



**Education Resources**

# RUTHERGLEN HIGH SCHOOL

## SCHOOL HANDBOOK

### 2017/2018





## **CONTENTS**

<b>SECTION 1</b>	<b>Introduction by Head Teacher</b>
<b>SECTION 2</b>	<b>About our School</b>
<b>SECTION 3</b>	<b>Parental Involvement</b>
<b>SECTION 4</b>	<b>School Ethos</b>
<b>SECTION 5</b>	<b>The Curriculum</b>
<b>SECTION 6</b>	<b>Assessment</b>
<b>SECTION 7</b>	<b>Reporting</b>
<b>SECTION 8</b>	<b>Transitions</b>
<b>SECTION 9</b>	<b>Support for Pupils (Additional Support Needs)</b>
<b>SECTION 10</b>	<b>School Improvement</b>
<b>SECTION 11</b>	<b>School Policies and Practical Information</b>

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

**Phone : 01698 454545 Email: [education@southlanarkshire.gov.uk](mailto:education@southlanarkshire.gov.uk)**



# SECTION 1

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## Introduction

## INTRODUCTION BY THE HEAD TEACHER

Dear Parent/Carer

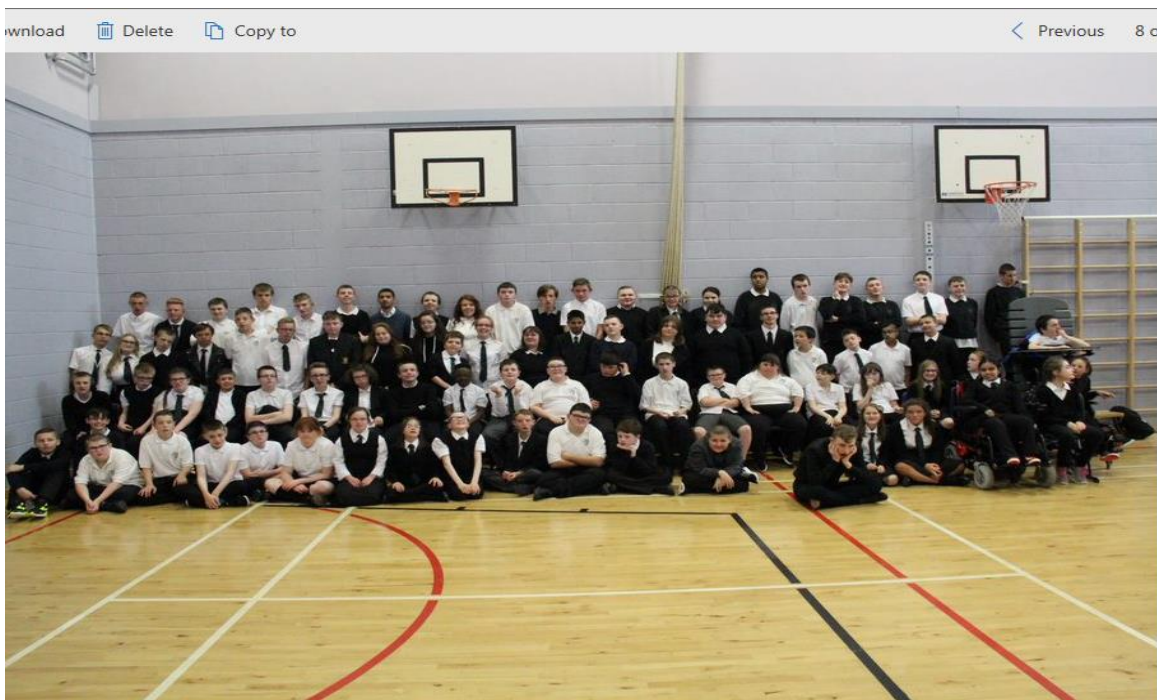
I am delighted to welcome you to Rutherglen High School. This handbook provides you with key information in relation to all aspects of the school including school procedures and personnel. I hope it also gives you a flavour of our culture and ethos.

We aim to provide a range of learning experiences, which meet the needs of all our learners. Working together in partnership: school staff, parents, and our partner agencies can help us achieve this goal.

Communication is essential and we would welcome you to contact Rutherglen High with regards to any aspect of your son/daughter's education.

I look forward to working with you over the coming years to ensure that you and your son/daughter enjoy a happy and successful time at Rutherglen High School

Jan Allan  
**Headteacher**



## **AIMS OF THE SCHOOL**

- To provide all learners with a motivating and challenging curriculum which, ensures learners gain the necessary skills, qualifications, aptitudes and confidence for living in the 21<sup>st</sup> century.
- To actively involve our learners in their own learning and to ensure they are motivated and eager participants in their learning.
- To ensure staff are meaningfully involved in improving the quality of education for learners.
- To work collaboratively with Community organisations and partner agencies to support learners and families.
- To provide a curriculum which, promotes challenge, enjoyment, breadth and depth, progression, relevance, coherence, personalisation and choice in learning for all the pupils.
- To write clearly stated guidelines which, reflect local and national priorities and are regularly updated to ensure they are directed towards putting our pupils at the centre.
- To ensure all staff are sufficiently skilled and qualified in providing an appropriate curriculum and learning experience for all learners.
- To have effective partnership working to sufficient resources in order to improve the quality of provision for our learners.
- To work with learners, staff, parents and other partners to create shared vision, values and aims to help shape the future direction of the school

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

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

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



# SECTION 2

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## About Our School

## ABOUT OUR SCHOOL

Rutherglen High School opened in August 1999 and is a non-denominational and co-educational school. The school is part of the Cathkin Learning Community and has formed strong links within the local community.

The school provides education for over 90 pupils and is currently located in Langlea Road in Cambuslang. All pupils attending Rutherglen High School have a range of Additional Support Needs and have an Additional Support Plan or Co-ordinated Support Plan to assist the school in planning a curriculum which supports pupils in achieving their potential. Support for pupils is provided in the form of smaller class sizes (maximum 10) with allocated support staff to provide continuity and security.

Pupils are supervised at morning interval and lunchtime and are provided with assistance with personal care if required.

Rutherglen High has strong links with Glasgow Clyde College (Langside and Cardonald Campus), South Lanarkshire College, New College Lanarkshire (Motherwell Campus) and City of Glasgow College (Riverside and John Wheatley Campus). Through our extensive Work Experience programme good partnerships have been established with local employers.

Rutherglen High is a Rights Respecting School, a Health Promoting School and an Eco School. Fund raising for charity and the promotion of Fairtrade are an integral part of the school ethos. To date we have gained our Gold Award in Health Promoting School Awards and have been awarded our 4<sup>th</sup> Green Flags.

### OFFICIAL ADDRESS

Rutherglen High School  
Langlea Road  
Cambuslang  
G72 8ES

Telephone : 0141 643 3480  
Fax: 0141 643 3481  
e-mail: gw14rutherglenoffice@glow.sch.uk

### Current Roll at December 2017: 92

S1	13	S2	19
S3	19	S4	21
S5	10	S6	10

## PREDICTED ROLE AT AUGUST 2018:

Likely predicted roll next session is: 100

S1	18	S2	13
S3	19	S4	19
S5	21	S6	10

## THE STAFF OF RUTHERGLEN HIGH SCHOOL

### Head Teacher

Mrs Jan Allan

Responsible to the Executive Director of Education Resources for the overall management of school, timetable, curriculum, child protection, Look After and Accommodated Children, Pastoral care. Curricular area – Nurture Groups, and World of Work



[gw14rutherglenht@glow.sch.uk](mailto:gw14rutherglenht@glow.sch.uk)

### Depute Head Teacher

Mrs Geraldine Johnston  
Curriculum Remit

Pastoral care Supported Classes  
Curricular areas – Maths, English  
Technical Education, Art  
and ICT,  
College Provision S4,S5,&S6  
Numeracy (whole school)  
SQA Coordinator  
CPD Coordinator



[gw07johnstongeraldin@glow.sch.uk](mailto:gw07johnstongeraldin@glow.sch.uk)

### Depute Head Teacher

Mrs Audrey Forrest

Autism  
Inclusion  
Equality Co-ordinator  
[aforrest@cathkin.s-lanark.sch.uk](mailto:aforrest@cathkin.s-lanark.sch.uk)





## Principal Teachers

Karen Watts



Jamie Longworth



Guto Williams



K Watts

Pastoral care S5 – S6

Curricular remit

Drama, Music, French, Social Subjects & RME  
Assemblies  
Buddy Programme  
RERC  
Pupil Voice

[gw07wattskaren@glow.sch.uk](mailto:gw07wattskaren@glow.sch.uk)

Jamie Longworth

Pastoral care for S1 & S2 pupils

Curricular Remit

Health & Wellbeing, P.E., PSE, Home Economics  
S1 Induction

[gw11longworthjamie@glow.sch.uk](mailto:gw11longworthjamie@glow.sch.uk)

G Williams

Pastoral care S3 – S4

Curricular remit

Science, Outdoor Learning, ASDAN, John Muir Award  
S3 Profile

[gw07williamsguto@glow.sch.uk](mailto:gw07williamsguto@glow.sch.uk)

**TEACHING STAFF (IN SUBJECT DEPARTMENT)**

<b>Art &amp; Design</b>	Miss L Robertson
<b>Supported Classes</b>	Mr S Currie Ms S Cumming Ms B Kennedy
<b>Drama</b>	Mr B Reavey
<b>English</b>	Miss A M Hastie Mrs L McLean Ms S McCormack
<b>French</b>	Mrs K Watts (Principal Teacher)
<b>Home Economics</b>	Mrs M Martin Miss C Kettelhut
<b>I.C.T.</b>	Mr M Dornan
<b>Mathematics</b>	Mrs B Kennedy Mr K MacMahon Mrs K Robb
<b>Music</b>	Mrs B Steel
<b>P.E</b>	Mrs M Cresswell Mrs K Sclater Mr J Longworth (Principal Teacher) Mrs E Devlin (Temporary)
<b>P.S.E.</b>	Mr J Longworth Mr McLean Mr Currie Miss O Brooks (Temporary) Mrs E Cochrane (Temporary)
<b>R.M.E.</b>	Miss O Brooks (Temporary)
<b>Reach Forward</b>	Mr D McLean
<b>Science</b>	Dr R Millar

Mrs E Cochrane (Temporary)

**Social Subjects**

Mrs L McLean  
Mr J Paton (Temporary)

**Technical Education**

Mr D McLean  
Mr M Grossart (Temporary)  
Mrs N Mardones

**World of Work**

Mrs L Scholefield  
Mrs M Martin  
Mrs E Cochrane (Temporary)  
Mr A Robb (Temporary)  
Miss C Kettlehut

**Outdoor Learning**

Mr S Currie  
Mr G Williams (Acting Principal)

**Non Teaching Staff:**

**Cluster Support Services Co-ordinator** Mr Chris Quinn

**Team Leaders**

Mr P Eunson  
Mrs M Naismith  
Mrs V McBride  
Mrs M Muir

**Office Staff**

Mrs P Hartley  
Mrs J Sharp  
Mrs A McCann

**Support Staff**

Ms M Ure  
Mrs H McCarry  
Mrs E Larkin  
Mrs M Scott  
Mrs E Ahern  
Mrs J Campbell  
Mrs A Thorpe  
Mr T Kay  
Mrs T Vicker

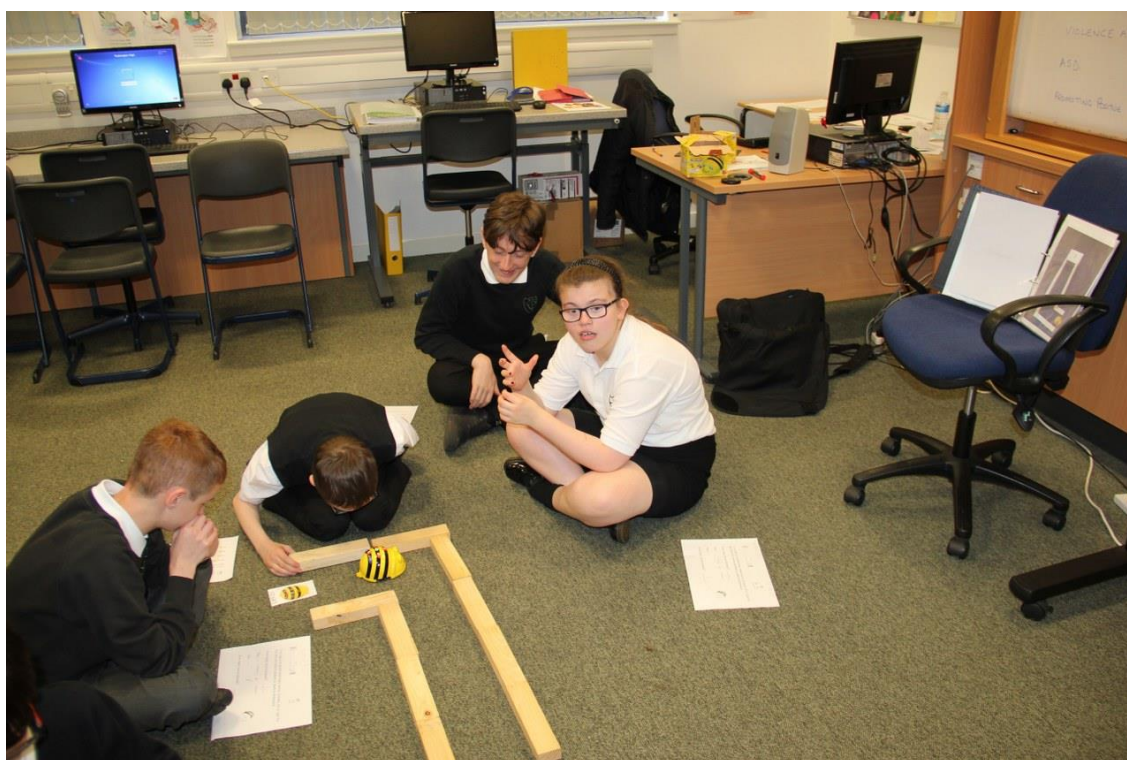
Mrs L Thornton  
Mrs L Forwell  
Mrs P McKay  
Mrs M Wakeling  
Mrs N Daisley  
Ms A McCann  
Mrs J Griffin  
Mrs A McGown  
Mrs J Sharp

Mrs L Kirkpatrick  
Mrs M Brown  
Miss A M Mullen  
Mr G Moore  
Mrs S Connor  
Mrs F Allan  
Mr J Templeton  
Mrs T Gildea

**Instrumental Instructors** Mr E Murray (Woodwind)  
Mrs A McKirdy (Voice)  
Mr B Payne (Percussion)  
Mr A Murdoch (Guitar & Percussion)

**Janitor** Miss L Bollen  
Mr M Everet

**Catering Staff** Mrs D Thomson  
**Cleaning Supervisor** Mrs A Johnston



S2 enjoy learning how to control a floor robot

## CONCERNS AND COMPLAINTS

There are occasions when parents and pupils have a concern about an aspect of the service that we provide. In the first instance parents and pupils should contact the appropriate Pastoral Teacher Link to raise their concern either by telephone/writing or email.

In most cases, the Pastoral Teacher Link will be able to investigate and respond within a few days and the majority of issues are resolved in this way. For more complex or serious matters, complaints should be made in writing, again to the Pastoral Teacher Link. They will acknowledge receipt and pass it on to Depute Head/Head Teacher. Complaints will be investigated and a written response provided within 20 days, in line with South Lanarkshire Council's, 'Have Your Say' policy. We would normally maintain contact within that period to provide, or to seek, further information.

In exceptional circumstances, where this timescale cannot be met, we would maintain contact and explain why. If we cannot resolve the complaint at school level, complaints can be escalated to the Quality Link Office within the Education Resources team at South Lanarkshire Council.

## WORKING WITH PARENTS TEAM

### Area of Responsibility of Team

Bullying and related issues,  
Care and Welfare Issues,  
Class organisation and complaints.

### Contact Number

[parents@southlanarkshire.gov.uk](mailto:parents@southlanarkshire.gov.uk)

### Des Dickson

Parent Council (procedural and  
Administrative issues only),  
Parental Involvement.

### 01698 454495

[des.dickson@southlanarkshire.gov.uk](mailto:des.dickson@southlanarkshire.gov.uk)

Parental enquiries and concerns relating to school transport, placing requests, property, Inclusive Education and Early Years should be directed to the appropriate service Manager:

<b>Alex McLeod</b>	Inclusive Education Manager	01698454455 <a href="mailto:alex.mcleod@southlanarkshire.gov.uk">alex.mcleod@southlanarkshire.gov.uk</a>
<b>Eleanor Brady</b>	Inclusion Advisor	01698 455094
<b>Anne Fisher</b>	Quality Improvement officer	01698 454467



# SECTION 3

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## Parental Involvement

## PARENTAL INVOLVEMENT

South Lanarkshire Council recognises the importance of parents as partners in the education of their child and has published a strategy entitled, 'Making a difference – working together to support children's learning'. This is available from the Council's

website: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

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

As parents/carers we want you to be:

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

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

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

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

Parents and Carers attended our annual BBQ in June.



## HOME AND SCHOOL LINKS

Rutherglen High School places a great value on the links which have been established between the school and parents.

Formal consultation evenings are held twice a year, (November and May).

In addition to this all pupils will have a yearly review meeting.

S1 October/June

S2 April/May

S5/6 November/December

S3 February

S4 March

At all other times, parents who wish to consult a member of staff should arrange an appointment through the school office (0141 643 3480). If the interview is concerned with a child's general progress or welfare, a meeting with the appropriate Principal Teacher Link will be arranged. On other matters, school administrative personnel will direct parents to the most appropriate member of staff.

Parents who call at the school without an appointment may not be able to see the teacher best qualified to deal with the enquiry because of teaching commitments, but we always do our best to arrange an interview with an appropriate member of staff.

Informal school events such as School Café, Christmas Coffee Morning, Summer Barbeque and MacMillan Coffee Morning provide an invaluable opportunity for developing links between staff and parents. It is hoped that parents will give these events their full support.



Staff and pupils organised a Macmillan Coffee Morning.



Parents and friends of Rutherglen High help out at our e-Café.



## **PARENT COUNCIL**

The school and the local authority are obliged to listen to what the Parent Council say and to respond to the issues raised. Parent councils may be different because it will be parents in each school who decide such things as:

- How their Parent Council will be set up.
- What it should be called (Parent Council or other name)
- What size it should be – eg. in a very small primary, all parents could be involved
- Who should be a member of the Parent Council
- How they should be appointed.
- When the most convenient time is to hold meetings.
- What will be discussed at meetings – these might be topics such as school uniform, parking near the school. The school's anti-bullying policy etc. however, it should be noted that a Parent Council cannot discuss issues attributed to individual pupils.

## **PARENTAL INVOLVEMENT –WHAT DOES IT MEAN?**

As a member you can expect to:

- Get information about what your child is learning.
- Get information about events and activities at the school.
- Get advice/help on how you can support your child's learning.
- Be told about opportunities to be involved in the school.
- Have a say in selecting a parent council to work on behalf of all parents at your school.

## **WORKING TOGETHER- here is what we are trying to achieve:**

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

## **PARENTS AND CARERS ARE:**

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

## **YOUR COMMITMENT**

We ask that you:

Support and encourage your child's learning

Respect and adhere to the school policies and guidance

Let the school know if you change your mobile/telephone number and /or address

Enjoy and take part in school activities

Accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward its commitment to care for and educate your child.

## **PARENT COUNCIL**

### **OFFICE BEARERS**

Chairperson	T Cunningham
Vice Chairperson	Vacancy
Treasurer	I Beattie
Minute Taker	K Nutt

T Cunningham



### **PARENT MEMBERS**

Anita Balkrishna  
Lizanne Dixon  
Elizabeth Tait

K Nutt



### **ASSOCIATED MEMBER**

J Sanderson                  School Chaplain

I Beattie



### **HEAD TEACHER**

J Allan

### **STAFF MEMBERS**

Vacancy

Enquiries should be made via the school office by email, [gw14rutherglenoffice@glow.sch.uk](mailto:gw14rutherglenoffice@glow.sch.uk), or by phone 0141 643 3480



# SECTION 4

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## School Ethos

## **SCHOOL ETHOS**

Pastoral Care is a whole school responsibility and all staff, teaching and non-teaching have an important role to play.

A House system is in operation. There are three Houses: Jedburgh, Kelso and Selkirk and all staff and pupils belong to one of the Houses. In general terms the House Leader and House staff follow the progress of each pupil in their House group from first year until the time he /she leaves school. We are concerned with each pupil's personal, social and vocational welfare and are able to offer support and guidance throughout their school career. We also have close links with outside agencies: Social Work Department, Psychological Services, Allied Health Professionals and Skills Development Scotland. We are also keen to encourage close contacts between home and school and to involve parents in all aspects of their son / daughter school career.

## **INITIAL CONTACT**

S1 and S2	MrJ Longworth	Principal Teacher
S3 and S4	Mr G Williams	Principal Teacher
S5 and S6	Mrs K Watts	Principal Teacher
Supported Classes	Mrs G Johnston	Depute Head Teacher

## **PSYCHOLOGICAL SERVICES**

**The link Educational Psychologist are:**

S1 –S3 & Supported Classes	Miss Jane Thomson	Senior Psychologist
S4-S6	Miss Elizabeth King	Principal Psychologist

## RIGHTS RESPECTING SCHOOL

Rutherglen High School pupils are encouraged to reflect on how their behaviour and actions affect those around them, which allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school site. In the preparation for the RRSA, and in consultation with pupils and staff at all levels, our school rules and expectations were re-written to form charters, which outline expectations in the classroom. These are displayed throughout the school.



## ECO SCHOOLS

As part of the Eco Schools Programme, pupils in Rutherglen High take part in a wide range of environmental projects and have been successful in gaining our fourth Eco flag. A wide range of topics are covered such as Waste Management, schools grounds and biodiversity.

As a school, we have made links with outside agencies that have provided invaluable support to us.

In addition, we are grateful to parents and friends who have assisted at our Eco Days.



## Spiritual, Social, Moral & Cultural Values

It is the policy of the school to provide in the curriculum a compulsory element of Religious and Moral Education. This is based on the policy on religious education and religious observance (1993). Although the study of Christianity is a main component of the Religious and Moral Education syllabus, it does also involve the study of beliefs and customs of a number of world religions.

We value the links with our school chaplaincy team who contribute to both the formal and informal life of the school. The role of the chaplains is diverse and includes:

- Assisting the school to provide young people with opportunities for reflection, both individual and collective.
- Providing pastoral care and support for staff, pupils and their families, where appropriate.
- Having a key role during times of extreme difficulty or crisis.
- Supporting school community events.
- Visiting classes to complement the curriculum.
- Leading or helping pupil groups with a particular religious, moral or citizenship interest.
- Providing a link between the school and local community.
- Addressing the school community at end of term services.



The school chaplaincy links: Rev John Sanderson      United Reformed Church  
Deacon Bill    St Columbkille's R.C. Church  
Ross Murray    Outreach Trust

## Rights of Parents/Carers

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

Parents have a statutory right to withdraw children from participation in religious and moral education. However, national guidance also indicates that without this aspect of their education, learners will not enjoy the full benefits of Curriculum for Excellence since this area of their education contributes to pupils thinking for themselves and making their own decisions about what they believe to be true and about human living.

This right of parents' wishes will be respected. Where a child is withdrawn from religious observance, we will make suitable arrangements for the child to participate in a worthwhile alternative activity.

## SCHOOL/COMMUNITY LINKS

We try to extend the learning experiences of our pupils beyond the confines of the classroom by means of various educational visits and excursions not only within the local area but also further afield.

The school is very conscious of its role in the wider community, and every effort is made to foster links.

The school has close links with several of the local churches, representatives from St Columbkilles and the United Reformed Church participate in the school's Chaplaincy group. Students from the school work with these churches and churches within their own community as part of the Caritas programme.

Students from the school also volunteer in the David Walker Gardens and Flemington Retirement homes as well as in the Cathkin Community Nursery. The Nursery is a popular choice for participants volunteering for the Duke of Edinburgh's Award scheme.

Groups from Rutherglen High regularly take part in projects at Camglen Radio, Lifestyles Sports Centre, Universal Connections and Holmhill Wood Community Park.

The school has good links with many local employers – most senior pupils get to spend a minimum of a week on a week experience placement at a variety of local businesses.



Harvest Festival. Donations are distributed at a local Foodbank



S6 weekly visit to a Local Care Home



# SECTION 5

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## The Curriculum



## THE CURRICULUM

The School Curriculum is based on National and South Lanarkshire Council Policies and guidelines and to take account of local area, school and individual needs. It is a forward; looking, coherent, more flexible and enriched curriculum that provides young people with the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future.



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

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

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

If you want to know more about Curriculum for Excellence, please visit website [www.curriculumforexcellence.gov.uk](http://www.curriculumforexcellence.gov.uk) or [www.parentzonescotland.gsi.gov.uk](http://www.parentzonescotland.gsi.gov.uk)



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

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



## **AIMS**

Curriculum for Excellence aims to:

Focus on classroom practice upon the child and around the four capacities of education:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors
- Simplify and prioritise the curriculum
- Encourage learning through experiences
- Create a single framework for the curriculum and assessment 3-18

### **PURPOSE OF THE CURRICULUM 3-18**

The curriculum provides the structure and support in learning which will develop the four capacities listed above.

Our approach has been to alter the balance between a process that is heavily dependent on content, providing learning and teaching approaches that improve the pupils' understanding of what is being taught. This is not a one-off change but the start of a continuous process of review to ensure that the curriculum remains up to date.

### **PRINCIPLES FOR CURRICULUM DESIGN**

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

### **ORGANISATION AND CURRICULUM: COURSES IN S1-S3**

In S1- S3, pupils are generally in mixed ability teaching groups which provide an equal opportunity for all pupils to follow a Common Course in line with Curriculum for Excellence. In English and Maths there may be some broad band setting according to ability.

The Curriculum is tailored made to meet individual needs. Most pupils are working at Early of First level

**ALL PUPILS IN S1 – S3 CURRENTLY:**

Subject	Periods per Week		
	<u>S1</u>	<u>S2</u>	<u>S3</u>
English	4	4	4
Maths	4	4	4
French	1	1	1
Social Subjects	2	2	2
Home Economics	2	2	2
Information Technology	1	1	2
Technical Education	2	2	2
Science	2	2	2
Art	2	2	2
Music	1	1	1
Drama	1	1	1
Physical Education	2	2	2
Religious and Moral Education	1	1	1
Personal and Social Education	2	2	1
World of Work	1	1	2
Interdisciplinary Learning	1	1	1
Skills for learning Life & Work	N/A	1	1
Literacy	1	1	1
Numeracy	1	1	1

**ORGANISATION AND CURRICULUM: COURSES IN S4/S5/S6**

Pupils continue with a range of core subjects and where appropriate National Qualifications (NQ) are taken.

Core Curriculum	Periods per Week	
	<u>S4</u>	<u>S5 &amp; S6</u>
English	4	3
Maths	4	3
Physical Education	2	2
Home Economics	2	2
Science	N/A	2*
World of Work	3	2
Religious and Moral Education	1	1
Personal and Social Education	2	1
Social Subjects	N/A	1*
Option 1	3	2
Option 2	3	2
Option 3	3	2
ASDAN	N/A	3
College	4 *	varies
Literacy	1	1
Numeracy	1	1
John Muir Award	2 *	N/A
Citizenship	2*	2
Personal Achievement Award	1	1 *

- Dependent on individual pupil

## OPTIONS

Options are an integral aspect of curricular provision for all students from S4 onwards. Options allow pupils to pursue courses in which they have a personal aptitude / interest.

Prior to choosing options, pupils will have the opportunity to take part in an Induction programme. This will involve input from subject specialists, Skills Development Scotland and Colleges. As part of this process an option information booklet will be issued to all pupils / parents.

Options are chosen at the end of S3 and pupils follow their chosen courses for two years.

**Options:**

- Art
- Music
- Drama
- ICT
- Technical
- Science
- Social Subjects
- Duke of Edinburgh Award
- French
- Home Economics

Pupils choose 3 subjects from the list above. In S4 they study the subject for 3 periods per week and in S5 for 2 periods per week.

For more information regarding the S4/5 /S6 curriculum please see the S4/S5/S6 Curriculum Handbook.



## SEVERE AND PROFOUND NEEDS

Rutherglen High School's provision for learners with Severe and Profound Needs follows the guidelines as set out in the South Lanarkshire document "Framework for Supporting Pupils with Severe and Profound Learning Needs"

Young people who would benefit from a highly support learning environment are identified at transition through consultation with Primary Headteachers, and Educational Psychologists and parents. Pupils in supported classes benefit from an adapted secondary school curriculum with emphasis on supporting communication, and promoting daily living skills. Provision is also made to incorporate the daily exercise programmes in response to physical and sensory needs of the individual pupils, under the direction of physiotherapists and occupational therapists, where appropriate.



While the core subjects (English, Maths, Health & Wellbeing and Independent Living Skills) are delivered in the same classroom, pupils also access a secondary school timetable in various practical classrooms around the school. Opportunity is also given in many areas of school life for all pupils to socialise and work together.

## WORK EXPERIENCE

Work Experience is an important part of the S4-S6 curriculum. In S4, some pupils will have the opportunity of a one week work experience placement.

In S5 & S6 some pupils will have the opportunity to further work experience placements.

Rutherglen High has a full World of Work Programme which allows for individual progression at each stage for every pupil. Rutherglen high has built up excellent links with many businesses. We believe that the World of Work has a very important role to play in preparing pupils for post-school life.



World of Work is a core subject from S1-S6. It begins in S1 when pupils visit a place of business / college to learn more about the working environment. They also learn about the jobs that people in the school do and the types of skills and qualifications required to do these jobs. In S2, pupils visit more places of work and explore their own interests, In S3, pupils have more opportunities to visit places of work. The preparation for these visits takes place in World of Work. These visits help pupils to prepare for work experience, giving them important information about what they can expect in a workplace

Some pupils from S4-S6 have the opportunity to participate in a work experience placement. All placements are agreed upon after discussion with pupils, parents and staff and are dependent on individual pupil's needs, abilities and interests. College placements and possible career choices are also taken into consideration when choices are being made about work experience placements.

The Work Experience programme is overseen by the Headteacher. This involves making new links with businesses and maintaining links with existing participating businesses, keeping pupils and parents informed of opportunities for placements, talking to pupils about career choices, arranging any Health & Safety checks wherever necessary and arranging the necessary paperwork. Preparation for work experience (Health & safety, dress code, career choices, etc.) takes place at allocated times throughout the year with the school's World of Work teacher during World of Work class. During their work experience pupils keep a record of their activities through a Work Experience Diary. This provides useful feedback to school and parents about the placement and also serves as a valuable source of self-evaluation for each pupil to reflect upon both during their placement and on their return to school.



## **WORK IT-OUT PROGRAMME**

Rutherglen High is part of South Lanarkshire Council's 'Work It Out' Programme. The programme offers some of our S5 and S6 pupils the chance to find out about career opportunities in a range of industries and experience work in a live business environment. Pupils apply to be accepted onto the programme and from the application form and an interview the decision will be made as to who is suitable for the programme.

The school has a Supported Employment Co-ordinator who supports and monitors each pupil on the programme into an appropriate and realistic work placement. The Supported Employment Co-ordinator carries out a vocational profile with each pupil and from the vocational programme matches the pupil with a meaningful work placement. A vocational programme is a person centred plan which indicates an individuals' strengths, needs and likes and dislikes.

The 'Work It Out' Programme has been a very successful part of Rutherglen High's world of work programme for senior pupils. It gives pupils the skills and confidence required to go into the workplace and helps young people to become more socially included in their community. Pupils are also supported in travelling independently to work placements, although alternative transport can be provided if this is not achievable

## **COLLEGE**

Rutherglen High has a full college programme which begins in S1 and continues through to S6. The school has strong links with a range of colleges: New College Lanarkshire (Motherwell Campus), City of Glasgow College (John Wheatley Campus) and Glasgow Clyde College (Langside). Rutherglen High believes that college is an integral part of a student's whole education. College provides students with important skills and qualifications that will help them in post-school life. College is also a very successful destination for many of our students when they leave Rutherglen High.

As soon as pupils begin Rutherglen High they have the opportunity to experience a flavour of college with visits to some of the colleges we work with. This allows pupils to become familiar with college life and all it has to offer from a very early stage. This continues into S2 where pupils plan their journey to college and carry out research into each college and what it has to offer. In S3 our college programme continues to progress and pupils have the opportunity to engage in some lessons at college with college staff. By the time pupils begin their schools-link programme at college in S4 they know a great deal about college and are happy and relaxed to attend.

Most pupils from S4 – S6 have the opportunity to attend one of the college campuses mentioned above. Programmes are dependent on individual needs, aspirations and abilities and decisions are made after discussion with pupils, parents and staff. There is careful consideration given to progression of skills and certification prior to allocation of placements. Possible future post school placements are also given consideration when advising pupils on college choices.

Management of college provision is the responsibility of the Depute Head Teacher. Parents are contacted to update on concerns or issues which arise throughout the year and Depute Head Teacher / Principal Teacher are available to discuss reports and option at Parents evenings throughout the year.

Currently we have pupils who attend Motherwell Campus, Langside Campus, and John Wheatley Campus.

Independent travel is encouraged but is not a pre-requisite of college placement and lunch is either purchased in the college canteen or packed lunch is provided.

Pupils in S5/6 who have demonstrated a responsible and mature attitude are allowed to leave Langside Campus at lunchtime – after parental permission has been given and after an initial settling in period.

### **NEW COLLEGE LANARKSHIRE (MOTHERWELL CAMPUS)**

Three college courses are offered:

Partnership Link / Supported Link / Independent Link. No certification is available but certificates are produced by the college at the end of the year. Regular update meetings take place where school staff are given feedback on progress.

### **GLASGOW CLYDE COLLEGE (LANGSIDE CAMPUS)**

Some S4 pupils are undertaking a course in Presentation Skills. They are supported by a member of support staff who, in conjunction with Depute Head Teacher identify priorities for supporting individuals or class groups. The placement has been arranged for Tuesday mornings.

S5/S6 Courses at S6 are very focussed on meeting needs to prepare pupils for post school placements and as such are individually negotiated and arranged. Placements can vary from one to two days each week and SQA certification is available for all courses. Pupils have the opportunity to attend Langside Campus either a half day, one full day or two days each week. They are initially supported by a member of staff whose main function is to assist pupils with orientation and to be on hand to offer advice and support if required. It is anticipated that this support will be reduced as the year progresses.

Regular feedback meetings are planned for pupils who attend catering courses and opportunities to establish more formal links with other departments have been pursued for some time. This is ongoing.



## **CITY OF GLASGOW COLLEGE (JOHN WHEATLEY CAMPUS)**

Some pupils currently attend John Wheatley Campus one day a week (Tuesday). The pupil is in a small class and the focus is on Independent Living Skills and practical subjects such as Home Economics, ICT, Art and Drama



New College Lanarkshire (Motherwell)

City of Glasgow College (John Wheatley Campus)



Glasgow Clyde College (Langside Campus)



# SECTION 6

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## Assessment

## ASSESSMENT

Continuous assessment is used in First, Second and Third year. Formative assessment is used extensively. This assessment employs a range of techniques including peer observation, sharing criteria and self-evaluation. Through this teachers and pupils are able to confirm strengths and identify next steps.

In S4 – S6 assessment continues as above however for young people undertaking New National Qualifications a National Assessment forms part of the assessment criteria. These are internal assessments which are set in school and moderated within the school.





# SECTION 7

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## Reporting

## REPORTING



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

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

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

<b>S1-S6</b>	<b>Interim Reports</b>	<b>November</b>
<b>S1-S6</b>	<b>Final Reports</b>	<b>May</b>

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

In addition, all pupils will have an annual review to update their Additional Support Plan / Coordinated Support Plan.



# SECTION 8

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## Transitions

## TRANSITION

We endeavour to ensure a smooth transition for pupils.

All pupils who attend Rutherglen High are involved in a comprehensive induction programme where regular liaison takes place with the sending primary school and units. The Principal Teacher with responsibility for S1, work closely with the sending schools.

Throughout the school year, subject teachers visit schools to get to know the pupils. In addition to the Induction programme, P7 pupils are encouraged to visit the school café, which provides them with the opportunity to become familiar with their new surroundings and to meet staff and pupils.

An Open Afternoon is held for parents in March.

School staff visit all associated schools to talk and get to know the pupils prior to transfer to Rutherglen High.

Our S4 & S5 pupils receive “buddying” training. On arrival at Rutherglen High, each new first year is teamed with senior pupils who will support the pupil in transition. All Primary 7 pupils attend a two day induction in June.

Throughout the year pupils are invited to various events held within Rutherglen High:

February / March	Café Visits
March	PE
April	English / Tech / Science
May	Maths / ICT /
June	Two day Induction

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

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

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

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

If you move outwith your catchment primary school a 'request to remain form' must be completed. If you move outwith your catchment primary, this may affect your right to transfer to the associated Secondary School. Please note the secondary school is determined by the pupil's permanent home address and chosen denomination. If you require further information, please contact Education Support Services on 0303 1123 1023.







# SECTION 9

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## Support for Pupils

## SUPPORT FOR PUPILS

### GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

Getting It Right For Every Child, (GIRFEC) is a commitment to ensure that our child has the best possible start in life and to improve outcomes for children and families based on a shared understanding of their wellbeing. Most children make their journey from birth to the world of work supported by family and the universal services of Health and Education. The Named person in education helps to make sure that the child's wellbeing is developing. The school will let you know the named person for your child. This is likely to be the Head Teacher in a primary school and pupil support teacher in a secondary.



If you have any concerns you should speak to the Named Person who will work with you to address any issues and to ensure that your child gets any help needed at the right time.

More information can be found on: [www.girfecinlanarkshire.co.uk](http://www.girfecinlanarkshire.co.uk) and [www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### REACH FORWARD

The Reach Forward groups are an initiative within Rutherglen High School which provides a nurturing and supportive environment where our pupils can thrive. The Reach Forward groups support a significant number of our young people who have had early adverse experiences, specifically trauma. These young people can show signs of secondary traumatic stress and insecure attachment patterns have led to a difficulty regulating emotion and therefore struggle to manage traditional classroom settings successfully.

At the core of the Reach Forward programme is the health and wellbeing of the pupils through a varied and structured programme, through which we believe that their physical and mental health can be enriched. The programme is based on the evidence now widely accepted, of Bruce Perry and the development of the brain and its optimal functioning. Bruce Perry's particular focus in his research is children and young people who have experienced trauma and neglect.

#### The specific outline of the programme is:

1. 4 week blocks in which we have:-
  - Circle time – a chance for the young people to discuss particular issues that they wish to raise or a topic is picked for them to discuss.
  - A craft orientated task is undertaken - we have found that the craft materials not only allow the young people to relax, but the physical action of painting, constructing a model, making sculptures, etc. allow the young people to focus and articulate their experiences.
  - A paperwork exercise – the pupils undertake a solution focused approach where they are asked a question or given a scenario where they rate their answer on a scale of 1 to 10.
  - An outing – the young people are taken to a local Country Park, for instance, where they are able to go for a walk, play at the play park and socialise in the café.

2. We also work closely with other outside agencies such as SportWorX/DanceWorX, Universal Connections and Grass Roots. The young people have carried out such projects as:

- Training to become play leaders – the pupils learn new skills such as dances and fun games over a 6 week period and then on the last 2 weeks the young people deliver fun music and movement sessions to the campus nursery kids.
- They have conceptualised and produced their own animated film that will be premiered at a whole school assembly.
- Learned Circus skills – including juggling, plate spinning and the Diabolo.
- Used the Cyber Coach system to play interactive games of skill in a fun positive environment.



We intend to strengthen our connections with these agencies with visits to the pupils local UC and learning new horticultural skills with Grass Roots. These agencies also offer progression for our pupils onto the core DanceWorX, SportWorX and Grass Roots projects which can lead to Further Education and employment.

A major part of the Reach Forward year is the outing at Christmas for each of the 3 groups to Callander. Where the pupils take part in a hill walk and then a traditional Christmas lunch where an invited guest (an adult connected to the Reach forward programme) participates and the young people can socialise.

We also have participated in residential visits to the Arran Outdoor Centre, which provides a very structured and safe environment for our pupils. The Centre staff are extremely understanding of our pupils needs and tailor their programme to accommodate these. The pupils stay in a 4 bedroom dorm and are responsible for keeping the room tidy and it is inspected every morning. They have to preselect their breakfast and dinner choices, plus are responsible for making their own healthy packed lunch. Both breakfast and dinner are served in the dinner hall where the pupils sit with the adults and have an opportunity to discuss the day's events in a natural and supportive environment.



We intend taking 4 groups this academic year to the Isle of Arran. The young people will travel by train and ferry to Arran thus adding another dimension to their residential visit, where they are travelling by public transport and are responsible for and carrying their own luggage.

## **EXTRA CURRICULAR ACTIVITIES**

As a school, we strongly believe in the importance of extra curricular activities and we offer a range of activities outwith normal classroom work which help to widen the experience of all pupils. Extra curricular activities can relieve some of the pressures of academic work and assist pupils to develop their talents and use leisure time effectively.

These activities may occur at lunchtime.

Activities which have recently been available to pupils include:

Fairtrade Group	Football
Hamma Beads	Film Clubs
Karaoke	Sports
Good News	School Band

There is also a well-developed house system which encourages healthy competition between the houses, and which helps to foster good relationships between pupils and staff.

Many pupils participate in the Duke of Edinburgh Award Scheme, John Muir Award, Caritas and Youth Achievement Awards,

## FAIR PROGRAMME

There is now a growing recognition of individual differences in children's responses to stress and adversity, and emerging research findings have had the effect of shifting the emphasis toward studying of children's coping strategies and identifying protective factors both within the child and in the interplay between the child and the environment. Resilience can be defined as normal development in spite of serious adversity.

The FAIR seeks to incorporate this emphasis through aiding the process of identifying and fostering resilience in vulnerable children and young people, particularly those who are looked after and accommodated. The FAIR will enable parents, carers, social and education staff to identify protective factors available to the young person and to plan how best these can be mobilised in the interest of the child's development

## GUAB

*Give us a break!* is an 8-week group work programme for 10-14 year olds which was developed by South Lanarkshire Council Psychological Services in collaboration with Macmillan Cancer Support and NHS Lanarkshire. We had wonderful advice throughout the development of the programme from teachers, young people, parents and carers and those who work to support young people through the challenging times of bereavement and loss. We are indebted to a wide range of colleagues.

The programme gives young people a chance to make sense of these experiences in a supportive environment with others who have gone through similar changes and also helps to build a deeper understanding in adults about just what young people go through following on from bereavement and loss.



Trip to the Edinburgh Book Festival

## **SUPPORT FOR ALL (ADDITIONAL SUPPORT NEEDS)**

A statement of the school policy in relation to pupils with additional support needs, including to assistance given to pupils experiencing learning difficulties who do not have a co-ordinated support plan should be given.

The range of additional support for learning catered for, and the specialist services provided along with details on unit(s) and/or class(es) that the school offers.

The number of pupils who have a co-ordinated support plan is between 1-4 inclusive, it should be shown. (where the number of pupils who have a co-ordinated support plan is between 1-4 inclusive, it should not be published in the school handbook).

In keeping with duties set out in the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) the guidance states that hand books should specifically mention Enquire, the Scottish advice for additional support for learning.

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

Enquire – the Scottish advice service for additional support for learning

Enquire offers independent, confidential advice and information on additional support for learning through **Telephone Helpline: 0845 123 2303**

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

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

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

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

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



# SECTION 10

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## School Improvement

## School Improvement

Review of SIP progress session \_\_2016-2017\_\_\_\_\_

Priority 1: To improve Achievement and Attainment

### National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

### National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI: 2.2 Curriculum

Progress and Impact:

- Most curriculum plans now reflect significant aspects of learning and most are differentiated to meet the needs of pupils
  - An outdoor learning working group was established and funding bid was received from Greggs for an outdoor classroom. One member of staff attended the John Muir Award course.
  - A literacy working group was established and all pupils from S1 –S5 have been tested using YARK assessment. A literacy period was introduced with the focus on reading. Most teaching staff attended a CAT session on reciprocal reading.
- English – National 4 Literacy unit  
 Maths – National 4 Maths  
 Personal Achievement Awards – Bronze, Silver and Gold  
 Personal Development Awards



- All teaching staff are aware of SQA verification toolkit. Moderation has taken place at school level, with Cathkin High School and Sanderson High. Moderation in English has taken place as part of the learning community improvement plan.
- Five pupils achieved Duke of Edinburgh Award at Silver level

Next Steps:

- Whole school numeracy targets
- Whole school literacy targets
- Literacy and Numeracy Coordinators to be appointed
- Numeracy assessment tool to be identified
- Numeracy period timetabled
- Moderation within BGE in all subject areas using benchmarking tools

Priority 4: Increase involvement in Lifelong Learning

**National Improvement Framework Key Priorities**

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

**National Improvement Framework Key Drivers**

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

HGIOS 4 QI: 3.3 Increasing creativity and employability

Progress and Impact:

- Lead teacher identified
- Awareness raising with staff and parents
- Links further developed with SDS
- New vocational qualifications introduced

- Pathways event for Senior phase
- DYW parent newsletters
- Employability skills displayed in all subject areas

Next Steps:

- Business partner to be identified
- New vocational beauty course with Cathkin High School
- Maintain positive school destinations



**PRIORITIES FOR 2017/2018**

- Improvement in attainment, particularly in literacy and numeracy
- Improvement in Health and Well-Being of staff and pupils
- Parental Engagement
- Self-Evaluation and Leadership





# SECTION 11

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## School Policies and Practical Information

## SCHOOL POLICIES AND PRACTICAL INFORMATION

### MOBILE PHONE POLICY

We are committed to providing a caring, friendly and safe environment for all our students and believe that modern technology in the form of mobile phones, when used appropriately offers young people /carers peace of mind , particularly when travelling to and from school. We are also clear that when phones are used inappropriately, they distract from our core business of learning, and at the worst can be used as a tool for bullying.

- Pupils are allowed to bring mobile phones into school.
- If mobile phones are brought to school it is entirely at the owner's risk. The school accepts no responsibility for replacing lost, stolen or damaged mobile phones / electronic devices.
- Parents are advised that in cases of emergency the school office is the point of contact to ensure that information is communicated quickly and in an appropriate way.
- Mobile phones / electronic devices should be handed into the school office at the start of the school day and collected at the end of the school day.



### FREE SCHOOL MEALS

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

Income Support, Universal Credit (where your take home pay is less than £610.00 per month), Job Seeker's Allowance, (Income-based), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your income does not exceed £6,420 gross per annum as assessed by the HM Revenues & Customs) , Child Tax Credit only (where your income does not exceed £16,190 gross per annum as assessed by the HM Revenues & Customs).

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

Healthy eating is something that the school supports and a range of meals are available at lunchtimes.

We also encourage all children remain in school at lunchtimes.

### EDUCATION MAINTENANCE ALLOWANCE

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

## SCHOOL UNIFORM

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

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

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

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

- the wearing of football colours
- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)
- clothing which advertises alcohol, tobacco or drugs
- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes
- articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so
- footwear that may damage flooring.

**The uniform for all Rutherglen High pupils is:**

- White shirt with school tie
- White school polo shirt
- School sweatshirt
- Black jumper / cardigan
- Black trousers / skirt



**Order forms are available from the school office.**

## SUPPORT FOR PARENTS AND CARERS

### CLOTHING GRANT

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

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

### ALLERGIES

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

Allergies can present in a variety of ways and can occur at any point in a person's life. Symptoms range from mild to severe.

Children and young people known to have an allergy with moderate to severe symptoms will likely have a Health Care Plan drawn up by the NHS. This will symptoms and appropriate interventions.

It is vital that parents share this information with the school and continue to provide any updated information. Where symptoms are mild and a Health Care Plan is not in place parents should still continue to liaise regularly with the school on any new triggers, medication and actions required.

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

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

In supporting children and young people with allergies school employees will operate in accordance with South Lanarkshire Council's Safe Systems/Risk Assessment and national guidance on the administration of medication.

### SCHOOL HOURS

Day/ Time	8.50- 9.00	9.00- 9.50	9.00 – 10.40	10.40- 10.55	10.55- 11.45	11.45- 12.35	12.35- 1.15	1.15- 2.05	2.05- 2.55	2.55- 3.45
Monday	Reg	Period 1	Period 2	Interval	Period 3	Period 4	Lunch	Period 5	Period 6	Period 7
Tuesday	Reg	Period 1	Period 2	Interval	Period 3	Period 4	Lunch	Period 5	Period 6	Period 7
Wednesday	Reg	Period 1	Period 2	Interval	Period 3	Period 4	Lunch	Period 5	Period 6	
Thursday	Reg	Period 1	Period 2	Interval	Period 3	Period 4	Lunch	Period 5	Period 6	
Friday	Reg	Period 1	Period 2	Interval	Period 3	Period 4	Lunch	Period 5	Period 6	

## **SCHOOL HOLIDAYS 2017/2018**

### **August 2017**

*Teachers return on Thursday 15  
August 2017*

*In-service day - all schools*

*Tuesday 15 and Wednesday 16 August 2017*

*Pupils return on Thursday 17 August 2017*

### **September 2017**

*September Weekend*

*Friday 22 and Monday 25 September 2017*

*Pupils return on Tuesday 26 September 2017*

### **October 2017**

*October break*

*Monday 16 to Friday 20 October 2017*

*Pupils return on Monday 23 October 2017*

### **November 2017**

*In-service day - all schools*

*Monday 20 November 2017*

### **December 2017 and January 2018**

*Christmas/New Year*

*Schools close at 2.30pm on Friday 22  
December 2017*

*Schools re-open on Monday 8 January  
2018*

### **February 2018**

*February break  
In-service day - all schools*

*Monday 12 and Tuesday 13 February 2018  
Wednesday 14 February 2018*

### **March/April 2018**

*Spring break/Easter*

*Schools close at 2.30pm on Thursday 29 March  
2018\**

*Schools re-open on Monday 16 April 2018*

### **May 2018**

*May Day  
In-service day - all schools  
Local holiday*

*Monday 7 May 2018  
Tuesday 8 May 2018  
Friday 25 and Monday 28 May 2018\*\**



**June 2018**

Summer Break School closes at 1.00pm Thursday 28 June 2018

\* Good Friday falls on Friday 30 March 2018

\*\* Lanark schools will close on 7 and 8 June 2018

Pupils attend school for 190 days and teachers attend for 195 days

**SCHOOL HOLIDAYS 2018/2019**

**August 2018**

Teachers return on Tuesday 14 August 2018 All pupils return on Thursday 16 August 2018

In-service day - all schools Tuesday 14 and Wednesday 15 August 2018

**September 2018**

September weekend Friday 21 and Monday 24 September 2018

Pupils return on Tuesday 25 September 2018

**October 2018**

Monday 15 to Friday 19 October 2018

October break Pupils return on Monday 22 October 2018

In-service day - all schools Monday 19 November 2018

**December 2018 and January 2019**

Schools close at 2.30pm on Friday 21 December 2018

Christmas/New Year Schools re-open on Monday 7 January 2019

**February 2019**

February break Monday 11 and Tuesday 12 February 2019

In-service day - all schools Wednesday 13 February 2019

**SCHOOL HOLIDAYS 2018/2019**

**March/April 2019**

Spring break	Schools close at 2.30pm on Friday 29 March 2019*
	Schools re-open on Monday 15 April 2019
Easter	Friday 19 April 2019 and Monday 22 April 2019

**May 2019**

May Day	Monday 6 May 2019
In-service day - all schools	Tuesday 7 May 2019
Local holiday	Friday 24 and Monday 27 May 2019**

**June 2019**

Summer break	Schools close at 1pm on Friday 28 June 2019
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\* Good Friday falls on Friday 19 April 2019

\*\* Lanark schools will close on 6 and 7 June 2019

Pupils attend school for 190 days and teachers attend for 195 days.

## **TRANSPORT**

### **SCHOOL TRANSPORT**

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

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

#### **(ii) PICK UP POINTS**

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

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

Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request. Where there is a request to place a child under school age in a school within the local catchment area they may receive transport in line with the Council's transport policy.

Any information on transport appropriate to the school should be mentioned.

## **INSURANCE FOR SCHOOLS –PUPILS PERSONAL AFFECTS**

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

- **THEFT/LOSS OF PERSONAL EFFECTS**

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

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

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

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

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

- **DAMAGE TO CLOTHING**

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

## **ATTENDANCE**

### **ATTENDANCE**

It is important for the school to work with parents in encouraging all children to attend school. All absences from school are required by law to be recorded. Absences will normally fall into two categories – authorised or unauthorised absence. In cases where your child is unable to attend school parent are asked to note the following:

- If you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, telephone us or let us know in writing. Please also give your child a note on his/her return to school, telling of the reason for absence.
- Notify the school first thing in the morning when your child is going to be absent. Let the school know the likely date of return and keep them informed if the date changes.
- Inform the school of any change to following:
  - Home telephone number
  - Mobile number
  - Emergency contact details
- Requests for your child to be absent from school to make an extended visit to relatives must be made in writing to the Head Teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an unauthorised absentee in the register.

### **FAMILY HOLIDAYS DURING TERM TIME**

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

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

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

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

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

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

### **Information on Proposed Transfer for School**

Children and young people may transfer school for a number of reasons such as families moving house, parental choice etc.

If you are proposing a change of school so that we can ensure a smooth transfer of information relating to your child. This will help us to ensure the continued wellbeing of your child.

## PROMOTING POSITIVE BEHAVIOUR



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

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

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

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

## **CHILD PROTECTION**

All staff in educational establishments in South Lanarkshire are required to receive an annual update and follow the advice and guidance contained within Education Operating Procedures.

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

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

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

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

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

The Council has produced an information leaflet – 'stay safe' for parents/carers on how to help ensure their child is safe when using the internet and mobile devices. Copies are available from the school or the web: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

## **INFORMATION ON EMERGENCIES**

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

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

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

## **YOUR COMMITMENTS**

### **We ask that you:**

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

## **DATA PROTECTION ACT 1998**

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



## **ADDRESSES**

Mr T McDaid  
Executive Director  
Education Resources  
South Lanarkshire Council  
Almada Street  
HAMILTON  
ML3 0AE

Mrs A Donaldson  
Head of Education  
Cambuslang and Rutherglen  
Education Resources  
South Lanarkshire Council  
Almada Street  
HAMILTON  
ML3 0AE

## Education Resources



## Education Resources

## Appendix A

### CONTACT DETAILS

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

<http://www.southlanarkshire.gov.uk/200188/secondaryschoolinformation/1264/curriculumforexcellence/2>

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

Education Scotland's Communication Toolkit for engaging with parents –  
<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –  
<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system – <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

### PARENTAL INVOLVEMENT

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –  
<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils –  
<http://www.educationscotland.gov.uk/parentzone/index.asp>

### SCHOOL ETHOS

Supporting Learners - guidance on the identification, planning and provision of support –  
<http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos –  
<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools – <http://www.scotland.gov.uk/Topics/Education/Schools/HLivj>

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support – <http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education – <http://www.sces.uk.com/this-is-our-faith.html>

## **CURRICULUM**

Information about how the curriculum is structured and curriculum planning – <http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas – <http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing – <http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School – A Guide for Parents and Carers – [http://www.educationscotland.gov.uk/resources/b/genericresource\\_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64)

Information on the Senior Phase – <http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work – <http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme – <http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services – <http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning – <http://www.skillsdevelopmentscotland.co.uk/>

## **ASSESSMENT AND REPORTING**

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework – [http://www.educationscotland.gov.uk/Images/BtC5Framework\\_tcm4-653230.pdf](http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf)

Information about Curriculum for Excellence levels and how progress is assessed –

<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications –

[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4624968.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp)

Information on recognising achievement, reporting and profiling –

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

## TRANSITIONS

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

[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4660285.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp)

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

<http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

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

<http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs – <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

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

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

Enquire is the Scottish advice service for additional support for learning – <http://enquire.org.uk/>

Parenting Across Scotland offers support to children and families in Scotland –

<http://www.parentingacrossscotland.org/>

## SUPPORT FOR PUPILS

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs – <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

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

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

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended – <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers – <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

## **SCHOOL IMPROVEMENT**

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

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

Education Scotland's Inspection and review page provides information on the inspection process – <http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

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

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) – <http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications – <http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland –

<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

## **SCHOOL POLICIES AND PRACTICAL INFORMATION**

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

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

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

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –

<http://www.legislation.gov.uk/asp/2000/6/contents>