

# BARRHEAD HIGH SCHOOL



# PUPIL SUPPORT HANDBOOK

Our policy aims are in line with Curriculum for Excellence and Get It Right for Every Child, the Scottish Executive's initiatives to ensure that the wellbeing of the young people at Barrhead High is at the centre of daily school life.

## SECTION 1 - PUPIL SUPPORT STRUCTURE

Pupil Support operates on a vertical structure. Each Principal Teacher has responsibility for a caseload of pupils from every year group in the school, allowing for continuity of support for pupils throughout their school career as well as ensuring that siblings in different year groups have the same Principal Teacher of Pupil Support.

### PRINCIPAL TEACHERS OF PUPIL SUPPORT

<b>Lynne Smith</b>	1.1
<i>PT Pupil Support (Pastoral)</i>	2.1
	3.1
	4.1
	5.1
	6.1
<b>Grant Maybury</b>	1.2
<i>PT Pupil Support (Pastoral)</i>	2.2
	3.2
	4.2
	5.2
	6.2
<b>Gillan Van Looy</b>	1.3
<i>PT Pupil Support (Pastoral)</i>	2.3
	3.3
	4.3
	5.3
	6.3
<b>Suzanne Wallace</b>	1.4
<i>PT Pupil Support (Pastoral)</i>	2.4
	3.4
	4.4
	5.4
	6.4

Angela O'Neil	1.5
<i>PT Pupil Support (Learning)</i>	2.5
	3.5
	4.5
	5.5
	6.5
Gemma McFarlane	1.6
<i>Acting PT Pupil Support (Behaviour)</i>	2.6
	3.6
	4.6
	5.6
	6.6

## SENIOR LEADERSHIP TEAM

The **Senior Leadership Team** members work closely with the PTs Pupil Support to ensure the most appropriate and best support possible for the young people of Barrhead High School.

Andy Sinclair, Head Teacher

Adam Beaton, DHT

Lindsey Potter, DHT

Pauline Bradley, DHT (Acting)

## EXTENDED PUPIL SUPPORT TEAM

The Pupil Support and Senior Leadership staff in Barrhead High School work closely with a number of outside agencies to ensure appropriate support for individual pupil needs, while complying with authority requirements.

Educational Psychologist: Chris Atherton

The school Psychologist attends the weekly Joint Support Team meeting, case conferences and other inter-agency meetings. As a consultant, specific strategies are put in place to support particular pupils and liaises directly with members of Pupil Support and Senior Management Team.

### Pupil Support Officer: Frances McGeoahan

The Pupil Support Officer visits the school every day. She collects a list of pupils (and individual attendance records) for whom there is an unexplained absence and the school has been unable to make contact with the parent/carer. The Pupil Support Officer visits the home of the young person to inform the parent/carer of the absence and to ascertain a reason for absence. She works with individual pupils, identified as requiring support to attending school. Frances also works closely with families to ascertain a reason for absence and finding a solution for the young person to attend school.

### Social worker

Our social worker is based in Barrhead High School but also supports the cluster primaries. The Social Worker supports individuals and groups of young people and their parents in a variety of ways, including friendship groups, social work duty system, children's hearings, individual and family work, parenting groups, peer mediation, transition to further education/employment, benefits advice, housing issues and a range of others.

### Youth Personal Services

At Barrhead High we are very fortunate to have links with YPS, who Support our pupils in a variety of ways from individual to group intervention and community engagements. They also work closely with the school, on a wider achievements awards.

### Manager for Social Justice: Raymond Weir

The post of Social Justice and Community Manager allows Barrhead High to create a social justice strategy which involves staff, pupils, parents and carers, professional colleagues, partner agencies and the wider community, ensuring that effective 'joined-up' systems are in place for pupils.

There is a particular emphasis on early intervention and on the development of positive transitional strategies for final year primary pupils.

### Campus Police Officer: Daniel Mc Farlane

The Campus Officer is involved in classes in the PSHE programme. He is available within school on a daily basis to support staff when incidents occur in or around the school campus and to provide advice to pupils and staff alike. He is involved in projects that relate to the school and young people such as AFYD (Angling for Youth Development), Heart start, cycling to school, BHH Lunch Club, and a variety of other projects.

### Careers Adviser: Claire Anderson and Aileen Wilson

Ensuring that every young person leaving school has a positive destination is a priority. Employed by Skills Development Scotland, Claire and Aileen work in BHS to give guidance to our young people. Priority for Careers Interviews is given to S5/6 pupils and to S4 leavers. In addition to one-to-one interviews, the Careers

Adviser will meet with groups of our young people at key transition times to prepare them for their future learning. The Careers Adviser will also provide input to the school's PSHE programme and is available at various parents' evenings for consultation

Information relating to careers is available in the Careers Library (in the main school library) and relevant advertisements are displayed on the Careers Notice board.

## SECTION 3

### - PASTORAL PERIODS

Assembly will take place at the start of each Pastoral period, after which pupils will go to the designated room with their PT Pupil Support. Within this period, part of the PSHE course will be completed, along with a number of lessons to support and nurture pupil health and wellbeing.

### - ATTENDANCE PROCEDURES

All parents/carers have a responsibility to ensure that their children who are enrolled at Barrhead High attend school. If a child is unable to attend school, please take the following steps:

- Phone the school office on 577-2100 before school begins at 8-45 giving the reason for absence.
- Phone on each morning of every day that the young person is absent.
- On their return to school, confirm the reason for absence in writing.

We are responsible for the safety of all young people in our school during the school day, so if someone is absent without a reason, we will do the following.

- During period 1, a text message will be sent to the parent/ carer of any young person who is absent without a reason.
- From 11.00am onwards, phone calls will be made from the school office to parents/carers of any young person who is still absent without a reason, or who has been marked absent for any period within the school day.
- If a pupil is marked absent p5, after lunch, but has been in earlier in the day, there will be a phone call from the school office.
- Pastoral Support Staff may contact you as an attendance report is produced daily.

If a young person's attendance drops below 90% there will be an attendance letter sent home. We have a series of attendance letters that will be sent over the year. If we continue to have concerns, we may have to take further action such as contacting Social Work or the Children's Reporter.

## SECTION 4

### TIME KEEPING

We place great importance on all young people being in school on time each day. If a young person is late for school on more than 4 occasions in any month, they will automatically be removed from the merit list for that month.

As per the merit scheme, this means that school trips and other activities will be unattainable for any pupils not on the merit list.

- Late coming letters will be sent when a young person reaches 5, 10 or 15 occasions late.
- We will invite parents/ carers in if we do not see an improvement.

## Section 5- PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

Personal, Social and Health Education (PSHE) is vital to the provision of effective pastoral care for our young people. It is central to the pupils' development and to the ethos of the school. At Barrhead High School the PSHE curriculum is covered during the Pastoral Periods delivered by the pupil's Pupil Support Teacher during their one period of contact every week. This is, however, supplemented by a further period of PSHE for all of S1 and S2 and the pupils in S3/4 not studying NQ Physical Education.

The PSHE lessons are delivered as part of a number of Themes, with each Theme being managed by a Principal Teacher of Pupil Support.

#### MANAGER

Gillian Van Looy

#### THEME

**Health and Wellbeing (1)**

- Alcohol
- Drugs
- Smoking
- Sexual health

**Financial Education**

## SECTION 5

**Lynne Smith**

**Health and Wellbeing (2)**

- Mental Health
  - Diet
- Bereavement/ loss
  - Dental health

**Gemma McFarlane**

**Equality**

**Citizenship**

**Enterprise**

**Suzanne Wallace**

**Relationships**

- Anti-bullying
- Domestic Abuse
  - Parenting

**Careers and Work Experience**



## Learning and Behaviour Support

Support exists for pupils of all levels of ability, including the very able. Its role is to develop and support a pupil's learning wherever a need is encountered or any barrier to learning is identified, be it temporary or longer term.

The Additional Support for Learning Act (2009) again updated in **Education (Scotland) Act 2016** makes amendments to the Additional Support for Learning Act. These amendments provide children aged 12-15, who are able to use them, with a range of rights under the Additional Support for Learning Act. More information on these rights can be found on the Scottish Government website.

Children and young people may require additional support for a variety of reasons and may include those who:

- have motor or sensory impairments
- are being bullied
- are particularly able or talented
- have experienced a bereavement
- are looked after by a local authority
- have a learning difficulty
- are living with parents who are abusing substances
- are living with parents who have mental health problems
- have English as an additional language
- are not attending school regularly
- have emotional or social difficulties
- are on the child protection register
- are young carers

The aim of the departments is to ensure that a pupil's additional support needs do not have a negative impact on their learning and encourage pupil and where appropriate, to take responsibility for their own learning and employ strategies to support themselves. Support on offer can vary, for example; tailored study skills advice, increased use of the computer, the use of a reader and scribe, students can be supported in a small group or one to one situation to develop emotional literacy skills and in class support from teachers and Pupil Support Assistants (PSA), all of which help the pupil to develop a realistic view of their difficulties and the skills to become an independent learner. Where it seems appropriate and helpful, a pupil may attend the Learning Support or Behaviour Support Departments instead of identified classes, to work on core skills.

## Assessment and Strategies

Pupils can be referred to the departments by class teachers, principal teachers, support staff, guidance, pupils, and parents or through the Joint Support Team (JST). This is done as part of the East Renfrewshire Staged Intervention Process

(STINT). Pupils can refer themselves or be referred by parents if they are concerned about their progress.

Once a referral from a member of staff has been received, the department will carry out the following steps:

1. Interview pupil and contact parents
2. Conduct appropriate assessments as part of the STINT Process
3. Seek advice from colleagues and specialists, possible referral to JST
4. Provide feedback to class teacher, pupils and parents
5. Monitor progress and evaluate supports put in place

### **Co-operative Teaching**

Working alongside staff to ensure that the learning and teaching within class is meeting the needs of pupils with ASN.

- Plan jointly
- Clarify roles and responsibilities
- Engage in evaluation of lessons
- Provide strategies to ensure pupil's needs are being met
- Cooperative teaching within the class

### **Tutorial Teaching**

Where appropriate work in the Learning/Behaviour base is planned with mainstream teacher support. Core skills such as language, communication and numeracy are focused on.

- Individual progress monitored
- Liaison with mainstream staff
- Pupils and parents involved in planning
- Pupils involved in peer and self-assessment
- Target setting with teacher

### **Consultancy**

Support staff will work with departments to support them in developing strategies and differentiated materials for use with pupils who have ASN

- Staff support on teaching strategies and appropriate curriculum to take into account ASN of individuals.
- Work with class teacher to differentiate work.

- Help develop appropriate assessments.
- Help organise peer and self-assessments for use in class.
- Pupils seek advice/ feedback on teaching and learning methods and materials.
- Parents - encourage partnership with school in terms of co-operating in pupil learning. Provide feedback to parent's on progress. Take parents views into account though feedback from target sheets and regular meetings, phone calls and emails.

### **Merit Scheme**

The merit scheme is our way of rewarding students who work hard, do their best and take part in the life of our school.

#### **Staying on the merit list**

All pupils start the month on the merit list. To remain on the list at the end of the month, you must have:

Double the amount of merits than demerits  
Attendance for that month greater than 90%  
No more than 4 occasions late in one month

Stay on the merit list by sticking to our merit standards.

Your teacher will award you a merit if they feel that you're doing well, for example:

Homework in on time  
Always bringing equipment  
Following rules first time  
Using your planners  
Completing a difficult homework task  
Consistently working well in class  
Looking out for friends  
Being responsible  
Making good progress  
Positive attitude

#### **Mystery Merit Period**

As a way of earning merit points, the Head Teacher will identify a "Mystery Merit Period" each week via the bulletin and by email. During this period, those pupils who are working hard, behaving well and are on track will be awarded a merit by their class teacher.

### Merit Rewards

At the end of each calendar month, we will produce a merit list. It will give the names of all of our pupils who are on track for that month. The merit list will be put on our website. Each month there will be reward for merit pupils, such as watching a movie, an extra period of P.E., certificates, merit lists, pens, rulers, the chance to win gift vouchers, visits to the cinema, visits to theme parks and much more.

**TO BE CONSIDERED FOR ANY SCHOOL TRIP YOU NEED TO HAVE BEEN ON THE MERIT LIST FOR 3 CONSECUTIVE MONTHS.**

### Demerits

You will be given a demerit for not keeping up the high standards in the school, for example:

Not bring in equipment  
Failing to follow class instructions (removing jackets etc.)  
Chewing/eating in class  
Not putting phones away when asked  
Not completing homework  
Answering teachers back

1 Cause for Concern = 4 demerits

If you have been in the Learning Zone, Excluded or truant you will not be on the merit list.

### What happens with demerits?

If you get 5 demerits your Pastoral Support teacher will call home. This is in order to support you to get back on track.

If after the call home you get another 5 demerits, your parents/guardians will be called by the Depute Head Teacher in charge of your year.

## Pastoral Support Interview Sheet

<b>Pupil Name:</b>	<b>Teacher:</b>	<b>D.O.B:</b>	<b>Date of Plan:</b>	<b>Stint Level:</b>
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\*\*Please note questions to serve as prompt for discussion and are not prescriptive.

<b>SHANARI</b>	<b>Pupil Information</b>
<b>SAFE</b>	
Who do you live with? Who do you get on best with? What do you fight about? Who are you friends with at school?	
<b>HEALTHY</b>	
What sort of foods do you like to eat/ Who makes the tea at home. What do you do at lunchtimes? If you are worried about things who do you talk to at home?	
<b>ACTIVE</b>	
How do you get to school? Do you like P.E.? Are you involved in clubs after school, do you do any sports? Are you involved with pupil councils?	
<b>NURTURED</b>	
Do you do different things with your family/friends? Who would you go to if you have a worry (at home/school)?	
<b>ACHIEVING</b>	
How are you getting on in classes? What is your favourite subject? What is one think you like/don't like about school? What do you worry about in school? What would you like to do when you leave school?	
<b>RESPECTED/RESPONSIBLE</b>	
Who organises your bag/school things? How often is your homework late? Do you have a say at home on what things you do? Do you feel you have a say in how you learn in school? Are you involved in any community activities?	
<b>INCLUDED</b>	
Do you get any help from people in school or at home if you need it? Are you able to do the things that your friends do out of school? Are there any clubs that you would like to go to but you can't?	

ROUND ROBIN

Name of student:	
Name of teacher:	
Subject/Level:	
No. of class contacts with pupil (per week):	
Date completed:	

Please rate the following by placing an 'x' where appropriate.

	Serious concerns	Some concerns	Few concerns	No concerns
Progress				
Behaviour				
Attendance				
Time-keeping				
Homework				
Relationship with peers				
Relationship with staff				
Attitude to work				
Any other comments				

