



Education Resources

Cathkin High School Handbook November 2020



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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

1) Introduction

A Letter from the Head Teacher

It is with great pleasure that I welcome you and your child to Cathkin High School. The move from Primary School to Secondary School is exciting. At Cathkin High School we understand the importance of managing this transition effectively.

We have an extensive Primary/Secondary liaison programme, and this handbook is designed to give you information which may answer any questions that you have about the school. However, do not hesitate to contact us if you require further advice.

The ethos of Cathkin High School is based on a commitment to support every child in identifying their talents, attaining and achieving their full potential and developing as responsible and confident individuals. We offer high quality educational experiences and a wide range of courses aimed at meeting the needs and abilities of all learners.

We are clear that in order to successfully achieve these aims a strong partnership with parents is essential. At Cathkin High School we work closely with parents to ensure high standards of good behaviour and effort.

Yours sincerely,

A M McNair
Head Teacher

This Handbook has been prepared for pupils coming to Cathkin High School as First Year pupils. It contains information for parents on all aspects of the school and is updated each year.

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.

2) About Our School

Ethos

We aim to create a caring and safe environment where each member of the school community is valued, supported and respected in all learning contexts.

In Cathkin High School we will:

Community

- Work in partnership with parents, carers and other professionals to support and nurture the wellbeing of every pupils at all stages of their progress through school.
- Work with pupils, parents and partners to create a positive atmosphere for learning where barriers that make learning challenging are removed.
- Create opportunities for all pupils to be responsible citizens, effective contributors, confident individuals and successful learners.
- Provide resources and CPD opportunities for all staff to support a high level of learning and teaching.
- Celebrate achievement.

Learning and Teaching

We are committed to provide the highest quality of learning and teaching to develop positive attitudes towards learning and realise the importance of benefits of learning in a variety of contexts and to allow every pupil to achieve the highest standards of attainment.

In Cathkin High School we will:

- Keep abreast of current educational development and thinking.
- Work with parents, carers and partners to widen the educational context.
- Offer a curriculum that provides the best possible learning opportunities and experiences for all pupils.
- Allow all pupils to engage with staff in setting targets for their own learning.
- Monitor and evaluate our performance to improve achievement and attainment of all our pupils.

A school is more than just a building, more than the subjects taught, and more than the sum of all the parts. Each school has an ETHOS – its atmosphere, its way of doing things, its relationships and its style.

School Contact Details

School Name	Cathkin High School
Address	Langlea Road, Cambuslang, G72 8ES
Phone Number	0141 643 3470
Fax Number	0141 643 3471
Website Address	www.cathkin.s-lanark.sch.uk
Email	office@cathkin.s-lanark.sch.uk

Structure of the School Week

Monday, Tuesday	
Registration	8.50 – 9am
Period 1	9am – 9.50
Period 2	9.50 – 10.40
Period 3	10.40 – 11.30
INTERVAL	11.30 – 11.45
Period 4	11.45 – 12.35
Period 5	12.35 – 1.25
LUNCH	1.25 – 2.15
Period 6	2.15 – 3.05
Period 7	3.05 – 3.55

Wednesday, Thursday, Friday	
Registration	8.50 – 9am
Period 1	9am – 9.50
Period 2	9.50 – 10.40
INTERVAL	10.40 – 10.55
Period 3	10.55 – 11.45
Period 4	11.45 – 12.35
LUNCH	12.35 – 1.25
Period 5	1.25 – 2.15
Period 6	2.15 – 3.05

Parent Council

Website Address	www.cathkin.s-lanark.sch.uk/parentcouncil.html
Email	cathkinpc@gmail.com

Cathkin High School is a non-denominational, co-educational, six-year comprehensive school. That means that it welcomes pupils of all faiths (and none); has boys and girls; offers courses for S1-S6 leading to National Qualifications available in Scotland; and it takes in all of the pupils from its associated primary schools. The building was built in 2008 and has excellent facilities.



Our total current roll is 1038 pupils.
The total current roll for each stage is:

- S1 : 197
- S2 : 189
- S3 : 174
- S4 : 194
- S5 : 164
- S6 : 120

Senior Management Team



ANNE MARIE MCNAIR
Head Teacher



KEVIN McCONNACHIE
Depute Head Teacher
(Upper School)



DOROTHY GEBBIE
Depute Head Teacher
(Pupil Support)



ROBERT DOIG
Depute Head Teacher
(Curriculum and Staff
Welfare and Development)



LYNN BLAIR
Depute Head Teacher
(Lower School)



LORNA JENSEN
Depute Head Teacher
(Additional Support Needs)





Pupil Support Staff

Cathkin High school has 6 HOUSES, with a Principal Teacher of Pupil Support allocated to each house,

BURNS CARNEGIE LIVINGSTONE KELVIN MACKINTOSH TELFORD

Your child will be allocated to one of these houses for the whole of his/her stay in the school as far as possible. During this time, the Pupil Support staff develop a close and supportive relationship with your child. Pupil Support staff in Secondary schools are subject teachers who have been given additional responsibilities in the area of pupil welfare. We will encourage you to contact your child's Pupil Support Teacher if you have any concerns.

The pupil support staff are pictured below.

		
CARLA CONNOLLY PT Burns House	J FIONA McINTYRE Acting PT Carnegie House	LAURA RUSSELL PT Kelvin House
		
FIONA KEITH PT Livingstone House	BLAIR HALDANE PT Mackintosh House	EILIDH COLLIGAN PT Telford House

Additional Support Needs in Cathkin High School

We believe all pupils in Cathkin High School can learn and progress; therefore, it is our aim to make it possible for all pupils with Additional Support Needs to take part in all aspects of school life.

Every pupil will require support at some time in their school life and support with their learning. Pupils have individual needs, and we work with class teachers, Pupil Support Staff, the Educational Psychologist, parents / carers and a range of partner agencies to identify the correct support for individuals. Some pupils need a slower pace of work, individual programmes, other pupils have specific difficulties e.g. dyslexia, dyspraxia, hearing impairment, ASD (Autistic Spectrum Disorder) and will benefit from classroom strategies and ICT support. Alternative Assessment Arrangements may also be put in place for some pupils when sitting their SQA exams.

For a few pupils, whose difficulties may require additional resources, an Additional Support Plan (ASP) which contains learning targets for the year may be put in place. Parents will be invited to meet with Depute Head Teacher, Principal Teacher Support for Learning and Principal Teacher Pupil Support to put the plan in place and review it. These plans will be put in place for a period of time and will not necessarily last for the duration of a pupil's time at Cathkin High.

Transitions to University, College and Work

Cathkin High School is committed to supporting young people to a positive post -school destination. Pupils are eligible to leave school at the end of May if their 16th birthday falls between June and September and Christmas if their 16th birthday falls between October and February.

A great deal of time and effort goes into tracking pupils whilst in school and also beyond school to ensure all pupils leave school with a positive destination to move on to. Pupil Support Staff and Careers Adviser, Graham McAuliffe work with pupils to identify next steps and allow pupils to make good career choices. Mr McAuliffe is available to meet pupils individually or as groups in PSE.

Pupils, who return to school for S5/6 or go to college, may be eligible for Education Maintenance Allowance. Applications for EMA can be found on the South Lanarkshire Council website.

Learning Community

A learning community is made up of local education establishments including a secondary school, the local primary schools, early years establishments, early years partners and schools and bases which provide specialist additional learning services.

Each Learning Community is managed by a Head of Education. (Area) The Head of Education for Cathkin High School is currently being advertised.

Integrated Childrens' Services

Education Resources is a key partner in developing an approach which promotes the delivery of better integrated services to children, young people and their families.

Our vision for children and young people in South Lanarkshire is to ensure that they live in a community where they feel safe, included, nurtured and respected. They should be part of a society where they can maximise their full potential and have access to good quality health, education and leisure services and to have co-ordinated support for the most vulnerable.

Learning communities will strengthen the integration agenda at both strategic and local levels to enable a more collaborative approach in delivering services to all children.

A support team for Integrating Children's Services works across four education areas and within the Council, enabling all services to children and families to plan and work together to achieve our vision.

Benefits for All Pupils

The integrated delivery of children's' services benefits all young people and their families through:

- careers guidance - helping pupils to set clear goals for their future, based on informed, specialist advice.
- health promotion - educating young people about the benefits of a healthy lifestyle and sense of well-being
- support for social development and positive behaviour – developing young people's self-esteem, sense of responsibility and consideration towards others.
- home/school links and family support - ensuring that effective communication between family and school takes place and that there is a strong sense of home and school working together, for the benefit of every child

The day to day running of the school is the responsibility of the Head Teacher, Ann Marie McNair, and the Senior Management Team.

Current Staff

<p>ART Mrs L Blair (DHT) Mrs L Johnstone (PT) Mr J Taylor Ms K Coupar Ms K Hale Ms B Stoner</p> <p>ASN BASE Mrs Jensen (DHT) Ms K Main (PT) Mrs K Dickson Mr S Hassan Mr G Cunningham Mr C Fyfe Ms L McGinlay Mr P Mardones</p> <p>BIOLOGY Mr J Wylie Ms N Young Mr A Smith Ms R Black Ms V Orr</p> <p>BUSINESS EDUCATION Ms L McGeechan Ms S Young</p> <p>CHEMISTRY Mr A Barr (PT) Mr D Brock Miss E McMillan Ms P Grosshans</p> <p>COMPUTING Mrs E Allum Mr I Tart Mr D Fordyce</p> <p>DRAMA Mr J Quinn Mr R Stewart</p> <p>ENGLISH Mrs M Stewart (PT) Mr C Devlin Ms C Michie Mrs C Dorrian Ms L Nichol Miss W Blair Ms L McIntosh Ms A Burns Ms C Somerville-Wilson Ms C Park</p>	<p>HOME ECONOMICS Miss D Gebbie (DHT) Mrs G Francis Mrs F Mawer Ms C Graham</p> <p>LEARNING SUPPORT Ms R Douglas (PT) Mrs M Donnelly</p> <p>MATHEMATICS Mrs J Dinsmor (APT) Mrs S Hume Mr A Gillen Miss L Patterson Mrs A McLaughlin Mr L McIntyre Mr C Maxwell</p> <p>MODERN LANGUAGES Mrs D Anderson (PT) Ms M Denholm Ms M Sarmiento Maguire Mrs K Lamb Mr A Monney</p> <p>MODERN STUDIES Mr J Donnelly Ms L Archibald Ms R Sutherland</p> <p>MUSIC Mrs L Russell Mr R McKinlay Ms A Strachan Ms G Skingley Miss L Clayton</p> <p>PHYSICAL EDUCATION Mr P Hughes (APT) Mr A Lindsay Mrs G Wilson Miss F McIntyre Miss C Lindsay Ms H Morrison Miss R Fraser Miss C Thomson</p> <p>PHYSICS Mrs V Barr Mr N Duffin Mr J Gray</p>	<p>SUPPORT STAFF Mrs L Elliott (Team Leader) Mrs K Hayes (Office) Mrs A Cochrane (Office) Mrs C Morrison (Office) Mrs M McTaggart (Office) Mrs A Fitzpatrick (Office) Ms K Riddell (Office) Mrs J Gavin (Support Assist) Mrs J Kay (Support Assist) Ms A Wilson (Support Assist) Mr K Christie (Support Assist) Mrs E McAllister (Support Assist) Mrs A Patterson (Support Assist) Mrs I Reid (Support Assist) Mrs H Collings (Support Assist) Mrs A Lyle (Support Assist) Ms L Keary (Support Assist) Mrs L Balmain (Support Assist) Ms C Ross (Support Assist) Ms R McHugh (Support Assist) Mr P Byrne (Librarian) Graham McAuliffe (Careers) Mrs A Burns (Youth & Family) Mrs D Duncan (Youth & Family) Mr W Inglis (MCR)</p> <p>TECHNICIANS Mrs F Gillespie (Science) Mrs H Wood (Science) Mr W Lee (Technical) Mr J Campbell (Audio Visual)</p> <p>JANITORS Miss L Bollan Mr M Everett</p> <p>FAC/TECHNICIANS Mr J McNeil Mr K Oliver</p> <p>KITCHEN Ms D Thomson</p>
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<p>GEOGRAPHY Mr K Thomson Mr B Haldane Ms L Steadman</p> <p>HISTORY Mr K McConnachie (DHT) Mrs R Colligan Mrs S Ross Mr C Murray Mr R Cannon Mr S Roberts</p>	<p>PUPIL SUPPORT Burns Mrs C Connelly Carnegie Miss F McIntyre Kelvin Mrs L Russell Livingstone Mrs F Keith Mackintosh Mr Gillen Mrs Francis Telford Mrs E Colligan</p>	
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Attendance at 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. In cases where your child is unable to attend school parents are asked to:

- Inform the school of any reason that your child is likely to be absent from school by telephoning or by letting the school know in writing. Please also give your child a note on his/her return to school explaining the reason for absence. This will keep attendance records correct.
- Notify the school first thing in the morning when your child is going to be absent. Let the school know the likely date of return and keep them informed if the date changes.
- inform the school of any change to the following: -
 - Home address
 - Home telephone number
 - Mobile number
 - Email address
 - 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 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.

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.

The school holiday dates and in-service dates are available from the website www.southlanarkshire.gov.uk

Complaints

All enquiries and concerns received from parents are taken seriously. In order to ensure that enquiries are dealt with effectively contact should be made in the first instance with the school.

General	Bullying and related issues, care and welfare issues	parents@southlanarkshire.gov.uk
	Classroom organisation and Complaints	
Des Dickson	Parental Involvement, Parent Council: procedural and administrative issues	01698 454375 des.dickson@southlanarkshire.gov.uk

Parental enquiries and concerns relating to parental involvement, class organisation, school transport, placing requests, property, additional support needs and inclusive education, and Early Years can be directed to the appropriate service manager:

David Hinshelwood	School transport (mainstream) placing requests and property issues	01698 454408 david.hinshelwood@southlanarkshire.gov.uk
Alex MacLeod	Inclusive Education Manager	01698 454455 alex.macleod@southlanarkshire.gov.uk
Morag McDonald	Early Years Manager	01698 454474 Morag.mcdonald@southlanarkshire.gov.uk

Transfer/Enrolment/Placing Requests

Normally Children attend the school in their local catchment area. However, there are times when parents wish their children to go to other schools. If you want 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 local school until we have decided on the 'placing request'. Please note if your 'placing request' application is unsuccessful and all places at your local school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

If an application for a 'placing request' is made, then free school transport is not provided. If you move out with your catchment secondary school a 'request to remain form' must be completed. If you require any further information, please contact Education Support Services on 0303 123 1023.

Forms are available from schools, Q and A offices or by contacting Education Support Services on 0303 123 1023. Completed forms should be returned as soon as possible to Education Resources, Support Services, Council Offices, Almada Street, Hamilton, ML3 0AA.

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

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 a 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 parent helper, or 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
- Engage Parent Forum – www.engageforeducation.org
- National Parent Forum for Scotland – www.educationscotland.gov.uk/parentzone
- South Lanarkshire Council – www.southlanarkshire.gov.uk

Parental involvement (parent forums/parent councils, PTAs) (Supporting Children's Learning)

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

The Scottish Schools (Parental Involvement) Act 2006 aims to encourage and support more parents to become involved in supporting their children's learning.

The main aims of the Parental Involvement Act focus on the following supports for parents:

- Learning at Home
Help parents become more involved with their child's education and learning
- Home/School Partnership
Welcome parents as active participants in the life of the school
- Parental Representation
Provide easier ways for parents to express their views and wishes

All parents of children at school are automatically members of the Parent Forum and are entitled to have a say in what happens at the school. Parents can also decide to form a Parent Council to represent them. Our school has a Parent Council. There is a copy of its constitution available from the school.

What does the Parent Council do?

The school and the local authority are obliged to listen to what the Parent Council says and to respond to the issues raised. Parent Councils decide such things as:

how their Parent Council will be set up

- what it should be called (Parent Council or another name)
- what size it should be – e.g. in a very small primary school, all parents could be involved (no limit on size)
- who should be a member of the Parent Council (majority of members must be parents)
- how parents can join and support the school
- how they can work together with the school and pupils to support children's learning
- when the most convenient time is to hold meetings
- what will be discussed at meetings – these might be topics such as school uniform, parking near the school, the school's anti-bullying policy, etc. **However, it should be noted that a Parent Council cannot discuss issues attributed to individual pupils.**
- More interesting is how parents can play an active part in helping the school to take forward, school development.

Working together – here is what we are trying to achieve

We wish to give parents/carers every opportunity to become more involved in their child's education.

Parents/carers should be:

- welcomed and given an opportunity to be involved in the life of the school.
- fully informed about their child's educating and learning.
- encouraged to make an active contribution to their child's learning.
- able to support learning at home.
- aware of their responsibility for the school.
- encouraged to express their views and involved in forums and discussions on education related issues.

Schools and establishments should be the first point of contact for parents who wish to discuss issues about their child. Our aim is to resolve issues at a local level. Education Resources wishes to promote liaison among schools, members of Parent Councils, parents/carers and with other services. We wish to provide advice and support to Parent Councils, parents/carers.

4) School Ethos

Our values focus on; equality and fairness, relationships of respect, community spirit and the development of ambition and aspiration to succeed. Therefore, our Vision is C.L.E.A.R

C – Community L – Learning and Teaching E – Excellence through A – Ambition
R – Respect

We aim to raise attainment and achievement by striving to ensure that all learners reach their full potential. This is achieved through self-evaluation, setting aspirational targets and by developing a curriculum for excellence which is suitable for all learners to access and which prepares young people for the transition to work, further/higher education or training.

We offer our learner many opportunities to identify and develop their talents, grow in confidence and become independent/responsible learners.

Our aims focus on offering high quality teaching and learning in order to raise achievement and attainment, support pupils/families and challenge children to be "all they can be".

Our recent inspection found the following key strengths place in the 4 key strengths:

- Confident young people who are motivated to achieve well.
- Partnerships, including those with parents, which extend opportunities for achievement.
- The commitment of staff to improving young people's life chances.
- The sense of community and belonging across the school and the head teacher's role in developing a more positive school ethos and culture.

Recognising Achievement

Learner achievements are valued and celebrated in several ways.

Praise Cards are issued to learners who achieve high standards in behaviour, wearing school uniform, attendance and timekeeping. These are issued at the end of each term. Learners who receive 3 Praise Cards are invited to participate in a rewards trip in the summer term.

Individual and class achievements are celebrated through assemblies and departmental rewards systems. Learners also take responsibility for recording their achievements in their Personal Learning Plans and when they blog on Focus Point as part of their skills development.

The S1-3 Awards Ceremony takes place during the summer term and S4-5 after the SQA Results have been awarded. Both ceremonies celebrate learner success as follows.

- Excellence Across the Curriculum
- Skills Achievement
- Personal Achievement

S6 celebrate their achievements during their leaver's ceremony.

We also celebrate learner success widely through Twitter, local media and newspaper and the South Lanarkshire Newsletter.

Promoting positive behaviour

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 in.

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.

Supporting Pupil Behaviour

Discipline is not just a matter of concern for the school.

We could not achieve success in helping pupils to take responsibility for their own behaviour without you the parent(s).

We need you to:

- support us in trying to give the pupils a sense of responsibility about their behaviour
- ensure that your child attends regularly, and on time
- let us know about things that happen which you feel we should do something about
- realise that when the school contacts you about problems involving your child(ren), we are trying to get your help in solving the problems

Occasionally some misbehaviour is serious enough for us to have to take certain kinds of action such as:

- withdrawal of privileges
- issuing a behaviour timetable
- issuing written exercises
- isolating pupils in or out of class
- detention

Pupils who persistently misbehave can be excluded from classes entirely. These pupils would then attend the school "Base" for between one and five days. During this time work will be provided by their class teachers but time is also set aside to reflect on their recent poor behaviour and set realistic targets for their return to class.

In some cases, indiscipline can be so serious that exclusion from school can be necessary. The procedures operated in the case of exclusions are also defined by the Education Authority.

REMEMBER, WE EXPECT PUPILS TO BEHAVE WELL AND WE RELY ON YOUR SUPPORT TO ENSURE THAT THEY DO.

Spiritual, social, moral and cultural values (religious observance)

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.

Equal Opportunities and Social Justice

Cathkin High School aims to provide equality of opportunity as a fundamental principle governing all school activities and within an ethos of achievement. Pupils are given equal access to the opportunities provided and we encourage the personal development of every individual within the school.

Any prejudice and injustice are treated seriously and dealt with in line with South Lanarkshire policy.

Cathkin High School takes seriously any reports of racist incidents. As part of the school's approach to promoting positive discipline a record of all racist incidents is maintained and each incident fully investigated. We are required to notify the local authority of any racist incident.

Schools and education establishments have a legislative duty to undertake an assessment of equality and diversity. This is the process of systematically assessing and consulting on the effects that a policy, process or strategy is likely to have on different groups in the community who might experience disadvantage/ barriers in accessing services. The process includes monitoring the actual effects of the policy once it is put into practice. Policies do not affect everyone in the same way. By assessing in the early stages, any adverse impact can be identified and minimised.

5) The Curriculum

Curriculum for Excellence is the name given to the new 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. In a secondary school setting the broad general education (BGE) will provide them with opportunities to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21st century. The Senior Phase that follows on from the BGE will provide learners with the opportunity to achieve a wide range of qualifications to recognise their learning.

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 for the Broad General Education are as follows:

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

In the Senior Phase (S4-6), learners are asked to personalise their learner journey and work towards achievement of relevant and appropriate qualifications (including National Qualifications)

If you want to know more about Curriculum for Excellence, please visit website www.curriculumforexcellence.gov.uk or www.parentzonescotland.gsi.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.

Level	Stage
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 and Fourth	S1 to S3 but earlier or later for some. The Fourth Level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all the Fourth Level outcomes.
Senior Phase	Secondary 4-6 and college or other means of study.

For more information of individual Faculties and courses available please see our school website: <http://www.cathkin.s-lanark.sch.uk/curriculum.html>

What is the curriculum?

One definition of the curriculum is all of the activity planned and organised by the school which takes place during the school day or at other times and which are designed to encourage pupils to grow as young people, developing the full range of their talents.

Therefore, the curriculum is:

- more than just a list of subjects.
- more than the timetable.
- more than the classes from 8.50 am to 3.55 pm

it includes:

- extra-curricular activities, during the day, after school, at weekends and during holidays (trips etc).
- academic, sporting, artistic and social activities.
- the relationships among all the people who make up the school

S1 Timetable

The pupils are formed into register classes of about 20 pupils which are mixed in terms of ability and include pupils from the various associated primary schools.

All pupils do the same range of subjects including English, Maths, French, and Physical Education.

Extra-Curricular Activities

School is much more than just what happens in classrooms from 9.00 am to 3.55 pm. In Cathkin High School we are lucky to have Staff who give up their time to engage in a range of activities with pupils throughout the year.

TRIPS/VISITS - for example

- Italy, New York, Spain
- Alton Towers etc.
- Activity Days

Clubs/Activities

The school has a Sports Co-ordinator (partly funded by Sportscotland). One of the main aims of the Sports Co-ordinator is to organise the extra-curricular sports clubs/teams within the school. Cathkin, therefore, is in a fortunate position to offer an extensive range of sporting activities. E.g. badminton, basketball, football, rugby, gymnastics and dance.

Other Clubs -

- Computer/Mathematics
- Biology Bistro
- Physics Cafe
- Drama
- Karate
- Internet Club

CULTURAL/MUSICAL

for example

- Band
- Choir
- School Shows
- Theatre Visits
- Drama Club
- Art Club
- Music Technology
- Jazz and Soul Band

6) Assessment

In Cathkin High School we believe firmly in CONTINUOUS ASSESSMENT. Class work, homework, section tests, project work etc. are all considered when deciding how pupils are progressing.

It is more important for pupils to know if they are working to their own capacity than to compare them with others.

Self-Assessment is also important. We try to give pupils some responsibility for their own learning and we hope that the work done in primary is carried on into S1 as part of the Curriculum for Excellence programme.

Assessment will focus on:

- Strengths
- Development Needs
- Next Steps

Assessment is important in giving pupils feedback on how well they are doing, and it helps teachers to judge how effective their teaching is or how appropriate the lessons/resources are.

We try to train pupils to look positively at their work, sometimes with others in the class - always looking for ways to improve.

As they enter S4/S5/S6 and external examinations get closer, more formal examinations are given as practice for the 'real' thing. Parents of children with an additional support need have the right to choose if it is appropriate for their child to be tested.

The School Reports

If we are serious when we say that we believe that the parent is the child's first and continuing teacher, then we need to ensure that we communicate effectively with parents on the progress of pupils. All parents care about their children and want them to do well. This will happen most effectively when the school and the home are working closely together - when learning in school is linked to learning out of school.

We will communicate with you in several ways:

1. PUPIL PROGRESS REPORTS

There will be one report each year for S1 - S6. These will take the form of a BOOKLET with information on pupil PROGRESS, ATTITUDE, MOTIVATION, AND BEHAVIOUR in each subject.

In addition, for each year group Pupil Support staff will work with pupils and parents to produce a Personal Learning Plan.

2. PARENTS' EVENINGS

There will be one Parents' Evening per year for S1, S2, S3, S4 and S5/6 - as well Information Evenings for parents at different stages in their progression through the school.

The dates for Parents Consultation and Information Evenings are issued at the start of each session and a letter giving more detailed information is sent out approximately 2 weeks in advance. We operate a 5-minute interview system. In addition, appointments can always be made with senior staff to discuss issues.

We look forward to meeting you at the first parents' evening and regularly over the next few years

3. NEWSLETTER

School Newsletters from the Head Teacher are produced to keep parents in touch with what is happening in Cathkin. This is issued to your son/daughter to bring home to you if you have not signed up to Parentmail. It is also placed on our school website.

4. HOMEWORK

Homework helps reinforce and extend learning and can help pupils learn effectively. Pupils will be given homework from each subject on a regular basis. We believe that it is the quality and not the quantity of homework which is important.

What is homework for?

- Allowing practice and consolidation of work done in class.
- Allowing preparation for future class work.
- Offering access to resources not available in the school.
- Developing skills in using libraries and Information Communications Technology (ICT).
- Providing opportunities for individualised work.
- Allowing assessment of pupils' progress and mastery of work.
- Providing evidence for the evaluation of teaching.
- Training for pupils in planning and organising time.
- Developing good habits and self-discipline.
- Encouraging ownership and responsibility for learning.
- Providing information for parents.
- Providing opportunities for parental co-operation and support.
- Creating channels for home-school dialogue.
- Fulfilling the expectations of parents, pupils, teachers and the public.

WHAT CAN PARENTS DO?

Parental support is one of the most important factors in a young person's educational success. You can support your child's homework.

TAKE AN INTEREST – ask your child about his/her homework, remind him/her about the diary and sign it weekly.

MAKE SURE TIME IS SET ASIDE – early in the evening is best.

DISCUSS HOMEWORK – to show that you think it is important.

If there is no formal homework, then encourage your child to read books and revise work. We take homework seriously in Cathkin high School. All S1 pupils will receive a Diary/Planner which has a space for recording homework to be done every day and every week of the whole school year. It also has a "Things to Do" and a "Notes/Comments/Remarks" section for each week.

The Diary/Planner

It also has information on:

- Expectations of pupils
- The Pupil Support System
- Clubs and Activities
- Study Skills and Time Management
- Record of Achievement and a Personal Attendance Record
- Dates, Telephone Numbers, Addresses etc.

We think our Diary/Planner is an excellent support for pupils, but we know that even the most conscientious pupil can forget to use it. So, the following staff check from time to time that the diary/planner is being used:

- Depute Head Teachers
- Tutor Teachers
- Subject and Pupil Support Teachers
- Primary/Secondary Liaison Teacher

In this way we hope to ensure that a **homework habit** is formed.

7) Reporting

Reporting will be ongoing and comprise of a range of activities which can include children presenting their learning, newsletters, and ongoing oral discussions.

We will report to parents regularly so that you can see what your child is doing and how they are progressing. Part of this reporting process will include 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.

Reporting will help you to get to know more about the curriculum which each young person 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

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.

If you move out with your catchment primary school a 'request to remain form' must be completed. If you move out with 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.

Smoothing the Transition

In Cathkin High School and its associated Primary Schools, Cairns, Cathkin, Hallside, Loch and West Coats, every effort is made to ensure that the pupils progress at a level appropriate to their abilities and that the move from Primary 7 to Secondary 1 is as smooth as possible. Mrs L Blair, Depute Head Teacher, and Mrs F Keith, work with a variety of staff at Cathkin High and Primary School's to ensure that pupils' strengths and needs are known and supported when they arrive at High School.

There are regular meetings of representatives of the Learning Community throughout the year and a schedule of events is organised to ensure that pupils and parents are informed and confident about the transition.

Events include:

- A P7 mini sports festival and information evening is held in Cathkin High School in September.
- Staff from Cathkin High visit all P7 pupils' classes and begin building relationships
- In December, S1 pupils send an individual Christmas Card to P7 pupils with how they found the transition and how they feel about High School now.
- Staff from Cathkin High School visit Primary Schools to learn about each individual pupil and the support they may need during the transition.
- Pupils visit Cathkin High School for 2 days to follow a typical S1 timetable in June.
- In June, another meeting of P7 parents is held before the move to High School.
- August - Information Evening for S1 Parents is held by Pupil Support Staff and Register teachers.
- September – PLP (Personal Learning Plan) meetings for pupils with their Pupil Support teacher.

9) Support for Pupils

Getting it right for every child.

Getting it right for every child is a partnership commitment to ensure that your child has the best possible start in life, based on a shared understanding of their wellbeing. Most of the time, most children get all the support they need from their families, with help from universal education and health services. When needed, the named person in education can offer help and support to children and families to make sure that the child's wellbeing is developing and that any issues are being addressed.

If you have any concerns about your child's wellbeing, you can speak to the named person who will work with you to ensure that your child gets the right help from the right person at the right time. Your school will let you know who this is. It is likely to be the Head Teacher in a primary school and a principal teacher (pupil support) in Secondary.

More information can be found on:

www.girfecinlanarkshire.co.uk and www.scotland.gov.uk/gettingitright

Additional Support for Learning and Additional Support Needs

South Lanarkshire Education Resources have published a series of leaflets available which cover information for parents and carers about the Additional Support for Learning Acts. These are available through the school or on the South Lanarkshire Council website www.southlanarkshire.gov.uk. The leaflets available are.

- The Additional Support for Learning Act
- Requesting an Assessment
- Planning for Learning – ASP
- Planning for Learning – CSP
- Transitions
- Future Planning
- Information for Parents and Carers about moving on from school.

- Inclusive Education
- ICT Assessment
- Visual Impairment Support
- Early Years Specialist Support
- Independent Adjudication

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

Advice and information are also available at 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

In Cathkin High School we support these policies and try to ensure that the individual needs of each pupil are met through an appropriate and rewarding curriculum.

We believe that every pupil will require support at some time. Consequently, we offer co-operative teaching with Additional Support Needs staff working alongside the subject teacher in class. Some pupils are given additional support through small group tuition. If pupils feel that they are having difficulty with their work, they should consult with their class teachers. It is important that if pupils are off ill that they catch up with any work missed. Extended absence should be discussed with their pupil support teacher who will ensure that appropriate work is sent home.

The Additional Support Needs Department work closely with subject departments, primary schools, and other outside agencies to help meet the pupils' needs. In addition, Pupil support staff form part of an extended learning support team to ensure that the child and family receive the most appropriate help.

Mrs Jensen our Principal Teacher of Support for Learning will be happy to discuss any difficulties pupils may be having with their learning and provide a variety of appropriate approaches to solve difficulties.

We also firmly believe in pupil-pupil support. Our senior pupils have been involved in paired reading with younger ones, and we feel that both groups benefit from this approach.

Additional information can be found at the following web addresses:

For links to relevant legislation and guidance including the arrangements that should be in place to support pupils with additional support needs

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

For information about the universal entitlement to support that underpins Curriculum for Excellence

<http://www.educationscotland.gov.uk/supportinglearners/whatissupport/universalsupport/roleofkeyadult.asp>

For statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Attachment – what we do to support children and young people

South Lanarkshire Council Education Resources is committed to improving outcomes for children and young people by creating emotionally supportive learning experiences in our nurseries and schools.

The Education Resources Attachment Strategy was launched in March 2019 and supports the action in the Getting It Right for Every Child in South Lanarkshire's Children Services Plan 2017-20 – 'Develop an attachment strategy and to inform training for staff working with early years to secondary aged children and young people on attachment-informed practice'.

What does it set out to do?

The aim of the strategy is to promote better experiences of attachment for South Lanarkshire's children and young people and to ensure that all education practitioners understand the importance of attachment theory and its application and how positive relationships can make a difference to outcomes.

How can I find out more?

South Lanarkshire Council Education Resources have published a series of leaflets and posters for establishments and for parents/carers which aim to share information on attachment theory and on how this can inform the ways in which we support children and young people.

These are available from schools and on the SLC Staff Learning Centre Sway.

10) School Improvement

The Year ahead ...Improvement targets

Our main achievements over the last 12 months can be accessed on our school website, Quality and Standards Report

- Continue to improve the consistency of high-quality learning across the school
- Continue to develop the curriculum, from S4 to S6, to increase the range of courses and opportunities for young people to achieve
- Continue to develop approaches to tracking and monitoring young people's progress to ensure that they can build on their prior learning and achievements
- Continue to develop strong leadership and teamwork at all levels

11) School Policies and Practical Information

School Meals

Healthy eating is something that the school supports and a range of meals are available at lunchtime that meet the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutrient Requirements for Food and Drink in Schools (Scotland) Regulations 2008.

The secondary school menu includes a range of options available from breakfast, mid-morning and lunchtime.

- A range of meal deals for only £1.75 consisting of a selection of hot meals served with selection of fresh fruit, fruit pot, home baking or yoghurt
- A selection of snacks that are individually priced including panini, pizzini and freshly prepared baguettes and sandwiches with selection of fillings
- “Beat the Queue” use our new Pre-order Fusion Mobile App where mid-morning snacks and lunches can be ordered via mobile phone and pick it up during mid-morning and lunch break avoiding the queues

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 (where you take home pay is less than £610 per month), 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 £7300 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. (Please check current criteria with SLC website – there is auto enrolment)

If you are in receipt of Housing Benefit and/or Council Tax Reduction from us there is no need for you to apply online, we will use the information we hold to automatically award free school meals (P4 to S6) and/or school clothing grants (P1 to S6) to eligible families.

We would encourage parents of pupils who are in receipt of any of the above benefits to take up the opportunity of having a meal provided for their child when they are at school. All secondary schools operate a cashless school meals system which protects the anonymity of pupils entitled to a free school meal.

We also encourage all pupils to remain in school at lunch times.

Education Maintenance Allowance

Forms are available from South Lanarkshire Council website 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 track 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 damage flooring.

Allergies

A significant number of children and young people in our schools will have allergies and it is important that parents keep the school fully informed on these matters.

Allergies can present in a variety of ways and can occur at any point in a person's life. Symptoms range from mild to severe. Children and young people known to have an allergy with moderate to severe symptoms will likely have a Health Care Plan drawn up by the NHS. This will detail symptoms and appropriate interventions.

It is vital that parents share this information with the school and continue to provide any updated information.

Where symptoms are mild and a Health Care Plan is not in place, parents should continue to liaise regularly with the school on any new triggers, medications and actions required.

In all cases, our employees need to know your child's symptoms. Treatment and any actions required to help prevent exposure to the allergen and minimise the risk of allergic reactions.

Employees in school will receive training on allergies and will liaise with parents and NHS on any additional specialist training required.

In supporting children and young people with allergies, school employees will operate in accordance with South Lanarkshire Council's Safe Systems of Work/risk assessment and national guidance on the administration of medicines.

Support for parent/carers

Clothing grant

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

Applications can be made online at 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 apply online then please contact the helpline number 0303 123 1011 (option 5).

Enrolment – how to register your child for school

Normally Children attend the school in their local catchment area. However, there are times when parents wish their children to go to other schools. If you want 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 local school until we have decided on the 'placing request'. Please note if your 'placing request' application is unsuccessful and all places at your local school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

If an application for a 'placing request' is made, then free school transport is not provided. If you move out with your catchment secondary school a 'request to remain form' must be completed. If you require any further information, please contact Education Support Services on 0303 123 1023

Forms are available from schools, Q and A offices or by contacting Education Support Services on 0303 123 1023. Completed forms should be returned as soon as possible to Education Resources, Support Services, Council Offices, Almada Street, Hamilton, ML3 0AA.

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. 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.

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 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

Promoting positive behaviour

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 (Promoting Positive Relationships and 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

All staff in educational establishments in South Lanarkshire are required to receive an annual update and follow the advice and guidance contained within Education Operating Procedures. All staff must also complete a Learn online Course "Child Protection in Education".

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 Councils 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

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 telephone, 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 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 telephone number and change of address.

If for any reason, you are unsure if the school is open visit the website www.southlanarkshire.gov.uk or email us at: 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/telephone 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

General Data Protection Regulation (GDPR)

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 its schools. For more information please contact the school.

Privacy Notice

Introduction

In line with the General Data Protection Regulation (GDPR) we have produced this privacy notice to inform you how we deal with personal information as part of our statutory function as an education authority.

The Council has a legal obligation to deliver effective education services to children, young people and adult learners in South Lanarkshire. In order to do this, we need to collect personal information about children, young people and their families so that we can help them to learn and keep them safe.

Using your personal information

The Council is a "controller" of the personal information you provide when enrolling for a nursery or school, applying for an education service or participating in groups or activities provided by Education Resources.

Information we collect from you about you and your child at enrolment

When you enrol for a nursery or school, we ask for the following information:

- parent/carer contact details (name, address, phone, email).
- the child's name, date of birth, gender and address.

- information about medical conditions, additional support needs, religion and ethnicity.
- any information you may wish to provide about family circumstances.

Information we collect at other times

We will also collect information at other times such as when you apply for a benefit, request a services or other support. We will provide an additional privacy notice at these times.

- If you apply for an education service or benefit, such as school transport, free school meals, clothing grant, placing request or EMA, we will also ask for personal information as set out above. We will also ask for information about your income for education benefits applications.
- If you make a request for additional support such as an educational psychologist or other support for learning, we will ask for more detailed information to allow us to provide the most appropriate support for your family. This may include information about family circumstances or medical conditions.
- If there are concerns about your child's wellbeing and/or your child has needs that may require additional support, we will wish to work with you to collect and consider information to enable us to help you get the right support at the right time in line with the Getting it right for every child approach.

We require this information to ensure that children and young people are educated appropriately, supported, and that we take account of their health and wellbeing. We will also ask you to update this information annually and to tell us when there are changes to your details.

Information that we collect from other sources

As an education authority and as part of our statutory function in accordance with our legal obligations, we receive information from other sources such as the SQA, the NHS or Social Work about you or your child, this includes:

- exam results and assessment information.
- information about health, wellbeing or child protection.

Why do we need this information?

We need this information so the Council can ensure it is delivering education services appropriately to all learners:

- for the education of children, young people and adult learners.
- for teaching, enrolment and assessment purposes and to monitor the educational progress of children, young people and adult learners.
- to keep children and young people safe and provide guidance services in school.
- to identify where additional support is needed to help children, young people and adult learners with their learning.
- to maintain records of attendance, absence and behaviour of children and young people (including exclusions).
- to support children and young people moving on each year from nursery to primary, primary to secondary and when they move or leave school.
- to help us develop and improve education services provided for young people, adult learners or families
- In accordance with our legitimate interests as an education authority we will also use your information to create statistical reports.

We will share your information with:

As an education authority and as part of our statutory function in accordance with our legal obligations we will share information with other bodies or parts of the Council, including:

- The Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people's learning.
- Other parts of the Council when required for services such as school meals, school transport, education benefits and with Social work in connection with any child protection concerns we become aware of.
- The NHS, to support health initiatives in accordance with the legal obligation on the Council in terms of section 39(3) of the National Health Service (Scotland Act 1978).
- South Lanarkshire Leisure and Culture Limited, where children and young people are participating in sports and leisure activities.
- Other schools/local authorities – if a child moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school/local authority.

You have the right to access your personal information as well as the rights of rectification, erasure, restriction and the right to object. For information on these rights and how to exercise them or for information about how we manage your personal information, you can get a copy of our full privacy notice from our website:

(https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general_privacy).

Our full privacy notice will also provide information on how to make a complaint or to request a paper copy of the privacy notice from the Data Protection Officer.



Education Resources

School holiday Dates Session 2019/2020

Break	Holiday dates		
First Term	Teachers In-service	Tuesday	13 August 2019
	In-service day	Wednesday	14 August 2019
	Pupils return	Thursday	15 August 2019
September Weekend	Close on Re-open	Thursday Tuesday	26 September 2019 1 October 2019
October Break	Close on Re-open	Friday Monday	11 October 2019 21 October 2019
	In-service day	Monday	18 November 2019
	In-service day	Tuesday	19 November 2019
Christmas	Close on Re-open	Friday Monday	20 December 2019 6 January 2020
Second Term			
	In-Service day	Friday	7 February 2020
February break	Closed on	Monday and Tuesday	10 February 2020 11 February 2020
	In-service day	Wednesday	12 February 2020
Spring break/Easter	Close on Re-open	Friday Monday	3 April 2020 20 April 2020
Third Term			
	In-service day	Thursday	7 May 2020
Local Holiday	Closed	Friday	8 May 2020
Local Holiday	Close on Re-open	Thursday Tuesday	21 May 2020 26 May 2020
Summer break	Close on	Wednesday	24 June 2020
Proposed in-service days	Tuesday 11 August 2020 and Wednesday 12 August 2020 Pupils return Thursday 13 August 2020		

Notes

- ◆ Good Friday falls on Friday, 10 April 2020
- ◆ *Lanark schools will close Thursday, 11 June 2020 and Friday, 12 June 2020*
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 20 December 2019 and Friday, 3 April 2020)
- ◆ Schools will close at 1pm on the last day of term 3 Wednesday, 24 June 2020



Education Resources

School holiday Dates Session 2020/2021

Break	Holiday dates		
First Term	<i>Teachers In-service</i>	<i>Tuesday</i>	<i>11 August 2020</i>
	<i>In-service day</i>	<i>Wednesday</i>	<i>12 August 2020</i>
	Pupils return	Thursday	13 August 2020
September Weekend	Close on Re-open	Thursday Tuesday	24 September 2020 29 September 2020
October Break	Close on Re-open	Friday Monday	09 October 2020 19 October 2020
	<i>In-service day</i>	<i>Monday</i>	<i>16 November 2020</i>
Christmas	Close on Re-open	Tuesday Wednesday	22 December 2020 6 January 2021
Second Term			
February break	Close on Closed on	Friday Monday and Tuesday	5 February 2021 8 February 2021 9 February 2021
	<i>In-service day</i>	<i>Wednesday</i>	<i>10 February 2021</i>
Spring break/Easter	Close on Re-open	Thursday Monday	1 April 2021 19 April 2021
Third Term			
Local Holiday	Closed	Monday	3 May 2021
	<i>In-service day</i>	<i>Thursday</i>	<i>6 May 2021</i>
Local Holiday	Close on Re-open	Thursday Tuesday	27 May 2021 1 June 2021
Summer break	Close on	Thursday	24 June 2021
Proposed in-service days	Tuesday 10 and Wednesday 11 August 2021 Pupils return Thursday 12 August 2021		

Notes

- ◆ Good Friday falls on Friday, 2 April 2021
- ◆ *Lanark schools will close Thursday, 10 June 2021 and Friday, 11 June 2021*
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Tuesday, 22 December 2020 and Thursday, 1 April 2021)
- ◆ Schools will close at 1pm on the last day of term 3 Thursday, 24 June 2021.

12) Foundation Apprenticeships

Each local authority is working with Skills Development Scotland to support the introduction of Foundation Apprenticeships for senior phase pupils. A Foundation Apprenticeship is a new nationally recognised qualification, which has been designed to provide learners with knowledge and skills, relevant to occupations in thriving industry sectors, such as engineering/civil engineering, social & health care, creative design & media, finance/ accountancy/ business, scientific technologies, ICT hardware/ software and food & drink technologies. The SCQF Level 6 courses combine classroom and work- based learning delivered in partnership with employers and specialist learning providers or colleges. Foundation Apprenticeships are the same level as Higher qualifications and can be used as entry requirements for Modern and Graduate Apprenticeships, college and university courses. Pupils gain a valuable insight into the workplace by attending work placements during the Foundation Apprenticeship.

Senior phase pupils can participate in Foundation Apprenticeships as part of their S4-S6 curriculum over one or two years. Available options have been agreed on a local basis.

More details can be found at <https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/>

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

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 fact file - Assessment and qualifications

Information on recognising achievement, reporting and profiling

The Scottish National Standardised Assessment- in Scotland, pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of their everyday learning and teaching.

Transitions

Curriculum for Excellence fact file - 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

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