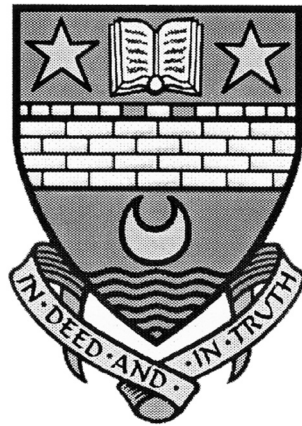


Successful Learners • Effective Contributors
Responsible Citizens • Confident Individuals
Successful Learners • Effective Contributors
Responsible Citizens • Confident Individuals

Kirkintilloch High School





Kirkintilloch High School

SCHOOL HANDBOOK 2020





Kirkintilloch High School





sustainable thriving achieving

East Dunbartonshire Council

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Education in East Dunbartonshire

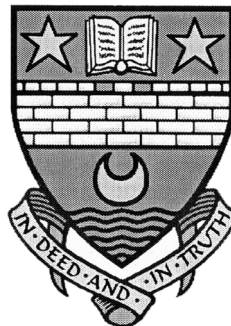
East Dunbartonshire Council's vision statement is reflected in the ethos of the Education Service:

“Working together to achieve the best with the people of East Dunbartonshire”

The Education Service works with staff in schools and services to ensure the best outcomes for all our children and young people.

We share the Council's commitment to:

- The Customer;
- Excellence;
- Innovation;
- Partnership and
- Our Employees.



Kirkintilloch High School Aims

Our aim is to ...

... help all our pupils to fulfil their potential, their ability and aptitudes to the full in each aspect of their development – academic, physical, personal, emotional and social.

We have a commitment to ...

- Develop confident, happy and secure young people
- Strengthen pupils' existing talents and nurture lesser ones
- Value and be valued
- Encourage young people to develop and grow at their own pace
- Support success and build on failures
- Treat and respect young people as individuals yet also integrate them within the whole school
- Accept each young person as they are and not as someone we think they should be
- Offer a safe haven in difficult times and an anchor when the future seems uncertain
- Equip young people with values to last a lifetime
- Reinforce honesty, respect and integrity



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INTRODUCTION BY THE HEAD TEACHER



Welcome to Kirkintilloch High School's School Handbook. We hope that you find the information contained within this booklet helpful in providing you with the flavour of the many exciting opportunities on offer to pupils in our school. Here at Kirkintilloch High, we are committed to securing the best possible outcomes for all of our young people, within a context of high quality learning experiences that engage and motivate our pupils. Our ethos is one of high ambition and aspiration, valuing the unique potential of every young person as they journey through a challenging and fun curricular programme that leads to high academic attainment for all.

This journey through their Broad General Education begins in our cluster primary schools where highly positive relationships have been fostered to pave the way forward for a smooth transition into S1 at Kirkintilloch High. Details of our transition programme are listed below. In addition to our formal curriculum, our pupils have many planned achievement activities, enabling them to effectively contribute to their school and wider communities. The ethos of our school actively promotes participation of all through facilitating pupil leadership activities that enable our young

people to exercise their voice in our school as responsible citizens. Overall, this approach ensures that we prepare our pupils for life and work after school by equipping them to embody the four capacities of curriculum for excellence as we develop our young workforce.

Parental partnerships are highly valued within our school. We recognise the unique role of parents and carers as the primary educators of our young people and strive to work alongside parents to maximise all opportunities for success. In addition to our open door policy for parents, including Head Teacher Drop-in Sessions, there are more formal opportunities for parents to have a voice in taking the strategic direction of the school forward. This includes our active Parent Teacher Association (PTA) and our Parent Council.

In summation, we value and respect all individuals in Kirkintilloch High School, and actively seek to support each of our young people to their full potential. This is reflected in our school values of Respect, Ambition, Fairness, Supportive, Compassion and Fun, as agreed across our school community. We expect to see these values modelled in action across our school every day. This is a happy school where respect underpins our actions. We hope that you will find this reflected in the information that you see detailed within this handbook.

Yours faithfully,

Maureen Daniel

Head Teacher





GLOSSARY OF TECHNICAL TERMS USED IN THE HANDBOOK

Assessment	The judgement a teacher makes on a pupil's progress after a test.
Catchment Area	The area from which a school's pupils are drawn.
Co-Educational	Boys and girls being taught in the same school.
Common Course	An indication that all pupils of any year group are taking the same subjects, although not necessarily at the same pace.
Consortium	A group of secondary schools which with a nominated Further Education College are formed to create the programme of courses for 16+ in an area (Our consortium includes Kirkintilloch High, Lenzie Academy, St Ninian's High, Merkland School along with Cumbernauld College).
Co-operative Teaching	Two or more teachers working together with a class or group.
Curriculum	The Formal Curriculum is the planned programme of courses timetabled for a pupil. The Informal Curriculum includes clubs and activities and the Hidden Curriculum is how we all conduct ourselves and relate to each other around the school.
Diagnostic	A type of test that helps identify strengths and weaknesses of individual pupils so that the weaknesses can then be addressed.
Mixed Ability Groups	Classes containing pupils of the whole ability range. The work of such groups is taught together as a class, individually or by group assignment.
NQ	National Qualification.
Options	Subjects or courses chosen from a range of choices when entering the Middle School and the Senior School.
Support for Learning	Provision for pupils with additional support needs.
P.S.E.	Personal and Social Education; a set of courses run mainly by Guidance Staff for all pupils. Aims to develop a variety of skills such as personal action planning, target setting, reviews and compiling each pupil's Progress File.
Resources	Equipment and materials used for teaching and learning, such as books, computers, the internet, booklets and worksheets and non-print materials.
S1, S2 etc	"S" is an abbreviation for "Secondary". The number indicates the year in the Secondary School; S2 for example means Second Year.
S.Q.A.	The Scottish Qualifications Authority which is responsible for examinations (National Qualifications).
Setting	Involves forming graded classes of pupils for particular subjects according to their ability in that subject.
Syllabus	The programme of work to be covered in a subject or course programme.
Tests	One means of checking what pupils have learned.



SCHOOL INFORMATION

Head Teacher – Mrs M Daniel

(i) Official Address

Kirkintilloch High School
 Waterside Road
 Kirkintilloch
 G66 3PA
 Telephone: 0141 955 2372
 Fax: 0141 776 1169
 Email: office@kirkintilloch.e-dunbarton.sch.uk
 Website: www.kirkintilloch.e-dunbarton.sch.uk

(ii) Current Roll

Kirkintilloch High School is a non denominational, co-educational secondary school with approximately 599 pupils at present.

S1	126	S2	108	S3	108
S4	98	S5	98	S6	61

(iii) Predicted intake over the next three years

2020/2021	2021/2022	2022/2023
108	110	127

(iv) Capacity

The new building has a capacity for 900 pupils.

(v) Accommodation

Standing proudly on an extensive site on Waterside Road, adjacent to Oxgang Primary School, our new school, completed in August 2009 as part of the local authority's PPP school replacement programme, offers well designed and spacious accommodation fit for education in the 21st century.

Staff and visitors enter on the lower ground floor, via a secure entry system, managed by the school administrative staff who are situated in an adjacent office. An extensive pupil support area, comprising guidance, support for learning, health and two contemplation rooms, occupies the remainder of the lower ground floor. Two lifts, one on each of the west and east wings provides access to all floors.

A pupil entrance, accessed either via a set of stairs or a ramp, brings pupils to the ground floor entrance from which access to social and teaching areas can be accessed and which surround a central landscaped courtyard.

To the left of the pupil entrance are the very well equipped physical education facilities, comprising a games hall, gymnasium and fitness suite with supporting changing rooms for both staff and pupils. Excellent outdoor facilities recently completed complement the internal facilities.

To the right of the pupil entrance is an open plan social and dining space which provides access to both the central courtyard and a partially covered landscaped outdoor area.

Adjacent to the social space are the assembly and performance spaces which lead to the senior management team offices, the conference room and to the music and drama departments.





A central stairwell from the social space leads to the first floor where the staffroom, English, Business Education, ICT, Art and Design and Social Subjects are located on the east and north facades. The Library and Modern Languages departments are located on the west wing.

The second floor accommodates Biology, Chemistry, Physics and Home Economics departments. Each department benefits from a breakout space and very well proportioned storage facilities. In addition, each classroom has a well designed **teaching wall** with hidden storage. An interactive whiteboard in each classroom enables teachers to make good use of ICT as part of their learning and teaching approaches.

Community use of the School

A variety of organisations make use of the school in the evenings e.g. Kirkintilloch Olympians, various football clubs, dance classes, aerobics and fitness activities. Requests should be made in advance to:

Community Letting, Southbank House, Strathkelvin Place, Kirkintilloch, G66 1XQ
Tel: 0141 578 8695 Fax: 0141 943 1688 Email - letting@eastdunbarton.gov.uk

(vii) Associated Primary Schools

A co-educational, non-denominational six year comprehensive school, Kirkintilloch High School accepts boys and girls from a catchment area served by:



GARTCONNER PRIMARY SCHOOL
Gartshore Road, Kirkintilloch

Tel: 0141-955-2323



HARESTANES PRIMARY SCHOOL
Mauchline Road, Kirkintilloch

Tel: 0141-955-2320



HILLHEAD PRIMARY SCHOOL
Newdyke Road, Kirkintilloch

Tel: 0141-955-2316



OXGANG PRIMARY SCHOOL
Lammermoor Road, Kirkintilloch

Tel: 0141-955-2313



TWECHAR PRIMARY SCHOOL
Twechar, Near Kilsyth

Tel: 0141-955-2331



CRAIGHEAD PRIMARY SCHOOL
Craighead Road, Milton of Campsie

Tel: 0141 955 2271





School/Community Links

We strive to extend the learning experiences of our pupils beyond the confines of the school by means of various educational visits and excursions not only within the local area but further afield as well.

We also seize every opportunity for the community to come into the school to work with us.

In addition to this, we have established very productive links with Merkland School, Gartconner Primary, Oxbang Primary, Campsie View, Hillhead Primary, Twechar Primary and Harestanes Primary. Our befriender programme with ENABLE and Merkland School is now in its third year.

We have work experience opportunities for our pupils with numerous local firms.

Our pupils are actively involved in local groups, Guides, Boys' Brigade, youth fellowships, football and athletic clubs many of which meet on school premises.

Pupils assist the local primaries in their sports days and fundraising events. Our pupil activities committee and charities sub group organise a programme of fundraising events throughout the year which benefit local and national charities.

We are proud of these local community links. Staff are continually looking to foster new and develop existing links with the community.

Captains and Vice Captains 2020

Captains

Gemma Colucci and Evan McLaughlin

Vice Captains

Louise Connacher, Cameron McEwen,
Erin McGuire, Gregor Scott,
Emma Semple and Callum Wares

SCHOOL CAPTAINS & VICE CAPTAINS 2 019





The Staff

Head Teacher and Depute Head Teachers

Head Teacher	Mrs Maureen Daniel
Depute Head Teachers	Mrs Gillian Fraser, Head of S1
	Mr Chris Derrick, Head of S2
	Mr Robert Leadbeater, Head of S3/S4
	Mrs Pam Davie, Head of S5/S6

All members of the Senior Management Team have whole school responsibilities as well as those specific to their year head remits. All Depute Head Teachers have a teaching commitment.



Mrs Maureen Daniel
Head Teacher



Mrs Gillian Fraser
Depute Head Teacher



Mr Chris Derrick
Depute Head Teacher



Mr Robert Leadbeater
Depute Head Teacher



Mrs Pam Davie
Depute Head Teacher





KIRKINTILLOCH HIGH SCHOOL TEACHING STAFF

ART

F Leadbeater (PT)
A Bolger (0.8 FTE)
J Cornwell (0.8 FTE)
M Barbour (0.8 FTE)
M Daniel (HT)

BIOLOGY

A McLelland (PT Chem & Bio)
D Forrest
N Coen (Supply)
P Davie (DHT)

BUSINESS EDUCATION/ICT

A Dorans (PT)
R Al-Hili Basil (Probationer)
G Fraser (DHT)

CHEMISTRY

L Morrison (PT 0.8 FTE)
R Hay (PT Guidance)
S Forrest

DRAMA

J McLaughlin (PT)
L Eadie (PT Raising Attainment)

ENGLISH

F Quadrelli (0.6 PT)
K A Campbell (0.4 PT)
G Stewart
A Kempton
L Eadie (PT Raising Attainment)
K Tassell (PT Guidance)
D Galasso

GEOGRAPHY

H Reid (PT)
C Corkill (0.8 FTE)

HISTORY/MODERN STUDIES

M Bowen
(PT History, MS & RMPS)
P Page
R Jack (Probationer)
G Brown (Supply)

HOME ECONOMICS

F Colquhoun (PT)
M Campbell

MATHS

L Ferguson (PT)
G Greer
C Costello (0.9 FTE)
L Ross (0.6 FTE) and
K MacIver (0.4 FTE)
Vacancy
M Stewart (Supply)
H Gillan (Probationer)

MODERN LANGUAGES

Y Sadek-Kirk (PT)
C Gardiner
J Friel (Probationer)

MUSIC

I Horning
B Dunlop (PT Guidance)
(0.8 FTE)
M Winchester (Probationer)

NURTURE

T Joice (PT Guidance – Acting)
R Gourlay

PHYSICAL EDUCATION

G Kidd
(PT Creative & Aesthetic Studies)
M Hayworth (PT Guidance)
M Warnes
R Gourlay (0.7 FTE)
S Harvey (Probationer)
C Derrick (DHT)

PHYSICS

S Law (PT)
J Millar

PHOTOGRAPHY

F Leadbeater
G Rafferty
RMPS
M Bowen (PT)
L Welsh
K MacLennan (0.8 Temp)

DESIGN & TECHNOLOGY

C Kirker (PT)
R McKay (PT DYW)
A Speirs (Probationer)

SUPPORT FOR LEARNING

L Early (PT)
L Baker (0.8 FTE)

PSYCHOLOGY

S McKay

NURTURE/WELLBEING

T Joice
(PT Guidance 0.2 FTE/
Wellbeing 0.8 FTE)
S Reddie
K Wilkes
K MacLennan
(0.2 FTE) and
R Gourlay (0.3 FTE)
D Beattie (Supply)

RMPS

M Turner (Supply)
K MacLennan (0.8 FTE)

PUPIL SUPPORT

L Early (PT)
L Baker (0.8 FTE)





KIRKINTILLOCH HIGH SCHOOL SUPPORT STAFF LIST

School Support Manager

Barbara Friel

Librarian

Karyn Don

Office Staff

Edward Davis	Admin Asst (Office)
Bernadette Gormal	Admin Asst (Finance)
Margaret Johnston	Clerical Assistant
Gillian Holmes	Clerical Assistant
Eileen Brown	Clerical Assistant
Laura Shearer	Clerical Assistant

Attendance Officer

Lorna Sime

IT Technician

Barbara Menzies

Technicians

Ian Bain
J Gibson

Classroom Assistants

Laura Fullerton	First Aider
Maureen Ash	First Aider

Site Supervisor

Danny Coutts

Support For Learning Assistants

Eileen Brown	First Aider
Kirsty Ward	
Annette Clarke	
Anne Marie Green	
Pauline O'Neill	
Elaine Robertson	
Bernadette Whoriskey	
Ann Campbell	
Norma McLellan	
Fiona Bond	
Joanna Kerr	
Vacancy	

Kitchen Supervisor

Tracy McIntyre

Cleaning Supervisor

Ms E Wilson

The School Day

The school day is organised as follows:

Registration	8.55 - 9.05	Period 4	11.50 - 12.40
Period 1	9.05 - 9.55	LUNCH	12.40 - 13.20
Period 2	9.55 - 10.45	Period 5	13.20 - 14.10
INTERVAL	10.45 - 11.00	Period 6	14.10 - 15.00
Period 3	11.00 - 11.50	Period 7	15.00 - 15.50

Monday, Wednesday & Friday 15.00 finish





School Holiday Arrangements 2020/2021

December 2019 and January 2020	
Christmas and New Year	Monday 23 December to Friday 03 January (Inclusive)
Pupils return	Monday 6 January
February 2020	
In-service day	Friday 7 February
February break	Monday 10 February to Tuesday 11 February (Inclusive)
In-service day	Wednesday 12 February
Pupils return	Thursday 13 February
April 2020	
Easter break	Monday 6 April to Friday 17 April
Pupils return	Monday 20 April
May 2020	
May Day (closed)	Friday 8 May
In-service	Thursday 21 May
May weekend	Friday 22 May to Monday 25 May (Inclusive)
Pupils return	Tuesday 26 May
June 2020	
Last day of school	Wednesday 24 June
August 2020	
Teachers return (In-service day)	Tuesday 11 August
In-service day	Wednesday 12 August
Pupils return	Thursday 13 August
September 2020	
September weekend	Friday 25 September to Monday 28 September (Inclusive)
Pupils return	Tuesday 29 September
October 2020	
In-service day	Friday 9 October
October break	Monday 12 October to Friday 16 October (Inclusive)
Pupils return	Monday 19 October
December 2020 and January 2021	
Christmas and New Year	Wednesday 23 December to Tuesday 5 January (Inclusive)
Pupils return	Wednesday 6 January
February 2021	
February break	Monday 8 February to Tuesday 9 February (Inclusive)
In-service day	Wednesday 10 February
Pupils return	Thursday 11 February
April 2021	
Easter break	Friday 2 April to Friday 16 April (Inclusive)
Pupils return	Monday 19 April
May 2021	
May Day (closed)	Monday 3 May
In-service day	Thursday 6 May
May weekend	Friday 28 May to Monday 31 May (Inclusive)
Pupils return	Tuesday 1 June
June 2021	
Last day of school	Thursday 24 June





School Admissions

Transfer from Associated Primary Schools

There is currently a consultation on the Admissions Policy for primary and secondary schools. The results and any changes will be published on the East Dunbartonshire Council website.

Transfer Information will be issued to parents at the end of term one, in Primary seven.

Parents of pupils who are transferring from the school's associated primaries in the normal way are invited to two meetings. The November meeting is in the form of an open night when parents and carers have an opportunity to tour departments and experience some of the learning and teaching methodologies. The June meeting provides an opportunity for parents and carers to learn about the school's expectations, transition activities and arrangements.

The arrangements for the transition of pupils between primary and secondary will involve an extensive programme of visits that currently link with English, Mathematics, Modern Languages, Physical Education, Design & Technology, Art & Design, Home Economics, Music and Science. In addition to this programme our formal two day induction visit will be enhanced by our highly successful P7 'Challenge Day' which will involve all our prospective S1 pupils working within their new class structures. For pupils with additional support needs the transition programme can sometimes begin earlier than P7.

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to view the school and are given a brief explanation of school life.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school(s) for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Placing Requests

There is currently a consultation on the Admissions Policy for primary and secondary schools. The results and any changes will be published on the East Dunbartonshire Council website.

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will be accepted following the publication of an advert in the local press inviting applications in early December.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.





Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. The Education Office can also reserve places in a class for future catchment pupils they expect to move into the area in the following school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to East Dunbartonshire Council's Admissions Policy and requests accepted and refused accordingly.

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission. Please refer to the Placing Request Application Form for more details.

Any Placing Requests received after the 15th March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents/Carers will be notified of the outcome of their request within 2 months of receipt of your Placing Request.

As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment. Parents should note that in cases where your child is currently in attendance at a primary school as a result of a successful placing request, there will be the need for a further request to be made to transfer to the secondary school associated with the primary school. Parents should, however, be aware there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents are requested to contact the education office to clarify this position if they are unsure.

Mid Session Transfers

There is currently a consultation on the Admissions Policy for primary and secondary schools. The results and any changes will be published on the East Dunbartonshire Council website.

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

Transport for Placing Requests

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





Guidance Structure

In secondary school pupils are taught by a large number of different teachers. In order to ensure that each pupil knows and is known well by at least one member of staff, a team of Guidance Staff is given the responsibility for the emotional, vocational, curricular and pastoral welfare of our pupils.

In Kirkintilloch High School the Guidance Staff put a lot of effort into caring for the pupils, especially at the important transition stages P7-S1, S1-S2, S2-S3, S3-S4, S4-S5 and S5-S6 and when a young person is preparing to leave school.

Over the years, Guidance Staff build up a detailed knowledge of the skills, abilities and personality of each pupil in their care. With the help of all the staff, they carefully monitor the social, personal and academic development of each pupil and are the main link between the school and home. Guidance Staff work in partnership with parents and a range of external agencies to support the development of the child. Guidance Staff may write to or telephone parents if they feel there is a problem with behaviour, attendance or progress. They may at times, request an interview to discuss a particular concern.

The Guidance structure is organised on a House system as follows:

Holmfield House	Peel House	Solsgirth House	Waverley House	Napier House
Guidance:	Guidance:	Guidance:	Guidance:	Head of House:
Miss Kelly Tassell	Mrs B Dunlop 0.8 FTE Mr T Joice 0.2 FTE	Ms M Hayworth	Ms R Hay	Mr S Forrest Ms R Gourlay



Principal Teacher
Holmfield House
Miss Kelly Tassell



Principal Teacher
Peel House
Mrs B Dunlop



Principal Teacher
Peel House
Mr T Joice



Principal Teacher
Solsgirth House
Ms M Hayworth



Principal Teacher
Waverley House
Ms R Hay



Head of House
Napier House
Mr S Forrest



Head of House
Napier House
Ms R Gourlay





Every effort is made to ensure that there is continuity within this vertical structure. Pupils remain in the same House and under the pastoral care of the same Guidance Teacher for their whole school career. Members of the same family will be in the same House.

Guidance Staff have established links with outside agencies on which they can call for specialist help and advice. Such agencies include the Careers Service, the Social Work Department, the Attendance Officer, the School Medical Service and the Educational Psychologist Service.

Inter-Agency Working

Psychological Service
Social Work Department
Police Community Liaison Officers
Schools Medical and Dental Services
Support for Ethnic Minorities

Scottish Children's Reporter Administration
Children's Panel
Careers Scotland
Attendance Officer
SEBN Service

Availability of Guidance Staff

Meetings can easily be arranged between parents and Guidance Staff. However, such meetings need to be by appointment to accommodate teaching commitments. A note or telephone call to the school will start the process of setting up a meeting.
If you are concerned about any aspect of your child's social, personal or academic development do not wait until a parents' meeting to contact us.





Promoting Wellbeing, Protecting and Safeguarding

The Scottish Government introduced Getting it Right for Every Child (GIRFEC) as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people.

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. These are the eight indicators of wellbeing.

The Getting It Right approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. This approach, based on the United Nations Convention for the Rights of the Child, is:

- Child focussed, ensuring that the child and family are at the heart of decisions and supports;
- Based on a holistic understanding of wellbeing;
- Early interventionist to tackle needs as soon as they appear; and
- Joined up, to ensure services work together.

It is the entitlement of every child to be supported throughout their education. The Wellbeing Pathway provides a continuum of support from universal to targeted and ensures practice is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual child/young person.

Teachers plan experiences and assess progress in learning, and for most children this is sufficient. From time to time, however, approximately one fifth of learners may experience developmental or environmental difficulties which impact on their ability to learn. For most, modifications can minimise the impact of such difficulties and learning can proceed. These modifications are described as differentiation and in most cases teachers will differentiate as part of normal teaching and learning, without the need for intervention from promoted staff.

Within East Dunbartonshire schools, teachers employ the following model to provide a clear, structured pathway for learners.

- Modifying Content – use of learning materials at different levels
- Modifying Process – varying the length of time children take to complete a task
- Modifying Product – giving children choice in how to express ideas or required learning
- Modifying Learning Environment – giving children areas to work which suit their learning styles

Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning.

Where intended progress does not take place, the child/young person's needs are considered within the next stage of the Wellbeing Pathway, Targeted Support.

When a wellbeing concern has been brought to their attention, the pupil support coordinator will consider the following questions in relation to the eight wellbeing indicators:

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

All pupils who are considered for Targeted Support, access this through their Pupil Support or Support for All Group. This ensures that staff comply with duties in CYP Act 2014 and ASL Act 2004, 2009.

All assessments to determine the need for Targeted Support fully involve the views of the child and parents.





Personal and Social Education

In Kirkintilloch High School we are committed to make a contribution to the personal and social development of our pupils in addition to providing them with educational opportunities through their subjects. Through our Personal and Social Education (PSE) Programme, Guidance and other staff teach skills and attitudes that enable young people to grow into caring and well balanced adults who are ready and able to be effective citizens.

The PSE Programme includes:

1. classroom methods which encourage active pupil participation
2. encouragement to adopt a respectful and caring attitude to others
3. courses to help pupils e.g. drug and alcohol education, health education, mental health, career education, sex education, education for citizenship, Determined to Succeed (Enterprise in Education) health promotion and safety

Equal Opportunities and Social Inclusion

In East Dunbartonshire, all children and young persons are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination.

The school believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status and disability.





The Equality Act (2010)

The General Equality Duty was created by the Equality Act (2010) and replaces the race, disability and gender equality duties. The duty came into force in April 2011 and covers age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

The school is committed to the requirements of the Equality Act (2010) and as such we will have due regard to the need to:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity between children and young people who share a characteristic and those who do not;
- Foster good relations between different groups.

The school will take cognisance of the Equality and Human Rights Commission's 'Technical guidance for school in Scotland' in the development of its policy and practice.

A copy of this document can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow, G66 1TJ. Tel: 0300 1234510.

Development of Pupils' Spiritual, Moral, Cultural and Social Values

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that the staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.





Equality of Provision in Education

Kirkintilloch High School is committed to giving all its pupils equal opportunity to access the full range of educational provision.

Aims and Objectives

1. To ensure that all pupils are equally respected by all members of the school community.
2. To make pupils aware of the need to prepare for life in a multi-cultural society by:
 - Providing pupils with the knowledge, skills and attitudes which will enable them to respect all pupils and their cultures.
 - Promoting the understanding and fair consideration of all cultures and peoples.
 - Encouraging the attitude that equal opportunity, anti-racist strategies are an integral part of education, permeating all our actions.
 - Monitoring the curriculum we provide in terms of content, material and teaching approaches.
 - Raising staff awareness of the consequences of equal opportunities and anti-racist strategies.

Sex Equality in the Curriculum

1. All boys and girls follow the same course in S1 and S2.
2. Equality of opportunity is given to all pupils to choose from all the courses on offer from S3 on.
3. Careers Education promotes equal opportunity for all.

The Hidden Curriculum

1. Pupils are treated equally in the administration of the school.
2. Classes are formed on a mixed-sex basis.
3. Disciplinary sanctions are applied equally to boys and girls.
4. Regulations regarding dress are applied equitably to both boys and girls.
5. Extra-curricular activities are open to all pupils.

Multi-Cultural and Anti-Racist Education

We follow the East Dunbartonshire Council's guidelines set out in the document ***Tackling Racist Incidents within the Education Service.***

We promote:

1. an awareness of the contribution all races make to society
2. a sensitivity to, and appreciation of the beliefs of others
3. an understanding of many cultures

Within the school's approach to promoting positive behaviour a record of all racist incidents is maintained and each incident is fully investigated. The school is required to notify the local authority of all racist incidents.





COURSES AVAILABLE IN THE SCHOOL AND POLICY ON CLASS ORGANISATION

CURRICULUM FOR EXCELLENCE

Bringing **learning to life** and **life to learning**

Curriculum for Excellence spans learning from 3-18 years. Its aims are to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

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

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

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

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

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

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

Implementation of Curriculum for Excellence and More Choices, More Chances highlighted the importance of robust transition planning in enabling young people to participate and progress beyond compulsory education. 16+ Learning Choices, therefore, was introduced in 2008 as the transition planning model for **ensuring an offer of an appropriate place in post-16 learning for every 16-18 year old**. It aims to improve the transition for young people choosing to stay on at school; leaving school and for those moving from one post-16 option to another. Integral to Curriculum for Excellence, it supports all young people to make effective transitions.





Opportunities for All

More recently, in response to the economic downturn and the resultant adverse effects on young people's prospects in the labour market, the Government introduced Opportunities for All in its Programme for Government in September 2011. This is an explicit commitment to ***an offer of an appropriate place in learning or training*** for every 16-19 year old not currently in employment, education or training. It brings together and builds on existing Scottish Government policies and strategies and embraces relevant UK Government policy in a single priority to support young people to participate in learning or training in order to improve their employment prospects. Opportunities for All became a live offer from 1 April 2012 and will ensure that the post-16 system delivers for all young people. It focuses on supporting young people who have disengaged, seeking to re-engage them with appropriate learning or training from their 16th, until at least their 20th, birthday. Whilst Opportunities for All commits to offering a place in learning or training, those young people who wish to move into employment should be supported to do so.





Curriculum for Excellence Assessment & Reporting

What is being assessed?

Knowledge, understanding, skills, attributes and capabilities across all curriculum areas:-

- Literacy and English;
- Numeracy and Mathematics;
- Health and Wellbeing;
- Social Studies;
- Sciences;
- Technologies;
- Religious and moral education; and
- Expressive Arts

How is my child's learning assessed?

- By using a variety of approaches and a range of evidence which provides information on what children say, write, make and do to demonstrate their learning.
- By planning assessment activities, which assess children's progress.
- By working together to gather relevant information about each learner's achievements, strengths and next steps.

How will assessment information about my child be reported to me?

Effective reporting to parents and carers includes a range of activities:

- Children presenting their learning;
- Consultation meetings with parents;
- On-going oral discussions;
- Open evenings;
- Information sessions;
- Personal learning planning; and
- End of session reports.

How will I know how my child is progressing?

From Session **2010/2011** schools will report to parents and carers using Curriculum for Excellence levels S1. Learners will progress at different rates. National expectations about progression through curriculum levels are shown in the table below:

Curriculum Level	Stage
Early	The pre-school years and P1 or later for some
First	To the end of P4, but earlier or later for some
Second	To the end of P7 but earlier or later for some
Third I Fourth	S1-S3 but earlier for some. The fourth level broadly aligns to SCQF level 4.
Senior Phase	S4-S6 in school, college, workplace or community

How will progress be described?

The Curriculum for Excellence levels are broader than 5 -14 levels and it could take three years for children to achieve a level. This allows more opportunities for children to be secure in their learning.

Children's progress within a level will be described as **developing**, **consolidating** or **secure**.

Parents will receive information on their child's progress and the next steps in their development.





When will teachers assess my child's learning?

Assessment will take place throughout the school year. Parents and carers are key partners in learning, and assessment gives you opportunities to be involved in understanding, reviewing and planning next steps. You can discuss any questions or concerns about your child's learning with the school.

Where can parents and carers get further information about Curriculum for Excellence?

You can find out more about the purposes and principles of Curriculum for Excellence by visiting the Education Scotland website:

<http://www.educationscotland.gov.uk>

Further information on Learning, Teaching and Assessment can be viewed at:

<http://www.educationscotland.gov.uk>

Find out how Curriculum for Excellence is improving learning for children by clicking the following link:

<http://www.education Scotland.gov.uk/thecurriculum/>

(i) From August 2010, S1 course programmes reflected the outcomes and experiences found in the Curriculum for Excellence frameworks and include a range of interdisciplinary learning experiences. This process will continue until S1 to S3 becomes the final phase of the broad general education which all children are entitled to between the ages of 3-15.

Curriculum in the Lower School:

Curriculum for Excellence demands that the learner be more involved with assessing their own learning and progress through self-evaluation and reflection. Teachers utilise a wide variety of methods to assess pupils' progress.

Broad general education (BGE) takes pupils from pre-school through to the end of S3. Pupils engage in courses across eight curricular areas:

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

During S1 and S2, pupils are afforded opportunities to link their learning across curricular areas – called Interdisciplinary Learning (IDL), which connects different departments across the school.





Curriculum in the Middle School

Traditionally **S3** was the beginning of a 2 year course and the assessment journey to National Qualifications. S3 now plays a pivotal role in the delivery of the Broad General Education (BGE). The BGE begins for pupils at the age of 3 and lasts until the end of S3. The third year curriculum therefore shares many of the characteristics evident in S1 and S2, these include:

- Motivating and challenging experiences that provide a depth of knowledge and a breadth of understanding across the curriculum
- Active learning tasks and lessons focused on enhancing skills
- Interdisciplinary learning opportunities that enable learners to identify connections across their curriculum

However, S3 now provides the key link between the BGE and the Senior Phase (S4-S6). To ensure this link is strong and the transition seamless, the S3 BGE has additional characteristics that include:

- Greater personalisation and choice
- Motivating and challenging experiences that match and compliment the demands of the new National Qualifications
- Opportunities for learners to continue to build a relevant and reflective profile of their learning that will inform their next steps
- A curriculum that provides our learners with the opportunity to gain a greater depth of understanding in particular areas whilst maintain contact with all subjects through our interdisciplinary learning model.

The Broad General Education for Kirkintilloch High School embraces the principles and practices of Curriculum for Excellence. We are therefore keenly aware of the vital role our S3 curriculum plays in building a strong foundation for our pupils to tackle the challenges of the National 4 and 5 assessments in S4.

The curriculum framework in S3 allows pupils to choose subjects from the following curricular areas.

This leaves pathways open as pupils enter S4 and select the 7 courses in which they will undertake national qualifications.

S3 Pick 2 courses from each curricular area

Social Studies

History
Modern Studies
Geography

Science

Biology
Chemistry
Physics

Technologies

Graphic Communications
Computing
Hospitality
Design + Manufacture
Business Management

Expressive Arts

Art and Design
Drama
Music

All pupils follow S3 courses in – English, Maths, French, PE, RMPS and PSE.

Pupils in S4 follow mandatory courses in English and Maths plus five other courses selected in consultation with parents and staff.

Pupils also undertake core classes in Physical Education, RMPS and PSE.





Class organisation depends on the numbers choosing a subject. Subjects with larger numbers broadly organise their pupils into classes with similar ability. Subjects with smaller classes will be taught in mixed ability groups.

Before pupils decide which courses to follow in the middle school, a booklet is issued to all pupils containing detailed information about each course offered. There will also be information given to pupils by their class teachers and PSE teachers. In addition, parents will be given the opportunity to visit the school to discuss their child's options.

Course Choice Forms

An example of the current course choice form is included in this handbook although it should be recognised that this is always subject to amendment.

It is our aim in Kirkintilloch High School to provide a broad general education in S1, S2 and S3. Our pupils are able to make decisions about their studies in S3 by selecting subjects from our different curricular areas. This allows them to begin the process of deciding what they would like to study in the senior phase (S4-S6).

We offer a full and challenging curriculum for all pupils taking into account their individual interests, skills, attainment and needs. Our curriculum is designed to ensure our pupils see clear progression paths in their studies and that the transition from the broad general education to the senior phase is a natural one.

Courses in S5 and S6 and Post 16 generally

In Kirkintilloch High School, pupils and parents are advised as to which subjects are most suitable, consideration is given to the results obtained in national examinations in the middle school, the pupils' preferences, the requirements for career qualifications, etc.

In all, we offer a flexible timetable which can normally be expected to meet the needs of young people within the limitations of staffing and accommodation available. Young people are expected to follow a full timetable which offers some width and breadth to their experience.

In the upper school, students are offered two levels of course – Higher grades and National 5 courses, which can be combined. Students may choose to follow a curriculum consisting of combinations of Higher Grade and National 5 courses. Highers will continue to form the bulk of most students' curriculum. Entry to Higher and National 5 courses will be determined by prior attainment.

To broaden the range of subjects available, Kirkintilloch High School is linked with other schools throughout the authority.





In S6, in addition to those outlined above, we offer courses leading to Advanced Higher in a wide range of subjects. These courses, encouraging specialised and individual study, vary from year to year and are provided mainly in response to demand. To study at Advanced Higher Level a pass must be obtained in S5 in the relevant Higher Grade at A. It should be realised that the same range of courses may not always be available. In the same way, classes may not run in a particular subject.

Entry into S5/S6

For those pupils who intend to return to S5 and S6 a process in some ways similar to the process for entry into the middle school is carried out. Around March/April pupils are asked to indicate the subjects they wish to study in greater depth. Choice will depend on the suitability of those subjects, in terms of necessary entry qualifications, etc. for intended career and/or entry to University or College.

Parents are invited to make an appointment to meet senior staff to discuss any issues.

In an effort to ensure that the correct decisions are taken with regard to course choice, Guidance Teachers begin a programme of Social Education beginning in S3, which involves significant contributions in curricular and vocational guidance by themselves, as well as regular contributions by the Careers Officer and visiting speakers.

Arrangements for consulting with parents on options

Stage 1 December/January

Information is given to parents and young people by means of a comprehensive course choice booklet which gives details of courses, careers, contacts and finance relevant to young people who are aged 16 and over. This information is added to by parents' meetings and pupil/staff interviews.

Stage 2 February/March

A Course Planner is issued to each young person and after consultation with all those involved, (young people, staff, parents etc.) a preliminary choice is made.

Stage 3 May/June

The SQA Examinations are held and once the young people return to school in June, they immediately begin their entry into S5/S6.

Stage 4 August

Results of external examinations are not published until early August. There will be amendments to provisional course choices following the publication of the results.

Please contact the Head Teacher if you would like further information about the curriculum within our school.





Vocational Training

Vocational training is changing in East Dunbartonshire. As Curriculum for Excellence develops throughout the school our college places in the short term will be offered to S5 and S6 pupils. However, our long term aim will be to ensure that an engaging vocational programme is available to all pupils in S4, S5 and S6.

Working closely with our college partners we will look to provide strong purposeful courses that will complement our pupils' subject choices and will prove beneficial in their progression from school into higher education, further education or employment.

ENGLISH AS AN ADDITIONAL LANGUAGE SERVICE

Our school benefits from having several pupils who speak two or more languages. We seek to promote bilingualism amongst pupils and the use of their first language is encouraged as this strengthens their academic performance.

The role of the English as an Additional Language Service is to support language development of bilingual pupils, promoting full access to the curriculum. Although many bilingual pupils appear to be fluent in English, they may have difficulty in coping with the academic demands of the curriculum.

The visiting English as an Additional Language Teacher supports pupils by working on a cooperative basis with the classroom teacher.





CHILDREN AND YOUNG PEOPLE WITH ADDITIONAL SUPPORT NEEDS

East Dunbartonshire Council's policies, procedures and practices relating to children and young people with additional support needs are in line with the Education (Additional Support for Learning) (Scotland) Act 2004 and the Education (Additional Support for Learning) (Scotland) Act 2009 which places duties on education authorities and provide rights for parents of children with additional support needs and young people with additional support needs.

What are additional support needs?

All children require support to help them learn. However there are some children and young people who need some extra support or support which is a bit different from the support provided for all children to make sure they benefit from school education.

That support may come from education services but can also be provided by a NHS Board, Social Work, Skills Development Scotland, or independent and voluntary organisations.

Children and young people in school who need extra support or a different sort of support from what is generally available have additional support needs.

These additional support needs can arise for lots of different reasons.

The reasons why a child or young person may have additional support needs are too many to list here, however the following are examples:

That the child or young person:

- finds it difficult to behave in school;
- is hearing or visually impaired;
- has a particular health need;
- is living with parents who have a drug or alcohol dependency;
- * has English as an additional language;

Some additional support needs may only last for a short period of time other additional support needs will be life long.

What should I do if I think my child has additional support needs?

If you think your child may have additional support needs you should talk to your child's school or pre school provision about this.

What will the school do?

All children and young people have their needs continuously assessed and reviewed. Your child's school will be able to show you their assessment of your child's needs and will send you copies of reports on how your child is progressing in school.

All schools and early years establishments in East Dunbartonshire look at children's needs through a process of staged intervention. This process allows teachers and others to

- identify those children who may need additional support;
- make plans to support those children identified;





- deliver the support the child requires; and
- regularly review the support provided.

What kind of additional support can be provided?

In addition to the additional support which schools themselves can provide through individual planning or making specific resources available, schools can also request support from East Dunbartonshire Council's specialist educational support services. The Council can also provide individual children with special equipment and resources if necessary. Some children may also benefit from attending the special schools and specialist resources which East Dunbartonshire manages.

What can I do to help my child?

Parents have a very important role to play in their child's education and the views of parents and young people will always be taken account of in making decisions which affect the child or the young person.

If your child requires additional support at school you can provide the school with important information about your child which will be helpful in making plans to support your child.

Parents and young people will always be invited to participate in reviews of progress.

What is a co-ordinated support plan and how do I know if my child needs one?

A small number of children and young people with additional support needs require a co-ordinated support plan (CSP).

All of these children and young people will already have a staged intervention plan provided for them in school which set out targets for their learning and timescales for achieving those targets. Parents, professionals and the child or young person can all be involved in regularly reviewing the plans. The CSP sets out the educational objectives for an individual which can only be achieved by services such as health or social work working together with education to support the child or young person ie. where the support required must be co-ordinated.

What can I do if I disagree with a decision?

If you disagree with a decision the school has made you should immediately contact the head teacher and arrange to meet to discuss the decision.

If you do not feel that your concern has been dealt with satisfactorily or taken seriously you can make a complaint.

If you disagree with a decision taken by the education authority there are a number of ways you can try and deal with this.

The different ways you can deal with disagreements are called dispute resolution procedures.

If you have a concern that your child's additional support needs are not being met you should always, in the first instance, contact the school to arrange a time to discuss that concern. Every effort will be made by the school and the education authority to resolve your concern at that point.





If you are not happy with the way the matter has been dealt with and you continue to have concerns you may be able to make use of one (or more) of the following:

- mediation
- independent adjudication
- the Additional Support Needs Tribunals for Scotland to assist in reaching a satisfactory conclusion.

The Education (Additional Support for Learning) Act 2004/2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents and carers of children and young people with additional support needs when or if they arise. East Dunbartonshire Council uses Resolve Scotland. For further information contact: 0131 313 8844 or go to www.resolve.org.uk

Family Support Service

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include parenting workshops, individual support following the Triple P programme as services also include a holiday place scheme provision for children and young people with additional support needs. If you wish to access any of the services please contact the team on 0300 1234510.





Protecting Children and Young People

East Dunbartonshire Council has issued Child Protection Procedures and Guidance which all staff must follow to promote the welfare of children and to protect them from harm.

All adults must share the responsibility for promoting children's health and safety and ensuring, as far as possible, that all children are protected from abuse, neglect and exploitation. Children cannot be expected to take full responsibility for keeping themselves safe. Professional staff must work together and in co-operation with families and carers to enable children to grow up in a warm, stimulating and safe environment.

Education staff are required to assist in the protection of children by:

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes
- Being observant of children's needs, views and concerns
- Reporting and recording concerns about the welfare or safety of children
- Monitoring and supporting children in co-operation with relevant professionals, parents and carers.

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult request this. Information or concerns that a child may be at risk of harm must be passed on in order to protect the child. Staff will treat the matter sensitively and information will only be passed to those who need to know in order to protect and support the child.

If parents or others have concerns for any child, they can speak to the Head Teacher about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the Head Teacher.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on the East Dunbartonshire Council website, and the school's Additional Support for Learning Co-ordinator will be able to outline the support that can be offered in school.

Working with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and parents – decisions are made with regards to the best possible education to meet the needs of the child within the resources available.

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





Enquire: www.enquire.org.uk, 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380

Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Specialist Support Service – teachers teaching in more than one school

The Additional Support for Learning Team makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who work in the pre 5, special, primary and secondary sectors. Staff in the team work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:-

- Children with a significant hearing and/or visual impairment;
- Bilingual learners who are at early stages of learning spoken English;
- Looked after and accommodated children and young people who are experiencing difficulties in school;
- Children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- Young people who attend special provision units; and
- Pre 5 children who have been identified as having significant support needs
- Children who have language and communication difficulties

Autism Adviser

Every establishment has an Autism Adviser who is an established member of the school teaching team and who has been provided with training and ongoing support from a multi-agency team - led by an educational psychologist and a quality improvement officer. Every Autism Adviser is guided by a process of collaborative practitioner enquiry, which allows the school to develop the role of their Autism Adviser in response to the needs of their school context. Every Autism Adviser will be able to signpost colleagues to resources and sources of supports. While every establishment will use their Autism Adviser differently, the role of the Autism Adviser may include facilitating staff training within their school, supporting communication to parents/carers; planning for establishments' Autism Awareness Week; running a parents/carers' support group and supporting individual staff members using existing school structures (e.g. Pupil Support Group).

Sensitive aspects of Learning

The school will advise parents regarding any sensitive aspects of learning via one of the following methods:

- Parental letter
- Parental leaflet
- Parental Information Evening

The method of communication used will be dependent upon overall sensitivity of learning, for example, Sexual Health would involve all 3 of the above while Drug Awareness may involve advice leaflet on the learning to be undertaken and who the provider may be, for example, a presentation from Alcoholics Anonymous or Strathclyde Police.





Psychological Service

We have a link Educational Psychologist from the Council's Psychological Service who supports us in delivering East Dunbartonshire's policy for identifying, assessing and supporting all pupils, particularly those with additional support needs.

The Psychological Service operates at three levels within the Council, namely that of the individual young person/family, the level of the whole school and that of the Authority.

Our link Educational Psychologist works collaboratively with school staff at all stages of intervention with regard to individual pupils, groups of pupils or relevant topics related to the school improvement plan.

Assessment

Assessment is an essential part of learning and is provided for each pupil as a supportive, positive means of improvement. In addition, it is a way of checking whether our teaching is effective.

There are a variety of other purposes that testing contributes to, which include:

- providing information about progress
- highlighting achievements
- motivating pupils
- showing strengths and development needs and pathways
- helping to choose future courses
- meeting the requirements of certificates
- checking if methods and materials are appropriate

Different types of testing are used at different times but, in general, there is much more emphasis on assessing class work and coursework rather than just an end of term examination. This means that oral and written work, practical skills, listening, making a contribution, working individually or in a group are all aspects likely to be tested.

Consequently, class tests or year group tests will be organised at regular intervals while more formal examinations begin in third year. Preliminary examinations, modelled on the national ones, are held for senior school in January.

The results of such tests or examinations are affected by personal attitudes, which are also monitored. Being hard-working, conscientious, punctual and attending regularly are vitally important for success. By the same token, showing initiative, self-discipline and politeness can make a considerable difference to performance.

Pupils in S1 and S2 will continue to be formally tested in Reading, Writing and Mathematics in line with local authority guidelines.





REPORTS TO PARENTS

Reports are produced twice annually to indicate the strengths and next steps of each pupil across the range of subjects. They also provide a picture of the attainments and achievements of the pupil.

All courses operating in school are reported upon at the appropriate time.

Liaising with and Involving Parents in their Child's Education.

The Education Service is keen to ensure that it involves all parents appropriately and sensitively in their child's education. Under Education Law, "parents" include:

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
- Carers who can be parents;
- Foster carers, relatives and friends who are caring for children under supervision arrangements;
- Close relatives, such as siblings or grandparents caring for children who are not "looked after and accommodated" by the local authority or are under home supervision (looked after) arrangements.

Everyone who is a "parent" (under Education Law) has the right to receive advice and information about their child's education and take part in activities.

The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual's exercise of parental rights and responsibilities.

Schools collect information about a child's family circumstances on an annual basis. Where family circumstances change during a school session, it is important that parents inform their child's school of these changes.

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This publication is available from schools or the Chief Education Officer who can be contacted at:

East Dunbartonshire Council
The Marina
Strathkelvin Place
Kirkintilloch
Glasgow
G66 1TJ

Tel: 0300 1234510

Email: jacqueline.macdonald@eastdunbarton.gov.uk



House Captains 2020

Captains and
Vice Captains
2020





Holmfield House Captains



Solsgirth House Captains



Waverley House Captains



Peel House Captains



Napier House Captain





In the Second year report, recommendations for future choice of courses are given as a guide to parents and pupils.

Each year group receives one interim report and one full report per session as follows:

	Interim	Full Reports
S1	October	May
S2	December	February
S3	November	March
S4	February	December
S5/6	February	October

Copies of the pupils' reports are kept centrally in a confidential file by Guidance Staff. Parents may ask to see the file, as can pupils over the age of sixteen.

In S1-3 reports may indicate the level reached (CfE level 1-4). Teachers may also inform you if your child is Developing, Consolidating or Secure within each level. In S4-6 reports will indicate how your child is progressing in acquiring formal national qualifications.

Parents' Consultative Meetings

These meetings are arranged so that parents may discuss their child's progress with class teachers and should be seen as integral to the levels of communication required to monitor your child's progress.

Meetings for parents of S2 pupils and S4/5/6 pupils are held in the middle of the session. The S1 parents evening is held in early October and is deliberately timed so that parents may find out how well their child is settling into the new school and new courses. The S3 parents' meeting in February provides an opportunity to discuss progress in advance of exams.

Before pupils are asked to make their course choices for third and fifth years, written reports on pupils' progress in second year are provided and an information evening and a consultative evening are held for parents of second year pupils.

Additional Arrangements

Parents are encouraged to contact Principal Teachers of Subject and Guidance, and the Senior Management Team at any time during the session in order to discuss their child's progress. Any members of staff mentioned above may contact parents if there is any cause for concern.

Sample Report Cards

Included in the handbook are examples of the report cards issued to pupils.





IMPROVEMENT PLAN

The school improvement plan is updated annually in line with national and authority initiatives following a rigorous and systematic self-evaluation process.

The current priorities for session 2020/2021 are:

	Improvement Plan	Target
1	Improvement in children and young people's health and wellbeing.	To enhance the wellbeing of our young people by creating a positive school ethos and promoting a culture of "compassion" and "kindness".
2	Improvement in attainment, particularly in literacy and numeracy.	To raise the attainment of all young people through a robust system of assessment, tracking, monitoring and data analysis. This will lead to high quality interventions that impact positively on levels of attainment, particularly in literacy and numeracy.
3	Closing the attainment gap between the most and least disadvantaged children.	To continue to ensure that our learning environment secures inclusion and delivers high quality intervention for equity.
4	Improvement in employability skills and sustained, positive school-leaver destinations for all young people.	To provide a range of quality experiences bespoke to each young person, that will secure the very best learner journeys for every pupil.

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of Head Teachers, school staff and officers within Education Services.

Standards and Quality Report

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

¹ Not a QI in its own right but given the emphasis on assessment and reporting within CfE, we consider it worthy of being a separate target, although it clearly linked to target 3





HOMEWORK

In Kirkintilloch High School we actively encourage homework as a way of consolidating work done in class. We want to encourage pupils to develop study habits which will ensure they attain to the best of their ability. Parents, working in partnership with the school, play a very important role in supporting their children to attain well.

Parents can help by:

- ensuring their child comes to school properly prepared
- providing a good working environment at home
- encouraging their child to use school and community study facilities
- helping their child to organise and manage their time to complete homework tasks on time
- encouraging their child to speak to teachers when they have difficulties

Set Homework

Most homework issued by teachers will be a consolidation of work already covered in class. This is frequently achieved by tackling examples of questions already studied in class, or by trying new skills acquired in class.

If difficulties occur, a pupil should look over textbooks, notes, examples already covered and then have another attempt. Success at this stage usually means the piece of work is properly absorbed. If, after several attempts, a pupil is still uncertain, he/she should make certain to ask the teacher to explain.

All homework given by the teacher should be noted carefully in the pupil's school diary with the date when it should be handed in. The homework diary forms part of the communication between school and parent. It supports parental involvement in the child's learning.

Private Study

The other kind of homework, often neglected, is that set by the pupil. It is important because it develops the capacity to study on one's own. Each night pupils should look over the work that they have done that day. They should check that they understand it. One good tip is to use colours to identify the work that they understand completely - use green dots in the margin; work that is partially understood - orange dots in the margin; and parts that they really do not understand - red dots. At the next lesson pupils should ask for help with the parts marked red or orange.

Remember, teachers are approachable. They will certainly be pleased to help with difficulties, especially if it is obvious a pupil has been making efforts on their own.

Private study should be planned. A plan should be made of what subjects are to be revised and when. Regular revision is important. The more frequently a point is revised, the more firmly it is grasped.

During the first year it should be reasonable to expect that pupils might spend about an hour per evening on homework.

From second and third year upwards, the amount of work increases significantly, and depending on the type of course, one and a half hours to two hours per evening would be appropriate. Parents are asked to encourage private study at home, for all pupils in S2 and upwards.

Fifth and Sixth year homework follows a similar pattern to that in the middle school. The work set reflects the study in greater depth at Higher and Intermediate Grades with a greater degree of understanding demanded. This is reflected too in the project/dissertations which are part of the examinations for several subjects.





It is important to note that in the senior school a pupil is expected to assume a student type responsibility for his own work. Private study becomes increasingly significant and it is essential that good study patterns are followed.

Supported Study

Supported Study has been adversely affected by budget cuts. However, individual departments will continue to offer young people this additional support on a voluntary basis.

- S1 - S3** • An after school Support Study class where pupils can volunteer to do their homework or revision in a supportive environment.
- S4 - S6** • A programme of Supported Study may run with volunteer staff from October to April to help pupils prepare for their SQA examinations

Chaplaincy

We are supported by Mark Fyfe from Kirkintilloch Baptist Church in matters of a spiritual nature.

Parents from minority and minority ethnic religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one session and the pupil noted as an authorised absentee in the register.

The school will provide several opportunities for religious observance in a school year, in addition to traditional celebrations central to the life of the school community.

For further information refer to Additional Guidance on Religious Observance in East Dunbartonshire schools, October 2006.





EXTRA CURRICULAR ACTIVITIES

There are many opportunities for pupils to be involved in activities outwith the timetabled school day. These may occur at lunchtime, after school or they may involve day visits or residential visits either at home or abroad.

The following is a list of the activities carried out over the last few sessions. Changes may occur, depending on the expertise and interest of staff.

(i) The following Clubs have met during the school day in the recent past:

Athletics	Eco-school	Netball	Games Club	Music Group S1/S2
Choirs	Parkour	Rugby	Homework	Samba
Fair Trade	Orchestra	Fitness	Fashion and Textile	Reading Group
Basketball	Dance	Golf	Maths Club	Gymnastics
Chess Club	Football	Woodwind and Brass	Drama	
Public Speaking Group	Manga Group	Ensemble	Badminton	

Where sufficient numbers indicate a desire to form a “Club” every effort is made to secure the voluntary service of a staff member to act as Lead, so that the Club can be formed. Where pupils are involved in out-of-school activities, a parental consent form has to be completed in advance.

(ii) Outdoor activities

During the school year, parties of pupils accompanied by teachers have visited Outdoor Centres to engage in leisure pursuits. Where a pupil shows interest in such a course, the parent is given full written details and a parental consent form is completed.

During outdoor education activities pupils are developing a variety of skills through active, engaging and often fun activities. Pupils develop both curricular skills and knowledge while developing independence, teamwork and an appreciation for the outdoors.

(iii) Curricular Visits

Where visits, either abroad or overnight in the UK are organised, parents of interested pupils are kept fully informed, in writing, about the relevant details, and a parental consent form completed. For visits abroad, parents’ meetings are also held so that information can be explained and queries answered personally.

Please note

Parents are asked to recognise that teachers in charge of parties away from home have assumed considerable responsibility in accepting supervision of the well-being of all in the party. Accordingly, parental support is asked for in ensuring that the normal school rules are followed by their children, not only in school but in parties when out of school.





ACCESSING YOUR CHILD'S PUPIL RECORDS

Parents have a legal right of access to their child's core education records, regardless of the age of their child. These are the records held within your child's Personal Pupil Record (PPR). Parents do not have a general right of access to all records that mention their child. To access your child's file, please apply in writing to the Head Teacher.

The Education Service is keen to ensure that it involves all parents appropriately and sensitively in their child's education. Under Education Law, "parents" include:

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
 - Carers who can be parents;
 - Foster carers, relatives and friends who are caring for children under supervision arrangements;
 - Close relatives, such as siblings or grandparents caring for children who are not "looked after and accommodated" by the local authority or are under home supervision (looked after) arrangements.
- Everyone who is a "parent" (under Education Law) has the right to receive advice and information about their child's education and take part in activities.

The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual's exercise of parental rights and responsibilities.

Schools collect information about a child's family circumstances on an annual basis. Where family circumstances change during a school session, it is important that parents inform their child's school of these changes.

Further information about how the Education Service seeks to work with parents is available in the publication Schools, "Parents" and "Parental Responsibility": A briefing paper for schools and education support services under the management of East Dunbartonshire Council (2007).

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A child has a legal right of access to all records held about them. This includes records that may be held outwith of the PPR. If a child is aged 12 or over and can show suitable maturity and understanding they may exercise this right of access through a request to the Head Teacher in writing. If your child is aged 11 or younger, or is not considered to have suitable maturity or understanding, then a parent may make an application on their child's behalf for access to all records. The table below summarises who may access what records through writing to the appropriate Head Teacher.

AGE OF CHILD	CHILD'S LEGAL RIGHTS	PARENT'S LEGAL RIGHTS
Under 12	A child's parent or guardian may apply on the child's behalf for access to all records	Right of access to core education record (PPR)
12 and older	If able to show suitable maturity and understanding, the child may apply for access to all records	Right of access to core education record (PPR) No legal right to all records unless acting as child's representative because child is unable to show suitable maturity or understanding

Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished "internal" information and records held by Scottish Public Authorities such as East Dunbartonshire Council and its schools. Individuals have already used this legislation to find out about policy, procedures and how particular decisions have been reached. If you would like to use this legislation to access particular information please write to the Head Teacher, and subject to certain conditions and exemptions, you will receive a full response within twenty working days of receipt of the request.

Please note that you cannot access personal information on staff or pupils under this legislation. To access personal information about your own child, please see the section 28 on Accessing Your Child's Pupil Records.

Use of Photographs and Video Film Involving Pupils

On occasion, the school may seek permission from parents to photograph/video pupils for internal purposes within the school, for Council publicity materials and/or for press/media related activities. If a pupil's image is being used on any webpage or on a webcam, parents will be asked for express consent as this image has the capability of being viewed by any person with Internet access world wide.

Pupil photographs will be held with the school's Management Information System (SEEMIS), parents will be asked for consent.

School Campus No Smoking Policy

With the introduction of the Smoking, Health and Social Care (Scotland) Act 2005 and the Prohibition of Smoking in Certain Premises (Scotland) Regulations 2006, East Dunbartonshire Council now operates a no smoking policy across all authority's school campuses. Any person accessing the school must refrain from smoking in any of the school campus areas.







Children's Rights

Our responsibilities are set out in the United Nations Convention on the Rights of the Child.

Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. (Article 19)

The safety and wellbeing of all our pupils is paramount. The school will provide appropriate learning resources and opportunities to support pupils to develop an awareness of the consequences of weapon use and possession, as well as resilience and confidence building regarding the reporting of weapon possession. This will be facilitated through a variety of strategies including assemblies, Personal & Social Education classes and other mechanisms.

Expectations for Young People

No young person should bring a knife or any item which could be deemed a weapon into school. Definition of a weapon is found in Section 49A of the Criminal Law Consolidation (Scotland) Act 1995 which states that it is an offence for **any person to have an article with a blade or point (or offensive weapon)** on school premises.

Any young person holding information or knowledge about the above should share this immediately with parent, carer or school staff. Parents, carers and school staff should report this immediately to the Head Teacher or a member of the Senior Management Team.

Expectations for Parents/Carers

Parents and carers have a responsibility for ensuring that their child receives appropriate guidance, which should include educating them about the dangers of weapons. As well as stressing to young people that they should never carry a weapon, Kirkintilloch High will urge parents to encourage their children to share information when they know someone else is carrying a weapon.

Knife Crime and Weapons Guidance

The Bailey Gywnne Inquiry (October 2016) made 21 recommendations for local authorities. As a result, an explicit statement is included in our handbook regarding knife crime and weapons.

Legislation

Criminal Law (Consolidation) (Scotland) Act 1995.

Any person who, without lawful authority or reasonable excuse, has with him/her in a public place, any offensive weapon, commits an offence.

Anti Bullying Policy

The school's anti bullying policy and detailed procedures ensures that instances of bullying are quickly identified and dealt with so that all pupils feel safe at Kirkintilloch High School.





Kirkintilloch High School

Positive Relationship Policy

In Kirkintilloch High School we believe relationships should be characterised by respect, kindness and compassion. All adults and young people have a responsibility to help each other to develop positive attitudes and behaviour, and to prevent bullying and allow everyone to learn. Everyone has the right to feel valued and respected, and to develop self-esteem, a sense of belonging, and a feeling of being safe.

With the above in mind, our Positive Relationship Policy has been renewed with input from the whole of the Kirkintilloch High School community; pupils, staff, parents and our Educational Psychologists. Staff have taken part in training that has improved understanding of Adverse Childhood Experiences, the teenage brain and trauma-informed practice.

We have been guided in the development of this policy by the Education Scotland document, Included, Engaged and Involved, 2017, which clearly states the desire for there to be fewer exclusions from Scottish schools and explains “the need for learning establishments to place a greater importance on inclusion through effective learning and teaching; promoting positive relationships and behaviour; and employment of preventative approaches which reduce the need to consider exclusion.”

Kirkintilloch High School’s core expectations are that ‘Dream Big, Work Hard, Show Kindness’ are part of our daily interactions, along with our values of Respect, Ambition, Compassion, Fairness, Fun within a Supportive environment. We strive to ensure that every pupil and staff member works within a positive learning environment and that every pupil will work with staff and others in a positive manner. Kirkintilloch High School is motivated to enhance its Nurturing Approaches by ensuring the Nurture Principles are core to our daily interactions.

Recent legislation has enshrined in law the duty to get it right for every child. The GIRFEC approach contained within the Children and Young People (Scotland) Act 2014 determines eight areas of wellbeing, which are the basic requirements for all children, and young people, which are, safe, healthy, achieving, nurtured, active, respected, responsible and included. All who work with children and young people within Kirkintilloch High School and across East Dunbartonshire schools must demonstrate a professional and personal commitment to meeting the needs of all children and young people.

We continue to fully embed the nurture principles, through our understanding of attachment, the teenage brain and our awareness of adverse childhood experiences. It is planned that further training opportunities are implemented for staff on Nurturing and Restorative Approaches, along with Emotion Coaching with the continued support from, amongst others, our Educational Psychologist.

Our Positive Relationship Policy is based on the blueprint that can be seen on the next page. Our full policy can be viewed on the Kirkintilloch High School web site.





Kirkintilloch High School

Positive Relationship Blueprint

Visible Adult Consistencies	Core Expectations	Over and Above Recognition
<ol style="list-style-type: none"> 1. Meet and greet pupils at the classroom door 2. First attention to best conduct 3. Clean slate 	<ol style="list-style-type: none"> 1. Dream Big 2. Work Hard 3. Show Kindness 	<ol style="list-style-type: none"> 1. Appropriate use of praise 2. Reward (e.g. Visible recognition of best conduct, Friday 5s, praise postcards, Twitter, Celebration of Success events) 3. Publicly display pupil work 4. Fun days

A nurturing approach has been promoted as a key approach to supporting behaviour, wellbeing, attainment and achievement in Scottish schools in a number of policy documents... A nurturing approach recognises that positive relationships are central to both learning and wellbeing.

Applying Nurture as a Whole School Approach, Education Scotland

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

UNCRC, Article 29

Stepped Interventions	Microscript: 30 second intervention	Restorative Questions
<p>Numerous 'drive bys' to have taken place before interventions</p> <ol style="list-style-type: none"> 1. A quiet private warning, using microscripts if necessary 2. Calm discussion in the corridor 3. Calmly move young person to another seat 4. Seek assistance from PT Subject 5. PT Subject to invoke on call protocol 	<p>I've noticed that... (identify behaviour) Remember that our core expectation is to be ... (respectful, ambitious, compassionate) You've chosen to ... Remember the time that ... (mention a positive behaviour/a success from the past) I know that you can do better It's time to get back to the learning and teaching</p> <p>During the next drive-by, give (small) praise if behaviour has been corrected</p>	<ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future?



HOME TO SCHOOL LINKS

We hope, by all appropriate means, to encourage links between parents and school. There are consultation meetings for parents of pupils in each year group. Full details of these are given during the session. Additionally, we welcome parents to join us on occasions such as our open night, concerts, plays, etc.

We would emphasise that, if you are in doubt on the matter, you should not hesitate to contact the school. It is advisable to phone first to make an appointment to see the relevant Guidance Teacher, Depute Head Teacher or Head Teacher. However, in urgent circumstances, please do not hesitate to come to the school without an appointment and we shall do our very best to arrange an interview with an appropriate member of staff.

Attendance at School

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendments, Etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised i.e. approved by the authority, or unauthorised i.e. unexplained by the parent (truancy) or temporarily excluded from school.

Un-notified Absence Policy

It is East Dunbartonshire Council's policy that parents should notify their child's school if their child is going to be absent. In some instances it might not be possible for parents to pre-notify the school of an absence because their child may have become unwell during the night. In these circumstances, parents should notify the school before registration begins.

If parents do not inform the school of their child's absence, the school will take action to find your child. This will involve contacting you and, where necessary, your emergency contact person(s). If these actions are not successful, the school will ask the school's Attendance Officer to visit your home. In some exceptional circumstances, where the school believes your child could be at risk of harm, contact will be made with the Police and/or Social Work. Parents should also give their child a note on his/her return to school confirming the reason for absence.



Family Holidays

Every effort should be made to avoid family holidays during term time as this seriously disrupts a child's education and greatly reduces learning time. It should be noted that it not only has an adverse effect on a child while he/she is absent from school, but also leads to extended disruption to a child's education for a period of time when he/she returns to school after the family holiday. Family holidays will only be regarded as authorised absence where prior agreement from the school has been obtained and where it is judged the holiday is important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. This leave will be regarded the same as a family holiday but will be recorded separately from school holidays for attendance purposes. Requests should be made in writing detailing the destination and the duration.

Clearly with no explanation from the parents, the absence is unauthorised.

Parents should inform the school by letter or telephone, if their child is likely to be absent for some time, and give the child a note on his/her return to school, confirming the reason for absence.

Please note that the school Attendance Officer investigates unexplained absence, and that the authority has the power to write to, interview or prosecute parents, or to refer pupils to the reporter of the children's hearings, if necessary.

Attendance/Absence Data

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance.

Where figures or percentages based on a number of pupils under any particular heading is between 1 and 4 no information is given and *** is inserted in place of the figures.

Adults attending day school classes are excluded.

The authority's and Scotland's figures include all education authority and grant-aided secondary schools, but exclude all special schools.





Information Regarding Exceptional Closures

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio. There will also be updates on the website www.eastdunbarton.gov.uk and on the school website www.kirkintilloch.e-dunbarton.sch.uk.

(a) Parental Communication with School in Case of Emergency

It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name, class and/or teacher's name is given.

Where possible you should telephone before 2.30pm if there are any changes to childcare arrangements.

Registration and Enrolment

The date for registration of new school entrants is advertised in all local nurseries, the local press and on the council's website www.eastdunbarton.gov.uk. It is normally in January each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child. Parents who want to send their child to a school other than the catchment school must make a placing request. Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.





Support for Learning

East Dunbartonshire Council, in supporting inclusion in its schools, has a number of Support for Learning services.

These are:

- Education Support Team
- Social, Emotional and Behavioural Needs Service
- Short term Advice and Response Team

Membership of the EST is EAL, Learning Support, Sensory-Hearing Impaired and Visual Impaired, Twechar Language and Communication Unit

The Services support pupils through:

- Consultancy
- Continuing Professional Development
- Co-operative Teaching
- Curriculum Development
- Partnership Working

Further information is available from the service managers who can be contacted via the school.

Organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.”

School Uniform

It is the policy of the Education Committee to encourage pupils to wear an acceptable form of school dress as determined by Head Teachers, Parent Councils and parents. In encouraging the wearing of school dress, account must be taken of any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposal will be the subject of widespread consultation with parents and pupils.

Parents/Carers are asked to co-operate with the school in encouraging the wearing of the school uniform. The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress e.g. sweatshirts, T-shirts.

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

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





The appropriate clothing and footwear for PE is a t-shirt , shorts and gym shoes with non marking soles. These are necessary for health & safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE Lesson - please note there is a requirement that all jewellery is removed prior to undertaking physical education activities.

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

Offensive clothing such as T-Shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

There are forms of dress which are unacceptable in school, such as items of clothing which:

- potentially encourage factions (such as football colours)
- could cause offence (such as anti-religious symbolism or political slogans)
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings - please note there is a requirement that all jewellery is removed prior to undertaking physical education activities
- are made from flammable material for example shell suits in practical classes
- could cause damage to flooring
- carry advertising, and particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils or be used by others to do so

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform and in particular, pupils will not be denied access to examinations as a result of not wearing school dress.

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

Parents/Carers receiving income support or income based job seekers allowance or housing benefit or council tax rebate (not discount) or employment and support allowance (income related) will normally be entitled to monetary grants for footwear and clothing for their children. Parents who are in receipt of working tax credit and/or child tax credit may be eligible, the Community Hubs and education office can provide more details. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer. Information and application forms may be obtained from schools, the Community Hubs and the education office.

The authority is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents should note that the authority does not carry insurance to cover loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.





Dress Code at Kirkintilloch High School

A hugely positive feature of Kirkintilloch High School is our school uniform. Our young people present at school on a daily basis smartly dressed in full school uniform with their blazers on. The pupils featured here are in exemplary uniform with blazers, school tie (junior or senior), white formal shirt, formal trousers or skirts, black sweaters and plain, black shoes. Please note that black jeans, tight leggings, black and white trainers and jumpers or hoodies with logos are not part of our agreed approach and I would be very grateful if these were avoided wherever possible, unless there is a particular agreement.

We understand that maintaining a uniform is expensive and that items may need replaced as the year goes on. Parents/Carers are reminded that clothing grants application forms are available in the school office and by following the link below:

<https://www.eastdunbarton.gov.uk/residents/schools-andlearning/grants/school-clothing-grant>

In addition, should any difficulty present, parents are encouraged to contact their child's Guidance Teacher, Year Head or the Head Teacher to discuss how we might support you.



BGE Uniform



Senior School Uniform



Whole School Uniform





Education Maintenance Allowance (EMA)

The Scottish Government has introduced the Education Maintenance Allowance (EMA) Scheme to encourage access to, and participation in further and higher education. If you are 16 years of age or over before 30 September 2020 you may be eligible for an EMA from the beginning of the school term. If you are 16 years of age between 1 October 2020 and February 2021 you may be eligible for an EMA from January 2021. This weekly allowance will be payable by East Dunbartonshire Council to student who attend a school managed by the Council, regardless of where they live. Application forms and further information can be obtained from the Head Teacher or Education Office, Tel: 0300 1234510 Ext 8947 or www.eastdunbarton.gov.uk

Meals

School meals are made and served on the premises at charges and concessions decided by the local authority. In recent times, 'POD' (Power of Dining) has been introduced and this offers the significant benefit of a non cash system that reduces queuing.

We know that maintaining a healthy diet is linked to a happy and active lifestyle. By eating a school meal provided by East Dunbartonshire Council's School Meals Service your child is guaranteed a balanced nutritious meal to keep them healthy and alert throughout the school day. The meals are freshly cooked on a daily basis by our skilled staff who care about food and your child's wellbeing. Our staff will help your child to make balanced choices. The meals meet the Scottish Government's nutritional regulations.

Any special diets or allergies should be discussed with the school. Meal prices are reviewed annually. Please contact the school to be advised of the current price.

Free School Meals

Some families may be eligible for free school meals. Children of parents/carers receiving income support or income based job seekers allowance are entitled to a free midday meal. Children of parents who are in receipt of child tax credit or working tax credit and child tax credit or employment and support allowance (income related) or support under part IV of the immigration and asylum act 1999, may also be eligible. Information and application forms for free school meals may be obtained from schools, the Community Hubs and the education office or www.eastdunbarton.gov.uk. From January 2015 all pupils in P1, P2 and P3 will be entitled to free school meals. Please do not apply for free school meals if your child(ren) is/are in P1, P2 or P3 as a meal will automatically be given.





Transport

(i) General

It is a parents' responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to secondary pupils who live three miles or more from their catchment secondary school by the recognised shortest 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 office or www.eastdunbarton.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

The Chief Education Officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred. This is known as concessionary travel and parents are required to submit concessionary travel applications each year in the period June - July to ensure that consideration can be given to their request for concessionary transport for August. Parents should obtain an application form from the education office or www.eastdunbarton.gov.uk

(ii) Pick Up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up points. 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 limits (see above paragraph). **It is the parents' responsibility to ensure their child arrives at the pick up point on time. It is also the parents' responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling and alighting from the vehicle.** Misbehaviour could result in your child losing the right to free transport.

(iii) Placing Request

The education authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances. In the case of early entry requests, if the child is offered a place in his/her catchment area school, transport will be provided in accordance with the council policy stated above.

(iv) School Buses

A school bus is provided for Twechar pupils. It does not operate at lunchtime. Arrangements for free transport are made for senior pupils involved in Consortium arrangements.





Adverse Weather Conditions

Driver's Responsibilities

- In adverse weather conditions drivers **MUST** liaise with Head Teachers to ensure the safety of the children,
- In periods of snow and ice the driver must use his discretion to decide if a road is passable or not. He should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.
- At their own discretion drivers may abandon a morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below.*
- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take pupils to that point, contingency plans should be made with the Head Teacher.
- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

STRATHCLYDE PARTNERSHIP FOR TRANSPORT/EAST DUNBARTONSHIRE COUNCIL'S RESPONSIBILITIES

- SPT will contact a Senior Officer within EDC to advise of difficulties with transport.
- Senior Officer will contact Head Teacher/s.
- Head Teachers to contact parents, where possible by text message, (at peak times there may be delays due to volume across local authorities).
- *In the event of a journey being abandoned, Head Teachers will advise the driver of any change to normal home address.
- At the beginning of every session, the school should update the contact details for all parents/guardians for pupils accessing school transport. This will allow school office staff to inform parents/guardians immediately of changes due to adverse weather
- If the inclement weather is continuous, the school will update their website on a daily basis.

PARENTAL RESPONSIBILITIES

- To ensure child/children are at designated pick up point (please note that in adverse weather this may differ from original point, Head teacher will advise),
- If concerns regarding bus arrival, contact bus operator and/or school.
- Parents should ensure that they notify the school of any changes to their contact details.
- If they have not already done so, parents are advised to register for the text messaging alert system within their child's school.
- Where inclement weather is present and it is probable that the current pick up point is unlikely to be accessed, parents should take a common sense approach and their child/children should be taken or directed to the closest accessible pick up point within a reasonable distance.





Medical and Health Care

The following services are provided by the School Medical Officer:

- 1
 - (a) **School Health is now a nurse led service.**
Our school nurse is Karen Cameron. She is based at Kirkintilloch Health & Care Centre and can be contacted by parents on 0141 355 2307.
 - (b) **Immunisation**
Parents' permission is always sought before pupils are immunised and pupils are given information on what is involved and the reason for the immunisation programme. The following immunisations are offered:
 - DTP (14 year olds)**
 - HPV (girls 12-13)**
 - (c) **Routine Medical Examinations**
Routine medical examinations no longer take place but requests from parents, staff or the Attendance Council for medical investigation by the school doctor can be undertaken or referred to an appropriate agency.
Parents will always be informed and invited to attend any statutory medical examination of their sons/daughters.
 - (d) **Health Education**
The school nurse also has an input to the school's Health Education programme giving information on the misuse of drugs and alcohol.
 - (e) **Dental Treatment**
As a result of medical inspection it may be decided that a pupil requires dental treatment. Parents are asked to indicate whether arrangements are to be made privately or with the Health Centre.
 - (f) **Special Provisions**
It is very important that parents inform the school of any special provision required for their child, e.g. diet in certain conditions; diabetic condition (even if controlled by diet); tablets of any description required to be taken by the child; inhalers.
- 2
 - (a) **Emergency Contact**
When a pupil becomes ill or is injured at school the help of a local doctor, or the pupil's doctor will be sought. When necessary, the pupil will be transferred to the nearest hospital under the supervision of a member of staff. Every effort will be made to contact parents. In this connection it is very important that the school has information for making emergency contact.
 - (b) **Appointments**
Medical and dental appointments during school hours should be notified beforehand to the appropriate Guidance Teacher by presenting an appointment card or a note from the parents.
- 3 **Medical Facilities in School**
Please note that there is no school nurse or similarly qualified person on the premises. Parents of pupils who have recently been ill should consider carefully the advisability of sending them to school unless they are fully recovered. We carry only the basics of first aid equipment, and in particular we do not, on medical advice, issue painkillers at all to pupils.





When a pupil arrives at the office feeling unwell, his/her name is entered in the sick book (for reference) and depending on how unwell the pupil is, he or she is either permitted to go to the sick room for ten minutes and then return to class if feeling better. If still unwell permission is sought from a member of the Guidance team or the Senior Management team to allow the pupil to be sent home where upon parent/guardian is contacted. A pupil under the age of 16 and unwell has to be collected by a responsible adult. It is important that parents ensure that the school has accurate and up to date contact information.

Parents should provide the Head Teacher with sufficient information about their child's health care needs and treatment. Where necessary, this information should be updated annually or more frequently if there is a change in circumstances. Where there is concern about whether the school can meet the pupil's needs or where the parents' expectations appear unreasonable, the Head Teacher should seek advice from the school nurse or doctor and, if required, the Chief Education Officer.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements in the press and on local radio.

Parental Communication with School in Case of Emergency.

It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name and year group is given. Where possible you should telephone before 2.30pm if there are any changes to childcare arrangements.





PARENTAL INVOLVEMENT IN THE SCHOOL

The opportunities provided for a parent to become involved in the school – supporting learning at home, improving home-school partnerships and parental representation.

All East Dunbartonshire Council Schools welcome parental involvement as research has shown that when parents are involved children do better in school.

Parent Councils

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

Parents are welcomed to be:

- Involved with their child's education and learning;
- Be active participants in the life of the school; and
- Express their views on school education generally and work in partnership with their children's schools.

All parents/carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to –

- Receive information about the school and its activities;
- Hear about what partnership with parents means in our school;
- Be invited to be involved in ways and times that suit you;
- Identify issues you want the parent council to work on with the school;
- Be asked your opinion by the parent council on issues relating to the school and the education it provides;
- Work in partnership with staff; and
- Enjoy taking part in the life of the school in whatever way possible

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

The main aims of the Parent Council are:

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

For more information on parental involvement or to find out about partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk





Membership

The membership of Kirkintilloch High School Parent Council will be no fewer than 4 and no greater than 12 persons and should, where possible, comprise of:

- A minimum of five, up to a maximum of eight members from the Parent Forum. One of this group is required to be the Chairperson
- Two representatives of the teaching staff
- One member of the pupil body
- One local community representative

Note the Head Teacher has a right and duty to attend all meetings.

The quorum shall not be less than one third of the membership and this must include at least three parent members and if a quorum is not present 15 minutes after the appointed meeting time, the meeting shall be adjourned with no business conducted.

Nomination, selection and terms of office of parent members

Membership of the Parent Council should, in the first instance, and thereafter, be drawn from parents, carers and guardians of pupils at the school. Additionally, local community representatives may be selected by Parent Council members, which will allow for a broad based partnership across representative community bodies.

Parents, carers and guardians may nominate themselves for appointment to the Parent Council and this self nomination should be submitted, in writing to the school. When there are more nominations than places available, a ballot will be held at the Annual General Meeting, at which all parents, carers and guardians are entitled to vote. The ballot should be conducted by the Chairperson of the Parent Council or their representatives.

Membership of the Parent Council shall be for a period of two years. However, when the Parent Council is established, half of the members will stand down after one year.

Parents elected will be subject to the Local Education's Authority Disclosure Policy.

Office Bearers

The Parent Council will have a Chairperson, Vice-Chairperson, Treasurer and Clerk who will be regarded as the Parent Council Office Bearers.

All appointments will be selected by the Parent Council on a biennial basis during the Annual General Meeting of the Kirkintilloch High School Parent Council.

Note: The Parent Council will be chaired by a member of the Parent Forum and in the event that the Chairperson's child ceases to attend Kirkintilloch High that person's term of office will be terminated and a new Chairperson will be appointed at the next scheduled meeting.

The Parent Council will hold an Annual General Meeting (AGM) within 12 months of inauguration and thereafter once every year at 12 monthly intervals as determined by the Parent Council members. The AGM will be held in September of each year.

The Parent Council will meet at least twice in every school term, with members of the Parent Forum being advised of meeting dates in advance.





The Parent Council will provide two weeks' notice to members of the Parent Forum of any Special General Meeting. This notice will contain details of the venue, time of the meeting and notice of the topic/s to be discussed.

Parent Councils will play an active role in supporting parental involvement in the work and life of the school, while also providing opportunities for parents to express their views on their children's education and learning. The Parent Council, as a statutory body, will have the right to information and advice on matters which affect children's education. The school and the education authority will consult with the Parent Council and take their views into account wherever decisions are being taken on the education provided by the school.

Parent Council Membership

Name	Address	Tel No Work	Position Held
Claire Blackburn	c/o Kirkintilloch High School		Chair
Lynn Potter	c/o Kirkintilloch High School		Vice Chair
Kirsty Gallagher	c/o Kirkintilloch High School		Parent
Craig Kidd	c/o Kirkintilloch High School		Parent
Fiona Robertson	c/o Kirkintilloch High School		Parent
Maureen Daniel	c/o Kirkintilloch High School		Head Teacher
Vacancy	c/o Kirkintilloch High School	0141 955 2372	Clerk





SUMMARY OF TIMES FOR CONTACT WITH PARENTS

Various references have been made in this booklet to the importance of school - parent contact. Parents are invited to make contact with the school on any matter concerning their child's education. In addition to the above, parents and the school will be able to consult with each other by:-

(i) Parents' Meetings

At these meetings, usually in the latter half of the session, parents have opportunities to have discussions, by appointment, with subject teachers. Details of all such meetings will be announced by letters sent home via pupils.

(ii) Parents' Letters

From time to time during the session, letters are issued to all pupils to take home to parents. These may be connected with items of general interest, curricular arrangements, concerts etc.

(iii) Newsletter

A newsletter is published termly containing news about various aspects of the work of the school and on issues facing young people and their parents and teachers.

(iv) The Head Teacher is available to meet with parents at any time which is mutually convenient.

(v) Guidance Staff and/or Depute Head Teachers

Guidance Staff and/or Depute Head Teachers may contact individual parents by telephone or letter, to invite parents to the school to discuss any problem which has arisen.





CHILDCARE INFORMATION SERVICE

The Childcare Information Service is a free service provided by East Dunbartonshire Council. It aims to provide parents with accurate details on childcare provision in a variety of settings e.g. out-of-school care groups, childminders, nurseries, playgroups, holiday play schemes and parent & toddlers groups.

It also offers other advice including: choosing quality childcare, accessing help to pay for childcare and contact details regarding childcare organisations.

The Childcare Information Service, launched in May 2000, is a key element of East Dunbartonshire Council's Childcare Strategy which aims to develop, quality, accessible, affordable and flexible childcare across the East Dunbartonshire area.

To use this service please call the helpline number on **0141 578 8060**, e-mail **chis@eastdunbarton.gov.uk** or log onto the service's website at **www.scottishchildcare.gov.uk**

Child Protection

East Dunbartonshire Council has issued Child Protection Procedures and Guidance which all staff must follow to promote the welfare of children and to protect them from harm.

All adults must share the responsibility for promoting children's health and safety and ensuring, as far as possible, that all children are protected from abuse, neglect and exploitation. Children cannot be expected to take full responsibility for keeping themselves safe. Professional staff must work together and in cooperation with families and carers to enable children to grow up in a warm, stimulating and safe environment.

Education staff are required to assist in the protection of children by:

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes
- Being observant of children's needs, views and concerns
- Reporting and recording concerns about the welfare or safety of children
- Monitoring and supporting children in co-operation with relevant professionals, parents and carers

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult requests this. Information or concerns that a child may be at risk of harm must be passed on in order to protect the child. Staff will treat the matter sensitively, and information will only be passed to those who need to know in order to protect and support the child.

If parents or others have concerns for any child, they can speak to the Head Teacher about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the Head Teacher.





Child Protection and Safeguarding

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely by a stranger. Child protection” means protecting a child from child abuse or neglect. If a child’s wellbeing is considered to be at risk, relevant information must always be shared. It is our public responsibility to protect children. Anyone who suspects child abuse or neglect should contact East Dunbartonshire Council Social Work Advice and Response on 0141 777 3000, or the Police. Each school has a designated Child Protection Coordinator, who will work with other professionals, children and where appropriate, families to safeguard children.

Appointment of Adults to Voluntary Child Care Positions

In order to meet a legal obligation under the Protection of Children (Scotland) Act 2003 and as part of the policy in respect of child protection, the Council has introduced a policy to ensure that any individual who is appointed to a voluntary child care position is not fully listed on the Disqualified from Working with Children List.

This policy, which requires any adult appointed to a voluntary child care position, to undergo a criminal background check to ensure their suitability.

The policy applies in particular to:

- Parent volunteer helpers in schools who are considered to have **regular** contact with children and young people
- Parents and co-opted members of parent councils
- Parent members of local parent-teacher associations
- Elected members serving on committees relating to the development of children’s services
- Any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council

The policy builds on East Dunbartonshire Council’s ***Child Protection Interagency Guidance*** (2002) which underpins all child protection work undertaken by local authority services. It also complements the Council’s policy on the leasing of council premises to organisations which provide activities and services to children and young people.





Transferring Educational Data About Pupils

THE SCOTXED PROGRAMME

Education Authorities, the Scottish Government and its partners have, for many years, collected information about pupils on paper forms. The information is now transferred electronically through the ScotXed programme.

The following explanation has been provided directly by ScotXed:

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils through the Pupil Census to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (www.scotxed.net).





Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Data Protection Act 1998

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 1998 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people.

For full details of how we will use your data please visit - www.eastdunbarton.gov.uk/council/privacy-notice





COMMENTS, COMPLIMENTS AND COMPLAINTS PROCEDURE

We are keen that you should be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be comments, compliments, or complaints.

If you want to register a comment of any type about the school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

In relation to making a complaint:

- Stage 1 – Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within 5 working days, unless there are exceptional circumstances.
- Stage 2 – Investigation, if you are dissatisfied with the decision at Stage 1, the complaint will be investigated, acknowledged in three working days and decision provided as soon as possible but within twenty working days.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.





OTHER IMPORTANT ADDRESSES

Chief Education Officer: Mrs Jacqueline MacDonald

The Marina
Strathkelvin Place
Kirkintilloch
Glasgow
G66 1TJ
Tel: 0300 1234510

Kirkintilloch HS	Kirkintilloch East & Twechar	Cllr. John Jamieson	0141 578 8016
		Cllr. Stewart MacDonald	0141 578 8016
		Cllr. Susan Murray	0141 578 8016
	Lenzie & Kirkintilloch South	Cllr. Rod Ackland	0141 578 8163
		Cllr. Gillian Renwick	0141 578 8163
		Cllr. Sandra Thornton	0141 578 8163

Members Support Unit
12 Strathkelvin Place
Kirkintilloch
Glasgow
G66 1TJ
Tel: 0141 578 8000

Area Registration Services Officer

Kirkintilloch Registration Office
21 Southbank Road
Kirkintilloch
Glasgow
G66 1NH
Tel: 0141 578 8020

Area Careers Officer

East Dunbartonshire Campus of Further
and Higher Education
50 Southbank Road
Kirkintilloch
Glasgow
G66 1NH
Tel: 0141 777 5860

CLD and Children's Services (School Letting Office)

Southbank House
1 Strathkelvin Place
Kirkintilloch
Glasgow
G66 1XH
Tel: 0141 578 8695, fax 0141 943 1688, e-mail:
letting@eastdunbarton.gov.uk

Although this information is correct at the time of printing, there could be changes affecting any of the matters dealt with in the document:-

- (a) before the commencement or during the course of the school year in question
- (b) in relation to subsequent school years



COURSE OPTION SHEETS & REPORTS

SAMPLE ONLY



S3 Options Choice Form 2019/20

Column A Social Subjects	Column B Sciences	Column C Technologies	Column D Expressive Arts	Column E Languages	Column F Cross curricular	Column G Cross curricular
Pick One from	Pick One from	Pick One from	Pick One from	Core	Pick One from	Pick One from
History	Biology	Computing	Art & Design	French	Physics	Dance
Geography	Chemistry	Graphic Comm	Drama	Literacy/Numeracy*	Geography	History
Modern Stud	Physics	Design & Man	Music		Modern Languages	Modern Languages
Business	Personal Dev	Hospitality	Music Technology		PE Studies	Biology
					Art & Design	Hospitality
Subject/Level	Subject/Level	Subject/Level	Subject/Level	Subject/Level	Design & Man Drama	Fashion & Textiles Computing
					Subject/Level	Subject/Level
					Column F Backup Subject/Level	Column G Backup Subject/Level

- All courses are subject to minimum numbers.
- Please return to your Guidance Teacher by Friday 8th March 2019



Kirkintilloch High School S4 Options Choice Form 2019/20

Name _____ Class _____ Career Aspiration _____

Students must progress with seven of their current S3 subjects into S4. Please circle your choices options in the table below.

Level	Column A	Column B	Column C	Column D	Column E	Column F	Column G
National 5	English	Maths	Geography History Modern Studies Business Spanish Art & Design	Biology Chemistry Physics PE Studies RMPS Drama Hospitality	Computing Design & Man Graphics Hospitality Spanish French	Music Drama Art & Design PE Studies Physics Geography French	Dance Biology Design & Man Modern Studies Computing Spanish Psychology
National 4/ Level 4/5 Awards	English	Maths	Geography History Modern Studies Computer Game Dev Spanish Art & Design	Biology Chemistry Practical Electronics PE Studies RMPS Drama Hospitality	Computing Design & Man Graphics Hospitality Spanish French	Music Drama Art & Design PE Studies Physics Geography French	Biology Design & Man Modern Studies Computing Spanish
	With a view to undertaking Higher qualifications in S5.						
	With a view to achieving N5 or National Progression Awards at Level 5/6 by the end of S5.						
	Backup choice Column C		Backup choice Column D	Backup choice Column E	Backup choice Column F	Backup choice Column G	

- In discussion with your Year Head and/or Guidance teacher on the basis of tracking data, please circle realistic level progression in S4.
- All courses are subject to minimum numbers.
- Please return to your Guidance Teacher by Friday 28th March 2019



Kirkintilloch High School S5/6 Options Choice Form 2019/20



Name _____ Class _____

Career Aspiration _____ (Please indicate your choice of subjects below even if you are considering leaving school)

Level	Column A	Column B	Column C	Column D	Column E
Advanced Higher	Drama Chemistry	History Biology	Geography Art & Design	English Physics	Maths French
Higher	Maths / Intensive Maths * Chemistry Design & Manufacture History Drama Psychology	English Human Biology Computing Spanish French Music	Maths / Intensive Maths * Photography Art & Design Health & Food Technology Geography RMPS	English Modern Studies Physics Fashion & Textile Technology PE History	English (H Only) Art & Design Graphics Business Spanish French Psychology
N5 / National Progression Awards SCQF Level 5 & 6	Maths / Numeracy Award N5 Chemistry N5 Intro to Engineering Level 5 History N5 NPA Acting & Perform Level 6	English N5 Biology N5 Cyber Security NPA Level 5 Spanish N5 French N5 NPA Musical Theatre Level 6	Maths / Numeracy Award N5 Practical Cake Craft N5 Geography N5 RMPS N5 Tues/Thurs Afternoon College Options + Foundation Apprenticeships + GCU Fashion Brand Retailing	English N5 Modern Studies N5 Physics N5 Practical Cake Craft N5 PE N5 History N5	Art & Design N5 Practical Woodwork N5 Business with IT NPA Level 5 Spanish French Travel & Tourism NPA N5

All AH courses are subject to numbers/staffing Consortium arrangements for Highers/AH in S6 are available on an individual needs led basis.

- In discussion with your Year Head and Guidance teacher on the basis of tracking data, please circle realistic level progression in S5/6.
- Intensive Maths must be selected in Columns A and C
- All courses are subject to minimum numbers. Please return to your Guidance Teacher by Friday 1st March 2019.



Terminology Used

Target Grade: The target that is agreed through discussion with class teachers. This is not a prediction of the final exam grade. This is an achievable target if the pupil consistently works towards their full potential.

Working Grade: The grade a student is currently working at. This can go up and down depending on course content and pupil engagement throughout the course. This could be viewed as a guide to what a pupil would achieve if they maintain their current work ethic and attainment.

Attainment Progress: Performance indicator generated on the on the student's current working grade compared with their target grade.

Effort: The grade reflects a pupil's engagement with the subject and the effort a pupil is making towards their full potential. This measures levels of concentration, motivation, attention and interest.

Level of Effort	Effort	Descriptor
1	Excellent	The pupil is highly motivated and consistently works to their full capabilities.
2	Good	The pupil is motivated and mostly works to their best capabilities.
3	Inconsistent	The pupil can display some motivation but does not use their capabilities to the full extent.
4	Needs improvement	The pupil demonstrates very little or no motivation which leads to limited results.

Behaviour: The extent to which the pupil behaves in class.

Homework: The extent to which homework is completed on a regular basis and to an acceptable level.

National Qualifications

A	B	C	D	No Award
1-2	3-4	5-6	7	8-9

National 4 Courses and Unit Awards

Pass	8
Fail	9





Introduction

At Kirkintilloch High School we are committed to supporting each pupil reach their full potential by creating high quality learning experiences that engage and motivate pupils. Securing positive outcomes is a priority for the school and the attached early interim report is an ideal platform for discussing and reflecting with «FS» on «F191» work ethic and progress so far. While this is early in our academic cycle, where needed, making any necessary changes to routines and engagement will have a huge impact later in the year.

Teachers have been using early assessment evidence, prior attainment and observations of classwork and homework to support their professional judgments at this early point in the year. As the year progresses, this picture will become clearer and this will be communicated to you through a further interim report, a full report and a parents' evening; or through direct contact as appropriate.

As we move forward it is important to note that we have unwavering aspiration and ambition for «FS» and we are already tracking «F191» progress and offering support in a variety of ways: Some pupils will be offered Mentors; Raising Attainment sessions will start after the October break; departments frequently run 'drop in sessions'; many resources are available via 'Glow' and other online resources such as Scholar are available in many subjects.

Pupils make the best progress when the school, parents/guardians and pupils work together. Please encourage «FS» to reflect on the data included in this report and make up study plans accordingly. As a rule of thumb, each Higher would normally require four hours a week of additional study and National 5 courses require two hours each. Raising Attainment Sessions will start after the October break. Please return the last page of this document highlighting your priorities for these sessions.

Having a quiet focused environment, with someone to support time management, discuss ideas, challenges and what has been studied, will have a huge impact on attainment.

If you have any queries regarding this letter, please do not hesitate to contact «FS's» Year Head.

S4 Mrs G Fraser – Deputy Head Teacher

S514 Mrs P Davie – Deputy Head Teacher

RAISING ATTAINMENT TEAM

R Leadbeater – Deputy Head Teacher

M Kay – Principal Teacher Raising Attainment (Senior Phase)

A Tossell – Principal Teacher Raising Attainment (Broad General Education)

Terminology Used

Target Grade: The target that is agreed through discussion with class teachers. This is not a prediction of the final exam grade. This is an achievable target if «FS» consistently works towards «F191» full potential.

Working Grade: The grade «FS» is currently working at. This can go up and down depending on course content and pupil engagement throughout the course.

Progress:

- **On Track:** «FS» is doing all that is expected and is attaining in line with the journey towards «F191» target.
- **Slightly Off Track:** This rating would indicate that «FS» needs to make adjustments to ensure attainment is in line with journey towards target.
- **Cause for Concern:** This rating indicates we are concerned that «FS» is some way off the path towards «F191» target grade. This might be indicated in effort, behaviour or homework but could also be an indication of the challenge of the course, at a particular level, despite very positive engagement in class work.

Effort: This reflects «FS's» engagement with the subject and the effort «FS» is making towards «F191» full potential. This measures levels of concentration, motivation, attention and interest, as can be seen in the table below.

Level of Effort	Effort	Descriptor
1	Excellent	«FS» is highly motivated and consistently works to «F191» full capabilities.
2	Good	«FS» is motivated and mostly works to «F191» best capabilities.
3	Inconsistent	«FS» can display some motivation but does not use «F191» capabilities to the full extent.
4	Needs improvement	«FS» demonstrates very little or no motivation which leads to limited results.

Behaviour: The extent to which «FS» behaves in class.

Homework: The extent to which homework is completed on a regular basis and to an acceptable level.

National Qualifications

A	B	C	D	No Award
1-2	3-4	5-6	7	8-9

National 4 Courses and Unit Awards

Pass	8
Fail	9

«FS's» Interim Ratings

Subject	Level	Target	Working Grade	Progress	Effort	Behaviour	Homework
«F148»	«F125»				«F156»	«F157»	«F158»
«F149»	«F126»				«F159»	«F160»	«F161»
«F150»	«F127»				«F162»	«F163»	«F164»
«F151»	«F128»				«F165»	«F166»	«F167»
«F152»	«F129»				«F168»	«F169»	«F170»
«F153»	«F130»	«F198»	«F205»	«F188»	«F171»	«F172»	«F173»
«F154»	«F131»	«F199»	«F206»	«F190»	«F174»	«F175»	«F176»





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