



Education Resources

# Lesmahagow High School Handbook 2017



# Contents

1. **Introduction**
2. **About our School**
3. **Parental Involvement**
4. **School Ethos**
5. **The Curriculum**
6. **Assessment and tracking progress**
7. **Reporting**
8. **Transitions**
9. **Support for Pupils (Additional Support Needs)**
10. **School Improvement**
11. **School Policies and Practical Information**

If you need this information in another language or format, please contact us to discuss how we can best meet your needs.

**Phone:** 0303 123 1023

**Email:** [education@southlanarkshire.gov.uk](mailto:education@southlanarkshire.gov.uk).

# 1) Introduction by the Head Teacher

Welcome to our school handbook. My name is Richard McGowan and I am the Head Teacher. I hope you find this handbook useful and you gain a sense of what our school is all about. The purpose of this handbook is

- to communicate the ethos of Lesmahagow High School
- to offer you a practical resource which reassures you and helps you to prepare your child for secondary education
- to give you a wide range of information about how the school works
- to give you a window into what happens in the school and the opportunities available
- to encourage and facilitate partnership between us

The information should be clearly signposted and you can access additional information through the links listed at the end. Much of the information is provided by South Lanarkshire Council, indicated by a star \*. If there is any other information you need, please email me at [headteacher@lesmahagow.s-lanark.sch.uk](mailto:headteacher@lesmahagow.s-lanark.sch.uk) or phone me at 01555 896010.

## The school

Lesmahagow High School is a 6 year comprehensive school serving the villages of Lesmahagow, Auchenheath, Blackwood, Coalburn, Hawksland, Kirkmuirhill and the areas surrounding each village. The school roll is predicted to be around 600 pupils in August 2017. A small school offers many advantages; one of the most important is that pupils are well known as individuals by staff and they feel very much part of the school community.

The school was created close to the original school site and opened in August 2007. The school has a big "Street" area, bright wide corridors and two teaching blocks with high quality teaching facilities. This provides a modern learning environment for all subject areas. We are able to share many of the leisure facilities with the community.

## Our focus

Our focus is on people and on building strong relationships between pupils, staff and parents. The quality of relationships between staff and pupils is crucial if all pupils are to blossom within the school. We have highly motivated, dedicated and professional staff who work hard at creating an aspirational, caring, inclusive, welcoming atmosphere.

Learning and teaching is our first priority and we are committed to providing a high quality experience for all learners. Attainment and achievement are crucial features of school life and we strive to enable all pupils to achieve their full potential so they are prepared to succeed in the world beyond school.

We provide a caring and supportive environment where young people are listened to and feel successful, safe and happy.

An extensive range of extra-curricular activities is available and the school is particularly strong in charity work, sporting activities, music, art and providing a range of trips out of school.

## Our values

Our shared values are **aspiration, respect, compassion, honesty, fairness and equality of opportunity** and we are working towards Rights Based Learning being introduced across the school. These values permeate all aspects of our school, and the ethos within.

Our vision for Lesmahagow High cannot be achieved without cooperation from our parents and carers. If there is anything that you want to know, or if you have any concerns or suggestions about how we may improve, please contact me at the school or get involved with our supportive and enthusiastic Parent Council. Further details can be found within this handbook.

We are all aware of the tremendous potential of the school and the people within it. Through creating the best of partnerships with pupils, parents and staff, it is hoped that we shall all be proud to be associated with Lesmahagow High School.

**Richard McGowan, Head Teacher**

### **South Lanarkshire Council \***

South Lanarkshire Council is the fifth largest authority in Scotland. It covers the following main areas; Clydesdale in the south which features extensive rural areas, Cambuslang, Rutherglen, Blantyre and Uddingston to the north as well as the towns of East Kilbride and Hamilton.

The Council's Plan Connect sets out the Council's vision which is, "to improve the quality of life for all within South Lanarkshire".

For Education Resources this means delivering services of the highest quality as well as striving to narrow the gap. It is about continually improving the services for everyone at the same time as giving priority to children, young people, families and communities in most need. The priorities for schools and services are set out in the Education Resources Plan which confirms the commitment to provide better learning opportunities and outcomes for children and young people.



School Captains and Vice-Captains

## 2) About our school

Lesmahagow High School  
Strathaven Road  
LESMAHAGOW  
ML11 0FS

Phone - 01555 896010 Fax - 01555 896011  
E-mail address - [office@lesmahagow.s-lanark.sch.uk](mailto:office@lesmahagow.s-lanark.sch.uk)  
Website - [www.lesmahagow.s-lanark.sch.uk](http://www.lesmahagow.s-lanark.sch.uk)

Lesmahagow High School is a non-denominational, co-educational secondary school covering years one to six. We do not provide teaching in Gaelic.

The current school roll is 601.

The Head Teacher is Mr Richard McGowan.

The Depute Head Teachers are Miss Barbara Lee, Mr Graham Parry and Mr Alastair Gray.

There are currently 50 members of the teaching staff.

“The teachers are very welcoming right from the start. You begin to grow a good relationship with them and they understand how you are coping with day to day school life.” Lily, Ross and Tess (S6)

### Teaching staff

#### Art

Mrs R Ritchie (0.6)  
Mr G Sharp  
Mrs M Jack (0.4)

#### Modern Languages

Ms E Tully  
Miss N Andrews (Prob)

#### IT

Mr I Arthur  
Mr D Brown  
Mrs L Forbes  
Mrs J Stirling  
Mr G West

#### Music

Mr S Stirling  
Mr D Baddon (Prob)

#### English

Miss L Parsons  
Mrs K Anderton  
Mrs L Wright  
Mr J Mallaghan  
Mrs C Smith  
Mr J Duffy

#### Physical Education

Mr N Ross  
Mr A Hill  
Mrs B Winning  
Mr M McGinley

**Geography**

Miss S Muldoon  
Miss S Leckenby

**History**

Mr M Smith  
Mrs S Thomson  
Mr A Rae

**Home Economics**

Mrs E Dunbar  
Mrs S Miller

**Mathematics**

Mr D Burns  
Mr P Anderson  
Mr K Prentice  
Mr I Wallace  
Mrs N Rae  
Mr L Tatarkowski

**Integrated Support Team**

Kerse Pupils -  
Logan Pupils -  
Milton Pupils -  
Support for Learning -

**Sciences****Biology**

Miss I Iqbal  
Mrs A McLelland  
Miss J Hearsey (Prob)

**Chemistry**

Dr I Nicol  
Mrs L Gibson (0.4)  
Dr E Brand (0.6)

**Physics**

Mr R Mackay (0.6)  
Ms S Young

**Religious Education**

Mrs G Smith

**Technical**

Mr B Biggart  
Mr W Graham (0.6)  
Mr F McMenemy  
Mr G Wilson  
Mr Simpson

Mr J Mallaghan  
Mrs L Wright  
Mrs H Laird (0.8) / Mr A Hill (0.2)  
Mrs P Scott (0.8) / Mrs H Laird (0.2)

Part-time staff are indicated with a decimal number.  
0.2 = one day per week, 0.4 = two days per week etc

**Support Staff****Library**

Mrs L Martin (0.2)

**Home School Partnership**

Ms E McGonagle

**Support Services**

Mrs L Yule  
Mrs J Mitchell

**Office**

Mrs A Harrison  
Mrs A Barnes  
Mrs M Mitchell

**Technicians**

Mrs J Grierson (Senior T)  
Mr R Kelly  
Mr W Yule

**School Support Assistants**

Mrs K Abercrombie  
Mrs S White  
Mrs T McCallum  
Mrs S McLeod

**Music Instructors**

Mr P Hendry  
Mrs J Brownlie  
Mr M Brawley  
Mr R Fraser  
Mr S Mackay

**Catering**

Mrs J Sampson

**Janitors**

Mrs J Wardrop

**Cleaning/Caretaker**

Mrs L Miller

## Parent Council

There is a vacancy for chair of the Parent Council. The Parent Council can be contacted by emailing [office@lesmahagow.s-lanark.sch.uk](mailto:office@lesmahagow.s-lanark.sch.uk) and marking the subject Parent Council. Emails will be transferred to the Parent Council unopened.

## Any concerns?

If you have any concerns about your child, please contact the school by phone or by email. You can decide to discuss your concerns with us either in person, or over the phone or via email – whatever suits you best and makes you most comfortable.

The best person to contact is your child's Pupil Support Teacher. This Pupil Support Teacher is a Principal Teacher and in charge of a House group. This teacher has a particular responsibility for your child and will listen to your concerns, support you and your child, and/or advise you about what to do next. Most concerns can be settled by the PT Pupil Support. If your concern is about a particular subject, the PT Pupil Support will help you get in touch with the Principal Teacher in charge of that subject.

If your concern is not able to be resolved, the PT Pupil Support will put you in contact with the Depute Head Teacher who is in charge of your child's House. The DHT will offer further support and keep the Head Teacher informed about your concern. You may bring your concerns eventually to the Head Teacher, who will do all she can to help you. If you continue to be concerned, you will be referred to South Lanarkshire Council.

House	Depute Head Teacher	PT Pupil Support
Kerse House	Miss Barbara Lee	Mr Mallaghan
Logan House	Mr Alastair Gray	Mrs Wright
Milton House	Mr Graham Parry	Mrs Laird/Mr Hill

The school is divided into 3 Houses: Kerse, Logan and Milton. Your child will be placed into a House when they enrol and stay in that House until they leave school. We try to ensure pupils are allocated to the same House as their brothers and/or sisters although this is not always practical or possible. The aim is to create a supportive, caring ethos within Houses and to build close relationships with those at home.

## What to do if your child has to miss school

It is important for the school to work with parents in encouraging all children to attend school. All absences from school are required by law to be recorded. Absences will normally fall under two categories – authorised or unauthorised absence.

- If you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, phone us or let us know in writing. Please also give your child a note on his/her return to school, telling us the reason for absence.

The school uses a text messaging system (Group Call) when a child or young person is absent from school and no previous notification has been given to the school. The system sends a message to the main contact person to inform them that their child is not present in school.

- To ensure the safety of all our pupils we require parents to contact the school between 8.15am and 9.15am if they know that their child will be absent from school that day and no previous notification has been given.
- The school phone number is **01555 896010**.
- If we do not receive any notification, a text message will be sent to the contact number for your child.

- If you receive a text message contact the school immediately to confirm the whereabouts of your child.
- If your child stays off school without permission and without good reason this is called truancy.

Very occasionally a Group Call message is sent in error. We apologise should this occur but it is important that we chase up any pupils who appear to be absent. Should you ever receive a text message and you know your child is at school please contact us immediately so that we can confirm your child is safe and present in school.

It is very important that the school and families work together to ensure that pupils are in school and learning when they should be. It is especially important that we know our pupils are safe. Your contact phone numbers are not only used for absence but also to contact you if your child takes ill during the school day. It is vital that you inform us of any change to the following

- Home phone number
- Mobile number
- Emergency contact details

Requests for your child to be absent from school to make an extended visit to relatives must be made in writing to the Head Teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an authorised absentee in the register.

#### **Family holidays during term time**

- Every effort should be taken to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. If holidays are taken during times when the school is open parents should inform the school in advance by letter.
- If your child is taken on a family holiday during term time then, in line with Scottish Government advice, this will be classified as an unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when, for example, parents are unable to obtain leave during the school holiday period.

#### **Clearly, absence with no explanation from parents will mean that the absence will be recorded as unauthorised.**

In our approach to raising achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.

#### **Every effort should be made to ensure that your child attends school during term time. Please contact the school if your child is unable to attend school.**

#### **How to make a complaint**

If you wish to make a complaint about any aspect of the school, please contact the school and ask to speak to the Depute Head Teacher in charge of your child's House –Miss Lee for Kerse House, Mr Gray for Logan House and Mr Parry for Milton House. Either the Head Teacher or the Depute Head Teacher will report back to you within an agreed time or will contact you to explain any delay. You may write a letter of complaint or email the school if you prefer. The procedure, thereafter, remains the same.

#### **How children are allocated a place in the school**

Children who live within the catchment areas of our associated primary schools are offered a place in the school. Teachers from our school work alongside teachers from the primary schools and ensure that all necessary forms are completed in plenty of time and we share all types of information to help pupils make a smooth start at secondary school. We offer a very good



transition programme where pupils from Primary 7 come to the school and start to build relationships, gain some knowledge about the school and meet new classmates.

If you do not live within the catchment area, or are new to the area and wish to enrol your child, just phone us. One of the office staff will put you in touch with the Depute Head Teacher who will arrange to meet with you and take you through the process. If you live outside the catchment area and an application for a 'placing request' is made then school transport is not provided. If you move outwith the catchment area a 'request to remain form' must be completed. If you require further information, please contact Education Support Services on 01698 454102.

We hold an information evening for the parents of P7 pupils. This gives you an opportunity to meet the Senior Management Team, as well as a range of teachers and pupils; to ask questions and to be given lots of information about the school and what to expect.

If you wish an individual meeting and a walk around the school, again please phone and ask for this to be arranged.

Young people need to feel happy and safe if they are to be successful in their learning so that is our first aim with our new pupils.

"The Buddy Group helped and if I got lost the teachers helped me, then it was fine." Jodie S3

"High school makes you feel more grown up because you have the freedom to go out at lunchtime and teachers treat you more like an adult." Emily, S2

"You get to learn about more subjects. I like art and woodwork." Suzanne S2

"You are trusted to work and behave independently, for example, in music and home economics. You are allowed to use knives and equipment and trusted to use them properly." All S1 class reps.

"The older pupils make sure you know how to get around and help you understand the ways of high school." Faye, S2

"Knowing that you can go to Pupil Support is nice – you can always go to them. Being introduced to new teachers early (transition programme) helps." Emily, S2

"What helped me was having friends in my new S1 class but I have now met loads of other people and become friends." Faye, S2

"I am dyslexic and was worried about the support I would get at high school. But the support has been great and I get all the things I need." Suzanne S2

"There are so many opportunities at this school – don't jump in, make sure you get involved in something that you like." Emily S2

"I volunteered to represent the school at an authority event to give my views on a Fairer Scotland. It was the best experience." Suzanne S1

"Don't be afraid to join in and to put forward your views." Faye S2

Faye's best thing about high school – different subjects and doing more in them

Emily's best thing – meeting new people, making new friends.

Suzanne's best thing – the support and encouragement to be the best you can be. It's (the school) a very positive atmosphere to be in.

“I wasn’t worried because the PT Pupil Support came to our primary school and told us if we needed them (Pupil Support) we could talk to them.” Lauren S4

“I was fine moving up to high school. Don’t worry about moving – just be confident and it will be fine.” Andrew S4

“I was nervous about starting High School but the Buddy Group helped a lot.” Cameron S3



Various school activities

### 3) Parental involvement\*

South Lanarkshire Council recognises the importance of parents as partners in the education of their child and has published a strategy entitled, 'Making a difference – working together to support children's learning'. This is available from the Council's website: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

Parents, carers and family members are by far the most important influences on children's lives. Children between the ages of 5 and 16 children spend only 15% of their time in school! Research shows that when parents are involved in their child's learning, children do better at school and throughout life. Parental involvement can take different forms but we hope you share the same aims and agree that by working together we can be partners in supporting children's learning.

As parents/carers we want you to be:

- Welcomed and given an opportunity to be involved in the life of the school;
- Fully informed about your child's learning;
- Encouraged to make an active contribution to your child's learning;
- Able to support learning at home;
- Encouraged to express your views and involved in forums and discussions on education related issues.

To find out more on how to be a member of the Parent Council just contact the school or visit our website.

Some useful information contacts for parents to find out more on education are as follows:-

- Parentzone – [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)
- Engage Parent Forum – [www.engageforeducation.org](http://www.engageforeducation.org)
- National Parent Forum for Scotland – [www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone)
- South Lanarkshire Council – [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

#### Communication

We want to have direct, easy and open communication with all parents. Communication between school and home is very important. There are a wide range of reasons for communicating so we use various methods to ensure that we keep in touch with you. The range of methods we use include letters, phone calls, text messages, emails, leaflets and reports. We are up-dating our website and you will be able to access information and news that way too. I send out about 7 or 8 newsletters to parents every session which are also placed on the website. We have various events through the session in addition to Parents' Evenings which follow a full report on your child's progress. We have curriculum evenings, showcase events and concerts at various times through the session.

You can communicate with us by phoning, arranging to come in to meet the person you need to talk to, emailing, writing a letter or through writing a note in your child's homework planner. If we cannot communicate with you immediately, we shall try to respond as soon as possible, preferably within 24 hours. Urgent information – for example if the school cannot open due to inclement weather – is announced via local radio stations and text messages, if we can get into the school that is!

## 4) School Ethos

As stated earlier, our values are **aspiration, respect, compassion, honesty, fairness and equality of opportunity**. We have received our Recognition of Commitment (RoC) from UNICEF but are now adopting South Lanarkshire Council's rights-based learning approach. These values permeate all aspects of our school within a caring ethos. This ethos supports the wellbeing of everyone within the community, with an emphasis on respect for others as well as for self. We are very aspirational for our pupils and strive to help them attain and achieve at the highest possible level and extend this ambition to every individual pupil no matter their background or learning need. We provide an ethos where young people thrive; and we know that they thrive when their teachers, parents/carers and pupils themselves all work together with the same vision in mind. It is essential in the 21<sup>st</sup> century that we equip young people with skills for learning, life and work if they are to be resilient, successful and happy in life so we promote these skills through learning and teaching, through the curriculum and through our achievement agenda.

We work closely with other agencies to ensure that we get it right for every child. We have excellent links with organisations such as Healthy Valleys, Integrated Children's Services, Skills Development Scotland (formerly the Careers Service), Lesmahagow Development Trust and local businesses and colleges and universities.

Our local community links continue to strengthen: local businesses support careers events and enterprise activities; some sponsor our football teams; our band and choir often provide entertainment for local groups; senior pupils undertake community involvement and we have sports ambassadors who build fitness capacity within their own communities.

### Pupil Voice

We work in partnership with pupils and appreciate that good partners listen to each other. Through the year, we ask pupils for their views and opinions. Departments often ask pupils to evaluate units of work; Pupil Support teachers frequently involve pupils in discussions about a range of issues; and we have questionnaires and surveys that gather views. A vital part of ensuring that pupils have a voice is the Pupil Council. Every class chooses a representative who sits on the Pupil Council for a school year attending meetings, discussing issues raised by pupils and communicating with their classmates. There is also a S6 Forum where pupils are invited to discuss different aspects of the school.

### Captains / Vice-Captains

Every session, we appoint two School Captains, a girl and a boy from S6. Vice captains are also elected from S6. Pupils are nominated and speak to an assembly of S6 pupils and staff. S6 pupils and teachers then vote and the Captains and Vice Captains are duly elected. They represent the school at various events, help teachers and pupils in all sorts of ways and act as role models for younger pupils. House Captains & Vice-Captains are also elected from S5-6 young people. These are pupils who have shown leadership skills and, again, have shown that they are excellent role models.



School Captains for 16-17

Graham Watson, Vice-Captain; Tess Bell, Captain; Ryan Clifton, Captain; Chloe Harold, Vice-Captain

## **Promoting Positive Behaviour**

It is the responsibility of senior staff to ensure that staff, parents and pupils are involved in the creation of a positive school ethos that encourages good behaviour. Equally, the school, whilst promoting positive behaviour, must support young people should unacceptable behaviour or bullying occur. Parents have a significant role to play so that we can work in partnership where everyone knows what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning; an environment where everyone can work together, be safe and enjoy learning.

Incidents of bullying should be reported to the school immediately so that each alleged incident can be investigated and logged. Together we can work towards creating a safer school for children and staff.

In addition, the school has a Promoting Positive Behaviour Policy which is used to support all teaching and support staff and inform them of their roles and responsibilities when dealing with the small number of young people who display challenging behaviour. Early identification is crucial so that intervention can be provided to support pupils and help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to, and manage, challenging behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.

The school works hard to promote positive behaviour. The merit/demerit initiative recognises and rewards pupils who are hardworking and reflect the values of the school. Teachers can now award a merit for consistent effort, positive behaviour, to reward a specific piece of work or homework or for citizenship within the classroom. These merits are recorded and pupils are invited to participate in regular reward events, such as cinema mornings, trips, raffles, and being issued with praise letters and certificates. As well as this, teachers can give pupils demerits for poor effort, disruptive behaviour, and non-completion of homework which limit a pupil's opportunity to participate in rewards. Parents are regularly updated with merit/demerit totals to allow them to encourage self-reflection and self-improvement in the pupils. The school feels it is important to keep the focus on and recognise positive behaviour and adopt a proactive, not reactive, attitude to the negative.

As part of our positive behaviour strategies, staff use various approaches to engage pupils in their learning and teaching. When a pupil fails to follow the teacher's instructions or disrupts either their own learning, or the learning of others, a system of sanctions may be used. Each of these sanctions is designed to give the pupil opportunities to amend their behaviour and allow them to engage with the lesson.

These include:

1. Verbal warning – to alert the pupil of the inappropriate behaviour
2. Asked to step outside class – to allow the pupil to reflect on the behaviour and if necessary calm down
3. Demerit or lunchtime detention issued
4. Removal from a particular class activity

Lesmahagow High School does not issue punishment exercises. When a pupil misbehaves in class the teacher may issue the pupil with an Incident Reporting Card which gives a description of the incident. We would ask you to discuss this with your child. There is a comment box, which you should complete with your child, to indicate the result of this discussion and the actions the child will take to amend the behaviour. This should be signed by a parent at home and returned to the teacher. By using this system both children and parents can play an active role in helping create a positive learning environment and engage in the learning process. This system is proving more successful in promoting positive behaviour than the previous system, not surprising as it was the pupils themselves who suggested that this was the best sanction for poor behaviour!

Occasionally some pupils fail to improve their behaviour even though the above opportunities have been provided. In these cases the following sanctions may be used:

1. Referral to Faculty Head
2. Department monitoring card
3. Contact with home by Faculty Head
4. Temporary removal from class
5. Meeting with parents
6. Referral to Principal Teacher Pupil Support or Depute Head Teacher
7. Whole school monitoring card
8. Exclusion from school

How else can parents help?

- The best way you can help is through setting high standards of behaviour for your child and working in real partnership with the school;
- By helping your child come to school each day with all they require for the day's work ahead, including full PE kit when needed;
- Checking your child's planner and assisting in the completion of homework tasks;
- Ensuring they are always in full school uniform;
- Encouraging and reminding your child that if they insist on bringing a mobile phone and ear phones they must be out of sight and switched off during classes. (Please note that if a pupil's phone is on during class time he/she will be asked to give it to a member of staff and collect it at the end of the school day).

The school greatly appreciates the support parents give us in promoting a positive learning environment and recognise that you have the greatest influence on your child. We look forward to working with you as partners to ensure your child has a positive learning experience at Lesmahagow High School.

## 5) The Curriculum

Curriculum for Excellence is the name given to the curriculum in Scotland for all children and young people aged 3-18. It is a forward-looking, coherent, more flexible and enriched curriculum that provides young people with the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future.

The curriculum includes all of the experiences that are planned for children and young people to support the development of their skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery and school. This broad, general education will allow them to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21<sup>st</sup> century.

In taking this forward our school will work closely with South Lanarkshire Education Resources and other services to enable Curriculum for Excellence to be fully embedded, ensuring the best possible education for all children and young people. We wish you to feel confident that your child is encouraged and supported to develop their literacy, numeracy and other skills whilst they attend our school. The curriculum areas are as follows:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Science
- Social studies
- Technologies

If you want to know more about Curriculum for Excellence, please visit these websites:

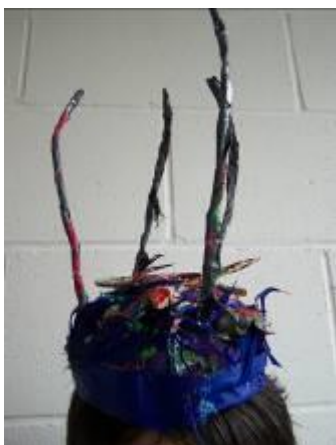
<http://www.educationscotland.gov.uk/thecurriculum/> or [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk).

Our learning and teaching activities are based on the outcomes and experiences in the guidelines that all schools have for Curriculum for Excellence.

<b>Level</b>	<b>Stage</b>
Early	The pre-school years and Primary 1 or later for some.
First	To the end of Primary 4, but earlier or later for some.
Second	To the end of Primary 7, but earlier or later for some.
Third	Secondary 1 to Secondary 3, but earlier for some the fourth level broadly equates to SCQF level 4.
Senior Phase	Secondary 4-6 and college or other means of study.

We offer a broad general education to all pupils in S1, S2 and give S3 pupils a certain amount of choice within each curricular area.

We have a question and answer booklet available which outlines our provision for the senior phase. Please contact the school if you wish a copy.



Examples of art and technical work

### **Information Technology**

Every financial year, we aim to improve the IT resources within the school. At the moment, we have 6 classrooms each housing 20 computers for pupil use. Particular subjects like computing, graphic communication and business education use these classrooms extensively although the classrooms can be booked by other subject departments when they are available. We also have 2 classroom-in-a-box sets which contain 20 netbooks each; one is available for booking to any classroom and the other is situated in the library. We have numerous alpha smarts which individual pupils can access. We have interactive white boards and projectors in most of our classrooms which teachers use to deliver high quality and interesting lessons.

### **Spiritual, social, moral and cultural values (religious observance)\***

#### **Rights of Parents / Carers**

Scottish Government Ministers consider that religious observance complements religious education and is an important contribution to pupils' development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.

### **Time for Reflection – Our Mission Statement**

We are committed to nurturing our young people in their physical, emotional, social and spiritual well-being through our curriculum, through our values and through learning and

teaching. The aim is to help all pupils to grow and develop their own sense of themselves, to be confident in expressing their own beliefs and values, and to develop an understanding of and empathy towards others. Our commitment to this can be found in many aspects of school life: such as through assemblies; active religious observance; creating time for reflection and through religious and moral education, all of which provide opportunities for the school community to reflect on, develop and celebrate the shared values of our school.

Lesmahagow High School plays an important role in the life of the local community. As such, working with our Chaplaincy Team, we seek to include shared community values when delivering regular assemblies and services that sensitively engage, stimulate and benefit pupils in their individual beliefs and values, whether they are of a particular faith or none. We shall endeavour to ensure that the Chaplaincy Team represents a range of beliefs and viewpoints as required by Education Scotland.

Religious observance and time for reflection in Lesmahagow High School adopts an open and respectful approach and does not seek to compromise the beliefs of any member of the school community.

Parents are permitted to request that their children not participate in Religious Observance, should they so wish, under the terms of the Education (Scotland) Act 1980. Where this request is made parents are encouraged to meet with the Head Teacher, to discuss an equally beneficial alternative activity.

### **Equalities**

Integral to this guidance is the principle of mutual respect. The diversity of belief and tradition provides an ideal context in which pupils can learn about, and so learn from, what is important in the lives of themselves and others. South Lanarkshire's guidance recognises and welcomes diversity and promotes respectful understanding.

Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register.

## **6) Assessment and tracking progress**

Proper assessment supports and reinforces quality learning and teaching and plays a central part in raising attainment and achievement. Teachers use their knowledge of pupils' work, check pupils' skill level, judge attributes and capabilities to assess pupil progress and set next steps. Pupils are involved in the assessment process showing how secure they are in their learning, displaying their knowledge and understanding and their developing skills to the teachers, to their peers and to themselves. Pupils play an important part in agreeing their next steps in learning with their teachers. Teachers gather information and evidence about how pupils are progressing through:

- Observing learning – practical investigations, art work, performance, discussions, question and answer sessions, quizzes, portfolios, jotter work, homework tasks, written work, multiple choice
- Checking knowledge and understanding
- Organising peer and self assessment
- Marking and analysing end of unit tests

Departments retain information about how individual pupils are doing in different ways; some keep a folio of work, some keep marks registers with comments, some keep pieces of created work etc.



We provide all parents with a full report every session. Some year groups receive an interim report which gives parents and pupils a snapshot of progress and the full report gives a more detailed report about how well pupils are doing with next steps in learning. Subject departments and Pupil Support teachers monitor progress from year to year and track pupils' progress through the entire curriculum.

Teachers work together to ensure that agreed standards are set. Teachers across schools meet in subject sets to compare results and to check the validity of their assessments with each other. South Lanarkshire Council and the SQA also provide opportunities for moderation exercises to ensure that standards are understood, shared and met.

## **7) Reporting**

We will provide parents with reports so that you can see what your child is doing and how they are progressing. In addition, there will be parents' meetings which offer you the opportunity to discuss how your child's progressing and how you can contact the school if you wish further information. The school will offer you an appointment time so that you can visit in person to discuss your child's education.

Our reports will help you to get to know more about the curriculum which each child follows and will describe their strengths, achievements and areas for development so you know what encouragement and support you can give.

We welcome any comments or additional information from parents to help us provide the best possible education for your child.

## **8) Transitions\***

### **Enrolment – how to register your child for school**

Pupils normally transfer from primary to secondary school between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Arrangements are made by the school to transfer children to the associated secondary school as determined by their home address. Parents of P7 children will be informed of the transfer arrangements made for their child to attend secondary school.

We will also provide you with information at this time and on events designed to let P7 children visit the secondary school, meet up with other P7 children from other schools so that the transition period is as smooth as possible.

Normally children attend the school in their catchment area. Our associated primary schools are: Bent Primary, Blackwood Primary, Coalburn Primary, Milton Primary and Woodpark Primary.

However, there are times when parents may wish their children to go to other schools. If you wish your child to go to another school then you may make what is known as a 'placing request'. If you live in South Lanarkshire and decide to submit a 'placing request', we are unable to reserve a place in your catchment school until the Council have made a decision on the 'placing request'. Please note if your 'placing request' application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

Please note that if an application for a 'placing request' is successful then school transport is not provided.

If you move outwith your catchment primary school a 'request to remain form' must be completed. If you move outwith your catchment primary, this may affect your right to transfer to the associated

secondary school. Please note the secondary school is determined by the pupil's permanent home address and chosen denomination. If you require further information, please contact Education Support Services on 0303 123 1023.

## **9) Support for Pupils\***

### **Getting it right for every child, (GIRFEC)**

Getting it Right for Every Child (GIRFEC) is a commitment to ensure that your child has the best possible start in life and to improve outcomes for children and families based on a shared understanding of their wellbeing. Most children make their journey from birth to the world of work supported by family and the universal services of Health and Education. The Named Person in education helps to make sure that the child's wellbeing is developing. The school will let you know the named person for your child. This is likely to be the head teacher in a primary school and the pupil support teacher in a secondary. If you have any concerns you should speak to the Named Person who will work with you to address any issues and to ensure that your child gets any help needed at the right time.

**More information can be found on:**

[www.girfecinlanarkshire.co.uk](http://www.girfecinlanarkshire.co.uk) and [www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### **Support for All (Additional Support Needs)**

We provide support for pupils with additional needs centred on the same values and ethos offered to all pupils and aim to help them fulfil their potential in learning, life and work. We work with parents, our associated primary teachers, professional colleagues and pupils themselves to identify the additional support need. We provide the appropriate support; monitor that support and review progress, at least on an annual basis. We have specialist teachers and support staff who work alongside teacher colleagues to support teaching and learning. Parents and carers and pupils are fully involved in discussing needs and in planning how best to address these needs.

We support pupils with a wide range of additional support needs:

- Dyslexia
- Dyspraxia
- ADHD
- General learning difficulties
- Autistic Spectrum Disorder
- English as an additional language (EAL)
- Sensory impairment
- Physical impairment

Sometimes pupils have an additional support need for a short time for example if they are hospitalised for a period; if they have undergone an emotional trauma; if they have broken a limb. We respond to these needs as appropriate in order that pupils can continue to learn and develop.

The support offered is dependent on the need. There are 2 Principal Teachers with responsibility for Support for Learning (SfL) and they work with the whole school community to offer:

- In class support
- Small group work
- Specialist literacy and numeracy programmes
- Buddying systems
- Paired reading programmes
- Support from Support Assistants
- Advice to subject teachers
- Mentoring programmes
- Specialist exam arrangements
- Support as the named key person for individual pupils

Pupils with an additional support need are fully integrated into their class and House group and support is offered in such a way that it minimises embarrassment and acknowledges the sensitivities of adolescents. The Support for Learning team provides all staff with details about needs and advice about teaching methodology so staff are able to incorporate this into their planning and assessments and are sensitive to pupils' needs whilst teaching. We work with colleges and Skills Development Scotland to ensure that pupils with an additional support need move on to positive career destinations.

\*In keeping with duties set out in the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) we would like to bring your attention to Enquire, the Scottish advice service for additional support for learning.

Enquire is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools and local authorities to ensure children get the right support.

Enquire – the Scottish advice service for additional support for learning

Enquire offers independent, confidential advice and information on additional support for learning through:

Phone Helpline: 0845 123 2303

Address : Enquire  
Children in Scotland  
Rosebery House  
9 Haymarket Terrace  
Edinburgh  
EH12 5EZ

Email Enquiry service: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)

Enquire provides a range of clear and easy-to-read guides and fact sheets including the parents' guide to additional support for learning.

If you would like to order our leaflets, postcards or guides to share with parents and carers of pupils in your school, please contact us on [info@enquire.org.uk](mailto:info@enquire.org.uk)

## 10) School Improvement

The main emphasis of the school's improvement agenda for the last few years has been improving the attainment and achievement of pupils at all levels.

Much of our development time for the last 3 years has been spent focussed on developing and delivering the new curriculum and qualifications.

Over the next 3 years, we shall concentrate on continuing to develop the curriculum and regularly evaluating the experiences of pupils through each stage. Pupils and parents will be involved in these evaluations and instrumental in helping us to improve attainment and achievement for all.

**The School Improvement Plan** for 2016-2017 concentrates on the following:

1. To improve the literacy and numeracy skills of **every** pupil, encouraging access to a wider set of qualifications and raising attainment
2. To ensure positive, sustained destinations for **all** pupils through increased skills for work, an improved curriculum and high quality learning and teaching.
3. To monitor the impact of our work to ensure that we deliver excellence and equity for **all** pupils.

More details are available from the school. Please contact us and we can send you a copy of the entire Improvement Plan for this session. Alternatively, check the school website for more details.

### SQA Results by end of S4 2016

The following tables show percentages of pupils gaining awards at the stated levels by the end of S4. Percentages are based on the relevant S4 roll.

	2008	2009	2010	2011	2012	2013	2014	2015	2016
6+ Level 5	19	19	16	25	32	25	20	31	36
5+ Level 5	25	21	24	33	35	32	25	41	52
5+ Level 4	75	63	70	77	70	77	69	73	86
5+ Level 3	93	91	91	89	89	90	78	89	100

### SQA Results by end of S5 2016

The following tables show percentages of pupils gaining awards at the stated levels by the end of S5. Percentages are based on the relevant S4 roll.

	2008	2009	2010	2011	2012	2013	2014	2015	2016
5+ Level 6	7	8	12	8	10	16	11	12	20
4+ Level 6	9	13	16	14	14	24	16	20	34
3+ Level 6	16	18	21	24	23	28	20	25	48
2+ Level 6	23	24	25	31	35	35	29	34	59
1+ Level 6	29	37	34	39	44	48	49	43	72
5+ Level 5	13	38	35	34	46	42	42	34	26

We expect 100 S5 pupils to return after Christmas.

We offer a range of experiences to pupils that offer them the opportunity to achieve:

- Class Representative
- Pupil Council
- Rights based learning group
- Outdoor education trips
- Theatre trips
- Ski trips usually to Austria
- Trips – London, Iceland, Kindrogan, Glasgow, Barcelona, France
- Charity work
- Community involvement
- Classroom helpers
- Sports ambassadors
- Work experience
- Clubs and activities
- Various sports teams
- Inter-House events
- Primary involvement



## 11) School policies and practical information

### **\*Free School Meals**

Children of parents who receive the following benefits are entitled to a free lunchtime meal for their child

- Income Support, Universal Credit, Job Seeker's Allowance (income based), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £6,420 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £16,105 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

We would encourage parents of children who are in receipt of any of the above benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place so that children who receive free meals are not singled out. Healthy eating is something that the school supports and a range of meals are available at lunchtimes. We encourage all children to remain in school at lunch time.

### **\*Education Maintenance Allowance**

Forms are available from South Lanarkshire Council website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

### **School uniform**

\*We ask all parents/carers to support the school by encouraging your child(ren) to adhere to the agreed dress code and the wearing of our school uniform. The wearing of a school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school.

In addition, the wearing of a uniform helps towards increasing the protection of all pupils. The wearing of a uniform helps staff and the pupils to distinguish between who belongs to the school and those who may be visitors. This enables staff to approach and identify visitors more readily and helps in trying to offer a safer environment for pupils and teachers alike.

Equality of opportunity is an important aspect of the life of the school. Any proposals on the dress code and on what constitutes the school uniform will be the subject of discussion with the Parent Council and where appropriate consultation with parents, pupils and staff.

There are forms of dress which are unacceptable in all schools such as:

- the wearing of football colours
- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)

- clothing which advertises alcohol, tobacco or drugs
- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes
- articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so
- footwear that may be deemed to damage flooring.

## **Support for parent/carers**

### **\*Clothing grant**

In certain circumstances the Council provides support to parents/carers for the purchase of school wear.

Application can be made online at [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) If you are required to submit evidence of your Tax Credit income, it is important that a copy of this evidence is attached to your online application. Should you require further information or you are unable to submit an application online, then please contact the helpline number 0303 123 1011 (option 5).

### **The uniform for Lesmahagow High School**

- White or black shirt/blouse
- School tie
- Black skirt or trousers
- Black jumper or cardigan

**More details about the uniform and PE kit will be issued to parents and pupils during the transition period.**

## **School hours/holiday dates**

### **The School Day**

Our school day is different from our primary schools. From Monday to Thursday, pupils begin lessons at 8.45 every morning; have 7 periods of different subjects and finish at 3.30.

On Friday, school begins at 8.45 with 5 periods and ends at 1.10.

Period 1	8.45	-	9.35
Period 2	9.35	-	10.25
Period 3	10.25	-	11.15
Interval	11.15	-	11.30
Period 4	11.30	-	12.20
Period 5	12.20	-	1.10
Lunch	1.10	-	1.50
Period 6	1.50	-	2.40
Period 7	2.40	-	3.30

Monday – Thursday Period 1 to Period 7

Friday – Period 1 to Period 5 Pupils leave school at 1.10.



## Education Resources

### School holiday Dates Session 2016/2017

Break	Holiday dates		
<b>First Term</b>	Teachers return	Thursday	11 August 2016
	Pupils return	Monday	15 August 2016
September Weekend	Close	Thursday	22 September 2016
	Re-open	Tuesday	27 September 2016
October Break	Close on	Friday	14 October 2016
	Re-open	Monday	24 October 2016
Christmas	Close on	Thursday	22 December 2016
<b>Second Term</b>	Re-open	Monday	9 January 2017
February break	Close on	Friday	10 February 2017
	Re-open	Wednesday	15 February 2017
Spring break/Easter	Close on	Friday	31 March 2017
	Re-open	Tuesday	18 April 2017
<b>Third Term</b>			
Local Holiday	Closed	Monday	1 May 2017
Local Holiday	Close on	Thursday	25 May 2017
	Re-open on	Tuesday	30 May 2017
Summer break	Close on	Tuesday	27 June 2017
Proposed in-service days	*Proposed date for teachers return (subject to consultation)		

#### Notes

- ◆ Good Friday falls on Friday, 14 April 2017
- ◆ *Lanark schools will close 8 and 9 June 2017*
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Thursday, 22 December 2016 and Friday 31 March 2017)
- ◆ Schools will close at 1pm on the last day of term 3 (Tuesday 27 June 2017)  
\*Two in-service days proposed for August 2017 to be confirmed.



**Education Resources**

School holiday Dates Session 2017/2018

Break	Holiday dates		
<b>First Term</b>	Teachers return	Tuesday	15 August 2017
	Pupils return	Thursday	17 August 2017
September Weekend	Closed on	Friday	22 September 2017
		Monday	25 September 2017
October Break	Closed on	Monday	16 October 2017
		Until Friday	20 October 2017
Christmas	Close on	Friday	22 December 2017
<b>Second Term</b>	Re-open	Monday	8 January 2018
February break	Closed on	Monday	12 February 2018
		Tuesday	13 February 2018
Spring break/Easter	Re-open	Wednesday	14 February 2018
		Closed	Friday
	Re-open	Monday	16 April 2018
<b>Third Term</b>			
Local Holiday	Closed	Monday	7 May 2018
Local Holiday	Closed on	Friday	25 May 2018
		Monday	28 May 2018
	Re-open	Tuesday	29 May 2018
Summer break	Closed on	Friday	29 June 2018

Notes

- ◆ Good Friday falls on Friday, 30 March 2018
- ◆ *Lanark schools will close 7 and 8 June 2018*
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 22 December 2017 and Thursday 29 March 2018)
- ◆ Schools will close at 1pm on the last day of term 3 (Thursday, 28 June 2018)



## **Transport\***

### **School transport**

South Lanarkshire Council has a policy of providing school transport to Secondary pupils who reside more than **two** miles from their catchment school by **the** recognised shortest safest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Education Resources, Hamilton, phone 0303 123 1023 or web [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk). These forms should be completed and returned before the end of March for those pupils starting the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year and will be considered by Education Resources.

A paid privilege transport scheme is operated for mainstream school contracts where a pupil is not entitled to free school transport. Privilege transport will only be granted providing there is spare capacity on an existing school contract and will be from and to designated pick up and drop off points. Privilege transport will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities. For more information on school transport contact Education Resources phone 0303 123 1023.

### **Pick-up points**

Where school transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's distance limit for school transport.

It should be noted that it is the parent's responsibility to ensure their child behaves in a safe and acceptable manner while travelling in and alighting from the vehicle. Misbehaviour can result in your child losing the right to school transport.

Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request.

In certain weather conditions for outlying areas, transport may not be able to reach pupils to pick them up. Some times, parents are able to get their children to a point where the bus can pick them up; sometimes parents use their own transport to get pupils either to school or to an area where they can get on the school bus. Safety is paramount and we understand that occasionally pupils cannot get to school on time or have to stay at home.

### **Insurance for schools – pupils' personal effects\***

South Lanarkshire Council is concerned at the level of claims being received for loss or damage to pupils' clothing or personal effects. Parents are asked to note the Council's position in terms of insurance for pupils' personal effects:

#### **(i) Theft/loss of personal effects**

The Council is not liable for the loss or theft of pupils' clothing or personal effects for example mobile phones, tablets etc. and any items are therefore brought into the school at the pupil/parents' own risk.

Parents can assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Teachers and other staff have been advised not to accept custody of any such items.

The same principle applies to musical instruments and other equipment used for activities within the school, which belong to the pupil, but are brought into the school. Parents should be aware that if such equipment is left in school, it is done at the pupil/parents' own risk.

In the case of valuable items such as musical instruments, parents should ensure that these items are covered by their own household insurance.

**(ii) Damage to clothing**

The Council is only liable for damage caused to pupils' clothing where the damage has resulted from the negligence of the Council or one of its employees. Claims arising otherwise will not be accepted by the Council's insurers.

**Family holidays during term time\***

Family holidays should be avoided during term time as this both disrupts the child's education and reduces learning time. If holidays are taken during times when the school is open parents should inform the school in advance by letter.

If your child is taken on a family holiday during term time then in line with Scottish Government advice this will be classified as an unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when for example, parents are unable to obtain leave during the school holiday period.

Clearly, absence with no explanation from parents will mean that the absence will be recorded as unauthorised.

In our approach to raising attainment and achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.

Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school.

The school holiday dates and in-service dates are available from the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

### **Promoting positive behaviour\* (See previous information too)**

It is the responsibility of staff within the school to ensure that parent council members, parents and pupils are involved in the creation of a positive school ethos that encourages good behaviour. Equally, the school whilst trying to promote positive behaviour must support young people should incidents or bullying occur. Parents have a significant role to play in working with the school so that teachers, parents and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning. The school, along with the support of parents, can work together to create a learning environment which young people can enjoy and feel safe.

Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Together we can work towards creating a safer school for children and staff.

In addition, a guideline (Management of Challenging Behaviour) has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of dealing with the small number of children and young people who display challenging behaviour. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.

### **Child Protection\***

The shared vision for Lanarkshire's children is: "all children and young people in Lanarkshire have the right to be cared for and protected from abuse and harm in a safe environment in which their rights are respected." All agencies will work together in a collaborative way to promote the safety and wellbeing of children and young people in Lanarkshire.

The Chief Officers and Child Protection Committees of North and South Lanarkshire Council's are the driving force for ensuring that agencies individually and collectively work to protect children and young people as effectively as possible.

The Council has a duty in law to report suspicions that a child has been abused or is at risk of harm, in terms of the Children (Scotland) Act 1995. Therefore, Council staff have a professional and contractual obligation to report concerns to the head of establishment or the child protection coordinator immediately.

Education Resources staff and visitors from other agencies and services are required to follow these Child Protection Procedures to protect and support children and to fulfil their professional obligations to report all allegations or suspicions of child abuse.

For more information, or if you have a concern of a child protection nature, please contact the head of the educational establishment which your child attends.

The Council has produced an information leaflet – 'stay safe' for parents/carers on how to help ensure their child is safe when using the internet and mobile devices.

Copies are available from the school or the web: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

### **Information on emergencies\***

We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know if this happens. We shall keep you in touch by phone, text, where appropriate, letters, web news and through local radio stations particularly if there are prolonged periods of severe weather. The Council's website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) will be used to let you know if the school is closed and when it will re-open.

It is important for parents/carers to let the school know of any change to your mobile/home phone number and change of address.

If for any reason, you are unsure if the school is open visit the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) or email us at: [education@southlanarkshire.gov.uk](mailto:education@southlanarkshire.gov.uk)

### **Your commitments**

We ask that you:

- support and encourage your child's learning
- respect and adhere to the school's policies and guidance
- let the school know if you change your mobile/phone number and/or address
- enjoy and take part in school activities
- accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward its commitment to care for and educate your child.

### **Data Protection Act 1998\***

Information on pupils, parents and guardians is held by the school to enable the teaching, registration and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the Data Protection Act 1998 with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its schools. For more information please contact the school.

**This annex gives a list of useful information and the links to the content is now available from the Council's website by accessing the following link**

[http://www.southlanarkshire.gov.uk/info/200188/secondary\\_school\\_information/1264/curriculum\\_for\\_excellence/2](http://www.southlanarkshire.gov.uk/info/200188/secondary_school_information/1264/curriculum_for_excellence/2)

**The list is not intended to be exhaustive and authors may wish to consider additional sources of school, local and national information, material and resources.**

### **Contact Details**

Education Scotland's Communication Toolkit for engaging with parents

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school

### **Parental Involvement**

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others

Parentzone provide information and resource for parents and Parent Councils

### **School Ethos**

Supporting Learners - guidance on the identification, planning and provision of support

Journey to Excellence - provides guidance and advice about culture and ethos

Health and wellbeing guidance on healthy living for local authorities and schools

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education

## **Curriculum**

Information about how the curriculum is structured and curriculum planning

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing

Broad General Education in the Secondary School – A Guide for Parents and Carers

Information on the Senior Phase

Information on Skills for learning, life and work

Information around the Scottish Government's 'Opportunities for All' programme

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning

## **Assessment and Reporting**

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework

Information about Curriculum for Excellence levels and how progress is assessed

Curriculum for Excellence factfile - Assessment and qualifications

Information on recognising achievement, reporting and profiling

## **Transitions**

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy

Choices and changes provides information about choices made at various stages of learning

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition

Enquire is the Scottish advice service for additional support for learning

Parenting Across Scotland offers support to children and families in Scotland

## **Support for Pupils**

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs

Information about the universal entitlement to support that underpins Curriculum for Excellence

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers

## **School Improvement**

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports

Education Scotland's Inspection and review page provides information on the inspection process

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy

Scottish Credit and Qualifications Framework (SCQF)

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications

Amazing Things - information about youth awards in Scotland

Information on how to access statistics relating to School Education

## **School Policies and Practical Information**

**Schools and local authorities should consider the most relevant school, local and national policies and include details or links for parents to sources of further information.**

National policies, information and guidance can be accessed on the following :

Education

Health

Young People

Children (Scotland) Act 1995

Standards in Scotland's Schools (Scotland) Act 2000