



Barrhead High School Handbook

2020/21



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Section 1 - Introduction

A WELCOME FROM THE HEAD TEACHER

It gives me great pleasure to welcome all prospective parents/carers to the community of Barrhead High School. I hope as you read this Handbook, you will gain not only information about our school but also a sense of the caring and inclusive community at its heart.



It is our aim that all pupils in Barrhead High School will feel safe and happy, and will have every opportunity to achieve their full potential. We will ensure that all our pupils experience effective learning and teaching and also have opportunities to grow in confidence and responsibility. We aim that they will go out from us as responsible citizens who will be ready and able to take a full role in the local community and the wider society.

As a school, we value your involvement, support and partnership with us in providing your son/daughter with the highest standard of education and helping them to reach the highest standards of attainment and wider achievement.

I hope you find this Handbook informative and helpful as your son/daughter moves into the school and I look forward to meeting you as new members of our school community.

A handwritten signature in black ink that reads "Andy Sinclair".

Andy Sinclair
Head Teacher

Barrhead High School



Section 1 - Introduction

USING THIS HANDBOOK

This Handbook has been designed primarily to introduce new or prospective parents to Barrhead High School. The information contained in it has been selected and presented to help such parents and their sons/daughters to find out more about the school and ease their transition into it.

It does not, and could not, contain all that you might need to know throughout your son's or daughter's time in the school. However you will be supplied with that information at the relevant time and in an appropriate manner.

This information will be presented in a variety of formats and as such these other sources can be viewed as part of an "extended handbook". These will consist of, among other things:

- Newsletters
- Information sheets
- Subject-specific information
- Option Pathways booklets
- Standards & Quality Report
- School Improvement Plan

Most of these additional sources can be found on the school website, and in fact the website itself can be seen as a "live" school handbook. We would encourage all parents to make regular use of the website and they should refer to it alongside this Handbook.

For example, Section 4 has a summary of the main policies and procedures that would affect most pupils and parents on a day to day basis. However a full list of policies and copies of the individual statements will be available on the website.

The school website can be accessed at:

www.barrhead.e-renfrew.sch.uk



Section 1 - Introduction

BARRHEAD HIGH SCHOOL

Barrhead High School is a six year, non-denominational, comprehensive school serving the town of Barrhead. It has three associated primary schools — Carlibar PS, Cross Arthurlie PS and Hillview PS.

It has a current roll of approximately 605 pupils and a teaching staff equivalent to 56 full-time teachers. These are further supported by support staff equivalent to 23 full-time members. There are 3 Depute Head Teachers, 8 Curricular Principal Teachers, 6 Pupil Support Principal Teachers and 6 Development Principal Teachers.

The school lies on the outskirts of Barrhead with a splendid outlook over to Cowan Park and adjacent farmland. The new building opened in August 2017 and has provided a learning environment and facilities of the highest standard.

There is a 'theatre box' drama area which serves as a teaching area and also a performing area. There are 8 IT rooms with desktop PCs but there is also wifi throughout the building and we have a good stock of chromebooks, laptops and ipads which staff and pupils can access. The PE facilities are first class and we have 2 MUGA pitches with a running track around one.



The school is also fortunate in having strong parental support. Parents have high expectations of the school and most of them provide encouragement and support for their children. The Parent Council plays an active role and offers sound backing to the staff. This backing includes advice, support for school projects, encouragement and financial support.



The school has developed good links with the local community. Many local employers have offered work placements to pupils and some local business contacts have come into school to share their expertise with our pupils.

Section 1 - Introduction

SCHOOL ETHOS

The school promotes high expectations and standards for all in an inclusive environment and all are encouraged to strive to achieve their full potential. There is a positive ethos across the school and a high degree of loyalty is shown by staff, pupils and parents, as well as the wider community.

Staff expect pupils to achieve to the maximum of their potential, both academically and socially. The vast majority of pupils respond positively in the classroom and in their participation in school activities. There is a wide range of activities, sporting, cultural, educational, which the staff provide. Relationships between staff and pupils are good and most pupils are happy in the school.

Barrhead High School is noted for its caring ethos. Pastoral, learning and behaviour support provision is strong. All pupils are respected and supported. Strong staff teamwork is a feature. Support staff, office staff, assistants, technicians and janitors are important members of the team and make significant contributions. Close working relationships within the staff are a strength of the school.

We value innovation, creativity, enterprising approaches and risk-taking in the interests of our learners.

Our Vision and Values

Vision

Barrhead High will provide a safe environment in which pupils, staff and parents feel valued, respected and included.



We aim to deliver a high quality learning experience for all which will motivate pupils to aim for and reach the highest standards of attainment and achievement within their potential.

Values

What we do and how we do it is guided by our underlying values.

At the heart of these values lies **RESPECT** - respect for each other and respect for yourself.

Responsibility
Excellence
Success
Perseverance
Equality
Confidence
Teamwork

Section 2 - Transition to Barrhead High

WHY CHOOSE BARRHEAD HIGH SCHOOL?

The education of your child is one of the most important aspects of their life and choosing the right school to suit your child is one of the most important choices you will make.

At Barrhead High School, we aim to ensure that your child's potential is maximised to the full. We realise the necessity of developing every aspect of a child's character, stressing such qualities as co-operation, initiative, self-discipline, creativity, as well as formal academic skills, so that your child reaches their potential, in whatever direction that potential lies. We work hard to ensure that each child feels valued and respected and the staff at Barrhead High School are committed to ensuring that every individual child is treated as special.

We value the partnership between staff, pupils and parents and we firmly believe that when parents and teachers operate in partnership, the pupils will succeed.

It is our intention that, with the help of parents, and with the professionalism and dedication of the teaching staff, all our young people will be equipped to take their place in society as responsible, well educated, caring people. We, as a school, care for the children as individuals, and feel confident that we will bring out the best in them whatever their particular strengths and abilities.

This Handbook should give you a good picture of the school. We are happy to show prospective parents round the school and we will be pleased to discuss your child's future education. If you would like to visit, please make an appointment through the school office



Section 2 - Transition to Barrhead High

TRANSITION FROM ASSOCIATED PRIMARIES



Every house in East Renfrewshire is allocated a secondary school; the houses linked to us form our 'catchment area'. We would hope that all 'catchment' pupils in our associated primaries will choose to continue their education at Barrhead High School and arrangements are in place to allow this to happen as smoothly as possible.

By the time your child joins S1, information will have been passed on by their primary school to make sure that learning is continuous, that there is no "slack" time, and that any extra needs are also known. Curriculum for Excellence provides a framework that coordinates learning and teaching from age 3 to 18 and we work closely with our associated primaries to ensure this happens.

We maintain close links with all our primary schools—primary teachers visit Barrhead High's classrooms and some of our teachers will already have worked with your child in P6/7, for example in Maths or Writing, PE or Science.

Our Depute Head Teacher, Pupil Support staff, Learning and Behaviour Support staff and some of the wider support team will have met with your child's P7 teacher to make sure all useful information is transferred at an individual level.



Staff from the High School will have visited your child's school and talked to them about the transition. Your child will also have had at least three 'Taster Days' to give them an opportunity to get to know the secondary school, its geography and its way of working. Parents will also have had the opportunity to visit the High School and hear more about the transition process.



You can feel confident that any concern you or your child might have can be dealt with. You are certainly welcome to visit during or after the pupil day, as well as on evenings specifically for parents. In the past, parents have commented very positively on our transition programme:

- 'Both schools made an excellent effort to make this happen'.
- 'All in all an excellent transition programme'.

Section 2 - Transition to Barrhead High

TRANSITION AT OTHER TIMES

Pupils may join Barrhead High School at times other than the start of S1 and from schools other than our associated primaries. This can happen for various reasons: moving house, particular educational or social needs.

If you live in the catchment, we will ask you to supply proof of residence and if there is space available, and no other issues arising, we would normally attempt to accommodate such requests.

If you do not live within our catchment, you would need to submit a placing request to East Renfrewshire Council and it would need to be granted before we can proceed (see below).

In all these cases, we would normally want to meet with the child and the parents to discuss the request and be sure that it is the best way forward for all concerned. We would normally also contact the previous school to obtain further information to help us ensure that needs will be met.

We are happy to show prospective parents round the school and to discuss your child's future education at this time. Please contact the School Office on 0141 577 2100 to make an appointment at a time that is convenient for all parties.

Placing Requests

To make a placing request, or for further information about this, please contact

East Renfrewshire Council Offices
Placing Request
Education Department
211 Main St
Barrhead
G78 1SY

0141 577 3578

The ERC Education Department website contains more information regarding catchment places and placing requests. The full policy and procedures can be accessed here:

<http://www.eastrenfrewshire.gov.uk/placingrequest>

Section 3 - Support for Pupils

GETTING TO KNOW US

The support and partnership of parents is very important to the success of Barrhead High School. We hope to get to know new parents as soon as possible, but in the meantime, you will find it helpful to be introduced to some of the staff your child may meet, even before they arrive.

Senior Leadership Team



Miss Lindsey Potter
Depute Head Teacher
S2 & S5



Mr Adam Beaton
Depute Head Teacher
S1 & S4



VACANCY
Depute Head Teacher
S3 & S6

Pupil Support Team



Ms P Bradley
Principal Teacher Pupil
Support (Pastoral)



Miss G Van Looy
Principal Teacher Pupil
Support (Pastoral)



Ms L Smith
Principal Teacher Pupil
Support (Pastoral)



Ms A Merrylees
Principal Teacher
Support for Learning



Mrs S Wallace
Principal Teacher Pupil
Support (Pastoral)



VACANCY
Principal Teacher
Behaviour Support

Section 3 - Support for Pupils

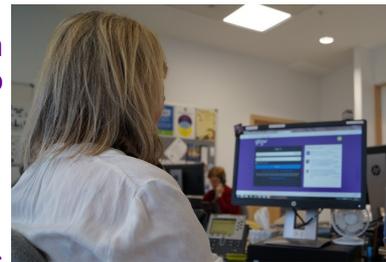
HERE TO HELP

At some point during your child's time at Barrhead High School, you may have a question needing answered or a concern needing addressed. Whatever the concern, we have a number of staff who are there to help you and your child resolve any difficulties or queries before they become bigger issues.

Office Staff

Many questions on day to day procedures can be answered by one of our Office Staff who will answer the phone on

0141 577 2100



Principal Teacher of Pupil Support

The best person to talk to about issues relating specifically to your individual child will usually be their Principal Teacher of Pupil Support (see page 9). If they do not have the answer to your query to hand, they will know who to speak to and can act as go-between yourself and the teaching staff. You can contact them on the phone number above.

Year Head (Depute Head Teacher)

For more serious issues, you may require to speak with the Depute Head Teacher who is Head of Year for your child (see page 9). You can contact them on the phone number above.

EXTRA HELP REQUIRED?

Many children need additional support at some point in their school career. Some pupils will have specific needs signalled to us when they transfer to Barrhead High School — they may have to cope with a specific difficulty, like dyslexia or dyspraxia, a hearing or visual impairment. Other pupils may develop a need at some point — they may have a loss of some kind, through bereavement or divorce which makes it difficult to concentrate on learning for a while; they may feel they are being bullied; there may be difficulties in the community which affect them; they may have emotional or behavioural difficulties.

Anyone can need a bit of extra help at some time, and at Barrhead High School, we have an extended team to offer help—meet them over the next 3 pages. Please feel free to contact the Principal Teacher Pupil Support or the appropriate person listed.

Section 3 - Support for Pupils

OUR SUPPORT TEAM (1)

The Pastoral (“Guidance”) Teacher

Your child will have a Principal Teacher of Pupil Support (Pastoral) (see page 9) who has responsibility for them and who will be the first port of call for any worry or concern. It is our aim that each pupil will know and be known personally by at least one member of staff. They will soon get to know your child and will keep a close eye on progress, on attendance and timekeeping and on friendship groups.



We also try to ensure that brothers and sisters share the same Pupil Support teacher so you should be able to speak to one person who knows your child and your family well.

Pupils will be introduced to their Pupil Support teacher when they first arrive at High School and in most cases, their Pupil Support teacher will meet with them at least one period every week for Pastoral or Social Education.

In addition to their normal teaching duties, they are involved in a number of important activities:

- care of new admissions
- monitoring the attainment and achievements of all pupils
- giving advice on course choices
- monitoring attendance and timekeeping
- care of pupils facing difficulties – emotional, physical, academic
- preparation of reports on pupils – for employers, universities, colleges etc
- contact with parents of individual pupils – by letter, telephone, interview, meeting
- links with supporting agencies such as the careers service, social work department, community organisations etc.

As your son/daughter progresses through the school, they will help them make responsible and informed decisions at the key stages in their education eg choosing subjects at option times and considering the possibilities when they leave school.

We would encourage you to keep in regular contact and let us know if you have any concerns before they develop into more serious issues.

Section 3 - Support for Pupils

OUR SUPPORT TEAM (2)

Support for Learning

Like other schools in East Renfrewshire, Barrhead High School has a team of specialist staff – teachers and assistants – who aim to provide the additional support an individual pupil may require. If your child has a difficulty which makes learning more challenging, they will quickly get to know the Support department and its Base.

The department offers help to pupils in a variety of ways:

- providing direct one-to-one help from a learning support specialist teacher
- allocation of a support for learning teacher or pupil support assistant to a class
- teaching co-operatively with subject teachers
- advice to classroom teachers by learning support staff
- referral to specialist services, eg Psychological Services, through the school's Joint Support Team
- arranging a case conference for pupils with additional support needs.
- providing specialist resources
- liaising with the Scottish Qualifications Authority (SQA) so that special examination arrangements are made where appropriate
- support for pupils with additional support needs to make positive transitions to Barrhead High School from primary and other schools, and from Barrhead High School to further education, employment or training
- working co-operatively with other staff in the pupil support team.

Contact the Principal Teacher Support for Learning with any concerns.

Behaviour Support

For some pupils who have social, emotional and behavioural difficulties, their behaviour may affect their learning, or the learning of other pupils. Again as in all other high schools in East Renfrewshire, we have a specialist team of staff - teachers and assistants - who will work with the child and other teachers to improve the situation.

The team will employ similar strategies to those detailed above, working one-to-one, in small groups or with whole classes, focussing on behavioural issues. They work within the East Renfrewshire GIRFEC (Getting It Right For Every Child) Framework and will also liaise with other partner agencies like the East Renfrewshire Psychological Service and Social Work.

Contact the Principal Teacher Behaviour Support with any concerns.

Section 3 - Support for Pupils

OUR SUPPORT TEAM (3)

The wider Support Team

Your child can also be supported by our Social Justice Manager; by Young People's Services; by our Campus Police Officer; or by our Education Psychologist; and we can link to Social Work, the Youth Counselling service, the School Nurse, a local doctor and many, many others.

All of these supports are available for any young person who needs additional help, and we hope that parents will work with us all to make sure learning is fully supported. Please contact the Principal Teacher of Pupil Support with any concerns.



Joint Support Team (JST)

The work of coordinating the different support agencies is often carried out through the Joint Support Team. It is made up from representatives of the school's Senior Leadership Team, Pupil Support staff, teaching staff, and where possible, Social Work department, Psychological Services, School Nurse service, Careers Service and other appropriate agencies. It allows us to bring together the experience and specialist knowledge of the different agencies to find the best solutions for the individuals being discussed. We would always seek a parent's permission first before involving the JST.

ENQUIRE

The Scottish Advice Service for Additional Support for Learning

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

- A telephone helpline—0345 123 2303
- An email enquiry service—info@enquire.org.uk
- An online enquiry service
- Two websites—www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/advice-young-people (for young people)

Enquire also provide a range of clear and easy to read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.

Section 3 - Support for Pupils

CHILD PROTECTION

At Barrhead High School we work hard to keep our children safe.

At Barrhead High School we take the care, welfare and protection of our children very seriously. We believe all children have a right to feel safe within the school, home and community.

Within our school we strive to provide a safe, secure and nurturing environment for our pupils, which promotes inclusion and achievement.



All staff in Education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse.

Our child protection policy and procedures set out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or the community. These policies are designed to ensure that children get the help they need when they need it.

Every staff member undergoes a minimum of one child protection training activity every session. Many of our staff are more extensively trained in specific areas of child protection to support and identify potential child protection concerns.

All schools in East Renfrewshire have comprehensive Pupil Support systems in place and we work closely with our partners in Social Work, Health and the Police. The school operates a multi agency Joint Support Team to ensure that the best possible supports are available to pupils when they need them.

The Child Protection Co-ordinator for the school is Miss Potter, one of our Depute Head Teachers. The Head Teacher, Mr Sinclair, is the Child Protection Officer. If you wish any further information or a copy of the school policy, please contact the school office. If you wish to discuss this important matter further, please make an appointment to see either Miss Potter or Mr Sinclair.

Barrhead Social Work Office: 0141 577 8300

Clarkston Social Work Office: 0141 577 4000

Police Scotland Family Protection Unit: contact Police Scotland 101

Standby Social Work Out of Hours 0800 811 505

Section 4 - Policies and Procedures

THE SCHOOL DAY / THE SCHOOL YEAR

The School Day

Period 1 • 8.45 - 9.35
Period 2 • 9.35 - 10.25
Interval
Period 3 • 10.40 - 11.30
Period 4 • 11.30 - 12.20
Lunch
Period 5 • 1.05 - 1.55
Period 6 • 1.55 - 2.45
Period 7 • 2.45 - 3.35 (M, T, Th)



The School Year 2020/21

New Session Starts:

School Opens • Wednesday 19 August 2020

September Holiday:

Close • Thursday 24 September 2020

Open • Tuesday 29 September 2020

October Holiday:

Close • Friday 9 October 2020

Open • Tuesday 20 October 2020

Christmas Holiday:

Close • Tuesday 22 December 2020

Open • Tuesday 5 January 2021

Mid Term Holiday:

Close • Thursday 4 February 2021

Open • Wednesday 10 February 2021

Easter Holiday:

Close • Thursday 1 April 2021

Open • Monday 19 April 2021

May Day Holiday:

Close • Friday 30 April 2021

Open • Tuesday 4 May 2021

Local May Weekend Holiday:

Close • Thursday 27 May 2021

Open • Wednesday 2 June 2021

Summer Holidays:

School Closes • Tuesday 29 June 2021

Section 4 - Policies and Procedures

ATTENDANCE AND TIMEKEEPING

If pupils are not in class, they will not learn. It is vital therefore that parents work with the school to maximise the opportunities to learn for their children by encouraging good attendance and timekeeping.

East Renfrewshire has a clear policy on attendance, which is set out below:

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

In Barrhead High School, electronic registration is recorded for all classes on a period by period basis.

There are very strict guidelines governing the absence codes that can be used by schools. Most normal absences will be classed as authorised (eg sickness confirmed by parental note, medical appointments, bereavements). Other absences (eg those unexplained by parents, truancy, most family holidays in term time) are classed as unauthorised. If you have a question about the categorisation of attendance or absence please contact the school.

East Renfrewshire Council asks parents to avoid taking family holidays during term time if at all possible. At the school level we are very conscious of the disruptive effect on a pupil’s learning, would support this stand and ask for your support also with this matter. Holidays taken during term-time will normally be classed and recorded as Unauthorised Absence.

Staff will investigate all unexplained absences. If unexplained or unjustified absences persist, the matter is then referred to the Reporter to the Children’s Panel, which is made up of members of Parent Councils in the area.

If parents feel that their child may be truanting from school, they should not hesitate to contact us. Early contact may remove the parent’s fears and may help us to catch a problem at an early stage.

The Pupil Support team monitors the attendance of their caseloads on a daily basis and will request that the office phone home in the event of any pupil being absent if we have received no information regarding the absence. **We would ask all parents and carers to notify the school of daily absence as early in the day as possible. Following an absence, parents should provide a written note detailing and explaining the absence on the day of return, which the child can deliver to the School Office.**

When pupils are at school, it is vital that they arrive on time for classes. Otherwise not only is their education disrupted but so is the education of others in the class. Your assistance in ensuring your son/daughter arrives at school on time is appreciated.

Section 4 - Policies and Procedures

BEHAVIOUR AND ANTI-BULLYING

A key value in our community is respect and our classroom charter is based upon this. Staff-pupil and pupil-pupil relationships should all be characterised by this.

In Barrhead High School, we are conscious that effective learning and teaching will only take place in a calm and ordered environment, characterised by respect for self and respect for others. We expect the highest standards of behaviour and our classroom charter aims to achieve and maintain this.

School policy on behaviour is based very firmly on this classroom charter and on good relationships between pupils and staff. Teachers are experienced in dealing with breaches of discipline when they occur, and as a school, we will employ a range of strategies ranging from a quiet word to potential exclusion from school as appropriate.

In dealing with repeated misbehaviour, we recognise the support of parents is vital. In this case, parents will be invited to come in and discuss the situation with a senior member of staff.

The possibility of bullying is often a concern for parents of children moving to a new school, although, in practice, it is not as prevalent as some might fear. However one incident is one too many and as a school we take the issue of bullying very seriously. We aim to ensure that we develop a climate in which bullying is not tolerated by staff or pupils through our “**No Bystanders**” message. We will take strong action, should bullying occur, to tackle it promptly and effectively. We would encourage parents to make contact with the Pupil Support teacher or Year Head as soon as possible if they have any concerns in relation to this.



In recent years, with the easy access many pupils now have to mobile phones, social networking sites and the internet, there has been an increase nationally in incidents of cyberbullying. Internet safety measures are in place by the provision of the ERC firewall, ensuring the safety and protection of our pupils within school. However many incidents of this nature occur out of school and we would encourage parents to be aware of their son/daughter's phone and internet usage. While we may have limited jurisdiction over what happens out of school, in many instances these things carry over into school as well, so it is helpful for us to know about them.

Any parent who believes that their child is being bullied should contact us immediately, confident that the matter will be dealt with firmly, sensitively and at the highest level in the school.

Section 4 - Policies and Procedures

MERIT SCHEME

The Merit Scheme, in its current form, was introduced in 2013 and 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:

- At least twice as many merits as demerits.
- Attendance greater than 90% for that month.
- No more than 4 lates in the month.

Teachers can award merits for a variety of achievements: homework in on time, always bringing equipment, following rules first time, using planners, consistently working well in class, being responsible, etc.

The Merit List

At the end of each calendar month, we produce a list of the names of all of our pupils who remained on track for that month. The Merit List will be posted in the school and added to our website.



Each month there will be small rewards for merit pupils such as watching a movie, an extended interval or early lunch, an extra period of PE, certificates, merit list pens & rulers. Twice a year, at Christmas and in June, there will be a more substantial reward such as a visit to the cinema, or special activities day. Pupils will require to have been on 3 out of 4 lists to be eligible.

The Merit List is also used to decide whether pupils are eligible to participate in some of the "extra" activities on offer. For example, to be considered for a school trip, pupils require to have been on the Merit List for 3 consecutive months.



Section 4 - Policies and Procedures

MERIT SCHEME (continued)

Demerits

As well as awarding Merits, teachers may also require to award Demerits when pupils do something that does not uphold the high standards that we set ourselves as a school.

They could be given a demerit for example for not completing homework, not bring in equipment, failing to follow class instructions, failing to remove outdoor jackets inside the school building, eating in class, using a mobile phone during periods, etc.



Every demerit will require 2 merits to cancel it out. A more serious behaviour referral will require 4 merits to cancel it out. If they have been in the Learning Zone, excluded or truanting, a pupil will not be on the Merit List for that month.

What Else Happens with Demerits?

If a pupil gets 5 demerits their Pastoral Support teacher will call home to alert parents to an emerging problem. This is in order to support the pupil to get back on track.

If a pupil reaches 10 demerits in a month, the parents/carers will be called by the Depute Head Teacher in charge of the yeargroup.



Section 4 - Policies and Procedures

DRESS CODE

Uniform sets a standard and at Barrhead High School we set high standards for all. Wearing a uniform presents a much higher image of the school in the community, avoids inequalities in terms of possessing the latest designer fashions and allows us to identify quickly who should, and who should not, be in our campus.

Pupils, staff and parents working together can maintain high standards in uniform. These photographs illustrate acceptable school uniform at Barrhead High School.

Parents can support us by ensuring that their son/daughter is wearing:



- Blazer with badge
- Black Smart Trousers
- Black Skirts (knee length)
- White School Shirt (buttons to the neck)
- Black V-neck Jumper / cardigan
- Black Shoes (all black)
- School Tie
- Black outdoor jacket (as required)



As we are preparing our young people for the world of work parents can support us by ensuring pupils do NOT wear the following items of clothing:

- Leggings, jeggings, shorts
- Jeans (including black)
- Skirts of an inappropriate length
- Hooded or casual tops (any colour including black)
- Shirts that do not button to the neck
- White or coloured trainers or shoes
- Items with logos
- Football colours

All outdoor jackets and other coloured tops, other than blazers, will require to be removed inside the building. Lockers are available to keep outdoor jackets in for all pupils.

We also have our own PE uniform—a purple polo-neck or T-shirt.



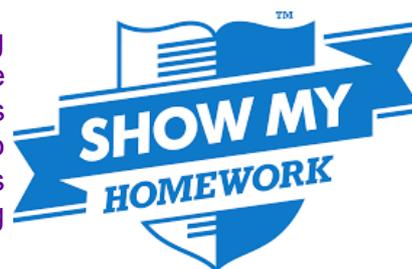
Section 4 - Policies and Procedures

HOMework AND STUDY

Homework is essential to support the learning that takes place in the classroom. It is also important to realise that homework involves more than completing set tasks issued by teachers. Increasingly as pupils move up through the school, they should be taking responsibility for consolidating work already covered and preparing for new work. It is vital therefore that they learn from an early stage to develop good study habits and routinely complete homework.

The amount and type of homework set by teachers will vary from year to year. We expect that all faculties will set pupils homework at all stages. The work to be done at home should be worthwhile and planned to add to the educational experience. Some exercises may be set to reinforce what has been taught in class; on other occasions pupils may benefit from guided reading, from researching materials in books, newspapers and magazines, or from being directed to watch a programme, film or play on TV.

One of the most significant effects on a young person's progress can happen through the engagement of parents / carers in their child's learning. Barrhead High School has subscribed to 'Show My Homework' (SMH) to remove any barriers there may be for parents accessing / understanding what homework should be completed at home.



All pupils are issued with log in to SMH. Parents are also given a login to SMH to see what homework has been set and completed by their son / daughter. We would ask parents to check their child's SMH on a regular basis to check homework is being completed. Teachers will record the completion of homework and may comment on it in SMH.

Teachers or Pupil Support staff will contact parents and carers should there be any concerns developing regarding homework. If parents have concerns about homework, they should contact their son/daughter's Pupil Support teacher in the first instance.

Supported Study

At various times in the session, a programme of supported study may be organised to provide pupils with additional help with their work, particularly in the run up to the prelims or the SQA exams. These supported study sessions are usually held at the end of the school day when teachers are available to provide tutorial support. Pupils are encouraged to take full advantage of these opportunities to maximise their achievement and ensure they attain the highest possible grades.

At other times, teachers will offer help on an informal basis and again we would encourage pupils to make full use of this.

Section 4 - Policies and Procedures

SCHOOL CANTEEN & FREE MEALS



Pupils in S2 and above are allowed to go out of school at lunchtime; however we encourage parents and pupils to make full use of the on-site facilities—the Hub, the Deli or the Cafe. Our facilities are safe, supervised and offer a wide range of healthy eating options. S1 pupils are required to stay in school at lunchtimes.

Barrhead High School operates a cashless cafeteria. Pupils, staff and visitors have an account which is accessed by entering their individual code number. Purchases are then debited from the account.

Money can be credited to the account by inserting cash into the machine in the canteen. However we would encourage parents to make use of the online payment facility **ParentPay** to add money to the pupil's card (see page 23).



If pupils require special diets, their parents should obtain a diet sheet from their doctor or the hospital dietician and send it to the School Meals Supervisor. The Supervisor will then contact the Catering Manager at the school and the matter will be dealt with discreetly.

Pupils who bring packed lunches to school may use the cafeteria or social areas to eat them.

Free School Meal Entitlement

Some pupils may be eligible for free school meals. This is a means-tested benefit dependent on parental income. Pupils are given a daily allowance (currently £2.20) which is automatically added to each pupil's account each day. If it is not used, it is then lost and cannot be cashed or built up.

Information and application forms for free school meals may be obtained from the school office or from Customer First staff at Council Offices, Barrhead (0141 577 3001). Although application may be made at any time, it is helpful if forms are completed in April for applications which are to take effect from the beginning of the following session. Please note that a new application must be made each session.

We would encourage parents who are eligible to make use of this. Pupils **who are in receipt of** free meals are also eligible for other support eg at present senior pupils are entitled to free places on the school's Easter Revision classes. These benefits are only available to pupils who actually receive the free meals. Similarly the school can receive support based on the number of pupils who receive free meals.

Section 4 - Policies and Procedures

PARENTPAY

East Renfrewshire Council operates a service that allows parents/carers to pay for their child's school excursions/visits and schools meals online, via the council's ParentPay system.

By paying online, parents will no longer have to engage in the often risky practice of sending their youngsters to school with money to pay for excursions/visits or meals.

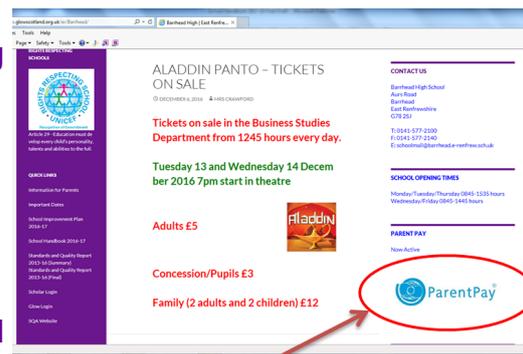
The system is also more cost-effective and avoids the amount of cash that has to be handled by staff.

It is also hoped that, due to ease of use, there will be an increase in the number of pupils taking school meals.

You can get more information and log on at:

<https://www.parentpay.com/>

or access it directly from the school website.



Using ParentPay

- Access the ParentPay facility at www.parentpay.com (You can go directly to the site from the Quick Link on the school website.)
- You will first need to create an account using the account activation letter provided by the school and set up a new password.
- Log on with your username (email address) and password.
- You can now use the facility to pay for dinners, Home Economics payments, school trips and much more.

Section 4 - Policies and Procedures

MEDICAL MATTERS

We do not have a full-time nurse, although we do have trained First Aiders. For pupils who are ill during the day there are strict regulations limiting the first aid we are allowed to provide. We are forbidden to administer medicine unless the relevant pro-forma has been completed, signed by a parent and returned to the School Office along with the medicine, stored in its original packaging.

In cases of serious illness or accidents, every effort is made to contact the parents and, if necessary, arrangements are made to have the pupil taken to hospital. In cases where a pupil is not able to remain in school, contact is made with the parents with a view to having the pupil taken home. Fortunately most cases are straightforward and the pupil returns to classes as soon as possible after receiving first aid.

We would request all parents to inform us of any medical problem or condition affecting their child. Such information is helpful and enables us to take prompt and appropriate action if a pupil is suddenly taken ill. Details of this nature are of course handled with sensitivity and in confidence.

Routine medical examinations or immunisations are carried out from time to time by the education doctor and nursing staff. Parents are informed when these examinations are to take place.

Pupils with medical/dental appointments during the school day should bring the appointment card to the School Office to be recorded. As much notice as possible of appointments should be given.

EMERGENCY PROCEDURES

As with all East Renfrewshire Council schools, we make every effort to maintain a full educational service, but on occasions circumstances may arise which lead to disruption. Schools may be affected by, for example, severe weather, dislocation of transport, power failures or difficulties of fuel supply.

In such cases we shall do all we can to let you know about the details of closure or re-opening as soon as possible. In any decisions taken, the safety and welfare of both pupils and staff will always be paramount. We shall keep in touch by using letters, text-messaging, Twitter and our school website. We shall also use the ERC website, local radio and notices in the local community.

A letter informing parents of the procedures is sent home each year and a copy of the full procedures is available on the website.

Section 4 - Policies and Procedures

EQUALITIES & SOCIAL JUSTICE

East Renfrewshire Council Education Department is committed to ensuring equality and fairness for all. In accordance with the requirements set out by the Equalities and Human Rights Commission, we seek to –

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2012
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

As a school, we have a commitment to equality of opportunity and to social justice. This commitment is extended to all members of the school community, pupils, parents and staff, irrespective of social background, creed, disability or race.

The school community has achieved the Rights Respecting School Gold Level Award, which confirms that such values are embedded into our values, policies and procedures.

At all stages in the curriculum, all courses are made available to both male and female students. No distinctions are made on the basis of gender. We hope that in this way we can help to remove stereotypes and prejudices.

Barrhead High School has clear guidelines and procedures for dealing with incidents of inequality, as advised by the Education Department. We encourage that any concerns be raised with us. Our Equalities Coordinator is Ms Pauline Bradley (DHT) and can be contacted by email or by telephoning the school.

DATA PROTECTION

Information on pupils, parents and carers is stored on a computer system and may be used for teaching, registration, assessment and other administrative purposes. The Data Protection Act 2018 and the European General Data Protection Regulations 2016 (GDPR) regulate the way data is managed by us to keep personal information confidential, accurate and secure. For further information please contact the school.

Section 4 - Policies and Procedures

RELIGIOUS & MORAL EDUCATION and RELIGIOUS OBSERVANCE

In line with our statutory duty, the school includes one period of Religious & Moral Education (RME) within the curriculum for S1 - S4. Relevant issues are examined in a meaningful and progressive way, using a context of Christianity, other religions or other belief systems.

Within the S5/6 curriculum, pupils also have the opportunity to study Religious, Moral and Philosophical Studies, offering SQA certification at Higher level.

Further relevant issues in relation to Moral Education will be addressed through our programme of Personal, Social & Health Education for all yeargroups, operated mainly by the Pastoral Support teachers.

Similarly issues of this nature may be addressed within the programme of regular assemblies held with each yeargroup.

The issues addressed, and the manner in which they are dealt with, make them relevant to all pupils and we encourage all pupils to participate fully in these programmes.

At times throughout the session, again in line with our statutory duty, we offer opportunities for religious observance.

The programme for this is designed to provide a meaningful experience for all, regardless of personal faith. As well as considering the meaning and impact of some of the important festivals (Christmas and Easter) on our society and culture, issues such as new beginnings, thankfulness and remembrance will be considered within an appropriate context. There will normally be 4-6 such assemblies for each yeargroup in a session and we work with our team of Chaplains and school staff to provide these.

Such assemblies are handled in a sensitive manner to ensure that they are meaningful to all and are sensitive to individual spiritual needs and beliefs. They provide opportunities for the school community to reflect upon and develop a deeper understanding of the dignity and worth of each individual and their contribution to the school and wider community. Pupils and staff should be able to participate with integrity without compromise to their personal beliefs. Again we would encourage all members of our community to participate fully in the programme.

There is a statutory provision for parents to withdraw children from participation in RME and/or religious observance. Should you wish further information regarding this, please contact the Head Teacher.



Section 4 - Policies and Procedures

COMPLAINTS

As a school, we pride ourselves in offering a first class service to all parties — pupils, parents and the community.

We encourage our pupils to show respect for each other, our neighbours and the local community. For example, our pupils carry out regular litter-picks in the area surrounding the school and have attracted numerous positive comments from various sources for their roles in the local community.

Our staff are recognised and respected for their willingness to go the extra mile — many will be found at intervals, lunchtimes and after the school day offering additional help to their pupils in their own time.



However, we do understand that sometimes things can go wrong. We value feedback and use the information from concerns and complaints to help us improve our services.

If you have a concern, we would welcome hearing from you at an early stage, before it develops into a more serious concern or complaint. We will attempt to deal with all issues at the lowest level possible and often a quick call to the Pupil Support teacher or even the Year Head will be enough to resolve the issue.

In line with Council policy, and following statutory direction from the Scottish Public Services Ombudsman (SPSO), we have adopted a Complaints Handling Procedure with a two stage approach to handling complaints:

Stage One: Frontline Resolution: We will use this to deal with issues that are straightforward and easy to resolve. We will give you our decision in five working days or less, unless there are exceptional circumstances.

Stage Two: Investigation: For complaints not resolved at Stage 1 or those that are complex and require detailed investigation, we will:

- acknowledge receipt of your complaint within three working days
- give you a full response to the complaint as soon as possible and within 20 working days.

If you are still unhappy with the response, after going through all the stages, you would still have the option of taking your complaint to the Scottish Public Services Ombudsman (SPSO). We would expect however that we would be able to resolve most issues at an earlier stage.

Section 5 - The Curriculum

CURRICULUM FOR EXCELLENCE

Curriculum for Excellence (CfE) is the name given to the Scottish Government's programme for education in schools. It aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from ages 3 to 18.

The curriculum includes the **totality of experiences** which are planned for children and young people through their education, wherever they are being educated. These experiences are grouped into four categories:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement

The new curriculum has been planned to offer “relevant, inspiring, engaging education for every child and young person in Scotland”. It aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work. The knowledge, skills and attributes learners will develop will allow them to demonstrate four key capacities – to be successful learners, confident individuals, responsible citizens and effective contributors.

The curriculum is described in terms of **experiences and outcomes**. They signpost progression in learning and set challenging standards that will equip young people to meet the challenges of the 21st century.

The title ‘experiences and outcomes’ recognises the importance of the quality and nature of the learning **experience** in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An **outcome** represents what is to be achieved. The experiences and outcomes are used both to assess progress in learning and to plan next steps, making use of the **benchmarks** for each subject area which help determine the levels at which pupils are achieving.

We are focusing less on the content of what we teach, and much more on experiences, on how children learn, on creating the best opportunities for learning by the ways in which we teach, and on the development skills for learning, for life and for work.

You can find out more about Curriculum for Excellence on the website:
<https://education.gov.scot/>

The school website also contains further information relating to the particular curriculum arrangements, the subjects on offer and the subject departments within Barrhead High School.

Section 5 - The Curriculum

CfE—IMPLEMENTATION IN BARRHEAD HS

Curriculum for Excellence (CfE) encourages the focus on a broad general education up to S3, before pupils progress to the senior phase of their schooling. In the broad general education, they will experience learning in all of the 8 curricular areas:

Languages	Mathematics
Social studies	Sciences
Technologies	Expressive Arts
Health and Wellbeing	Religious and Moral Education

covering the experiences and outcomes up to 3rd Level, with progress for many into the 4th Level.

As your child progresses through the school, they will move from a broad general education in S1 towards a greater depth and specialism by S5&6. The following pages give more detail on how the curriculum throughout S1 to S6 is designed to contribute towards this.

All pupils now experience the full CfE curriculum and assessments.

Skills Development

The development of skills is central to Curriculum for Excellence, particularly in relation to literacy, numeracy and health & wellbeing. These 3 areas are seen as the responsibility of all teachers and much work has been carried out by teachers working together to ensure consistency and coherence in developing the skills across the school. This has involved work within individual subject departments but also interdisciplinary learning coordinated between 2 or more subjects.

Increasingly as the pupils progress through the school, there is an emphasis on the development of skills for learning, for life and for work, both in school subjects, and in other opportunities for achievement, within and outwith the school context. We recognise that the learning experience will not finish for any pupil when they leave Barrhead High and it is vital that we prepare and equip them for the next stage in their experience.

A major focus for us at all stages is the Scottish Government's Developing the Young Workforce programme and staff have incorporated various strategies into learning and teaching to emphasise how learning in school helps prepare for the world of work and to ensure our pupils move on to a positive and sustained destination when they leave school.



Section 5 - The Curriculum

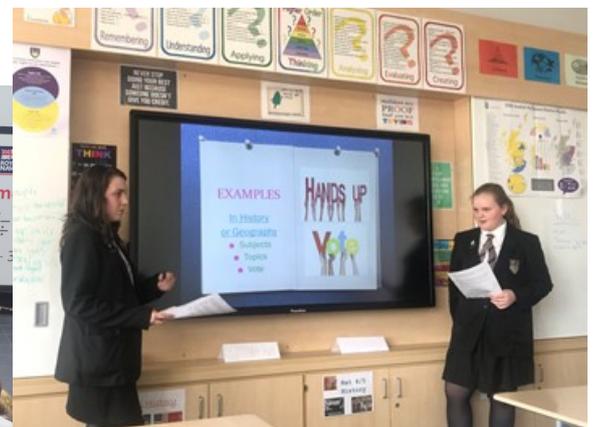
S1/2 CURRICULUM

Because of the care taken by primary and secondary colleagues to ensure that all appropriate information is exchanged, we can be confident that your child will be placed in a class where she/he is able to fulfil her/his potential.

Levels of attainment from primary school assessments and East Renfrewshire Council / Scottish Government Standardised Assessments are taken into account in formulating class groupings and in progressing the work at the start of S1 to ensure a smooth and coherent transition.

In S1 and S2 pupils study a broad range of courses, covering the 8 curricular areas of Curriculum for Excellence, which create the strong foundations for study in S3 to S6. The allocation of time to each subject is outlined below:

Subject	Periods (S1)	Periods (S2)
English	5	4
Mathematics	4	5
French	3	3
Social Subjects (Geography / History)	3	3
Science	3	3
Art	}	The 6 Practical Subjects are taken on a rota, 3 at a time, with an average of 1.5 periods per week
Music		
Drama		
I.T.		
Technical		
Home Economics		
Physical Education	3	3
Social Education / Pastoral	2	2
Religious & Moral Education	1	1



Section 5 - The Curriculum

S3/4 CURRICULUM

Curriculum for Excellence (CfE) takes a fresh approach to what, how and where young people learn. CfE aims to raise standards, improve knowledge and develop skills. The fresh approach to learning requires new assessment methods and qualifications. The Scottish Qualifications Authority (SQA) have developed qualifications which have equal status and credibility to those previously available and support the new curriculum:

- National 1, 2 and 3 (equivalent to the old Access 1, 2 and 3 or Standard Grade Foundation Level);
- National 4 (equivalent to the old Intermediate 1 or Standard Grade General Level);
- National 5 (equivalent to the old Intermediate 2 or Standard Grade Credit Level).

The SQA works with all stakeholders to make sure national standards are maintained.

In S3, most pupils in East Renfrewshire schools will continue to focus on 8 or 9 subjects which they will study over the next two sessions. S3 in particular will act as a bridge between completing the broad general education phase, described in terms of experiences and outcomes, which they have followed up to that point, and preparing for certification through the Nationals in S4.

Choice in S3 & S4

Pupils will have the opportunity to make some selections of subjects at this stage, but are still required to follow a broad general education comprising Languages (English and French), Mathematics, a Social subject, a Science subject, a Technology subject and an Expressive Art subject. All pupils will meet Health and Wellbeing through core Physical Education and Social Education and all will follow a core course in Religious and Moral Education. However there is also an element of personalisation and choice in terms of which subjects they choose within some of these broad areas.

Pupils will choose their subjects through an option pathways process taking into account their progress and achievements to date and their career intentions beyond school. They will be supported in making these choices by their subject teachers, Pupil Support teacher, Year Head and Careers Officer, among others. Further details can be found in the Option Pathways Booklets (see website).

Parents will have a vital role to play at this time in supporting and helping their child to make the right choices. Information sessions specifically aimed at parents are held at the times choices are being made.

Section 5 - The Curriculum

S5/6 CURRICULUM

As part of the development of the new National courses and examinations, the SQA introduced amended Highers and Advanced Highers to bring them into line and these have been used in all East Renfrewshire schools since 2015/16.

In S5/6, pupils can continue their studies from S4, progressing on to Highers and then Advanced Highers or continuing at National levels as appropriate. Pupils will normally focus on 5 subjects in S5.

East Renfrewshire Council also offers an extensive programme of vocational courses in conjunction with the local colleges which can supplement or take the place of some of the school options. Pupils are supported and encouraged to make use of any appropriate vocational options (see page 33 for further details).



In S6 pupils are expected to focus on 4 subjects. This allows them some freedom to have an involvement in the wider life of the school – for example the S6 committees, volunteering or peer mentoring.

Choice in S5 & S6

At the start of S5 and again at the start of S6, pupils will choose their subjects through a similar option pathways process to that described above for S3/4. It is important that pupils check with employers, colleges and universities to identify the required qualifications for their chosen pathway.

In Barrhead High School, we pride ourselves on the fact that pupils can achieve their full potential at whatever level is appropriate.

Section 5 - The Curriculum

VOCATIONAL PROGRAMME

East Renfrewshire's Vocational Programme brings various council services together with local employers and colleges of further education, to provide a range of stimulating vocational courses for pupils, providing a broader range of options for pupils entering 5th or 6th year. Vocational courses are intended to provide a pathway to employment, training or further and higher education, and pupils will gain general employability skills valued by employers.

Some courses are 2.5 day options which means a student will attend college/training provider Monday, Tuesday and Wednesday afternoons and all day on Thursday. The rest of the week he/she will attend school, taking 3 school subjects. Other courses will run for 2 afternoons, (Tuesday and Thursday) allowing students to study 4 subjects in school. All transport costs are met by East Renfrewshire Council. Taxis /buses collect students from the school and return them at the end of the day.



Some courses are now based in the Vocational facilities within Barrhead High School, like the Barista training course illustrated.

Full details of the programme for this session are available by clicking on East Renfrewshire's Vocational Programme prospectus or, speak to your Pupil Support Teacher.

Pupils wishing to apply for a course should speak to the DHT with responsibility for post-16 provision - Mr Adam Beaton.

The **Vocational Programme Prospectus** can be accessed via a link on the following web page:

<http://www.eastrenfrewshire.gov.uk/index.aspx?articleid=1740>

LEAVING SCHOOL

The school works hard with Skills Development Scotland to ensure every pupil moves on to a positive destination. Pupil Support teachers lead an intensive UCAS programme to help pupils apply for university, including a parents' information evening. Mr Beaton works hard with the Pupil Support team and other agencies to ensure that pupils moving on to other destinations are equally well informed and supported.

If you have questions relating to the choices after school, please contact the DHT with responsibility for post-16 provision - Mr Adam Beaton.

Section 6 - Assessment and Reporting

ASSESSMENT

Assessment is an integral part of learning and teaching. It helps to provide a picture of a young person's progress and achievements and to identify next steps in learning. As learners move through the curriculum, they will experience a range of approaches to assessment. Curriculum for Excellence has built upon the Assessment is for Learning (AifL) approaches that have been used in Barrhead High School for some time.

A learner's progress will be assessed in ways and at times appropriate to their learning needs. Judgements about learning will be based on evidence from a broad range of sources, over time, and across a range of activities, both in and out of school. Learners at all stages will be involved in planning and reflecting on their own learning, through formative approaches, self and peer assessment and personal learning planning.



Assessment in the Broad General Education

Teachers will use a range of ways of assessing young people; this may include observation, coursework and tests to see how a young person is progressing and what their next steps in learning should be. The CfE benchmarks are used to establish standards.

In addition to school assessment, all pupils in East Renfrewshire currently sit standardised tests in Literacy and Numeracy during S2 and the Scottish National Standardised Assessments in S3.

Assessment in the Senior Phase

At the senior phase young people will also experience assessment practices which lead to qualifications. There will be a variety of internally and externally assessed items, including the formal exams.

Many courses at **National 5**, **Higher** and **Advanced Higher** levels still include work that is assessed by teachers and lecturers, but learners will also have to pass a course assessment for these qualifications – usually a question paper and/or coursework. This will be marked by SQA.

Assessment methods – such as assignments, case studies and question papers – will be appropriate to the subject and level learners are studying.

Section 6 - Assessment and Reporting

REPORTING

Reporting has two main purposes. Firstly, it provides clear, positive and constructive feedback about young people's learning and progress, looking back on what has been achieved against standards and expectations. Secondly, it creates an agenda for discussions between learners and those teaching and supporting them about their next steps in learning.

Parents will get regular information about their children's strengths, progress and achievements. They will be informed about any gaps in their children's progress and ways that they can help. To help parents support their children's learning, it is important that teachers share full and open accounts of each learner's progress.

Teachers will report to parents on their child's progress in planned learning across the curriculum areas and in different contexts. They will do this in terms of levels (CfE levels or National Qualification levels) as well as using brief qualitative comments. Reporting will note particular strengths, areas for development and achievements in challenging aspects and in the application of learning.

We will send home a full formal report for each pupil at an appropriate time each year. In addition, we will issue at least one tracking report which informs briefly how the pupil is performing in each subject area in terms of effort, behaviour and homework. The timing of these reports varies by yeargroup and is issued at the start of each session.

Each pupil in S3 will produce a profile. A profile is a snapshot of a child's or young person's best achievements at a given point in time. Profiles are primarily aimed at learners and their parents, and draw together a range of information about a young person's learning. It is envisaged that this profile will build up over the pupil's time in school and produce a document that will assist the pupil in applying for jobs, college or university when they leave us.

In addition to the written reports, there will be a parents' consultation meeting for each yeargroup each session. Where possible this is held at a different point in the session from the full report to increase the quantity and value of communication.



Section 7 - Achievement & Improvement

ACHIEVEMENT

Attainment in SQA Examinations

Barrhead High School aims to ensure that all pupils attain to their highest level. The summary statistics for current attainment in the SQA examinations are shown on page 37 and on the school website. They are also summarised in the school's Standards & Quality Report for the previous session, issued each October. A copy of this can be accessed on the school website.



Other Achievement

While we recognise attainment in SQA exams as very important, we value achievement in other areas too, both in and out of school. As a school, in the last year, we have been awarded a number of exciting awards including the



Digital Schools Scotland award, the Vision Schools Scotland award and the GOLD Sports School Scotland award. In session 2017-18, the school gained the Rights Respecting School Gold Level award. In addition we regularly see our pupils achieving success in sporting, musical and competitive contexts, as individuals or teams.

We highlight achievements on a week by week basis on the school website or Twitter account and again summarise the most significant of these in the annual Standards & Quality Report.

Celebrating Achievement



At the end of each session, we hold an awards ceremony for the junior yeargroups to recognise the achievements of the pupils. These can range from effort in classes to successes in examinations and from representing the school to service to the community.

Following the issue of the SQA results each August, we hold a special ceremony to recognise the outstanding levels of attainment reached by some of our talented pupils.

Section 7 - Achievement & Improvement

IMPROVEMENT

The results below summarise the school's achievements in SQA exams over the past three sessions in the 3 key measures:

- Percentage of S4 pupils attaining 5 or more National 5 (SCQF Level 5) awards
- Percentage of S5 pupils attaining 3 / 5 or more Higher (SCQF Level 6) awards
- Percentage of S6 pupils attaining 3 / 5 or more Higher (SCQF Level 6) awards

By end of S4	5+ @ level 5 or better		
	2016/2017	2017/2018	2018/2019
	61	52	60

By end of S5	3+ @ level 6 or better			5+ @ level 6 or better		
	2016/2017	2017/2018	2018/2019	2016/2017	2017/2018	2018/2019
	37	42	35	15	13	20

By end of S6	3+ @ level 6 or better			5+ @ level 6 or better		
	2016/2017	2017/2018	2018/2019	2016/2017	2017/2018	2018/2019
	40	42	48	27	29	36

All percentages are of the relevant S4 roll. The full statistics are available on the school website.

School Improvement Plan

Barrhead High School works in the context of the Scottish Government's National Improvement Framework and the Local Improvement Plan of East Renfrewshire Council's Education Department. East Renfrewshire is a progressive authority in which work and supports and challenges its schools to examine and improve their performance.

As a school, we are keen to ensure that we are offering the best possible learning experiences for our pupils and that requires us to examine our own practice as well, both as individual teachers and as a school. Each year we produce a School Improvement Plan which aims to steer our development.

Much of our recent work has centred around the implementation of Curriculum for Excellence, and this is likely to continue over the next few years. We make significant use of inservice days and staff collegiate working time to see improvement continue.

A copy of the current School Improvement Plan is posted on the Website.

Section 8 - Pupil Involvement

GETTING INVOLVED IN SCHOOL LIFE

School is not just about the academic learning that takes place in the classroom. Many of the most powerful experiences that pupils will learn from occur in other contexts. Sometimes this will involve teachers taking their subject out of the classroom but often it will be through participating in other experiences and making the most of opportunities.



This can be through extra-curricular clubs, charity work, competitions, school trips and much more. The Friday Club is always popular and offers a variety of activities in a non-competitive context.

Each session, we run a Freshers' Fayre to ensure that all pupils, but particularly the new S1, know what clubs and activities are taking place and we encourage them all to sign up for something.



If you want to get the most out of your time at Barrhead High School, you must be prepared to put the most into it.



Pupil Voice

Pupils can have a voice on decisions which will affect them through the Student Council. We have an active group who make a real contribution to learning & teaching and the life of the school.



Section 8 - Pupil Involvement

EXTRA-CURRICULAR ACTIVITIES

Sports

Barrhead High School offers many sporting activities during lunchtimes and after school. Activities vary from session to session depending on demand. Football, Rugby, Badminton, Basketball, Netball, Gymnastics and Athletics have been offered in the past and are open to both boys and girls.



Music

Barrhead High School has a wide variety of musical activities on offer. Pupils can join the school orchestra or choir or use the Music Department's extensive resources to join groups of pupils, for example, practising guitar, drum, keyboard or many other instruments during the lunchtime.



Drama

Our drama studio has allowed our pupils not only to study Drama as part of their course, but to take part in other activities based on drama.

Shows

As well as an annual concert, we have a number of school shows throughout the year. These are often suggested and, in part, organised and directed by pupils themselves, supported by staff. We have enjoyed talent shows; gymnastics displays; a dance show. Often, the ticket money raised is given to charities. Our own school panto is becoming an annual activity.



Trips Home and Abroad

Trips are often the highlight of a pupil's (and a teacher's!) school experience. In recent years we have skied in Italy, tasted snails in France, eaten tapas in Spain and caught a show in London, as well as adventured in an Outdoor Centre.



Section 9 - Parental Involvement

KEEPING IN TOUCH

Parents often feel that their teenager is reluctant to give away any information about school! - “What did you do at school today?” “Nothing!” - is a standard conversation in many homes.

We have a number of ways of communicating with parents. We continue to use ‘schoolbag mail’ because it is the least expensive method, so parents should check that their child produces any letters or forms from the depths of the schoolbag. If necessary, we will post items out. For urgent and important messages/reminders, we may send a text or e-mail.

We produce an occasional newsletter but increasingly we are making extensive use of our website and Twitter to inform parents and pupils. They are updated regularly and contain a wealth of information about the school as well as important links to other sites of interest to parents. Most information is added as news items to the website. We also have good relationships with the Barrhead News and they regularly feature articles about the school.



We are always accessible by phone to our school office. Even if the member of staff you need is teaching, a contact number will be noted and we will get back to you as soon as possible. Principal Teachers of subjects or Pupil Support may contact you directly. We also welcome parents into school for formal and informal meetings. Each session, we run ‘Friends and Family’

events which bring family members back to school with ‘their’ S1 youngster, for a quick tour and tea and scones.

Teachers may also use your child’s jotter as a way of communicating, as well as homework booklets, end of unit sheets and other pupil work for you to sign.

Show My Homework is an online app which is used across the school to issue and monitor homework. Every pupil is registered and parents should also sign up. Parents can see or receive notifications about homework due or missed. The feedback we have received about the value of this app is very positive.

The most important thing to remember is that communication between home and school is very welcome indeed; it makes it possible for us to work together for your child. If there is a temporary difficulty or upset at home, an illness or medical treatment which will require an absence, a house move, a bereavement or other loss, we can support best if we know what has happened.

Our contact details are on the back of this handbook.

Section 9 - Parental Involvement

GETTING INVOLVED

Research consistently demonstrates that where parents are involved with their children's education and learning, both at home and in partnership with the school, their children do better and achieve more. These benefits can be long-lasting and extend to better health and relationships, and improved employment prospects.

Parents make a difference

Parents, carers and families are by far the most important influences on children's lives. Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour. Their support can play a vital role at all stages of education.

For example, where parents are actively involved in reading with their children at home, their children's reading scores improve, on average, by between 12 and 18 months. In the secondary sector, parents' active support for their child's learning can make a difference into adolescence. Evidence shows that most differences in achievement by 14-year-olds in English, maths and science are due to home influences.

Parents in partnership with schools

The active involvement of parents in the life of the school can help promote a learning community in which pupils can engage positively with school staff and their peers. As a school, we try to ensure that parents are kept informed and involved in all decisions affecting their children's education and learning.

We run a number of events aimed at parents in addition to the normal curricular parents' meetings. We regularly offer sessions to help parents support their child in their homework and study, whether the focus is on maths in S1, helping with English homework, different ways of studying and preparing for exams in the senior phase or preparing for transition to university after school.



Section 9 - Parental Involvement

PARENT COUNCIL

Scottish Schools (Parental Involvement) Act 2006

School Boards were replaced in August 2007 by a system of Parent Councils. The Act makes provision for all parents to be members of the Parent Forum at a school, and to have their views represented to the school, education authority and others, through a representative Parent Council for the school.

The legislation supports parental involvement in a much wider sense than before. It aims to help *all* parents to be:

- involved with their child's education and learning
- welcomed as active participants in the life of the school
- encouraged to express their views on school education generally and work in partnership with the school

The Parent Council also has a role in the appointment of Head Teachers and Depute Head Teachers.

The Parent Council for our school is known as:

Barrhead High School Parent Council

We have more than 20 Parent Council Members who will meet monthly. The Council has its own section on the school website and their own Facebook page. Parents can contact the Parent Council through the school office or by email to the school email address.

Chair	Jean Hepburn
Vice-Chair	David McArthur
Treasurer	Anne McNaught

The Head Teacher will, and local councillors may, attend all meetings as advisors to the Parent Council and have the right to speak although, not being members of the Parent Council, no right to vote.

Meeting dates will be advertised on the school website at

www.barrhead.e-renfrew.sch.uk



The main focus of the Parent Council has been fund-raising through various activities like the Quiz Night and supporting joint events like our charity hillwalk.

Joining the Parent Council is a good way to contribute to the life of the school and parents of new pupils who are interested in doing this will be made most welcome.

Section 10 - Further Information

ERC INFORMATION

East Renfrewshire Council Education Department

East Renfrewshire Council's education website can be found using the link below. There are further pages giving information on a range of topics including placing requests, free meal entitlement, school holiday dates, and much more.



<http://www.eastrenfrewshire.gov.uk/learning>

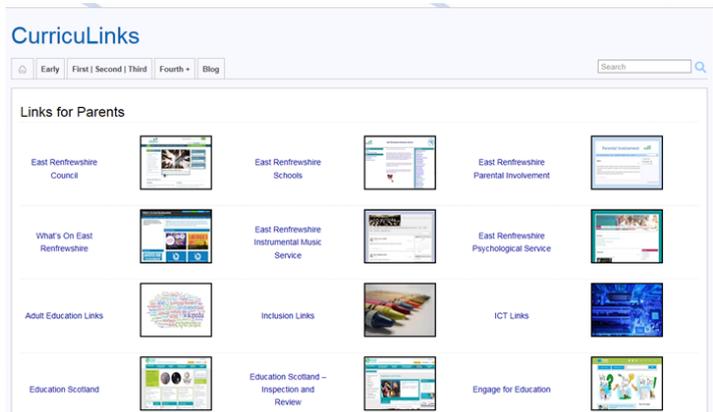
CurricuLinks

The link below will take you directly to the East Renfrewshire Council Education Department's CurricuLinks 'Links for Parents' page:

<https://blogs.glowscotland.org.uk/er/curriculinks/links-for-parents/>

As well as giving information on the curriculum, this site has direct links to various other websites which may be of interest to parents including Education Scotland, SQA, and Parentzone.

In fact many of the sites listed on the following pages (44 - 45) can be accessed directly from this page.



The 'Inclusion Links' icon will lead to various sites of relevance to Additional Support Needs including Enquire, Dyslexia Scotland and the Scottish Society for Autism.

The 'ICT Links' icon will lead to various sites giving advice on the safe use of ICT including Respectme, CEOP and Be Safe Online.

Section 10 - Further Information

OTHER USEFUL WEBSITES

The Scottish Government

This is the Government's site relating to education. There are further pages dealing with curriculum, assessment, support for pupils, Additional Special Needs and much more.

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

Education Scotland

Education Scotland is the key national body supporting quality and improvement in Scottish education. It has merged the development work previously carried out by Learning Teaching

Scotland with the functions of the HMIE. The website is full of information relating to all areas of education—curriculum, assessment, support for pupils, Additional Special Needs, quality and improvement, and much more

<https://education.gov.scot/>



The Scottish Qualifications Authority (SQA)

The SQA is the national accreditation and awarding body in Scotland. They are responsible for the administration of courses and exams offered in the senior phase.

<http://www.sqa.org.uk>

Parentzone

A special section of the Education Scotland website, designed specifically with parents in mind. It covers everything from choosing a school to getting involved in your child's education; from Curriculum for Excellence to Additional Support Needs—from a parent's point of view.

<https://education.gov.scot/parentzone/>

Parenting Across Scotland

Parenting across Scotland is a partnership of charities which offers support to children and families in Scotland to give children the best possible start in life.

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

The National Parent Forum of Scotland

The NPFS is a very active organisation who have produced a number of very high quality and useful materials, particularly relating to Curriculum for Excellence and the new National Courses. They have produce single sheet summaries for almost every subject known as "Nationals in a Nutshell"..

<https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/national-5/>

Section 10 - Further Information

OTHER USEFUL WEBSITES — continued

Enquire

Enquire is the Scottish advice service for additional support for learning (see page 13)

<http://www.enquire.org.uk/>

Skills Development Scotland

Formerly Careers Scotland. The Skills Development Scotland website can be accessed from the link below—in particular the 'My World of Work' site can be accessed from here and offers a number of tools to support career planning.

<http://www.skillsdevelopmentscotland.co.uk/>





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