Carrongrange High School

School Handbook

2026-2027



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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: 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.

Welcome



Welcome to Carrongrange High School.

Here you will find summarised details of the educational opportunities provided for our pupils; brief descriptions of the various services and systems developed by the school and its partners to support our pupils through these important years and the nature of the partnerships we hope to build with you as parents/carers.

After moving into a new purpose-built accommodation in 2017 we are confident that we offer you and your child some of the best facilities of any school in Scotland. However, a school is much more than a building. What is more important is the quality of relationships between adults and young people that exist within the building and we know that we have a school in which your son or daughter will be happy and in which he or she can develop, learn and succeed.

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

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

We set high standards in Carrongrange High School and any child who comes into school determined to do his or her best will be given every support we can offer. In turn, they will leave with a sense of personal achievement and an understanding that they have contributed to the success of their school and be ready for the world beyond school.

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

Janine Proudlock

Headteacher

School Profile

Carrongrange High School is Falkirk Council's Secondary School for pupils with Severe and Complex Additional Support Needs. It is a purpose-built special school, opened in August 2017, situated in the centre of Grangemouth, approximately 4 miles to the east of Falkirk. Pupils follow a curriculum that is varied, relevant, challenging and enjoyable that is based on a secondary curriculum, adapted to meet the individual needs of the pupils. Pupils are taught in classes with a maximum of 10 pupils and are supported by skilled and experienced practitioners who are committed to meeting their individual needs. Health and Wellbeing and life-skills play an important part in preparing pupils for life after school. The school plays an important role in a lively and vibrant community and is often involved in partnership projects with the wider community. Parents are always welcome and are encouraged to share in the life of the school. All staff in Carrongrange High School are expected to make a positive contribution to the general ethos of the school, to provide a supportive and caring environment, and to encourage pupils to do the best that they can and to achieve as much as they can.

Stage: Secondary Severe and Complex Roll: 152

Contact Details

Carrongrange High School
Oxgang Road,
Grangemouth
FK3 9HP

Tel: 01324 492592

Email: carrongrangeschool@falkirk.gov.uk
Website: www.carrongrange.falkirk.sch.uk
Facebook: www.facebook.com/carrongrangeschool
Bluesky: @carrongrangesch.bsky.social

Headteacher: Ms J Proudlock

Authority Address:
Children's Services
4 Stadium Way
Grangemouth
Falkirk
FK2 9EE
Tel: 01324 506600

Vision, Values, Aims



Staff

The school has a Senior Leadership Team of 4 as well as 5 Principal Teachers, 45 teaching staff and 70 support staff.

Senior Leadership Team

Headteacher	Ms Janine Proudlock
Senior Depute Head Teacher	Mrs Janine White
Depute Head Teacher	Ms Shelley Procek (Acting)
Resource Manager	Mrs Cecilia Jenner

Principal Teacher Team

Pastoral PT	Mrs Gemma Farrugia
Pastoral PT	Mrs Arlene McCormack
Pastoral PT	Mrs Leah Lothian (Acting)
Pastoral PT Behaviour	Mrs Fiona Cavana
PT Curriculum, BGE	Ms Sian Davies (Acting)
PT Curriculum, Senior Phase	Mr Scott Thomson

Facilities

Our school is a new, purpose-built building which provides a superb range of facilities. The school is well-equipped with bright, modern classrooms, each fitted with a large interactive Prowise screen. Within our PE department we have a swimming pool and games hall. There is a computer suite, specially equipped for computer design work for DET classes. Specialist teaching areas include a technical workshop, a Home Economics kitchen, a bike workshop, a science lab, an art room, a drama studio & stage and an adjoining music room with a soundproof practice room. There is a large assembly hall/dining room, which is also used for school concerts and shows. We also have specialist facilities available to meet the needs of our pupils who require therapy and sensory inputs. These include; a therapy room, sensory room, hydrotherapy pool and classrooms fitted with hoist tracking along the celling. Outside there is an artificial pitch for football as well as swings and a covered area with bench seating. We have a specially designed, environmental roof top garden which can provide opportunities for different learning environments.

Learning Entitlements

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

- Link aspects of their learning to the local environment and its heritage
- Participate on a residential experience where possible
- Participate in arts, sports and cultural events
- Participate in environmental projects
- Participate in a community project
- Participate in outdoor learning experiences
- Access appropriate technology
- Be consulted on and contribute to the decision-making process in school
- Experience work-based learning
- Develop collaborative, social, leadership and other life skills
- Access academic and vocational learning experiences
- Access learning experiences designed and / or delivered by relevant partners
- Reflect upon and be proactive in planning and making choices about their own learning
- Where possible, engage with learners in other countries and demonstrate knowledge of their culture
- Understand what it means to protect our planet and live life sustainably.

How can you help?
By law, you must make sure your child receives education. As a parent, you can help your child by:

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

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.

Routines and Procedures

The School Day

The pupils start each day with a 30 minute 'soft start' registration period and there are 3 blocks of learning, lasting I hour 40 minutes each throughout the day.

Registration

8.45am – 9.15am

Block 1

9.15am – 10.55am

Break

10.55am - 11.10am

Block 2

11.10am -12.50pm

Lunch

12.50-1.35pm

Block 3

1.35-3.15pm

End of School Day

3.15pm

Transport
Transport is provided for all pupils attending Carrongrange High School, which is organised by Falkirk Council's Transport Department. Pupils will be transported by minibus or taxi and each vehicle has an escort who is responsible for the children. Parents will receive communication from the Transport Department with information about what time their child will be picked up and who their escort is.

Please note that the school are unable to decide regarding transport issues and parents must contact the Transport Department directly on 01324 504782 (3 days' notice required).

On the transport pupils are expected to behave appropriately and must:

- ✓ follow instructions from the driver and escort
- ✓ sit where directed
- ✓ wear a seat belt and face mask
- ✓ remain seated throughout the journey
- ✓ behave calmly and quietly

Pupils are asked not to:

- × eat or drink on school transport
- × move about the vehicle
- × cause any damage to the vehicle
- × start or join in any kind of disturbance which might distract the driver
- × shout or make signs out of the vehicle to members of the public

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..

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.

Percentage	**Number of School Days Annually**	**Number of days missed**
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.

Child safety – unexplained absence

The safety of school children is a matter of concern for all of us. The school is committed to ensuring the safety of pupils when they are on school premises or taking part in an off-site school activity, and parents are responsible for their safety at all other times. When a child fails to arrive at school in the morning, and there has been no prior indication of an absence, the school uses an automated system to alert parents to this fact. Using the numbers that parents provide as part of their child's personal details record, text messages are sent to mobile phones, and voice messages to land lines, with parents being asked to contact the school.
The text messaging system is a quick and effective way of alerting parents to an unexpected absence – however, it is entirely dependent on the school having up-to-date and accurate contact details. It is essential that you let us know of any change to your contact details, or those of the emergency contact(s) you have identified.
Whilst it is not always possible to have a mobile phone switched on during the day, please make a point of checking for messages.

School Uniform

Parents are asked to encourage the wearing of the school uniform although we understand that for sensory reasons, some young people may require alternatives. At Carrongrange High School we promote the wearing of school uniform. It is important for the following reasons:

- ❖ it is seen by others as a positive sign of a school that maintains high standards and is valued by pupils and parents alike.
- ❖ it identifies everyone with Carrongrange High School and allows pupils to show pride in their school
- ❖ it helps to keep pupils safe by making it easy to identify any strangers who might come into the school grounds
- ❖ it encourages pupils to separate school from leisure and to realise that different behaviours apply. It removes the pressure of competitive dressing and the bullying that is sometimes associated with what children wear

School uniform:

- ✓ Plain black trousers/skirt
- ✓ White school shirt or polo shirt
- ✓ Black Sweatshirt or Cardigan
- ✓ School Tie (if appropriate)
- ✓ Blazer (if appropriate)

P.E. Kit:

- ✓ T-Shirt
- ✓ Shorts
- ✓ Trainers



School Ties, Sweatshirts and PE kits can be ordered directly from the Trutex shop in Falkirk.

Please mark all school clothing and PE kit clearly with the pupil's name.

We also ask parents to support the school in requesting that pupils do not wear the following:

- × Offensive clothing such as T-shirts or other items painted with obscene language or illustrations
- × football tops or strips
- × t-shirts, vests, or cropped tops
- × Blue jeans
- × shell suits or other highly flammable materials
- × high heels, and excessive jewellery or make-up
- × hooded tops and other fashion wear

We understand that some of our pupils may find wearing certain items of clothing difficult due to sensory issues. In these circumstances we ask that pupils still aim to wear school colours. Non-uniform days are held at various points throughout the year. Pupils must still wear clothing that is appropriate for the school setting.

If you have any queries regarding the school's dress code, please contact your child's Core or Pastoral Principal Teacher.

School Clothing Grants are available for families on low incomes/benefits.

Security and Care of Property

Security
Whilst the school will take every precaution possible to keep pupils safe, pupils themselves must play their part in keeping the school secure and themselves and their property safe:

- pupils should never let anyone into the school – pupils who are late, and all visitors, must enter the school via reception and must sign-in
- pupils should not open external doors during class times
- if leaving the school during class time, e.g. for an appointment, pupils must leave via reception

For security purposes, the gates within the school grounds will be kept locked except at school starting and finishing times.

Access for parents/carers and other visitors
Anyone calling at the school at any point (e.g. Parents' evenings and school events) must use the entrance at reception.

Pupil lockers
Personal property is the responsibility of individual pupils – we recommend that minimal amounts of money are brought to school, and that expensive personal items are left at home. Personal item e.g. clothing and shoes/trainers should have the pupil name clearly marked. The school offers pupil lockers, and pupils are encouraged to make use of these during term time. A deposit of £5 is payable on applying for a locker, and again if a replacement key has to be ordered.

Care of school property
We are fortunate in having a brand-new purpose-built building in which to work and everyone is expected to respect and look after these facilities so that they can be enjoyed by both the school and the community. Parents are asked to remind their child that all school equipment and fittings should be used with care. School books and other materials should be carried in a suitable bag and should be protected from damage. Any loss of school or Council property should be reported immediately to the school.

Curricular contributions
Pupils are no longer asked to contribute towards the cost of consumable materials in classes such as Home Economics and DET. If your child is involved in any trips, details will be issued by individual staff and payments can be made via the iPay system.

School Meals

School Meals

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

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 at Carrongrange High School are given 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.

Schools to complete information about their own services:

- *how payment is made for lunches;*
- *where packed lunches can be eaten;*
- *tuck shop;*
- *breakfast arrangements;*
- *arrangements for pupils staying for lunch after finishing their meal;*
- *what can or / cannot be brought into school (cans/bottles etc).*

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

Free School Meals & Clothing Grants

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

Do I qualify for an award?

- To be eligible, you should normally be resident in the Falkirk Council area and your child(ren) must attend any primary, special or secondary school managed by Falkirk Council.

What is the Current Value of Clothing Grants?

- For 2025/26 the Clothing Grant is £125.00 per child/per year for primary school aged children and £155.00 per child/per year for secondary school aged children.

Do I Need to Apply if My Children are in Primary 1 to Primary 5 and receive Universal Free School Meals?

- Free School Meals –Families who meet the eligibility criteria for free school meals should apply for free school meals regardless of the universal provision. This informs your eligibility for other benefits and signposting to additional household support if needed. However, you do not need to apply for Free School Meals to access universal free school meal provision if your child is in Primary 1-5.
- Clothing Grants – Yes, you still need to apply for Clothing Grant for these pupils.

How is Eligibility Assessed?

- Assessment of eligibility is generally based on your household income/circumstances.
- There are different qualifying thresholds for Free School Meals and Clothing Grant awards.
- The qualifying criteria can be found on our website here: www.falkirk.gov.uk/fsm.

Will I need to submit an application form?

- No - If you received an award during the 2024/2025 school year and you have already been contacted to advise you do not need to re-apply.
- Yes - If you have never applied before or if you did not receive an award during the 2024/2025 school year.

How Do I Apply?

- You should apply online: www.falkirk.gov.uk/fsm

When will I receive my award?

- We aim to assess applications within 28 days of receiving them. Please make sure that you provide all of the necessary evidence with your application form in order for us to complete our assessment, otherwise any entitlement and awards may be delayed.

Further Information

- More information regarding Free School Meals and Clothing Grant can be found on our website and FAQ's at www.falkirk.gov.uk/fsm.

Other Support

There are other sources of support which may be available to families, depending on your circumstances.

- Best Start Grant: Pregnancy and Baby Payment – Payments for parents of new-borns, or those currently expecting.
- Best Start Foods – Payments for parents of children up to 3 years old.
- Best Start Grant: Early Learning Payment – Payment for parents with children aged between 2 and 3 and half years old.
- Best Start Grant: School Age Payment – Payment for parents of children starting Primary School.
- Education Maintenance Allowance (EMA) – Financial support for 16 -19 year olds continuing at high school.

- Young Scot – The Young Scot National Entitlement Card is available free of charge to everyone aged 11-25 living in Scotland. It can be used to receive discounts, for rewards, and also as proof of age.
- Young Persons' Free Bus Travel Scheme - Young people aged between 5 and 21 years old are eligible for free bus travel from 31 January 2022.
- Help with Welfare Benefits – Find out if you are claiming all of the support you are entitled to and speak to an adviser for further advice.
- Other support for families - Any family facing financial insecurity can also contact our Support for people team for assistance or sign posting to other support. The team can be contacted on 0808 100 3161.

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

Deadlines

Your age	Application date	Payment start date
16-19 on or before 30 September	Apply on or before 30 September	Payments start from beginning of August term
	Apply after 30 September	Payments start the week we receive your application
Turn 16 between 01 October and 28 February	Apply on or before 28 February	Payments start from beginning of January term
	Apply after 28 February	Payments start the week we receive your application

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

Parental Involvement

Parents/Carers supporting learning
By law, you must make sure your child receives education. As a parent/carer, you can help your child by:

- ✓ making sure your child goes to school regularly;
- ✓ encouraging and supporting your child with any homework given;

- ✓ showing that you are interested in how your child is getting on at school;
- ✓ encouraging your child to respect the school and the whole school community;
- ✓ being involved in the school.

Communication with parents/carers
Parents and school staff share a common goal in wanting children to be happy at school, to achieve their best, and to move into a positive destination when they leave school. We can achieve this goal by working together to share our concerns, to resolve difficulties, and to recognise and celebrate achievement.

Two-way communication between parents and the school is vital to a successful partnership. This communication starts before your child leaves primary school and continues throughout his/her years at Carrongrange High School.

There are a number of ways in which the school communicates with parents:

- ❖ the School Handbook
- ❖ calendar of key dates and events on the website
- ❖ newsletters each term
- ❖ the school website (www.carrongrange.falkirk.sch.uk/) or Bluesky @carrongrangesch.bsky.social
- ❖ Progress reports (4 times a year)
- ❖ parents' evenings – a chance for parents to discuss progress with class teachers
- ❖ parents' meetings - for example at key transition points or in relation to school trips
- ❖ automated text-messaging (Groupcall)
- ❖ Seesaw messaging
- ❖ the Standards and Quality Report, issued annually
- ❖ standard letters (e.g. in relation to attendance, punctuality, homework)
- ❖ other occasional letters
- ❖ telephone calls and meetings with individual parents

All publications, along with the School Improvement Plan and key Policies are published on the school website and are available on request from the school office.

From time to time your child will bring home important and routine communications from the school. Parents are encouraged to check their child's bag for these communications though core teachers usually will Seesaw you to let you know.

Concerns are best raised at an early stage. The school will contact parents if there are concerns about a child's welfare, absences, homework, progress, or conduct. Similarly, we encourage parents to contact the school at an early stage if you have any concerns or to let us know of changes in a child's home life that may impact on his/her education or daily life at school. It is important to share the good news – teachers will let you know of particularly good work/effort and we ask you to let us know of your child's achievements out with school.

Your first point of contact should be your child's Core or Pastoral Principal Teacher.
Parents are welcome to contact the school at any time to discuss matters relating to their children or to the school as a whole, and may do so by telephone, email or visit. It is advisable to make arrangements for visiting the school in advance – almost all staff have teaching commitments and there may not be anyone available to see you if you call without an appointment.

When you contact the school, you will be asked for the following information:

- your child's name

- his/her class
- the reason for your call/visit

This information will help the office staff to direct your enquiry to the most appropriate member of staff. If there is no-one available at the time, your details will be noted and passed on, and you will be contacted within 48 hours.

Complaints

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

Learning at Home

At CHS we don't tend to send formal homework home, we encourage parents and carers to practice skills we cover in school at home eg. cooking, tidying, ironing etc, skills that encourage and support independence. Practitioners can 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.

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. Reponses 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.

Parent Council
All parents / carers are automatically members of the Parent Council at this school. As a member of the Parent Council all parents can expect to –

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

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

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

The main aims of the Parent Council are:

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

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

The Parent Council meets once per term throughout the session. All parents/carers are very welcome. Copies of the Agendas and Minutes are displayed on Noticeboards in school and on the school website. The composition of the Council is as follows:

Parent Members:	Mrs Karen Procek	Chair
	Mrs F Kantzidis	Vice Chair
	Ms Claire Taylor	Clerk
	Mrs Laura Rutherford	Treasurer
Staff Members	Ms Janine Proudlock	
	Mrs Janine White	

Further information about Parent Councils is available from carrongrangeparentcouncil@gmail.com

Children's Services telephone 01324 506600 and from the following website: https://education.gov.scot/parentzone

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Falkirk Council's website to find their Parental Involvement Strategy: http://www.falkirk.gov.uk/services/education/information_for_parents

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.

FALKIRK COUNCIL: CHILDREN'S SERVICES

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

Supporting 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)

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.

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.

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.

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.

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

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

Commented [DW1]: Updated link

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)

Moving from P7 to S1

Our new S1 pupils come from all schools across the entire local authority and although the planning of this transition is complex, we understand that his is a big step for all of our new pupils and their families, and we work hard to make the transition as smooth as possible. Each year, as soon as we find out who our new S1 pupils are going to be, we begin planning their transition. P7/S1 transitions are currently led by the Pastoral Depute Headteacher, a Principal Teacher and our Transitions Team. All staff involved with transition work closely with primary staff to make sure we have as much information as possible about each new pupil. We currently have a programme of transition days, usually from January to May, for our new S1 pupils that gives them an opportunity to meet and work with school staff and pupils.

By the time your child starts secondary school, he/she is no longer a stranger. We will know about levels of work, friendships, interests, strengths, medical needs, and of course learning needs. All this information helps us to place your child in appropriate classes, provide any support he/she may require, and ensure that he/she continues to progress at an appropriate rate.

When they start in August, our new S1 pupils will know each other and a number of our staff; they will be more familiar with the school building able to find their way around and they will know where to go for information and advice. Our biggest aim to let pupils see that secondary school won't be nearly as scary as they, or their parents, might have thought!

Post-16 Transitions

Preparing to leave school can be an anxious time for any young person and their parents, however this is likely to be far more concerning for young people with additional support needs.

Almost all the young people who attend our school opt to remain until the end of 6th year. This therefore allows for preparation for post-school options to take place over an extended period of time. Transition meetings with pupils, parents and partners begin in S3.

While in their senior phase (S4-S6), our pupils will undertake activities that allow them to identify options and opportunities that are of interest to them in their local areas. This takes the form of class outing, research and learning in class regarding the workplace, attending day release courses at college (S6) and possibly work placements (S6).

As part of transition planning, we bring together parent, carer and our young people to meet with organisations in the local area that are there to support them when they leave school. The aim of this is to make introductions and start conversation between partner agencies and parents/carers so that they are more aware of the supports in the area that are available to help during the transition process from school.

Transition meetings take place for every pupil while they are in S4, S5 and S6. These meetings involve the young person, their parents/carers, a representative from social work and the school to discuss the pathway plans for the young person so that a successful transition can be made into a positive destination.

The Curriculum

Carrongrange High School is committed to the principles of *Curriculum for Excellence* (*Appendix 3*) and to helping every pupil to achieve his/her potential and to move into a positive and sustained destination on leaving school. At Carrongrange High School, we are working hard to ensure that the principles of *Curriculum for Excellence* underpin everything that we do. When we use the word 'curriculum', we mean the whole range of experiences and opportunities available at Carrongrange High School.

From S1 – S3, pupils will experience a broad and general curriculum, before moving on to a Senior Phase in S4 – S6 which will give further opportunities to develop skills for learning, life and work. Core Subjects, such as Literacy, Numeracy and Health and Wellbeing, have a high priority in our timetable, and cross curricular learning is also fundamental to pupils at Carrongrange. Pupils are supported to transfer the skills they learn across different subject areas.

Broad General Education S1-S3

Pupils in S1-3 will continue to build on their Broad General Education covering 8 curriculum areas, as shown below:

- Languages - Literacy and English; Modern Languages
- Maths and Numeracy
- Science
- Social Studies
- Expressive Arts
- Health and Wellbeing
- Religious and Moral Education
- Technologies

Teachers will use a range of learning and teaching methodologies, assessment strategies and up-to-date resources to provide quality learning experiences for all pupils, and to ensure that pupils have every opportunity to achieve as highly as they can.

Curriculum for Excellence provides for rich learning experiences and creates opportunities for greater depth of learning, inter-disciplinary learning, skills development and opportunities for pupils to have some personalisation and choice within their learning.

Pupil progress will focus on how much has been learned, how well it has been learned, and on the development of skills. Pupils will demonstrate how secure their learning is through breadth, challenge, and the application of their learning to new and unfamiliar contexts.
Towards the end of S3, pupils will have opportunities to personalise their curriculum by focussing on particular subject areas within each curricular area to enhance their learning and further develop their skills.

The Senior Phase (S4-S6)

The Senior Phase provides an opportunity for young people to personalise their learning, begin to specialise, and gain a range of qualifications that will help them to move on positively from school.

Pupils will continue to study core subjects (Literacy, Numeracy, Health & Wellbeing, ICT and PE) as well as choosing 3 subjects that they wish to develop further. Pupils in Senior Phase will be presented for national qualifications at levels ranging from National 1 to National 4 depending on their levels of understanding and hard work.

The appropriate curricular pathway for each individual will be determined after discussions with the pupil, teaching staff, parents/carers and other interested parties, and will consider prior attainment, the level of current work, completion of course-work, application and commitment, and future intentions.

In order to help support the transition to Further Education, S6 pupils have a day release to one of our link colleges; Forth Valley College or New College Lanarkshire.

Individual Milestones
Some of our pupils will be working on Individual Milestones that are specially chosen to ensure that they are having their needs fully met. Milestones are *important points in development* and demonstrate progression. Pre-early level is not defined within Curriculum for Excellence. However, teachers will still carry out tracking and monitoring of progression for learners who are not yet working within early level. Some pupils will move on to work at early level but some learners will continue to make progress at this pre-early stage. An important aspect of Individual Milestones is to take account of the different ways in which learners with complex additional support needs engage with their learning and the levels of support required to do so (e.g. their preferred means of communication). Carrongrange High School uses Education Scotland's framework of "Milestones to support learners with complex additional support needs" along with other progression frameworks developed in other national contexts.

If your child is working on Individual Milestones, their class teacher will discuss this with you.

Lifelong Learning / Social & Vocational Skills

In addition to the "standard" subjects, Carrongrange High School has a programme for 'Lifelong Learning' for pupils. This is a morning of activities which focus on developing independence, creativity and personal & vocational skills. Pupils choose from a range of activities and are taught in mixed age and ability groups. Current activities include: -

- Gardening
- Out & About group
- Leadership through Outdoor Learning
- School Show – Performance
- School Show – Design Team

- ❖ Model Making
- ❖ STEM Lego
- ❖ Outdoor Cookery
- ❖ Sensory Crafts
- ❖ Sensory Pamper

As well as being able to choose from the activities on offer in Lifelong Learning, Senior Phase pupils have the opportunity to take part in activities to develop Social & Vocational Skills. These activities provide work and social skills valuable in the transition to life beyond school. This includes such activities as:

- ❖ Running a café
- ❖ Bike Maintenance
- ❖ Rookie Lifeguard
- ❖ Events Organisation

S6 pupils have the opportunity to apply for a one day a week Work Experience, most recently this has included:

- Macdonald Inchyra Hotel
- Serco @ Forth Valley Royal Hospital.
- Sensory Centre Café
- Stenhousemuir Football Club
- D2 Creative Centre
- The Helix: Groundwork, Café & Tourist Centre

S4-S6 pupils who remain in school have a range of choices in vocational activities including our own in school car wash, thrift shop, technician and janitorial support.

Outdoor Learning

An important aspect of our Curriculum is Outdoor Learning. Every pupil has the opportunity to participate our carefully planned and designed programme led by Mrs Morrison, one of our PE teachers. Participating in outdoor activities not only develops skills in this area, and widens pupils' horizons, it also is a very effective way to develop social skills, self-esteem and self-confidence.

At all stages, we will ensure that:

- ✓ pupils are encouraged and supported to attain and achieve as well as they can
- ✓ progress is tracked and monitored on a regular basis and communicated to parents through progress reports and parents' evenings
- ✓ pupils are prepared for moving on to the next stage
- ✓ Parents are involved in decision-making about learning and kept informed of future developments.

Please see the Carrongrange High School Bluesky account to see pictures and videos of our young people enjoying OL opportunities.

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 P1, P4, P7 and S3.

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

- Within schools and establishments, finding out about your child's progress includes:
    - Attending parents' information evenings
    - Discussing progress with teacher staff and school leaders by appointment
    - Attend open evenings/afternoons including "meet the teacher" events
    - Seesaw updates
    - 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.

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.

Sensitive aspects of education

As part of the Health and Wellbeing curriculum, pupils will discuss and learn about a range of sensitive issues, such as relationships, sexual health, parenthood, drugs awareness, and gender issues. This part of the curriculum is delivered through Personal and Social Education classes and parents will be given information in advance of forthcoming topics. Such matters are dealt with in a professional manner by teachers. Parents who have any concerns or questions about the programme should address these in the first instance to their child's Pastoral Principal Teacher.

Extra-Curricular Activities

Thanks to the support of Active Schools and its volunteers as well as the Falkirk Council Music Tutors, the school can offer a wide range of extra activities.

A mixture of clubs that meet regularly throughout the year, and one-off or short-term activities, ensures that there are ample opportunities for pupils to pursue interests, develop skills, learn something new, or take part competitively. Many of these activities are supported, or led, by senior pupils, with staff support. The range of activities includes:

- **PE**: football, basketball, swimming, Boccia, athletics, cross country, MATP, parent and child swim
- **Creative Arts**: CG Theatre, performances at school events and in the community, theatre visits, Trad Band Music Lessons



Engaging and Involving Pupils

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. The approach we use is in line with pupils' understanding and ability to communicate their how they feel.

There are times where sanctions are appropriate; exclusion is seen as a very last resort and only 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

Carrongrange High School has its own Relationships for Learning Policy which can be accessed on the school website.

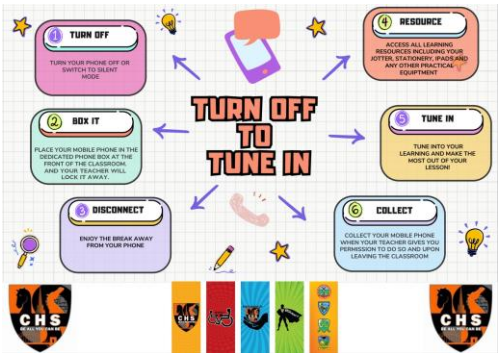
Positive relationships and restorative approaches
The ethos and values of the school are evident throughout our policies and daily practices and are the essential building-blocks for our approaches to managing pupil behaviour. We have a responsibility to provide an education for all pupils and to challenge and address disruptive and bullying behaviour. We do this by building and maintaining positive relationships with pupils and using restorative approaches to deal with incidents and restore relationships. Such approaches have been found to be more effective than punitive responses, which can lead to resentment and sometimes retaliation.

With restorative approaches, pupils, where appropriate, are given the opportunity to reflect on their actions and consider the harm they have caused and the impact of this on other people. They are encouraged to accept responsibility for their actions, recognise the harm done, and find restorative responses to the harm they have caused. In this way, all parties can move on from the incident. In CHS, at all times, staff support young people in their understanding of this.

No single approach is going to be appropriate in every situation and there are times when restorative approaches are not the best solution. In some cases, sanctions are appropriate in helping a pupil to recognise that actions have consequences and his/her behaviour has been unacceptable. Exclusion from school can only be used in certain circumstances (laid down in legislation) and is seen as a last resort – it is seldom a solution in itself and will be used only in response to very serious incidents or when all other measures have failed.

All pupils and families are made aware of the school's policy with regard to bullying and are encouraged to report any bullying they experience or witness. Bullying in any form is unacceptable, regardless of the circumstances or the nature of the bullying behaviour. When relationships do break down and things go wrong, it is important that parents reassure their child, whilst working with the school to establish what has happened and help to move things forward.

Mobile devices
We recognise the importance of mobile phones and other personal devices to today's young people, especially on transport to and from school, and for this reason they are not banned from school completely. However, we are a 'Turn off to Tune In' School' and it is made very clear to pupils that phones must be handed in to their core teachers for safe keeping during learning times only. All other devices must be used responsibly and in line with the Council's ICT user agreement. In particular, phones and iPads must not be used to make unauthorised recordings or take unauthorised photographs, to engage in "cyber-bullying", to encourage or initiate anti-social behaviour, or to disrupt lessons and the wider work of the school. It is not appropriate for pupils to use their phones to contact their parents during the school day, and if parents need to contact their child they should do so via the school office.



Pupils who misuse technology face having their network access suspended or their mobile devices confiscated.

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.

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).

Our Vision, Values and Aims as well as a copy of our school rules, can be found on the school website. These were developed by our school community and reflect our setting and its young people.

House Groups
There are 4 Houses at Carrongrange School; Grange, Inchyra, Rannoch and Zetland.









In the main, pupils will remain in the same house groups for their time at Carrongrange High School. New pupils will be assigned to house when they join they school.

Merits, achievements, and House challenges
Merit points are awarded to pupils by class teachers on an on-going basis. These merits contribute to House Points that are awarded in the form of tokens to be placed in the House Points "collector" on display in reception. Staff may also award House Points to pupils who go above and beyond what is expected of them and is a great way to reward effort and achievement. Pupils also have an opportunity to gain House Points in challenges that are planned and organised by House Captains. These achievements, and other individual achievements either in school or in pupils' personal lives are recognised at regular House assemblies and on House notice-boards. We also have junior and senior pupil-of-the-month which are chosen from nominations from staff members and awarded by the House Captains. At the end of each term there is a winning House of the Term who receive a house reward for all pupils in that house to enjoy.



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Golden Ticket
Although we very much promote the team work involved in contributing to a winning house, we also know that it's important to recognise individual achievements. Each term, teachers will be able to give out **one golden ticket** to a pupil in **each** of their classes. Pupils may be awarded for such things like; hard work in class, made a great effort to make improvements, shown an excellent display of school values, been kind and helpful to other in the school etc. All golden tickets will be collected and one ticket will be pulled from the box to receive a prize at the end of term.



The Prizegiving assembly
This is an occasion for recognising and celebrating a wide range of achievements. An award for each subject is given to one person in each year group who shows the most progress or who the teacher feels has achieved the most that year. The Prize giving Assembly is also where the House of the Year is announced and all pupils in that house receive a reward for their hard work and contributions to their House over the year.

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. At CHS Lisa Male is our Active Schools link who supports the development and opportunities in disability sport. Last session, 103 pupils out of 175 chose to take part in Active School sessions Lisa provides ranging from badminton and boccia at lunchtimes to after school swims and football training.

Active Schools Falkirk | Falkirk Council (falkirkleisureandculture.org)

Follow us on @falkirksport

Health and Medical Care

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. At CHS we work closely with our health professionals who support our young people and where possible, some clinics will take place in school during the school day.

Immunisation - 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

Health Promoting Schools

A Health Promoting School is one in which all member of the school community work together to provide pupils with positive experiences and structures which promote and protect their health.

This includes both formal and informal curriculum, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and the wider community in efforts to promote health.

Falkirk Council and partner agencies will continue to develop and support opportunities for children, young people and families to make healthier lifestyle choices.
Falkirk Council is committed to the health and wellbeing of all pupils and has supported all schools to achieve Health Promoting School status.

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.

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.

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 where there is helpful information for parents.

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 the Principal Educational Psychologist.

At CHS our link educational psychologist is Mairi Duncan. She works closely with our staff team to support our young people and their families.

Child Protection

Role of the Named Person
All children and young people are entitled to access help or support from the Named Person, no matter where they live or how old they are (up to eighteen years). It ensures they have the confidence to know that information, advice or support is there if and when they need it. The Named Person is therefore the identified point of contact. The role is generally carried out by a Health Visitor for pre-school children or a promoted teacher for children and young people enrolled at school. It is an integral part of existing roles and responsibilities, working within universal services.

Stage of child/young person

Named Person

From pre-birth – until starting school or 5 years old
Health Visitor
Primary or Secondary aged
Primary – Headteacher or Depute
Secondary – Principal Teacher (pastoral)

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

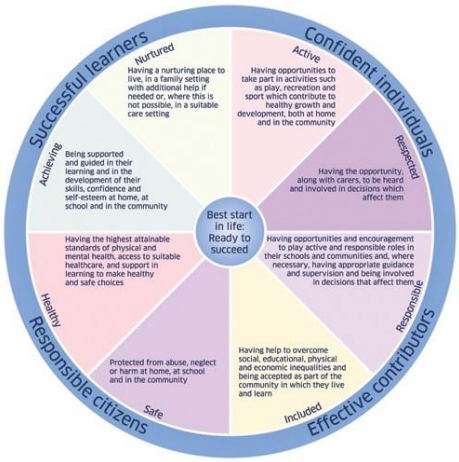
Wellbeing

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

The eight well-being indicators are:

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

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



School Improvement

School Improvement Plan
Our improvement plan reflects National and Falkirk Council priorities as well as our own school improvements. The School Improvement Plan can be found on the School website www.carrongrange.falkirk.sch.uk/school_information/school_improvement_plan/



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

School Inspection Report
Every few years, inspections of each school in Scotland is carried out by Her Majesty's Inspectorate of Education HMIe. Our last full inspection was in 2014 however, we did invite HMIe in to our school in April 2021 to see our recovery plans post Covid and all was well. All inspection reports are available online at: https://education.gov.scot/inspection-reports/

Additional Information from Falkirk Council

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

Multicultural and Anti-Racist Policy
The Authority has a multicultural and anti-racist policy. All schools have a copy of the policy, are expected to follow the policy and guidelines and fully support the Racist Attacks and Harassment Multi-Agency Strategy. All educational establishments have a responsibility to report racist incidents by completing a Racist Incident Monitoring Form.

English as an Additional Language (EAL Team, ASN Service)
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, provides staff training, and visits schools to work with those bilingual pupils who require assistance in developing English language skills. This service can be contacted via email: EAL@falkirk.gov.uk.

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.

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 negligible 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

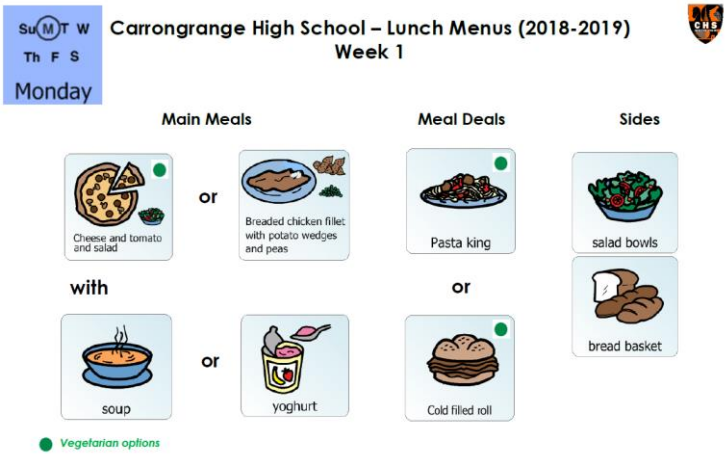
In order to provide necessary cover for educational excursions Falkirk Council has in place an insurance policy for travel and personal accident which specifically covers any pupil enrolled at a participating establishment. The policy provides compensation for each insured pupil should an incident occur,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

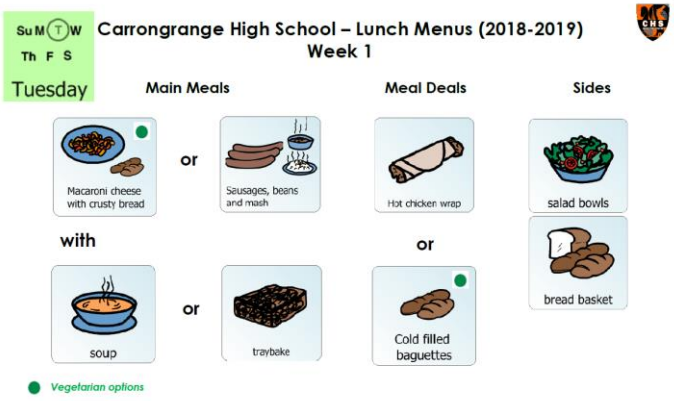
1. Death £30,000

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.

Appendix 1 – Sample School Lunch Menus *these change annually and are discussed with pupils in school each week:*





Su M T W
Th F S
Wednesday

Carrongrange High School – Lunch Menus (2018-2019)
Week 1

Main Meals			Meal Deals		Sides
 Chicken curry with rice and naan bread	or	 Baked potato with baked beans OR cheese	 hot dog		 salad bowls
with				or	 bread basket
 soup	or	 Sponge and custard	 sandwich		

Vegetarian options

Su M T W
Th F S
Thursday

Carrongrange High School – Lunch Menus (2018-2019)
Week 1

Main Meals			Meal Deals		Sides
 Steak pie with veg and potatoes	or	 Quorn dippers, salad and chips	 Meatball sub		 salad bowls
with				or	 bread basket
 soup	or	 Fresh fruit	 Cold filled roll		

Vegetarian options

Su M T W
Th F S
Friday

Carrongrange High School – Lunch Menus (2018-2019)
Week 1

Main Meals			Meal Deals		Sides
 Fish, chips and peas	or	 Vegetable tikka curry and rice	 Cheese panini		 salad bowls
with				or	 bread basket
 soup	or	 yoghurt	 Cold filled baguettes		

Vegetarian options

Appendix 2 – Curriculum for Excellence

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.