have any queries regarding the contents of the Handbook please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification required.

Robert Naylor*
Directors of Children's Services
Falkirk Council

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

It may be possible to offer some assistance in helping to translate all or part of this handbook to parents whose first language is not English. Enquiries should be directed to the Communications Officer for Children's Services (tel: 01324 506657).

*** Director of Education is now Mr Jon Reid.**



CORE INFORMATION ABOUT THE SCHOOL

Contact Details

- **Headteacher** Paul Dunn
- **Name of School** Denny High School
- **Address** Herbertshire Park, Denny, FK6 6EE
- **Telephone Number** 01324 827440
- **Website** www.dennyhigh.falkirk.sch.uk
- **E-mail Address** dennyhighschool@falkirk.gov.uk

Organisation of the School Day

Monday, Wednesday and Friday (6 period days)

- **Start Time** 8.55 am
- **Morning Break** 10.35 am - 10.50 am
- **Lunch Time** 12.30 pm - 1.05pm
- **Finishing Time** 2.45 pm

Tuesday and Thursday (7 period days)

- **Start Time** 8.55 am
- **Morning Break** 10.35 am - 10.50am
- **Lunch Time** 12.30 pm - 1.05pm
- **Finishing Time** 15.30 pm

Your first point of contact with the school would normally be your child's **Head of House**.

Members of the **Head of House Team** are as follows:

Dumyat	Mrs Lumsden
Hartfell	Ms Shiell
Cruachan	Mr Smith
Schiehallion	Mrs Raith/ Mrs Auld
Lomond	Mr Baxter



About the School

Denny High School is a non-denominational school which serves the town of Denny and the surrounding villages. The school's roll is currently just under 1390, which includes 36 young people within the Additional Support Unit. The Additional Support facility provides support for young people with severe specific learning difficulties, particularly those related to language and communication.

The combined management team comprises the Headteacher, 4 Deputies, 7 Faculty Heads, 5 Heads of House, a Principal Teacher of the Additional Support Unit (ASC/Nurture), a Principal Teacher of Pupil Support and a Resource Manager as well as our teaching and support staff.

The school has a diverse catchment area covering *Scottish Index of Multiple Deprivation* (SIMD) areas 1-10. The addition of new housing has led to the SIMD profile moving from the majority of pupils in SIMD 3 to SIMD 4 and SIMD 5. Currently 12% of our pupils live in the 20% most deprived datazones in Scotland. This year the school received £169,000 through the Pupil Equity Fund. This is money given by the Scottish Government to help support identified pupils and their families to access schooling as effectively as possible. Targeted areas for this money include; Temporary Teacher appointments to enhance attainment and pastoral support, a school counsellor, family inclusion worker and funds to meet any additional course costs for identified pupils.

Term Dates for Session 2023-2024

Holiday	Start date	End date
Autumn start	Monday 12 August (Staff only) Wednesday 14 August (Pupils return)	Friday 11 October
September Holiday	Monday 9 September	
October Holiday	Monday 14 October	Friday 26 October
Staff development	Friday 29 November	-
Christmas Holiday and new year	Monday 23 December	Friday 3 January 2025
Term time public holiday	Friday, 14 Feb - Monday 17 Feb 2025	
Staff development	Tuesday 18 February 2025	
Staff development	Friday 4 April 2025	
Easter holiday	Friday 7 April 2025	Friday 18 April 2025
Term time public	Monday 6 May 2025	-
Summer holiday	Friday 27 June 2025	Wednesday 11 August 2025

School Vision Statements:

Below is our current vision statement logo, with the supporting values and aims. As part of our ongoing self-evaluation for self-improvement we are reviewed this in line with where we are now in the current context as well as how good we can be. Views from Pupils, parents and staff were sought throughout 2022-23 before we updated our school branding.



Our school:

- is a place where everyone is welcome.
- provides a safe and healthy environment.
- encourages and supports everyone to reach their potential.
- makes learning enjoyable, relevant and motivates everyone.
- promotes responsibility, dignity and respect.
- has staff who are committed to continued professional development.

As a school we aim to:

- provide the best opportunities for everyone to ensure equity.
- deliver high quality learning and teaching to allow pupils and staff to achieve excellence.
- promote and celebrate achievement in all its forms.
- encourage everyone to develop the skills and ambitions necessary for success in the future
- ensure everyone is proud of, and committed to, our school and community.



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.

- 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.

Religious Education aims to help pupils to develop a knowledge and understanding of Christianity, together with world religions. It encourages pupils to appreciate moral values such as honesty, liberty, justice, fairness and concern for others in relation to present day situations. Pupils are also encouraged to develop their own attitudes and values through a process of personal search, discovery and critical evaluation.

Year/House Assemblies, which are held regularly during the session, include times of religious observance and are often attended by the School Chaplains. We also organise Christmas and Remembrance Services.

Parents/Guardians from ethnic minority religious communities may request that their child be permitted to be absent from school in order to celebrate recognised religious events.

It is recognised that the 1944 Education Act allows parents to withdraw their children from any teaching in religious subjects and from any religious observance, and that any such pupils will not be placed at any disadvantage in doing so.





Useful Websites

You may find the following websites useful.

<http://www.parentzonescotland.gov.uk>- parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.

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

<http://www.scottishschoolsonline.gov.uk> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.

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.



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

ASSESSMENT AND REPORTING

- Effective assessment practice within schools and establishments includes:
 - Learner involvement in setting personal targets and next steps
 - On-going self-evaluation by learners, staff and school leaders
 - Identification of strengths and next steps
 - A range of approaches to assessment
 - A variety of evidence gathered informally on a day to day basis or formally at certain points throughout the school year
 - Consideration of data analysis and performance information
 - Moderation of standards using Education Scotland Benchmarks
- Achievement of a Level & Scottish National Standardised Assessments (SNSA)

Learner's progress is defined within the following levels:

Level	Stage
Early	Pre-school and P1 however may be later for some
First	To the end of P4 however may be earlier or later for some
Second	To the end of P7 however may be earlier or later for some
Third & Fourth	S1 – S3 however this may be earlier for some
Senior Phase	S4-S6 and college or other means of study

Achievement of a level means that the learner has achieved a breadth of learning across the curriculum area and has met the appropriate benchmarks; that they have responded consistently well to the level of challenge in their learning and can apply what they have learned in new and unfamiliar situation.

From August 2017, National standardised assessments were introduced to all schools across Scotland in aspects of reading, writing and numeracy, for all learners in P1, P4, P7 and S3.



These assessments sit alongside a wide range of other evidence including ongoing classroom assessment of all aspects of literacy and numeracy. They cannot be used alone to confirm judgements of achievement of a level.

- Within schools and establishments, finding out about your child's progress includes:
 - Attending parents' information evenings
 - Discussing progress with teacher staff and school leaders by appointment
 - Attend open evenings/afternoons including "meet the teacher" events
 - Reading learning logs or diaries (which usually invite parents/carers to comment)
 - Summary Reports
 - Social media updates from staff and/or the school

ATTENDANCE AND ABSENCE

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

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

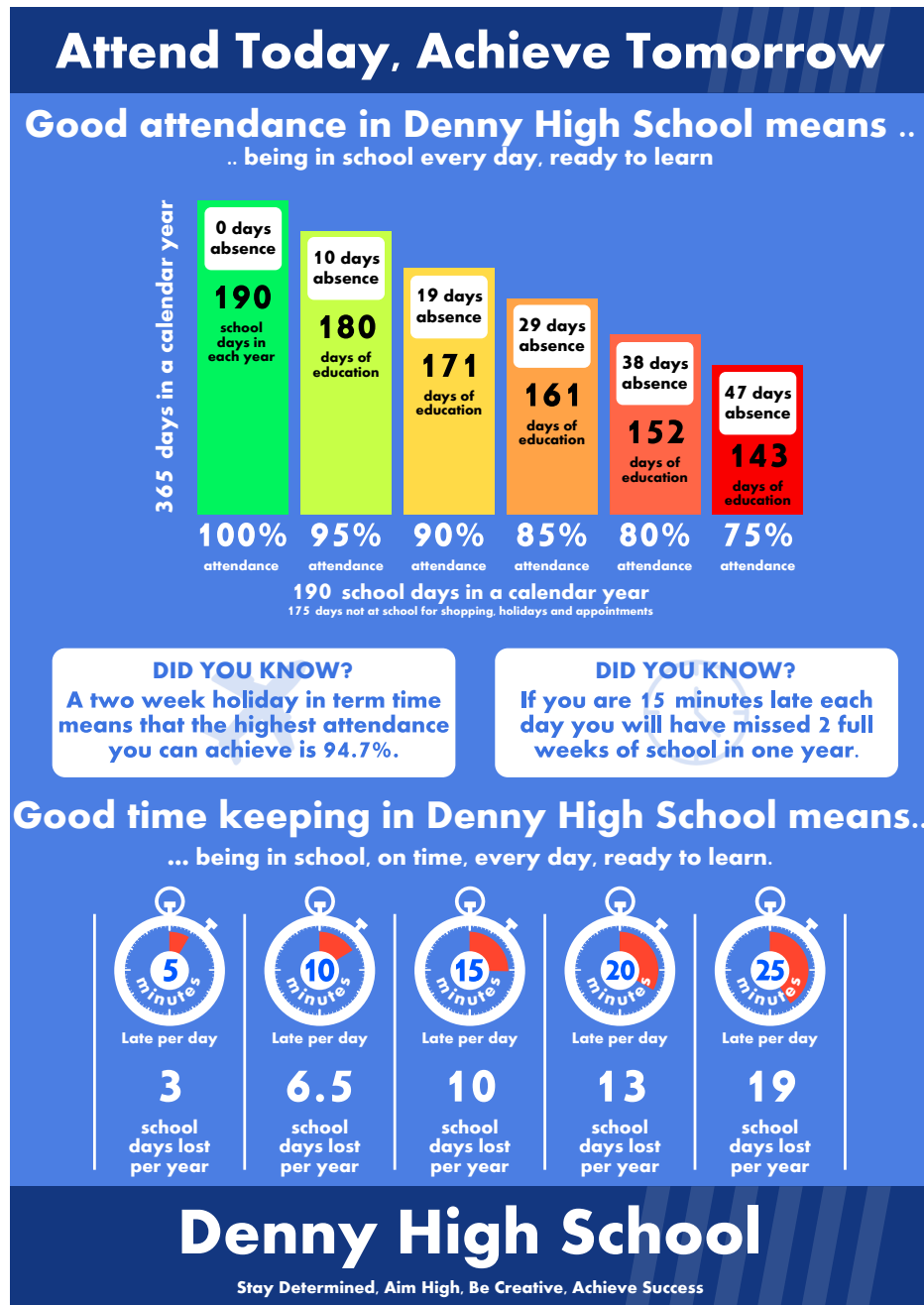
Please let the school know by letter, email to the school's generic address or phone if your child is likely to be absent. If there is no explanation from a child's parents / carers, the absence will be regarded as unauthorised.

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

Normally, your employer will need to provide evidence of your work commitments. Absence approved by the head teacher on this basis is regarded as authorised absence.

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

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





COMPLIMENTS, ENQUIRIES AND COMPLAINTS PROCEDURES

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 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 staff. 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/>



CURRICULUM FOR EXCELLENCE – LEARNING TO ACHIEVE

Learning Entitlements



In addition to the entitlements of Curriculum for Excellence our education provisions 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 life and work of the school.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.



Curriculum for Excellence - Bringing learning to life and life to learning

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

Glow, Scotland's unique, world leading, online network supports learners and teachers and plans are already in place for parents across the country to have access to Glow. Parents should ask the school how to arrange access to Glow and a username and password will be issued.

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



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

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

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

There are a variety of ways **assessing progress** and ensuring children and young people achieve their potential. This includes teachers' professional judgement, Scottish National Assessment and national qualifications.

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

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

Learning to Achieve – is our core educational policy. It describes in detail how Curriculum for Excellence will be delivered in our educational establishments. We use **Learning to Achieve** along with the national guidance to monitor, develop and improve outcomes for children and young people.

Our curriculum model implements the aims and principles of Curriculum for Excellence.



Aims and Principles of the Curriculum

Curriculum for Excellence aims to:

- Focus classroom practice upon the child and around what are known as the *four capacities* of education
 - Successful Learners
 - Confident Individuals
 - Responsible Citizens
 - Effective Contributors
- Simplify the curriculum
- Encourage more learning through experiences
- Create a single framework for the curriculum and assessment 3-18



Purposes of the Curriculum 3-18

The curriculum will provide the structure and support in learning which will develop the four capacities listed above.

We have altered the balance between a process that was heavily dependent on content towards learning and teaching approaches that improve the pupils' understanding of what is being taught. This is not a one-off change but a continuous process of review to ensure that both the curriculum and learning and teaching approaches remain up to date.

Principles for Curriculum Design

The principles behind which our curriculum is structured are as follows:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance



Curriculum Areas

The curriculum areas are the organisers for setting out the experiences and outcomes.

In drawing up the experiences and outcomes, learning in each curriculum area has been reviewed and updated to emphasise the contributions it can make to the development of the four capacities.

The curriculum areas are:

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

Curriculum areas are not just for timetabling purposes and *Curriculum for Excellence* has provided the freedom to think imaginatively about how the experiences and outcomes might be organised and planned for in creative ways which encourage deep, sustained learning in order to meet the needs of our children.

Subjects are an essential feature of our curriculum, providing an important and familiar structure for knowledge, enabling subject teachers to inspire, stretch and motivate.

Summary of the Curriculum Structure

Primary to Secondary Curricular Transition

The school invests in knowing pupils before they come to secondary school. This happens largely through discussion between primary staff and secondary Pupil Support and subject specialists, particularly Maths and English staff, as well as in the Health and Wellbeing dialogue that takes place through Pupil Support and PE staff.

Physical Education (PE) staff work in partnership with primary colleagues regarding how the course is delivered and, therefore, have a much deeper knowledge of the pupil levels and this influences how they support pupils and create the classes in S1.



Broad General Education (S1-S3)

- English in S1 to S3 is broad-banded across the full year group. Mathematics is also broad-banded in S1 to S3, with an initial mixed ability initiative at the beginning of S1.
- Modern Languages in S1 and S2 is 2 periods of French and 1 period of Spanish.
- Science in S1 is delivered in 3 periods per week, 1 period to Biology, 1 period to Chemistry and 1 period to Physics. Biology, Chemistry and Physics in S2 is taught on a rota basis.
- Social Studies in S1 is taught on a rota between Geography, History and Modern Studies. In S2 Social Subjects is delivered 3 periods a week, 1 period to History, 1 period to Modern Studies and 1 period to Geography.
- Drama in S1 consists of 2 periods of Drama for half the year and 2 periods of Home Economics for the other half. In addition, pupils' study 1 period of Business Education and 1 period of Computing Science.
- In S1 and S2 all pupils also have an additional single period Inter-disciplinary lesson per week, known as the Forming Skills period. During this time pupils continue to develop such skills as the metaskills outlined by Skills Development Scotland and also consider aspects of Learning for Sustainability.
- In preparation for S3, pupils select 5 subjects with at least 1 subject recommended from the following curriculum areas: Sciences, Social Studies, Expressive Arts and Technologies.
- In S1 to S3 all pupils also have 2 periods of core PE, 1 period of RME and 1 period of PSD in S1-S3.

Specific Year Group Information Summary

	S1	S2
English	5 (inc <i>Literacy</i>)	5 (inc <i>Literacy</i>)
Modern Languages	3 (French AND Spanish)	3 (French AND Spanish)
Maths	4 (inc <i>Numeracy</i>)	5 (inc <i>Numeracy</i>)
Social Studies	3 (rotational periods)	3 (single period delivery)
Science	3 (single period delivery)	3 (rotational periods)
Art	2	1
Music	2	1
Drama	1 (rota with HE)	1
Business Ed	1	1
Computing	1	1
DET	1	1
Home Economics	1 (rota with Drama)	2
Inter-Disciplinary	1	1
Core (PSD, RME, PE)	4	4

Literacy, Numeracy and Health and Wellbeing levels from P7 are shared with all staff. Pupil profiles and levels of staged interventions, where appropriate, are also shared with all staff. The P7 reports are transferred via the Pupil Profile Records and shared with the pastoral support team in the school.

Practical subjects (e.g. Home Economics, Art & Design) comprise of no more than 20 pupils.



S2 into S3

The process of curricular review at the end of S2 enables pupil entitlement to all 3rd and 4th level experiences and outcomes to be met.

There is no ceiling to the level at which our young people can learn in S1-S3. Our curriculum model keeps options open and avoids reducing young peoples' choices as they enter into the Senior Phase. Above all, it provides scope for many of our young people to be stretched well beyond the 3rd and 4th curriculum levels, with appropriately challenging learning experiences. This allows us to pave the way into the qualifications framework.

As pupils make their way through S3 in particular, they will experience planned programmes of work based principally around the 4th (and 3rd) level experiences and outcomes that will dovetail with a range of nationally recognised qualifications.

S3 is the final year of *Broad general education*. For our pupils, S3 will be a “bridge year” with personalisation and choice within all curricular areas, but with no external certification.

During this year, however, we will blend Level 4 experiences and outcomes with collecting appropriate evidence for N4 course certification, should it become necessary.

All pupils will continue to study from within all curricular areas.

Therefore, pupils in S3 will be able to exercise a greater degree of curricular personalisation and choice. **They will be required to sit 7 courses of study** - English, Mathematics, a Science, a Social Study, an Expressive Art, a Technology subject and a further 2 choices from any area. S3 pupils will also continue to receive Core *Physical Education, Religious & Moral Education* and *Personal and Social Development* in the remaining periods of their timetable.

Time allocations in terms of periods per week, are as follows:

- English (4)
- Maths (4)
- One Science subject (4)
- One Social Study subject (4)
- One Expressive Art subject (4)
- One Technological subject (4)
- Core of Religious & Moral Education (1), Personal & Social Education (1) and Physical Education (2)
- Any 1 elective thereafter from any area – each studied over 4 periods per week

S3 into S4

Following our widely consulted Curriculum Review in 2021-22 pupils in S4 will continue with the 7 courses studied in S3.

Time allocations, in terms of periods per week, are as follows:

- English (4)
- Maths (5)
- Any 5 electives thereafter from any area – each studied over 4 periods per week
- Core Personal & Social Education (1) and Physical Education (2)

Subjects not studied in S3 can be picked up later during the Senior Phase (S5/S6)



Senior Phase (S5/S6)

- S5 and S6 are part of a combined structure.
- Pupils receive 2 periods per week of PE in S4. Almost 50% of S4 pupils are studying towards a formal PE qualification in addition.
- In S5, pupils select 5 courses preferably from those studied in S4. Pupils do not need to study English or Maths in S5, if they have attained a Level 4 qualification, although the majority of pupils continue with English in S5.
- S5 pupils also attend one period of Core PE and PSD each week
- S6 Pupils also select an Opportunity for Wider Learning (OWL) course which consists of 2 periods of subject content such as Dance, Music Technology, Art Portfolio, Preparation for Audition, STEM, Spanish and/or Italian
- S6 pupils can limit their study to 4 subjects plus an OWL, resulting in a non-directed study column. Pupils studying 3 Advanced Higher courses can also limit their study to those 3 subjects (pupils also choose an OWL).
- All S5 and S6 pupils also have the opportunity to apply for and study courses at Forth Valley College through the School College Partnership courses.
- All S5 and S6 pupils also have the ability to select a work placement rather than a school-based course, should this be supportive of their individualised pathway.

In the Senior Phase, pupils will progress to courses leading onto a range of qualifications, in the main, from National 3 to Advanced Higher. However a range of other qualifications are available from the Scottish Credit & Qualifications Framework (SCQF), linking with other qualifications at college and university, such as *Skills for Work*, *National Progression Awards*, *SCOTS* (College skills/apprenticeship taster courses), Higher National Certificates (e.g. Police Studies, Dance Artist), *Foundation Apprenticeships* (e.g. Police Studies, Children & Young People and Creative & Digital Media), *Youth Achievement Awards* in Duke of Edinburgh and *Saltire Awards* in Community Group Volunteering.

While most of these courses will be delivered at Denny High School, we do all we can to widen our curriculum offer by taking advantage of the Council's consortia/virtual arrangements with other Falkirk Schools and with local colleges.

More details regarding this are available on the school website <https://dennyhighschool.co.uk/>

Planning Children's and Young People's Learning

Practitioners use a variety of approaches to make use that pupils understand the purpose of their learning and are clear about how to be successful. A variety of planning approaches are used to ensure that experiences are progressive, skills – focused and meet pupils learning needs. Often individuals targets help pupils to assess their own learning.

It is our practice that pupils are given choices in what and how they learn. We are aware that the desired destination will be different for each pupils and the curriculum needs to be tailored to match that. (Please refer to the *Curriculum* section for more details.)



Last sessions, our leavers' destinations for 2023 were as follows.

- 37% chose to go to University
- 23% chose to go to College.
- 31% chose to go straight into the workplace



The Wider Curriculum & Extra-Curricular Activities

Over and above House and Inter-House challenges, we offer a range of around 50 extra-curricular clubs and societies during and after the pupil day. Clubs and societies play a vital role in engaging pupils in their learning.

Every school is encouraged to offer as wide a range of sporting and cultural activities as possible.



In this context, the Authority provides a degree of financial and administrative support for leagues, competitions, festivals and similar events but it is recognised that, again, the help of parents and the community is irreplaceable. Quite separately, the Council and/or Falkirk Community Trust and other partner organisations also undertake to organise and administer certain events and many schools take part in these.

There is a range of extra-curricular activities available for pupils during lunchtime and after school. Parents will be informed about these by the school. In addition to in-school activities, classes also make regular educational visits and field studies. Wherever possible, these visits are linked to pupils' class work.

Many activities are supervised by members of staff and Senior pupil Sports Ambassadors, and we have a co-ordinator whose job it is to plan and oversee the extra-curricular programme of activities. Where participation involves children travelling or staying late after school, written permission for children taking part is required from parents.

Each session we publish a comprehensive Schools Clubs Timetable which features clubs ranging from Film, Reading, Lego, Feminist Society, Art, Drama and a wide range of sports. In 2022 our STEM Group were Finalists in the Scottish Education Awards and have supported our success in attaining the STEM Nation award. The Code Red Group (which focuses on tackling Period Poverty) have won a number of awards and recognition from Monica Lennon MSP. (See the school website for further information.) Our long-established Community Group continue with their annual planned programme of events to raise money and donations for families in our local area, including donating over 400kg to the Falkirk Foodbank.

Our pupils participating in the Young Readers Club in conjunction with Denny Public Library achieved recognition in the 2023 First Minister's Reading Challenge. The work of our staff and pupils have also achieved Scottish reading Schools Silver Award and by next session we are well placed to achieve the UNICEF UK Rights Respecting Schools Silver Rights Aware Award.

In Computing our pupils have achieved the Hooper and Turing Awards for the work of boys and girls in this subject area.

Contributions to Charities in 2022-23: Strathcarron Hospice, Falkirk Foodbank, LGBT Youth Scotland, MacMillan Cancer Support, Forth Valley First Responders (YPI Award Winners) and ToCH (School Captain's Charity).



Other Aspects of Wider Learning

Last session, school Insight National Benchmarking data shows that we attained above our Virtual Comparator in S4 for both literacy and numeracy at Level 4 and above our virtual comparators in Level 5 numeracy. This has happened in large measure through the dedication of our staff to promoting these skills within the classroom and by participating in initiatives such as National Number Day, International Pi Day and *Book Week Scotland*

Within the taught curriculum, teachers help pupils to understand the relevance of school to future work and career opportunities. Such a focus has included visits to Forth Valley College, Stirling, Glasgow and Edinburgh Universities, the Sikh Gurdwara in Glasgow, various Theatre Trips and a wide number of outdoor learning trips.

Further study opportunities to consolidate learning are now well established in the provision of Study Support classes, which teachers provide on a voluntary basis. Last session, Senior pupils were further supported through a significant number of Raising Attainment supported study sessions and our 3-day Easter School.

School trips are also an important part of our curriculum offer. Last session foreign trips were still not available under Local Authority school recovery guidelines, however, a wide range of members of staff took pupils on a number of Outdoor Learning trips, ranging from the Carron Valley to London, and all points in between. This coming session plans are in place for a number of trips including foreign trips.

An enduring spirit of co-operation between pupils and staff is seen to great effect, for example, in our Annual *Dance Off* Competition, an evening attend by over 600 people, and a wide range of competitive the Inter-House Activities throughout the session. We also continue to showcase collaboration and creativity through much appreciated concerts, dance shows, drama performances and art exhibitions.

Contributions to Charities in 2023-24: Strathcarron Hospice, Falkirk Foodbank, LGBT Youth Scotland, MacMillan Cancer Support, Screen Memories (YPI Award Winners) & Forth Valley Sensory Centre (School Captain's Charity)



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.

Longer-term planning also takes place in a variety of forms. In secondary schools, pupils review progress against targets and negotiate new ones with their class teacher.

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

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.

EQUALITY ISSUES

The Council is required to undertake to tackle discrimination and harassment, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, sex, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity.

As a public body we have a duty to advance equality of opportunity and encourage members of protected groups to participate fully in the life of the school and the community.

Education Services has a range of policies and procedures to address equalities issues specific to education to enable us to fulfil these duties. All schools have copies of these policies. The Service also supports the MAHRS Strategy and all education establishments have a responsibility to report incidents of identity-based bullying.

GENERAL SUPERVISION

Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible.

During intervals school staff, the campus-based police officer and school helpers supervise the children. In addition, the Headteacher and Janitor are on call to cope with any difficulties which may arise. There is always access to the building and the children are made aware of this. For further information on these arrangements, please contact the school.



HEALTH ISSUES

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 offers 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.

- Health screening – All children in primary one and at other selected stages will be seen to have their growth and vision checked
- Immunisations – Secondary school pupils are offered immunisations. At the appropriate time information booklets and consent forms will be issued.
- Health Education – The Public Health Nursing Team has an important role in encouraging health lifestyles, working closely with teaching staff, pupils, parents/carers and the community.

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

The School Health Service can be contacted on – 01786 434059

Infectious Diseases

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

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

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



Head Lice

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

Regular wet combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, 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.

Further advice can be obtained from the Health Board head lice leaflet which is available in all schools and health centres. Education 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
01324 567490 / 01324 56767

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

Education 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. Rectors 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 Rector 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 Education Services.

When a child is prescribed medication by a doctor or a dentist and parents require the school to administer this, the relevant request Form should be completed. The MED 1 Form requires parents to deliver the medication to schools for administration by school staff. MED 4 Form permits pupils to carry and administer medication themselves eg inhalers. Prescribed medication should be clearly marked with your child's name, the date prescribed, how often it has to be taken and for how long. Falkirk Council liability insurance does not provide indemnity to employees for administering non-prescribed medicines.

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

HOMEWORK: LEARNING AT HOME

Practitioners provide home learning activities to support reinforcement of learning or to encourage pupils to apply learning in different ways, often in real life situations.

Parents are encouraged to get involved in home learning tasks. This helps parents keep up-to-date about learning in class and promote positive learning partnerships.

We also encourage parents to attend Curriculum Information Evenings throughout the year, as well as the regular Parents' Evenings.

Following on from the excellent work undertaken by all staff during the periods of school closure and remote learning, and subsequent good practices, we are currently updating our Home Learning Policy for 2023-24 to reflect the significant developments in using Microsoft TEAMS to issue and return homework.



INSURANCE COVER FOR SCHOOL CHILDREN AND 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.

Pupils' 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 Cover – 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 Total/Partial Disablement	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.

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.

Positive relationships, built on the key value of mutual respect, and supported by excellent initiatives within mental health and wellbeing, are key to all we stand for. Last session we supported further initiatives by establishing 20 Mental Health Ambassadors and 12 staff have been trained as Mental Health First Aiders. We have developed *Walking Groups*, participated in *Mental Health Week* and promoted mindfulness - all of which were designed to promote an open and honest dialogue about a variety of ways to achieve better mental health.

MOBILE PHONES

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

- All phones should be turned off and kept out of sight class time and when moving between classes.
- Photographing or recording of sound or images of staff, other pupils or visitors to the school is not allowed at any time within the school campus or on school transport.
- Mobile phones may be confiscated where these rules are broken and they will be returned at the end of the day.
- Any recordings made on school premises or school transport found on confiscated phones will have to be deleted on their return.
- Any photographs or recordings of staff in any situation, whether taken on school premises or elsewhere, found on confiscated phones, will have to be deleted from phones on their return.
- Mobile phones possess the ability to access the Internet and 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. Reference should be made to Falkirk's bullying policy for further guidance in this area.



- Staff should not delete photographs or recordings from confiscated mobile phones.
- Confiscated mobile phones should normally be passed to the school office or senior member of staff as soon as possible after confiscation.

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.

PARENTAL COMMUNICATION, ORGANISATIONS AND PARENTS'/CARERS' EVENINGS

The school uses a range of methods for communicating with parents. As well as letters, the school has a website, a Twitter and Facebook account and regularly uses texts messages and emails. From time to time your child will bring home important and routine communications from the school in their school bag. Parents/carers are encouraged to check their child's schoolbag for these communications. Enquiries of any kind should be addressed to the Head of House in the first instance.

Parent Councils

Parents are welcomed to be:

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

All parents / carers are automatically members of the Parent Forum at this 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 collaboratively with the school; 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 and work collaboratively with the school in its work with pupils
- To seek and 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 in the school.

Our Parent Council Chairperson is Mrs Debbie Kirkwood. The Parent Council has its own section on the School's website and Twitter page @ParentDhs. The Parent Council can also be contacted via the school office at dennyhighschool@falkirk.gov.uk

For more information on parental involvement and engagement 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/>

Parent Teacher Association (PTA)

The school does not have a formal PTA. But we do have a group of parents and staff who take responsibility for fund raising.

Please contact the Headteacher if you are interested in hearing more about this.

Connect (formerly the SPTC) the national organisation for PTAs and PAs in Scotland, Parent Councils are members too, and it runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, via website <https://connect.scot/>, email on info@connect.scot or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

The Support of Parents is Critical

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

Most weeks, the school submits news to the Falkirk Herald which highlights the broad range of staff and pupil achievements in and out of school. Alongside this, the school produces a monthly collation of these news stories which are sent to families.



Last session the school also commissioned a promotional video of the school which helped to show case the range and depth of achievements. This was launched at the end of year Prize Giving ceremony and was well received by all families. This has since been uploaded on to the school website.



You will be informed about a range of Curriculum Information Evenings throughout the year, as well as the scheduled Parents' /Carers' Evenings.

Parents'/Carers' Evenings



All of our schools offer opportunities for to discuss their child's progress with teachers through arranged meetings (currently these are taking place online). All parents will be advised of at least once per session when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview.

The dates of the scheduled Parents'/Carers' Evenings this session are as follows. All sessions run from 4.30 – 7.30 pm. They are all appointment based.

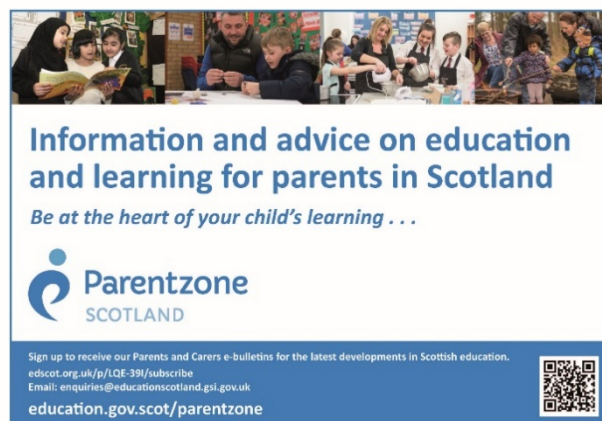
October	Wednesday 30th	S1
November	Tuesday 26th	S5/6
December	Thursday 5th	S4
January	Thursday 23rd	S2 - including Course Choice Information
February	Wednesday 5th	S3 - including Course Choice Information

Tracking reports on pupil progress are issued throughout the session, and the target dates for these are as follows.

September	Friday 27th	S5 & S6 Tracking Update
October	Friday 11th	S3 & S4 Tracking Update
November	Friday 15th	S1 & S2 Tracking Update
December	Friday 13th	S3 Tracking Update
January	Friday 17th	S1 & S2 Tracking Update
February	Friday 7th	S4-S6 Tracking Update
March	Friday 28th	S4-S6 Tracking Update
May	Friday 9th	S3 Tracking Update
May	Friday 23rd	S1 & S2 Tracking Update



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>.

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.

Primary 1 and Secondary 1 placing requests for August 2025 intake will be accepted from 07 December 2024 until 15 March 2025.



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 15th 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.

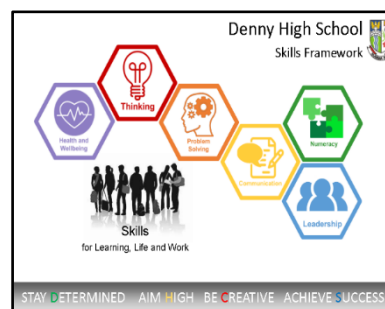
As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

PRIMARY TO SECONDARY TRANSFER

Children visit their secondary school in preparation for the move from Primary 7 to 1st Year.

Each cluster of schools (i.e. the secondary school and its associated primary schools) makes its own transition arrangements.

Generally, visits take place in the summer term, with a programme of activities for pupils in classroom relating to their secondary subjects. Sporting and social activities may also be planned. Pupils, therefore, become familiar with the new school, their new teachers and their new classmates.



Clusters also arrange for secondary school subject teachers to visit Primary 7 classes from time to time, with the cluster agreeing each year which subject areas should be the focus for these. Secondary teachers of PE and Music regularly visit primary schools to support the teaching of these subjects.

Most secondary schools also have an information evening for parents of Primary 7 children at which they can gain information about uniform, lunchtime arrangements, school clubs, etc.

Pupils with Additional Support Needs

Secondary school Pastoral and Support for Learning 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 Support for Learning 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.

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 generally chose to attend St Modan's HS in Stirling.



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.

As part of the transition process, please note the following important dates, all within Denny High School

- | | |
|----------------|---|
| • October 2024 | P7 Family Learning Evening |
| • June 2024 | Primary 7 Induction Days & Parent Evening |

PUPIL CONDUCT – WE ARE A RESTORATIVE SCHOOL

A partnership between the school and family is necessary to ensure the best possible standards of pupil conduct.

Pupils are expected to set themselves high standards in appearance and behaviour. School rules are devised to make clear our shared expectations and encourage the maximum amount of self-discipline. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property.

Our *About Us policy* encapsulates the basic messages we wish pupils to observe as they consider their relationships with other pupils, staff and our school campus.

Our *About Us policy* is clearly displayed in classrooms and in other areas throughout the school. Assemblies and PSE classes are also used to reinforce positive relationships throughout the school and consult with pupils on how we work together to improve learning and teaching by ensuring high standards of behaviour.

In order to promote and reward positive behaviour we run a merit system for all year groups. Pupils are rewarded with merit points for working and behaving well, as well as wearing school uniform and being prepared for lessons. Merit points accumulate. Other merit incentives include free tickets to Christmas discos and Dance Shows as well as gift vouchers and a Rewards Day at the end of each session.

To ensure consistency in our approach to supporting pupils to conduct themselves appropriately, we have 3 key policy statements which encompass our expectations.



1. ABOUT US - Positive Relationships Policy
(Copy available on our website)



2. Anti-Bullying – Respect for All Policy
(Copy on our website)

Restorative Approach to Bullying Behaviour

- Whilst many believe that children who display bullying behaviour should be punished, it is widely accepted that this type of response can at times be ineffective, and make the situation worse.
- The adoption of restorative approaches is a more effective response than traditional punishments. Pupils are given the opportunity to accept responsibility for their actions, recognise the harm done and are supported to find restorative responses to the harm they have caused. There are times sanctions are appropriate; exclusion is seen as a last resort and carried out when incidents fall within the legislation criteria.
- Falkirk Council has a responsibility to provide an education for all pupils and to challenge and address bullying behaviour. Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve any issues in the best interests of their child or young person.
- In Denny High School we are committed to providing a safe, friendly and caring environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and efficiently. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell staff.
- Respect is a key principle on which we run our school and developing a mutual respect for others and ourselves is central to our values and our standards of behaviour. This policy is one way of ensuring that all staff, pupils and parents work together in partnership to ensure that we meet these standards in order to effectively support our young people.
- Pupils/parents should ensure they report all incidents of bullying to a member of staff so that they can be investigated. All attempts will be made to end bullying quickly and parents will be informed and, when appropriate, will be asked to come into school to discuss the problem.



3. Uniform Policy



Parents are asked to co-operate with the school in encouraging the wearing of the school uniform. The uniform was agreed in consultation with parents, pupils, staff and the Parent Council.

We strongly believe that the wearing of school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

School Uniform can be ordered from the school office, the LogoXpres Shop or online at www.logoxpres-schoolwear.co.uk

Current Prices for 2024-25:

- *Black Blazer with Badge - £34.95 / £36.95 Blazer Badge Only – £7.50 / badge not on order form*
- *Sweatshirts - £12.95 / £13.75*
- *V- Neck Knitted Jumper - £18.00 / £18.95*
- *Cardigan Knitted (girls) - £18.00 / £18.95*
- *School Ties - £5.00 / £5.00 (Junior) £7.50 (Senior -available to purchase in school office) / Senior ties not on order form*
- *School Jacket - £38.00 / £38.00*

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

The appropriate clothing and footwear for PE is a T-shirt, shorts, tracksuit or clothing suitable to the activity. All jewellery must be removed.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment which are often lost. 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 painted with obscene language or illustrations are not permitted.



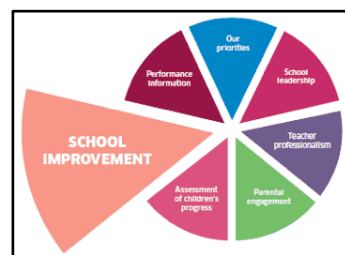
The school operates a very active Uniform Centre, which has an excellent stock of new and nearly new items of clothing and footwear. If we can't supply it we can help fund it. Should anyone wish to discuss how the school can support them then please do not hesitate to call the school or contact Mrs Boyd directly at gw09boydfiona2@glow.sch.uk.

If you have any queries regarding the school's dress code, please contact the Headteacher.

RAISING ATTAINMENT

Denny High School has made significant improvement in its attainment over the past five years. However, the school is determined to continue to build on the strides that it has made. Monitoring performance and using the resulting information to secure improvement is an important part of the work of all school staff, working in conjunction with young people, families and partners within Children's Services and wider support agencies.

Please see the ***Standards and Quality Report (SQR)*** for details of the pattern of attainment of our pupils. **A copy is available on our website.**



RELIGIOUS EDUCATION, RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES and RELIGIOUS OBSERVANCE

Schools have a statutory duty to provide Religious Education 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 Education 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 from S3 can gain a qualification through the study of Religious, Moral and Philosophical Studies at National 5, 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 several times a year, in addition to traditional celebrations central to the life of the school community.

Withdrawal from Religious Education and Religious Observance/Time for Reflection

Parents who wish to exercise their right to withdraw their child from religious education 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.



SCHOOL MEALS AND CLOTHING GRANTS

Primary and Secondary Menus offer 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. Primary School Menus provide 3 daily choices with High Schools providing a range of plated meals, pasta, meal deals and salad boxes. Meal prices are reviewed annually. Please contact the school to be advised of the current price.

Some families may be eligible to apply to the Council for provision of free school meals.

School Catering Services:

- Our refectory runs on a cashless system. Pupils put money onto a swipe card, notes or coins, in order to purchase food. Pupils are issued with a swipe card when they start school.
- Pupils can buy food from our refectory or bring in their own packed lunches. All food should be eaten in the refectory and all litter deposited in the bins provided.
- Pupils should not bring glass bottles into school.
- When finished eating, pupils can relax in the refectory with friends or use the outside social spaces.
- Toast and hot drinks are available in the mornings from around 8am in the refectory.

Free School Meals and Clothing Grants

Some families may be eligible to apply to Falkirk Council for free school meals and / or a payment towards the cost of footwear and clothing. The level of grant is set by the council. The application process is detailed below.

Application Forms for Clothing Grant and Free School Meals including eligibility criteria are available from the school, Falkirk One Stop Shops, Registrars or can be downloaded from the Falkirk Council website – www.falkirk.gov.uk. The forms have to be completed by the parent / carer and evidence of benefits 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 506999.

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, lanyards 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.

There are a number of security cameras outside and inside the school building as additional safety measures.



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 Child (GIRFEC) is a programme that aims to improve outcomes for all children and young people.

It promotes a shared approach that:

- builds solutions with and around children and families
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

Getting it Right for Every Child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services and is embedded in the developing early years and youth frameworks.

The school GIRFEC policy is included in our school website, please Denny High School Website (www.dennyhighschool.co.uk) - Our school – Policies and Reports.

Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

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 everyone 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 professionals to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education improvement plan with the child and family was meeting all the child's needs).



<http://www.falkirk.gov.uk/services/specialist/girfec/girfec.aspx> The GIRFEC web pages link you to many sources of information relevant to children, young people, parents/carers, families and practitioners which we hope will allow you to find what you are looking for. Falkirk Council and its partners are currently working together to embed the role of the named person. You will be given the name of your child's named person in due course.

Family Support Service

The Family Support Service is one of the services working to support children and families in Falkirk. We 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 by developing links between home and school thus ensuring that pupils are offered support to meet their needs.

Support offered to pupils can be given individually or in a group setting. Parents are kept fully involved and initially a home visit will be offered to discuss the request for assistance, and thereafter progress will be reviewed and evaluated on a regular basis keeping parents and pupils fully informed.

Support is also offered to pupils having been identified as being anxious at times of change. Moving from pre-five to primary, primary to secondary school and from secondary to further education or employment. As this can be a stressful time to both pupils and parents we can work with you and your child's school to ensure a smooth transition, and help them learn how to cope with change.

The Family Support service is a non-statutory service and staff work in partnership with parents or carers and school staff. We also work in partnership with other agencies including Counselling and support services, Health, Social Work and Community Learning and Development and other identified local voluntary and government agencies.

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."

Education 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. Rectors or designated member of staff are instructed to notify Falkirk Council and Social Work Services when a member of staff has a suspicion that a child might have been abused or be at risk of abuse.

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

Additional Support Needs

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

[Additional support needs | Falkirk Council](#)



Working with other agencies and professionals for example, Social Work Services, Educational Psychology Service, National Health Service and parents/carers decisions are made jointly with parents/carers, 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 practices. This involves close co-operation between the parent/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 class teacher or form tutor.

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

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

Our school also has a support provision called the Additional Support Centre (ASC), supporting specialist education for pupils identified as a priority by Falkirk Council Education Services. 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. 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 Education 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.

Disputes and Resolution

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 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 Quality Improvement Officer. Education 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, 0845 123 2303
- Scottish Independent Advocacy Alliance; www.siaa.org.uk, 0131-260-5380
- Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131-667-6633.

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>



Pastoral Support

Any pupil joining us in Denny High School from primary school is bound to notice some major differences. A secondary school is a big and fairly complex organisation. It is different from primary school in many ways:

- It is bigger, has more pupils and more staff
- It has some very specialised areas (eg Science labs, Craft & Design rooms, Home Economics kitchens)
- Pupils move around a lot more between different teaching areas.

These differences should not worry or cause any concern for pupils joining us here at Denny High School. The differences actually make it a very interesting place in which to work and to enjoy learning. To help pupils settle in and to help them all the way through their secondary education we have a number of promoted Pastoral teachers know as Head of Houses who will look after their welfare.

Providing good, effective education is the responsibility of all staff. The Pastoral Team in Denny High School contributes to this by striving to achieve the following aims:

- To maintain a caring school environment in which each pupil is known and valued.
- To ensure that each pupil has an opportunity to make full use of the school's resources and to make the most of his or her own abilities.
- To help prepare pupils for adult life and make informed and realistic choices about future careers, education and leisure activities.

Integrated Pupil Support Team

This team incorporates our Pastoral, Heads of House

Dumyat	Mrs Gillian Lumsden
Hartfell	Ms Becky Shiell
Lomond	Mr Jamie Baxter
Cruachan	Mr Craig Smith
Schiehallion	Mrs Dawn Raith/Mrs Kirsty Auld

And Principal Teachers of Pupil Support & Additional Support Needs

Principal Teacher of Pupil Support	Mrs Paton
Acting Principal Teacher of Additional Support Needs	Mrs Pugh



The Integrated Pupil Support team are responsible for Universal & Targeted support for pupils. Heads of House also teach their caseload of pupils, Personal & Social Education (PSE) one period



per week. The team work collaboratively to link with families, staff, and external agencies to co-ordinate support for pupils. Each house consists of pupils from S1 to S6. We ensure that all members of a family are in the same House to allow pupils, as far as possible, to identify with the same members of the Pastoral Team throughout their school career. This also allows more consistent contact between home and school. We have a strong House system, and all pupils and staff belong to one of our five Houses.

Each house consists of boys and girls at all stages in the school, from S1 to S6. We ensure that all members of a family are in the same House to allow pupils, as far as possible, to identify with the same members of the Pastoral Team throughout their school career. This also allows more consistent contact between home and school.

Pastoral staff will get to know children and their parents well in order to be able to deal with personal problems, to offer advice on curricular matters, to help choose subjects and to lend a sympathetic ear generally. Parents are asked to encourage their children to use the opportunity to talk about problems in this way.

Making subject choices. This receives particular attention at times when a choice of course has to be considered. This takes place in February/March for S2-5 pupils. At this time pupils are asked to reflect upon their learning journey so far at Denny High School and to plan their next steps. This is done in consultation with their class teachers, form teachers and Head of House. The process is overseen by the Heads of House who ensure pupils are encouraged to reflect upon what they need to do to ensure they can make a positive transition into the career path of their choosing. As well as parents'/carers' evenings there is an additional course choice evening to inform parents of the courses available to their child. Parents'/carers' can request an individual appointment to see their child's Head of House and should phone/email to make an appointment.

Vocational guidance. Planning and delivery of Careers Guidance for pupils is co-ordinated by Pastoral Heads and the Careers Adviser from Skills Development Scotland (formerly known as Careers Scotland).

Coordination of Careers Guidance and supports for transition beyond school is the responsibility of Mr Vaughn-Sharp who also links with officers from Skills Development Scotland to ensure that the best possible advice on careers is available to our pupils and their families at any time but particularly at those times when sound advice can be critically important.

The careers education programme begins in S1 within Personal & Social Education and across all subjects. Pupils from S2 onwards have much more targeted support via small group talks/1:1 appointments with Skills Development Scotland to ensure they have relevant information at the most critical times of the school career.

All pupils are encouraged to seek an individual interview with the Careers Advisers at a time most appropriate to their needs, although pupils can self-refer at any time. Here they can get help and advice to find the most relevant and up-to-date information regarding databases on jobs, college and university courses, training opportunities etc.

All current and important information regarding careers available and any notices from colleges / universities are displayed as quickly as possible on our website.



The Careers Advisers from Skills Development Scotland also attends all Parents' Evenings and parents are encouraged to discuss their concerns or queries regarding all careers related matters with the Careers Advisers.

Pastoral staff can be seen by appointment. Many matters can, however, be dealt with by means of a telephone call or an email. Simply ask for the teacher concerned and if he/she is not available leave your number and a message will be passed to the teacher who will contact you as soon as possible.

Appointments with Parents

In normal circumstances, parents are asked to contact the school to make an appointment at a mutually convenient time, as all members of staff have teaching and other commitments which restrict the times when they are available to meet parents.

Transitions

Denny High School has a well-established Transition programme for Primary 7 pupils from all of our associated primaries. We have positive relationships with all 7 primaries and are continually developing improved curricular links in areas such as English, Maths, Science, Modern Languages, Music and Social Subjects. Links between primary and secondary will continue to evolve in line with good practice centred upon our Curriculum for Excellence.

Our Transition Calendar below illustrates opportunities for both pupils and parents to get to know Denny High School before they start in August.

Our Transition Calendar below illustrates opportunities for both pupils and parents to get to know Denny High School before they start in August.

August – June

Ongoing visits to each associate primary by Support for Learning staff.

February 2025

P7 Parents' Information Evening

March 2025

Auditions for Dance Academy

Cluster STEM Days throughout the term

June 2025

P7 Family Learning Evening, Denny High School

June 2025

P7 Induction Days, Denny High School





TRANSPORT

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 crossing patrol 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 and they take care not to restrict the view of the school crossing patrol.

Transport for Primary and 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 under 8 years of age who live one mile or over from their catchment school by the nearest available safe walking route.
- 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 or you could follow the link: [School life - School transport | Falkirk Council](#)

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.

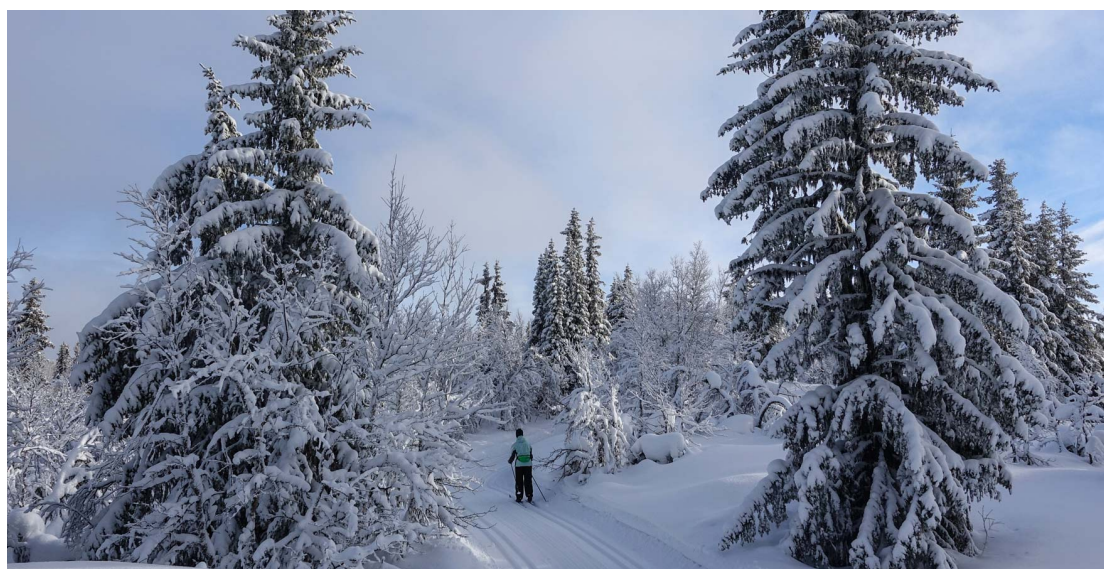
- **Bus 1 First Bus Banknock/Coneypark**



- Bus 2 First Bus Banknock/Bog Road
- Bus 3 Bryans Greenhill/Allandale
- Bus 4 Bryans Bonnybridge Toll/Antonine Primary School
High Bonnybridge
- Bus 5 Bryans Greenhill Only
- Bus 6 Frist Bus Gateside
- Bus 7 First Bus Larbert Road/Longcroft

UNEXPECTED CLOSURES

Most closures will be notified to you in advance, in writing, 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, via the School Website and Twitter account or via information broadcast on Central FM.**





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

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

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PARENT FEEDBACK

Please take a few minutes to fill in and return the questionnaire on this page. Your feedback will help us improve the Handbook for next session.

Tell us what you think by emailing the school address.

Your feedback will help us to improve our handbook.

Did you find

1. The handbook useful?
2. The information you expected?
3. The handbook easy to use?

