

Dunipace Primary School



School Brochure 2026-2027



Falkirk Council
Children's Services



Eco Schools SCOTLAND

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A Foreword from the Director of Education

Session 2026–2027

This handbook contains a range of information which we hope will be helpful to you and your child. It offers an insight into the life and ethos of the school, along with advice and guidance to support you in your role as a key partner in your child's education.

Falkirk Council is committed to working closely with parents and carers to enhance engagement and ensure strong home-school partnerships. One of the most effective ways to get involved is through the school's Parent Council. Parent Councils are independent bodies that work with schools to support improvement, contribute to key decisions and represent the views of parents so helping to shape priorities and enrich the educational experience for all young people.

Throughout the school year, there will be opportunities to discuss your child's progress with their teacher(s) and via the 'Progress' reporting system/app. You can also stay informed about school news and activities by following your school's social media channels, as well as central accounts like @EducationServicesFalkirk, @ConnectedFalk, and @falkirkcouncil, where we regularly share updates and celebrate success.

We are proud that Falkirk Council continues to support the Connected Falkirk digital learning programme. Thanks to this investment, every young person from P6 to S6 has their own personal learning device, enabling access to high-quality digital learning and direct teacher feedback anytime, anywhere. Not every child in Scotland has this opportunity, so we encourage you to ask your child to show you their learning - it's a great way to stay involved and celebrate their progress.

Since taking up the post of Director of Education in May 2024, I have made it a priority to spend time in our schools and centres and I continue to be regularly in and out of establishments across the area. Meeting staff, pupils and parents, and seeing first-hand the excellent work being done, is one of the most important and rewarding parts of my role. Across Falkirk, we are rightly proud of our strong levels of attainment and achievement and of our record numbers of young people progressing into positive destinations after leaving school.

We also take great confidence from the strong evaluations received from both HMIE and the Care Inspectorate, which highlight the quality of our learning environments, the professionalism of our staff and the care and support we offer children and families. Alongside the Heads of Education and the wider central team, I am working in close partnership with Headteachers to build on this success and secure the very best outcomes for every young person in Falkirk.

I trust this handbook will provide you with useful information about your child's school. If you have any questions, please contact the Headteacher of your child's school, who will be happy to help.

With very best wishes.

Jon Reid
Director of Education
Falkirk Council

Footnote and Disclaimer

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 direct into the Communications Officer for Education Services (email: EducationServices@falkirk.gov.uk)

Disclaimer

The information in this school handbook is considered to be correct at the time of publication (December 2025). However, it is possible that there may be some inaccuracy by the start of the school term in August 2026.

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 integrated, hands-on learning for sustainability, fostering global citizenship, critical thinking, and lifelong skills
- Participate in outdoor learning experiences

Equitable access to technology for learning, including digital devices, internet connectivity, and the development of digital literacy skills.

Be consulted on and contribute to the decision-making process in school

Access to vocational and work-based learning experiences that provide practical skills, industry exposure, and pathways to employment.

- Develop leadership and social skills through collaborative projects, extracurricular activities, and active participation in school and community initiatives
 - 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 where appropriate 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:

- Ensuring regular and punctual attendance
- Encouraging and facilitating home learning opportunities and study routines where appropriate
- Attending parent-teacher meetings/discussions and school events.
- Discussing school reports with your child
- Encouraging reading and educational activities outside of school
- Supporting participation in extracurricular activities and clubs
- Discussing what was learned at school and showing interest in their education.
- Setting high expectations and celebrating achievements
- Helping them develop good organisational and time-management skills
- Promoting healthy eating and adequate sleep at home
- Encouraging a positive attitude towards learning and school
- Collaborating with the school on individual education plans where appropriate
- Participate on a residential experience where possible

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.

Welcome from the Head Teacher

Welcome to the Dunipace Primary School Handbook.

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

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

To make our handbook easy to use I've divided the information into five different sections:-

Section One – Practical Information about the School

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

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

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

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

This section gives an overview of the policies the school has in place. If you would like to see a full copy of these policies or to discuss them in more detail, please contact me. Most of these policies are available on the school website – [UK](#)

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

Section Two – Parental Involvement in the School

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

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

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

Lastly, it includes information on our Parent Teacher Association/Parent Association and Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Section Three – School Curriculum

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

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

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

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

Section Four – Support for Pupils

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

This section also gives information about transition – from primary school to secondary school – what the arrangements are and contact details of the catchment high school to which our pupils normally transfer. There are also details about making a placing request to another school.

Section Five – School Improvement

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

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

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

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

Miss Stacey Collier-West
Headteacher
Dunipace Primary School

Section One – Practical Information about the School

Contact Details

Name of Head Teacher: Miss Stacey Collier-West

Name of School: Dunipace Primary School

Address: Thistle Avenue

Dunipace

Denny

FK6 6LS

Telephone Number: (01324) 508820

Website: [UK](#)

E-mail Address: dunipaceprimaryschool@education.falkirk.sch.uk

About the school

Stages of Education provided for Primary 1 – Primary 7

Nursery Class: 32

Present Roll: 201

Denominational Status of the School: non-denominational school

Gaelic Medium Education: no Gaelic provision

Single-sex school: No

The organisation of the School Day

Primary 1 pupils now attend school on a full-time basis from their first day.

Start Time: 9.00am

Morning Break: 10.30 am

Lunch Time: 12.15pm – 1.00pm

Afternoon Break: There is no afternoon break

Finish Time: for Primaries 1 - 7 is 3.00pm

Agreed Term Dates for Session 2026-2027

The agreed School Term and Holiday Dates for school year 2026-2027 can be found here: [School terms and holidays - Falkirk Council](#)

Registration and enrolment

The date for registration of new P1 school entrants is advertised in all local nurseries, schools, the local press and on the council's website www.falkirk.gov.uk. Pupils should be registered in only one school for their catchment school area. Parents will be provided with information about the school, when they register their child.

Pupils who are baptised Roman Catholic are automatically entitled to enrol at the denominational catchment school. All other pupils must make a placing request to attend a denominational school.

Parents who want to send their child to a school other than the catchment school must make a placing request in addition to enrolling their child at their catchment school. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information or complete and online enrolment request via the Council's website www.falkirk.gov.uk

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.

<u>Percentage</u>	<u>Number of School Days Annually</u>	<u>Number of days missed</u>
100%	190	0
95%	180.5	10 days (2 weeks)
90%	171 days	19 days (3 weeks, 4 days)
85%	161 days	28 days (5 weeks, 3 days)

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 exceptional 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.

School Dress Code

Parents are asked to co-operate with the school in encouraging their child to follow the school's dress code.

All schools have a dress code, which includes the school's policy on uniform. The wearing of uniform is encouraged as it helps to:

- develop a school community spirit
- improves school security by making non-pupils more easily identifiable
- allows pupils to be easily identified when out of the school, e.g. on trips
- enhances the school's reputation within the community; and
- minimises rivalry and bullying amongst pupils that can arise from, for example, the wearing of designer clothing.

The school's dress code has been agreed in consultation with parents, pupils, staff and the Parent Council. This consultation has ensured that the dress code meets the needs of the school community, allows pupils to participate in all aspects of school life and is age appropriate.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

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

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories and technical workshops;

this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings.

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

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

Our School Dress code can be viewed on our school website, in the School Policies section at www.dunipace.falkirk.sch.uk

Our school uniform can be purchased from the local shops in Falkirk at any time throughout the year.

Our school colours are primarily black and white thus permitting particular items to be purchased from a range of retailers.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. Children can leave a PE kit in school and we will send them home from time to time for washing.

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

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School Meals

School Meals

Our Primary and Secondary menus offer a variety of healthy and appealing meal choices, fully compliant with the Scottish Government's legal standards for food and drink in schools.

Primary School Menus feature three daily meal options; each served with two portions of vegetables and one portion of fruit. Secondary School Menus offer a wider selection, including plated meals, pasta dishes, meal deals, and salad boxes—each balanced meal includes two portions of vegetables and one portion of fruit. Meal prices are reviewed annually. For up-to-date pricing and full menu details, please visit our website or contact your child's school. (Schools: School meals - Falkirk Council)

All pupils in P1 to P5 are entitled to free school meals. Families with children in P6, P7, or secondary school may be eligible for free school meals depending on circumstances. For more information, please contact your child's school or visit the Falkirk Council website.

Information on Free School Meals & School Clothing Grant and how to apply can be found here: [Benefits and support: Free School Meals and School Clothing Grants - Falkirk Council](#)

School Holiday Support Payments

Information about School Holiday Support Payments can be found here: [Benefits and support: Free School Meals: School Holiday Support Payments - Falkirk Council](#)

Medically Prescribed Diets

If your child requires a medically prescribed diet, please request a Prescribed Diet Referral and Declaration Form from the School Office or download one from the website (Schools: School meals - Medically prescribed diets - Falkirk Council). This form must be completed and returned annually and must be supported by a diagnosis from a qualified medical professional.

All medically prescribed diets must be submitted through this process. Delay in returning the completed form may limit the meal options available for your child

School Holiday Support Payments

A payment of £2.50 per day as an alternative to free school meal provision during the school holidays. This provision will cover the summer holidays; the Christmas and Easter holidays during the 2024-25 school year; and also the mid-term holidays in October and February.

This payment will be made to children and young people who are awarded free school meals based on the Scottish Government eligibility criteria. To be eligible for payment, children and young people must have been approved for free school meals prior to the beginning of the relevant holiday period.

How will the payment be made to parents and carers?

We will make direct payments to your bank account, using the details we hold on your Free School Meals or Clothing Grant claim. If no bank details are held on file, payments will be issued by cheque.

When will I be paid?

Payments for each eligible pupil will be made at the start of the holiday periods in Summer, October, Christmas, February and Easter

Who is not eligible for this additional support?

Pupils not eligible for this are:

- Pre-school pupils in early years establishments.
- P1-P5 pupils and those pupils in special educational settings where they receive a free meal through universal and not means-tested provision.

For further information please contact us at fsm.payments@falkirk.gov.uk

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 8 years of age or over 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.

Children who gain entry to any school by means of a successful placing request will not be entitled transport

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

Pickup points

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

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

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 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 sc

School security

Falkirk Council aims to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Anyone calling at a school for any reason, is required to report to the school office. The school staff then can make the necessary arrangements for the visit.

Wet Weather Arrangements

In wet weather pupils may be allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited. It is especially important that school rules and expectations around behaviour are adhered to by all. Children having school lunches may remain in school during wet weather but, again, supervision is limited.

Parents Meetings

All of our schools offer opportunities for parents to discuss their child's progress with teachers through arranged meetings. Arrangements vary from school to school but all parents will be advised of when these meetings take place. In addition to these set dates, parents are able to contact the school at any time to ask for information or for a meeting. Please see section two of this handbook for more details on home / school partnership.

Communication with Home

From time to time you will receive important and routine communications from the school via variety of methods (email, group call, social media etc.). Parents are also encouraged to check their child's schoolbag for these communications. Enquiries of any kind should be addressed to the Head Teacher in the first instance.

Unexpected Closures

Schools and nurseries can occasionally be affected by bad weather or building maintenance. If a school or nursery is closed, we will keep in touch using text messaging, show that it is **affected** [here](#) and detailed information about the closure will be available on the school's page. 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..

Mobile devices

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

Education establishments develop their own mobile device policies in consultation with pupils, parents and staff. For more information on this topic, please contact your child's school.

ICT Acceptable Use Policy

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

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

Equality

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

Children's Services have a range of policies and procedures to address equalities issues specific to education to enable us to fulfil these duties. In addition to this all education establishments have a responsibility to report incidents of prejudice-based bullying in line with our Anti-Bullying Policy: 'Promoting Positive Relationships in Falkirk's Educational Establishments'.

English as an Additional Language

As part of the Additional Support Needs Service, the Council provides a support service for children who have English as an additional language. The service supports enrolment and provides staff training and visits to schools to work with those children and young people who require assistance in developing English language skills.

This service can be contacted via email: EAL@falkirk.gov.uk

Compliments, Enquiries and Complaints Procedure

Information on how to make a complaint can be found via the following links:

[Contact us: Complaints procedure - Falkirk Council](#)

[Schools: School complaints - Falkirk Council](#)

Other School Policies

We have a range of curricular policies in written format. These policies are subject of regular discussion, consultation and review with school staff and other school stakeholders. These can be made available for perusal on request.

Some policies are available on our website at www.dunipace.falkirk.sch.uk

School Health Service

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

School Nursing Service

School Nurses are available **8.30am-4.30pm** all year round, excluding Public Holidays. School Nurses are not based in schools and are part of an integrated community team working from local health centres/clinics. The School Nurse Team offer health screening, health assessments and health reviews.

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

The Falkirk School Nursing team comprises of

- **Registered** School Nurses
- Health care support staff

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

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

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

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

Infectious diseases

Colds and tummy upsets are the most common infections affecting children at school. It is important to keep your child at home in the early stages of a cold or until at least 48 hours after an episode of diarrhoea/vomiting to prevent infecting others.

For treatment of diseases such as chickenpox or mumps, please consult your GP practice or nurse.

Head Lice

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

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

Clinics

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

Immunisation

Primary Schools

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

Secondary Schools

Pupils are offered several vaccinations such as Meningitis ACWY, a catch-up for the MMR vaccine and a booster for diphtheria, polio and tetanus. From 2019 HPV vaccine will be offered to both boys and girls.

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

Medicines Administration

Administration of medicines prescribed by a doctor or dentist is at the discretion of the head teacher but most schools are happy to co-operate. Parents who wish school staff to give medicines should take the medication to school and fill in the appropriate form (MED1). It is also possible to complete another form (MED4) which allows pupils to carry and administer medication themselves, for example inhalers. Prescribed medication should be clearly marked with your child's name, date prescribed, how often it has to be taken and for how long.

Pharmacies

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

Insurance Cover for School Children

Public Liability

Personal Injury

Falkirk Council has in place a Public Liability policy which operates in respect of claims for injury to any third party which includes a pupil whilst under the care of the Council or their employees. In order for liability to be accepted there is an onus to evidence the council was negligent in their acts and was responsible or partially responsible for the injury sustained.

Pupil's Property

It is inevitable that during each session, 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 pupils property which is subsequently lost, damaged or stolen, unless specifically entrusted with a member of staff.

Any claim made for loss or damage to the property left in the care of the school or its employees will have to be submitted, in the first instance to Children's Services.

Following a thorough review of the claim, settlement will only be made if it can be shown that Falkirk Council are legally liable for the loss.

Travel and Personal Accident Cover – Educational Excursions

In order to provide necessary cover for educational excursions Falkirk Council has in place an insurance policy for travel and personal accident which specifically covers any pupil enrolled at a participating establishment. The policy provides compensation for each insured pupil should an incident occur, irrespective of legal liability. There are varying degrees of benefits within the policy, but the key compensation values are noted below.

1. Death £30,000

2. Permanent Total/Partial Disablement up to £30,000

The insurance policy provides accidental bodily injury cover whilst any insured person is undertaking an organised trip (including exchange visits and work experience placement) as long as it is with the authorisation of the school or council and the activities involve a journey outside the premises of the school. The policy also extends to cover overseas travel cover.

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Section Two – Parental Involvement in the School

Parents Welcome

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

Falkirk Council Education Services are in the process of reviewing our Parental Engagement Strategy in consultation with parents. This will be finalised ahead of the 2026-27 school year and will be uploaded here: [Schools: School policies - Falkirk Council](#)

In Dunipace Primary School we offer an open door policy in school. Please leave some details of your query so that a decision can be taken on the best person to get back to you and if further investigation would be helpful so we can answer your questions fully.

There are regular open events throughout the year and these dates will be shared in our regular newsletters. Some are for particular classes and some are whole school. Some are class based and some are performances.

Parents are welcomed as parent helpers by arrangement and on completion of the PVG checks. We are always grateful to families who can support school events and trips.

We hold parents evenings in September/October and again in February/March and a written report will come to summarise your child's year in June. We are happy to arrange further meetings to discuss your child's progress where necessary. Some pupils move into a more formal arrangement of Team around the Child meetings in order to support their learning.

Letters and information flyers mainly come by email direct to the main carer's email address. We find this system is very efficient because letters cannot get lost on the way home. It is also more sustainable, having had a positive effect on reducing our paper use.

As a school we are now using BlueSky to share our learning. Please click on the link or scan the QR code to follow all of the Dunipace class and staff accounts. <https://go.bsky.app/T8CY3hS>

Homework and online learning will be shared online through MS Teams. Your child will be given a login and password to access their personal account. This is another platform where parents/carers can view their child's progress and learning at school.



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>.



Information and advice on education and learning for parents in Scotland

Be at the heart of your child's learning . . .

 **Parentzone**
SCOTLAND

Sign up to receive our Parents and Carers e-bulletins for the latest developments in Scottish education.
edscot.org.uk/p/LQE-39I/subscribe
 Email: enquiries@education.scotland.gsi.gov.uk
education.gov.scot/parentzone



Parental Involvement

Parents are our partners in learning. We will always look for ways for you to be involved and included as well as informed about the life and work of the school.

We try to convey to parents that by becoming involved in the life of the school that they show their child that education is important. At the same time the school community benefits greatly as they share their knowledge, experience and skills which help to make Dunipace Primary an even more successful, welcoming place supported by, and well connected with, the local community.

We recognise that not all parents are available during the school day to volunteer to help in school, and we attempt to explain a range of ways parents can become involved in supporting the school. This document can be viewed on our website at www.dunipace.falkirk.sch.uk

We employ a variety of ways to gather parents' opinions and encourage them to share their views. Some of these approaches include the following, although this is not an exhaustive list:

- Parents' Meetings with teachers (formal and informal)

- Pupil Review Meetings
- Parent Focus Groups
- Parent Induction Meetings
- Surveys

Parent Councils

Parents are welcomed to be:

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

- 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.
- To raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).
- To be included in School Improvement Planning

More information is available here: [Schools: Parent Councils - Falkirk Council](#)

Our Parents' Association is the formal representative body of the school, assuming the responsibilities of both Parent Council and Parents' Association.

Chair: Mrs McKay

**Office Bearers can be contacted by email to: Dunipace Parents Association
dunipacepspa@gmail.com**

The Parents Association has information displayed on their page of the school website. This can be viewed at www.dunipace.falkirk.sch.uk The Parent Association can also be found on 'X' @DunipacePta and on Facebook at Dunipace Primary Parents' Association.

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 [Parentzone Scotland | Education Scotland](#)

Parent Teacher Association (PTA) / Parents Association (PA)

The PTA or PA is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the PTA/PA if you want to join in.

Our Parents' Association is the formal representative body of the school, assuming the responsibilities of both Parent Council and Parents' Association.

Chair: Mrs McKay

**Office Bearers can be contacted by email to: Dunipace Parents Association
dunipacepspa@gmail.com**

The Parents Association has information displayed on their page of the school website. This can be viewed at www.dunipace.falkirk.sch.uk The Parent Association can also be found on 'X' @DunipacePta and on Facebook at Dunipace Primary Parents' Association.

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.

Pupil Council Our Pupil Council

- Comprises pupils from P2 – P7. Representatives from the Pupil Council consult with and feedback to pupils in Primaries 1.
- Representatives are elected by their peers from Primary 2 to 6.

Purpose

The Pupil Council

- initiate and make improvements to the school and playground
- support school improvement by engaging with the HGIOURS document <https://education.gov.scot/improvement/Documents/HGIOURS-Part1.pdf>
- represent the pupil voice in matters relating to the pupils' experience within Dunipace School

Agenda

- The pupils agree an agenda for the meeting, although parents and teachers can make suggestions too. The Pupil councillors are expected to gather the ideas, views and suggestions of their classmates and the younger pupils to help set the agenda. They make use of class suggestion boxes to gather ideas is set up a survey/vote.

Minutes

- The minutes are written up and distributed to each class. A copy is also posted on the Pupil Council Notice Board.

The benefits of the Pupil Council

1. We become more confident.
2. We learn to take part in discussions.
3. We learn to solve problems fairly.
4. We become better listeners.
5. We learn to talk about things that affect us.
6. We improve the school environment.
7. We represent the school at events.
8. The school listens to and acts on our views.

School Ethos

DUNIPACE PRIMARY SCHOOL and NURSERY OUR SHARED VISION

A school community where everyone feels happy, motivated and nurtured; where our young people have the opportunity to develop skills for life and be proud of their creativity and unique attitude towards their learning and new experiences.

Our School Values: Aspirational, Confident and Engaged

We will put the learner at the heart of everything we do, raise expectations and work together with mutual trust and respect and seek to:

- ensure that learning and teaching reflect the Falkirk Council's "Learning to Achieve" strategy
- ensure that school policies and practice are regularly reviewed and development areas are included in the school's Improvement Plan

- ensure that procedures are in place to track the achievement of pupils and identify their next steps and future potential
- allow staff to share good practice and further develop a cooperative approach to learning and teaching
- work in partnership with families, other professionals and specialists to enhance provision and meet the needs of all pupils
- **We believe that education empowers the individual and benefits our entire community and seek to:**
- develop in our pupils respect for self and for others, positive self-awareness and self-esteem, the ability to cooperate and the motivation to succeed
- ensure our pupils are equipped with the skills and attitudes to develop healthy lifestyles and work as responsible citizens
- **We have a vision of high quality, lifelong learning which is accessible to all and seek to:**
- ensure our pupils have the skills, knowledge and attitudes which allow them to be healthy, creative and ambitious in life and contribute positively to society.
- promote a holistic approach for each of our learners which takes account of their individual needs and prior learning experiences and allows them to realise their full potential
- support and develop the skills of all staff by offering opportunities for continuous professional development.

Our Aims

The values of aspirational, confident and engaged underpin our work in Dunipace Primary School and Nursery Class and we recognise:

- the right to be part of a safe, caring and stimulating environment in which each individual feels welcome, valued and included
- the entitlements of the United Nations Convention on the Rights of the Child
- the importance of self-esteem, self-reliance and self-motivation of the individuals involved in the school community
- the importance of a sense of individual responsibility to contribute positively, develop a strong work ethic and live healthily
- the need to have respect for self and others as we work together as a learning community
- the pursuit of excellence, through the promotion of creativity, enterprising thinking and perseverance
- the need for positive and cooperative partnerships amongst pupils, staff, parents and the wider community
- the importance of equal opportunities and an inclusive approach to allow each individual to achieve their full potential
- the need to provide a wide range of experiences and training opportunities for all to develop essential skills, knowledge and attitudes required in our ever changing world

- a recognition and appreciation of the different ways in which people live and learn

We aim to:

1. Create a positive ethos by:

- providing a secure, stimulating and purposeful environment within which effective teaching can take place
- promoting the values and ethos of the United Nations Convention on the Rights of the Child
- valuing the contributions of staff, pupils and parents
- creating a welcoming atmosphere for visitors
- providing opportunities for everyone in the school to achieve their full potential
- promoting a sense of care and respect for oneself, for others and for the school

- **2. Provide an appropriate curriculum for all pupils by:**

- ensuring challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance in learning and teaching
- effective forward planning and evaluation which reflects children's views and ideas
- using appropriate teaching and learning methodologies
- ensuring differentiation of tasks which match the needs, aptitudes and prior knowledge of the pupils
- providing a range of stimulating and appropriate resources for different learning experiences
- planning for and undertaking assessment FOR learning (next steps in learning)

3. Maintain and extend positive partnerships with parents, the local community and other agencies by:

- informing parents about their children's progress through Pupil Reports and Learning Logs
- being actively involved in local events and activities and linking learning to the local environment and its heritage
- establishing effective communication amongst all groups within the school community
- listening to and valuing the views of parents
- promoting co- operative working with other agencies which benefit the whole school community

- being an integral participant in the Denny Locality to ensure suitable support is available to young people and families and by implementing the principles of GIRFEC (Getting it Right for Every Child)

4. Promote personal and social development of our pupils by:

- providing opportunities which enhance children's self-esteem and self-awareness through arts, sports and cultural activities
- developing tolerance and respect for others through our HWB, RME and Enterprise programmes
- equipping pupils with the basic skills, attitudes and knowledge required in an ever changing society and allowing them to be pro-active in making choices about their own learning
- promoting equality and inclusion through which all pupils can achieve their full potential and involve pupils in the decision making process of the school
- teaching them the duties and responsibilities of citizenship in a democratic society
- providing effective learning opportunities for children to gain understanding of 'good health' and to make healthy options in their lives
- engaging with learners in other countries and sharing cultural and linguistic knowledge
- providing opportunities to participate in outdoor learning, environmental and community projects
- providing the opportunity to take part in a residential experience in P6/7

5. Respond to the challenges of educational change by:

- develop enterprising initiatives which provide opportunities for all pupils to achieve
- raising attainment by promoting achievement in its widest sense
- participating in the ERD process which ensures staff are given opportunities and support to develop personally and professionally
- using improvement planning effectively to carry forward school, local authority and national priorities
- harnessing the potential of ICT in learning and teaching and giving pupils access to appropriate technology
- managing the implementation of Curriculum for Excellence through discussion and consultation with staff, parents and pupils

Pupil achievement is celebrated in a number of ways including:

- in class

Pupil achievement is celebrated in a number of ways including:

- in class
- communication with home
- whole school assemblies/House Assemblies and Meetings

- school website/newsletters/newspaper articles/X - @Dunipace PS
- school display boards

The school is part of a wider community where we are well supported, and aim to support others. We have established strong partnerships with:

- The Denny Cross Burns Club
- Dunipace Parish Church
- Tygetshaugh Sheltered Housing Complex
- Strathcarron Hospice

Development of pupils' mental, social and emotional wellbeing

The school is committed to supporting the development of the whole child 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 environment which is both caring and challenging and which provides opportunities for exercising rights and responsibility.
- Ensuring that staff and adults in the school act as positive role models for pupils.
- Providing opportunities for members of the school community to come together reinforcing shared 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 wider work of the school to celebrate diversity and promote equality.

A range of new local services, digital support and self-help information for school-aged children are available here: [Falkirk Community Mental Health and Wellbeing \(glowscotland.org.uk\)](https://falkirkcommunitymentalhealthandwellbeing.org.uk)

Pupil Conduct

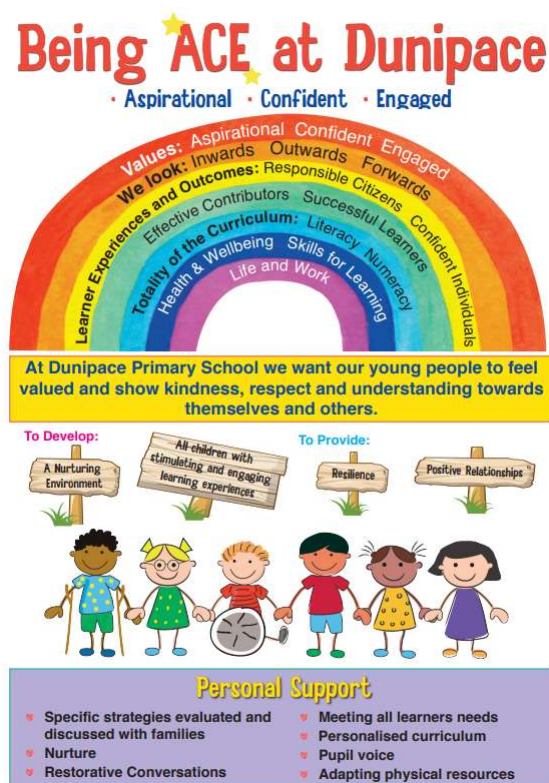
A genuine partnership between the school and family is necessary to ensure the best possible standards of pupil conduct are shared, understood and underpin every interaction between children/young people, parents/carers and school staff.

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

agreement is included in the School Enrolment Form that parents complete when enrolling their child(ren).

Be Ready, Be Respectful, Be Safe

We foster a relationships based approach to behaviour management. Children learn best and do their best for adults they feel a connection with.



Restorative Approach To Bullying Behaviour

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

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

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

Falkirk Council has a responsibility to provide an education for all pupils and to challenge and address bullying behaviour. Whilst appropriate action will be taken by

the school, it is also important that all parent/carers, work with the school to resolve any issues in the best interests of their child or young person.

Parents can access Falkirk Council's Anti-Bullying Policy, 'Promoting Positive Relationships in Falkirk's Educational Establishments; on the Council website:

www.falkirk.gov.uk/services/schools-education/policies-strategies/anti-bullying-policy.aspx

"Adults listen to me and help me with my work!"

"My teacher makes learning fun!"

"We have an Emotions Board in class and when I am sad, I change my picture and the teacher talks to me. I always feel better after I speak to the teacher."

"I love to learn at school with my friends and play together at lunchtime."

WHAT IS IT?

Restorative Practice is the school-wide use of strategies that aim to restore relationships that have broken down. This approach is being used across all Falkirk Council Schools. Restorative Practice will most commonly be used by staff in the form of a restorative conversation. This will be the first step that staff use when dealing with challenging behaviour.

- A restorative conversation is a means of diffusing a situation
- All involved have their say and accept and understand their role in the incident
- A restorative conversation aims to look fairly at the impact and outcome of an incident or minor breach of our school rules.
- It will normally take place between a member of staff and a pupil within a short time

The school employs a range of approaches to promote responsible behaviour, relationships and positive attitudes amongst our community. There is an emphasis on the roles and responsibilities of all individuals, staff and pupils. Integral to this is promoting distributed leadership, where our youngsters play key and leading roles within the school community.

Key elements include:

- Rights Respecting School
- Circle Time
- House System
- Restorative Practice
- Pupil self-regulation – Big Deal/Little Deal
- When the Adults Change Everything Changes
- Emotion Works

Within our 'House System' each child belongs to one of 3 'Houses': Bankend, Denovan and Herbertshire. Senior pupils take on key roles, and are positive role

models for younger children in the school. Our young leaders, the Captains and Vice Captains lead regular 'House Meetings' for the children in their 'House' discussing and praising how the children have been successful both individually and collectively, and setting targets to motivate and promote ongoing improvement. The Captains also present certificates to reward effort and achievement. They also organise competitions and events, and usually adopt a charity, local, national or international, over an academic session. This encourages our youngsters to contribute to their wider community, recognising their important place in the world and ultimately promotes good citizenship.

- A restorative conversation does not take the place of other discipline sanctions outlined in our 'Positive Behaviour' Policy, it is simply the first step.
- Another strategy used to repair relationships is a restorative meeting. A restorative meeting can take place between two or more pupils or between pupils and staff. In exactly the same way as a restorative conversation, these meetings allow all parties to have their say and address/repair the harm that has been caused.

WHAT IS THE POINT OF A RESTORATIVE CONVERSATION

- A restorative conversation aims to explore the reasons behind challenging/inappropriate behaviour
- The impact of this behaviour is discussed with a view to ensuring that the child involved understands and takes responsibility for their behaviour
- A restorative conversation will explore ways in which the children involved might avoid the same scenarios in future and therefore avoid further disciplinary sanctions being implemented
- A restorative conversation aims to have a positive outcome for all and resolve the issue
- If a restorative conversation is not successful, the member of staff would then move on through the other discipline sanctions set out in our 'Positive Behaviour' Policy. These sanctions have not been replaced or taken away.

WHAT DOES THIS MEAN FOR DUNIPACE PRIMARY SCHOOL

We have always aimed for a positive and harmonious learning environment within our school community. As a school we wish to continue to move forward – staff and pupils – working together to create and sustain positive learning conditions where low level, disruptive behaviour is eradicated.

The school employs a range of approaches to promote responsible behaviour, relationships and positive attitudes amongst our community. There is an emphasis on the roles and responsibilities of all individuals, staff and pupils. Integral to this is promoting distributed leadership, where our youngsters play key and leading roles

within the school community.

Key elements include:

- Rights Respecting School – Silver Award
- House System
- Restorative Practice
- Pupil self-regulation – Big Deal/Little Deal
- When the Adults Change Everything Changes

Within our 'House System' each child belongs to one of 3 'Houses': Bankend, Denovan and Herbertshire. Senior pupils take on key roles, and are positive role models for younger children in the school. Our young leaders, the Captains and Vice Captains lead regular 'House Meetings' for the children in their 'House' discussing and praising how the children have been successful both individually and collectively, and setting targets to motivate and promote ongoing improvement. The Captains also present certificates to reward effort and achievement. They also organise competitions and events, and usually adopt a charity, local, national or international, over an academic session. This encourages our youngsters to contribute to their wider community, recognising their important place in the world and ultimately promotes good citizenship.

Pupils will be encouraged to use these conversations to think about the impact of their behaviour on themselves, their classmates and other pupils of the school.

Ultimately, we expect these conversations will help improve respect and relationships across the school. This will mean a better learning and working environment for everyone.

Section Three – School Curriculum

Curriculum for Excellence

- **Learning to Achieve** - Our core educational policy.

This 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.

- **Curriculum for Excellence** – Bringing **learning to life** and **life to learning**.

Curriculum for Excellence is the vehicle by which we deliver a Quality Education across the **4 Contexts of Learning**. 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.

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. 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.

- **Responsibility of all**

Every single teacher and practitioner will be responsible for the development of **literacy and numeracy and health & well-being** from Early Level through to Senior Phase.

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.

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 well-being**; to ensure that the school is a place where children feel safe and secure.

GLOW, Scotland's unique, world leading, online network supports learners and teachers. Learners have **individual access** to GLOW through a username and password issued by school.

Developing the Young Workforce

Collaborative working between early years, primary and secondary alongside partnership working with local employers and businesses enhances your child's experiences from Early Years to their point of exit from school. Curriculum planning and structures in schools have continued to evolve progressively as new qualifications have been introduced. There is now a wide range of opportunities for young people to develop their employability skills, gain experiences of the world of work and incorporate work-based learning elements together with employers to explore direct pathways into employment. Each Secondary school has a DYW School Coordinator, who are all committed to strengthening links with employers and to create a genuine partnership approach to employability opportunities for all learners.

For more information please see the following websites:

[DYW - Scotland - DYW Scotland - Home](#)
[Forth Valley - DYW - Scotland](#)

MATHEMATICS

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests.

Because mathematics is rich and stimulating, it engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols which allows us to communicate ideas in a concise, unambiguous and rigorous way.

The mathematics experiences and outcomes are structured within three main organisers, each of which contains a number of subdivisions: number, money and measure, shape, position and movement, information handling.

Teejay Mathematics and New Scottish Heinemann Maths are the main resources used in school. We also use a variety of software packages, including Sumdog.

Wellbeing

The GIRFEC approach looks at eight areas of wellbeing. These are recognised as required areas which children and young people need to flourish both now and in the future.

The eight wellbeing indicators are:

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

These enable the adults responsible for the care and wellbeing of children and young people to provide them with support. These areas help children and young people, families, those responsible for their care, and services, to identify any needs. Through a collaborative approach children and young people, families, those responsible for their care, and services will use these eight wellbeing indicators to identify any need and respond with appropriate planned solutions and supports.

This approach provides a common language and areas to focus on when gathering information about a child and young person's world, to ensure they are growing and developing (UNCRC Article 6).

[Policies & strategies - Getting it Right for Every Child \(GIRFEC\) | Falkirk Council](#)

Main Contact

In 2019, the Scottish Government repealed the relevant sections of the Children and Young People (Scotland) Act 2014 relating to the Named Person service. A named person was defined as a central point of contact for children, young people, and parents. This person had the responsibility for providing families with information for getting the support if, and when, they needed it. As a result of the Scottish Government's decision, education authorities are no longer legally required to provide this service.

Every child and young person will still have a main contact within a school establishment to support and promote their wellbeing. The role of the main contact is

to act as the first point of contact for children, young people, those responsible for their care, and families.

If the main contact is not available, please speak to another member of staff who will be able to help. During school holidays an officer from Children's Services Central Team will provide the advice and support you may require.

At Dunipace Primary we ensure a continuous focus on skills development within Literacy, Numeracy and Health and Wellbeing which are essential skills promoting access to other learning opportunities. These skills are considered to be cross cutting skills which are transferable across the whole range of curricular areas, contexts and settings.

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.

Planning is undertaken on a long term basis for some curriculum areas i.e. Social Subjects, Science, Expressive Arts, Religious and Moral Education, Health and Wellbeing and interdisciplinary learning topics where teachers can select the optimum times of the academic year for access to outdoors, planning visits, working with partners e.g. in the NHS, to deliver aspects of Health etc. Long term planners are then developed in more detail in consultation with the children and this process produces Medium Term Plans which detail the experiences and outcomes, learning intentions, assessment approaches and resources to be employed.

Weekly Planning is a teacher's professional interpretation of Medium Term planning. In this form of planning teachers show a clear matching between the selected experiences and outcomes detailed in Medium Term Planning and the learning intentions for various lessons to be delivered and expanded in Weekly Plans. Teachers ensure that learning intentions are smart and focused, take account of prior learning and progression, and where appropriate encourage depth of learning. Learning intentions relate directly to Curriculum for Excellence experiences and outcomes.

Success criteria for the children directly relate to the learning intentions. Both learning intentions and linked success criteria are shared and discussed with the children at the beginning of each lesson and this allows progress to be assessed by the teacher and by the children, thus allowing next steps and new targets to be agreed.

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

The School Improvement Plan is our main approach to planning, implementing and reviewing school improvement. We target a maximum of 3 key priorities over a session. We prioritise these areas through a process of reviewing (identifying

strengths and areas requiring further development and improvement), and consultation across our school community as well as considering local and national priorities. Other factors can also influence the areas to be addressed e.g. achievement and attainment within the school.

The School Improvement Plan is central to promoting pupil achievement and attainment to ensure our youngsters reach their potential.

The Parents' Association is regularly consulted about the content of the School Improvement Plan and their comments, suggestions and feedback is always welcome. Our parent community can support school improvement by responding to surveys and questionnaires and sharing their views and ideas.

Our current School Improvement Plan for 2023/24 is published on our school website: www.dunipace.falkirk.sch.uk

Our Standards and Quality Report which gives information about our achievements, pupils' views and our progress with School Improvement Plan priorities can also be found on our website.

Parents wishing to find out more about Curriculum for Excellence may find the website Parentzone very useful. This site provides information and resources for parents and Parent Councils and also hyperlinks to other sites. The web address is: <https://education.gov.scot/parentzone/>

Standards and Quality Report

Schools and centres must provide an annual Standards and Quality Report (SQR) as a record of the progress made with the annual improvement plan. This should highlight celebrate successes and identify next steps. Setting should consider the best approach to engaging all stakeholders in this process, including the use of interactive digital publications.

The SQR should be based on the results of on-going self-evaluation which is rigorous, effective and based on consideration of impact. It should give a clear indication of where the school is now in relation to its process of continuous improvement and any identified next steps.

It should also state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and Children's Services NIF Improvement Plan priorities.

The National Improvement Framework's key priorities are:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in achievement, particularly in literacy and numeracy.

The drivers of improvement identified in the NIF are:

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer engagement and family learning
- Curriculum and assessment
- School and ELC improvement
- Performance information

Play Pedagogy and Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. Active learning is engagement of the brain whilst participating in learning experiences.

In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations.

As children progress through school they continue to be involved in active learning experiences which give them ownership of their own learning, encourage co-operative working and utilise skills required for learning, life and work.

Planning Children's and Young People's Learning

Practitioners use a variety of approaches to ensure 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 individualised targets help pupils to assess their own learning.

Children in Dunipace are encouraged to engage in their own learning and are regularly consulted about key questions relating to a theme or topic to be studied in Social Subjects, Science, Health and Wellbeing as well as other curricular areas, or within an interdisciplinary topic comprising various curricular areas.

Teachers also ensure that pre- assessment is integral to learning across the curriculum to ensure learning activities are suitable, and link with learning intentions and success criteria.

We encourage the children to reflect on their learning, to recognise their strengths and areas where they need more support, to explain what they have achieved and what their 'next steps' in learning should be.

Regular communication with parents takes place through the home/school link books, via class Bluesky accounts within particular classes, and attendance at events where we survey parental feedback. Parents are encouraged to comment on our website

and appointments can be made to speak to class teachers or a member of the school leadership team if required.

Learning at Home

The school's homework policy can be found here www.dunipaceprimary.co.uk.

Schools should add specific arrangements about other home learning approaches which may be in place – particularly around digital learning

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.

Care of Books / Materials

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

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

Sensitive Aspects of Learning

School staff have an important role in advancing our children's health and wellbeing, promoting our school as a safe and secure place where children can thrive and learn, and experience success.

Children will also experience some aspects of learning which are of a sensitive nature e.g. Sexual Health and Parenthood, Substance Misuse. We want our children's learning experience to be both positive and supported, enabling them to develop as informed and confident individuals.

To ensure a partnership with parents to permit us to effectively engage children in this important learning we often arrange parent workshops to preview curricular approaches and content in advanced. We also issue parent leaflets accessed from Health Promotions to ensure parents feel equipped to participate in discussions with their child or to help with questions children might ask at home.

Parental feedback regarding this approach has been positive with parents who explained that they felt informed and able to support their children.

Religious Instruction and Observance

Religious Instruction

Religious and moral education in non-denominational schools and religious education in Roman Catholic schools is a statutory core subject for all pupils attending primary

and secondary education, including those in years S5 and S6, and it is their entitlement to have this taught in a meaningful and progressive way. - Scottish Government Learning Directorate Curriculum for Excellence - religious and moral education
Schools have a statutory duty to provide Religious Instruction in the timetable. This aims to promote a knowledge of the Christian and other faiths and encourage children and young people to develop enquiring minds through investigating spiritual, moral and philosophical issues.

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

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

Religious Observance/Time for Reflection

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

Withdrawal from Religious Instruction and Religious Observance/Time for Reflection
Parents who wish to exercise their right to withdraw their child from religious observance are encouraged to discuss their intention with the Headteacher in the first instance to enable them to make a fully informed decision. Thereafter parents who wish to proceed 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.

Extra Curricular Activities

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 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.

Where participation involves children travelling or staying late after school, written permission for children taking part is required from parents

Facilities for Physical Education and Outdoor Activities

The gym hall has a variety of apparatus for physical education within the school. As part of the school's physical education programme, pupils may also use the facilities of the local sports complex, swimming pool or athletics stadium.

Active Schools

The goal of Active Schools is to provide more high quality opportunities to participate in sport within schools. We also aim to ensure that these opportunities are well connected to and supported by other local, regional and national partners.

We work with Physical Education (PE) professionals to ensure better coordination between PE and school sports and also to encourage the development of more physically active children and young people.

While our focus is sport, our activities connect to the wider landscapes of play, dance, exercise and active living – we know that a joint effort is required to deliver the health and performance related fitness our children and young people deserve.

Within Falkirk Council we have an Active Schools Manager, nine Active Schools Coordinators (Primary) and nine Active Schools Coordinators (Secondary). The Coordinators work within their respective Primary and High Schools clusters to provide further opportunities for physical activity, sport and play. We also have a coordinator designated to disability sport.

[Active Schools Falkirk | Falkirk Council \(falkirkleisureandculture.org\)](https://www.falkirkleisureandculture.org/)
[Follow us on @falkirkSPORT](#)

Assessment and Reporting

There are a variety of ways to assess progress and ensure that children and young people achieve their potential. Effective assessment practice within schools and establishments include:

- 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 year (not exclusively - Teachers' professional judgement, Scottish National Standardised Assessments, National Qualifications)
- Moderation of standards using Education Scotland Experiences and Outcomes and Benchmarks
- Consideration of data analysis and performance information

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 have been introduced to all schools across Scotland in aspects of reading, writing and numeracy, for all learners in 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)
 - Progress Reports (sent home to parents/carers including an invite to make comments)
 - Tracking and Monitoring Reports (regular attainment data provided to track progress)
 - Social media updates from staff and/or the school

Further information about what data is collected about your child is given in section 5 of this handbook.

Within Dunipace Primary School our parents/carers will meet with their child's teacher twice a year (September/October and February/March) to discuss their child's progress at a Parents' consultation appointment. Parent/carers will also be provided with a written report at the end of the year (June).

Throughout a school session there are many opportunities for parents/carers to be updated on their child's progress.

Reporting in its widest sense can take many forms. It is not just a parent/carers' update evening or an end of year report; there are many ways that we as a school will report on your child's progress and life at school throughout the school year.

Reporting in the Widest Sense:

- Learning walls
- Wall displays
- Pupils voice sheets on the Nursery window
- What Matters to Me information
- End of session reports
- Parent/Carers' evening
- Bluesky
- Open afternoons
- Stay and play sessions
- Comments in jotters
- Homework on Teams
- Learning Overviews
- Concerts
- Annual Standards and Quality Report



This list is not exhaustive.

Section Four – Support for Pupils

Getting It Right For Every Child (GIRFEC)

Getting it Right for Every Child (GIRFEC) is underpinned by the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC was produced in 1989 and contains 54 Articles specifically for children, recognising the special care and protection they need throughout childhood to experience the full range of human rights: civil, cultural, economic, political, and social rights.

The Scottish Government is committed to recognising, respecting, and promoting children's rights as part of its wider commitment to improving life chances for all children and young people. The UNCRC lies at the heart of the Scottish Government's policy and practice.

[UNCRC: the foundation of Getting it right for every child - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/getting-it-right-for-every-child/pages/1-10.aspx)

Getting it Right for Every Child (GIRFEC) is the Scottish Government's approach to improving children's services. The wellbeing of all children and young people is at the heart of GIRFEC. Services must work together with children, young people, their families, and those responsible for their care, to provide quick and effective support. To support the GIRFEC approach, the Children and Young People (Scotland) Act 2014 ensure key parts of GIRFEC are within law.

Main Contact

In 2019, the Scottish Government repealed the relevant sections of the Children and Young People (Scotland) Act 2014 relating to the Named Person service. A named person was defined as a central point of contact for children, young people, and parents. This person had the responsibility for providing families with information for getting the support if, and when, they needed it. As a result of the Scottish Government's decision, education authorities are no longer legally required to provide this service.

Every child and young person will still have a main contact within a school establishment to support and promote their wellbeing. The role of the main contact is to act as the first point of contact for children, young people, those responsible for their care, and families.

If the main contact is not available, please speak to another member of staff who will be able to help. During school holidays an officer from Children's Services Central Team will provide the advice and support you may require.

Family Support Services

Family Support Services work in partnership with families, schools, and other agencies to support young people's wellbeing from early intervention to more intensive support. Children, young people, and families may require additional support at different times in their life due to changing circumstances, such as: following a bereavement, trauma, illness, increased anxiety, and transition points in life. Support can be tailored to meet the individual needs of children, young people, and families, when they need it most and as locally as possible.

A request for support can be made through a member of school staff (main school contact) who will be able to talk with you, gather information and your family's views. This helps identify the most appropriate service. Support can be delivered in school, at home or in the community, on an individual or group basis.

Protecting Children and Young People

Article 19 of the UNCRC states that all children and young people have a right to be protected from violence, abuse and neglect. Everyone who works with children or young people has an important role in keeping them safe. Any individual could identify a concern that a child or young person may be at risk from abuse, neglect, exploitation or violence.

Falkirk Council has clear procedures for all staff to follow when there are concerns that a child might have been abused, are at risk of abuse or are likely to be exposed to significant harm. Sharing relevant information is an essential part of protecting children. Where there is concern about a child's safety or welfare, relevant information will be shared with police or Social work without delay, provided it is necessary, proportionate and lawful to do so.

All concerns that may indicate a risk of significant harm will lead to an Inter -agency referral discussion (IRD). This multi-agency forum involving Social Work, Police, Health and Education share relevant information they hold about the family and will decide on the next steps that are required, whether to progress an investigation and make plans to ensure the immediate safety of the child.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009) and its accompanying Code of Practice. This has been strengthened through the Children and Young People (Scotland) Act 2014.

Further details of the policies and procedures can be found on the Falkirk Council website:

[Additional Support Needs - Falkirk Council](#)

Children, young people, and families will work together with this school, other agencies and professionals to provide the best possible educational provision to meet their needs within the resources available. This may include working with Social Work Services, Educational Psychology Service, and the National Health Service.

Support for Pupils

The school makes provision for pupils with additional support needs throughout their education (UNCRC Articles 23, 28 and 29):

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

For the children and young people who require further support, the GIRFEC wellbeing indicators, and other assessments, may be used to identify their additional support needs. Those involved in helping to complete a rounded picture of assessment are referred to as the Team Around the Child (TAC) (UNCRC Article 3).

Members of the TAC may include the following. Depending on the circumstances, others may be involved:

- the child or young person (UNCRC Article 12)
- parents or carers
- others responsible for the care of the child or young person

- school staff
- social work
- Children's Rights Officer
- ASN Advisor

The Team will also draw up and review plans to meet the identified needs. Their activities are co-ordinated by the Lead Professional, who is responsible for ensuring plans are implemented and has an overall picture of the child or young person's progress.

If you believe your child may have unrecognised additional support needs, your first point of contact should be the child's class teacher (primary) or their Guidance teacher/Pastoral Head (secondary).

Disputes and Resolution (Additional Support Needs)

Schools and Early Learning Centres (ELC) do their best to support and respond to the needs of their children and young people. It is important for good communication between home and school so that should a problem arise, it can be identified and discussed as soon as possible.

In the first instance, the school or ELC should be contacted directly. If the matter cannot be satisfactorily resolved, services from centrally based staff may be called upon: the Additional Support for Learning Adviser, the Educational Psychologist or the school's attached Team Manager. Children's Services also commission independent mediation through Children in Scotland. This is a free service to parents, carers, and young people. It offers an independent mediation service by fully trained, experienced mediators in neutral venues and operates with a child-centred approach. Their services, called Resolve, may be arranged by the Additional Support for Learning Adviser, or accessed directly by parents and carers.

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

- **Enquire** – the Scottish advice and information Service for additional support for learning managed by Children in Scotland: www.enquire.org.uk, info@enquire.org.uk 0345 123 2303
- **Resolve: ASL** - to contact the service, or to find out more: www.childreninscotland.org.uk, info@childreninscotland.org.uk Sandra Mitchell, Mediation Manager smitchell@childreninscotland.org.uk Children in Scotland, Thorn House, 5 Rose Street, Edinburgh EH2 2PR
- **Scottish Independent Advocacy Alliance** - www.siaa.org.uk, enquiry@siaa.org.uk 0131 510 9410
- **Let's Talk ASN Scotland** - is a Scottish Government funded service for the parents of children with additional support needs and run in partnership with Barnardo's. The service provides legal representation in appropriate education law cases to parents or pupils. It also provides advocacy support for families with a right of reference to the ASN Tribunal for Scotland., c/o Govan Law Centre, letstalkasn@edlaw-org.uk 0141 445 1955

- **Children and Young People's Commissioner Scotland** - www.cypcs.org.uk/about/

More detailed information about Falkirk Council's ASN service can be found here: [Falkirk Council Additional Support Needs | Supporting Children & Young People with Additional Support Needs Across Falkirk Council \(glowscotland.org.uk\)](http://Falkirk Council Additional Support Needs | Supporting Children & Young People with Additional Support Needs Across Falkirk Council (glowscotland.org.uk))

Educational Psychology Service

The Educational Psychology Service is a statutory service with a role to provide advice to both the school and parents. Educational Psychologists work in collaboration with teachers, parents and other professionals to support children and young people with their learning and development, and to make the most of their lives.

Every school and pre-five establishment has a link Educational Psychologist who provides consultation, assessment, intervention, training and project work. The Service works within the Staged Intervention Approach of Children's Services. We expect that all schools will have undertaken appropriate assessment and intervention at stage 2 before asking for educational psychology assistance.

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>

As a statutory service we are required to publish a privacy notice which is available here: [Privacy notices: Schools & education - Educational Psychology Service | Falkirk Council](#)

Parents can contact the service directly on Educational Psychology Service educationalpsychologyservice@falkirk.gov.uk or 01324 506600. Please ask for the link psychologist for your child's school or Nick Balchin, the Principal Educational Psychologist.

EPS Prioritisation

The Educational Psychology Service does not operate a waiting list system. We aim to be responsive as a service and so we do this through a prioritisation system.

A. Respond to statutory requests within agreed timescales these are written request for an educational Psychology Assessment from the parent, child/young person or the local authority from the Additional Support Needs Team

OR

B. Prioritise with school manager/cluster approximately termly and prioritise as follows:

1. Critical incidents
2. Children at risk of education placement breakdown
3. Children where there is evidence that high levels of adaptation are required

4. Assessment in relation to significant Additional Support Needs or placement change
5. Exploratory Assessment to identify areas of concern.

Support for Pupils

The school makes provision for pupils with additional support needs throughout their education (UNCRC Articles 23, 28 and 29)

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

For the children and young people who require further support, the GIRFEC wellbeing indicators, and other assessments, may be used to identify their additional support needs. Those involved in helping to complete a rounded picture of assessment are referred to as the Team Around the Child (TAC) (UNCRC Article 3).

Members of the TAC may include the following. Depending on the circumstances, others may be involved.

- the child or young person (UNCRC Article 12)
- parents or carers
- others responsible for the care of the child or young person
- school staff
- social work
- Children's Rights Officer
- ASN Advisor

The Team will also draw up and review plans to meet the identified needs. Their activities are co-ordinated by the Lead Professional, who is responsible for ensuring plans are implemented and has an overall picture of the child or young person's progress.

If you believe your child may have unrecognised additional support needs, your first point of contact should be the child's class teacher (primary) or their Guidance teacher/Pastoral Head (secondary).

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In the first instance, the school or ELC should be contacted directly. If the matter cannot be satisfactorily resolved, services from centrally based staff may be called upon: the Additional Support for Learning Adviser, the Educational Psychologist or the school's attached Team Manager. Children's Services also commission independent mediation through Children in Scotland. This is a free service to parents, carers, and young people. It offers an independent mediation service by fully trained, experienced mediators in neutral venues and

operates with a child- centred approach. Their services, called Resolve, may be arranged by the Additional Support for Learning Adviser, or accessed directly by parents and carers.

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- **Enquire** – the Scottish advice and information Service for additional support for learning managed by Children in Scotland: www.enquire.org.uk, info@enquire.org.uk 0345 123 2303
- **Resolve: ASL** - to contact the service, or to find out more: www.childreninscotland.org.uk, info@childreninscotland.org.uk Sandra Mitchell, Mediation Manager smitchell@childreninscotland.org.uk Children in Scotland, Thorn House, 5 Rose Street, Edinburgh EH2 2PR
- **Scottish Independent Advocacy Alliance** - www.siaa.org.uk, enquiry@siaa.org.uk 0131 510 9410
- **Let's Talk ASN Scotland** - is a Scottish Government funded service for the parents of children with additional support needs and run in partnership with Barnardo's. The service provides legal representation in appropriate education law cases to parents or pupils. It also provides advocacy support for families with a right of reference to the ASN Tribunal for Scotland., c/o Govan Law Centre, letstalkasn@edlaw-org.uk 0141 445 1955
- **Children and Young People's Commissioner Scotland** - www.cypcs.org.uk/about/

More detailed information about Falkirk Council's ASN service can be found here: [Falkirk Council Additional Support Needs | Supporting Children & Young People with Additional Support Needs Across Falkirk Council \(glowscotland.org.uk\)](#)

Equality

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

More information relating to our statutory obligations under the Equality Act 2010 can be found here: [Equality and Human Rights - Falkirk Council](#)

Education Services have a range of policies and procedures to address equalities issues specific to education to enable us to fulfil these duties. In addition to this all-education establishments have a responsibility to report incidents of prejudice-based bullying in line with our Anti-Bullying Policy: 'Promoting Positive Relationships in Falkirk's Educational Establishments': [Schools: School policies - Anti-Bullying Policy - Falkirk Council](#)

Pastoral Support

The Health and Wellbeing of our youngsters is very important to us. When children are unwell in school we monitor them very closely and ensure parents are contacted.

Where children suffer from particular medical conditions we ensure robust health protocols, developed in consultation with parents and partners from Child Health, are in place and strictly adhered to. We ensure appropriate recording takes place.

Identified staff have undergone training for asthma, use of Epipens for nut allergies, diabetes, and for Epilepsy. Staff engage in refresher courses as necessary.

Transitions

We recognise the importance of all the transitions our youngsters experience at Dunipace Primary, and want them to experience a smooth transition throughout their learning, so that the quality and pace of learning is maintained to ensure that they continue to make the very best progress.

From nursery to P1 transitions take place during the session.

There are good links with Denny High School for P7-S1 transition and again, regular visits are made throughout the year to help pupils prepare for the move. These are supplemented by visit days, open events and an enhanced transition process tailored to meet the needs of pupils who may need more support to move from primary to secondary. Denny High School has been able to offer a summer school in recent years and if available these dates will be shared in the summer term.

Our catchment high school is Denny High School. If you would like your child to attend another high school, you will need to complete a placing request. Please see below for further details on Primary-Secondary Transfer.

Nursery Class Provision

The school's nursery class provides places for children aged 3-5 years. Nursery class provision is non-denominational, which allows children of parents from all religions and beliefs to attend the nursery. Attendance at the nursery class does not however guarantee a place in the school.

Admission to Early Learning & Childcare (ELC) Establishments in Falkirk

ELC places are allocated according to the Early Learning and Childcare Admission Policy. A funded pre-school education place is available for every child aged 3 to 5 years who lives in Falkirk. A funded place can be provided in either a Falkirk Council ELC Centre, private nursery or childminder which is in partnership with Falkirk Council.

Children become eligible for pre-school education as follows:

- For children who reach 3 years of age between 1st March and 31st July the start date will be the beginning of the Autumn Term (August)
- For children reaching 3 years of age between 1st August and 29th February of the following year the start date will be a month after the child's 3rd birthday.

Parents can apply for a nursery place between 1st December to 28th February each year via the Council's website [Early learning and childcare: Funded early learning and childcare - Falkirk Council](#)

Please note you will need to create a MyFalkirk account before applying.

Transition from Nursery to Primary

Each establishment has a detailed approach to ensure a smooth transition for children to primary school. This involves nursery and primary staff working together to share information about children's progress and achievements which will inform future planning.

Primary School Admissions

Education Services must set a date each year for the commencement of children's attendance at Primary school. This date is usually the 3rd or 4th week in August.

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from the Forward Planning Section – Tel. 01324 506608 in Education Services, on the website - www.falkirk.gov.uk or the relevant school.

Pupils who are baptised Roman Catholic and who live within the catchment area of a denominational school are automatically entitled to enrol at the school. All other pupils will require a placing request (see below).

Primary 1 enrolments will be accepted from 1st November until 31st December each year. Parents will receive information regarding the enrolment arrangements via Groupcall in October. Adverts will also be placed in the local press and all nurseries and schools.

Parents of pupils enrolling at a denominational school must also present their child's RC baptismal certificate. Parents of pupils that are not RC baptised will be required to submit a placing request (see below).

You are still required to enrol your child(ren) at your catchment denominational school (if RC baptised) or catchment non-denominational school (if not RC baptised) even if you do not wish him/her to attend that school.

Information on enrolments will also be available through the Falkirk Council website at www.falkirk.gov.uk.

Children eligible for enrolment are those whose 5th birthday falls between 1st March and the end of February the following year. Requests for enrolment will only be

prioritised if Education Services receive more requests for enrolment than places available at the school.

Primary to Secondary Transfer

There are a range of activities that take place to ensure that all children are well supported as they move from Primary 7 to 1st year, and these are all decided by each secondary school and its associated primary schools.

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. Opportunities for senior pupils from secondary schools to visit classes in their associated primaries offer further reassurance and can help supportive peer relationships to be developed before S1 begins.

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 challenges.

Moving to the denominational secondary school

Children who are baptised Catholic

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

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

Children who are non-Catholic

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

Moving between denominational and non-denominational schools

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

Mid Session Transfers

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school.

Transport for Placing Requests

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

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 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 Education 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. Education 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. Written application forms are available from all schools and from Children's Services. Written applications must be returned to the Director of Education Services, Suite 1A, Falkirk Stadium, 4 Stadium Way, Falkirk,

FK2 9EE. Placing requests for Primary 1 and Secondary 1, commencing in the next school session, should be made by the 15th March each year. Responses will be issued no later than 30th April.

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

Any Placing Requests received after the 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.

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.

Mid Session Transfers

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school.

Transport for Placing Request

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

Education Maintenance Allowance (EMA)

Information on Education Maintenance Allowance and how to apply can be found here: [Benefits and support: Education Maintenance Allowance \(EMA\) - Falkirk Council](#)

Section Five – School Improvement

Raising Attainment

Assessment is an integral part of the teaching process and your child will be continually assessed during their school career. This assessment can be both formal and informal and takes many forms; observation, tests, pupil/teacher dialogue, written or spoken tasks and teacher judgement. The result of the assessment process allows teachers to form next steps in your child's learning.

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Education Services. Head Teachers regularly track pupils' progress at meetings with each teacher throughout the year to ensure that progress is maintained and to identify effective strategies to support progress when necessary.

Information about your child's progress will be shared between home and school throughout the session. This will include parents' nights and an annual report. The aim of the annual report is to provide details of your child's strengths, development needs and attainment within Curriculum for Excellence. Parents and children are welcome to comment on the annual report. Parents are welcome to contact their child's school at any time if they have any questions or concerns regarding their child's progress.

Standards and Quality Report

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

Standards and Quality Reports – Operational Guidance

Standards and Quality Report

Schools and centres must provide an annual Standards and Quality Report (SQR) as a record of the progress made with the annual improvement plan. This should highlight celebrate successes and identify next steps. Setting should consider the best approach to engaging all stakeholders in this process, including the use of interactive digital publications.

The SQR should be based on the results of on-going self-evaluation which is rigorous, effective and based on consideration of impact. It should give a clear indication of where the school is now in relation to its process of continuous improvement and any identified next steps.

It should also state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and Children's Services NIF Improvement Plan priorities.

The National Improvement Framework's key priorities are:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in achievement, particularly in literacy and numeracy.

The drivers of improvement identified in the NIF are:

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer engagement and family learning
- Curriculum and assessment
- School and ELC improvement
- Performance information

Our detailed plans for improvement of the school's performance is our School Improvement Plan which can be viewed on our school website: www.dunipace.falkirk.sch.uk

As usual our Parent Council will be involved in consultation regarding priority improvement areas for the school and the ongoing review and development process.

We will survey all parent/carers for feedback and set up parental focus groups to look at aspects of school practice more closely where appropriate.

Priorities for 2025 - 2026

All nursery staff will use tracking data and focus child observations to plan for children's next steps to allow for progression in Early Language, Early Mathematics and Self, Social and Emotional outcomes.

All teaching staff will have a consistent approach in the format and delivery of differentiated lessons. These will provide progressive learning experiences to engage all learners.

All teaching staff will be involved in the review and update of the IDL planning to include pupil voice, UNCRC rights and Denny Cluster STEM skills

Develop all staff's knowledge and skills of resources to support learners with literacy difficulties such as dyslexia.

School Improvement Plan

Our detailed plans for improvement of the school's performance is our School Improvement Plan which can be viewed on our school website:
www.dunipace.falkirk.sch.uk

As usual our Parent Council will be involved in consultation regarding priority improvement areas for the school and the ongoing review and development process.

We will survey all parents for feedback and set up parental focus groups to look at aspects of school practice more closely where appropriate.

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland.

Information on how this data is used and what the Scottish Government and its partners do to protect the information supplied to them can be found via the link below:

<https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

For more information on why we transfer educational data to the Scottish Government and third parties, please see the Primary page on the Falkirk Council website : www.falkirk.gov.uk/privacy

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at ScotXed@gov.scot or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

Websites

You may find the following websites useful.

- <https://education.gov.scot/parentzone/> - 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.
- <https://education.gov.scot/inspection-reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <https://education.gov.scot/parentzone/> - 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.
- Scottish Attainment Challenge: [1. Introduction - Scottish Attainment Challenge: framework for recovery and accelerating progress - gov.scot \(www.gov.scot\)](#), [Scottish Attainment Challenge | Learning in Scotland | Parent Zone \(education.gov.scot\)](#) and [Scottish Attainment Challenge | Learning resources | National Improvement Hub \(education.gov.scot\)](#)
- Curriculum for Excellence: [What is Curriculum for Excellence? | Curriculum for Excellence | Policy drivers | Policy for Scottish education | Scottish education system | Education Scotland](#)
- National Improvement Framework 2022: [Education - Achieving Excellence and Equity: national improvement framework and improvement plan 2022 - gov.scot \(www.gov.scot\)](#) and [National Improvement Framework | Learning in Scotland | Parent Zone \(education.gov.scot\)](#)

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

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